

BOARD OF STUDIES
NEW SOUTH WALES

2004 SCHOOL CERTIFICATE TEST

General Test Instructions

- Total marks: 100
- Reading time: 10 minutes
- Working time: 2 hours
- Write using black or blue pen
- Attempt ALL questions
- Calculators may be used
- Write your Centre Number and Student Number at the top of pages 15, 17, 19, 21, 33, 37, 39 and 41

Australian History, Geography, Civics and Citizenship

Section 1 — Australian History, Civics and Citizenship

Pages 3–23

50 marks

Allow about 1 hour for this section

This section has THREE parts

- | | |
|-------------------|-----------------|
| Part A - 20 marks | Questions 1–20 |
| Part B - 5 marks | Question 21 |
| Part C - 25 marks | Questions 22–24 |

Section 2 — Australian Geography, Civics and Citizenship

Pages 25–43

50 marks

Allow about 1 hour for this section

This section has THREE parts

- | | |
|-------------------|-----------------|
| Part A - 20 marks | Questions 25–44 |
| Part B - 5 marks | Question 45 |
| Part C - 25 marks | Questions 46–48 |



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**2004
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TEST**

**Australian
History,
Geography,
Civics and
Citizenship**

**Section 1 — Australian History,
Civics and Citizenship**

Pages 3–23

50 marks

Allow about 1 hour for this section

This section has **THREE** parts

- | | |
|-------------------|-----------------|
| Part A - 20 marks | Questions 1–20 |
| Part B - 5 marks | Question 21 |
| Part C - 25 marks | Questions 22–24 |

PART A

Use the Australian History Part A Answer Sheet for Questions 1–20.

- 1 Why did Australia enter World War II?
- (A) Australia wanted to show support for Britain.
 - (B) To stop a potential Japanese invasion of Australia.
 - (C) The USA requested Australia's support in the war.
 - (D) Australia wanted to show its independence from the USA.
- 2 Why did Australia come to rely more on the USA than Britain during World War II?
- (A) The USA was already fighting in the Pacific.
 - (B) The USA was less concerned with its own security.
 - (C) Britain was more focused on the events in Asia.
 - (D) Britain was totally committed to supporting the USA.
- 3 Consider the following statements about World War II.
- Statement I: Promoting 'love of country' was one way of encouraging people to volunteer.
- Statement II: Contributing to the war effort was everyone's responsibility.
- (A) Both statements are true.
 - (B) Both statements are false.
 - (C) Statement I is true and statement II is false.
 - (D) Statement I is false and statement II is true.
- 4 What was one major outcome of the Mabo decision?
- (A) Farmers lost all their land.
 - (B) There was recognition of Native Title.
 - (C) Aboriginal peoples received voting rights.
 - (D) All land was returned to Aboriginal peoples.

Question 5 refers to Source A.

Source A



Protesting in 1972

- 5 Which statement best explains why people were protesting?
- (A) The right to equal pay
 - (B) The right to demonstrate
 - (C) The right to belong to the sisterhood
 - (D) The right to equal work and educational opportunities
- 6 What was one result of the women's protest movement of the late 1960s and early 1970s?
- (A) Paid maternity leave
 - (B) Voting rights for women
 - (C) Equal pay for equal work
 - (D) Less opportunities in the workplace

Questions 7–9 refer to Source B.

Source B



World War II poster

Australian War Memorial ARTV01060

- 7 Who is the intended audience of the poster?
- (A) Men
 - (B) Women
 - (C) Politicians
 - (D) All Australians
- 8 What response was the poster trying to encourage from the Australian public?
- (A) Anger
 - (B) Fear
 - (C) Participation
 - (D) Strength

- 9 What was the intention of showing the Australian flag in the poster?
- (A) To show loyalty to Britain
 - (B) To show loyalty to Australia
 - (C) To make the poster look less formal
 - (D) To make the poster look more interesting

Questions 10–11 refer to Source C.

Source C

Lying alongside me, also with malaria, is Middy, a giant of a man from Western Australia. He has fallen away to a skeleton and shows his big bones clearly. Generally it has gone hard with big men here.

Many big men, after a certain point, dropped their bundles* and died. I am thinking of a tall, barrel-chested man who used to laugh at the work and conditions, and was undoubtedly the fittest man I have seen up here.

Recollections of Ray Parkin, a prisoner of war on
the Burma-Thailand Railway (*Into the Smother*, printed in 1963)

*dropped their bundles – gave up

"Into the Smother", Recollections of Ray Parkin, a prisoner of war on the Burma-Thailand Railway.
Reproduced with the permission of Sir Edward Dunlop Medical Research Foundation.

- 10 Why would Ray Parkin's recollections be useful to an historian studying the treatment of Australian prisoners of war?
- (A) He was an expert on malaria.
 - (B) He was a prisoner in 1963 in Burma.
 - (C) He described Thai treatment of prisoners.
 - (D) His writings are a primary source of evidence.
- 11 Why would historians find Sources B and C useful?
- (A) They provide evidence of government policies in World War II.
 - (B) They provide evidence encouraging involvement in World War II.
 - (C) They provide evidence of experiences on the homefront in World War II.
 - (D) They provide evidence of different contributions of Australians in World War II.

Questions 12–14 refer to Source *D* and Source *E*.

Source *D*

The rejection of the Prime Minister’s proposal [about Mabo] by [two State] Premiers . . . has created a dangerous climate; forces such as the mining and pastoral industries are unleashing a campaign aimed at generating fear and hysteria in the wider community over Mabo . . . Aboriginal people fear that Keating is showing signs of buckling* under the pressure . . . solutions for long-term justice for Aboriginal people may well be sacrificed for a politically acceptable compromise**.

An excerpt from *Mabo – Its meaning for Australia*
by PETER YU, 26 July 1992

An excerpt from Mabo - Its meaning for Australia by Peter Yu, 26 July 1992
Reproduced with the permission of Oxfam Community Aid Abroad

* buckling – giving in

** compromise – an adjustment of conflicting ideas

Source *E*

‘We need these practical building blocks of change . . . Mabo establishes a fundamental* truth and lays the basis for justice . . . Mabo is an historic decision . . . the basis of a new relationship between Indigenous and non-Aboriginal Australians . . . I think we are beginning to see how much we owe the Indigenous Australians and how much we have lost by living so apart.’

An excerpt from a speech given by PAUL KEATING
on 10 December 1992 in Redfern

An excerpt from a speech in Redfern “Year for the World’s Indigenous People” -
10 December 1992 by Hon. Paul Keating. Reproduced with permission.

* fundamental – basic

- 12 According to Peter Yu in Source *D*, what was the concern of Aboriginal people regarding Prime Minister Keating?
- (A) He does not care about Aboriginal people.
 - (B) He is too sympathetic to Aboriginal people.
 - (C) He is backing down because of political pressure.
 - (D) He is generating fear in the community.
- 13 Why would historians find Source *D* useful?
- (A) It is an example of government policy.
 - (B) It rejects the Prime Minister's proposals on Mabo.
 - (C) It is a biased view against mining and pastoral industries.
 - (D) It is primary evidence of a debate over a contemporary issue.
- 14 What can be concluded from Sources *D* and *E*?
- (A) Both sources support the Mabo decision.
 - (B) Both sources express views on different issues.
 - (C) Both sources express the same concerns about Mabo.
 - (D) Aboriginal peoples would not support the views expressed in either source.
- 15 How did increased participation in the workforce during World War II affect women?
- (A) Women received equal pay to men.
 - (B) Women felt they were contributing to the war effort.
 - (C) Women were less confident about joining the armed forces.
 - (D) Women had less responsibilities at home because they were working.

Questions 16–18 refer to Source *F*.

Source *F*

Australian employment by gender during World War II

Areas of wartime employment	Number of males			Number of females		
	Sept 1939	June 1943	June 1944	Sept 1939	June 1943	June 1944
Allied works	–	48 000	32 000	–	–	–
Civil manufacturing	400 000	118 000	184 000	149 000	82 000	516 000
Defence forces	14 000	694 000	670 000	–	45 000	49 000
Direct war work	25 000	1 153 000	1 034 000	1 000	190 000	162 000
Munitions bloc	11 000	91 000	76 000	1 000	39 000	28 000
Other war production	–	320 000	256 000	–	106 000	85 000
Rural industries	500 000	382 000	400 000	20 000	39 000	40 000
Total direct and indirect war employment	950 000	2 806 000	2 652 000	171 000	501 000	880 000
Other employment	1 180 000	866 000	902 000	474 000	496 000	516 000
Total employment	2 130 000	3 672 000	3 554 000	645 000	997 000	1 396 000

Adapted from S.J. Butlin and C.B. Schedvin, *War Economy 1941–1945*

Sourced from War Economy 1942–1945 by S. J. Butlin and C. B. Schedvin, published by the Australian War Memorial, 1977.

- 16** During June 1944, in which area of wartime employment did women outnumber men?
- (A) Allied works
 (B) Rural industries
 (C) Direct war work
 (D) Civil manufacturing
- 17** Which statement is true about the statistics on Defence forces and Direct war work?
- (A) They increase for both genders throughout the war.
 (B) Females greatly outnumbered males throughout the war.
 (C) The largest increase for both genders was between 1939 and 1943.
 (D) They were the same for both genders between 1939 and 1943.
- 18** Which of the following trends between 1939 and 1943 is true?
- (A) Male employment decreased during the war
 (B) Female employment decreased during the war
 (C) Other employment increased for both genders
 (D) Total employment for the war effort increased for both genders

- 19** Which action led to the dismissal of the Whitlam government?
- (A) The Whitlam government took control of the Senate.
 - (B) The House of Representatives did not pass the budget.
 - (C) The Governor General blocked supply of money to the government.
 - (D) The Senate delayed the vote on the supply of money to the government.
- 20** What is the correct chronological order for these events?
- (A) The NSW Anti-discrimination Act, the Native Title Act, the dismissal of the Whitlam government, the introduction of multiculturalism
 - (B) The introduction of multiculturalism, the dismissal of the Whitlam government, the NSW Anti-discrimination Act, the Native Title Act
 - (C) The Native Title Act, the dismissal of the Whitlam government, the introduction of multiculturalism, the NSW Anti-discrimination Act
 - (D) The dismissal of the Whitlam government, the introduction of multiculturalism, the NSW Anti-discrimination Act, the Native Title Act

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Section 1 (continued)

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PART B

Centre Number

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Student Number

Answer the question in the spaces provided.

Question 21 (5 marks)

Outline how the policy of multiculturalism affected Australian society.

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End of Question 21

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Section 1 (continued)

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PART C

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Student Number

Answer the questions in the spaces provided.

Question 22 (4 marks)

Outline TWO reasons why Australia became involved in EITHER World War I OR the Vietnam War.

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End of Question 22

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Section 1 – Part C (continued)

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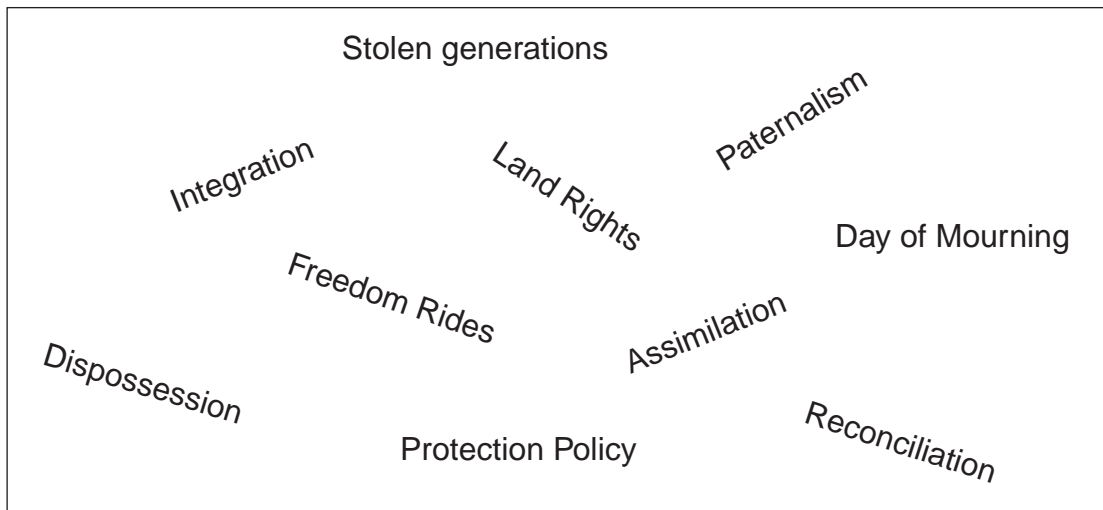
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Student Number

Answer the questions in the spaces provided.

Question 23 (6 marks)

Aspects of the relations between Aboriginal and non-Aboriginal people



‘Throughout the twentieth century many Aboriginal people have experienced struggles for rights and freedoms.’

Describe ONE aspect from the box above where Aboriginal people have struggled for rights and freedoms.

Aspect chosen

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Question 23 continues on page 20

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End of Question 23

Section 1 – Part C (continued)

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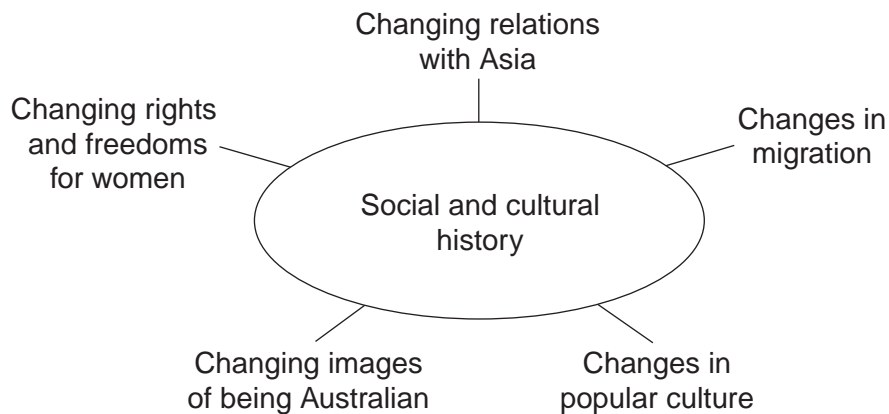
Student Number

Answer the question in the spaces provided.

In your answer you will be assessed on how well you:

- organise and communicate your knowledge and understanding effectively
 - support your ideas with relevant evidence
 - use historical terms appropriately
-

Question 24 (15 marks)



Select one or more changes from the diagram above. Explain how Australia's social and/or cultural history has been affected by this change/these changes.

In your answer:

- write about the cause/s and effect/s of the change;
- make links between the cause/s and the effect/s of the change.

NOTE: You do not need to cover the whole time period from 1901 to the present in your answer.

Question 24 continues on page 22

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End of Question 24

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**Australian
History,
Geography,
Civics and
Citizenship**

**Section 2 — Australian Geography,
Civics and Citizenship**

Pages 25–43

50 marks

Allow about 1 hour for this section

This section has THREE parts

Part A – 20 marks Questions 25–44

Part B – 5 marks Question 45

Part C – 25 marks Questions 46–48

PART A

Use the Australian Geography Part A Answer Sheet for Questions 25–44.

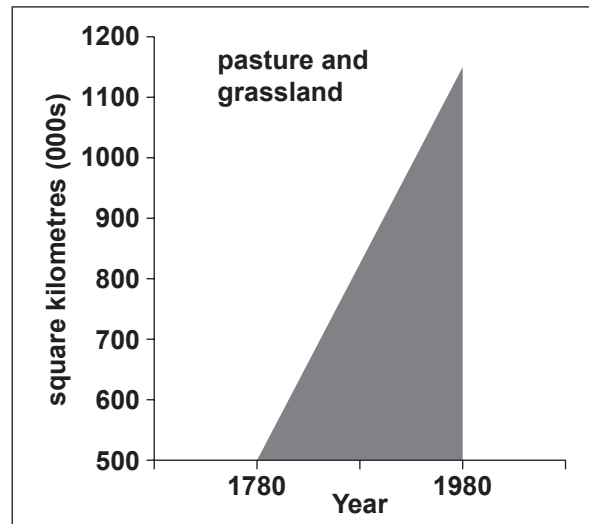
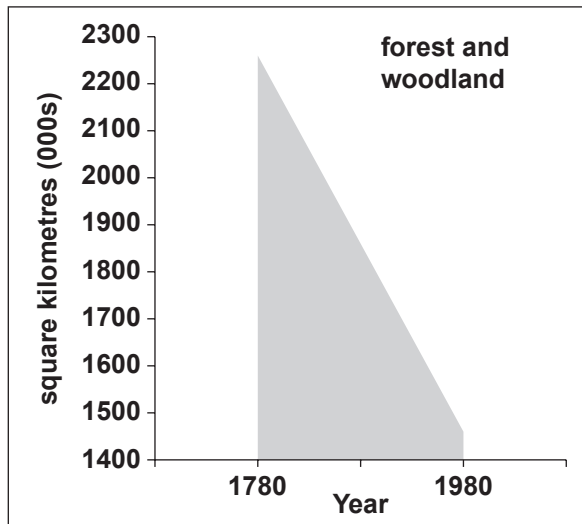
- 25** Which of the following is an example of gathering geographical information from a primary source?
- (A) Using the internet
 - (B) Reading an existing report
 - (C) Interviewing a local resident
 - (D) Watching a geographical video/DVD
- 26** There has been a proposal to rezone land from agricultural use to urban use. Which of the following actions would be an effective way for an individual to influence the decision-making process about this issue?
- (A) Writing to the local council
 - (B) Writing to the State Government
 - (C) Writing to the Federal Government
 - (D) Writing to the Chamber of Commerce
- 27** You have collected data on a field trip or excursion. Which of the following is an example of processing this data?
- (A) Observing features
 - (B) Taking a photograph
 - (C) Constructing a graph
 - (D) Developing an action plan

Questions 28–30 refer to Source A.

Source A

Vegetation in Australia since the 1780s
square kilometres (000s)

Year	Forest and woodland	Pasture and grassland
1780	2260	500
1980	1460	1150



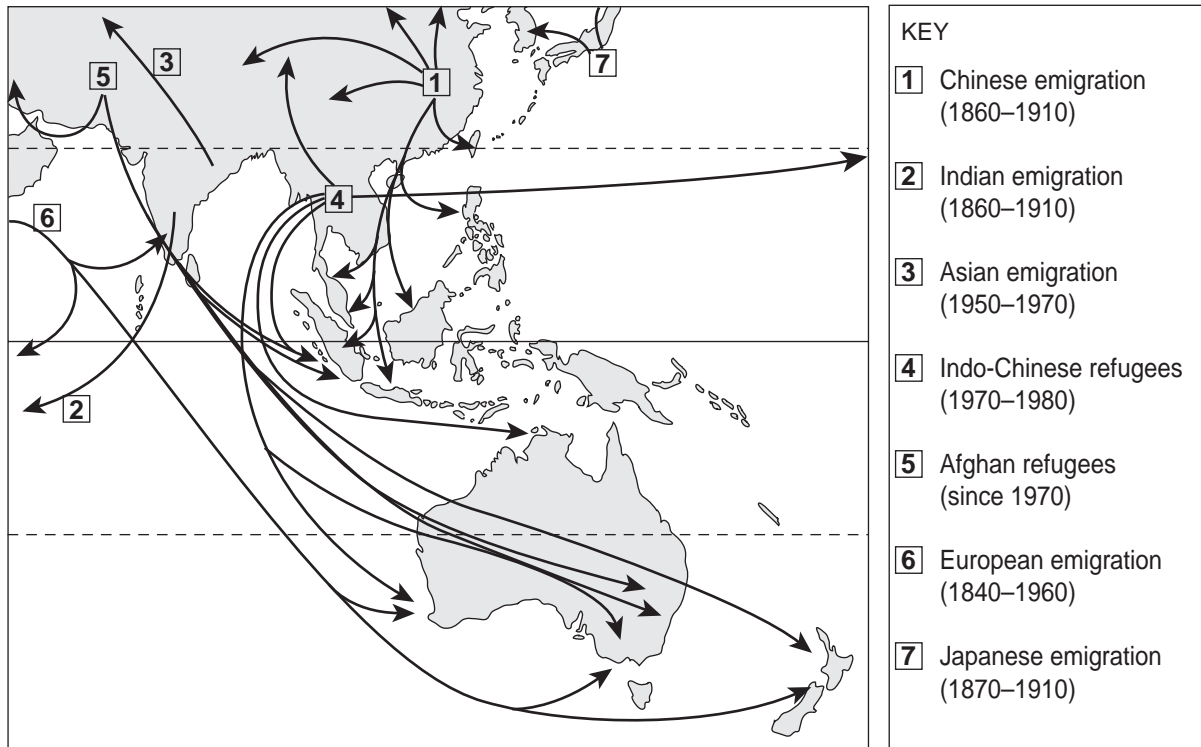
Copyright (c) Commonwealth of Australia, Geoscience Australia. 2004 All rights reserved.

- 28** How much of Australia was covered in pasture and grassland in 1880?
- (A) 800 km²
 (B) 1860 km²
 (C) 800 000 km²
 (D) 1 860 000 km²
- 29** Calculate the percentage change in the area of forest and woodland between 1780 and 1980.
- (A) 35.4%
 (B) 54.7%
 (C) 64.6%
 (D) 130.0%
- 30** Which of the following would most likely be the reason for these changes in vegetation patterns?
- (A) Promotion of biodiversity
 (B) Severe and widespread drought
 (C) Extensive and frequent floods
 (D) Expansion of agricultural land use

Questions 31–32 refer to Source B.

Source B

International migration since the nineteenth century



Mass International Migration Since the 19th Century, page 157, Macmillan Australia Global Atlas 1997. 'Reproduced by permission of Macmillan Education Australia.'

- 31** From which region did Australia's immigrants originate in the nineteenth century?
- (A) Asia
 - (B) China
 - (C) Europe
 - (D) India
- 32** Which statement best describes the flows of migrants to Australia in the twentieth century?
- (A) Chinese and Indian people arrived.
 - (B) Indian and Afghan people arrived.
 - (C) Indo-Chinese and Afghan people arrived.
 - (D) Japanese and Indo-Chinese people arrived.

Questions 33–34 refer to Source C.

Source C

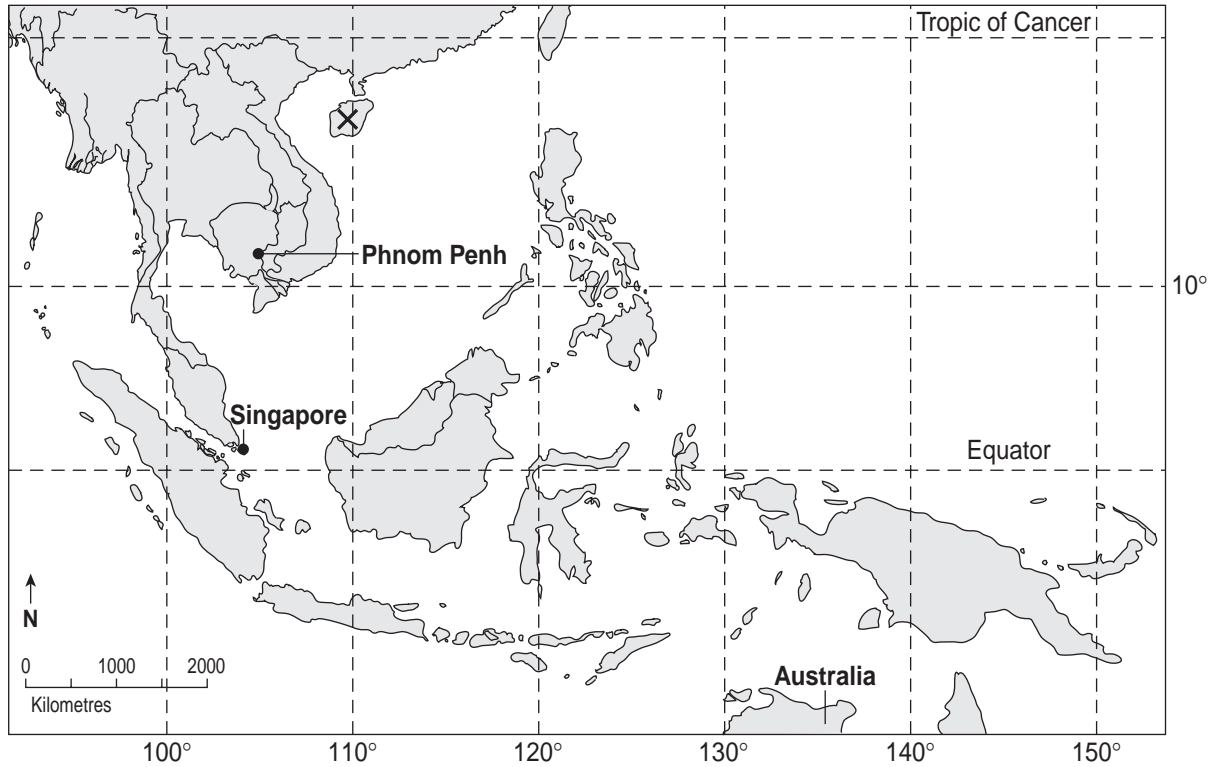
The State Government has decided to set aside several large areas of eucalypt forest as national parkland. National Parks and Wildlife are going to construct walking and four-wheel-drive tracks for public use.

- 33** What term best describes this action?
- (A) Exploitation
 - (B) Conservation
 - (C) Deforestation
 - (D) Preservation
- 34** Which of the following options for the tracks would National Parks and Wildlife choose as the most environmentally sustainable for this forest type?
- (A) Footpath and highway
 - (B) Boardwalk and gravel track
 - (C) Boardwalk and bitumen road
 - (D) Footpath and gravel track
- 35** Which of the following organisations is an example of a local community-based group?
- (A) Greenpeace
 - (B) United Nations
 - (C) Community Aid Abroad
 - (D) Sunnybrook Environmental Action Committee
- 36** Global warming is a contemporary geographical issue affecting Australian environments.
- Which of the following individual actions most contributes to global warming?
- (A) Travelling by car
 - (B) Planting more trees
 - (C) Buying organic food
 - (D) Recycling paper and glass

Questions 37–41 refer to Source D.

Source D

Map of Australia's South East Asian neighbours



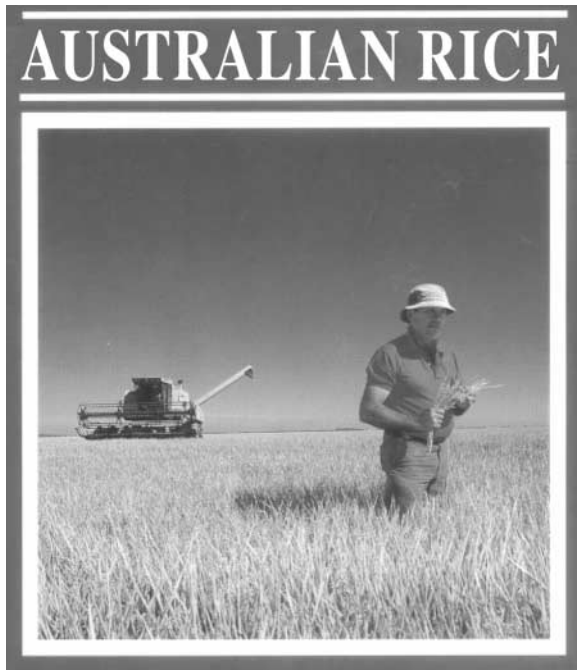
Adapted Map of the Asia Pacific Region, page 74-75, Macmillan Australia Global Atlas 1997.
 'Reproduced by permission of Macmillan Education'.

- 37** What is the latitude and longitude of Phnom Penh?
- (A) 12°N and 105°E
 - (B) 12°S and 105°W
 - (C) 105°S and 12°W
 - (D) 105°N and 12°E
- 38** The group of islands located directly east of Phnom Penh forms one country. What is the name of this country?
- (A) Indonesia
 - (B) Japan
 - (C) Malaysia
 - (D) Philippines

- 39** Calculate the straight line distance between Phnom Penh and Singapore.
- (A) 2.5 km
 - (B) 200 km
 - (C) 1500 km
 - (D) 2200 km
- 40** Estimate the area of the island labelled X.
- (A) 16 km²
 - (B) 30 km²
 - (C) 160 000 km²
 - (D) 300 000 km²
- 41** What is the latitude of the Tropic of Cancer?
- (A) 23°30' N
 - (B) 23°30' S
 - (C) 32°30' N
 - (D) 32°30' S

Questions 42–44 refer to Source E.

Source E



Since 1930, Australian rices have been exported to markets where quality and consistent supply are important. Today, these include many Pacific Island nations, Hong Kong, Singapore, Japan and the Middle East.

The nation's natural borders and strict quarantine laws, coupled with its seasonal extremes of climate and rotation farming practices, have kept it free of rice pests and diseases, so Australian rice growers remain the world's lowest users of agricultural chemicals.

Adapted from Ricegrowers' Cooperative Ltd publication, September 1997

© Ricegrowers' Co-operative Limited

- 42** Which regional and global link is demonstrated by the marketing of rice overseas?
- (A) Culture
 - (B) Defence
 - (C) Foreign aid
 - (D) Trade
- 43** What factor has made it possible for Australia to maintain strict quarantine laws?
- (A) Pests and diseases
 - (B) Farming practices
 - (C) Extremes of climate
 - (D) Geographical isolation
- 44** Which of the following contemporary land management practices is evident in the photograph?
- (A) Irrigation
 - (B) Monoculture
 - (C) Organic farming
 - (D) Labour intensive agriculture

Section 2 (continued)

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PART B

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Student Number

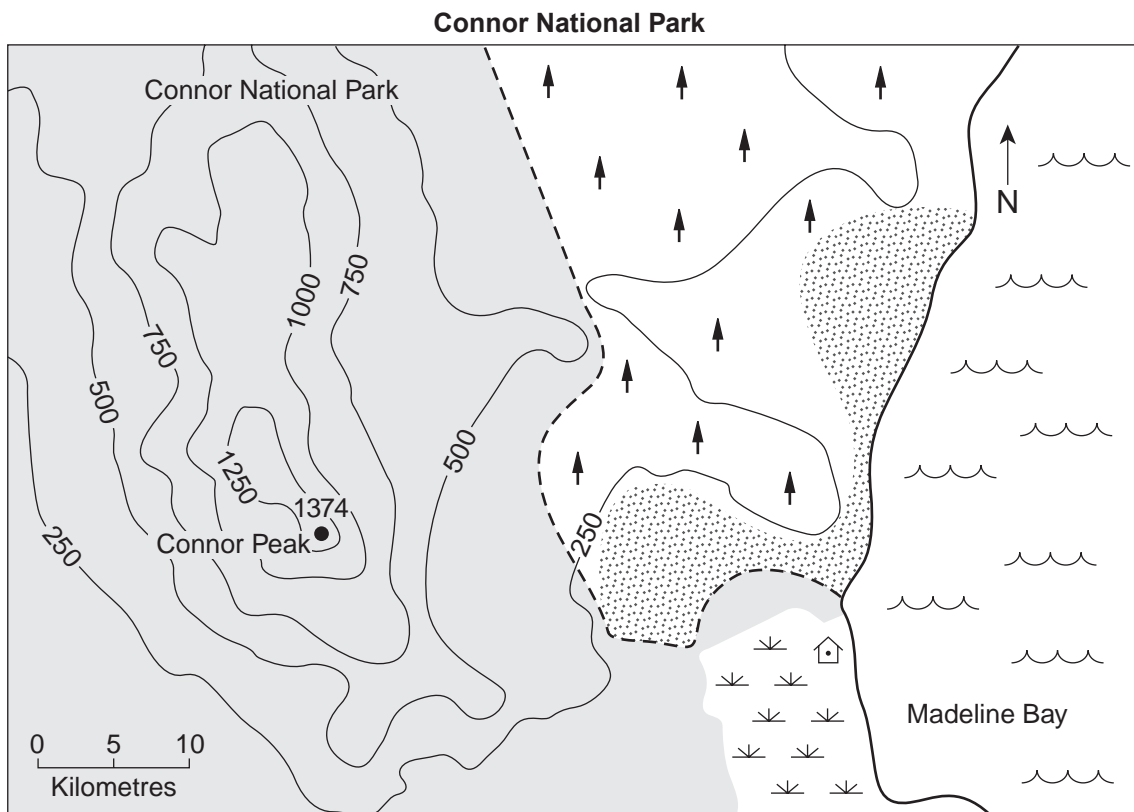
Answer the questions in the spaces provided.

Question 45 (5 marks)










Please turn over

Question 45 (5 marks)

The map shows part of a national park and its surroundings.



Key

-  Grassland
-  Spot height
-  Field study centre
-  Mangroves
-  Contour line in metres
-  Ocean
-  Rainforest
-  Boundary of National Park
-  Scattered forest

Question 45 continues on page 35

Marks

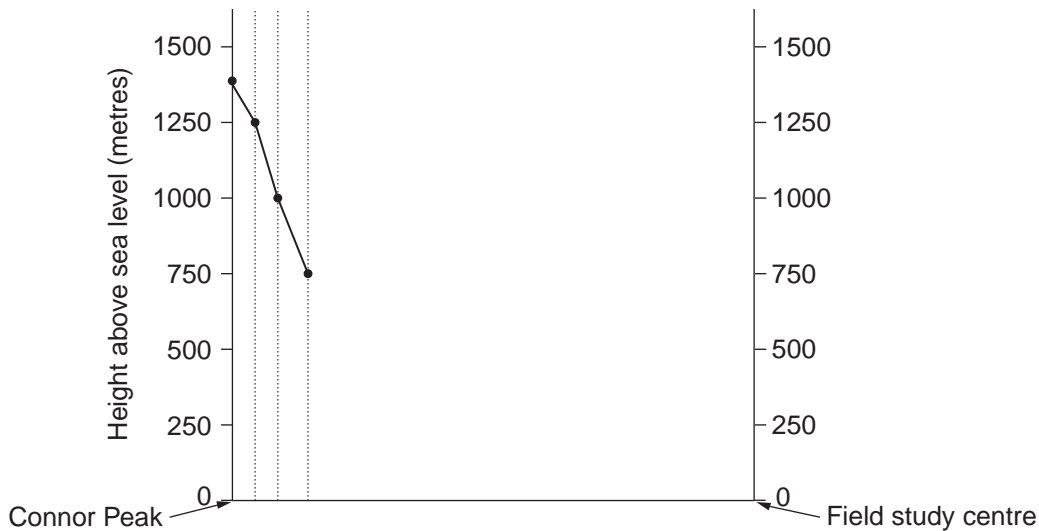
Question 45 (continued)

Use the map on page 34 to answer the questions below.

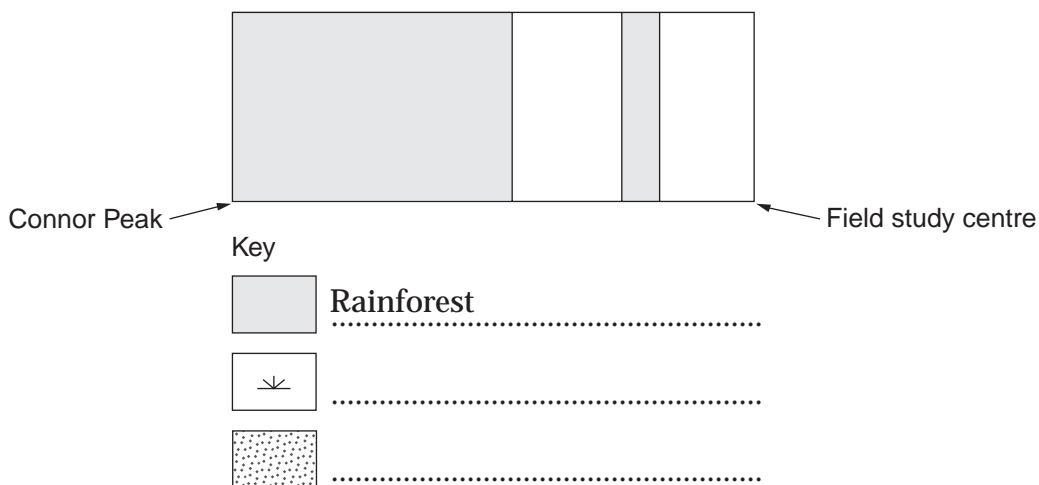
On the diagram below:

- (a) complete the cross-section from Connor Peak to the field study centre at Madeline Bay; 3
- (b) complete the key below the transect, and draw the correct symbols in the two blank spaces on the transect. 2

Cross-section from Connor Peak to the field study centre at Madeline Bay



Transect from Connor Peak to the field study centre at Madeline Bay



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Section 2 (continued)

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PART C

Centre Number

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Student Number

Answer the questions in the spaces provided.

Question 46 (4 marks)

Define the term *ecologically sustainable development* (ESD) and use ONE Australian example to show how ESD is a strategy for a better future.

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End of Question 46

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Section 2 – Part C (continued)

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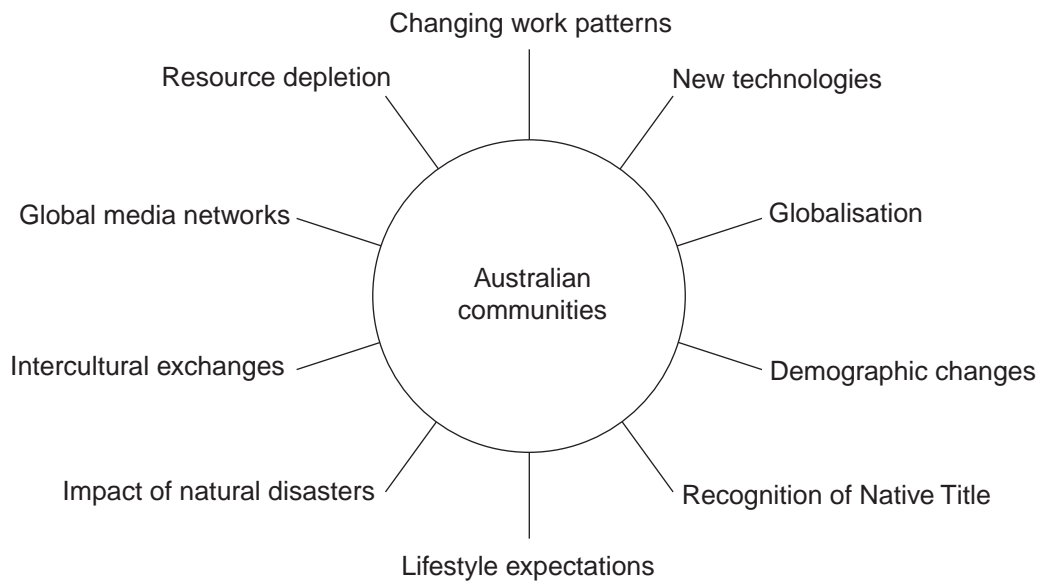
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Student Number

Answer the questions in the spaces provided.

Question 47 (6 marks)

Processes that cause change in Australian communities at a local and national level



Select and name ONE process from the diagram above.

Describe the changes this process is creating in Australian communities.

Process chosen:

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Question 47 continues on page 40

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End of Question 47

Section 2 – Part C (continued)

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Centre Number

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Student Number

Answer the question in the spaces provided.

In your answer you will be assessed on how well you:

- organise and communicate your knowledge and understanding effectively
 - support your ideas with relevant evidence
 - use geographical terms appropriately
-

Question 48 (15 marks)

Some issues relating to human elements of environments are listed below:

- waste management
- urban growth and decline
- spatial inequality
- population change
- tourism.

Select ONE issue from the list above.

Describe the issue and the perceptions of different groups of people about this issue.

In your answer:

- provide characteristics and features of the issue you have selected;
- describe a variety of viewpoints held by different groups about this issue.

Question 48 continues on page 42

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