



Government of **Western Australia**
School Curriculum and Standards Authority



MODERN HISTORY

GENERAL COURSE

Marking key for the Externally set task

Australia 1919-1949

Sample 2016

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Modern History

Externally set task – marking key

NOTE – When marking a candidate’s work:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

1. Identify the historical context of Source 1. You may consider the following:
 - the relevant event/s
 - the significant person/people
 - the key idea/s
 - the change/s depicted in the source.

Description	Marks
<ul style="list-style-type: none"> • Uses supporting evidence and historical terminology to provide a clear identification of the historical context by EITHER: <ul style="list-style-type: none"> ▪ referring to all of the relevant factors listed above with some detail included OR ▪ giving detailed information of at least two of the factors listed above. 	4
<ul style="list-style-type: none"> • Uses minimal supporting evidence and historical terminology to identify some aspects of the historical context by EITHER: <ul style="list-style-type: none"> ▪ listing at least two of the above factors (events, person, idea, change) OR ▪ giving detailed information of one of the factors listed above. 	2–3
<ul style="list-style-type: none"> • Identifies a limited aspect of the historical context using no supporting evidence nor historical terminology. OR • Includes factually inaccurate information. OR • Describes what is in the source without identifying the historical context. 	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • The context of Source 1 is the changed attitude towards Australia’s security as a result of World War II. • The Minister for Immigration, Arthur Calwell, gave the speech in August 1945 just before the Japanese surrender. • The key ideas in the speech come from the realisation during WWII that defence and economic expansion needed to occur if Australia were to remain safe. Australia would require a greater population to achieve this and that population may not be able to be provided by Great Britain alone. • The major change is the move away from attracting mainly British migrants to accepting other peoples, while maintaining the White Australia policy. 	

2. Compare and contrast the message/s of Source 1 with the message/s of Source 2. You should:
- identify the message/s of both sources
 - show point/s of similarity
 - show point/s of difference.

Description	Marks
<ul style="list-style-type: none"> • Uses supporting evidence and historical terminology to: <ul style="list-style-type: none"> ▪ accurately identify the key message/s in both Source 1 and Source 2 ▪ identify points of similarity in the message/s ▪ identify points of difference in the message/s. 	5–6
<ul style="list-style-type: none"> • Uses minimal supporting evidence and historical terminology to: <ul style="list-style-type: none"> ▪ identify the message of both sources with some inaccuracies ▪ identify a key point of comparison ▪ identify a key point of contrast. OR <ul style="list-style-type: none"> ▪ Accurately address the messages in detail, making minimal comparisons and/or contrasts between the two sources. 	3–4
<ul style="list-style-type: none"> • Partially identifies the message/s with limited supporting evidence. OR <ul style="list-style-type: none"> • Discusses either comparisons OR contrasts without considering the messages. 	1–2
Total	6
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Source 1 key messages: that Calwell is using the experience of World War II to stress the need for Australia to have a larger population, both for reasons of defence, and to expand the economy. The speech also shows the preference for British migrants, but also raises the possibility of admitting others, who had the capacity to become ‘good Australian citizens’. • Source 2 key message: Australia “invites the British domestic girl” suggesting a specific type of migrant (female domestics) is being targeted. The word “invites” suggest that they are special. An idealised picture of Australia is in the background suggesting that, if the girls come to Australia, they will have a suburban family home. • Similarities: Both messages are concerned with the issue of attracting migrants to Australia and both messages also emphasise the British connection in this regard. • Differences: The Source 1 emphasis on increased population as a means of securing Australia from a defence point of view differs from Source 2, which makes little specific reference to motive for attracting female immigrants. Source 2 also includes a specific reference to female migrants, where Source 1 is much more generalised in that regard. Source 1 also suggests that non-British migrants could be considered. 	

3. Comment on the usefulness, in terms of strengths and weaknesses, of Source 3 as historical evidence. Depending on the source, you may consider the following:
- the type of source
 - who produced the source
 - when the source was produced
 - the purpose of the source.

Description	Marks
<ul style="list-style-type: none"> • Makes an informed general statement on the usefulness of the source as historical evidence. • Comments on the strengths and weaknesses of Source 3 and includes an assessment of: <ul style="list-style-type: none"> ▪ strengths of at least two of the above considerations ▪ weaknesses of at least two of the above considerations. 	4–5
<ul style="list-style-type: none"> • Makes a simple statement on the usefulness of the source as historical evidence. • Shows some understanding of the strengths and weaknesses of Source 3, but: <ul style="list-style-type: none"> ▪ refers to the strength of one of the above considerations only ▪ refers to the weakness of one of the above considerations only. OR • Refers to strengths only OR weaknesses only. 	2–3
<ul style="list-style-type: none"> • Makes minimal reference to a strength or weakness of Source 3. OR • Simply describes Source 3 with no reference to the particular strengths or weaknesses. 	1
Total	5
Answer could include, but is not limited to:	
<p>Strengths</p> <ul style="list-style-type: none"> • It is from the time period and reflects the traditional view of/attitudes towards women at that time: that women’s place was in the home, not in politics. • It shows that Edith Cowan is expected to continue to be a housewife, as well as a politician. • Some responses may mention that, to some extent, this is a positive view as the words suggest that she is able to do both jobs, whereas the men can only do one. <p>Weaknesses</p> <ul style="list-style-type: none"> • It is a cartoon which is exaggerated and, to a large degree, ridicules Cowan’s ability to be a politician as well as a housewife. • It does not reflect her importance as the first female member of the Federal parliament. • The source was published in the <i>Bulletin</i> magazine in 1921. Even at this time, the <i>Bulletin</i> still tended to paint Australia in a traditional, masculine manner. 	

4. Identify the perspective in Source 4 and give reasons for the perspective. Depending on the source, you may consider:
- the purpose of the source
 - where it was produced
 - when it was produced
 - who produced the source.

Description	Marks
<ul style="list-style-type: none"> • Uses evidence to accurately identify the perspective of Source 4. • Identifies the reasons for the perspective, which may include a brief discussion of: <ul style="list-style-type: none"> ▪ purpose of the source ▪ the significance of the where it was produced ▪ the significance of when it was produced ▪ by whom it was produced. OR • Accurately identifies the reasons for the perspective with a detailed discussion of at least two of factors listed above. 	4–5
<ul style="list-style-type: none"> • Uses some evidence to comment on the perspective, however with some inaccuracy. • Identifies one or two of the reasons for the perspective, making generalised comments on significance. 	2–3
<ul style="list-style-type: none"> • Attempts to identify the perspective with limited accuracy and no supporting evidence. OR • Limited identification of some of the reasons for the perspective with inaccuracies/misunderstandings present in the response. 	1
Total	5
Answer could include, but is not limited to:	
<p>The perspective is that of a male trade unionist. Overall the author is negatively biased against women in the workforce.</p> <ul style="list-style-type: none"> • The author believes that, as a result of the war, women might permanently be involved in greater numbers in the work force as paid employees, working outside their home, however quotes strong female figures who suggest women should return to traditional roles. • Source articulates traditional values with belief that men and women should perform, generally speaking, very different economic and social roles in the community • This is an extract from an article written by a male trade unionist in 1943. While acknowledging the role of women in the war effort, and that some may stay in the workforce, he would have been concerned that there were enough jobs for the returning soldiers (especially after the problems after WWI). He is trying to reassure men that their place in society is not in jeopardy. • He then uses female authority figures to suggest that women should go back to their traditional roles after the war. This would have been a common reaction at that time. As a trade union official, his first priority would have been to the male work-force. 	

5. Using the four sources as a starting point, discuss change in the society you have studied. You should consider:
- the changes shown in the four sources
 - other changes that have occurred in the society during the period of study
 - the importance of the changes that you have identified.

Description	Marks
Introduction	1
Includes a statement that identifies the changes to be covered OR an outline of the narrative.	1
The changes in society	5
Demonstrates an understanding of the changes which have occurred in the society, and their importance, by showing: <ul style="list-style-type: none"> • the relationship between events, people and ideas AND • continuity and change. 	4–5
Provides a chronological narrative with some content about: <ul style="list-style-type: none"> • events and/or people and/or ideas AND • change. 	2–3
Provides a simple, sometimes inaccurate, narrative with minimal reference to: <ul style="list-style-type: none"> • events, people, ideas OR • change. 	1
Evidence used to support the discussion	4
Uses accurate evidence and, where appropriate, cites the evidence in some coherent fashion to illustrate: <ul style="list-style-type: none"> • the relationship between events, people and ideas AND • continuity and change. 	3–4
Uses evidence to support the narrative, some of which is accurate, but contains some generalisations, to show: <ul style="list-style-type: none"> • events and/or people and/or ideas AND • change. 	2
Limited evidence is used to support the discussion.	1
Total	10
Context specific points	
<p>This question invites the student to write what they know about change during the whole period of study. The specific points made in the responses will depend on what has been taught in this unit.</p> <ul style="list-style-type: none"> • Responses should consider the particular changes that are shown in the sources (at least two per context are included). • The responses should then consider the other major changes that have occurred in the society they are studying. These changes may be political, economic, social/cultural, international relations and/or leadership. • The response then needs to consider the importance of the changes. 	