

# VCE History: Australian History 2016–2020

## Written examination – End of year

### Examination specifications

#### Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

There will be 15 minutes reading time and 2 hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

#### Content

The *VCE History Study Design 2016–2020* ('Units 3 and 4: Australian History') is the document for the development of the examination. The study design includes a section on 'Characteristics of the study' (pages 10 and 11). All outcomes in 'Units 3 and 4: Australian History' will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

#### Format

The examination will be in the form of a question and answer book.

The examination will consist of four sections, one for each of the four outcomes in Units 3 and 4.

**Section A** will consist of one question with sub-parts. The number of sub-parts may vary from year to year. The question will be derived from Unit 3, Area of study 1 – The reshaping of the Port Phillip District/Victoria 1834–1860. The question will involve analysis of one to three visual and/or written sources. Students must respond to all parts of the question. Section A will be worth a total of 20 marks.

**Section B** will consist of two essay questions derived from Unit 3, Area of study 2 – Making a people and a nation 1890–1920. Students must attempt **one** of these essay questions. Section B will be worth 20 marks.

**Section C** will consist of two questions with sub-parts derived from Unit 4, Area of study 1 – Crises that tested the nation 1929–1945. One question will focus on the Great Depression; the other question will focus on World War II. Students must attempt **one** question and respond to all sub-parts of that question. Either or both questions may require students to refer to visual and/or written sources. Section C will be worth 20 marks.

**Section D** will consist of five extended-answer questions; one derived from each of the five topics in Unit 4, Area of study 2 – Voices for change 1965–2000. Students will be required to respond to **two** questions. Section D will be worth a total of 20 marks.

The examination will be worth a total of 80 marks.

## Criteria

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
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

## Approved materials and equipment

Pens, pencils, highlighters, erasers, sharpeners and rulers

## Relevant references

The following publications should be referred to in relation to the VCE History: Australian History examination:

- *VCE History Study Design 2016–2020* ('Units 3 and 4: Australian History')
- *VCE History: Australian History – Advice for teachers 2016–2020* (includes assessment advice)
- *VCAA Bulletin*

## Advice

During the 2016–2020 accreditation period for VCE History: Australian History, examinations will be prepared according to the examination specifications above. Each examination will conform to these specifications and will test a representative sample of the key knowledge and skills from all outcomes in Units 3 and 4.

Teachers and students should be aware of the characteristics of the study, including historical thinking and historical interpretations in VCE History, as described on pages 10 and 11 of the study design. In VCE History, evidence may be drawn from primary and/or secondary sources, and include factual detail related to the key knowledge stated in the study design, historical perspectives and historical interpretations.

Further information about using sources as evidence is provided in the 'Historical thinking' section of the *VCE History: Australian History – Advice for teachers 2016–2020* on pages 1–6.

The following sample examination provides an indication of the types of questions teachers and students can expect until the current accreditation period is over. It demonstrates a range of source configurations that could appear on the examination.

Students should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

The VCAA does not publish answers to sample examinations.

**Victorian Certificate of Education**  
**Year**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER           Letter

# HISTORY: AUSTRALIAN HISTORY

## Written examination

Day Date

Reading time: \*.\*.\* to \*.\*.\* (15 minutes)

Writing time: \*.\*.\* to \*.\*.\* (2 hours)

### QUESTION AND ANSWER BOOK

#### Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	1	1	20
B	2	1	20
C	2	1	20
D	5	2	20
			Total 80

- 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 24 pages, including **assessment criteria for Section B** on page 24.
- Detachable insert for Sections A and C in the centrefold.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

#### Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

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

**SECTION A**

**Instructions for Section A**

This section is based on ‘The reshaping of the Port Phillip District/Victoria 1834–1860’.  
 Please remove the insert from the centre of this book during reading time.  
 Refer to Sources 1, 2 and 3 on pages 1 and 2 of the insert when responding to Question 1.  
 Answer **all** questions in the spaces provided.

**Question 1 (20 marks)**

- a. What does Source 1 reveal about the outcomes of pastoralist expansion for the environment of the Port Phillip District? 4 marks

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**b.** In what ways do Source 2 and Source 3 reflect British settlers’ understanding of land management and land ownership?

6 marks

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- c. Evaluate the extent to which the transformation of the environment was, for Aboriginal people, the most significant impact of the pastoralist expansion and the gold rushes. Use evidence to support your response.

10 marks

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**END OF SECTION A  
TURN OVER**

**SECTION B****Instructions for Section B**

This section is based on ‘Making a people and a nation 1890–1920’.  
Write an essay on **one** of the following questions in the space provided.  
Your response will be assessed according to the criteria set out on page 24.

**Question 2** (20 marks)

Analyse the extent to which constitutional, legislative and judicial measures were successful in implementing the visions that shaped the new nation.

**OR**

**Question 3** (20 marks)

‘Australia’s participation in World War I confirmed the visions that underpinned the new nation.’

To what extent do you agree with this statement?















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- b.** Explain **two** other regulations imposed on the home population by the government to support the war effort.

6 marks

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**END OF SECTION C  
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**SECTION D****Instructions for Section D**

This section is based on ‘Voices for change 1965–2000’.  
Answer **two** of the following questions in the spaces provided.

**Question 6** (10 marks)**Australia’s involvement in the Vietnam War**

To what extent did the events of the war in Vietnam contribute to the demands for change to Australia’s involvement in the Vietnam War? Use evidence to support your response.

**Question 7** (10 marks)**Aboriginal land rights**

To what extent did the Mabo and Wik decisions represent a significant change in Aboriginal land rights? Use evidence to support your response.

**Question 8** (10 marks)**Equality for women**

How significant were feminist writings and groups such as the Women’s Electoral Lobby in contributing to demands for change regarding equality for women? Use evidence to support your response.

**Question 9** (10 marks)**New patterns of immigration**

To what extent were debates about immigration patterns dominated by concerns about the rate of Asian migration and its possible impact on social cohesion? Use evidence to support your response.

**Question 10** (10 marks)**A global economy**

‘Attempts to globalise the Australian economy were met with a mixed response.’

Discuss. Use evidence to support your response.



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**Question no.**

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**END OF SECTION D  
TURN OVER**







### **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
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

**END OF QUESTION AND ANSWER BOOK**



## Insert for Sections A and C

Please remove from the centre of this book during reading time.

### SECTION A

#### Source 1

Letter from John G Robertson to His Excellency CJ La Trobe, Esq., Lieutenant-Governor, Victoria,  
26 September 1853

When I arrived [in the Port Phillip District in 1840] ... I cannot express the joy I felt at seeing such a splendid country ... The whole of the Wannon had been swept by a bush fire in December, and there had been a heavy fall of rain in January ... and the grasses were about four inches high, of that lovely dark green; the sheep had no trouble to fill their bellies; all was eatable; nothing had trodden the grass before them ... There was no silk-grass, which had been destroying our V.D.L. pastures ...

The few sheep at first made little impression on the face of the country for three or four years ...

Many of our herbaceous plants began to disappear from the pasture land; the silk-grass began to show itself ... herbaceous plants and grasses give way for the silk-grass ... The consequence is that the long deep-rooted grasses that held our strong clay hill together have died out; the ground is now exposed to the sun, and it has cracked in all directions ...

... now that the only soil is getting trodden hard with stock, springs of salt water are bursting out in every hollow or watercourse ... the strong tussocky grasses die before it, with all others. The clay is left perfectly bare in summer.

Source: TF Bride (ed.), *Letters from Victorian Pioneers: Being a series of papers on the early occupation of the colony, the Aborigines, etc.*, RS Brain, Government Printer, Melbourne, 1898, pp. 33–35

#### Source 2



Source: Robert Russell, *Melbourne from Collins Street East*, watercolour over pen and ink, 1883 (an exact copy of an 1844 painting), 18.7 × 30.7 cm; State Library of Victoria

**Source 3**Drawing of Burnewang Station<sup>1</sup>

Source: Edward William Jeffreys, *Birnewang* (i.e. Burnewang Station, Victoria),  
sepia wash drawing, September 1856, 17.8 × 25.0 cm;  
State Library of Victoria

<sup>1</sup>**station** – a privately owned establishment for raising sheep or cattle in the country

**SECTION C**

*Refer to Sources 4 and 5 if you choose to respond to Question 4.*

**Source 4**

There is also evidence to show that the standard of living in Australia has reached a point which is economically beyond the capacity of the country to bear without a considerable reduction of costs, resulting in increased production per capita output.

At present, while the money wage of those employed is higher, almost double what it was in 1911, the number of those who can attain that wage is so steadily decreasing, unemployment having doubled since 1924, that Australian workers, as a body, effectively receive little more than in 1911.

Source: Sir Otto Niemeyer, quoted in 'Australia under the searchlight', *The Queenslander*, 28 August 1930; National Library of Australia

**Source 5**

[Mr. Scullin said he] believed that in the past we had leaned too heavily on the overseas money market ... But they could not stop a policy abruptly, he said. A new country could not have its overseas borrowing suddenly stopped with out feeling the pinch. That was the position of Australia today ...

Mr. Scullin said he did not believe we would solve the unemployment problem by tearing down to the very roots the standard of living in Australia. Sacrifices had to be made by every section if we were to get out of our troubles at all quickly.

Source: Prime Minister James Scullin, quoted in 'Mr. Scullin sees no easy road to prosperity', *The Register News-Pictorial*, 7 January 1931; National Library of Australia

*Refer to Sources 6 and 7 if you choose to respond to Question 5.*

### Source 6

Austerity speech by Prime Minister John Curtin, 3 October 1942

Each of us must freely and voluntarily abandon all those distractions, luxuries and purchases that unnecessarily employ manpower, materials, machinery, plant and capital that could be utilised in the war effort. We all have a positive responsibility of seeing that we do our share to ensure that the money needed to defend our homes is made available to the Government of the country.

... I ask you, in the name of Australia, to resolve that what you have shall be Australian, to help save Australia.

Source: John Curtin Prime Ministerial Library, JCPML00408/10; records of the Australian Broadcasting Corporation

### Source 7

Photograph of ration books for food and clothing, c. June 1944



Source: Australian War Memorial

**END OF INSERT**