WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no predetermined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 10 HISTORY

This portfolio provides the following student work samples:

Sample 1  Source analysis: Propaganda poster
Sample 2  Essay: Australian immigration policy
Sample 3  Explanation: Popular culture in Australia
Sample 4  Historical inquiry: Kokoda
Sample 5  Source analysis: Atomic bombs

This portfolio of student work shows that the student can refer to key events, the actions of individuals and groups, and beliefs and values, in order to explain patterns of change and continuity over time in relation to Australia’s immigration policies and popular culture (WS2, WS3). The student analyses the causes and effects of events and developments in detail, including the Kokoda campaign in World War II, and explains their relative importance (WS4). The student explains the context for people’s actions in that campaign (WS4). The student explains the significance of events and developments related to popular culture (WS3), and the use of the atomic bomb from a range of perspectives (WS5). The student explains different interpretations of the American decision to use the bomb with reference to evidence (WS5).
The student accurately sequences events and developments in World War II and in Australia’s immigration policies within a chronological framework, and identifies relationships between events across different places and periods of time (WS2, WS4). When researching, the student develops, evaluates and modifies questions to frame an historical inquiry into Australia’s involvement in the Kokoda campaign. The student processes, analyses and synthesises information from a range of primary and secondary sources and uses it as evidence to answer inquiry questions (WS3, WS4). The student analyses sources comprehensively to identify motivations, values and attitudes, including a World War II propaganda poster (WS1), sources on developments in popular culture (WS3) and sources on the use of the atomic bomb (WS5). When evaluating these sources, the student analyses and draws conclusions about their usefulness, taking into account their origin, purpose, and context (WS1, WS5). They develop and justify their own interpretation about the use of the atomic bombs in detail (WS5). The student develops detailed texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, the student uses historical terms and concepts appropriately, evidence identified in sources, and references these sources (WS1, WS2, WS3, WS4).
Source analysis: Propaganda poster

Year 10 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students discussed the impact of World War II on the Australian and other home fronts, including the use of wartime government controls.

The students were asked to choose a visual source of propaganda relating to World War II and to analyse the source in terms of:

- the content (composition, colour, use of slogans, techniques)
- the context (research into the aims of/or need for this source during the war)
- its appeal (with reference to emotions, values, the target audience and the effectiveness of the source).

Students completed this task in class over two one-hour lessons.
Source analysis: Propaganda poster

Annotations
Source analysis: Propaganda poster

**Visual Propaganda**

The poster keep these hands off was designed by a Canadian named Gordon K. Odell. It was designed in 1942 to appeal to the allied nations especially at males to either join one of the military forces or to buy war bonds to support the funds of war and keep the Germans and Japanese from harming the United States as this would have been Odell’s central audience.

On the poster there is a woman and her young child. The woman and child are presented as being pale which symbolises vulnerability and gives an angelic feature towards the woman and child. They are clothed in white which suggests innocence. There are two black hands visible on the poster. A woman and child can be represented as defenceless and this is one of the main aims of the poster as a man has to be responsible for his family. The hands indicate evil as they appear as a stereotyped witch’s hand, with the long finger nails and the fingers come across as being crooked. The hands have different symbols displayed on them; the hand in the upper right hand corner displaying the swastika belonging to the German Nazi Party and the other hand in the bottom left hand corner having the rising sun belonging to Japan.

There are two slogans written onto the poster which add extra importance. The first slogan written onto the picture reads, ‘keep these hands off’! the writing is demonising towards the enemy countries using the word ‘thieves’ make the Germans and Japanese have a much more evil feeling towards them and also sinful. The other text written onto the picture ‘but the new victory bonds’ is written in bold hence it’s one of the first things the reader looks at. The wording is cleverly placed as it states the word ‘victory’ suggesting ‘buy the bonds and we will win this war.’

The blue background can be a sign of being neutral the colour blue is not picking out an enemy and it is not there to side with the American’s either it is simply there because it is neutral and to make every other aspect of the poster stand out more as well.

The witch-like hand that illustrates the rising sun representing the Japanese is placed on top of the woman’s arm. The hand is placed on top of the woman because of December 7th 1941, the date that the Japanese bombed Pearl Harbour the hand indicating that the Japanese have already invaded and harmed American soil. Considering this poster was published in the first half of the year 1942 the date was very close to when Pearl Harbour was attacked and so American’s would have been feeling very strongly against the Japanese.

During the war the Government struggled to keep up with finances of war and so a bond was put in place to raise money. The war bonds allowed citizens to loan the government money and after the war receive an amount of money back plus interest. Loaning money was very important to the United States government as they were starting to struggle to buy war equipment for the soldiers. This move by the government was clever as it became a way for men that could not go to war to still help out with the finances of war it became patriotic to buy war bonds. The bonds were first called defence bonds and it wasn’t until the attack on Pearl Harbour that it was changed to war bonds.

This poster appeals to the emotions because of the woman and presumably her younger child. One of the most important things in a male’s life is to protect his woman and his child or children and so with the placing of the evil looking hands places the thought of if he buys war bonds he can save both the woman and the child and this is the only way to save them from falling into the enemies

**Annotations**

**Introduces discussion by naming the source and dating it.**

**Identifies the motive for the source.**

**Analyses the colour of the poster and links it to the purpose of the source.**

**Analyses the symbolism in the sources, that is, the representation of Germany and Japan.**

**Identifies a patriotic value of the time represented in the source, that is, the importance of financing victory in the war.**

**Uses background knowledge of the historical context to draw a conclusion about American attitudes towards Japan.**

**Explains the significance of the war bonds.**
Source analysis: Propaganda poster

Articulates understanding of how the emotions of the audience are manipulated.

Provides arguments about the effectiveness of the source during the war, using evidence identified in the source.
Source analysis: Propaganda poster

Bibliography:

1. H, A. 2011, Femininity in Propaganda [online]  
   http://shabbestad.blogspot.com.au/2011/05/keep-these-hands-off-by-gordon-k-  
2. Patrick, R. 2006. War Bonds [online]  
   http://rpsec.usca/Classwork/731sp2006/Lesson/Parsons/warbonds.html (accessed 3rd  
   August 2012)
   (accessed 3rd August 2012)

Annotations

References secondary sources used to research propaganda and war bonds.

Annotations (Overview)

The student uses historical terms and concepts, for example, ‘the rising sun’, ‘war bonds’ and ‘Nazi party’.
Essay: Australian immigration policy

Year 10 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students investigated various waves of migration to Australia and how Australia has responded, including after the Vietnam War when a large number of refugees entered Australia.

The students were asked to write an essay explaining Australia’s migration policies and how they have changed over time, with a focus on the period since 1945.

Students were provided with two one-hour lessons to write their essay.
Essay: Australian immigration policy

Australia was settled by Great Britain in the 18th and 19th centuries. The Gold rushes of the 1850s saw the first great wave of immigrants into Australia as people came after the wealth the country had to offer. A great many European and Chinese people migrated during this time. In Great Britain, the government also was providing assistance for their people to help them get to Australia in order to populate the new nation. When Australia federated in 1901, the very first act passed in parliament was the Immigration Restriction Act. 1901. It is better known in Australia as the White Australia Policy and it was implemented to keep Chinese people as well as workers from New Caledonia, from immigrating to Australia. It ended by introducing the Directed Test. In order to be granted immigration, a person had to declare a passage of 50 words. By 1938, it could be given in any European language and the pass rate dropped so considerably, that no person who was administered the test could pass. After World War II, the laws had to be changed in accordance with the new post-war government and they needed to re-populate Australia. The Directed Test, after its commencement, was policy. It was officially removed in 1973 and in between the 1970s and 1980s over 120,000 Asians relocated into Australia. The 1980s saw the introduction of a multicultural policy for Australia. Despite Australia's multicultural policy, there is still a focus on immigration.

Annotations

Explains how Australia's immigration policy, that is, the White Australia Policy, changed after a period of continuity.
Essay: Australian immigration policy

Annotations

Identifies an historical argument for discussion.

Explains how the patterns of change in migration have affected Australian migration policies.

Annotations (Overview)

The student uses a chronological framework to structure their essay. They use historical terms and concepts, for example, ‘assimilation’, ‘multiculturalism’, ‘Immigration Restriction Act’.
Explanation: Popular culture in Australia

Year 10 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students investigated the history of popular culture in Australia from the end of World War II to the present.

The students were asked to identify and discuss the key developments in popular culture in Australia during the period, with a focus on the 1950s to 1970s, and to justify their response.

As part of their response, students were required to explain the reactions within Australian society to the developments identified, the social changes that resulted, and any evidence of continuity over the period.

A key requirement was specific reference to a range of primary and secondary sources.

The students were also asked to make connections with broader historical events and developments, both within Australia and internationally, where relevant.

They conducted their planning and research in class over several lessons and presented their final explanation text as an assignment.
Explanation: Popular culture in Australia

Popular culture – developments, reactions and social change

When World War II ended in 1945, a new era in popular culture began in Australia. People had lived with shortages, rationing and restrictions and they were looking forward to life without war. There were some significant developments, including the shift from radio to television, the emergence of rock ‘n’ roll music, the American influence particularly through film, and the increasing attention on the ‘teenager’ as a social group. These developments opened up some divisions and anxieties within Australian society, challenged what it meant to be Australian. Sport was maybe the least changed form of popular culture so was a continuity. Popular culture has also been continually influenced by new technologies since the end of the war.

From the 1920s to the 1950s the radio was the centrepiece of the Australian household as shown in this source from the 1940s.

Most radio shows were made in Australia. Television had begun in the United States in 1946. Black and white television became available in Australia in 1956. Television soon surpassed all other forms of popular culture as a feature of everyday life. Radio listening was still very popular, but it was more and more for listening to music. There was a lot of debate in Australia about the impact of television. Some saw it as a way of opening people up to the wider world and others as a negative influence by introducing unprecedented levels of violence.

The growing popularity of television meant that people increasingly stayed home for entertainment. It was young people who kept the film industry from collapsing. The film historian, Diane Collins, talks about how, ‘Cinemas became the domain of… adolescents who were generally anxious to avoid being home as much as possible.’

There was a fear at the time that television was going to destroy the ‘Australian way of life’ because of the influx of American culture on people’s television screens. The commercial television channels broadcast American shows rather than locally made ones as they were.

Annotations

Identifies key developments in popular culture in Australia.

Identifies a continuity in sport as a form of popular culture.

Explains change and continuity over time in radio and television.

Refers to different reactions to the introduction of television.

Identifies changes in how people spent their leisure time, supported by a secondary source.

Explains beliefs at the time about the impact of television and the American influence on Australian society, based on information from a primary source.
Explanation: Popular culture in Australia

A source by Hector Crawford reveals the criticism about the amount of American content on Australian television in the 1950s:

‘Do they enlighten Australians as to their own country’s history, its national life and the achievements of their fellow Australians? Do these programs help Australians to know and understand one another and bring them to a wider knowledge of those areas of their own country, which they may never have the opportunity to visit?’

(An extract from Hector Crawford’s pamphlet. From Alan McKee, Australian Television: A Genealogy of Great Moments, page 52)

Television shows in the 1970s screened more Australian content but they began depicting ‘ocker characters’. There was a cultural backlash as many did not believe that they represented the real Australian culture. This led to the production of more serious shows such as, The Sullivans (1976-82) and movies such as Picnic at Hanging Rock (1975) and Storm Boy (1976) that told more distinctly Australian stories.

Although in the 1970s American films were still very popular. There were over one million American servicemen in Australia during World War II who introduced Australians to American music. For many Australians, their first experience of rock ‘n’ roll was through the song, ‘Rock around the Clock’ by Bill Haley and His Comets. The arrival of rock ‘n’ roll changed youth culture. Working class youth took to it and started to dress and wear their hair differently. They became known as ‘bodgies’ and ‘widgies’. And they were sometimes associated with anti-social behaviour.

It was rock ‘n’ roll that divided Australian society more than any other cultural force before. How people reacted to the arrival of rock ‘n’ roll was determined a lot by age. Young people embraced it. They were excited by the simple, catchy lyrics that could be danced to. Older people saw it as a sign of rebellion and moral breakdown. This was because at concerts the mood was upbeat, the singers would leap around on stage, teenagers would lose all self-control and yell and scream; and the police would intervene in a heavy-handed way.

But by the 1960s rock ‘n’ roll was starting to lose its reputation as a cause of moral breakdown. It was entrepreneurs who encouraged new, less threatening versions of rock ‘n’ roll music so it became more acceptable to society more generally.

The Beatles tour ‘down under’ was one of the largest events in Australia’s music history. The band’s music inspired a new wave of Australian performers, such as the Bee Gees. Men wore their hair longer and longer, dress codes became less strict and music became more experimental as the 1960s continued.

Folk music from the United States in the mid-1960s changed Australian society in a big way as well. The lyrics from John Lennon’s ‘Imagine’ is a source for this and it was a popular song of the time: ‘Imagine there’s no countries, It isn’t hard to do, Nothing to kill or die for. And no religion too. Imagine all the people, Living life in peace…’ The ideas about humanity and no war reflect issues of the time like the Vietnam War, military conscription, racial prejudice, and civil rights. Youth were able to use folk songs to inspire others to protest.

In the 1960s, many cultural restrictions that had been in place in Australia for a long time were challenged. Australia had some of the most severe restrictions in the Western world in its censorship of films and music, but these began to lift by 1970.

As the baby boomer generation reached the legal drinking age, hotel owners realised that live music could attract these people into bars. Pub rock was the next big development. Pub rock was free and was an...
**Explanation: Popular culture in Australia**

An inexpensive way for young people to spend their leisure time. Many young women preferred disco venues as they were less threatening. When the 1980s came, the music scene changed from pubs to stadiums where spectacular effects could be staged. Local music became more popular in defining the Australian identity with Jimmy Barnes song, ‘Working Class Man’, a major hit. The historian Michelle Arrow argues that this song became an ‘Australian anthem’.

Going to the cinema was one of the most popular activities enjoyed during the 1950s. Hollywood movies were still the main attraction in Australia but in the 1970s there was a revival of the Australian film industry.

A Hollywood movie poster from 1954 shown in Australia


After the introduction of colour television in the mid-1970s, cinema takings fell by 35 per cent in one year. By 1980, cinemas were being attended by only around one in five people, mostly the young. It was mainly the drive-in cinema that saved the Australian film industry from collapse. But it was the video cassette recorder (VCR) which came to Australia during the 1980s, that killed off the drive-in. Film viewing as a communal activity survives today, even though DVDs and computer downloading are everywhere.

The increasing attention on the teenager was a significant development in popular culture. Until the 1960s, most Australian teenagers tended to watch the same movies, listen to the same music and learn the same dances as their parents. This was challenged when new forms of music, film, fashion and dance emerged in America and made their way to Australia.

Hollywood films and television contributed to the spread of rock ‘n’ roll and young people adopted new dance styles based on jive, swing and bopping. Teenagers became a new market for businesses to sell to which contributed to the rise of consumerism in Australia.

The ‘teenager’ became a demographic group subject to lot of debate among social commentators and psychologists. Newspapers were full of stories about the delinquent behaviour of bodgies and widges. This source reveals the hysteria around the ‘teenager’ at the time and the negative and suspicious attitudes of the time:

‘Failure to check young people has resulted in crime – even murder … Young men congregating around milk bars and theatres are apt to be drawn into … fights amongst each other for the favour of young women. The more boisterous ones are given to acts of bravado and plot crime.’

(Brisbane CIB Chief Inspector Bischof in 1933)

Politicians, church leaders and social workers blamed rock ‘n’ roll music, horror movies and comics for inciting teenagers to rebel against their families and challenge society’s values. Historians have described...
Explanation: Popular culture in Australia

the mid to late 1950s as a time of ‘moral panic’.
‘Rock ‘n’ roll, the world’s latest musical craze which has swept the
world to world-wide acclaim … is so far just a pleasant form of musical
novelty to our youngsters. And it is hoped it never reaches the
hysterical violent stage that is shocking America.’ (The Mirror, Perth, 21
April 1956)
Young people were embracing the new music, however Australian
society was quite conservative back then so the newspaper headlines
were probably quite sensationalist about what young people were
going up to.
Australian youth culture, which seemed to be the one group in the
1950s to 1970s was becoming more divided by the 1990s. Music
listening was becoming more of a solitary and less communal activity
with the development of more hand-held mobile devices and the
availability of music online. Australia’s cultural icons in music, film and
television were mainly American in the 1950s. It’s sporting icons though
were Australian, as sport was central to our culture. If anything, sports
were still generally mostly British in origin. But sport was also a way
people could express their political views. In 1971, the tour of the South
African rugby union team was impacted by riots across Australia from
anti-racist protestors demonstrating their opposition to Apartheid. This
made the government end sporting ties with South Africa.
Over time sport has become more commercialised and is still a
important feature of Australia’s culture.
Popular culture changed in dramatic ways after World War II.
Australian popular culture continued to be created locally, but it was
also influenced by what was happening overseas in a significant way,
particularly in America. It was perhaps rock ‘n’ roll music that was the
most significant development, in that the teenager became a distinct
group in society, and many adults were alarmed by how different rock
‘n’ roll was to the more conservative culture within Australia.

Annotations

Provides different perspectives about the
impact of rock’n’roll music, incorporating
an argument.

Provides explanation of change and
continuity in youth culture, and in sport.

Makes a judgement about the
significance of rock’n’roll music compared
to other forms of popular culture.

Annotations (Overview)
The student analyses and synthesises information from a range of primary and secondary sources. The student organises and
presents their arguments logically and in detail, identifies evidence in sources and uses in-text referencing. The student uses
historical terms and concepts, for example, ‘continuity’, ‘change’, ‘bodgies’, ‘widgies’ and ‘the Vietnam War’.

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2014 Edition
Historical inquiry: Kokoda

Year 10 History achievement standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students explored the history of Australia’s involvement in World War II in Asia during class time.

The students were required to develop questions to conduct an historical inquiry into the Kokoda campaign covering the following:

- the causes of the campaign
- the key events, people and nature of the campaign
- the impact Kokoda had on the course of World War II: for Australia and the war
- the significance of the Kokoda campaign at the time and today.

The students were asked to present their findings as an explanation using their questions as an organising frame, and they were given five one-hour lessons to research and complete this task.
### Kokoda Task

#### Why did Kokoda occur?
Kokoda first began when Japan began to conquer all of Asia and made their way to invade Papua New Guinea and possibly Australia if they weren’t stopped. In 1942, the Japanese troops landed on the northern coast of Papua New Guinea with the intent of capturing Port Moresby. Australians were threatened that Japan would invade us too because they were so close to home, so we thought of Port Moresby as the last place to stop them. Had Japan succeeded, the mainland of Australia would have come under dire threat.

#### What happened there?
The Japanese landed near Gona on the north coast of Papua on 21 July 1942. In the next two months they drove the Australians and their Papuan allies back over the mountains towards Port Moresby, the Japanese objective. The indigenous Papuan population had suffered badly at the hands of the Japanese, and many were fiercely loyal to the Australian forces: they cared for the retreating wounded Australian soldiers, who nicknamed them ‘fuzzy-wuzzy angels’. Port Moresby was vital to the defence of Australia because it was the last place we could stop Japan. If they took Port Moresby the Japanese planned to begin a bombing offensive against north Queensland and, had they decided to invade Australia, the invasion would have been launched from Port Moresby. None of this ever eventuated. The Japanese approached to within 40 kilometres of their objective but the tide turned in September in favour for Australia. Then the Australians, in a series of costly battles, pushed the Japanese back the way they had come. By mid-November the Japanese were forced to abandon their plan to take Port Moresby. They retired to their north coast strongholds at Buna, Gona and Sanananda. The Japanese found this so hard because it was like losing their national pride, and instead of using words like defeated to report back to their country they would say things like, withdrawal or retiring from battle. More than 600 Australians were killed, some 1680 wounded and over 400 soldiers suffered from tropical diseases.

### Annotations

- Provides analysis of the causes of Australia’s involvement in the Kokoda campaign.
- Explains why the Papuan population acted in support of the Australian forces.
- Provides analysis of the effects of the Kokoda campaign on Japan and Australia.
How were the peoples actions influenced by the circumstances they faced?

During Kokoda people faced horrible and gruesome circumstances. In the movie Kokoda one of the Japanese troops said that if he had the choice to not kill someone he would take it, the only reason he killed people was so that he could stay alive. Another example of the troops having to change their actions to stay alive was when the Japanese killed Australians but then resorted to cannibalism as they were running out of food and cannibalism was the only way to stay alive. I also saw this in the movie Kokoda and on the following website: http://ajrp.awm.gov.au/ajrp/remember.nsf/Web-Printer/009A1C07CA8CBBF4CA256AC000159963?OpenDocument.

Historical inquiry: Kokoda

What impact did it have on the course of WWII – for Australia and for the war?

Kokoda was the battle that lead to victory in the Second World War, as well as to the improvement of Australia’s post-war practices and military operations. Without the Kokoda victory, Australia would be much worse off than it is today. Australians fought very well given the harsh and unforgiving conditions, without the help of Britain. It considerably boosted the troops drive, and national identity. Australians were shocked when the British in Singapore fell to the Japanese. We could no longer rely on Britain to protect us. The campaign saved Australia from being isolated from the US, and possibly invaded by Japan. Even if the Japanese were not to invade immediately, it prevented the risk of Australia being in a vulnerable position. Also, Kokoda boosted Australian pride. This was due to an outstanding victory against all odds, in dreadful conditions and without the help of Britain.¹

How was Kokoda viewed when it occurred?

In September of this year bodies from the Eora Creek battle at Kokoda were discovered. A newspaper article from the Sydney Morning Herald quotes that “there are more than 150 Diggers unaccounted for on the Kokoda Track, with many unlikely to ever be found.” I find this shocking; the troops lost their lives at battle to keep Australia safe and the way we repay them is by leaving them to rot where they were killed. This shows that obviously once the battle was over, the people of Australia had forgotten about the troops. “It is hard to think about these Diggers without it bringing tears to your eyes - the Americans don’t leave their soldiers like this. They say to their marines, ‘We will never leave you behind’.” I think that this says fairly clearly that once the people of Australia felt safe in their own country they didn’t bother looking for their loved ones. They were forgotten in the “lost battlefield”.²

Annotations

Identifies the relationship between events in different places, that is, the fall of Singapore and the Kokoda campaign.

Discusses a range of effects of the Kokoda campaign on Australia, and their relative importance.

Synthesises evidence identified from primary sources to support an argument relating to the significance of the Kokoda campaign at the time of the event.

¹ http://clijournal.wikispaces.com/The+Significance+of+Kokoda
Historical inquiry: Kokoda

How is Kokoda viewed today?

In September 2012, the Australian War Memorial held a major international conference to mark the 70th anniversary of the Kokoda and Papuan campaigns in 1942. Kokoda now dominates Australia’s popular memory of the Second World War and has become the focus for the war’s commemoration. The Kokoda Track has historical significance for people in Papua New Guinea and Australia and is a powerful symbol of the relationship between the two countries. The Kokoda track region appears much as it did in 1942 when the Australian and Japanese soldiers fought there. Along the track, trenches and rusted weapons can still be seen. In recent years, walking the Kokoda track has become popular with Australians who wish to share the suffering the original soldiers suffered, and to pay their tribute and respect to their loss. Today, without the obstacles that were present in 1942 and with a professional guide, it takes about eight days to walk the Kokoda track. Even under ideal conditions, the walk is strenuous and a number of modern walkers have even died on the track.⁴

Has the significance of Kokoda changed across time and why?

Yes, the significance of Kokoda has changed a lot since 1942. At the time it obviously wasn’t considered such a big deal because even Australian soldiers bodies were left behind an hour and a half away from the Kokoda Track. There was no burial and no effort to bring them home. Over time though something must have changed, because now it is being called one of Australia’s greatest battles. I believe this is because in hindsight we can see that going into the battle without our ‘mother-country’, Britain, the odds weren’t exactly in our favour, but against the odds Australia pulled through. After people began trekking up Kokoda they realised how hard it was in fine conditions and thought about how difficult it would have been in war conditions.

CAUSE of new equipment and technologies we can focus more on it.

Historical inquiry: Kokoda

Annotated Bibliography

http://kokoda.commemoration.gov.au/ - I last used this site on the 20/11/2012. This is a secondary source as it wasn’t written at the time of Kokoda. I found it as a fairly trustworthy website though because I later checked the information for accuracy and it was correct. This site helped me to understand things in Kokoda like: What it is like today, who was involved and what happened there. This site wasn’t great in helping me understand how people feel about Kokoda today but it did give a quick summary about what happened there to improve my understanding.

http://www.awm.gov.au/conference/2012/ - This site was used on the 20/11/2012. I used this site to build my understanding of how people feel about Kokoda now. It didn’t really help me much because it was too brief and not quite answering the question. Like majority of the sources I used this was also a secondary source. I trusted this source a lot; not only because it is a war memorial website but also because it made a good believable case.

http://cliojournal.wikispaces.com/The+Significance+of+Kokoda – I used this source on the 20/11/2012. I really liked this source, as it was exactly what I was looking for and also gave me some background knowledge about Kokoda too. This site was a secondary source and I had to be really careful using it because in some places it was using the writer’s opinion and not pure facts; so I checked it numerous times.

http://ajrp.awm.gov.au/ajrp/remember.nsf/Web-Printer/009A1C07CA8CB8F4CA256AC0D0159963?OpenDocument – I used this site on the 16/11/2012. The main point of using this site was so I knew what caused Kokoda and gave me a little bit more detail about what happened there and what the conditions were like. I trusted this source because a site I used later clarified what this one said. This was also a secondary source.

http://www.smh.com.au/national/kokoda-diggers-should-come-home-20120929-2653.html - This was a newspaper article about dead diggers that were left at Kokoda with no burial. It gave me a small understanding of how people felt about Kokoda in 1942. This was both a primary and a secondary source because it contains firsthand information, but was written later by an
Historical inquiry: Kokoda

The student develops an explanation of the causes, effects and significance of the Kokoda campaign using a range of inquiry questions as a frame, for example, ‘why did Kokoda occur?’, ‘how were the people’s actions influenced by the circumstances they faced?’, ‘has the significance of Kokoda changed across time and why?’. The student develops a well-structured response and uses historical terms and concepts, for example, ‘trenches’, ‘fuzzy-wuzzy angels’, ‘national identity’, ‘mother-country’.
Source analysis: Atomic bombs

Year 10 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students examined significant events in World War II with a focus on the dropping of the atomic bombs on Hiroshima and Nagasaki in 1945. They were asked to identify different perspectives on the dropping of the atomic bombs and develop their own personal perspective of the significance of the American decision to drop the bombs.

Students were required to explain why people can interpret the decision to drop the atomic bombs in different ways, and how evidence is used to justify their interpretations.

Students undertook their initial research and analysis of the sources in class time over two one-hour lessons and completed the task as a homework assignment.
Source analysis: Atomic bombs

Perspectives on the Atomic Bombs

The Bombing of the Atomic Bombs by American forces on Hiroshima and Nagasaki at the end of World War II is a controversial event seen with different perspectives by Americans, the Japanese and the rest of the World’s population.

My Personal View on the situation is that it was an appropriate move for the American army and was not done lightly. The Japanese were given the option to surrender numerous times but on no occasion before the bombing did they. The bombs were dropped on the 6th and 9th of August 1945 and the country surrendered on the 2nd of September 1945, nearly a month later.

The bombs ‘Little Boy’ and ‘Fat Man’ caused many deaths both from the initial attack and the after effects of radiation, approximately at total of 246,000 people died. Before dropping the bombs on Japan the American forces did test out the bombs on a bombing range to see the sort of damage done, though the bomb used here was smaller.

The event is what finally made the Japanese surrender to the Americans and end their battle in World War II. It can also be considered that the Japanese did this because they would rather surrender to America than to the Soviet Union.

From a Japanese perspective it is clear that what America did was a horrible act and it did damage that will forever be a wound to their country. Though from an American perspective it can be seen that what they did was right for them at the time and that is also something that they had been leading away from until they were given no choice.

Before the bombing there was no sign of Japan letting up and without the dropping of Little Boy and Fat Man the war could have continued for much longer resulting in an even larger amount of causalities from both sides. This was part of the reason for the dropping of the atomic bombs. America was not prepared to put more of its people at risk and lose more in other battles.

In the situation both sides had been guilty at some point because it was a war and no one walked away unharmed.

Sources:

Source 1 - Extract from President Harry Truman’s press release, Washington DC, August 6 1945.


This source is a press release by the 33rd president of the United States. It is completely in agreement to the movement the American forces made on Japan and also says that if they do not expect the terms of the previous ultimatum from the USA that they should expect more attacks.

Annotations

Recognises that there are different perspectives about the dropping of the atomic bombs for discussion.

Develops their own interpretation of the decision to drop the bombs.

Develops their argument about the significance of the event, drawing on particular American and Japanese perspectives.

Identifies the origin of the source.
Source analysis: Atomic bombs

The president also states “The Japanese began the war from the air at Pearl Harbour. They have been repaid many fold.” The meaning of this is that the Japanese started the war and they have been attacked for revenge and power. They stared it and now the Americans were going to end it.

The source is 100% backing any future attack also if the Japanese do not surrender. Harry Truman says “they may expect a rain of ruin from the air, the like of which has never been seen on this earth. From the press release you learn that there is more weaponry being produced, some even more dangerous than the first bomb released.

The press release shows no sympathy for the Japanese and no regret. Although at this time he would not have been informed of the devastation it was a horrible event and high death tolls would have been expected.

The president at the time believed it was the right move for his country. The bombing of Japan did help prevent any future attacks on Americans from Japanese forces. His perspective on the event is that the Americans were in the right at that if Japan didn’t want to be under an attack they had many options previous to the first bombing of Hiroshima.

The bombing left Japan defenceless and usefulness and the 33rd president wasn’t ready to let up. This to him was crucial in protecting his country and his power. The perspective given is that he wanted this and that he would do it again eg Nagasaki.


Original located at: https://www.mtholyoke.edu/acad/intrel/hamby.htm

Gar Alperovitz has been a presence of major significance in the study of the bombs and the endgame of World War II for a generation.

He argues that the bombing of Hiroshima and Nagasaki was an unnecessary way to end World War II. His view is a rational one which looks at the facts. It is not sympathetic to either country but it more defends Japan than America.

Gar says in this source that the Japanese government wanted to surrender but didn’t because of fear for their emperor. The public, leaders and military knew they had lost the fight and would have surrendered in June if the USA could assure their emperor’s safety. By agreeing to this condition the war for Japan and the USA could have been over early with much lower death tolls.

The entry of the Soviet Union also pushed Japan to surrender to the Americans because surrendering to the Soviet Union would have had a much worse effect on their country.

The perspective of the text is that the Americans were wrong in how they went about ending the fight between Japan and themselves. Failing to understand two step logic (agreeing to protect the emperor and then having the Soviet invade Japan) led to the quick ending of World War II but the start of the Cold War. The air attack was also chosen over an invasion because the American Military didn’t want any more casualties from their side.

Annotations

Analyses the source to identify the motivations for America’s actions.

Makes reference to the historical context, that is, the dropping of the second bomb on Nagasaki.

Provides an interpretation of Japan’s intentions towards the end of the war, based on information provided in the source.
Source analysis: Atomic bombs

The source clearly is against the movement the Americans made but does not agree to the actions of the Japanese either. It is a completely factual and unbiased review. He believes that America was in the wrong and rushed to a conclusion far too nuclear. The view of the source is that he would not have done it the way they did, he believes it was unfair not to meet their one demand and that every after effect was their fault eg. The cold war.

Interpretations:

Everyone can interpret the bombing of Japan differently. It is hard to have an open view. Many American and Japanese people will agree and disagree on the topic. These two countries can have biased views towards where they came from. Other citizens from other countries can also have biased opinions though.

In Australia for example we can feel biased towards believing that America was right in what they did but many here still feel sympathetic to the Japanese.

It is easy to see both sides when you look at the first but on the issue of whether it was right or not it is hard to see that the Japanese would do anything to help themselves eg. Surrender.

I believe it would be hard to find a Japanese citizen that agreed with what America did because it ruined homes, killed their families and left them to suffer with radiation, mass death tolls and destructed zones.

Though an American would probably tell you that yes they felt sympathetic to Japan eg. When Japanese people were suffering severely it was American doctors and nurses who stepped in to help them. Although they would feel this way they would also most definitely tell you that dropping the bombs was right for America at the time and it saved their country from more attacks and deaths.

My personal interpretation is that the move the Americans made was right for them and although I don’t like what happened in Japan and believe that it is quite a sad story, when you are forced to look at the bigger picture I can see that it was more of a defensive mission and wasn’t committed for no reason.

Personal View:

The Bombing of Japan by America is a controversial event which can be seen in many perspectives.

In my personal view I can see after looking at the big picture that America was not in the wrong with their actions. The decision to drop the bombs was not one made lightly by the Americans and they were constantly trying to avoid it by giving them ultimatums and other outs. They wanted to win the war like every other country before and after them. The American leaders wanted to maintain power and show that they can protect their country and do what is best for them.

For me by looking at the previous events it is clear that Japan started the battle by bombing Pearl Harbour. Though even with this bombs should not have been dropped just for revenge and it has been made clear with other sources that they also did it to prevent future attacks on their country and higher death tolls of their people.

Annotations

Draws a conclusion about the usefulness of the source.

Provides Australian perspective on the dropping of the atomic bombs.

Provides a detailed interpretation of the significance of the American decision to drop the bombs.

Gives specific reasons in support of their interpretation, with reference to sources.
Source analysis: Atomic bombs

It is easy to sympathise with Japan because of the number of casualties and wounded people but this was the after effect of the decision not the decision itself. The significance of it for Japan was that they lost the war and in the process their people were harmed. It is hard to see the event without those wounded but even when including them it is said that it was American nurses and doctors helping to save the lives of those was were suffering. To me this proves that the decisions were made only to protect and not to punish.

Without the dropping of Little Boy and Fat Man there would likely have been higher death tolls on both sides, Japan would have most likely become a communist country and would have had to surrender to the Soviet Union. I also believe that America would not be a powerful nation today without the event.

The significance of it is huge and even though the after effects were beyond horrible without it the affects could have been so much worse. America wasn't right in its actions but my perspective shows that it was the right move to protect them which is what every other country does for their people in a war, as regrettable as that is for humanity as a whole.

Annotations

Justifies their interpretation with several supporting arguments.

Annotations (Overview)

The student develops a detailed discussion about the dropping of the atomic bombs and analyses and synthesises information from a range of sources to explain different interpretations.