



Ideas on how to respond to the topic

While the following ideas are provided for your consideration, it should be noted that there is no single approach to the topic that is favoured by the selection panel.

In fact, students selected to progress from the Preliminary final stage of the competition to the State final will represent a diversity of approaches. Consideration will also be given to gender, school and regional representation.

Topic

What should we believe when accounts of the same historical event are in conflict?

Using supporting evidence of a Western Australian individual, community or group from Australian military history, present your explanation of this conflict.

Possible ideas to address the topic

Entrants may choose to focus on:

1. Historical events solely centred on war time pressures and their associated impact on Western Australian society at, and since, this time. For example:
 - how mothers, fathers, siblings, girlfriends, wives and friends dealt with their experiences of grief and loss during, and after, wartime;
 - the emergence of Anzac day as a national day of commemoration and the establishment of the dawn service, Anzac march and other commemorative activities;
 - the establishment of the returned sailors and soldiers imperial league of Australia, now referred to as the Returned and Services League of Australia, Legacy and/or other
 - ex-service associations;
 - the resulting short and long term political, economic and/or societal changes for Western Australia; and/or
 - treatment of Prisoners of War.
2. The experiences of a particular individual, family, community, unit or battalion or within the wider narrative of the Australian wartime campaigns. For example, the story of a:
 - family member and the influence of their experiences over time;
 - ship, plane, landmark, tank or township;
 - Victoria Cross winner and the impact of their experiences, sometimes heroic and sometimes tragic, on the beliefs and attitudes of successive generations.

3. The emergence of humanitarian, resistance and peace movements in Australia. For example:
 - anti-war and peace movements, including the anti-conscription campaigns of 1916 and 1917;
 - the establishment of the Red Cross and/or the role of the Wounded and Missing Enquiry Bureau; or
 - social attitudes to Australia's involvement in the Vietnam War.
4. The degree to which the Anzac legacy focuses Australian attention on the events on the Gallipoli Peninsula as opposed to being inclusive of the:
 - role played by Australian Flying Corps (now the Royal Australian Air Force);
 - role played by the Royal Australian Navy;
 - contribution of women, especially those who served as nurses during the campaign; and
 - voices of other Australian participants in the campaign.
5. Challenges to the strength or relevance of the Anzac legacy, especially the relevance to women, to a multicultural Australia, and in an era when a military heritage was tarnished by widespread anti-Vietnam War feeling.

Regardless of the approach taken in responding to the question, entrants are advised to clearly examine:

- Western Australian communities and how they responded; and
- significant responses to war.

General advice to teachers deciding which class/school entries to submit for Preliminary final judging:

1. Entrants must respond to all aspects of the question in order to be competitive.
2. Entrants must respond in a suitable form, or combination of forms, such as article, blog post, essay or letter of no more than 1000 words (excluding the bibliography).
3. In the absence of a bibliography, the student's entry will not be considered by the selection panel.
4. The selection panel would expect to see students able to demonstrate increasing sophistication in their historical knowledge, understandings and skills from the Year 8/9 category to the Year 10/11 category.

Marking rubric:

Assessment criteria	Excellent	High	Satisfactory
Knowledge and understanding of the topic	Outstanding evidence of historical understanding in relation to the topic	Good historical understanding in relation to the topic	Satisfactory historical understanding in relation to the topic
Purpose	Exceptional engagement of readers	Develops a good response which meets the task requirements	Knowledge and understanding of the task demonstrated
Content	Complex development of detail to achieve the task	Details meet the task requirements	Summary of people, places and events
Form eg article, blog post, essay, letter, narrative (short story), review, speech or combination of forms for effect	Crafts ideas through use of language to suit the form	Style of language is selected for engagement and/or appeal	Models ideas based on chosen written form

The Premier's Anzac Student Tour is not a written history competition where the students who write the 'best' extended responses are selected to travel overseas. Rather, the written response is used by selection panels to shortlist state finalists by determining whether the entrant has a genuine interest in history.

Students selected to progress to the State final will participate in a group discussion and, at this stage, the process shifts to the selection of young Western Australians with:

- a genuine interest in the Anzac experience;
- excellent interpersonal skills and self-confidence; and
- a willingness to share their tour experiences with others on return.