VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2002

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

HISTORY: Australian History

Written examination

Monday 11 November 2002

Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Percentage of marks*	*Suggested times (minutes)*
A	2	2	42	50
B	1	1	28	30
C	3	1	30	40
			Total 100	120

- 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 white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 20 pages, including **Assessment criteria** on page 20. There is a detachable insert for Section B in the centrefold.
- A script book is available from the supervisor if required.

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, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination
- If a script book is used, place it inside the front cover of this question and answer book.

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

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SECTION A

Instructions for Section A

Answer either **a.**, **b.** or **c.** for **both** Question 1 and Question 2.

Question 1

In an extended response, answer **one** of the following questions based on 'Everyday life in the twentieth century: 1901–1945' (approximately 300–350 words).

a. What factors influenced the reaction of one or more groups to the major event you have studied from the period 1901–1945?

OR

b. Why is it that a major event can dramatically change some lives while it barely affects others?
Answer with reference to the major event you have studied from the period 1901–1945.

OR

c. What insights into an event and its impact can be gained by examining representations produced at the time of the event? How reliable are these insights?
Refer to written and/or visual representations from the time of the event you have studied.

☐ (Mark in the box whether you are answering **a.**, **b.** or **c.**)

Question 2

In an extended response, answer **one** of the following questions based on 'Towards a changing society: 1945–present' (approximately 300–350 words).

a. Do you agree that significant debates and divisions in society are never fully resolved?
Answer with reference to the debate or division that you have studied from the period 1945 to the present.

OR

b. To what extent was fear a significant factor in the debate or division you have studied?
Answer with reference to the period 1945 to the present.

OR

c. How can our understanding of an issue be extended through the examination of representations produced at the time?
Answer with reference to the debate or division that you have studied from the period 1945 to the present.

☐ (Mark in the box whether you are answering **a.**, **b.** or **c.**)

END OF SECTION A
TURN OVER

SECTION B

Instructions for Section B

Remove the insert from the centre of this book before answering this section.

Analyse one of the representations **A.**, **B.**, **C.**, **D.**, **E.**, **F.**, **G.** or **H**.

Question 3

Analyse **one** of the representations in the insert in the light of the significant economic, social, cultural or political trend, movement or event you studied, from the area of study 'From colony to nation: 1850–1901' (approximately 350–500 words).

Your response should include

- identification of the ideas and values reflected in the representation and
- evaluation of the degree to which the representation reflects the prevailing events, ideas and values related to the trend, movement or event you have studied.

Rough work only

☐ (Mark in the box whether you are analysing representation **A.**, **B.**, **C.**, **D.**, **E.**, **F.**, **G.** or **H.**)

END OF SECTION B
TURN OVER

SECTION C

Instructions for Section C

Answer **one** of the following three questions.

In essay form, answer **one** of the following questions based on 'The colonial experience to 1850' (500–600 words).

Question 4

'The unambitious stayed at home. Those who came to Australia arrived with hope in their hearts and skills in their baggage.'

Comment on this statement in relation to the people who came to the colony, district or settlement that you have studied.

OR

Question 5

'We can really only guess at the reactions of the Aboriginal people to the impact of colonisation.'

Discuss this statement in the light of representations of colonial society in the colony, district or settlement you have studied.

OR

Question 6

'As time passed, colonial societies became more complex and colonists began to demand a greater role in decisions affecting their future.'

To what extent is this statement true of the colony, district or settlement you have studied?

Rough work only

☐ (Mark in the box whether you are answering Question **4**, **5** or **6**.)

Rough work only

A script book is available from the supervisor if you require extra paper to complete your answer.

Please ensure that you write your **student number** in the space provided on the front cover of the script book.

At the end of the task, place the script book inside the front cover of this question and answer book.

END OF SECTION C
TURN OVER

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

Question 1

1. development of a response relevant to Question 1.
2. knowledge of aspects of everyday life in the period 1901–1945
3. understanding of a major event in the period 1901–1945

Question 2

4. development of a response relevant to Question 2
5. knowledge of an event, issue or campaign which created debate or division in Australian society in the period 1945 to the present
6. understanding of the debate or division in the period from 1945 to the present

Section B

7. knowledge of aspects of a significant trend, movement or event in Australia from 1850–1901
8. analysis of the representation
9. evaluation of the representation in the context of the trend, movement or event
10. use of evidence to support the analysis

Section C

11. knowledge of aspects of the colonial experience to 1850
12. development of an argument relevant to the question
13. use of historical concepts related to the colonial experience to 1850
14. use of evidence to support an argument and a conclusion
15. understanding of historical sources and/or historians' approaches

END OF QUESTION AND ANSWER BOOK

Victoria
The Place To Be

Insert for Section B

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

Make sure that you have read the instructions at the top of page 8 before you begin to examine your chosen document.

A. Gold rushes

Petition to Governor Joseph LaTrobe

Your petitioners are convinced that the monthly licence tax levied on the gold fields is unjust and unconstitutional in principle—that it is excessive—that it presses on the unsuccessful digger in the same ratio as on those who are fortunate—that it requires an armed body of police to enforce it—that . . . a serious inroad is made on the liberty of the diggers, many of whom are fined and imprisoned, or sent to work on the roads, because they have not the means of paying for their licence.

. . . Your petitioners look with [horror] on the principle carried out by the commissioners on the gold field of chaining men to logs and trees because these men are not able to pay the licence money.

. . . Your petitioners are of the opinion that the whole of the laws passed for the purposes of the gold field, require revision and correction.

The Herald (Melbourne), 9 August 1853

B. Cultural expressions of national identity

ADVANCE AUSTRALIA FAIR

Australia's sons let us rejoice
For we are young and free
We've golden soil and wealth for toil
Our home is girt by sea;
Our land abounds in Nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia fair!
In joyful strains then let us sing,
"Advance Australia fair!"

When gallant Cook from Albion sail'd,
To trace wide oceans o'er,
True British courage bore him on,
Till he landed on our shore.
Then here he raised Old England's flag,
The standard of the brave;
With all her faults we love her still,
"Brittannia rules the wave!"
In joyful strains then let us sing
"Advance Australia fair!"

Shou'd foreign foe e'er sight our coast
Or dare a foot to land,
We'll rise to arms like sires of yore
To guard our native strand;
Brittannia then shall surely know,
Beyond wide ocean's roll,
Her sons in fair Australia's land
Still keep a British soul.
In joyful strains then let us sing
"Advance Australia fair!"

Peter Dodds McCormick (1878)

C. Environmental impact of settlement

There is a poem in every form of tree or flower, but the poetry which lives in the trees and flowers of Australia differs from that of other countries. Europe is the home of the knightly song, of bright deeds and clear morning thoughts….In Australia alone is to be found the Grotesque, the Weird – the strange scribblings of Nature learning how to write. Some see no beauty in our trees without shade, our flowers without perfume, our birds who cannot fly and our beasts who have not yet learned to walk on all fours. But the dweller in the wilderness acknowledges the subtle charm of this fantastic land of monstrosities. He becomes familiar with the beauty of loneliness…he learns the language of the barren and the uncouth, and can read the...haggard gum trees blown into odd shapes, distorted with fierce hot winds, or cramped with cold nights when the Southern Cross freezes in a cloudless sky of icy blue.

Marcus Clarke (1874)

From a text written by Marcus Clarke to accompany the painting *Waterpool near Coleraine* by Louis Buvelot, and published by the Trustees of the Public Library and Museums of Victoria.

D. Capital and labour relations

Mr B Douglass opened the meeting by referring to the general sympathy that had been evinced (brought out) with the movement and urging the girls to remain firm in demanding right and justice from their employers.

Mr W Murphy…advocated the formation of a tailoresses' union. Such a body would protect their rights in the future and insist on a proper and satisfactory rate of wages….

On the motion of Miss Creswell, seconded by Miss Cass, it was unanimously resolved:-

"That we form ourselves into a Tailoresses Union for mutual benefit and protection."

Mr McIvor… then delivered an exciting address in which he advised the tailoresses of every factory in the city to strike at once. This advice was received with prolonged applause…

The Chairman stated that the girls need have no fear whilst on strike. Their cause was in good hands. A large sum of money was in the hands of the Trades-hall committee for their benefit.

Report of a meeting of striking tailoresses leading to the formation of a Tailoresses' Union, *The Argus*, Melbourne, 16 December 1882.

E. Urbanisation

SATURDAY, 27th OCTOBER,
On the Ground, at Three o'clock.

"Tara! Tara!"
O'SHANNASSY ESTATE.

The Very Cream of Camberwell.
Right on Camberwell Railway Station.

67 RETURN TRAINS DAILY.

The most Gigantic Sale ever held in the annals of the Colony of Victoria.

This lovely spot was purchased by Sir JOHN O'SHANNASSY originally from the Government, and will now be subdivided into

BUSINESS AND RESIDENCE SITES.

BURKE, CANTERBURY AND OTHER ROADS.

Title, - - CERTIFICATE.

Solicitors - - FINK, BEST and PHILLIPS.

Terms: £10 Deposit; Balance 3, 6, 12 and 18 months at 6 per cent.

PLANS FROM

G. D. LANGRIDGE & SON,
AUCTIONEERS,
4 QUEEN STREET, MELBOURNE.

Advertisement for Camberwell land sale, October 1888

F. Federation

> *Now federation would not make us (New South Wales), subjects of a foreign power…We surrender nothing; we, by federation, simply come under another Australian government of our own choosing, with powers equal to that of any separate colony, but with large additional powers to frame the future…possessing powers to deal with all the great national interests of the whole land (cheers).*
>
> *Our freedom will not be touched; we should be Australians still, only we should owe allegiance to a Government stronger and more colossal in all the attributes of government, be more respected by the outside world, and be able to bear our name with honour and authority among other nations of the world (cheers).*

Sir Henry Parkes (Speech to the citizens of Sydney, 13 June 1891)

G. Aborigines and government policy

Aboriginal cricketers at Coranderrk Aboriginal Station (operated by The Board for the Protection of Aborigines for the Colony of Victoria), c 1880.

H. Women's suffrage

Parliamentary Debate on the Women's Suffrage Bill

Now these are the arguments against woman suffrage as they strike me. I confess that on the one side I am powerfully impressed by the claim of the individual woman who performs the duties of citizenship, to have a vote; but on the other hand I am still more strongly repelled by the fact that along with such women we propose to degrade the suffrage and to weaken it by handing over the vote to all those classes of women who have no more knowledge of what a vote is than they have of the Hebrew grammar.

… I say one consequence of the present proposition …will be to double the political perils by doubling the voting power. For we propose not merely to take the superior examples of their sex…but we propose to take the whole sex.

…The faults of democracy are, specially I take it, volubility, fickleness and an entire want of the sense of justice. Now whether fairly or not, these very faults are the faults which are attributed by poets and philosophers to the feminine sex; in fact, the faults of democracy are mostly feminine faults.

Mr Murray Smith (MLA for Hawthorn), Legislative Assembly of Victoria, 22 August 1899

END OF INSERT FOR SECTION B