VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2004

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

HISTORY: Australian History

Written examination

Friday 12 November 2004

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. How far were the responses of one or more groups shaped by their economic or social circumstances? Answer with reference to the major event you have studied.

OR

b. To what extent did the major event that you have studied have a positive impact on the lives of a group or groups who experienced it?

OR

c. To what extent did the major event that you have studied lead to significant change in the patterns of life for one or more groups involved?

☐ (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 debates and divisions always involve a clash of values?

Answer with reference to the debate or division that you have studied.

OR

b. Do representations of one view of a debate always present the views of their opponents as dangerous or deluded?

Answer with reference to one or more representations of the debate or division that you have studied.

OR

c. Were there any winners in the debate or division that you have studied?

Answer with reference to the debate or division that you have studied.

☐ (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 have 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 that 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

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

Question 4

'The possibility for self-improvement was a major factor in determining patterns of migration.'

To what extent do you agree? Answer with reference to the colony, district or settlement that you have studied.

OR

Question 5

'Colonial societies presented their populations with abundant opportunities for economic and social-improvement.'

To what extent do you agree? Answer with reference to the colony, district or settlement that you have studied.

OR

Question 6

'Aboriginal people did not respond passively to European contact.'

To what extent do you agree? Answer with reference to the colony, district or settlement that 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 examination, 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 analyse your chosen representation.

A. Gold rushes

Chinese Immigration

You doubtless read the papers,
And as men of observation,
Of course you watch the progress
Of Chinese immigration–
For thousands of these pigtail chaps
In Adelaide are landing;
And why they let such numbers come
Exceeds my understanding.

Now some of you, perhaps, may laugh,
But 'tis my firm opinion,
This colony some day will be
Under Chinese dominion.
They'll upset the Australian government,
The place will be their own;
And an Emperor with a long pigtail,
Will sit upon the throne.

Melbourne will be the seat of power,
And then 'tis my impression,
Of the stations up the country
They'll quickly take possession.
The squatters will be used as slaves
*By the Celestial*nation;*
And growing tea or rice will be
Their only compensation.

*The mandarins*will seize for wives*
The fair Australian girls;
And from Melbourne to the diggings
They'll cut lots of canals.
*And for fear the coves*of New South Wales*
Should pay a hostile call;
Between this colony and that
No doubt they'll build a wall.

This picture, perhaps, is overdrawn;
But, however, who can say,
That all these things will not take place,
If we let them have their way.
If it comes to pass, these English songs
Away I'll quick be flinging,
And learn their language; and come out
In Chinese comic singing.

by Charles Thatcher, 1857

Celestial	* Chinese
mandarins	* Chinese men
coves	* white men

B. Cultural expressions of national identity

At the A.N.A. GALA

Jacky-Jacky: *"Mine want to go in him pfella.* [I want to go in]
Mary want to go in"
Attendant: *"No doubt, but you must pay"*
Jacky-Jacky: *"No fear. Plurry foreigner pay.*
Mine Australian native." […foreigner must pay. I am an Australian native."]

Melbourne Punch, 28 January, 1897

C. Environmental impact of settlement

'Small Farmers Clearing the Forest', *Australasian Sketcher*, 31 January, 1890

D. Capital and labour relations

There must be unity and co-operation if we are to rise and take upon ourselves the responsibility of proving that we, as an Australian people can . . . find the solution of what is called the labour problem.

. . . We have special advantages in this young country and if we make use of them we can accomplish all we desire . . . I expect to see economic advances and I expect to see what will really be a revolution in our social system in Australia. Let us set up a system that the rest of the world will not be slow to follow. We have certainly, so far, had a good name and held our own in the world in modern social movements. I am anxious that we as a people should be able to do this great work, and that we should be able to give the rest of the world something to imitate . . .

William Guthrie Spence, *The Ethics of New Unionism*, 1892

E. Urbanisation

*The laying of tramways and suburban railroads, by affording*additional facilities for getting to and from business, has enabled the metropolis to spread out like a gigantic octopus, and suburbs have sprung into existence here and there as if in obedience to the waving of a magician's wand. Workingmen as well as businessmen find it just as economical and convenient to live three or four miles away from town as it was to live in Fitzroy, Carlton, Collingwood or East Melbourne before the tram system was introduced and the suburban railway system improved.*
This accession to the means of locomotion is unquestionably the chief cause of the increase in the value of lands and property in suburban districts.

The Argus, Melbourne, January, 1889

* providing

F. Federation

WE SHOULD REJECT THE [FEDERAL] CONVENTION BILL

To the colony as a whole, and to Sydney especially, the Convention Bill means retrogression.

The Finance Committee have shown that if the five states join, there must be in New South Wales from 22 shillings to 26 shillings per head increased taxation.

. . . According to the 'Argus', Federation would cost Victoria 2 shillings per head. But in New South Wales it may cost 26 shillings . . . That would be admittedly a great gain to Victoria.

THE FEDERAL CAPITAL WOULD PROBABLY NOT BE IN NEW SOUTH WALES.

Mr Reid at the Town-hall, Sydney put this straight to the people. The capital would be certain to be in Victoria, and it follows, almost, that Federal legislation would favour the State containing the capital.

THE REPRESENTATION OF NEW SOUTH WALES WOULD BE ABSOLUTELY UNFAIR IN BOTH HOUSES OF THE FEDERAL PARLIAMENT.

. . . New South Wales has 42.5% of the adult male population. SHE THEREFORE OUGHT TO HAVE 42.5% OF THE VOTING POWER. Under the Convention Bill her voting powers are:-

In the House of Representatives: . . . 39%

In the Senate: . . . 20%

The Daily Telegraph, Sydney, 28 May, 1898

G. Aborigines and government policy

'A Curiosity in Her Own Country', *The Bulletin*, 1888

H. Women's suffrage

If you tell me the wife is to exercise her intelligence and independence as a voter, then you cannot have the unity of the home . . . How can you give women equal political rights with men and at the same time, preserve the unity of the home as we have known it?

. . . certainly it would be sad and strange if a woman, having given everything else to a man – having merged her life in his – could not trust him with this, which after all, is only a small part of social life.

. . . But I entirely deny that the slightest disrespect to woman is involved in not granting her political rights. I repeat that her function is great – as great as that of man, only different. There is a profound and essential difference fixed by nature – a difference which in this Bill there is a feeble effort made to destroy.

Sir Henry Wrixon, Victorian Legislative Council, 1898

END OF INSERT FOR SECTION B