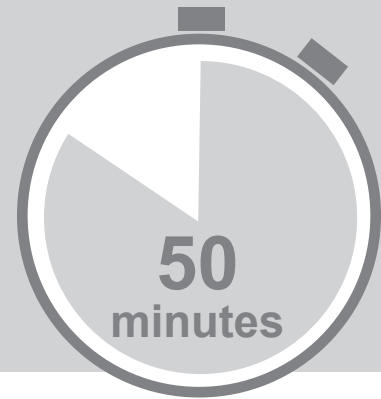




Modern History General course

Australia 1914–1949

Externally set task 2018



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Student number: In figures

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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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Source 2

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Source 3

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



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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.

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Question 2

(3 marks)

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

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Question 3

(4 marks)

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

- similarity
- difference.

Question 4**(4 marks)**

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

- strengths of the source
- weaknesses of the source.

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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>



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Modern History

General course

Australia 1914–1949

Externally set task 2018
Marking key

Total marks for this task: 23

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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.

Description	Marks
Describes in accurate detail the historical context of Source 1.	4
Provides some specific details about the historical context of Source 1.	3
Makes simple or general comments about the historical context of Source 1.	2
Identifies an aspect/s of the historical context of Source 1 with inaccuracies.	1
Total	4
<p>Answer(s) could include some of the following:</p> <ul style="list-style-type: none"> • the conscription referendum campaigns took place during WW1, in 1916 and 1917 • having travelled to Britain in early 1916, Hughes became convinced that Australia needed to introduce conscription in order to maintain the troop numbers that the British Command felt were needed • however, he chose a referendum as the vehicle to achieve this goal, as his own political party, Labor, was opposed to conscription for overseas service • the referendum exposed divisions in society over the perceived inequity of sacrifice, with groups such as the working class and unions perceiving that the burden was being largely borne by them, while the wealthier in society remained much less affected • middle classes, the Anglican Church and business largely supported the conscription cause, while women and soldiers were much more mixed • the defeat of the first referendum led to a split in the Labor Party, with Hughes resigning and joining the Liberals to form the Nationalist Party • a second referendum in November 1917 was defeated by a wider margin, and the Australian army remained a volunteer force throughout the war • while Hughes remained as Prime Minister for the duration, and was widely seen as a strong, effective wartime leader, the conscription debates resulted in the emergence and amplification of perceived divisions in Australian society, that undermined the sense of 'egalitarianism' which formed a key element of Australian identity. 	
Accept other relevant answers	

Question 2

(3 marks)

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

Description	Marks
Identification of source	
Identifies Source 2 correctly as a secondary source.	1
subtotal	1
Reasons to support the response	
Gives two reasons to support the response.	2
Gives one reason to support the response.	1
subtotal	2
Overall total	3
<p>Answer(s) could include some of the following:</p> <ul style="list-style-type: none"> the source should be identified as secondary as it was published in 2016, well after the events of Hughes' wartime Prime Ministership the source provides a commentary and/or interpretation of previous events the source is written with the benefit of hindsight and provides an overall summary regarding the influence of Hughes as a wartime leader students may identify quotes from people at the time e.g. Governor-General Munro Ferguson, as primary sources and state that the source is secondary, containing primary sources. 	
Accept other relevant answers	

Question 3

(4 marks)

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

- similarity
- difference.

Description	Marks
Compares and contrasts the message/s of Source 1 and Source 2.	4
Makes some relevant comments about the similarities and differences of the message/s of Source 1 and Source 2.	3
Identifies a similarity and a difference in the main ideas of Source 1 and Source 2.	2
Identifies the message/s of Source 1 or Source 2.	1
Total	4
<p>Answer(s) could include some of the following:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • both sources convey the message that Hughes was a self-confident, decisive and stubborn politician • both sources refer to the conscription debate • both identify decisiveness as a negative characteristic. <p>Differences:</p> <ul style="list-style-type: none"> • the message of Source 1 is that Hughes is a small but stubborn leader who is refusing to resign despite having lost the referendum campaign on conscription – he is failing to ‘volunteer’ his resignation as Prime Minister • Source 1 mocks Hughes, depicting him as a dictator, seated on a throne and wearing a crown and slippers, implying that he sees himself as a king, and can ignore the will of the ‘Labor Elector’, the message is very critical of Hughes’ leadership style • the message of Source 2 is that Hughes had both positive (‘admired’, ‘courageous’) and negative (‘narrowness’, ‘arrogance’) leadership characteristics, but that overall, he was a strong, decisive leader, even if that strength was also his weakness in that it caused him to ‘destroy his own achievements’ • Source 1 focuses only on Hughes’ negative leadership characteristics, and sees him entirely in those terms, whereas Source 2 contains an equal mixture of both positive and negative characteristics • Source 2 suggests that Hughes was admired by others at the time. 	
Accept other relevant answers	

Question 4

(4 marks)

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

- strengths of the source
- weaknesses of the source.

Description	Marks
Explains how useful the source is as historical evidence based on identified strengths and weaknesses.	4
Makes some relevant comments about how useful the source is as historical evidence based on some identified strengths and weaknesses.	3
Identifies a strength and a weakness of the source in relation to it being useful as historical evidence.	2
Identifies a strength or a weakness of the source in relation to it being useful as historical evidence.	1
Total	4
<p>Answer(s) could include some of the following:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • the source is a primary source and illustrates what was happening at the time; political rallies in response to the Depression • the photograph appears to be 'natural' and not staged (set up by the photographer), adding to its reliability and usefulness as historical evidence • as a photograph from 1930, the source is useful as historical evidence as it provides an authentic depiction of the way in which Lang connected with the public • the source captures Lang's style of political speech and is highly useful in showing Lang as a passionate leader • the source was published in the <i>Sydney Morning Herald</i>, a reputable newspaper. This adds to the reliability and usefulness of the source as historical evidence. <p>Weaknesses:</p> <ul style="list-style-type: none"> • the purpose of the photographer and place where the photo is taken is unknown, this questions the bias and the reliability of the source as evidence • the photograph, focusing on Lang himself, shows little of the audience, so it provides limited information on the significance of this event and whether it is useful as historical evidence. 	
Accept other relevant answers	

Question 5

(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)

Description	Marks
Changes made by leaders shown in the sources	
Identifies two changes made by leaders shown in the sources.	2
Identifies one change made by a leader shown in the sources.	1
subtotal	2
Two other major changes in society	
Identifies two major changes.	2
Identifies one major change.	1
subtotal	2
Explanation of the importance of leadership and other major changes, using evidence or examples to support the explanation	
Explains the importance of leadership and other major changes, using relevant supporting evidence/examples.	4
Outlines the importance of leadership and other major changes, using mostly relevant evidence/examples.	3
Provides some relevant points about the importance of leadership and other major changes, using some evidence/examples.	2
Makes superficial comments about leadership and/or other major change/s without evidence/examples.	1
subtotal	4
Overall total	8
<p>Note: This question invites the student to write what they know about change during the whole period of study. Students should explain the importance of leadership and other changes and how society changed as a result.</p> <p>Answer(s) could include some of the following:</p> <p>Changes made by leaders shown in the sources include:</p> <ul style="list-style-type: none"> • Source 1 shows that Hughes had become a dictator and ignored the Labor voters who enabled him to become Prime Minister • Hughes' attempt to force conscription for war service on Australian men during WWI and that 'the nation was shaken and split ... over the issue', is clearly captured in Sources 1 and 2 • Jack Lang aroused public anger against the policies of the Federal Government that did not assist those suffering in the Depression, as identified in Source 3. <p>Explanation of other major changes, with supporting evidence/examples could include:</p> <ul style="list-style-type: none"> • social changes such as those relating to women, migrants post WWII, or for Indigenous Australians • changes in the nature of Australia's relationship with Britain • economic changes such as those that occurred in the 1920s, Depression or WWII • political changes such as those associated with the split in the ALP in 1931, or the way in which Curtin's leadership in WWII was seen as cohesive for the nation as a whole. <p>Accept other relevant answers</p>	

