# Marking key for Source Analysis 1

(a) Compare and contrast the messages of **Source 1** and **Source** **2**.

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| **Description** | **Marks** |
| Reference to the messages in Source 1 and Source 2 | 1–2 |
| Points of comparison of the message(s) in Source 1 and Source 2 | 1 |
| Points of contrast of the message in Source 1 and Source 2 | 1 |
| **Total** | **4** |
| Answer could include, but is not limited to: | |
| * The message of Source 1 is that by conscription being passed it would lead to families being separated and loss of family members. * The message of Source 2 is that a mother with the correct moral standards would allow their son to enlist in the war effort.   **Similarities**   * Both sources reflect the use of propaganda during World War 1 and the divisions in society that World War 1 created. * Both sources target Australian mothers.   **Differences**   * Source 1 provides a stance against the conscription referendum of 1917 and men being forced to fight whereas Source 2 is trying to encourage enlistment.   **Note:** Look for the message of each of the sources. Evidence should be sourced from the documents themselves to support message. | |

(b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Source 1** and **Source** **2** regarding the impact of the social issues represented.

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| **Description** | **Marks** |
| Provides example of a strength and weakness of Source 1 regarding the impact of the social issues represented. | 1–2 |
| Provides example of a strength and weakness of Source 2 as a representation of the social issues represented. | 1–2 |
| Evaluation of the usefulness of the sources | 1 |
| **Total** | **5** |
| Answer could include, but is not limited to: | |
| Sources 1 and 2 are somewhat useful as they both focus on the social issue of enlistment and conscription which led to great societal division within Australia.  A weakness of both sources is that they do not address the division that enlistment and conscription created.  **Source 1**   * Source 1 is a somewhat useful as a representation of the conscription debate as it displays the impact of the conscription debate on families. * The weakness of the source is that it fails to reflect the division that occurred amongst Australian men due to the conscription debate. It also fails to represent the division of the Australian labor party due to the debate. | |
| **Source 2**   * The source is somewhat useful as it addresses the division amongst Australian families as those who did enlist were often looked down upon regardless of their reasons for not serving. * The source fails to explore the exact impact of this division. * A weakness of the source is that it does not address any other crises occurring at the time. | |

(c) Explain the historical context of **Source 3**. Include the relevant events, people and ideas

depicted or represented in the source.

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| **Description** | **Marks** |
| Identifies the focus of the source | 1 |
| Outlines the causes or events that led to the focus of the source | 1 |
| Provides specific details for the focus of the source, dates/events/people/place/ideas | 1 |
| **Total** | **3** |
| Answer could include, but is not limited to: | |
| * Source 3 is an advertisement encouraging British migration to Australia. * This was a clear plan of the Men, Money and Market scheme. * The Bruce-Page government identified that Australia needed Men, Money and Markets. * This helped settle 450 000 migrants over ten-year period. | |

(d) Identify and account for the authors’ perspectives in **Source 3** and **Source** **4** regarding the impact of the social issues represented.

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| **Description** | **Marks** |
| Articulation of the perspective of Source 3 | 1 |
| Articulation of the perspective of Source 4 | 1 |
| Analysis of the perspectives in relation to the question asked. This may include discussion of:   * motives * bias * time * place * purpose | 1–4 |
| **Total** | **6** |
| Answer could include, but is not limited to: | |
| * Source 3 is a primary source published in the UK Railways Gazette. * The perspective of Source 3 is that British citizens should move to Australia to seek the many opportunities available. * Source 3 is created by the New South Wales government with the motive of promoting New South Wales farming area in an effort to increase its population size in an effort to stimulate its economy. * Source 3 was created at the time of the Bruce-Page governments “Men, Money and Markets” policy and looks to honour this policy. * Source 4 is a secondary source and is a recount of a witnesses statement from the Bank Officers case in the Arbitration court in 1928. * The motive of Source 4 is to persuade the court that women were not suitable to work in banks as bank tellers. * Source 4 was produced in 1928 and during this time although women were attempting to express the displeasure at stereotypes and gender roles little change had occurred in Australia had occurred in terms of work and common attitudes.   **Note:** The last part of the question ‘regarding’ requires consideration of the perspective of the sources in terms of the theme/force of the source analysis.  Answers should:   * articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time) * use evidence of the perspective from the source * identify how the author shows the perspective in the source. | |

(e) Evaluate the extent to which the **four** sources give an accurate insight into the significance of the changing social circumstances during your period of study.

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| **Description** | **Marks** |
| Articulation of the different aspects of the internal divisions and crises that are shown | 2 |
| Identification of aspects of the impact of the internal divisions and crises that have been omitted | 1 |
| Evaluation of the extent to which the sources reflect the significant aspects of the internal divisions and crises being depicted in the sources in terms of their impact on society | 1–3 |
| **Total** | **6** |
| Answer could include, but is not limited to: | |
| Collectively the sources provide a somewhat accurate insight into the significance of   * The lack of enlistments towards the end of World War 1. * The increase in wealth due to government borrowing as part of the “Men, money and markets” policy. * An improvement in women’s rights that is still undermined by traditionalist attitudes. * Significantly, the sources do not reflect: * The growing discontent amongst the working class due to increasing living costs and wages which had not increased. * The introduction of new technology to improve women’s lives at home but still reflect the “stay at home mother” ideal. * Introduction of new forms of entertainment such as cinema and dance and their popularity. * The Australian Aboriginal Progressive Association held its first meeting to improve conditions for indigenous people. * **Note:** The intent is to not have a list of what has been omitted.   Answers should:   * focus on what the documents convey within the context studied * explain why it may have been significant to highlight that * the implication/impact of that on the society.   Students should include their own knowledge of the course studied to support their point of view as well as the sources provided. | |