WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students’ work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 5 HISTORY

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1  Research report – The Chinese and the gold rush
Sample 2  Illustrated historical narrative – Eureka Stockade
Sample 3  Narrative – The history of Mackay
Sample 4  Timeline – Mackay’s early history

Throughout the portfolio, the student has identified causes and effects of change on particular communities (WS1, WS2, WS3) and has provided some comment about aspects of the past that remained the same (WS1). The student has provided descriptive detail about the experiences of people in the past, with the different nature of those experiences reflected across the work samples within this portfolio (WS1, WS2, WS3). The student has shown an ability to sequence events in a person’s lifetime and in the history of the local community in chronological order (WS3, WS4). The student has created a set of questions as the basis for investigating various aspects of the life and times of a past individual (WS3), and has recorded related information (WS3), using a range of sources to comment on different points of view in the past (WS1, WS3). The portfolio of work shows the student can develop organised texts, including narratives and descriptions, that incorporate historical terms and concepts. (WS1, WS2, WS3).
Work sample 1: 
Research report – The Chinese and the gold rush

Relevant part of the achievement standard

By the end of Year 5 students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Summary of task

Students were asked to investigate the treatment of a migrant group in 18th century Australia to prepare a report. They were required to locate and use two primary sources and a range of secondary sources. Teacher feedback was provided on the first draft. This is the final student published copy.
How Chinese were treated during the Australian Gold Rush

Many Chinese migrated to Australia, to discover gold and also came to experience it. The Chinese were the biggest non-European group that came to the goldfields. They were not welcomed at all as how they dress and habits were different from the other diggers. The average Chinese miner could withstand worse conditions and remain patient longer than the other diggers. They could work all day in deep water. They were often extremely secretive about their success.

Unlike most European diggers, who came to make a new life for themselves and their families, the Chinese miners did not stay in Australia. Many had been sent by wealthy merchants who paid for their passage to Australia. In return the miners would return to China and give the gold to the merchants.

The Chinese were the first people to arrive in the goldfields and they claimed the best digging spots but the Victorian government wanted to force them out so they passed a law. The law was that the Chinese has to buy a residence ticket and nearly every Chinese didn't buy one since they couldn't speak good English. Then the Europeans came and took over their mining spots.

The Australians were very suspicious,
Work sample 1: Research report – The Chinese and the gold rush

At that time, in New South Wales, Chinese were humiliated and those who were affected by the riots tried to complain to the government for the damages the other miners had done them but they were unsuccessful.

Between 1852 and 1889 nearly all the Chinese diggers went back to China when they had paid their debts and got some money. 36,000 left Australia which meant there were only 4,000 left in Australia.

Annotations
Indicates the Chinese point of view.
Work sample 1:
Research report – The Chinese and the gold rush

Annotations
 Indicates the Chinese point of view.

A Chinese working as a miner in the Gold Rush
Work sample 1: Research report – The Chinese and the gold rush

Annotations

Indicates the Chinese point of view.

Annotations (Overview)

This work sample demonstrates the use of words and phrases relating to the historical events described. The student outlines the reasons why Chinese miners migrated and the impact of this on mining communities. Events are sequenced in chronological order throughout the report. The student identifies a range of views to indicate various attitudes towards the Chinese and also Chinese points of view. The student also selects and uses a range of primary and secondary sources to create a structured narrative.
Work sample 2:
**Illustrated historical narrative – Eureka Stockade**

**Relevant parts of the achievement standard**

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

**Summary of task**

Students were asked to select information from a website and a story picture book about the Eureka Stockade. They were required to create an illustrated historical narrative with reference to the different experiences of the people involved.
History

Work sample 2: Illustrated historical narrative – Eureka Stockade

Annotations

Outlines the impact the licence system had on miners, in leading to the Eureka uprising, and subsequent events.

Identifies the experiences of the groups involved in the events, including their thoughts, feelings and viewpoints in the lead-up to and during the Eureka Stockade.

Explains the importance of those involved in the Eureka Stockade in bringing about change, for example the court

Annotations (Overview)

This work sample demonstrates the capacity to locate, organise and record information related to the Eureka Stockade. Events are sequenced and presented in chronological order. A range of historical terms and concepts relating to the goldfields and Eureka uprising are used.

Acknowledgment:
ACARA acknowledges the contribution of the trial teachers providing the task and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Work sample 3:
Narrative – The history of Mackay

Relevant parts of the achievement standard

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Summary of task

After exploring the local history of Mackay, students were asked to choose an individual they had learned about and identify changes in the community that had taken place over time, from that individual’s perspective. They were required to develop inquiry questions to guide their research and write a narrative explaining how Mackay changed with reference to their chosen individual.
Inquiry questions:

Why is John Greenwood Barnes significant to the history of Mackay?

When did he arrive in Mackay and what was it like when he arrived?

Who was in Mackay when he arrived?

What changes did he see during his life in Mackay?

The lifetime of John Greenwood Barnes

John Greenwood Barnes was the first settler in North Mackay. He is famous for establishing the Cremorne gardens. He planted over 1200 coconut trees in these gardens which became popular for entertainment. He built a hotel on his property in 1884.

John Greenwood Barnes came to Mackay in 1863. When he arrived he was one of a few settlers in the region, but six Aboriginal language groups had lived the area for a very long time - Juiper, Wiri, Biria, Jangga, Barna and Barada.

John Greenwood Barnes saw the township of Port Mackay grow in a very short time. Other settlers came to start cattle properties and to open shops. The township grew quickly after sugar cane was first planted by John Spiller in 1865. By 1868, the town had a commercial sugar mill and many of the cattle farms were replaced with sugar plantations. South Sea Island labourers were shipped into Mackay to work on the sugar plantations. Both settlers and sugar travelled by ship. Before the first wharf was built, ships were tied to the 'Leichhardt Tree'. This tree is still in Mackay today.

The growth of the Mackay made it difficult for the Aboriginal people who lived there. There was a lot of conflict between the settlers and the Aboriginal people. John Greenwood Barnes was speared in the arm by an Aborigine in 1867. Aboriginal people on the north side of the Pioneer River were 'dispersed' because of this. There were other conflicts because the Aboriginal people lost their land and had to eat the stock of settlers to survive.
Work sample 3:  
**Narrative – The history of Mackay**

During his lifetime, John Greenwood Barnes saw many changes to Mackay. The number of Aboriginal people declined in number, cattle farms gave way to sugar plantations, the town grew and a railway and a harbour were built. In his lifetime Mackay had grown into a successful sugar town.

*The Cremorne Gardens in 1900*

*The Cremorne Homestead*
Acknowledgment
ACARA acknowledges the contribution of trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Work sample 3: Narrative – The history of Mackay

Annotations (Overview)
This work sample demonstrates the development of a narrative text. The student has organised and presented this text using a broad chronological sequence and has included primary source material. There is some description of the different experiences of people in the past, for example South Sea Islanders, Aboriginal people and settlers.
Work sample 4: Timeline – Mackay’s early history

Relevant part of the achievement standard

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Summary of task

In preparation for an inquiry into the lifetime of a significant person, students were asked to create a timeline of Mackay’s history in the 19th century.

Students were provided with materials to read and completed the task in class using a computer.
### Work sample 4:
**Timeline – Mackay’s early history**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>40,000 years to 1860</td>
<td>Six Aboriginal language groups lived in the Mackay region – <em>Jipera, Widi, Biria, Jangga, Barra, Bara</em>. There were approximately 500 members in each group.</td>
</tr>
<tr>
<td>1860</td>
<td>John Mackay and his expedition reach the coast of Mackay</td>
</tr>
<tr>
<td>1862</td>
<td>John Mackay drives a herd of cattle to settle in the Mackay region</td>
</tr>
<tr>
<td>October 1862</td>
<td>First residents arrive in Port Mackay and open stores</td>
</tr>
<tr>
<td>January 1863</td>
<td>First post office opens in Mackay</td>
</tr>
<tr>
<td>October 1863</td>
<td>First land sales in Mackay</td>
</tr>
<tr>
<td>June 1866</td>
<td>John Spiller plants first lot of sugar cane in Mackay</td>
</tr>
<tr>
<td>April 1866</td>
<td>First newspaper published – Mackay Mercury</td>
</tr>
<tr>
<td>February 1867</td>
<td>Settler, John Greenwood Barnes is speared in the arm by a member of <em>Jipera</em> for trespassing on sacred ground. The Aborigines were ‘dispersed’.</td>
</tr>
<tr>
<td>June 1867</td>
<td>First boat load of South Sea Islanders arrive to work on sugar plantations</td>
</tr>
<tr>
<td>1870</td>
<td>First Aboriginal Reserve created – It is estimated that over half the Aboriginal population has died since white settlement</td>
</tr>
<tr>
<td>1881</td>
<td>First tramway established</td>
</tr>
<tr>
<td>August 1885</td>
<td>Railway line opened</td>
</tr>
<tr>
<td>1888</td>
<td>Government financed Central Mill opens at North Eton</td>
</tr>
<tr>
<td>February 1898</td>
<td>Cyclone <em>Eline</em> strikes Mackay</td>
</tr>
<tr>
<td>January 1901</td>
<td>Mackay celebrates Australian Federation</td>
</tr>
</tbody>
</table>

**Annotations**

- Uses a timeline to sequence past events in Mackay’s history.
- Orders the events accurately from 40 000 years ago to 1901, with related information.