



## GENERAL COMMENTS

This was the fifth year of the revised VCE Australian History study. The strength of this year's paper was that the majority of students had knowledge of a great deal of content from all areas studied, therefore responses were longer than they have been in the past. Students also handled the short answer questions better, writing responses that directly answered the question rather than writing general information about the area of study. Students and teachers are to be congratulated for their work in this area.

## SPECIFIC INFORMATION

**Note: Student responses reproduced herein have not been corrected for grammar, spelling or factual information.**

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

### Section A

Document chosen	None	A	B
%	0	81	19

i.

Marks	0	1	2	Average
%	1	11	88	1.9

ii.

Marks	0	1	2	3	4	Average
%	2	4	21	22	52	3.2

iii.

Marks	0	1	2	3	4	5	6	Average
%	2	4	13	26	24	19	12	3.8

iv.

Marks	0	1	2	3	4	5	6	7	8	Average
%	2	1	5	9	15	19	22	15	13	5.3

A pleasing aspect of this year's exam was that students did not make the mistake of doing both Document A and B – students only needed to do Document A **or** Document B.

### Document A

Document A proved to be the most popular choice by students again this year.

i.

Changes brought to the Aboriginals by the arrival of European settlers included:

- dispossession from land
- marginalisation from prevailing society
- destruction of indigenous environment
- construction of a permanent settlement
- separation from food sources.

Students received one mark for each change.

ii.

Examples of European values or ideals included:

- the importance of permanent, ordered settlement
- urban lifestyle
- trade – commercial settlement
- British architecture
- control over the environment.

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Two marks were available for each example – one mark for identifying the value or ideal and one mark for the explanation.

### iii.

Appropriate motives that Europeans had for settling in this area included:

- to create a new society
- to create a society based on British values
- to improve on the lifestyles in Britain or other colonies
- to get rich
- to make use of abundant farming land
- to make the most of opportunities
- to create a more equal society.

Better responses showed relevance, evidence and knowledge.

### iv.

Students needed to evaluate the impact of European settlement on the Aboriginal communities. Key issues for discussion included:

- loss of land
- marginalisation
- destruction of traditional lifestyle
- loss of food sources
- dispossession
- population decline
- disease
- violence
- the settlers' disregard for Aboriginal traditional beliefs.

Better responses once again showed relevance, evidence and knowledge.

## Document B

### i.

Appropriate responses as to why Melbourne was a bustling settlement were:

- 'the streets ... are crowded'
- 'almost impossible to pass'
- lots of activity near the wharves.

Students received one mark for each piece of evidence.

### ii.

Observations that illustrated the social attitudes included:

- 'fellows are not at all mindful of you' – every man for himself
- 'every man's business to take care of himself' – independence
- no deference, for example, to the Governor – a sense of equality.

Two marks were available for each observation – one mark for identifying the observation and one mark for the explanation.

### iii.

Reasons for immigration to the colony up to 1860 included:

- self-improvement
- the availability of land
- opportunities for advancement
- to get rich quick
- the lure of gold.

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As the question specified 'up to 1860', students needed to acknowledge gold as a motivating factor. Better responses showed relevance, evidence and knowledge.

iv.

Students needed to evaluate the extent to which the gold rushes transformed the colony up to 1860. The key point was the significant transformation due to gold, including:

- a large increase in the population
- an increase in wealth
- the accompanying boom in infrastructure such as buildings
- diversity of settlers; for example, the Chinese
- a push for political change.

It was also possible to argue that some key issues stayed the same, such as:

- the role of land ownership
- the impact on the indigenous population
- the continuation of British values.

Better responses showed relevance, evidence and knowledge.

## Section B

Generally the questions in Section B were handled well. Students showed they knew a lot about the Acts of Parliament passed between 1901 and 1914.

### Question 2a.

Marks	0	1	2	3	4	Average
%	6	4	15	18	56	3.1

Ideas that underpinned the creation of the new nation included:

- unity among colonies
- a sense of being an Australian – nationalism
- strong ties to Britain remaining
- strength in unity on policies such as defence and immigration laws
- a socially fair and egalitarian society.

This question was completed well by most students. One mark was awarded for identifying each idea and a second mark for explaining the idea.

Following is an example of a high-scoring response.

*One idea which underpinned the new nation was the concept of a 'worker's Paradise'; where manual labour was celebrated. This idea is evident in art and literature such as that by Henry Lawson and by artists such as Tom Roberts with artwork such as 'The Shearing of the Rams'. Another idea was of a White Australia. The concept of maintaining a European and white nation developed in society with groups such as the ANA state 'a nation for a race and a race for a nation' furthermore Alfred Deakin commented that 'the unity of Australia is nothing if it does not imply a united race'.*

### Question 2b.

Marks	0	1	2	3	4	5	6	Average
%	8	7	15	22	21	15	11	3.3

This question required students to examine to what extent the benefits gained and the responsibilities accepted by women as citizens of the new nation differed from those of men. This required a consideration of gender roles in the new nation. Students needed to recognise that some benefits were given equally, such as the right to vote, but there were also exclusions that were gender based. Women were seen as having responsibilities as wives and mothers, and so were given the Maternity Allowance. Men were seen as the primary breadwinners, as demonstrated in the Harvester Judgment. Men were also seen as responsible for the defence of the nation.

Following is an example of a high-scoring response.



*The extent to which benefits and responsibilities differed in women and men as citizens was great. For men one key responsibility now seen in the new nation was national service. Whilst debate in society occurred, both Political parties agreed that defence was a key issue prompting pressure on men to train in the military and fight if needed. Women's role in society on the other hand was seen to be that in the home; to cook, clean and raise children ... However for women their education differed from men, learning how to cook and knit instead. Men needed to be able to provide for the family. One benefit that women received in relation to this responsibility was a baby bonus. The Maternity Allowance Act (1912) provided women with a bonus for giving birth; promoting parenthood to increase population. One benefit that both genders did receive was a form of a pension. The Old Age and Pension Act (1908) provided welfare to older people and families.*

**Question 2c.**

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	10	3	4	5	8	10	13	16	14	10	8	5.8

This question required students to evaluate the extent to which legislation introduced between 1901 and 1914 achieved the hopes that had led to the creation of the new nation. Better answers were those that made links between specific hopes and specific legislation. Hopes included: a new nation, but with British connection; a constitutional monarchy; a European nation; an egalitarian society; strong defence policies; and tariff policies. Students needed to provide evidence of specific legislation from at least two of the following Acts – the *Franchise Act 1902*, the *Invalid and Old-age Pensions Act 1908*, the *Defence Act 1903*, the *Maternity Allowance Act 1912*, the *Conciliation and Arbitration Act 1904*, the *Immigration Restriction Act 1901* and the *Pacific Islands Labourers Act 1901*.

**Section C**

Question chosen	None	a.	b.	c.
%	2	43	24	30

**Question 3**

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	3	1	1	2	2	2	3	3	4	3	6	7	7	9	10	8	9	6	7	2	4	12.1

It was pleasing to see that most students used evidence throughout their essay; however, many wrote narrative accounts that were not supported by evidence. The discriminating factors for the essays were the relevance of the arguments used, depth of knowledge shown and the extent of evidence supplied from a variety of sources.

**Question 3a.**

**World War I**

This question asked students to what extent they agreed with the statement ‘Australian society did not change significantly during World War I’. On the whole, students agreed with the statement, but better answers challenged it and focused on Gallipoli as a defining event. Some students discussed Australia proving its worth in battle, the enduring link to Britain and/or the continued reliance on British support for Australia’s defence. Better students discussed the temporary change in society brought about by men enlisting for the war, the temporary changes on the Home Front, and also the lingering bitterness over the issue of conscription. The word ‘significantly’ was key, and was addressed specifically in the better answers.

**Question 3b.**

**Depression**

This question asked students to what extent they agreed with the statement ‘Divisions in society virtually disappeared during the crisis of the Great Depression’. Many students both agreed and disagreed with this statement. Some students argued that divisions were there, due to the unequal effects of the Great Depression, but many students wrote about neighbours helping each other, charity work, and other acts of kindness. There was some focus on political divisions and on whether these disappeared.

**Question 3c.**

**World War II**

This question asked students to argue to what extent they agreed with the statement ‘For many Australians World War II provided new experiences and opportunities for change’. The focus needed to be on new experiences and the idea of change, for both soldiers and women – American troops, fear of invasion, changes in foreign policy, etc. These could be linked with opportunities for individual freedom or for a different lifestyle for some women.



## Section D

Question chosen	None	A.	B.	C.	D.
%	3	8	77	1	11

### Identification

Marks	0	1	2	3	4	Average
%	6	4	17	26	47	3.1

### Evaluation

Marks	0	1	2	3	4	5	6	7	8	Average
%	8	7	10	13	15	13	14	10	8	4.2

### Analysis

Marks	0	1	2	3	4	5	6	7	8	Average
%	15	5	8	9	12	13	15	11	12	4.3

Some students still presented their answers in essay form, while others framed their answer under the dot points and wrote their response as three short answers. When the latter approach was taken, responses were usually relevant and to the point. Teachers and students should be aware that both methods are acceptable and can gain full marks; however, the dot point structure helped to ensure that students addressed all aspects of the question. Many students who wrote in essay form this year did not do well on the other period of time (dot point three) as they failed to address changing attitudes and evidence from the other period of time.

Responses to Section D were marked in the following manner.

- Identification of the attitudes reflected in the representation. Evidence used from the representation to support the answer.  
Students were awarded two marks for identification of attitudes contained in the representation and two marks for the evidence/explanation.
- Evaluation of the degree to which the representation reflects attitudes about the issues studied at that particular point in time.  
Students were awarded up to eight marks for their discussion about the time the representation was taken from. Discriminating factors were the quality of the response in relation to knowledge, relevance and evidence.
- Analysis of changing attitudes in relation to this issue. Evidence used from the other point in time studied.  
Students were awarded four marks for analysis of the changing attitudes in relation to the issue and four marks for evidence from the other point in time.

### A. Attitudes to Indigenous rights

This document was urging the 'Yes' case in the 1967 Referendum. The main point was that this was the very least that Australians could do to support Aboriginals. The Commonwealth Government would then be obliged to improve conditions for Aboriginals. A 'No' vote would damage Australia's international standing. This representation was a fair reflection of attitudes of the time.

The other point in time was reactions to the Aboriginal Tent Embassy of 1972. These reactions were more diverse with significant media criticism.

### B. Attitudes to the Vietnam War

This pamphlet, from 1970, was opposing the war. It focused on common maternal rapport and was centred on traditional Mother's Day commemorations. It sought a wider area of support for the Moratorium marches. This representation reflected the anti-war view of a significant section of Australian society at this time. Some students discussed how widespread this view was, and how the opposition was demonstrated.

The other point in time was 1965, when the War was generally supported. There was discussion about those who did not support it then, and about reasons for the support.

### C. Attitudes to the environment

This document, from 1972, was reporting on possible Federal Government intervention to stop further flooding of Lake Pedder. It emphasised that there was a new government in Canberra that had a financial stake in the issue and that conservationists had been active in their opposition. The attitudes of that time ensured that the attempts of the new government, and of the conservationists, were unsuccessful and so the representation did not reflect the prevailing view.

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The other point in time was 1983, and the issue of the Franklin Dam. Here, there was a significant change. The Federal Government did successfully intervene and the increased efforts of conservationists, and accompanied media exposure, were also successful.

#### **D. Attitudes to immigration**

This document, from 1977, showed a sympathetic attitude toward Vietnamese refugees. A kindly, perhaps paternalistic, view was presented, as was the idea of hope for a better life, as illustrated in the small child. Attitudes at this time were mixed: there was sympathy for the plight of Vietnamese refugees and a sense that they were owed refuge by Australia; but there was concern regarding numbers, the effect on unemployment, and also some racism.

The other point in time was 1964–1966 and the phasing out of the White Australia Policy. There was a strong view that this was no longer a valid policy and international condemnation was having an effect.