



Responding to the topic

There is no single “right” approach to the topic. These ideas are shared as suggestions.

Students selected for the State final will have different approaches. In judging, consideration is given to school and regional representation.

Topic

*What would it have been like to grow up in a family affected by war?
In response, consider the impact on women, the community, and the expectations and responsibilities of people your own age by drawing on a selected Western Australian individual, community or group as evidence.*

Possible ideas to address the topic

You might focus on:

1. War-time pressure and its impact on Western Australian society. For example:
 - how family and friends coped with grief and loss;
 - Anzac day as a national day of commemoration;
 - an ex-service association;
 - political, economic or social change in Western Australia; or
 - treatment of Prisoners of War.
2. The experience of an individual, family, community, unit or battalion. For example, a:
 - family member and their experience over time;
 - ship, plane, tank, landmark, campaign or township; or
 - Victoria Cross winner.
3. The rise of humanitarian movements in Australia, such as:
 - anti-war and peace protests;
 - the Red Cross or the Wounded and Missing Enquiry Bureau; or
 - social attitudes to Australia’s involvement in the Vietnam War.
4. How the Anzac legacy focuses attention on Gallipoli while excluding the:
 - role played by Australian Flying Corps (now the Royal Australian Air Force);
 - role played by the Royal Australian Navy;
 - contribution of women; or
 - voices of other Australian participants in the campaign.
5. Challenges to the Anzac legacy and its relevance. For example:
 - for women;
 - a multicultural Australia; or
 - an era when anti-Vietnam War feelings were widespread.

Whichever approach you take, entrants are advised to examine:

- Western Australian communities; and
- significant responses to war.

Advice for teachers deciding which entries to submit:

1. Entries responding to all aspects of the question will be more competitive.
2. Entries will use a suitable written form.
3. The response will be no more than 1000 words (excluding the bibliography).
4. Entries without a bibliography will not be considered.
5. The panel expect to see students demonstrate increasing sophistication in their historical knowledge, understandings and skills from the Year 8/9 category to the Year 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 appeal	Models ideas based on chosen written form

The Premier's Anzac Student Tour is more than a written history competition where the students who write the 'best' responses are selected to travel overseas. Entry form information and written responses are both used to shortlist finalists.

Students selected for the State final will participate in a group discussion. During this final stage, judges will select 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.