



Modern History General course

Australia 1914–1949

Externally set task 2018



Strong sample

Student number: In figures

 In words



Before starting this task check that you have:

- black or blue pen, 2B pencils
- sharpener
- eraser
- highlighters
- correction fluid/tape.

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Total time for the task: 50 minutes
 Total marks: 23 marks
 Weighting: 15% of the school mark

Use the **three** sources provided to answer the questions that follow.

Source 1

(Cartoon by Claude Marquet, published in the Australian Worker in 1916.)



{ A Case where 'Voluntarism' seems to have failed.

A case where voluntarism seems to have failed

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See next page

Source 3

(Photograph of NSW Labor Party leader Jack Lang addressing a crowd in 1930, published in the Sydney Morning Herald.)



Question 1

(4 marks)

Describe the historical context of Source 1. You should consider the following where appropriate:

- relevant event/s
- significant person/people
- key idea/s in the source.

In 1916 the prime minister Billy Hughes, depicted in source 1, was pushing for conscription to meet his monthly promise of troops to Britain for WW1. A not enough men were volunteering to meet the higher demand of troops. The key idea in the source is ~~opinion~~ ^{opinion} that Hughes for conscription was unpopular with the rest of parliament. Another idea is that Hughes was acting on his own agenda that can be seen with the crown and sphere which reads "dictator" implying that he was acting for himself and not the whole of Australia.

Question 2

(3 marks)

Identify whether Source 2 is a primary or a secondary source. Give **two** reasons to support your response.

Source 2 is a secondary source because it was not written at the time it refers (100 years after the events)

Question 3

(4 marks)

Compare and contrast the message/s of Source 1 and Source 2. You should consider the points of:

- similarity
- difference.

Source 1 sought to convey Billy Hughes as a sort of evil dictator acting on his own agenda. While Source 2 conveyed Hughes as a conflicted character, not perfect for leadership.

Both sources are based around Australian prime minister at the time of WWI: Billy Hughes. Both sources also convey Hughes in a negative light suggesting he's not best for leading Australia. Though source 1 is a much more strongly aimed assault on the Hughes leadership.

Question 4

(4 marks)

Explain how useful Source 3 is as historical evidence. You should consider:

- strengths of the source
- weaknesses of the source.

Source 3 is a
A strength of source 3 is that it ~~was taken at the~~
is a primary source as it is from a 1930 newspaper, the "Sydney
Morning Herald".

A weakness of the source is it fails to show a bias or
any real information for another weakness is it only shows
one perspective.

Question 5

1915 - 1930

(8 marks)

Discuss 'change' in Australian society during this period. In your response you **must**:

- identify **two** changes made by leaders shown in the sources (2 marks)
- identify **two** other major changes that occurred in society (2 marks)
- explain the importance of leadership and other major changes, using evidence or examples to support your explanation. (4 marks)

Major changes that occurred in Australian society during this period are the following. After WW1 and specifically the Battle of Gallipoli Australia was seen as its own nation with its own national identity, as at this time it was thought that you weren't a nation until your country had been to war. Gallipoli was Australia's 'baptism of blood' where the ANZACs forged the Australian national identity of mateship, good humor and slight disregard for authority.

Gallipoli was also seen as a huge blunder and show of incompetence by the British, as it was under British leadership that ANZAC troops were deployed on the wrong beach and killed to support a British assault on elsewhere. As a result this added to the separation of Australia from British influence and helped to make the Australian identity, as before WW1 most Australians thought of themselves as British.

Billy Hughes changed Australian society by temporarily temporarily deciding it on the matter of conscription, conscription was put to referendum twice, both times it only failed to pass by a thread (56% no to 44% yes).

Jack Lang changed Australian society by openly refusing to pay back Australian debt to the British during the

End of questions

Additional working space if required

Great depression, which caused fear of socialism and/or
~~communism~~ communism in Australia.

ACKNOWLEDGEMENTS

- Source 1** Marquet, C. (1916) *Billy Hughes after the Plebiscite* [Cartoon]. Retrieved October, 2017, from:
https://commons.wikimedia.org/wiki/File:Billy_Hughes_after_the_Plebiscite,_1916.jpg
- Source 2** Kelly, P. (2016). A nation divided. *The Weekend Australian*. Retrieved October, 2017, from
<http://specialreports.theaustralian.com.au/569671/a-nation-divided/>
- Source 3** *Premier Mr Jack Lang gesturing during a speech, New South Wales* [PIC/15611/10832 LOC]. (ca. 1930). Retrieved October, 2017, from
<http://nla.gov.au/nla.obj-162257958/view>