

STUDENT NUMBER

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HISTORY: AUSTRALIAN HISTORY

Written examination

Thursday 2 November 2023

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	4	2	50
B	4	1	20
			Total 70

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 28 pages, including **assessment criteria for Section B** on page 28
- Sources book for Section A
- Additional space is available at the end of the book if you need extra space to complete an answer.

Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination

- You may keep the sources book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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SECTION A**Instructions for Section A**

Answer **two** of the following questions in the spaces provided.

Historical investigation	Pages
Question 1 – From custodianship to the Anthropocene (60 000 BCE–2010)	4–7
Question 2 – Creating a nation (1834–2008)	8–11
Question 3 – Power and resistance (1788–1998)	12–15
Question 4 – War and upheaval (1909–1992)	16–19

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Question 1 (25 marks)

From custodianship to the Anthropocene (60 000 BCE–2010)

Refer to pages 2 and 3 in the sources book when responding to this question.

- a. Using Source 1, identify **three** ways in which colonisation changed land use. 3 marks

- b. To what extent were the gold rushes the most significant event that contributed to environmental changes in Australia up until 1901? Use evidence to support your response. 10 marks

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- c. Using Source 2 and your own knowledge, explain how environmental campaigns contributed to awareness of environmental issues in Australia between 1950 and 2010. 6 marks

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d. Using Source 3 and your own knowledge, analyse how the relationship between environmental movements and political parties contributed to changes in responses to environmental issues in Australia between 1950 and 2010.

6 marks

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Question 2 (25 marks)

Creating a nation (1834–2008)

Refer to pages 4 and 5 in the sources book when responding to this question.

- a. Using Source 4, identify **three** experiences of migrants to the Australian colonies. 3 marks

- b. To what extent was colonial and early federated Australia (1834–1913) changed through patterns of migration? Use evidence to support your response. 10 marks

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- c. Using Source 5 and your own knowledge, explain the contribution of the 1967 referendum to debates about the status of Aboriginal and Torres Strait Islander peoples.

6 marks

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- d. Using Source 6 and your own knowledge, analyse the competing perspectives on Aboriginal and Torres Strait Islander peoples in Australia during the 1990s.

6 marks

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Question 3 (25 marks)

Power and resistance (1788–1998)

Refer to pages 6 and 7 in the sources book when responding to this question.

- a. Using Source 7, identify **three** proposed resolutions that aimed to change labour rights and conditions. 3 marks

- b. To what extent was the vision of Australia as a social laboratory achieved for all Australians by 1913? Use evidence to support your response. 10 marks

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Handwriting lines for the exam response.

- c. Using Source 8 and your own knowledge, explain the significance of the first Mardi Gras held in Sydney in 1978.

6 marks

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- d. Using Source 9 and your own knowledge, analyse how the *Racial Discrimination Act 1975* had changed the social experiences of Australians by 1998.

6 marks

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Question 4 (25 marks)

War and upheaval (1909–1992)

Refer to pages 8–10 in the sources book when responding to this question.

- a. Using Source 10, identify **three** reasons why a person could be exempt from compulsory naval and military training. 3 marks

- b. To what extent did government legislation and interventions change the experiences of women on the home front during World War II? Use evidence to support your response. 10 marks

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- c. Using Source 11 and your own knowledge, explain the changing reasons for Australia's involvement in war and conflict in the 1950s.

6 marks

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- d. Using Source 12 and your own knowledge, analyse the reasons for Australia's withdrawal from the Vietnam War.

6 marks

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SECTION B**Instructions for Section B**

Write an essay on **one** of the following questions in the space provided.

Your response will be assessed according to the assessment criteria set out on page 28.

Question 1 (20 marks)**From custodianship to the Anthropocene (60 000 BCE–2010)**

‘Indigenous ideas of custodianship of land have never had an impact on non-Indigenous thinking about the environment.’

Discuss with reference to the periods 60 000 BCE–1901 and 1950–2010.

OR

Question 2 (20 marks)**Creating a nation (1834–2008)**

‘Attitudes towards immigration in Australia have always been discriminatory.’

Discuss with reference to the periods 1834–1913 and 1945–2008.

OR

Question 3 (20 marks)**Power and resistance (1788–1998)**

‘Women in Australia have been effective in overcoming resistance to their demands for change.’

Discuss with reference to the periods 1788–1913 and 1957–1998.

OR

Question 4 (20 marks)**War and upheaval (1909–1992)**

‘The threat of invasion has been the main reason for Australian involvement in major conflicts.’

Discuss with reference to the periods 1909–1950 and 1950–1992.

DO NOT WRITE IN THIS AREA

END OF SECTION B

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Extra space for responses

Clearly number all responses in this space.

DO NOT WRITE IN THIS AREA

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An answer book is available from the supervisor if you need extra space to complete an answer. Please ensure you write your **student number** in the space provided on the front cover of the answer book. **At the end of the examination, place the answer book inside the front cover of this question and answer book.**

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Assessment criteria for Section B

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- application of historical thinking concepts such as cause and consequence, continuity and change, and/or historical significance
- use of sources as evidence to support a historical argument, including a range of primary sources, perspectives and historical interpretations

END OF QUESTION AND ANSWER BOOK

**Victorian Certificate of Education
2023**

HISTORY: AUSTRALIAN HISTORY
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Thursday 2 November 2023

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SOURCES BOOK

Instructions

A question and answer book is provided with this sources book.

Refer to the sources in this book for each question in Section A, as indicated in the question and answer book.

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From custodianship to the Anthropocene (60 000 BCE–2010)

Sources 1–3 relate to Question 1.

Source 1

A letter from pastoralist John Cotton to his brother William in England, written in November 1844

Were it possible for Cook, or some of the early navigators, to visit this part of the world now, what a striking metamorphose¹ they would observe in the appearance of these once wild and desolate² islands. The indolent³ savage has been supplanted⁴ by the industrious⁵ Briton, and sheep and cattle graze on a thousand hills where the kangaroo and dingo were wont to range⁶... [we] live in a house of our own building, have our horses to ride, our fields of wheat and other grain, our cattle and sheep, with an increasing income.

Source: G Mackaness (ed.), *The Correspondence of John Cotton: Victorian Pioneer, 1842–1849*, Part II – 1844–1847, vol. XXIX Review Publications Pty Ltd, Dubbo, 1978, p. 9

¹**metamorphose** – complete change

²**desolate** – a place that is uninhabited and gives an impression of bleak emptiness

³**indolent** – lazy

⁴**supplanted** – improved and replaced

⁵**industrious** – diligent and hard-working

⁶**wont to range** – usually moved through these areas

Source 2

A photograph of a campaign caravan parked in Hobart, taken c. 1972



Source: H Gee and J Fenton (eds.), *The South West Book: A Tasmanian Wilderness*, photograph, Australian Conservation Foundation, Melbourne, 1978, p. 245, reproduced by kind permission of ACF

Source 3

An interpretation of the changing influence of environmental organisations in Australia

In Australia, national EMOs [environmental movement organisations] lost ground¹ dramatically during the 1990s. They had developed increasingly close relationships with the Labor Party during its years of federal government in and since the 1980s. As a result, when Labor lost office in 1996, the national EMOs lost influence ... Public concern about the environment declined as easily understood, concrete and universally acknowledged urban environmental issues were tackled but were succeeded² by less easily understood, apparently abstract and contested issues such as climate change and soil salination. However, in response to the urgency of these new issues as well as the perceived shortcomings³ of the conservative [Liberal–National Coalition] government, membership of practical environmental groups such as those concerned with landcare soared, and by 2001 the numbers of members of environmental advocacy groups had more than recovered from their mid-1990s slump.

Source: C Rootes, 'Environmental Movements', in DA Snow, SA Soule and H Kriesi (eds.), *The Blackwell Companion to Social Movements*, Blackwell Publishing Ltd, Oxford, 2004, p. 629

¹**lost ground** – lost support and attention

²**succeeded** – replaced

³**shortcomings** – failures to meet certain standards

Creating a nation (1834–2008)

Sources 4–6 relate to Question 2.

Source 4

Letter home, dated 8 December 1858, written by Michael Normile in New South Wales to his father in Ireland

dear Father—I suppose my uncle John will Blame me for not scending [sending] for¹ him ... it is better for him to stop at home there is a good many here that would wish to be back [home] again—it would become him very strange² to do many things here that he would have to do ... there is many men that has to cook there own rations³ and wash their own cloths that I know John would not like—you asked me before to Pay Tom McMahons Pas[s]age but I would not—I have seen too many [emigrants who] ... after People Paying money here for their Pas[s]age and coming out here the[y]⁴ curse them and scould [scold] them for bringing them here ... it is not so easy to get gold here as yea⁵ think at home ...

Source: D Fitzpatrick, “‘Oceans of Consolation’: Letters and Irish Immigration to Australasia’ in E Richards, R Reid and D Fitzpatrick, *Visible Immigrants: Neglected Sources for the History of Australian Immigration*, Department of History and Centre for Immigration and Multicultural Studies, Research School of Social Sciences, Australian National University, Canberra, 1989, p. 74

¹**[sending] for** – asking for someone to come

²**would become him very strange** – would seem very strange to him

³**rations** – food

⁴**the[y]** – the emigrants who had their fares paid

⁵**yea** – you

Source 5

A 1967 referendum leaflet



Source: Papers of Australian Council of Salaried and Professional Associations,
Australian National University Archives

Source 6

A historian's comments on the 1992 Redfern Park Speech

... in the national debate ... Keating made the most controversial contribution with his Redfern speech of December 1992. In it he called on Australians to appreciate that 'complex as our contemporary identity was' it could not be separated from Aboriginal Australians whose plight¹ 'affects us all'. It was impossible to sweep injustice aside: 'Even if our own conscience allowed us to, I am sure, that in due course, the world and the people of our region would not'. The essential first step was an act of recognition: 'Recognition that it was we who did the dispossessing.'

Source: H Reynolds, *Forgotten War*, NewSouth Publishing, Sydney, 2022 edition, pp. 33 and 34

¹**plight** – difficult condition or situation

Power and resistance (1788–1998)

Sources 7–9 relate to Question 3.

Source 7

Notice in *The Argus*, 10 April 1856, on the movement for an eight-hour day

ABRIDGMENT¹ OF THE HOURS OF LABOR.

The committee have sent us for publication the following resolutions to be proposed at the meeting to-morrow:—

...

... That the moral and physical condition and requirements, and future advancement and prosperity of the Australian colonies and colonists, imperatively² demand the abridgment of the hours of labor to eight hours per day; and that the question of wages be left to rule itself by supply and demand, ...

... That an association be now formed, to consist of persons of all and every trade, professions, or occupation whatsoever, that are favorable to the abridgment of the hours of labor to eight hours per day; that the objects of the association shall be to raise the necessary funds, to collect and disseminate³ information by means of the public press, public lectures, and discussions on the subject, and to facilitate the best and most amicable⁴ arrangements for bringing it into operation as speedily as possible.

Source: 'Abridgment of the Hours of Labor', *The Argus*, 10 April 1856, p. 5

¹**abridgment** – reduction or shortening

²**imperatively** – urgently

³**disseminate** – spread widely

⁴**amicable** – agreeable

Source 8

A photograph taken on 15 July 1978 of marchers protesting the treatment of participants in the first Sydney Mardi Gras on 24 June 1978



Source: Gay Rights Protest March, photograph, Sydney, 15 July 1978, Australian Lesbian & Gay Archives

the Sixty – refers to the approximate number of supporters of gay rights arrested or injured by the police at the first Mardi Gras in Sydney on 24 June 1978

Spartacist – refers to the Spartacist League, a left-wing group that supported rights for gay people

Source 9

An interpretation of the *Racial Discrimination Act 1975*

From the outset, the Act has also been concerned with social change ...

... The law sets a standard for how we live together. The law reflects our aspirations for fairness and justice.

Over ... decades of social change, the *Racial Discrimination Act* has stood firm against prejudice and bigotry. It stands as a statement from our society that it is committed to the equal dignity of its members. It stands to remind people that their country will protect them from discrimination and vilification¹.

Source: T Soutphommasane, 'A brave Act', in *Perspectives on the Racial Discrimination Act, Papers from the 40 Years of the Racial Discrimination Act 1975 (CTH) Conference, Sydney, 19–20 February 2015*, Australian Human Rights Commission, Canberra, 2015, p. 9

¹**vilification** – insults and abuse

War and upheaval (1909–1992)

Sources 10–12 relate to Question 4.

Source 10

An extract from the Commonwealth *Defence Act 1909*

PART XIII.—EXEMPTIONS FROM PERSONAL SERVICE.

138. — ... The following shall be exempt from the training mentioned in Part XII¹. of this Act in time of peace, so long as the employment, condition, or status on which the exemption is based is still continuing:—

- (a) Those who have been reported by the prescribed medical authorities as unfit for any naval or military service whatever; and
- (b) Those who are not substantially of European origin or descent, of which the medical authorities appointed in that behalf under the regulations shall be the judges: Provided that this exemption shall not extend to duties of a non-combatant nature²; and
- (c) School teachers who have qualified at a school of naval or military instruction, or other prescribed course as Instructors or Officers of the Junior or Senior Cadets³; and
- (d) Members of the Permanent Naval or Military Forces.

Source: *Defence Act 1909* (Commonwealth), pp. 9 and 10

¹**training mentioned in Part XII** – the obligation for male citizens to undertake military and naval training

²**duties of a non-combatant nature** – duties that do not include fighting

³**Cadets** – young male trainees in the military services

Source 11

An Australian poster promoting support for the United Nations, published c. 1950



Source: Army Headquarters Publicity, Western Australia, Australian War Memorial Collection

TURN OVER

Source 12

Two historians' interpretation of reasons for opposition to the Vietnam War

Veterans of earlier wars who had now embraced pacifism, some ministers of religion, trade unionists, writers and intellectuals also became disillusioned with the conduct and context of the war in Vietnam. There was a growing perception of the conflict as a nationalist, anti-imperial struggle. A realisation that communism was not a monolithic force¹ and that the region was not under incipient threat² from China or anyone else allowed this view to flourish.

The domino metaphor no longer held the same purchase³ as it had twenty years earlier. The loss of Australian as well as Vietnamese lives underscored the war's futility, and lent⁴ added emotional force to appeals to end the bloodshed. The image of dead soldiers returning from Vietnam in 'green plastic bags' prompted poet Bruce Dawe to write in 1969 that 'they're bringing them home now, too late, too early'.

Source: M Peel and C Twomey, *A History of Australia*, Palgrave Macmillan, Houndmills, Basingstoke, Hampshire, 2011, p. 232

¹**monolithic force** – a single large and powerful force

²**incipient threat** – a developing threat

³**same purchase** – same importance

⁴**lent** – gave

