1. Explain the historical context of **Source 1**. 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 event that led to the focus of the source | 1 |
| Provides specific details of the focus of the source, events/people/ideas/dates/places | 2 |
| **Total** | **4** |
| * Source 1 focuses on the sustenance or “Susso” relief of the 1930’s. This was given to Australian’s who had been unemployed for some time. * The relief was caused by the Great Depression of the 1930’s which was triggered by the Wall Street Crash in the U.S.A in 1929. The Wall Street Crash then impacted on nations which had borrowed money from the U.S. * Sustenance was given in the form of rationing orders which could be taken to shops in exchange for basic foodstuffs. Susso was not available to women and Indigenous Australian’s had to prove that they were doing a “White Man’s work” to receive sustenance.   **Note:** This question is concerned with the historical context in which the source is located.  Answers should:   * focus on what is in the source * provide the big ‘picture’ for that source. | |

(b) Compare and contrast the purpose of **Sources** **1** and **2**.

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| **Description** | **Marks** |
| Identifies the purpose of Source 1 | 1 |
| Identifies the purpose of Source 2 | 1 |
| Identifies elements of comparison and contrast between the two sources | 4 |
| **Total** | **6** |
| * The purpose of Source 1 is to express the impact that the Great Depression was having on Australians and the working class. The Source could be attempted to sensationalise the impacts of the Depression. * The purpose of Source 2 is to publicize the hardships faced by indigenous Australians prior to the Great Depression. * Both sources attempt to educate the public on social issues present in Australia, as they were published in popular newspapers during the 1930’s. * The sources differ however as Source 1 focuses on the issues faced by the working class whereas Source 2 focuses on the hardships faced by indigenous Australian’s.   **Note:** This question focuses on the reasons for the construction of the sources, and what they aim to achieve.  Answers should:   * identify the issue/event/subject of each source * identify the message of the sources * identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation) * use evidence from the source to support the response * explain how they compare (are similar) and contrast (are different) in terms of their purpose.   A strong answer will integrate comparisons and contrasts within the discussion of purpose. | |

(c) Explain the message of **Source 3**.

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| **Description** | **Marks** |
| Explains the message of the source | 3 |
| Outlines the message of the source | 2 |
| Identifies an aspect of the message of the source | 1 |
| **Total** | **3** |
| * The message of Source 3 is that Australia had been loaning money from Britain at such enormous rates that when the Depression occurred they were unable to calculate how to solve the problem. This is reinforced by the belt of the individual representing an Australian government official with the words “borrow or bust” written on his overalls. * The Source conveys that Niemeyer’s visit to Australia was to fix the government inefficiencies.   **Note:** Look for the message conveyed by the source.  Answers should:   * consider all the elements of the source (title/author/date/location) * identify the issue/event/subject * identify the representation or opinion being expressed * provide evidence from the source to support the response. | |

(d) Identify how, and discuss why, Sources 3 and 4 are contestable.

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| **Description** | **Marks** |
| Identifies the element/s of contestability for Sources 3 and 4 | 1–2 |
| Discusses the reasons for the contestability of Source 3 | 1–2 |
| Discusses the reasons for the contestability of Source 4 | 1–2 |
| **Total** | **6** |
| * Source 3 is contestable in that it refers to Otto Niemeyer’s heavily criticised deflationary policy. * This is contestable as Australia’s economy did eventually recover due to this policy and it this time there was little understanding of how inflationary policy could stimulate the economy. * Source 4 is contestable as it refers to the Lang Plan which was critiqued at the time and was too left wing and disrespectful to Australia’s alliance with Britain. * The Plan however could have proved to be successful as it would have stimulated the economy and provided relief to those that required it.   Note: The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate.  Answers should:   * demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the source/s can be disputed as historical evidence * identify in each source the argument/s, biases, motives or perspectives that can be disputed.   Stronger candidates may discuss the nature of the contestability, perhaps by referring to alternative arguments or viewpoints on the interpretations presented by the sources, or by making comparisons between the two sources. |  |

(e) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources.

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| **Description** | **Marks** |
| Identification of the themes/ideas/events | 1 |
| Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Students should be able to demonstrate a breadth and depth of knowledge of the time period. | 1–2 |
| Evaluation of the themes/ideas/events in relation to those of the broader historical context | 1–2 |
| Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period | 1–2 |
| **Total** | **7** |
| * The primary event which the four sources focus on is the Great Depression within Australia. * The Great Depression would impact most levels of Australian society with those who were unable to find work getting government assistance. This assistance which is the focus of Sources 1 and 2 was known as sustenance or the “Susso”. This relief would cause division within society, as it was seen as dishonourable for a man to accept that he could not find work. Women were also unable to receive sustenance. * Source 3 looks at the harsh treatment of Indigenous Australian’s prior to the Great Depression. This was to continue throughout the 1930’s with Indigenous Australians forced to prove they were doing a “White Mans” work to receive sustenance. This forced Indigenous Australians onto reserves under the control of the Aboriginal Protection Amending Act where rations were more meagre than the “Susso”. * Source 3 focuses on the governments struggles to overcome the Great Depression. The government sought council from Bank of England representative Sir Otto Niemeyer as how to solve its economic issues. The advice given was that Australia was “living beyond its means” and would need to cut its wages and reduce government spending. He developed an economic plan for Australia which was the basis of the Premier’s Plan which the Australian government adopted to counter the depression. * Another solution as eluded to in Source 4 was Jack Lang’s plan titled the Lang Plan. Jack Lang proposed that Australia stop paying interest on the loans owed to Britain and instead spend this money on government work and relief schemes. * The Great Depression would have a significant impact on Australian society causing greater social division and led to distrust towards the government and financial institutions.   **Note:** This question does not require reiteration of the messages in the sources.  Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources; relates to the other themes/ideas/events of the whole period.  Answers should:   * identify the themes/ideas/events in the sources * evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period * refer to the long-term and/or short-term effects of the theme/idea/event * refer to elements of continuity and/or change evident in the theme/idea/event * demonstrate a depth and breadth of knowledge for the whole time period. | |