

RESPONDING TO SOURCE ANALYSIS QUESTIONS

SOURCE ANALYSIS PART A

The wording and mark value of these questions will vary. They are likely to be worth approximately **4 marks**, and to **focus on drawing information from 1–3 sources**.

Refer to at least one specific component of the source(s) provided. This might be a direct quote from a written source, or a specific reference to an element in a visual source. Ensure that you integrate these quotes/descriptions into your response, and signpost them with phrases like **'as shown in Source 1'**.

EXEMPLAR RESPONSE

What do Sources 1 and 2 reveal about the ways in which Victoria was transformed as a result of the gold discoveries in the 1850s? (4 marks)

Both Sources 1 and 2 suggest that Victoria was transformed through an influx of people coming in on ships. Source 1 shows the masts of many ships in the bay and the bustle of people and transportation of goods on the wharf. The wharf looks to be a substantial building and the people appear well-dressed, reflecting a wave of prosperity which changed Victoria.

Source 2 reflects the environmental transformation caused by gold mining, with references to 'mud and clay.' The observer comments on the way that water accumulated and was used to wash gold, adding to the disruption of the natural environment. The writer also comments on the change in the landscape, e.g. 'thrown into heaps of clay.' (118 words)

The student clearly **signposts** their use of the sources by saying, 'both Sources 1 and 2 suggest...'

The point extracted from the written source is illustrated with a **short, direct quote**.

SOURCE ANALYSIS PART B

The style and mark value of these questions may vary. They are likely to be worth approximately **6 marks**. They are likely to ask you to comment on what the source(s) suggest about a particular topic and to provide **other knowledge/evidence** in support of your comments. As well as referring to the source(s), draw on factual information such as dates, statistics, quotes etc.

Form connections between the ideas in the source(s) and your own knowledge. You will find this easier if you use **connective phrases**, like those listed below

| | | |
|------------------------|---|------------------------|
| The source | ... captures the idea that... | Your factual knowledge |
| | ... exemplifies the belief that... | |
| | ... reflects the fact that... | |
| | ...however, in reality ... | |
| | ...but this is misleading , because... | |
| Your factual knowledge | ... reflected in the source by... | The source |
| | ... described in the source as... | |
| | ... depicted in the image as... | |
| | ... highlighted by the source through... | |

EXEMPLAR RESPONSE

What attitude towards Indigenous people is reflected in Source 3? How typical was this attitude? (6 marks)

The miner quoted in Source 3 reflects a positive attitude to Indigenous people. He shows no fear of the 'abode of blacks' and willingly approaches their camp. He shows confidence that the Aboriginal people are giving him the correct directions. This shows a respect for Aboriginal knowledge and understanding of the land.

This positive attitude was shared by some European colonists. For example, explorer Major Mitchell suggested that he could not have completed his exploration of the Western District of Victoria without the assistance of his Indigenous guides (1836).

However, not all colonists were so positive. Lack of understanding of the Indigenous culture or relationship to the land was responsible for the 'herding' of people into missions and protectorates such as Langhorne's Aboriginal mission (1837–39). Some colonists also exploited the Indigenous people. John Batman's agreement with the Wurundjeri (1835) attempted to 'buy' thousands of acres with relatively worthless items, and many squatters exploited Aboriginal labour for little or no pay. Other colonists reacted to the Indigenous people with violence: numbers of deaths from massacres are disputed but 200–4000 died in massacres such as that at Butcher's Creek (1841). (191 words)

Direct response to the question.

Quote from a written source is used to support argument, and this is marked with a **signpost phrase** ('quoted in Source 3').

The student provides support for the view presented in the source with **evidence**.

Three brief points offer **different perspectives** than that given in the source.

Specific evidence provided, e.g. dates, Langhorne's Aboriginal Mission (1837–39) example, comment on Batman's Treaty, figures on massacres.

SOURCE ANALYSIS PART C

These questions require you to **analyse an aspect of the topic, using evidence from the source(s) provided and other knowledge** such as dates, statistics, laws, and quotes from primary and secondary sources. They are likely to be worth approximately **10 marks** each.

Form connections between the different elements of your response by using connective phrases like the ones shown under part-b questions on page 132.

Note that these questions are effectively mini-essays and require a similar structure, e.g. a contention, introduction, 3–4 paragraphs supported with evidence, and a conclusion.

EXEMPLAR RESPONSE

Evaluate the extent to which Port Phillip District/Victoria was transformed as a result of the gold rushes. Use evidence to support your response (10 marks)

The gold rushes in Victoria (1851–1860s) were responsible for some very significant transformations in the colony. There were changes in population, wealth, development of Melbourne and of the inland, and the dispossession of Aboriginal people accelerated. However, not all aspects of Victoria were transformed. There were aspects of the colony had been established before gold and continued into the 1850s.

Clear **opening sentence**.