



# VCE History: Australian History 2013–2015

## Written examination – November

### Examination specifications

#### Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority. VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

There will be 15 minutes reading time and 2 hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the Study Score.

#### Content

The *VCE History Study Design 2005–2015* is the document for the development of the examination. All of the outcomes of Units 3 and 4 of the Australian History section of the *VCE History Study Design* will be examined. All of the key knowledge and key skills underpinning the outcomes are examinable.

#### Format

The examination will be in the form of a question and answer book. There will be a detachable insert with documents for Section A and representations for Section D.

Images used in the examination may be presented in colour.

The examination will consist of four sections, one for each of the four outcomes.

**Section A** is based on Unit 3, Outcome 1. In Section A, there will be a choice of two questions. Students should attempt one question.

**Section B** is based on Unit 3, Outcome 2. There will be one question in this section. Students should attempt all parts of the question.

**Section C** will consist of three essay tasks based on Unit 4, Outcome 1. Students should attempt one of these essay tasks.

**Section D** will consist of one question, but within that one question, there will be a choice of representations based on Unit 4, Outcome 2. Students should attempt to analyse one representation in an extended response.

Students' responses in Section D of the examination should include

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

Each of the four outcomes will be weighted equally in the examination. Each section will be worth 20 marks.

The examination will be worth a total of 80 marks.

## Approved materials and equipment

Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.

## Advice

The examination criteria were published in the *VCE History Assessment Handbook 2005–2015*. Examinations will be set and assessed according to the following criteria.

- understanding and appropriate use of historical terms, concepts, commentaries and interpretations
- application of evidence to support arguments and conclusions
- knowledge of events, people, movements and ideas in four periods of Australian History
- understanding of ideas and issues about settlement and nationhood in Australia
- analysis of Australian reactions to significant political and social events, issues and crises
- evaluation of Australian attitudes to Indigenous rights or the Vietnam War or the environment or immigration

During 2013–2015, the History: Australian History examinations will be prepared according to the examination specifications above. Each examination will conform to these specifications and will test a representative sample of the key knowledge and key skills.

The following sample examination provides an indication of the revised format. The 2012 examination is re-presented in order to show the new format: a question and answer book accompanied by a detachable insert.

The following documents should be referred to in relation to the 2013–2015 History: Australian History examinations.

- *VCE History Study Design 2005–2015*
- *VCE History Assessment Handbook 2005–2015*
- *VCAA Bulletin VCE, VCAL and VET*



# Victorian Certificate of Education

## Year

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Letter

Figures

Words


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# HISTORY: Australian History

## Written examination

Day Date

Reading time: \*.\*\*.\* to \*.\*\*.\* (15 minutes)

Writing time: \*.\*\*.\* to \*.\*\*.\* (2 hours)

## QUESTION AND ANSWER BOOK

### Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	2	1	20
B	1	1	20
C	3	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 Sections A and 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 is based on Unit 3 Outcome 1: A new land: Port Phillip District (colony of Victoria) 1830–1860.

This section contains two documents – Document A and Document B. You will find these documents on page 1 of the insert. **Select either Document A or Document B.** If you select Document A, answer all parts of Question 1. If you select Document B, answer all parts of Question 2.

**Question 1** (20 marks)

Refer to Document A on page 1 of the insert.

- a.** Identify **two** examples from the image of settler activities that indicate that Aborigines were excluded from the new society.

2 marks

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- b.** Identify and explain **two** examples from the image that illustrate the values and/or aspirations of British settlers in the Port Phillip District (colony of Victoria).

4 marks

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- c. Identify and explain the arguments that the British used to justify their claim that they had the right to sell the land.

6 marks

[illegible]

[illegible]

**OR**

*Do not attempt Question 2 if you have completed Question 1.*

**Question 2** (20 marks)

Refer to Document B on page 1 of the insert.

- a.** Identify from the image **two** occupations that were found on the goldfields. 2 marks

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- b.** Identify and explain **two** environmental consequences of the search for gold that are depicted in the image. 4 marks

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- c. Discuss the relationship between miners and government authority on the Victorian goldfields. 6 marks

[illegible]



- d. Discuss the extent to which the discovery of gold brought about change to the development of Victoria by 1860.

8 marks

[illegible]

**SECTION B****Instructions for Section B**

Section B is based on Unit 3 Outcome 2: Nation, race and citizen 1888–1914.

Answer all parts of this section. You must support your views with specific information and evidence.

**Question 3** (20 marks)

- a. Identify and explain **two** fears that motivated the movement towards Federation.

4 marks

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- b.** Discuss the extent to which the culture of the bush influenced the development of national identity between 1888 and 1914.

6 marks

[illegible]

- c. Evaluate the extent to which legislation passed after Federation was motivated by a focus on inclusion rather than exclusion.

10 marks

[illegible]

[illegible]

## SECTION C

### Instructions for Section C

Section C is based on Unit 4 Outcome 1: Testing the new nation 1914–1950.

In essay form, answer Question 4, Question 5 **or** Question 6.

### Question 4 (20 marks)

‘Debates, such as those on conscription, indicated that deep divisions had emerged in Australian society during World War I.’

To what extent do you agree with this statement?

**OR**

### Question 5 (20 marks)

‘Unemployment threatened the cohesion of Australian society during the Depression.’

To what extent do you agree with this statement?

**OR**

### Question 6 (20 marks)

‘The threat posed by Japan intensified the need for unity in Australian society during World War II.’

To what extent do you agree with this statement?



Question number

[illegible]

[illegible]

[illegible]



[illegible]

## SECTION D

### Instructions for Section D

Section D is based on Unit 4 Outcome 2: Debating Australia's future 1960–2000.

This section contains four representations – **A.**, **B.**, **C.** and **D.** You will find these representations on pages 2 and 3 of the insert. Select **one** representation.

### Question 7 (20 marks)

Refer to pages 2 and 3 of the insert.

Analyse **one** of the representations in the insert.

Your response should include

- identification of the attitudes reflected in the representation. Use evidence from the representation to support your comments. 4 marks
- evaluation of the degree to which the representation reflects attitudes about the issues that you have studied at that particular point in time. 8 marks
- 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. 8 marks

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

[illegible]

**END OF QUESTION AND ANSWER BOOK**

**TURN OVER**

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[illegible]

[illegible]

[illegible]



[illegible]

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure 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.**

**Insert for Sections A and D**

**Please remove the insert from the centre of this book.**

This insert is to be used for

- Section A: Question 1, Document A **or** Question 2, Document B
- Section D, Question 4: Representation A., B., C. **or** D.

**SECTION A**

Section A is based on Unit 3, Outcome 1: A new land: Port Phillip District (colony of Victoria) 1830–1860.  
Choose either Question 1 **or** Question 2.

**Question 1, Document A**

[Document A will appear here. Document A may be an image or a text.]

**OR**

**Question 2, Document B**

[Document B will appear here. Document B may be an image or a text.]

**TURN OVER**

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**SECTION D****Question 7**

Section D is based on Unit 4, Outcome 2: Debating Australia's future 1960–2000.

Choose **one** of the representations (**A.**, **B.**, **C.** or **D.**) to answer Question 7. Make sure that you read the instructions on page 16 of the question and answer book before you begin to analyse the representation that you have chosen.

**A. Attitudes to Indigenous rights**

[This representation may be an image or a text.]

**OR**

**B. Attitudes to the Vietnam War**

[This representation may be an image or a text.]

**OR**

**C. Attitudes to the environment**

[This representation may be an image or a text.]

**OR**

**D. Attitudes to immigration**

[This representation may be an image or a text.]

**END OF INSERT**