



Sample assessment task

Year level	9
Learning area	Humanities and Social Sciences
Subject	History
Title of task	The changing role of Australian women during WWI
Task details	
Description of task	<p>As a class activity students develop a power-point illustrating the changing role of Australian women during WWI.</p> <p>Students then complete a source analysis task which involves:</p> <ul style="list-style-type: none">• reading and/or examining five sources• answering five questions based on the sources• providing evidence from the sources to support their answers.
Type of assessment	<p>Formative: Class PowerPoint</p> <p>Summative: Source analysis</p>
Purpose of assessment	<ul style="list-style-type: none">• To assess students' ability to evaluate information and draw conclusions based on evidence• To assess students' source analysis skills in order to identify areas that need further development and teaching• To assess students' knowledge at the end of a teaching cycle to inform reporting
Assessment strategy	Written work
Evidence to be collected	Source analysis responses
Suggested time	3 x 1 hour lessons

Content description	
Content from the Western Australian Curriculum	<p>Knowledge and understanding Depth study 2: Investigating World War I (1914–1918) The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate</p> <p>Humanities and Social Sciences skills Q&R> Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies Q&R> Identify the origin, purpose and context of primary sources and/or secondary sources A> Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time) A> Apply subject-specific skills and concepts in familiar, new and hypothetical situations E> Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena C&R> Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p>
Key concepts	Source, Evidence, Continuity and change
Task preparation	
Prior learning	Students have prior knowledge of: <ul style="list-style-type: none"> • the impact of WWI on Australian society, including the conscription debate • how to locate and acknowledge historical source material • how to answer source analysis questions.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • One lesson for students, in pairs, to locate and correctly acknowledge one primary historical source that highlights a change or a continuity in the role of women during WWI and develop a class PowerPoint of images • One lesson to present the class PowerPoint with each pair addressing their selected image and students taking summary notes • One lesson to complete an individual in-class source analysis assessment task, allowing 45 minutes under test conditions
Resources	<ul style="list-style-type: none"> • Texts and/or internet to select a primary source • Access to computers to create and present the class PowerPoint

Instructions for the teacher

The changing role of Australian women during WWI

Questions that may assist students to develop their conceptual understandings when introducing the task include:

Source

- What is the difference between primary and secondary sources?
- What are some examples of primary and secondary sources that relate to WWI?
- Are primary sources a 'better' source of information than secondary sources?

Evidence

- A source has to be reliable so it can be used as evidence. What does this mean?
- How can we use evidence?
- Can evidence be contradictory and valid at the same time?
- What does evidence have to do with interpretations or versions of history?

Continuity and change

- What does continuity mean?
- Identify an example of continuity and change within your life, community or Australian society i.e. what has changed and what has stayed the same?
- Would WWI have caused changes in society? Why? What types of changes?
- Is a change in society reflected in a change in values and beliefs? Provide an example.

The Task

Part A

- Students research in pairs to identify one primary historical source e.g. an image, cartoon, photograph, poster, graph or table, which highlights a change or a continuity in the role of Australian women during WWI.
- Students prepare a brief five-point summary on the chosen source, including a reference to a key concept.
- All sources are to be correctly acknowledged and incorporated into a class PowerPoint of images.

Part B

- Class presentation of the PowerPoint with students in pairs addressing their selected image, highlighting what the source conveys about the continuing or changing role(s) for/of women and linking their source to a key concept.
- Students are to take summary notes during the presentation. If scaffolding is required, a T chart labelled 'Change to traditional roles' and 'Continuation of traditional roles' is suitable.

Part C

Students complete the Source analysis assessment task in class, under test conditions.

Instructions for students

The changing role of Australian women during WWI

Part A: Create a PowerPoint slide presentation

As background for your source analysis assessment, Part C, you will work in pairs to research and find **one** primary historical source e.g. an image, cartoon, photograph, poster, graph or table, which shows a change, or a continuity, in the roles of Australian women during WWI.

Once you've found a source, prepare a PowerPoint slide showing your selected image, with correct acknowledgement. In pairs, write a brief five-point summary on how the source shows evidence of the changing role(s) or the continuation of traditional roles for Australian women. When making these notes, you need to refer to at least one of the History key concepts of Source, Evidence, Continuity and change.

Part B: Class presentation of the PowerPoint.

You and your partner explain what your chosen source shows about the changing or continuation of roles for Australian women during WWI, and how it links to a key concept.

All students will take brief notes during the presentation.

Part C: Source analysis assessment under test conditions.

You have five minutes reading time to study five sources, and you have 40 minutes to write your answers to the six questions.



Poster: World War 1 recruitment campaign for nurses

Task: Source analysis – The changing role of Australian women during WWI

- You have five minutes' reading time to study the five sources (see below) and 40 minutes to write your answers to the six questions that follow.
- The lines after each question give you an idea of how much you will need to write to fully explain your answer.

Stimuli

Source 1

Two formally dressed women, one with an umbrella, selling flags and perhaps other fundraising items to a gentleman in Ipswich, Queensland



Two women fundraising for the war effort in Ipswich during World War I.

Source 2

A photograph of women of the Sixth Unit of the Scottish Women's Hospital. The field hospital was located in Europe and, according to the original caption, the CMO (Chief Medical Officer) is Australian, Dr Agnes Bennett, and many of the staff are also Australian.



Women at work during the World War I

Source 3



Australian Labor Party, anti-contrisption campaign

Source 4

Women in the Australian Comforts Fund knitted nearly 1.5 million pairs of socks for soldiers between 1914 and 1918. Some of the work of these organisations was also directed towards the victims of the war in Europe. Food, money and clothing were sent to relieve civilians in France, Belgium, Poland, Italy and Austria. A total of £2.5 million was raised in donations of goods and services.

Source 5

The withdrawal of about half a million men, most of whom had been in the workforce, did not, however, result in their direct replacement by women. Women's contribution to the workforce rose from 24 per cent of the total in 1914 to 37 per cent in 1918, but the increase tended to be in what were already traditional areas of women's work - in the clothing and footwear, food and printing sectors. There was some increase also in the clerical, shop assistant and teaching areas. Unions were unwilling to let women join the workforce in greater numbers in traditional male areas as they feared that this would lower wages.

Question and answer booklet

1. Identify the origin of **Source 1** and explain if it is a primary or a secondary source? (2)

2. Using **Source 1** and/or **Source 2**, list **two** roles undertaken by women during WWI. (2)

3. Describe the usefulness of **Source 1** and **Source 2** as evidence for telling us about the role of women during WWI. (3)

4. Explain, with reference to the source, the origin, purpose and context of **Source 3**. (5)

5 Using **Source 4** and **Source 5**, identify and explain **one** example of continuity and **one** example of change in the roles of Australian women during WWI. (5)

Acknowledgements

- Page 3:** Photographic portrait of Louise Mack. (n.d.). In *Wikimedia*. Retrieved August, 2017, from [https://commons.wikimedia.org/wiki/File:Louise_Mack,_n.d._-_by_Kerry_and_Co.,_Sydney_\(3369035679\).jpg](https://commons.wikimedia.org/wiki/File:Louise_Mack,_n.d._-_by_Kerry_and_Co.,_Sydney_(3369035679).jpg)
State Library of New South Wales collection. Sydney: NSW
- Extract adapted from: Phelan, N. (1986). Mack, Marie Louise (1870–1935). In *Wikimedia*. Australian dictionary of biography, Vol. 10. Retrieved August, 2017, from [https://commons.wikimedia.org/wiki/File:Louise_Mack,_n.d._-_by_Kerry_and_Co.,_Sydney_\(3369035679\).jpg](https://commons.wikimedia.org/wiki/File:Louise_Mack,_n.d._-_by_Kerry_and_Co.,_Sydney_(3369035679).jpg)
Used under Creative Commons Attribution-ShareAlike 3.0 Unported licence.
- Page 4:** Souter, D.H. (c.1914–1918). World War I recruitment campaign for nurses. [Poster]. In *Wikipedia*. Retrieved August, 2017, from <https://en.wikipedia.org/wiki/File:RedCrossNursen.jpg>
Sydney, NSW: William Brooks & Co. Ltd.
- Page 5:**
- Source 1:** Image from: *Two women fundraising for the war effort in Ipswich during World War I*. (c.1915). In John Oxley library, State Library of Queensland collection. Retrieved August, 2017, from <http://trove.nla.gov.au/work/38711072?q&versionId=51395441>
- Page 6:**
- Source 2:** Vargas, A. (1916). Women at work during the First World War [Photograph]. In *Wikipedia*. Imperial War Museums collection. Retrieved May, 2017, from https://commons.wikimedia.org/wiki/File:Women_at_work_during_the_First_World_War_Q32344.jpg
- Source 3:** Image from: *Australian Labor Party, Anti-Conscription Campaign Committee, "vote no mum, they'll take Dad next" vote no*. (1917). Retrieved August, 2017, from <http://nla.gov.au/nla.obj-137215665/view>
- Page 7:**
- Source 4:** Spenceley, G.F.R. (1988). *The search for security: a modern world history* (p.219). Melbourne, VIC: Oxford University Press
- Source 5:** ANZAC Day Commemoration Committee of Queensland. (n.d.). *The Australian home front during WWI: Women's role and place*. Retrieved August, 2017, from <https://anzacday.org.au/women%E2%80%99s-role-and-place>

Sample marking key

Task C: Source analysis – the changing roles of Australian women during WWI

Description	Marks
Question 1 (Questioning and researching)	
Provides an explanation that identifies the origin of Source 1 and states that it is a primary source.	2
Identifies the origin of Source 1 and states that it is a primary source.	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • the source is a photograph taken during World War I • primary sources are objects and documents created or written at the time being investigated • the source is original and has not been interpreted or commented on, as in secondary sources. 	
Description	Marks
Question 2 (Analysing)	
Lists two roles undertaken by women during WWI evident in Source 1 and/or Source 2.	2
Lists one role undertaken by women during WWI evident in Source 1 and/or Source 2.	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • fundraising • encouraging enlistment • raising awareness of the war effort and opportunities to contribute • nursing or medical support, working in a field hospital. 	
Description	Marks
Question 3 (Analysing)	
Describes, in detail, the usefulness of Source 1 and Source 2 as evidence for telling us about the role of women during WWI.	3
Describes the usefulness of Source 1 and Source 2 as evidence for telling us about the role of women during WWI.	2
Outlines the usefulness of Source 1 and/or Source 2 as evidence for telling us about the role of women during WWI.	1
Subtotal	3
Answers could include, but are not limited to: <ul style="list-style-type: none"> • Source 1 and Source 2 are very useful as they clearly show two roles of women during WWI • Source 1 and Source 2 are photographs taken at the time, at a particular place, showing a particular activity • Source 1 shows women selling items on the street as fundraisers for the war effort and Source 2 shows women wearing nurse’s uniforms, indicating that they had a medical role. 	

Description	Marks
Question 4 (Analysing)	
Provides a detailed explanation of the origin, purpose and context of Source 3. Makes specific references to aspects of the source in their explanation.	5
Provides an explanation of the origin, purpose and context of Source 3. Makes some reference to aspects of the source in their explanation.	3-4
Provides a brief description of the origin and/or purpose and/or context of Source 3. Makes limited or no reference to the source or makes a general statement about Source 3.	1-2
Subtotal	5
<p>Answers could include, but are not limited to:</p> <ul style="list-style-type: none"> the source was created during WWI by the Australian Labor Party Anti-Conscription Campaign Committee the purpose of the source is to discourage voters from supporting conscription, specifically women as they had the right to vote the context is that, in WWI, all Australian soldiers had volunteered to be part of the AIF but Prime Minister Hughes wanted to introduce conscription to force Australian men to enlist the source is targeted at women and mothers as part of the 'no campaign', as shown by the child saying 'Vote no Mum they'll take Dad next' the source shows the use of propaganda to influence the civilian population throughout the conscription debate: 'they'll take Dad next'; playing on emotions there were two referendums, in 1916 and again in 1917, and conscription was voted against in both. 	
Description	Marks
Question 5 (Analysing, Evaluating, Communicating and reflecting)	
Analyses information to explain, in detail, one example of continuity and one example of change in the roles of Australian women. Makes specific reference to evidence from Sources 4 and 5 to support the examples. Uses evidence from Sources 4 and 5 to make the link to both continuity and change.	5
Analyses information to describe one example of continuity and one example of change in the roles of Australian women. Makes some reference to evidence from Sources 4 and 5 to support the examples. Uses some evidence from Sources 4 and 5 to justify the example of both continuity and change.	3-4
Identifies an example of continuity and/or change in the roles of Australian women or provides a general statement on continuity and/or change in the roles of Australian women.	1-2
Subtotal	5
<p>Answer could include, but is not limited to:</p> <p>Continuity in women's roles:</p> <ul style="list-style-type: none"> both sources refer to traditional roles of women, such as knitting, teaching, 'clothing and footwear', 'food', and 'printing' women's involvement in traditional male roles was restricted by unions, as shown in Source 5, 'Unions were unwilling to let women join the workforce' women worked for free as volunteers e.g. in the Australian Comforts Fund, or were paid less wages than men, as suggested in Source 5 men's jobs were not directly replaced by women during WWI <p>Change in women's roles:</p> <ul style="list-style-type: none"> both sources show that Australian women made significant contributions to the war effort through work outside the home women's participation in the workforce rose from 24 per cent to 37 per cent between 1914–1918 Australian women supported 'victims of war in Europe' women's employment increased in 'clerical, shop assistant and teaching areas'. 	

Description	Marks
Question 6 (Analysing, Evaluating, Communicating and reflecting)	
Provides a detailed evaluation on whether the traditional roles of women changed during WWI. Provides accurate examples of continuity and change in women’s roles to support the discussion. Consistently uses historical terms and concepts.	7-8
Provides an evaluation on whether the traditional roles of women changed during WWI. Provides examples of continuity and change in women’s roles to support the discussion. Uses historical terms and concepts.	5-6
Describes the traditional roles of women during WWI, using source material and/or own knowledge. Provides general examples of continuity or change to support the description. Uses some historical terms and concepts.	3-4
Outlines a change and/or a continuity in the roles of women during WWI or recounts an action of an individual or group during WWI based on the provided sources or own knowledge. Limited use of historical terms and concepts.	1-2
Subtotal	8
<p>Answers could include, but are not limited to:</p> <p>Traditional roles of Australian women were reinforced and continued due to:</p> <ul style="list-style-type: none"> • government restrictions on active war service • restrictions on employment in work traditionally viewed as ‘male areas’ • the increased employment for women during the war in traditional areas of women’s work i.e. women did not ‘directly replace’ men in the workforce • union opposition to employing women • beliefs that a woman’s primary role was in the home with her family • a strong focus on contributing to the war effort through providing ‘comforts’ from home and fundraising • women working outside the home was considered to be temporary as they were expected to give up work once the war ended and the men returned. <p>Traditional roles of Australian women were not reinforced and changed as:</p> <ul style="list-style-type: none"> • many women became widows and had to work outside the home to support their families • there was an increase in employment within ‘the clerical, shop assistant and teaching areas’ • women engaged in activities to support civilians in Europe, a significant shift from a focus on the home • women as voters and lobby groups supporting change had a significant and ongoing impact on Australian politics • women made significant contributions through national and international organisations. 	
Total	25