



# Victorian Certificate of Education 2009

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Figures

Words


Letter

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# HISTORY: Australian History

## Written examination

**Tuesday 10 November 2009**

**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	1	1	20
B	1	1	20
C	1	1	20
D	1	1	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 white out liquid/tape.
- No calculator is allowed in this examination.

### Materials supplied

- Question and answer book of 23 pages. There is a detachable insert for Section D 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**

Section A contains two documents – Document A and Document B. For Question 1 you are to answer **all** questions for EITHER Document A or Document B. The question is based on Unit 3 Outcome 1: A new land: Port Phillip District/Colony of Victoria 1830–1860.

**Question 1**

Answer the questions which follow **one** of the following documents (Document A or Document B).

**EITHER**

**Document A**



W Knight, Collins Street, town of Melbourne, New South Wales, 1839

- a. i. Identify two changes, as illustrated in this image, that the arrival of European settlers brought to the Aborigines in the Port Phillip District.

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2 marks

- ii. Identify and explain **two** examples of European values or ideals that are illustrated in this image.

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4 marks

- iii. Based on the image, and on your study of the Port Phillip District/Colony of Victoria, explain the motives that the Europeans had for settling in this area.

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6 marks



**Do not attempt Document B if you have completed the questions for Document A.**

**OR**

**Document B**

The streets here, [in] spite of the fine weather drawing off immense numbers daily to the diggings, are crowded with rude-looking diggers and hosts of immigrants, with their wives, their bundles, and their dogs. All down, near the wharves, it is a scene of dust, drays and carts hurrying to and fro, and heaps of boxes, trunks, bundles, and digging-tools. Here you see ships unloading all kinds of goods, and scores of drays fetching them away, making it almost impossible to pass among them without being crushed; and the fellows are not at all mindful of you. It is every man's business to take care of himself here. They are just as independent in their speech as in their actions. It is a wonderful place to take the conceit out of men who expect much deference\*. The Governor was yesterday riding along among this crew, attended by one soldier; but not the slightest notice was taken of him, not even by a touch of the hat.

\* It is a wonderful place to make proud men more humble.

Letter dated 29 September 1852 in William Howitt's *Land, Labour and Gold or Two Years in Victoria with visits to Sydney and Van Diemen's Land*, 1855

- b. i.** Identify from the document two pieces of evidence that show Melbourne was a bustling settlement in 1852.

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2 marks

- ii.** Identify and explain two observations made in the document that illustrate the social attitudes of many gold rush immigrants.

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4 marks

**iii.** Based on your study of the Port Phillip District/Colony of Victoria, explain the reasons for immigration to the colony up to 1860.

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6 marks

iv. Evaluate the extent to which the gold rushes transformed the colony up to 1860.

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8 marks  
Total 20 marks

**END OF SECTION A**



**SECTION B**

**Instructions for Section B**

Answer the following questions relating to Unit 3, Outcome 2: Nation, race and citizen 1888–1914.  
In each case you must support your views with specific information and evidence.

**Question 2**

- a. Explain **two** ideas that underpinned the creation of the new nation.

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4 marks

- b. Discuss to what extent the benefits gained and the responsibilities accepted by women as citizens of the new nation differed from those of men.

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10 marks  
Total 20 marks





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**SECTION D****Instructions for Section D**

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

Analyse **one** of the representations, **A.**, **B.**, **C.** or **D.** This question is based on Unit 4, Outcome 2: Debating Australia's future 1960–2000.

**Question 4**

Analyse **one** of the documents, commentaries or quotations in the insert relating to Unit 4, Outcome 2: Debating Australia's future 1960–2000.

Your response should include

- identification of the attitudes reflected in the representation. Use evidence from the representation to support your comments
- evaluation of the degree to which the representation reflects attitudes about the issues that you have studied at that particular point in time
- analysis of changing attitudes in relation to this issue. To support your comments, use evidence from the other point in time that you have studied.

4 + 8 + 8 = 20 marks

Either **A.**, **B.**, **C.** or **D.**

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**Insert for Section D**

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

Make sure that you read the instructions at the top of page 17 before you begin to analyse your Unit 4, Outcome 2 chosen representation.

**A. Attitudes to Indigenous rights**

The “Yes” case on both questions in the referendum should be carried today . . . Today’s vote will be a measure of the responsibility of our attitude towards Aborigines. Unfortunately, few of us are likely to do something ourselves for Aborigines. By voting yes to the question affecting them, we are at least taking this opportunity of supporting their cause. And it IS their cause. Aboriginal leaders have made it plain that they want a referendum carried. It would be an intolerable act of paternalism\* to ignore their wishes. In the non-debate on this question during the campaign, the politicians have given little encouragement to feel strongly about the issue. The Prime Minister has not undertaken to use the additional legislative [power] he is seeking. Yet it is vital that he should have it. The Commonwealth will then have no excuse for failing to do more for Aborigines. There have been warnings of the damage a “No” vote would do to Australia’s image abroad, but it is as well to think first that the image would be a shamefully true reflection.

\* arrogantly believing you know what is best for others

Adapted from *Sydney Morning Herald*, 27 May 1967

OR

**B. Attitudes to the Vietnam War**



**MOTHERS IN MOURNING**



Commemorate Mother’s Day, 1970, in a different way. Cry halt to the Vietnam tragedy! Join the Vietnam Moratorium action to end the War and bring our boys home.

For details write to Vietnam Moratorium Campaign, First Floor, 107 Liverpool Street, Sydney. Phone 61-2522. Watch the press for the details.

Authorised for Save Our Sons Movement

Mothers in Mourning, Pamphlet 1970

OR

**C. Attitudes to the environment**

The Prime Minister (Mr. Whitlam) has made an eleventh-hour bid to save Lake Pedder, in Tasmania, from destruction.

Mr. Whitlam has asked the Tasmanian Premier (Mr. Reece) to agree to the establishment of a joint Commonwealth-State Committee of Inquiry to report alternative schemes to avoid the flooding of Lake Pedder.

Mr. Whitlam's approach to Mr. Reece is certain to gain strong support from conservationists who have mounted a long, but so far unsuccessful campaign to save the lake.

It is the new government's first major move in the conservation field.

. . . Mr. Whitlam is understood to have told Mr. Reece that members of the Federal Government were concerned at the environmental consequences for Australia if Lake Pedder is flooded.

The Prime Minister pointed out that the Federal Government had some responsibility in the matter because it had underwritten the cost of the Gordon River power project, for which the lake is being flooded.

Adapted from *The Age*, 21 December 1972

OR

**D. Attitudes to immigration**

Customs officer holding a Vietnamese refugee child, Darwin, November 1977. Photograph by M Jensen.

National Library of Australia  
<http://nla.gov.au/nla.pic-vn3209920>

**END OF INSERT FOR SECTION D**