

HTAV Conference 2012- Chief Assessor's Report

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Section A - 20 marks

Students were to answer **Document A or B** here.

Document A

i.

Students received two marks for identifying two examples of hardship of the emigration experience as seen in the illustration.

Typical of these responses

- leaving known society/family
- protecting their children
- small ship
- the danger of the journey – some deaths on board, disease on ship and the length of the journey.

Students received one mark for each example. There was no need for an elaborative response here.

Sample Answer

*Two examples that illustrates the hardship experienced is the overcrowding of boats as demonstrated by the children **being tightly situated between other people and the bad weather conditions**, represented by the gushing sea and the lady with a blanket.*

ii.

Students needed to identify and explain two reasons that may have pushed people to leave Britain. Push factors were those that indicated life was unsatisfactory in Britain. For example:-

- Limited opportunity for advancement in Britain
- Rigid class structure in Britain
- Poor economic outlook in Britain
- Seeking adventure
- Plight of Irish
- Lack of available land in Britain
- Unemployment
- Overpopulation
- Crime

Two marks were available for each example- one mark for identifying the push factor, and one mark for the explanation.

Sample Answer

*Two reasons that may have pushed people to leave Britain was **the economic state of the country and the inability to socially advance**. The economic state of Britain was in a terrible*

condition, which forced a lot of British families into poverty and made it difficult to earn a decent living. In Britain it was also very hard to socially advance, therefore people found it hard to move out of the working class.

iii.

This question related to Pull Factors: what were settlers – individuals and/or groups – hoping to achieve by immigrating to PPD.

Students needed to identify that land ownership, economic advancement, security, enhanced social position, being part of a new society that offered more freedom, get rich quick through gold, following a sense of adventure, securing a better future for next generation, and political reform were pull factors.

Better answers referred to examples of groups such as landless labourers, landowners seeking more egHentys, McCrae; women, ambitious working men prepared to work hard, poor Irish and Scottish who could hardly be worse off, political activists esp. after 1848 – Chartists.

Desires of settlers from other colonies could be included – from Van Dieman's Land, North of Murray, and Chinese settlers during the gold rush.

Sample Answers

There were many pull factors that encouraged individuals and groups to settle in the Port Phillip District. Available farming land was a major one. Many people in England had heard of the great farming conditions and the fertile soil of the Port Phillip District (PPD). John Batman, from the Port Phillip Association sent news home about the PPD stating "The soil is light black in colour... kangaroo grass as high as it could stand". Another reason for settlement was the hope of prosperity and social advancement. Thomas Henty and his family, were one of the early migrants to the PPD, their motives were social advancement and prosperity. Another example of a migrant who immigrated for the hope of wealth is William Faithful. Other pull factors included opportunity for expansion and advancement, climate and "For a Better Life."

or

Port Phillip was described by the Port Phillip Association as "the land exceeds all expectations" and "the grass and soil is rich and bountiful". These accounts were from John Batman, James Wills and Gellibrand and Swanson. These new accounts reached England and created the overwhelming migration effect to seek a better lifestyle. Additionally the large expanse of land available drew investors and farmers, migrant's hope for a change in lifestyle through property ownership, independence, wealth, higher social class and business were all sought to have been accessible in Port Phillip. Further the uncovering of gold exploded the migration travellers as citizens from China, USA, New Zealand and other continents all drew to the Melbourne gold fields. With the development of gold came the expansion of Melbourne, "A working man's paradise", in which an egalitarian society was created where individuals were educated, young and prosperous.

iv.

The question asked to what extent were the underlying motives and hopes achieved: the question – to what extent? – is the key to scoring well here, and some evidence/examples is required to back up claims made.

Most answers acknowledged the immigration experience as a difficult one, but rewarding for many. Better students noted that although not all were success stories like the Selby family, but many settlers had improved their economic conditions with land ownership and independence.

The prosperity that came to some with gold rushes was also highlighted by many students. The ideas were also written about like forming a new society; the achievement of a more relaxed social structure; also the development of PPD/Victoria on British lines; the impact of Eureka and the development of political rights. Better students were able to use many examples along these lines in their answers and remained relevant, showed a high level of knowledge and evidence.

Sample Answer

By 1860, Port Phillip/Victoria had established itself as an icon on the world map. Migrants through the prosperity of farming, sheep/cattle exports and the gold field had achieved their hopes for a better lifestyle than that of their previous in Britain. For those who had settled in the early developing Port Phillip and achieved a secure work and lifestyle, their hopes had been achieved as the boom in Melbourne saw their work expand. This is most evident through "Thomas Henty", he after failing to settle in Tasmania, settled to the west of Port Phillip and quickly became a successful operation. Those who migrated close to the Gold Rush period achieved their hopes as the developed Melbourne offered a strong education base, a secure working environment and an overall boost in lifestyle from their previous years. McKernan highlights that "a man can dress as he likes, eat and drink as he likes, live in what sort of house he likes,...And no one shall view him" this is suggestive that the society that was created emphasised individuality and independence with the social class stigmas of Britain, all of which would have been desirable. Melbourne overall expansion developed into a egalitarian society that saw Melbourne became a prominent figure on the world "I doubt any other city, besides London, can boast as many fine buildings".

Document B

i.

Students received two marks for identifying two examples that illustrate a harmonious exchange between the Aboriginal people and the European settlers.

Some of these responses were:

- relaxed stance
- arms outstretched in a welcoming manner
- women, children, friendly dogs are present

Students received one mark for each example. There was no need for an elaborative response here.

Sample Answer

*One example is **the postures** of both groups; a European on one knee and the Aboriginal in an accepting pose. Another example is the **exclusion of weaponry** of both Aboriginal and European, illustrate a harmonious exchange.*

ii.

Students needed to identify and explain two advantages that Europeans gained from contact with the Aboriginal people in the PPD/Colony of Victoria up to 1860. For example:-

- Land use
- Water supply
- Bush survival skills
- Sexual relations with Aboriginal women
- Source of labour
- Gain of resources
- Entertainment/abuse

Two marks were available for each example- one mark for identifying the push advantage, and one mark for the explanation.

Sample Answer

One advantage that European's gained from the Aborigines was their extensive knowledge of the land. Aborigines had long inhabited this country before white settlement and their society aligned to the environment. Having large knowledge banks of locations for abundant food supply and recreational areas. Another advantage was their precise hunting skills. Aborigines carved and constructed all of their own tools methods that had been passed down for generations. Some knew the best source of bait for hunting, especially in reference to catching fish. A talent that European's took advantage of.

iii.

Students needed to discuss some of the key goods received from the European settlers which included: alcohol, tobacco, European food from introduced animals and crops, guns and other weapons, European clothing.

The overall impact was negative but it was argued by some students successfully that some surviving Aborigines integrated into European society by using some of these goods. Disease was allowed as a goods in their responses.

Sample Answer

European's had constant access to an abundant food source, such was for more accessible for Aborigines than their previous hunting methods. Some Aborigines began to occupy the streets of Port Phillip District, forming an early dependence on whites as they lost the ability to find their own food. Aborigines also formed dependences on European's through alcohol. This habit was foreign to the Natives, but many became addicted and resolved a life of begging on the street in search of an empathetic European to fuel their habit. Many Aborigines lacked basic European values; productivity, money and work and therefore being unable to afford such goods. Another impact that goods produced was that some Aborigines began to use the weaponry that the Europeans had received. Such guns in the uneducated hands can only prove as dangerous. But some Europeans

taught the method of guns, inclusive of an Aboriginal, Sou' Wester. Who worked aside Europeans and slowly lost the traditional ability to hunt without such machinery.

iv.

In this question the key point was how typical was this scene. Better answers made reference to the image, for example there was discussion about whether the bartering was considered to be on equal terms. Answers needed to evaluate to what extent was harmonious exchange typical.

Most students argued that this is not a typical scene although some students did acknowledge that relations at times were harmonious. Most wrote of the destruction of Aboriginal society brought about by the coming of the Europeans-----depopulation, violence, abuse.

Some wrote of Aboriginal assimilation into European society, hence this representation.

Examples that were considered were Batman's Treaty; William Buckley; Barak and the Native Police.

Sample Answer

Although there was some harmonious exchange between Aboriginal and European, it was not always common. Some Aboriginals worked alongside Europeans, forming friendships, developing skills and ultimately conforming to the European ideals of society. Many Aboriginals demonstrated respect by calling their employer 'boss' and colleagues 'brothers', still reflecting their origination of culture, Aboriginals alike 'Gellibrand' and 'William Barrack' changed their names to European people, illustrating their ability to conform. But there was also many instances where the typical relationship between the two groups was very negative. Some aboriginals stole from Europeans; stealing sheep, cows and material goods. Whilst many natives felt a persistent anger to the Europeans for their assumption that this country was 'Terra Nullius'; resulting in much dispossession of land and heritage. Conflict also was an occurrence between the two groups, as in the faithful massacre. Where it is said that the Aboriginals attacked the group of Europeans. Such a conflict resulted in 8 European and 1 Aboriginal deaths, but Chris Clark reports "it cannot be viewed as anything but a battle which the Aboriginals won". There were many instances of Aboriginal murders up until 1866, where much of the native population had already perished.

SECTION B- 20 marks

Question 2a

In this question students needed to provide two key objectives.

Some key objectives of Federation were:

- Realising the growing sense of nationalism
- Creating a strong, uniform Australian defence force
- Achieving common immigration laws
- Achieving common tariff laws

One mark was awarded for each example and a second mark for explaining each.

Question 2b

Again students needed to address the 'extent' to which society was dominated by the 'white British males' from 1888 to 1901.

Responses included some of the following:-

The bushman tradition in art and literature was considered by some students – usually a male situation, although some writers focussed on role of women eg *The Drover's Wife*.

British was certainly the preference – the making of a society based on British values.

White was certainly the ethnic priority – attitudes to Aborigines, Chinese, and Queensland Islander workers were used here.

The question of male domination should provided issues to discuss – the traditional male role in society in late 19th century – the breadwinner – hence the Great Strikes of 1890s aiming at improving working conditions.

Men were the key movers in the push for Federation in 1901 but some students might discuss the role of key women eg Catherine Helen Spence.

Most students agreed with this assessment, although some might point out the arguments of many women for an equal political footing, and might discuss the role of women in society generally.

Question 2c

The idea of an egalitarian society needed to be discussed – the question of equal rights/ equal opportunity – along with the idea of those who were excluded from the egalitarian model eg Aborigines, Chinese, and women.

To score well, there needed to be an evaluation, and examples used must connect with the concept of egalitarianism. There should be some general discussion of the issue and not just a list of legislation passed between 1901 and 1914. However, knowledge of relevant legislation that forms part of an evaluation of the issue scored well.

Students could observe that aspects of egalitarianism are covered in Franchise Act – (almost) all could vote; in Harvester Judgement which sought to establish a decent living standard; and in social welfare legislation introduced after Federation. However, counter-arguments included the exclusions from the legislation, and therefore the Immigration Restriction Act was highlighted.

Better students were able to write a response that illustrates understanding of the question, provided relevant examples, and keeps on track. These responses scored well.

SECTION C- 20 marks

It was noted by assessors that many students had improve their essays by using evidence from a variety of sources and directing their essays to the question. The better responses did this extremely well. The discriminating factors for the essays were the relevance of arguments used, depth of knowledge and the extent of evidence supplied from a variety of sources.

Question 3a- World War 1

This essay asked students to argue to what extent the development of an Australian national identity and a move away from loyalty to the British Empire resulted from the crisis of World War 1.

The forging of an Australian national identity can be seen in the readiness to go to war and the enthusiasm shown, and in the pride in and fostering of the Anzac story. There was a keen sense of proving the worth of a new nation.

It could be argued that there was a move away from loyalty to the British Empire as the war progressed – with the high casualty rate. This is reflected in the debates over Conscription – many centred around the Irish question.

The role of Billy Hughes was also discussed by some students.

Better students addressed both aspects of the question.

Question 3b- Depression

This essay asked students to argue to what extent they agreed with the statement-‘Australian governments and society failed to respond adequately to the economic hardship of the Depression’. Most answers focused on the varied impact of the Depression. The extent of economic hardship should be established and the question of what could be considered an adequate response was discussed by better responses.

Discussion on the various aspects of government response included reference to State and Federal govts. – eg Jack Lang. Relevant issues would include: the plans – Niemeyer, Lang, govt. relief schemes – public works – Shrine, Great Ocean Rd.; and susso to name some of them.

Response of society: varied. Some wealthy people helped those badly affected by the Depression, whilst others like Sydney Myer; others barely acknowledged the Depression. There could be discussion on exploitation at this time eg landlords, and also discussion on people supporting each other and responding to others physical and emotional needs.

There could be mention of the ongoing legacy of The Depression in society over time- for example greater Government involvement in economic affairs and social welfare. .

The better responses addressed separately the issue of response by governments and response by society.

Question 3c- World War 2

This essay asked students to argue to what extent 'World War II redefined Australian social attitudes and foreign relations.' The key word here to be addressed by students was redefined—their essays needed to address whether this always means permanent change or whether some temporary changes could be relevant.

Most answers were able to discuss a redefining of Australian social attitudes—some discussed how deep these were – key issues were enemy internment, black market activity, union actions, conscription, US servicemen here and the changing role of women.

The redefining of foreign relations focused on Curtin's appeal to USA in late 1941- 1942 and included the dispute between Curtin and Churchill over deployment of Australian troops were possible responses.

Some students argued successfully that this was of necessity a permanent change while the changes in social attitudes were temporary.

Both aspects of the question should be considered.

SECTION D- 20 marks

Generally students have realised that responses in this section must follow the marking guide below. It has been included here so that there can be no misgivings of how marks are distributed in this section.

Marking Guide for each

- Identification of the attitudes reflected in the representation----- 2 points and explanation. **(4 marks)**
- Evaluation of the degree to which the representation reflects the attitudes at that particular point in time period. **(8 marks)**
- Analysis of changing attitudes in relation to the issue – (4 marks); use evidence from the other point in time that you have studied. (4 marks) Total of **8 marks**.

A. Attitudes to Indigenous rights

This document referred to the 1967 Referendum and is highly supportive of a yes vote, with its key argument being one of human rights. There's reference to Australia's international standing on this issue. Students used some of the following in their responses- success of this Referendum- 90% support of the public, a 'no' vote could damage our image in the international arena and it was the very least we could do to support the Aboriginals.

This representation was a strong reflection of attitudes of the time.

The other point in time is reaction to the Aboriginal Tent Embassy of 1972. The general reaction was mixed, with some support, but much general criticism of the form of protest. Reactions were more diverse than 1967 with significant media criticism. Some points included were; the general population were now more receptive to aboriginal rights now though, but considered this going too far; there was some sympathy for the underlining principles of their grievances; the reasons behind the protests as being land rights and Aboriginal rights and affairs had become an important issue in national politics.

B. Attitudes to the Vietnam War

This editorial from *The Australian* of 8 May 1970 referred to a Moratorium march. *The Australian* newspaper was supportive of the Moratorium campaign, and was opposed to the Vietnam War. The article is strongly critical of government attempt to discredit the campaign.

By 1970 there was strong public opposition to Australia's involvement in this war; hence the large numbers involved in the Moratorium marches.

The other point in time was 1965 where there was widespread support for involvement in the war; and *The Australian* newspaper was opposed in 1965.

Better responses then included evidence from the period 1965 to 1970 to explain the difference in attitude between the two periods of time. This evidence included – TV footage of the War, Tet offensive, My Lai Massacre and protest in the US at the time.

C. Attitudes to the environment

This photograph is from the 1983 Federal election campaign and showed aspects of the protesting in favour of stopping the damming of the Franklin River. The protests were widespread but the Liberal Party policy was not to intervene in this issue.

This was an issue that divided society but the Federal election of March 1983 was won by ALP, led by Bob Hawke, and their policy was to use Federal govt. power to stop the dam.

The other point in time was the 1972 flooding of Lake Pedder where the protest was committed but small and where there was limited, and too late, involvement by ALP govt. elected in Dec. of that year.

Better students linked the two periods by stating that if it was not for the Lake Pedder protest, the Franklin River campaign may not have been successful.

D. Attitudes to immigration

This article referred to Vietnamese 'Boat people' arriving in Australia in 1977 and expresses the mixed reaction in Australia to this. The article acknowledged Australia's moral responsibility for some of these refugees but expressed concern for the impact of this movement on Australia's population. There was a sense of cautioning against being deceived about how genuine some of these people are.

This article was quite accurate in reflecting the caution of a lot of Australians, and of the Australian govt. at this time, although PM Malcolm Fraser was sympathetic to the plight of refugees.

The other point in time is the phasing out of the White Australia Policy in mid 1960s where international pressure was important and where WAP was generally seen to be outdated.

Better students pointed to the fact that at both periods of time the attitude was cautionary and provided evidence of this.

Sample Essay for Vietnam

The attitudes represented in the article are of an anti-war attitude. The editorial states that the Moratorium Movement “has reached unprecedented heights of irresponsibility”. It condemns the Government for its enthusiasm towards the movement stating that it “has been a sad spectacle”. The editorial states that “it has demonstrated an arrogance and contempt for dissenting public opinion”. Overall the editorial understands that Vietnam is a significant issue, however believes that it has caused “a near total incapacity for national debate between government and governed”.

The editorial does not accurately represent the majority of views held in 1970. 1970 was the height of the Moratorium Movement, and took place of the 8th of May. The Gallup polls need 42% with the majority of Australians against the war in Vietnam. The moratorium held two main aims, to bring troops home and repeal national service, and the first people attending in Melbourne alone. Dr. Jim Cairns, the leader of the movement stated that “we are a peaceful movement and we are going to balance in a peaceful way”. However prior to the movement newspapers did not believe that the movement would bring any good, with the Sydney Morning Herald stating that it “promoted civil disorder and encouraged breaking the law”. More over the Age held a negative view, but post the moratorium changed it arguing that “it renewed rather than raped democracy”. The movement marked the high point of the anti-war movement, and Helen Miriam suggests that “it was a public expression of the deepening divisions within Australian society”.

Attitudes towards the war had not been only positive, there was a gradual change throughout the war. Initially the Gallup polls were at 56% in 1965 and the majority of Australians were in favour of the Vietnam War when the Menzies government announced they were sending troops to Vietnam. However there was some opposition. The Labour Party, the Trade Unions, Save Our Sons (SOS) and the Youth Campaign Against Conscription (YCAC) were against the war. The Liberal Party, the Catholic Church, the Press and the general public were for the war. The Age stated that these are “inescapable obligations” however the Australian held a differing view arguing that the Government have made a “reckless decision... our historians will recall this day with tears”. The opposition leader at the time, Arthur Calwell stated that “we oppose it firmly and completely”.

Nonetheless, support for the war grew stronger in 1966, with the Gallup polls reaching 61%. The Battle of Long Tan had enhanced the ANZAC Legend, with the traits of mateship, courage and bravery. The Liberal Party had gained an increased majority in the Federal Election that year, confirming that the majority of Australians were still in favour of the war. Moreover, the visit from the US President, Lyndon Baines Johnson, who has met with overwhelming support by the Australian public, further guaranteed the stand of the Australians, with Harold Holt, very publicly stating “All the way with LBJ”. Even the death of the first conscript, Errol Noack did not shy the polls.

Support continued to gather momentum as the Gallup polls reached their highest point in the war in 1967 at 62%. Malcolm Saunders argues that “every known opinion poll indicated a firm commitment to the Vietnam War”. However, the anti-war movement was becoming stronger with artists and writers joining the protests, and who used their art and literature as a platform for their protesting. Poet A.D Hope wrote in one of his poems, “Go tell these old men, safe in bed... we took their orders and are dead”. However, these made up only a small section of society and they were considered to be radical and “left winged loonies” by the rest of society.

Moreover, support began to waver in 1968, with the Tet Offensive which was arguably the turning point in the war as people began to question “whether the war could be won?” and “whether it was winnable?” Gregory Pernberton argues that “the issue of the morality of the war was now joined with the question of its apparent futility”. Gallup polls had dropped to 49%, and there was an increase in the media coverage, as Michael Mekernan suggests that “television brought the brutality of the war into the comfort of the living room”. The Draft Resisters Union had also joined the protesting, bringing a more militant and aggressive means of protesting, such as burning draft cards and chaining themselves to Parliament gates.

Nonetheless, support had hit its lowest point in 1969, with the polls indicating that 39% of the population were in favour of the war. News about the My Lai Massacre had reached Australian Shores, and questioned the morality of the war as innocent women and children were slaughtered. The anti-war movement had spread to a cross section of society with middle classed professionals joining in the protesting. In addition, the US had announced its first stage of withdrawal from Vietnam. “Vietnamization”, which involved the handing over of military control to the South Vietnamese. In short, between 1965 and 1970 there was a drastic change in attitudes however, this change was gradual and occurred due to the reality of the war becoming apparent.