



History Stages 4–5 Support Material Part B

September 2001

© 2001 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act* 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 492 10

2001413

FOREWORD

Purposes of the support material

This document is Part B of material provided by the Office of the Board of Studies and is designed to support teachers in the implementation of the Stages 4–5 History Syllabus.

Part A was designed to clarify the specific features of the syllabus and provided advice as a starting point to assist teachers as they develop teaching and learning programs from the syllabus.

Part B provides additional information about:

- Programming the Stage 5 Mandatory Australian History course
- The integral relationship between assessment and programming
- The Australian History, Geography, Civics and Citizenship School Certificate Test.

The advice provided in the material is intended to complement other activities supporting the implementation of the syllabus conducted by school sectors and professional associations. Parts A and B are not designed as specific programs or units of work; they are suggestions to assist teachers to design school-based programs that will enable students to achieve the course outcomes.

Part B of the Support Document is structured in the following way:

Section 1 Programming the syllabus

Advice on a focus issue approach to programming:

- 1.1 Using focus issues as program organisers
- 1.2 A sample program overview
- 1.3 Programming units of work
- 1.4 Managing course content – depth and breadth

Section 2 Assessment

Advice on using assessment to improve teaching and learning:

- 2.1 The History Stages 4–5 syllabus and assessment
- 2.2 Programming and assessment
- 2.3 Assessment of student achievement
- 2.4 Checklist for assessment

Section 3 Linking programming and assessment

- 3.1 A sample Year 10 assessment schedule
- 3.2 A sample programming and assessment summary matrix
- 3.3 A sample assessment task
- 3.4 A sample student reflection sheet
- 3.5 A sample set of marking guidelines

Section 4 2000 School Certificate Trial Test

- 4.1 Trialling of the School Certificate Test
- 4.2 Sample responses from the 2000 Trial Test.

1 Programming the syllabus

The outcomes of the History Stages 4–5 syllabus require students to gain an understanding of both the issues and the chronology of Australia's history in the 20th century. Part A of the support material provided information about programming the syllabus by topics. This is a predominantly chronological approach. The following section provides information on programming the syllabus using the focus issues.

1.1 Using focus issues as program organisers

An approach to programming that organises content from the topics around the focus issues reflects the syllabus focus on the broad developments in Australia's history during the 20th century.

Such an approach can facilitate students' ability to make connections between pieces of historical information and enable them to develop a coherent understanding of Australian history. In addition, the more interconnected an idea is with others the more likely, and more quickly, it will be remembered.

A focus issues approach can facilitate understanding and revision in two ways.

Firstly, a focus issue approach enables students to revisit areas of study and inquiry questions and hence view historical events from a variety of contextual perspectives. For example, the inquiry question: *What issues did the 1967 referendum address?* might be briefly addressed from a broadly political perspective in Focus Issue 2, revisited in more depth and from a different perspective in Focus Issue 4 and briefly covered again from another perspective in Focus Issue 5. Such an approach can help students develop significant understandings of the relationships between key events and various features of Australian political, social and cultural life.

Secondly, a focus issue covers the whole period of the course. When a teacher begins the course (or year) with a timeline of key events students can add to it as they study each focus issue. In this way, previous learning can be explicitly revisited as new focus issues are explored. Such an approach reduces the need to allot specific periods of time to revision — revision becomes a continuous process.

1.2 A sample program overview

The sample program overview set out below illustrates one way the focus issues can be used to sequence the content of the syllabus to meet all mandatory requirements and address all syllabus outcomes. It is not a detailed program, but

rather a broad plan from which more specific units of work can be developed. A number of points about this sample overview are noted below.

- The organisation of the syllabus content is not definitive; there are numerous possible configurations of content and sequencing.
- The overview is not a teaching program since it does not offer teaching and learning strategies or resources within each of the focus issue-based units. Teachers will develop these specifics when they develop their own programs.
- Some content is listed in more than one unit. This is because content is addressed from the perspective of the focus issue. For example, Federation in unit 1 will be covered from the point of view of how the process of federation reflected Australia's relationship with Britain. In unit 2 the focus will be on what it meant for Australia's political system.
- When developing a program based on the focus issues, teachers need to map all the areas of study and all the inquiry questions covered by the course. This will ensure that each inquiry question in the syllabus has at least been touched on (remembering that content associated with inquiry questions will be covered in varying degrees of depth and breadth).
- The overview includes an opening and closing activity relating to a class time line. These are aimed at assisting students to develop an understanding of the broad chronology of the 20th century. They reinforce the concepts associated with the chronology and timelines that students will have gained from prior learning. It will also give students the 'broad sweep' of the century, which they can add to, literally, during their thematic study.
- The focus issue-based units could be covered in almost any order, once the introductory activity is completed. There is no reason why a teacher shouldn't, for example, begin with unit 2 rather than unit 1. The time indicated for coverage of each unit is only an indication and doesn't take into account the time needed before each unit commences to explore the chronology of events covered by the unit. Revisiting the timeline to place the events of each new unit, is important for revision as well as to demonstrate cause and consequence and give students a sense of coherence of issues and events over time.

The sample program overview below informs the sample assessment schedule in 3.1 and is reflected in the sample programming and assessment summary matrix in 3.2.

A sample program overview

Focus Issue Based Units	Indicative Hours	Outcomes Targeted	Selected content taken from all Areas of Study	Comment
Introductory activity	20	M5.1 M5.2	Creation of a class timeline to span the 20th century. Significant events are placed on the timeline, which is revisited, and added to, throughout each unit	
1. The relationship between Australia and the rest of the world		M5.1 M5.2 M5.3 M5.4 M5.13 M5.17 M5.18 M5.19	<ul style="list-style-type: none"> - Federation (where we were in terms of our relationship with Britain at the beginning of the century) - Gallipoli campaign – only in terms of why Australia was part of World War I (ie because of our relationship with Britain) - White Australia (only in terms of how it reflected our view of ourselves and our relationship with Britain and Asia) - The Depression (in terms of how overseas developments impacted on Australia) - The defence of Australia (from the perspective of our changing relationships with Britain and the United States in World War II) - Citizenship and migrant Australians (only changing reasons for emigration and Australia's response) - The Vietnam War (in terms of our relationship with the US) - Relations with Asia - Republicanism (where we've come to in terms of our changed relationship with Britain and our view of ourselves as a nation) 	<i>This unit could be addressed through two themes: Australia's changing relationships with Britain, America and Asia; and Australia's changing sense of national identity. The content would be explored through the focus of changing relationships and changing identity, rather than trying to 'teach about' all relevant events.</i>
2. Significant developments in Australia's political history	20	M5.5 M5.6 M5.11 M5.14 M5.15 M5.16 M5.18 M5.19	<ul style="list-style-type: none"> - Federation and Australia's constitution - White Australia (only in terms of the fact that there was wide political support for it and it was enshrined in legislation) - Suffrage and franchise - Australia's constitution; aspects of the Home Front; the defence of Australia; Vietnam War (only the conscription debates, and their political consequences) - The Depression (only government response to the problems) - Citizenship and Aboriginal Australians (only brief outline of 1967 referendum and the changes in government policy towards Aboriginal Australians) - Anti-communism and the Vietnam war (anti-communist argument for involvement in war; the referendum and popular protest and reaction) - Multiculturalism (as government policy) - 1975 constitutional crisis - Aboriginal issues (recognition of land rights and native title – brief acknowledgement of Royal Commission into Aboriginal Deaths in Custody) - Republicanism 	

Sample program overview (continued)

Focus Issue Based Units	Indicative Hours	Outcomes Targeted	Selected content taken from all Areas of Study	Comment
3. Significant developments in Australia's social and cultural history	20	M5.2 M5.7 M5.8 M5.12 M5.13 M5.14 M5.15 M5.16 M5.17 M5.18 M5.19	<ul style="list-style-type: none"> - Living and working conditions to 1914 - Aspects of the Homefront (only women's roles in war and the impact on social and cultural life) - Social change in the 1920s - The Depression - Citizenship and migrant Australians - Multiculturalism - Changing roles of women - Popular culture - Egalitarianism - Heritage and environmental issues 	
4. Aboriginal and non-Aboriginal relations in Australia	20	M5.1 M5.2 M5.9 M5.10 M5.13 M5.15 M5.16 M5.19	<ul style="list-style-type: none"> - The Aboriginal experience - The Stolen Generation - Citizenship and Aboriginal Australians - Aboriginal issues 	
5. The changing nature of rights and freedoms in Australia	20	M5.2 M5.8 M5.11 M5.12 M5.13 M5.14 M5.15 M5.16 M5.17 M5.18 M5.19	<p>Egalitarianism and diversity in Australian society. Only:</p> <ul style="list-style-type: none"> - rights and freedoms for individuals and groups such as Aboriginal people, women and migrants - changing public perceptions in relation to the right to protest, freedom of speech and the pursuit of public debate about government policy and action. <p>in relation to the following areas of study:</p> <ul style="list-style-type: none"> - suffrage and franchise - White Australia - Aboriginal experience - Stolen Generations - aspects of the Homefront (conscription in both wars, censorship, and role of women in both wars) - anti-communism and the Vietnam War (only conscription and protest and reaction to it) - citizenship and Aboriginal Australians - changing role of women - multiculturalism - feminism - Aboriginal issues - towards reconciliation - republicanism (only public debate and referendum) - heritage and environmental issues (only role of environmental groups, public debate and nature of government response) 	<i>A thematic approach could be used within the larger focus-issue based unit, eg themes relating to the changing nature of rights and freedoms could be those of women, Indigenous Australians, and migrants. Alternatively, a chronological approach to changing rights and freedoms could be followed, treating the changes as a product of the social times in which they occurred.</i>
Concluding activity		M5.1 M5.2	Revisiting the timeline to bring the course together, ie making explicit the links between the key events and issues covered during each issue-based unit	

1.3 Programming units of work

After the development of a course program overview, the next step is to use it to develop detailed units that include teaching/learning strategies and appropriate resources.

The following table provides a template for such a detailed unit of work. It illustrates how a unit could be developed from the sample program overview above. It indicates:

- outcomes targeted
- what students will learn about
- what students will learn to do
- some sample teaching and learning strategies
- assessment
- sample resources.

The structure of the unit is:

Unit Title	
Outcomes (as targeted for the unit in the program overview)	Students learn about Inquiry questions related to the unit (Syllabus pp 23–5)
Teaching/Learning Activities The major activities that are clearly focused on targeted outcomes and content, and link 'learn about' and 'learn to'	Students learn to Linked to skills in targeted outcomes and syllabus skill content (Syllabus p. 26)
Resources Major resources	Assessment Tasks from the Assessment Schedule related to the unit

Unit 3: Significant developments in Australia's social and cultural history

Outcomes	Students learn about
<p>M5.2 sequences major historical events to show understanding of continuity, change and causation</p> <p>M5.7 describes major features of social and cultural life at different times in Australia's history</p> <p>M5.8 compares and contrasts the social and cultural experiences of different people at various times</p> <p>M5.12 accounts for how and why the rights and freedoms of various groups in Australian society have changed</p> <p>M5.13 uses historical terms and concepts in appropriate contexts to answer historical questions with some argument</p> <p>M 5.15 explains different perspectives and historical interpretations about individuals, groups, events and issues</p> <p>M 5.16 locates, selects and organises historical information from a number of different sources, utilising a variety of technological processes to address complex historical problems and issues, with some independence</p> <p>M5.17 defines the purpose of a historical investigation and plans and conducts appropriate research, with some independence</p> <p>M5.18 selects and uses appropriate written, oral and graphic forms to communicate effectively about the past for different audiences, with clear purpose</p> <p>M5.19 creates well-structured texts using evidence to describe, recount, explain, argue, challenge and discuss increasingly complex problems and issues</p>	<p>Content relating to the following inquiry questions:</p> <ul style="list-style-type: none"> - What was life like at the beginning of the 20th century? - Was Australia a working man's paradise? - What impact did the war have on the role of women? - How and why did Australian society and culture change in the 1920s? What aspects remained the same? - How and why was Australia affected by the Great Depression? - What were the differing experiences of various groups in Australia during the Great Depression? - How and why did Australia's pattern of migration change? - What contribution did migrants make to Australia's social, cultural and economic developments? - What was assimilation and how was it applied to both migrants and Aboriginal people? - Why was the policy of multiculturalism introduced? - How has multiculturalism influenced Australian society? - What has been the impact of multiculturalism on Australian society? - What were the goals, methods and successes of the women's liberation movement? - How did the attitude and role of women and men in Australian society change from 1950–1970? - How did American popular culture influence Australian society? - Is Australia an egalitarian society? - How have images of being Australian changed? - How and why have Australians sought to preserve their natural and built heritage?

<p>Some sample teaching/learning activities</p> <ul style="list-style-type: none"> - Developing a timeline - Developing causation charts - Individual analysis of sources such as graphs and statistics which convey overall trends in a period; written description of each trend - Researching statistics over time and presenting these in graphical form - Making notes of key points from a teacher exposition or a textbook or video overview - Teacher building a summary of key points on the board drawing on students' reading, past learning, or understanding of previous teacher exposition - Group research into one aspect of life of one group at two different periods. Each group selects, from a list, a group, an aspect of life and two periods; conducts research and reports to the class. Individually students use class presentations to write a description comparing and contrasting the social and cultural experiences of two groups at a particular time. - Individual research into a government policy or action (eg White Australia, response to the Depression, multiculturalism) and how it both reflected and changed Australian social and cultural life. Use findings to write an explanation supported by evidence. Share explanations in groups and present a final copy to the teacher - Students record teacher's explanation of historical terms and concepts in a list as they arise, and develop a word game at the end of the unit - Source analysis of different perspectives on an event or issue - Poster work – student develop posters from a particular perspective on a particular event, issue or cause - Site study, eg The Quarantine Station (see the Teaching Heritage website: www.teachingheritage.nsw.edu.au) - Class debate on a particular issue. Students write a text presenting an historical argument for a particular perspective on the issue. 	<p>Students learn to</p> <ul style="list-style-type: none"> - sequence key events in Australia's social and cultural history - make deductions about causes and consequences of the significant developments in Australia's social and cultural history - compare and contrast the social and cultural experience of men, women, migrants and Aboriginal people at various times in 20th century - describe how the rights and freedoms of various groups have changed - explain why the rights and freedoms of various groups have changed - use knowledge of word origins to define specialised and abstract historical terms, eg Reconciliation, egalitarianism - use historical terms and concepts appropriately to answer historical questions about Australia's social and cultural history - identify and contrast different accounts of the same event or issue and give possible explanations - identify a purpose and appropriate methods to research an aspect of Australia's social and cultural history - locate historical information about Australia's social and cultural history from a wide variety of written, oral, audiovisual and multimedia resources - ask questions (who, when, where, what and why) to explain the meaning, purpose and context of historical sources relating to Australia's social and cultural history - make deductions about the usefulness of sources for the purpose of a specific historical inquiry into an aspect of Australia's social and cultural history - use strategies to organise information from a range of different sources - draw conclusions from a variety of sources relating to Australia's social and cultural history - select appropriate forms to communicate information about Australia's social and cultural history for a different purposes - create well-structured texts using evidence to describe, explain and argue in relation to aspects of Australia's social and cultural history.
<p>Sample Resources</p> <p>Some examples of possible resources are:</p> <p>Merritt & O'Brien, <i>Questions and Issues in Australian History</i></p> <p>Anderson & Ashton, <i>Focus on Australian History</i></p> <p>Conroy, Drummond & Splatt: <i>Time Quest</i></p> <p>Mason, K. J., <i>Experience of Nationhood. Australia and the World Since 1900</i>, 3rd Edition</p> <p>Triolo, R., <i>The Australian Experience</i></p> <p><i>Discovering Democracy</i> materials</p> <p>Websites: www.teachingheritage.nsw.edu.au</p>	<p>Assessment</p> <p>Source study questions: eg sources relating to the influence of migration on Australian society and culture. (See 3.1 Sample Year 10 assessment schedule.)</p> <p>Questions in the final school exam could also assess this unit. (Assessment Task 4 in the schedule in Section 3.)</p>

1.4 Managing course content – depth and breadth

A course program as a whole needs to cover each topic (Stage 4–5 Syllabus pp 23–5) and its related areas of study and inquiry questions. As Part A of this document explained, however, there is no prescription regarding depth of coverage.

Given that this is a 100-hour course, not all content will receive the same depth and breadth of coverage. The Board of Studies indicates topics on which Part A of the History section of the School Certificate Australian History, Civics and Citizenship test will focus each year. It is therefore logical for schools to program with this emphasis in mind (see page 20 of Part A for the list of focus topics and the relevant year).

In some instances the depth of coverage will be dependent on the focus issue being explored - for example, the inquiry question : *What issues did the 1967 referendum address?* discussed above. On other occasions it will be the interests of teachers and students or the resources available in the school that will determine the depth of coverage.

Teaching strategies can be adapted to cover course content (subject matter and skills development) in depth or breadth. The following is an example of how teaching strategies may be used in this way.

Strategies adapted for breadth

Strategies adapted for breadth operate in two ways:

- They cover a period or provide an overview of an area (or areas) of study or
- They engage students in different aspects of an area of study. The aspects come together to cover the whole when individuals or groups present to the class.

Some examples are:

- 1 Student development of a time line after reading an overview of events in a text book; or viewing a video that deals with a particular period; or listening to teacher exposition of key people and events in an area of study (M5.1, M5.2, M5.3, M5.5 or M5.9 depending on the context).
- 2 Student development of a causation chart after reading an overview of events in a textbook or viewing a video that deals with a particular period; or listening to teacher exposition of key people and events in an area of study (M5.2).

- 3 Teacher building a summary of key points on the board, drawing on students' reading, past learning, or understanding of previous teacher exposition. (Outcome will depend on context and purpose of note-making.)
- 4 Mini research tasks where each group or individual researches a different event, person or concept and briefly reports to the class (M16, M18).
- 5 Students making notes of key points from a teacher exposition or from a textbook or video overview. (Outcome will depend on context and purpose of note-making.)
- 6 Students use notes or reading or viewing to write a brief description or explanation of an event, a person's role, concept or issue and share these in a group. Group uses criteria to select the most appropriate. This is shared with the class (M5.19).
- 7 Class presentations from groups who have analysed different sources relating to an area of study (M5.16, M5.18).
- 8 Individual analysis of sources such as graphs and statistics which convey overall trends in a period (M5.14 – other outcome will depend on focus and purpose of task).
- 9 Group preparation and presentation of posters or collages that reflect different perspectives on area(s) of study (M5.15 – other outcomes will depend on focus and purpose of task).

Strategies adapted for depth

- 1 Research tasks which engage students in the details of an area of study (M5.17 – other outcome will depend on focus and purpose of task).
- 2 Teacher models and deconstructs a text that explains, argues, challenges or discusses a complex problem or issue (M5.19).
- 3 Students write texts that explain, argue, challenge or discuss a complex problem or issue (M5.19).
- 4 Role-plays where students assume the persona of a key person or a representative of a group or class and present a view or perspective (M5.15, M5.18).
- 5 Mock meetings where students assume a role to explore perspectives within an area of study (M5.15, M5.18).
- 6 Forums where students in role are questioned by the class on aspects of an area of study (M5.15 – other outcomes will depend on focus and purpose of task).
- 7 Debates on particular issues in an area of study (M5.18 – other outcomes will depend on focus and purpose of task).

2 Assessment

This section provides advice on using assessment to improve teaching and learning.

2.1 The History Stages 4–5 syllabus and assessment

The syllabus (pp 43–6) provides detailed information on the following aspects of assessment:

- principles of effective assessment
- planning assessment
- an assessment planning process model
- assessment techniques
- assessment of students with special needs
- assessment activities
- record keeping procedures.

To ensure quality assessment that will improve student learning and the quality of teaching programs, teachers need to be familiar with these aspects of assessment. The advice on assessment in the Support Document is designed to further clarify the assessment information in the syllabus.

2.2 Programming and assessment

Part A of the Support Document stresses the relationship between programming and assessment. It explains the primary place of outcomes in programming and the necessity for each unit of work to target outcomes that will provide the focus for the teaching and learning activities. It is this approach which enables teachers to make a clear link between syllabus outcomes and content, and assessment. It is also this approach which ensures that the Course Performance Descriptors can be effectively applied to assessment findings. Course Performance Descriptors for the 1998 syllabus can be accessed through the School Certificate page of the Board website (www.boardofstudies.nsw.edu.au)

When designing teaching and learning activities that target specific outcomes, it is important to consider two things. Firstly, how these activities will provide students with opportunities to develop their ability to achieve outcomes; secondly, how progress towards this achievement might be demonstrated.

2.3 Assessment of student achievement

At certain points in the learning program, such as at the conclusion of a topic, a program of study, a stage, a term, or a school year, judgements are made about student achievement.

The effectiveness of assessment in improving student learning and the quality of teaching programs is dependent on the extent to which:

- the outcomes assessed have been targeted in prior teaching and learning activities
- the type of assessment task chosen enables the outcomes to be adequately demonstrated
- the focus of the task is clear
- the construction of the task provides the range of students with an opportunity to demonstrate what they know and can do
- the assessment criteria are explicitly developed from the outcomes
- students are aware of the outcomes being assessed, and the assessment criteria
- students receive explicit feedback on their performance in relation to the assessment criteria.

2.4 Checklist for assessment

The checklist set out below is a tool which teachers may choose to use when designing assessment schedules and assessment tasks for Year 10.

Points to check	Y/N
For each assessment task:	
1 Each outcome has been targeted for explicit teaching before assessment in a task.	
2 Each task is of a type that allows demonstration of the outcomes being assessed.	
3 The requirements of each task are clear.	
4 The time allowed for each task is sufficient for students to demonstrate the extent to which they have achieved the outcomes being assessed.	
5 Any source and/or stimulus material used is clear, appropriate and intrinsic to the task.	
6 Each task has a set of marking guidelines which: <ul style="list-style-type: none"> - describes levels of achievement on assessed outcomes - can be related to the Course Performance Descriptors - allocates marks in proportion to the relative importance of each part of the task - can be applied consistently. 	
7 Each task is designed to produce consistent results, ie: <ul style="list-style-type: none"> - the language level is appropriate - the task is an appropriate length - the task does not contain bias (eg gender or cultural). 	
For the assessment schedule:	
8 Each outcome is assessed at least once.	
9 A variety of assessment instruments has been used.	
10 Values and attitudes are not assessed.	

3 Linking programming and assessment

Part A of the Support Material (pp 19–20) provides some assessment guidance for teachers. *Issues to consider when planning a teaching and learning program from the syllabus for the Stage 5 Mandatory course* (pp 13–17) outlines the steps from programming to developing an assessment schedule and devising assessment tasks.

This section of Part B provides an example of an approach that teachers may find useful when implementing the steps outlined in Part A. The approach takes as its starting point the sample program overview set out in Section 1 of Part B. It demonstrates how programming and assessment can be developed to address all syllabus outcomes systematically.

The approach consists of:

- 3.1 A sample Year 10 assessment schedule
- 3.2 A sample summary matrix
- 3.3 A sample assessment task
- 3.4 A sample student reflection sheet
- 3.5 A sample set of marking guidelines.

The approach clearly reflects the links between:

- the initial targeting of outcomes for explicit teaching and learning across the whole course
- the development of an assessment schedule and assessment tasks that enable students to demonstrate achievement of explicitly taught outcomes
- the development of marking guidelines which provide descriptions of achievement which can inform the application of the Course Performance Descriptors to award student grades.

3.1 A sample Year 10 assessment schedule

The Sample Assessment Schedule below illustrates the following principles in relation to effective summative assessment:

- assessment tasks designed to award grades at the end of Year 10 should be limited to 3–5 tasks to avoid over-assessment
- tasks are weighted to ensure greater emphasis is given to those tasks held towards the end of the year
- a variety of task types is included so that each assessment task enables demonstration of achievement of the outcomes selected for assessment in that task.

A sample Year 10 assessment schedule (Tasks are suggestions only)				
	Task 1	Task 2	Task 3	Task 4
Outcomes	M5.7, M5.8, M5.14, M5.15	M5.9, M5.10, M5.13, M5.16, M5.19	M5.2; M5.8; M5.11, M5.12, M5.13, M5.17; M5.18, M5.19	M5.1; M5.2; M5.3; M5.4; M5.5; M5.6; M5.7; M5.8; M5.9; M5.10; M5.11; M5.12; M5.13; M5.14; M5.15; M5.19
Time of Task	End Term 1	Mid -Term 2	Mid -Term 3	Early Term 4
Nature of Task	Focus Issue 3: Source study questions. <i>Example:</i> Sources relating to the influence of migration on Australian society and culture	Focus Issue 4: Research Task <i>Example:</i> The way Aboriginal activism contributed to change in government policy from 1930 to the present day	Focus Issue 5: Research Task and Oral Presentation <i>Example:</i> Changing rights and freedoms in Australia	Final Exam: all topics. <i>Example:</i> <ul style="list-style-type: none"> • chronology exercise • source study questions • short answer questions • extended response (essay)
Task Weighting	10%	20%	35%	35%

Viewed together, the sample program overview (1.2 above) and the sample assessment schedule (3.1 above) illustrate how:

- outcomes are assessed after they have been targeted for explicit teaching and learning
- not all outcomes addressed in a topic need to be assessed in the context in which they have been targeted.

The programming and assessment summary matrix (illustrated in the sample in 3.2 below) is developed from the program overview and the assessment schedule. It provides a model that reflects the links between programming and assessment. It enables teachers to see at a glance:

- how each outcome will be developed through the course (T)
- in which focus issue each outcome will be targeted (T)
- where, during the program, each targeted outcome will be assessed (A1, A2 etc).

3.2 A sample programming and assessment summary matrix

Unit 1: The relationship between Australia and the rest of the world Unit 2: Significant developments in Australia's political history Unit 3: Significant developments in Australia's social and cultural history Unit 4: Aboriginal and non-Aboriginal relations in Australia Unit 5: The changing nature of rights and freedoms in Australia		Focus issue-based units:				
		1	2	3	4	5
OUTCOMES A student:		Indicative hours allocated to each unit:				
		20	20	20	20	20
M5.1	recounts major historical events in chronological order	T			T	
M5.2	sequences major historical events to show understanding of continuity, change and causation	T		T	T	T A3
M5.3	recounts some world events in which Australia has been involved	T				
M5.4	explains the impact of international events on Australia's history and evaluates Australia's contribution to world affairs	T				
M5.5	recounts some of the key events and developments in Australian political history		T			
M5.6	explains political events and evaluates their impact on civic life		T			
M5.7	describes major features of social and cultural life at different times in Australia's history			T A1		
M5.8	compares and contrasts the social and cultural experiences of different people at various times			T A1		T A3
M5.9	recounts some major events in Aboriginal and non-Aboriginal relations				T A2	
M5.10	accounts for how and why the nature of Aboriginal and non-Aboriginal relations has changed				T A2	
M5.11	identifies various marginalised groups who have struggled for rights and freedoms		T			T A3
M5.12	accounts for how and why the rights and freedoms of various groups in Australian society have changed			T		T A3
M5.13	uses historical terms and concepts in appropriate contexts to answer historical questions with some argument	T		T	T A2	T A3
M5.14	explains the meaning, purpose and context of historical sources in order to deduce their usefulness for the purposes of an inquiry		T	T A1		T
M5.15	explains different perspectives and historical interpretations about individuals, groups, events and issues		T	T A1	T	T
M5.16	locates, selects and organises historical information from a number of different sources, utilising a variety of technological processes to address complex historical problems and issues, with some independence		T	T	T A2	T
M5.17	defines the purpose of a historical investigation and plans and conducts appropriate research, with some independence	T		T		T A3
M5.18	selects and uses appropriate written, oral and graphic forms to communicate effectively about the past for different audiences, with clear purpose	T	T	T		T A3
M5.19	creates well-structured texts using evidence to describe, recount, explain, argue, challenge and discuss increasingly complex problems and issues	T	T	T	T A2	T A3

3.3 A sample assessment task

This sample assessment task has been developed from Task 2 outlined in the sample assessment schedule in 3.1 above.

Outcomes assessed:

- M5.9 recounts some major events in Aboriginal and non-Aboriginal relations*
- M5.10 accounts for how and why the nature of Aboriginal and non-Aboriginal relations has changed*
- M5.13 uses historical terms and concepts in appropriate contexts to answer historical questions with some argument*
- M5.16 locates, selects and organises historical information from a number of different sources, utilising a variety of technological processes to address complex historical problems and issues, with some independence*
- M5.19 creates well-structured texts using evidence to describe, recount, explain, argue, challenge and discuss increasingly complex problems and issues*

Task weighting: 20%

The task

Research and explain the effect of Aboriginal activism on government policy for Aboriginal people from 1930 to the 1990s.

The task has two parts:

Part A: Research

Part B: The essay

Part A: Research

Locate a variety of sources that will help you answer the question.

Your list of sources must range over the entire time period and include:

- one Aboriginal perspective (primary source)
- two non-Aboriginal perspectives:
 - an official government perspective (primary source)
 - a non-governmental perspective (primary source)
- two historians' perspectives (secondary sources).

A range of different sources must be selected from the following:

- websites
- TV programs
- radio programs
- newspapers or magazines

- documentary films
- oral interviews
- biographies
- textbooks
- histories of the period.

The sources may be printed or spoken material, cartoons, paintings or photographs.

Record your research by indicating:

- the name and reference details of each source
- whether the source is primary or secondary
- whether it presents an Aboriginal or non-Aboriginal perspective
- the type of source eg website, TV program, newspaper etc
- a very brief outline of the evidence provided by the source (approximately 10 words).

The format to be used in presenting your research record is illustrated below:

RECORD OF RESEARCH

Source Reference	Primary or Secondary source (Use P or S)	Aboriginal or non-Aboriginal perspective (Use AP or non-AP)	Type of Source	Brief Outline of Evidence

Part B: The essay

Explain the effect of Aboriginal activism on government policy for Aboriginal people from 1930 to the 1990s.

Length: 500–700 words.

You will submit:

- the record of research using the format illustrated above
- the essay.

You will be assessed on your ability to:

- locate, select and organise a wide range of useful sources
- provide a clear, well-structured explanation in answer to the question
- use historical terms and concepts appropriately.

3.4 A sample student reflection sheet

The following questions provide you with an opportunity to reflect on your work before you begin and before you submit the completed product for assessment.

You are not required to submit the student reflection sheet.

You can use it as a tool to help you to develop your ability to achieve the outcomes being assessed in the task.

Questions to consider:

I. Before you begin

Locating sources

How will you ensure that:

- a variety of sources is located which reflects the five perspectives outlined in the question?
- the sources located reflect a variety of the nine types listed in the question?
- sufficient sources are located to ensure that a wide range of useful sources will be able to be selected for the record of your research?

II. Checking completed work

The record of research

- 1 Does your record of research include sources that reflect the five perspectives outlined in the task?
- 2 Does your record of research include a range of useful sources from the nine types of sources listed in the task?
- 3 Have you outlined the evidence each source provided in relation to the question?
- 4 Is each source referenced correctly?

Individual essay

- 1 Have you structured your essay appropriately so that your explanation is clear?
- 2 Have you included sufficient accurate historical detail to convey a thorough understanding of the effect of Aboriginal activism on government policy for Aboriginal people from 1930 to the 1990s?
- 3 Is your essay no less than 500 words and no more than 700 words?

3.5 A sample set of marking guidelines

Two pieces of evidence are used to make a judgement on the student's ability to achieve the outcomes being assessed.

The record of research is used to provide evidence of a student's ability to achieve outcome M5.16. It will indicate whether the student has located information from a number of different sources and the extent to which he/she has used a variety of technological processes to do this. Taken together with the essay it will provide evidence of the student's ability to select information from a number of different sources to address the requirements outlined in the task.

The essay is used to provide evidence of the student's ability to recount some major events in Aboriginal and non-Aboriginal relations (M5.9) and to account for how and why the nature of Aboriginal and non-Aboriginal relations has changed (M5.10). It will be informed by the research and will, therefore, provide some evidence of the quality of the student's ability to locate, select and, particularly, to *organise* historical information (M5.16). In addition it will provide evidence of the student's ability to create a well-structured text to explain (M19) and to use historical terms and concepts appropriately to answer an historical question (M13).

In applying the marking guidelines teachers use their professional judgement. For example, professional judgement is used in distinguishing between detailed relevant historical information and relevant historical information. Samples of student work are the final step in exemplifying standards. The discussion on the samples of work from the 2000 School Certificate Test (Section 4 of this document) may assist teachers in developing a shared understanding of the syllabus standards.

A sample set of marking guidelines

Outcomes assessed: M5.9, M5.10, M5.13, M5.16, M5.19

Criteria	Marks
<ul style="list-style-type: none"> Locates, selects and records a wide range of useful sources that meets the question requirements. Presents the record of research with appropriate referencing throughout. Clearly and concisely indicates the evidence provided in each source. In answer to the question, provides a sustained, well-structured explanation that includes a balanced treatment of the four government policies. Supports the explanation with relevant, detailed historical information. Uses historical terms and concepts appropriately throughout the essay. 	17–20
<ul style="list-style-type: none"> Locates, selects and records a range of useful sources that meets the question requirements. Presents the record of research with appropriate referencing of most sources. Clearly indicates the evidence provided in each source. In answer to the question, provides a sustained explanation that encompasses the four government policies Supports the explanation with relevant historical information. Uses historical terms and concepts appropriately 	13–16
<ul style="list-style-type: none"> Locates, selects and records a variety of useful sources that meet the question requirements. Presents the record of research with appropriate referencing of most sources. Indicates the evidence provided in most sources. Provides a description of Aboriginal activism and some changes in government policy for Aboriginal people from 1930. Uses some historical terms and concepts. 	9–12
<ul style="list-style-type: none"> Locates, selects and records some sources with limited referencing. Provides some indication of the evidence provided in the sources. Identifies some Aboriginal protests and some changes in government policy for Aboriginal people. 	5–8
<ul style="list-style-type: none"> Locates, selects and records a few sources with limited referencing. Recounts some events relevant to Aboriginal activism and changes in government policy for Aboriginal people. 	1–4

4 2000 School Certificate trial test

4.1 Trialling of the School Certificate test

Trial tests in Australian History, Geography, Civics and Citizenship have been conducted each year since 1998 although the 2000 test was the first to be based on the new (1998) History and Geography syllabuses.

To develop the History section of the 2000 trial test the committee was required to:

- 1 Follow the general test specifications provided on page 50 of the *History Stages 4–5 Syllabus* (1998).
- 2 Address a representative sample of the Stage 5 History (Mandatory) outcomes.
- 3 Ensure each question was clearly derived from the syllabus content on pages 22–25 of the syllabus.
- 4 Incorporate questions that explicitly focus on the Civics and Citizenship Education aspects of the syllabus outcomes and content.

The 2001 trial test will be developed within the same parameters. Information about the 2001 test was published in the *Board Bulletin* vol 10, no 1 (March 2001).

It is expected that, following evaluation and amendment to reflect appropriate topics, the 2001 trial test will be the specimen paper for the 2002 School Certificate test. A package containing the specimen paper will be made available to schools during Term 1, 2002.

4.2 Sample responses from the 2000 trial test

The following section is provided to give teachers an indication of the nature and range of student answers to the free response questions (questions 21–23) in the History section of the trial test.

It provides:

- the question
- the outcomes assessed in each question
- the marking guidelines applied to each question
- a selection of student answers to each question
- an explanation of the strengths and weaknesses of each selected answer.

Teachers are advised to be cautious in their use of this sample material. The responses provided reflect the fact that the test was a trial and that many students were unfamiliar with the type of questions that relate specifically to the new syllabus. Approximately only 25% of the School Certificate candidature sat

for the trial test in 2000 and, of that number, half came from schools that had not yet implemented the new syllabus in Year 10. As teachers and students become more conversant with the syllabus and the nature of the test, students will be more able to demonstrate the standards reflected in the marking guidelines. Discussion of the strengths and weaknesses of each selected answer is provided to assist in developing a common understanding of these standards.

The selected answers have been typed as they were written. Errors in spelling or grammar have not been corrected.

Question 21 (5 marks)

Refer to Source H and Source I of the stimulus booklet.
Describe the two different perspectives of 26 January 1938, shown in Source H and I.

Outcomes assessed:

M5.11 identifies various marginalised groups who have struggled for rights and freedoms

M5.15 explains different perspectives and historical interpretations about individuals, groups, events and issues.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the two perspectives from 26 January 1938 as depicted in Sources H and I. Draws evidence from the sources to provide characteristics of Aboriginal and non-Aboriginal perspectives on the day's significance. Provides a balanced treatment of both perspectives. 	4–5
<ul style="list-style-type: none"> Correctly identifies the two perspectives from 26 January 1938 as depicted in Sources H and I. Refers to the sources and provides some characteristics of Aboriginal and non-Aboriginal perspectives on the day's significance. 	2–3
<ul style="list-style-type: none"> Identifies the Day of Mourning and/or Australia Day – the 150th anniversary, or makes a simple reference(s) to a source. 	1

Sample 1 – Script from the higher range

In 1938, the 26th January for White Australians was the celebration of 150 years since the First Fleet (colonisation), but for Aborigines it was a day of protest against 150 years of oppression and denial of rights in their own country. White Australians thought of the day as a day of festivities with re-inactments of the First Fleet, whereas Aborigines named 26th January 1938 the “Day of Mourning”. Source H shows the picture of a Happy (white) family, smiling, symbolising the positive outlook of the event and the ‘progress’ in white Australian society it was celebrating – but each and everyone of the people in Source I have a negative stance and facial expression, showing us that their view of the day was quite different it was a day to let everyone know what Aborigines had suffered in the last 150 years!

Strengths: *Sample 1 correctly identifies the two perspectives – one of celebration, the other of protest against oppression and denial of rights. It draws on the evidence in the sources to provide the characteristics of each perspective on the day’s significance. It notes the white smiling family in Source H and recognises that this symbolises a positive view that there have been 150 years of progress. The use of italics indicates an awareness that this view is a perspective that has been challenged. It notes the body language in Source I as evidence of reasons for declaring a day of mourning. It addresses both sources in a balanced way.*

Sample 2 – Script from the middle range

The two different sources H and I both show very different accounts and perspectives for Australia day. Source H shows a typical happy, young 1930’s family all smiling about Australia day in their swimming costumes. Above these people is a sun which has written on it in red ‘Follow the Sun 1938’. This poster is a very positive and happy aspect of Australia Day.

Source I on the other hand is a black and white photo of protesters. These people are protesting Aboriginal citizen rights and claim that Australia Day is a day of mourning and not of celebration. No one in this photo is smiling and they are all covered up in coats and long clothes. Both very different aspects of January 26th 1938.

Strengths: *Sample 2 correctly identifies the two perspectives – one of celebration, the other of mourning. It refers to the sources and indicates positive aspects of Source H and negative aspects of Source I.*

Weakness: *The fact that these aspects are evidence of different perspectives on the significance of the day is not clearly conveyed.*

Sample 3 – Script from the lower range

Well, Source D, it looks a lot more happier than the other sources. Source H is looking at celebration of Australia and source I is Aboriginal people trying to claim their rights, so basically they are the different perspectives, source H is celebrating, source I is trying to claim rights.

Strength: *Sample 3 correctly identifies the two perspectives conveyed in the sources.*

Weakness: *It does not refer to specific details in the sources and relate these to each perspective.*

Question 22 (10 marks)

Explain the impact that a political event, policy or decision has had on the civic life of Australia in the twentieth century.

You may choose ONE from the following list, or ONE that is not on the list.

Federation
White Australian Policy
Referendums
The Tent Embassy
Conscription
The Dismissal
Multiculturalism
Reconciliation

Outcomes assessed:

M5.5 recounts some of the key events and developments in Australian political history

M5.6 explains political events and evaluates their impact on civic life in Australia

M5.19 creates well-structured texts using evidence to describe, recount, explain, argue, challenge and discuss increasingly complex problems and issues.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and well-structured explanation of how and why the event, policy or decision impacted on the civic life of Australia in the twentieth century. (These answers show an understanding of “civic” as opposed to “personal” impact by referring to aspects of civics such as public institutions, the Australian identity, citizenship rights, equality, justice, political activism etc). • Supports the explanation with relevant and detailed information. 	9–10
<ul style="list-style-type: none"> • Presents a sustained explanation of the how and why the event, policy or decision impacted on the civic life of Australia in the twentieth century. (Shows understanding of “civic” as above). • Supports the explanation with relevant information. 	7–8
<ul style="list-style-type: none"> • Presents an explanation of the event policy or decision that identifies some ways it impacted on the civic life of Australians. (Shows some understanding of “civic” as above). • Support the explanation with adequate information. 	5–6
<ul style="list-style-type: none"> • A basic narrative/description of the event, policy or decision that attempts some simple explanation of impact. Limited understanding of “civic”. • Contains some relevant information. 	3–4
<ul style="list-style-type: none"> • Limited narrative/description of an event, policy or decision. 	1–2

Sample 1 – White Australia – Script from the higher range

The White Australia policy had an enormous effect upon the civic life of all Australians. This was a policy introduced by the Minister for Immigration ‘Alfred Deakin’, whilst Edmund Barton was Prime Minister. It attempted to deny access to Australia for any prospective immigrant who wasn’t from Britain or the Commonwealth. In the early years of federation, this prevented any diversity in culture and gave Australia an image in many regions we’re still dealing with. It had economic impacts upon our industries and our production levels, inflating the basic wage to unsustainable levels. It denied us access to many other countries and in turn eventuated in a nation that was lacking skilled workmen.

By enforcing legislation that prevented foreigners access to Australia, it initiated the myth of Australia as superiority. It was a breeding ground for racism and cultural slurs. A great ignorance amounted from this policy. It was based upon the theory of Isolation which was detrimental to Australia’s current foreign affairs/Industry and economic policies.

The predominant myth that the White Australia Policy upheld was that, we must remain ‘White’. We must be like Britain. By not permitting inclusion and acceptance into our Nation, we were inadvertently maintaining our social ties with England to the extent which was to the detriment of Australia. We had trouble developing our own National Identity, and couldn’t find a future isolated in the South Pacific. The compliment to the White Australia Policy was the commissioning of the Commonwealth Arbitration and Wage Fixation Board. Andrew Fischer, like John Watson supported White Australia and ensured that our export – import trade sheet wouldn’t influence minimum wages. This future isolated us from foreign markets, economic trends and regional – fluctuation.

The stringent enforcement of White Australia was lessened after World War 2. With Arthur Calwell as Minister for Immigration and Chifley directed and promoted foreign Immigration and employment for the Snowy Mountains Scheme. Although it allowed Eastern and Southern Europeans, as well as some South Americans, Asians and Africans were still discriminated against through the discretion of Immigration Offices. Fortunately in July of 1965, ALP policy was officially changed. In May 1966 Alexander Downer, Senior, (Min for Immigration) and PM Holt made the first step and introduced legislation which modified the White Australia policy.

Strengths: *This script engages directly with the question and is structured to provide a sustained explanation of the impact of the White Australia policy on the civic life of Australia in the twentieth century. It details how the policy affected the nature of Australian society and culture and our relations with other countries.*

Weaknesses: *The economic impact the script outlines is open to question but it reflects a sound understanding of the way in which policy can affect many aspects of civic life.*

Sample 2 – Multiculturalism – Script from the middle range

Australia began as a British colony and remained mostly British for 50 years. With the 1850s Goldrush Chinese came in large numbers, and following this Kanakas were “imported” for use as cheap labour on the sugar-fields. With Federation 1901, the White-Australia Policy was implemented. Australians at the time were suspicious and fearful of their location in the Asia-Pacific region, and especially of the “Yellow Peril Invasion”, and encouraged assisted migration with the British, to build up numbers of white people. Racist dictation tests were used to keep non-English speaking people out.

Following WWII Australia accepted 18000 refugees from Europe into the country. Migrants came mostly from Holland, Greece, Italy. This was due to signing with the United Nations. Overseas nations were critical of Australia’s racist attitudes. These migrants had to stay for 2 years and were given jobs by the government eg Snowy River Hydroelectric Scheme. They were expected to assimilate, in essence, to become totally Australians. Many formed groups with others that spoke their language, and gradually the policy was forced to change to integration, which allowed migrants to keep their own culture.

In the ‘70s Gough Whitlam met with the leaders of China and Japan. This was a major step for Australia. Whitlam also gave PNG self government. Aust. now had ties with Asian nations for the first time. Over 50% of Australia’s exports (natural resources) go to Japan today, and over 50% of tourists are Chinese.

There are now debates over what Australia’s population target is, and to find a balance between skilled /humanitarian migrants. Migrants now come from all over the world, and bring with them their cultures – dance, clothing, all kinds of food, music, religion. Australia is now a pluralistic society, and consists of many different cultures which intermingle and share ideas. There are now strong relationships with Asian countries eg SEATO.

Strengths: *The script provides a relevant and detailed description of how Australia became a multicultural society. It outlines some ways multiculturalism impacted on Australian culture.*

Weaknesses: *The use of a predominantly narrative structure means that the answer is not structured to engage directly with the question both initially and throughout the script. The script does not refer directly to the Multicultural Policy. It includes some irrelevant reference to Australia’s foreign policy that suggests perhaps a flawed understanding of multiculturalism.*

Sample 3 – Conscription – Script from the middle range

During the twentieth century, one of the major issues tackled by mainly citizens was conscription. During the Vietnam War, many Australians seemed to be divided about the issue of conscription. The majority were totally against it and there are many reasons to prove this.

Throughout the country, thousands of protesters rallied outside government offices in order to stop the conscription. The protests grew during the years and in the time, Moratorium marches, concerts, church services were held and thousands of banners, badges and posters were given out in order to spread the word. In protests, some chained themselves to army barracks, gates, and didn't everything possible to get the governments attention.

When the Prime Minister of England visited Australia, he got caught in the middle of the conscription issue.

People splashed paint and threw themselves onto his car and this shows the amount of determination they had to try to stop conscription.

But it was a two way battle. Even though the majority were against conscription and the war, some Australians still supported the war and thought that Australia was doing the right thing.

The protests and marches affected all citizens of Australians who either did or didn't have an opinion about conscription. The most effective part of the campaign were the moratorium marches and were attended by massive crowds all doing their best to stop the 'death lottery' as so they called.

Strengths: *The script presents a soundly structured, detailed explanation of one immediate impact on civic life of one example of conscription.*

Weaknesses: *The script deals with only one instance of conscription – that introduced during the Vietnam War. Given the fact that the question allows students to select any particular political event, policy or decision this is not a significant weakness. The factual error about the Prime Minister of England suggests perhaps a lack of recognition of America's role and the relationship between Australia and America in this period. Most significantly, the script is limited to a description of the nature of the protest. The wider impact on the civic life of Australia in the twentieth century is not addressed.*

Sample 4 – The Dismissal – Script from the lower range

In Australia during the 20th century there was 2 major dismissals of a prime minister and a premier. These 2 people are Gough Whitlam and Jack Lang.

Gough Whitlam won the Prime Minister of Australia from 1972–1975 (November 11th). He was the first Labour Prime Minister in 23 years and won an election in 1972 using the theme “Its Time” in a campaign.

Gough Whitlam promised many new things to Australian Society including free education to university and introduce free government health, Medicare. During that time the Liberal Government was complaining about the government spending and that all the new services that Whitlam introduced were too expensive.

Whitlam still went on to his plan but he was running out of money because the Senate (made up of mainly Liberals) did not pass the laws. Because of this Whitlam went to the Governor General at the time and asked for what it should do. The Governor General took this as an excuse and dismissed Whitlam in late 1975.

Jack Lang was a dismissed premier. He was dismissed because he didn’t come up with a solution to end the Depression in the early 1930’s.

During that time there was 2 plans. Deflation and Inflation. Deflation was to decrease government spending and provide more jobs. Inflation was to increase government spending and to keep paying money back to England.

Jack Lang did not know which to choose and not everyone was happy with 2 different solutions. At that time an English Banker Neymier arrived in Australia and his solution was inflation but Lang did not really like the idea. Lang had some time to think but couldn’t think of a decision so he was dismissed by the NSW Governor in 1934.

Strengths: *The script provides a basic narrative/description of the dismissal of Whitlam and Lang.*

Weaknesses: *The script does not address the impact of the dismissal on the civic life of Australia in the twentieth century. It does not reflect an understanding that the expression The Dismissal is generally accepted as referring to Whitlam’s dismissal. It recounts some circumstances surrounding the dismissals with some inaccuracies.*

Question 23 (10 marks)

Read the statement in the box.

Life for women and migrants in Australia changed greatly during the twentieth century.

Discuss this statement with reference to EITHER women OR migrants.

Support your answer by using your knowledge of twentieth century Australian history.

Outcomes assessed:

- M5.2 sequences major historical events to show understanding of continuity, change and causation
- M5.7 describes major features of social and cultural life at different times in Australia's history
- M5.8 compares and contrasts the social and cultural experiences of different people at various times
- M5.19 creates well-structured texts using evidence to describe, recount, explain, argue, challenge and discuss increasingly complex problems and issues.

Marking Guidelines

Criteria	Marks
<ul style="list-style-type: none"> Presents a sustained and well-structured discussion of change and/or continuity as it relates to lives of women or migrants in twentieth-century Australia. Demonstrates an understanding of different rates and different types of changes within the group across the century. Supports the discussion with relevant and detailed information. 	9–10
<ul style="list-style-type: none"> Presents a sustained discussion of change and/or continuity as it relates to women or migrants in twentieth century Australia. Demonstrates some understanding of different rates and different types of changes within the group across the century. Supports the discussion with relevant information. 	7–8
<ul style="list-style-type: none"> Presents a discussion that identifies some aspects of the lives of women or migrants in the 20th century and makes some points about each aspect. Makes some reference to different rates and types of change. Supports the discussion with relevant information. 	5–6
<ul style="list-style-type: none"> Presents a basic description and/or narrative with little discussion of issues. Demonstrates limited understanding of change. Contains some relevant information. 	3–4
<ul style="list-style-type: none"> Makes some points about the lives of women or migrants in the 20th century with little or no understanding of change and continuity. 	1–2

Sample 1 – Women – Script from the higher range

The twentieth century was a time of political upheaval for Australian women. It was a time at liberation tainted by sexism and oppression.

After the wars, women who had taken servicemen's places within industries were expected to return quietly to the role of mother and congenial housekeeper. However, satisfied with the little taste of independence and freedom they'd had, women began rigorous campaigning for equal opportunity. The issue of personhood being a genderless vocation began as a strong emotionally charged topic at the start of the century and maintained much of its fuel, propelling it to become a contemporary issue. Australia, the second country after New Zealand to grant suffrage to women, has continually been at the forefront of feminism, and moreover, equality, spawning, such popular thinkers as Germaine Greer. The 20's and 30's were times of liberation, however 'liberated' women were still labelled derogatory terms such as 'loose' or 'flappers'. Perhaps as an inverse reaction to this. The 40s saw a return of the self sacrificing mother who cooked and cleaned and still supported the family whilst the father was at war. The 50's and early 60s a very Americanised era the world over, had Australian women in the kitchen with the latest refrigeration technology. Girls in school learnt sewing and cooking while the male counterpart learnt Maths and Science. These trends are exemplified in popular television programs of the time, such as 'Bewitched', 'I Dream of Jeannie' and 'The Brady Bunch'. The true boss and brains is the female, however they still figuratively bow to the male. Glamour surpassed intelligence, as icons such as Marilyn Monroe, Jayne Mansfield and Liz Taylor spawned thousands of seemingly dizzy 'gals'. This, in a twisted, absurd way, was a very particular form of female empowerment. This century's most symbolic and least forgettable moment of feminism (aside from Ginger Spice pinching the Prince's bum) is the burning of bras. This was again a revery trend to the 50's and 60's, and the late 60's and early 70's saw true feminist empowerment. Australia saw the set up of such organisations as the Black Friday movement and respected analyst thinkers such as the above mentioned Greer came to the fore. 80s and 90s saw cataclysmic pushes in feminism, and now equal pay, education and opportunity is mandatory. Despite all the changes for the better, higher education is still an indeed male populated domain. Despite still only make 65–70% of their male counterparts salary.

Globally, countries such as the Taliban controlled Afghanistan practise sexism in the cruel form of gender apartheid. It's sad to see that in the 21st century, despite all conjecture about the changes, all 'mirages' of equality, a lack of an appendage is still seen as a notable disability.

Strengths: *The script presents a sustained discussion of change and continuity as it relates to lives of women in twentieth century Australia. It demonstrates an understanding of different rates of change and of the different types of changes across the century. It supports the discussion with relevant and detailed information.*

Weaknesses: *The structure has some weakness. The opening paragraph refers to political upheaval but the body of the essay does not substantiate this. The second sentence of the introduction more accurately foreshadows the discussion. The reference to the wars is misplaced in the discussion and the generalisation fails to differentiate between these two experiences. The final paragraph is irrelevant to the question. It does, however, reiterate the recognition apparent in the body of the essay that dominant world perspectives can influence experience in Australia.*

Sample 2 – Women – Script from the middle range

Life for women in Australia has altered greatly during the course of the twentieth century. From a more family directed, domestic role, women have earned increasing rights and powers within Australian society.

During the early phases of the twentieth century, a women's life was generally a very domesticated one. Men were seen as the 'breadmakers' of the family and women were seen as the 'housewives'. Their role was to look after the family and their life was generally a dull and repetitive cycle of housework, although at the time it was certainly not seen as a disadvantage at all to be a women. Rather, the task of family care was seen as an honour, a great reward of womanhood. Although women did gain the right to vote in Australia during the early twentieth century, their role generally remained quite static.

The arrival of the two world wars saw women enter in new fields in the labour force, fields that were always seen as 'man's work'. The first world war saw some women enter into the workforce to do the men's jobs, whilst they were away fighting. The second world war saw women enter the workforce even more, joining jobs such as munitions, agriculture and even military services. Organisations such as the WAAAF and the Women's Land Army gave women the opportunity to be actively involved in the war effort. When the men did come home, women did perform their traditional roles and moved out of the workforce, though not as much as after WWI.

In contemporary Australian Society, women enjoy more freedom and less restrictions than ever before. Women have moved into many fields of work, competing with men. Their old, conventional depiction as 'housewives' is no longer as relevant. Despite this, some women do see a 'glass ceiling' that separates them from having the same privileges as males.

Therefore, the twentieth century has seen great changes to the nature of a women's life. From a more traditional role to a more free and unrestricted lifestyle, their place in society has radically altered.

Strengths: *The script presents a well-structured discussion. It demonstrates some understanding of different types of changes within the group across the century. The discussion is supported with relevant historical information.*

Weaknesses: *The script did not provide sustained detailed reference to how social and cultural change influenced the life of women.*

Sample 3 – Women – Script from the lower range

Women in the early 1920s were treated really bad like if they wanted to leave their husbands. The husbands would get the kids the house or land. When the second world war came and the men went off to war the women took over the men's jobs like working the land making bullets and all the other jobs only the men were doing. And the women liked working and they liked earning money for themselves. But the money was only half of what the men were getting paid. When the men came back from the war they wanted their old jobs back and the women said 'No, we like working' and we want to keep on doing it.

When the contraception pill came into Australia women were happy to not be able to have kids every time they had sex, so the pill changed the way women thought about kids.

These days women are treated the same way men are. The way the women can do the same jobs men were only allowed to do, and women get equal pay as well.

Strengths: *The script identifies some aspects of change in the lives of women in the 20th century.*

Weaknesses: *The script conveys little understanding of different rates of change and different types of changes within the group across the century. Limited relevant information is provided.*

Sample 4 – Migrants – Script from the higher range

Life for women and migrants in Australia changed greatly during the twentieth century. This statement can especially be applied to the life of Australian migrants, who, since the turn of the century, have experienced a huge variety of policies, attitudes and societal values set for and against them. However, the great changing of the experiences of Australian migrants also marks the simultaneous change of Australian society as a whole.

The first migrants after the turn of the century in Australia came from the United Kingdom countries such as England and Ireland. As these migrants had much the same cultural background and heritage as the Australian people, as well as the fact that they spoke a common language, they were welcomingly accepted into Australian society. Most of the migrants had chosen to immigrate to Australia.

as a result of the ending of the First World War when conditions in their own nations were extremely poor. During this times, arbitration and the White Australia's policy dominated Australia's attitude to foreigners, however, since these migrants had come from a relatively familiar country, they did not face any of the injustices provoked on future settlers.

The outbreak of World War II prompted the arrival of another influx of migrants into Australian society. Most of these people came from eastern European countries such as Poland and Romania. Obviously, the experiences these people had were much different to those of their Anglo-Saxon migrants. They did not speak a common language, and they were often viewed as second, or third class citizens by Australians. Most of these people stayed in 'concentration camp-like' complexes when they did an average days' work until employment cries for them in a particular region (eg Snowy Mountains Scheme of the 1980s). Most of them would walk down the street and hear sounds that they could not understand and lived in a small places, cut away from the main stream of life.

They were not even seen as a part of Australian society and culture, generally experiencing much the same attitudes and conditions of their Aboriginal counterparts. However, as times changed, so did their way of life. As these small migrant groups carried to the Australian lifestyle the nation started opening itself up to them also. With time, Australia became influenced by multiculturalism and acts of parliament were even put through to help Australia to join together as one nation. Australia formed a 'multicultural' cultural identity, helped by as many of the migrants that came onto our shores. We started accepting the fact that everyone is different, and with the abolition of the policies of assimilation and white-Australia, and the introduction of multi-culturalism, a new Australia was formed accepting immigrants from all over the world to join together on our shores and live as one, as Australians. From the injustices, of the past (unequal opportunity for welfare services, employment, etc) Australia developed itself to become a culturally diverse society. As a result, life for migrants in Australia changed greatly during the twentieth century. Fears about Asian invasion, and racist attitudes turned to welcoming countries. It shaped civic life for the future - protests, demonstrations, slogans, campaigns were introduced to Australian literature.

Strengths: *Presents a sustained and well-structured discussion of change and continuity as it relates to lives of migrants in twentieth century Australia. Demonstrates some understanding of different rates and different types of changes within the group across the century. Supports the discussion with relevant information.*

Weaknesses: *The presentation of most post-war migrants as coming from Eastern Europe and living in physically isolated locations ignores significant historical information. The nature of the lives of migrants since 1970s and their role in the changes in Australian society is not detailed.*

Sample 5 – Migrants – Script from the lower range

Migrants were treated as bad as anyone could be. They came to Australia looking for a better way of life, a new home and it was not to be. Not straight away that is. After the Second World War, things started changing. Their religion and culture was accepted into Australia. They developed as victims of racial slurs, but overcame these petty acts of idiocy and now are considered Australian. Even if they immigrated.

Certain countries brought with them their way of life. They grew their food, they started their churches and now it is easily accepted.

Strengths: *Makes some points about the lives of migrants in the twentieth century.*

Weaknesses: *Conveys little understanding of change and continuity in the lives of migrants during the twentieth century.*