On the basis of your performance in this examination, the examiners will provide a rating of A, B, C or D on each of the following criteria taken from the syllabus statement:

**Criterion 3**  
Recall specific factual knowledge relevant to Australia's history.

**Criterion 5**  
Use evidence to support interpretations of the past.

**Criterion 6**  
Communicate in a clear and coherent manner.

**Criterion 7**  
Demonstrate an understanding of the nature of historical debate.

**Criterion 10**  
Demonstrate an ability to analyse historical information.
CANDIDATE INSTRUCTIONS

There are THREE sections to this paper.

Candidates must answer THREE questions, ONE question from each section. Note that in Section C there is no choice of question.

Answer each question in a separate answer booklet.

It is suggested that candidates should spend no more than one hour on each question.

SECTION A

This section assesses Criteria 3, 5 and 6.

Answer ONE question from this section.

Use a separate answer booklet for this section.

Question 1

(a) Describe and discuss the most significant aspects of traditional Aboriginal lifestyle (refer to Tasmanian or Australian mainland Aboriginal society).

OR

(b) After 1788 and the arrival of the first Europeans the Aboriginal population’s link to the land was to change dramatically. Through an examination of incidents from the early nineteenth to the early twentieth centuries, explain why this was so.

OR

(c) ‘Only in the last few years has the story of Aboriginal resistance and heroism in the face of European dispossession been told.’

Discuss this statement with reference to Aboriginal resistance and the means they used in the nineteenth century and/or the early twentieth century. Evaluate their success.
Question 2

(a) In searching for the ‘real’ Australia or the ‘typical’ Australian, historians concentrated on two uniquely Australian experiences – the bush and Gallipoli. Outline the major characteristics of the Australian character from the Bush Legend and explain how it was influenced by the Anzac Legend.

OR

(b) National identity is not only born in the country itself but also in the cultural baggage which migrants bring with them. Explain how the migration of people to Australia since 1945 has contributed to a changing Australian national identity.

OR

(c) In 1988 it was hoped that the Bicentennial celebrations would ‘find a national identity’. Describe and discuss the expressions of Australian nationalism (cultural, social and racial) which transformed Australia’s national identity this century. To what extent has one national identity emerged?
SECTION B

This section assesses Criteria 3, 6 and 7.

Answer ONE question from this section.

Use a separate answer booklet for this section.

Question 3

(a) What type of society did Gough Whitlam and his Labor Government try to create in Australia from 1972–1975? Explain how any success achieved has been overshadowed by the debate about the conservative reaction to the Labor Government.

OR

(b) ‘By the 1990s, Australia was being promoted as a tolerant, multi-cultural society, although it did not reflect any real improvement in the position of Aborigines … most of whom remained on the lower rungs of the socio-economic ladder.’

Analyse the debate about Aboriginal policy and issues since 1967 and whether or not you agree with this statement.

OR

(c) In 1942 conscription was introduced with little debate, yet in the 1960s conscription was a very divisive issue. With reference to Australia’s involvement in World War II and the Vietnam conflict, explain why this was so.

OR

(d) While not all women have benefited to the same degree … the lives of Australian women today are significantly better than the lives of their 1950s counterparts (Lonsdale). How accurate is this assessment of the changes in the roles and status of women since 1945?

OR

(e) Some commentators are concerned about the Australian Constitution. It is a document from the late 19th century which they argue needs some changes for Australians in the 21st century. Select two issues which have been contentious for the federal system this century and assess the validity or otherwise of any proposed changes.
SECTION C

This section assesses Criteria 5 and 10.

Refer to each of the sources A – H in the attachment to answer Question 4.

Answer ALL parts of the question.

Use a separate answer booklet for this section.

Note:

• In answering Question 4, an explanation of how the answer was reached must be provided.
• Each part of Question 4 has been given a points value to indicate the relative importance of each part.
• Parts of Question 4 will assess Criterion 5 and parts will assess Criterion 10.

Question 4

(a) Compare sources A and B. What are they saying about Australians? How useful would they be to an historian? (5 points)

(b) To what extent is source C reliable? How helpful is source E in supporting the impression given in source C? (4 points)

(c) How do sources F and G contrast with each other as images of Australian identity? (3 points)

(d) The Australian Bush Legend’s typical Australian, source D, does not include women. Does this necessarily make it less useful to the historian? (5 points)

(e) Sources B, E and H comment on aspects of Australia’s contemporary national identity. Referring to these sources, suggest some of the issues for historians in using recent sources to provide interpretations and opinions on Australia’s national identity. (5 points)

(f) Which source do you find most unreliable? Why? (5 points)
Tasmanian Secondary Assessment Board

Tasmanian Certificate of Education

External Assessment

1999

HS833 AUSTRALIAN HISTORY

ATTACHMENT

SOURCE MATERIAL FOR SECTION C

PLEASE REFER TO THIS ATTACHMENT WHEN ANSWERING QUESTION 4
SOURCE A

... The Australian was half a soldier before the war; indeed throughout the war, in the hottest fights on Gallipoli and in the bitterest trials of France or Palestine, the Australian soldier differed very little from the Australian who at home rides the station boundaries every week-day and sits of a Sunday around the stockyard fence.


SOURCE B

The Australian legend ... is a legend not of sweeping military victories so much as triumphs against the odds, of courage and ingenuity in adversity. It is a legend of free and independent spirits whose discipline derived less from military formalities and customs than from the bonds of mateship and the demands of necessity.

It is a democratic tradition, the tradition in which Australians have gone to war ever since.

This Unknown Australian is not interred here to glorify war over peace; or to assert a soldier’s character above a civilian’s; or one race or one nation or one religion above another; or men above women; or the war in which he fought and died above any other war; or of one generation above any that has or will come later.

The Unknown Soldier honours the memory of all those men and women who laid down their lives for Australia.

Source: Prime Minister, Paul Keating, November 1993 when the Unknown Soldier was interred at the Australian War Memorial. From Merritt & O’Brien, *Questions and Issues in Australian History*, Thomas Nelson, Australia, 1995.

SOURCE C

Forget Gallipoli, the Outback and the Aussie battler and other tedious wowser myths from our Anglo-Irish past.

The essence of being Australian is, regrettably, doing something much more sensual. It is to lie on warm sand under a carcinogenic* sun watching other bodies walking or lying and then to ritually cleanse yourself in the ocean. To Australians, the beach is as holy as the Ganges is to the Hindu …

*carcinogenic – produces cancer

SOURCE D

According to the myth the ‘typical Australian’ is a practical man, rough and ready in his manners and quick to decry any appearance of affectation in others. He is a great improviser, ever willing ‘to have a go’ at anything, but willing too to be content with a task done in a way that is ‘near enough’. Though capable of great exertion in an emergency, he normally feels no impulse to work hard without good cause. He swears hard and consistently, gambles heavily and often, and drinks deeply on occasion. Though he is ‘the world’s best confidence man’, he is usually taciturn rather than talkative, one who endures stoically rather than one who acts busily. He is a ‘hard case’, sceptical about the value of religion and of intellectual and cultural pursuits generally. He believes that Jack is not only as good as his master but, at least in principle, probably a good deal better, and so he is a great ‘knocker’ of eminent people unless, as in the case of his sporting heroes, they are distinguished by physical prowess.


SOURCE E

‘The image of the Australian which is still too often presented abroad is that of a sun-tanned six footer who spends most of his time in the saddle …

Australians who are honest with themselves must recognize that they are fast becoming a nation of spectators rather than of active participants, in all forms of entertainment, including sport. Too many of them watch on television or hear radio commentaries on the exploits of others, whether in tennis, cricket or swimming.’

‘From the late 1960s the Australian identity was increasingly associated with the arts.’

‘Yes — Australia’s only Gold Medal at Montreal is nearly in the bag …’

Australia’s prospects for winning medals in the Montreal Olympics are poor, according to a special report tabled in Federal Parliament yesterday …


SOURCE H

From 1950s on ‘the role of women in this vision of Australia was two-edged. On the one hand they were central to the new identity, in a way they had not been in the old Australian type. They, more than men, were conceived by advertisers as the great consumers, dominating family, home and garden …’

‘By the 1970s the “new nationalism” was never clearly spelled out, but it related to a general pride in Australian achievement, particularly cultural achievement …’

‘The irony was that, although many of the plays, novels and films produced in the 1970s were intensely critical of aspects of Australian life, they were absorbed by the “new nationalism and applauded for their Australianness.”’