



**2013**

**Australian History GA 3: Examination**

**GENERAL COMMENTS**

Students used varied, relevant and sophisticated evidence and demonstrated a great deal of knowledge in their responses to the 2013 Australian History examination.

**SPECIFIC INFORMATION**

**Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.**

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

**Section A**

Question chosen	none	1	2
%	0	48	52

Students were required to answer Document A or Document B only in this section. (Sources such as AGL Shaw and Richard Broome can be helpful for preparing for Section A of the paper).

**Document A**

**Question 1a.**

Marks	0	1	2	Average
%	14	22	64	1.5

Students received full marks for this question by identifying two examples from the document that were 'push' factors for migration.

Typical responses included the following.

- few financial prospects in England
- lack of employment in England
- not wanting to reduce one's position in society
- too much competition in England

**Question 1b.**

Marks	0	1	2	3	4	Average
%	1	2	17	24	57	3.4

Students needed to identify and explain two examples from the documents that explained what 'young gentlemen' hoped to achieve by migrating to the Port Phillip District/colony of Victoria. In each example, one mark was awarded for identifying the example, and one mark for the explanation.

Responses included the following.

- improvement in financial position
- being able to return to England, having made their fortune by finding gold
- more opportunities in the colony
- improve their position in society – maintaining and improving status
- not as much competition in the colony of Victoria

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## Question 1c.

Marks	0	1	2	3	4	5	6	Average
%	5	7	20	26	22	10	9	3.2

Students needed to evaluate the impact on the Port Phillip District/colony of Victoria of the 'ingenious and educated men' who migrated up to 1860. Students needed to look at more than one aspect of the impact to gain full marks for this question. The more successful students realised that the impact was considerable and that the 'ingenious' did not necessarily have to be educated.

Answers to this question came from an evaluation of the following areas: these 'ingenious and educated men' introduced British cultural, political and social institutions. Entrepreneurial people, having made their fortune (most often as a result of gold or the land), were able to see business opportunities in the colony, such as in infrastructure for shipping, trade and customs. The resulting wealth meant that money could be put into projects such as the Royal Melbourne Hospital (1848), The University of Melbourne (1853) and The State Library of Victoria (1854), all of which Sir Redmond Barry was instrumental in founding or supporting. Students discussed the impact brought about by political ideas drawn from Chartism and influenced by the Eureka rebellion. Many students also referred to the impact on the Aboriginal population at this time.

## Question 1d.

Marks	0	1	2	3	4	5	6	7	8	Average
%	9	4	11	16	17	15	14	8	5	4

Students needed to discuss to what extent this group of 'gentlemen and professional men' was typical of the migrants who came to the Port Phillip District/colony of Victoria up to 1860. Most students argued that this group was typical to a certain extent as many of the migrants were from reasonably well-educated backgrounds, but there were many others; for example, poor British tradesmen and farm workers keen to obtain their own land made up another large group of migrants. Many students discussed women in their responses, saying that women were seeking husbands and also trying to better themselves with work opportunities. The more successful students also mentioned that after the discovery of gold in 1851, a more diverse group of migrants arrived, including the Chinese. To gain full marks students needed to take all of this into account and demonstrate knowledge, relevance and evidence.

## Document B

### Question 2a.

Marks	0	1	2	Average
%	1	13	86	1.9

Students received full marks for this question by identifying from the document two ways in which Thomson had responded to the Aboriginal people in his early contact with them in the Port Phillip District.

Responses included the following.

- mustered them
- gave them a blanket
- tried to treat them with kindness

### Question 2b.

Marks	0	1	2	3	4	Average
%	0	2	12	26	61	3.5

Students needed to explain why Thomson believed that in 'ten years more there will not be one alive'. For each response, students were given one mark for identifying the example and one mark for the explanation.

Responses included the following.

- Very few children were being born.
- Men aged quickly and were expected to die at a young age.
- Alcohol and illness had taken their toll on the Aboriginal population.

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## Question 2c.

Marks	0	1	2	3	4	5	6	Average
%	3	3	10	16	21	21	27	4.2

Students needed to explain two measures, apart from those described in the document, introduced by the Europeans and/or the government that aimed to improve the welfare of the Aboriginal people. Three marks were awarded for each measure that was linked to providing improved welfare and that was supported with evidence. Some of these measures included providing employment, improving living conditions, setting up protectorates, and establishing Christian-based missions and the Native Police Corps.

## Question 2d.

Marks	0	1	2	3	4	5	6	7	8	Average
%	3	1	5	7	13	14	19	18	21	5.6

Students needed to evaluate to what extent Thomson's attitudes to the Aboriginal people were typical of the attitudes of the Europeans settlers of the Port Phillip District/colony of Victoria up to 1860. The more successful students explained that Thomson's attitude was not typical. However there were like-minded settlers such as George Gordon McCrae. There was violence towards Aboriginal people from many Europeans, due to the desire for land, the clash of lifestyles and a lack of understanding. There was an expectation that the Aboriginal people would die out and therefore their predicament was not responded to by these settlers. Some settlers considered that the Aboriginal people could be 'civilised', while others believed that the Aboriginal people could not be civilised.

## Section B

### Question 3a.

Marks	0	1	2	3	4	Average
%	24	10	23	11	33	2.2

This question asked students to identify and explain the role of two individuals and/or groups who were influential in the movement towards Federation. Most students referred to two of the following.

- Henry Parkes
- Alfred Deakin
- Australian Natives Association (ANA)
- 'The Bulletin' was also classed as a group

### Question 3b.

Marks	0	1	2	3	4	5	6	Average
%	5	4	13	23	27	13	14	3.6

This question required students to discuss the extent to which concerns about defence contributed to the vision of nationhood between 1888 and 1914. The more successful answers demonstrated that defence was a key factor in the push for Federation, as the colonies could no longer rely on British military protection. Some students referred to the visit of Major-General James Bevan Edwards, who recommended a common Defence Act to ensure a stronger defence force. There was concern about the colonies' geographical isolation, with added fears about China, the rise of Japan and about German power in New Guinea. The vision of nationhood, as expressed by some students, meant that Australia saw itself as a British outpost in the Pacific, and wanted to maintain this role. This was made evident by the help given to Britain during the Boer War, and as war threatened in 1914 there was enthusiasm to participate. The more successful students argued that defence was just one aspect of the emerging vision of nationhood. These students were able to write about nationalism, a sentiment that was given strength and meaning by the artists and writers of the time.

### Question 3c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	7	3	4	5	9	10	14	17	14	10	8	5.9

This question required students to evaluate the extent to which legislation passed from 1901 onwards was motivated by a desire to create a new society from 'the ills of the old world'. Most students supported the idea that important legislation was motivated by the desire to create a new society. They did this by using examples of social welfare legislation passed after Federation, such as pensions (*Invalid and Old Age Pensions Act 1908*), maternity benefits (*Maternity Allowance Act 1912*) and industrial arbitration (*The Conciliation and Arbitration Act 1904*). These all pointed to a new, fairer and kinder society. Some students also referred to the improvements for women with the *Commonwealth Franchise Act 1902* giving women the right to vote in federal elections.

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The more successful students were able to include the important comment that this new society excluded those who were not British and white.

## Section C

Question chosen	none	4	5	6
%	2	39	25	34

## Questions 4–6

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	3	1	1	2	2	2	3	3	5	4	6	6	7	8	11	9	8	7	7	4	4	12.5

Students included more evidence in this section of the exam than students from previous years.

The discriminating factors included knowledge of the area of the study, a relevant response to the essay question and use of a range of evidence including references to historians and detailed knowledge of the other 'point in time'.

### Question 4

Students needed to argue to what extent they agreed with the statement, 'The call to arms for King and country brought Australians closer together during World War I'.

Australians were brought together initially, with many united in enthusiasm for the war effort. However, as the war continued, the lists of casualties, the equality of sacrifice, debates about conscription, Irish opposition and trade union concerns meant that even those who had been enthusiastic at the beginning of the war grew weary.

Some useful sources for World War I include CEW Bean, Michael McKernan, Joan Beaumont, Bill Gammage and Joy Damousi.

### Question 5

Students needed to argue to what extent they agreed with the statement 'The economic and social responses of the Australian governments were inadequate in helping Australians deal with the crisis of the Depression'. Most students agreed with the statement. Economically, there was no obvious solution and the government was influenced by Sir Otto Niemeyer, a representative from the Bank of England. Niemeyer advised the government to reduce living standards by reducing government spending. The government spending was reduced by 20 per cent and taxes were increased. Jack Lang, Premier of NSW, opposed these measures. The government introduced the 'susso' – welfare payments for the unemployed – but these payments were inadequate and a source of shame. Much of the response to the needs of the unemployed came from sources other than the government. Many students argued successfully that not everyone in the society was affected in a negative way by the Depression.

Some useful sources for The Depression include Geoffrey Spenceley, Wendy Lowenstein, Michael Cannon and David Potts.

### Question 6

This question asked students to argue to what extent they agreed with the statement 'Australians struggled to deal with the significant changes that were brought about by the crisis of World War II'. Successful students identified significant changes such as Australia on a war footing, extra government power, rationing, men away at war, human sacrifice, and the effect on women and children. The government changed its foreign policy, relying less on Britain and more on the USA. How these changes were dealt with needed to be discussed in an informed argument.

Some useful sources for World War II include Joan Beaumont, Kate Darian-Smith, and David Lowe.

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## Section D

Option chosen	none	A.	B.	C.	D.
%	2	10	83	1	4

### Identification

Marks	0	1	2	3	4	Average
%	10	7	18	24	42	2.8

### Evaluation

Marks	0	1	2	3	4	5	6	7	8	Average
%	7	6	11	12	15	12	15	12	10	4.4

### Analysis

Marks	0	1	2	3	4	5	6	7	8	Average
%	11	4	8	9	13	12	14	13	15	4.6

Some students presented their answers in essay form, while others framed their answer using the dot points included in the question, writing their response as three short answers. However, many students neglected to address all three dot points in their responses. It is important to read each dot point with great care before responding as the skills of identification, evaluation and analysis are highlighted by the three dot points. The use of evidence to support points made about **both** 'points in time' is also emphasised.

Although each document or image on the examination paper was taken from one 'point in time', the other point in time relevant to that issue also needed to be studied and then made use of in responses. Each issue, and the two major points in time that show the change in attitudes with regard to that issue, are set out very clearly on page 90 of the *VCE Australian History Study Design*. Hence, with regard to 'Attitudes to Indigenous rights' both points in time – the 1967 Referendum and the 1972 Tent Embassy in Canberra – have been identified. In the same way, the issue 'Attitudes to the Vietnam War' highlights the points in time, 1965 and 1970. The 1972 Flooding of Lake Pedder and the 1983 Franklin Dam decision are the 'points in time' identified for the issue, 'Attitudes to the environment', while 'Attitudes to immigration' highlights the phasing out of the White Australia Policy, 1964 to 1966, and the Vietnamese 'Boat people' in the 1970s.

Students cannot respond well to the third dot point unless they are conversant with both points in time and can discuss the degree of change in attitudes between one point of time and the other, as well as the reasons for any change.

Responses to Section D were marked in the following manner.

- Students were awarded two marks for the identification of attitudes reflected in the representation and two marks for the evidence/explanation.
- Students were awarded up to eight marks depending on how successfully they were able to evaluate the degree to which the representation reflects attitudes about the issues at that particular 'point in time'. Discriminating factors were the quality of the response in relation to knowledge, relevance and evidence.
- Students were awarded up to four marks depending on how successfully they were able to analyse changing attitudes in relation to the issue and up to four marks for evidence from the other 'point in time' studied.

### A. Attitudes to Indigenous rights

This image was supportive of the 1967 Referendum. The use of the adult white males looking approvingly at the Aboriginal older man and child holding posters in support of the 'yes' vote indicated their support for this. There needed to be discussion of the degree to which such a positive attitude was held in 1967. Finally, to address the third dot point, students needed to discuss attitudes with regard to the Tent Embassy in 1972: which attitudes remained the same and which changed, and how and why these attitudes changed.



**B. Attitudes to the Vietnam War**

The document, an extract from a speech made in 1970, aims to justify the government's stance with regard to its continued involvement in Vietnam. At this time, there was mounting pressure for Australian soldiers to return home. There needed to be discussion of what was happening at this time with reference to the moratoriums held and the political situation. Students needed to compare attitudes to the Vietnam War in 1965, when the War had much greater support, with attitudes in 1970. For full marks students needed to refer to the changing attitudes between the two dates/points in time and demonstrate an understanding of some of the factors that influenced this change in attitudes.

**C. Attitudes to the environment**

The document refers to the 1983 Franklin Dam issue. The writer is supportive of demonstrators and media involvement, encouraging the Federal Government to act. Students needed to discuss the positions of the Federal Government and Tasmania's State Government with regard to this issue. The role of personalities involved such as Bob Hawke and Bob Brown were pertinent to this answer. The more successful students discussed the 1972 flooding of Lake Pedder – the other 'point in time' highlighted. This was opposed by some environmentalists, but its prevention did not have significant support from the media or the general public and these protests were not successful. Better answers were able to explain the reasons behind the more successful campaign of 1983.

**D. Attitudes to immigration**

This document refers to the 'boat people' of the 1970s. The views expressed are generally supportive but warn of fundamental changes resulting from the coming of the refugees. The more successful responses discussed the views at this time with regard to increased Asian population and what opposition there was to this change. There needed to be a comparison between this point in time (the 1970s) and the other point in time (1964–1966), which saw the phasing out of the White Australia Policy. This had been government policy at the time and was generally supported by the people of Australia. For full marks students needed to analyse the similarities and differences between the attitudes in these two points in time.