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 6 HISTORY

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

Sample 1  Research report – The influence of Henry Parkes
Sample 2  Poster – Point of view about Federation
Sample 3  Interview and research report – A story of migration
Sample 4  Illustrated oral history – Migration interview
Sample 5  Annotated timeline – Aboriginal rights in the 20th century

This student has identified examples of change and continuity in migration to Australia (WS4) and throughout the portfolio has described the causes and effects of change in the context of particular events and developments in twentieth century Australian history (WS1, WS2, WS3, WS4, WS5). The student provides some comparisons between the experiences of people in the past (WS3) and explains the significance of the contribution of migrants as a broader group within Australian society (WS4). The student has created sequences of events and people (their lifetime) in chronological order within some of the texts they have developed (WS1, WS3, WS5). The student has developed questions to frame oral history based inquiries and have identified a range of sources (WS5), and have located information to answer inquiry questions (WS1, WS2, WS5). Sources have been examined to identify points of view, as evident across most of the portfolio as a whole (WS1, WS3, WS4, WS5). The student has shown an ability to organise and develop narratives and descriptions with reference to historical terms and concepts and relevant sources (in particular WS1, WS3).
Work sample 1: Narrative – The influence of Henry Parkes

Relevant parts of the achievement standard

*By the end of Year 6 students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.*

*Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.*

Summary of task

Students undertook an independent research task which was conducted over a number of weeks. To support the research process students worked collaboratively to develop inquiry questions relevant to the task. A variety of online and print resources were used to gather information and note taking scaffolds provided support for event sequencing.

The students were asked to choose one significant individual important in the lead up to Federation and describe the effect this person had on society at the time. Students were required to explain their influence through a narrative detailing significant events of this individual’s life.
Work sample 1: Narrative – The influence of Henry Parkes

Sir Henry Parkes was born in Stoneleigh, Hampshire, in England on the 27th of May, in 1815 and died in 1896.

In 1847 Sir Henry Parkes was premier of New South Wales, a Colonial Secretary and the Minister for Police.

Henry Parkes worked as a farm labourer. Henry didn't like being a farmer because he got little pay and he wanted more wage. Parkes was head of the Empire newspaper company. He also worked at the customs department, helping bring terms into and out of the country.

Sir Henry Parkes was elected premier of New South Wales five times. Parkes was called the “Father of Federation.” Henry's goal was trying to get the colonies to unite. Parkes also made a copy of the draft constitution. Henry attended a Federation meeting at Tenterfield in October 1890 in which he made a speech in favour of Federation. This speech had an enormous effect on the movement towards Federation.

Annotations

Uses dates to establish the chronology and sequencing of events.

Identifies and explains the significance of Henry Parkes as an individual.
Work sample 1: 
Narrative – The influence of Henry Parkes

Annotations

Describes the effects Henry Parkes had on changing societal opinion at the time.

Annotations (Overview)

This work sample demonstrates the development of a narrative text, some understanding of the causes and effects of Henry Parkes’ actions in support of Federation, and the use of appropriate historical terms such as Federation, constitution, colony.
Work sample 2: 
Poster – Point of view about Federation

Relevant parts of the achievement standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Summary of task

Students completed this task independently but were provided with a scaffold to assist their research. They were given class time for research and completed the task in class time.

Students researched the reasons for Federation and were required to argue the case for OR against Federation, using a poster format to present their findings. In their response students were asked to support their case with specific reasons.
Work sample 2: Poster – Point of view about Federation

Annotations

Use of historical terms (for example monarch, colony, parliament, tariffs) and concepts.

Annotations (Overview)

This work sample demonstrates the identification of a point of view in favour of Federation and description of specific reasons in support of that view. The student provides examples of the implications of Federation for Australia.

Acknowledgment:

ACARA acknowledges the Catholic Education Office, Queensland for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Work sample 3:
Interview and research report – A story of migration

Relevant parts of the achievement standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Summary of task

Students investigated the reasons for migration to Australia in the twentieth century and some of the effects on society. In class students were required to individually develop a list of questions for use during a personal interview about one person’s migration story. Using information gathered from the interview, and other relevant sources the students were required to organise the text to retell the individual migration story.

Students were asked to:

1. Write a list of interview questions to find out about the migration story of an individual
2. Conduct an interview
3. Retell their chosen person’s migration story.

Note: Interview protocols were provided to, and discussed with, the students.
History

Work sample 3:
Interview and research report – A story of migration

Annotations

Develops a range of questions to guide the interview and frame the inquiry.

**PART ONE**

**STEP ONE:**

Write a list of questions *(minimum 10)*

These should include a range of questions that will detail the migration story of your chosen person *(See Task Sheet: Part One, Step One for ideas)*.

1. When did you migrate from?
2. What was the date?
3. How did you travel to Australia?
4. Which route did you take?
5. Why did you choose to migrate?
6. Why did you choose to migrate?
7. How old were you when you migrated?
8. Did you truly understand why you had to migrate?
10. What was it like when you couldn’t speak English?
11. Have you been back to your country since you moved?
12. Which country do you prefer?
Work sample 3:
Interview and research report – A story of migration

Annotations

Identifies a change in society, increasing diversity, and a reason for this change, for example government migration programs.

Events are generally sequenced in chronological order within relevant sections of the text.
Acknowledgment:
ACARA acknowledges the Catholic Education Archdiocese of Brisbane for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Work sample 3:
Interview and research report – A story of migration

Annotations

Identifies causes for migrating, for example lack of work.

Identifies effects of emigrating, for example separation from extended family.

Annotations (Overview)

This work sample demonstrates the use of a primary source (oral history) to identify and describe the points of view of a migrant to Australia. The migrant story is retold, organised and presented in narrative form and shows an understanding of the significance of the individual, and change within society as a result of migration.
Work sample 4: Illustrated oral history – Migration interview

Relevant parts of the achievement standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

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Summary of task

Students formulated inquiry questions to ask migrants and interviewed one individual to find out about their life before and after migrating to Australia. The interview was recorded and a transcript was used by each student as a source to produce their own illustrated history of the life of the migrant who was interviewed.

Students were then asked to use what they had learned in class and through the interview to describe why more people migrated to Australia after World War II and how this change affected Australia.

Note: Interview protocols were provided to, and discussed with, the students.
Work sample 4:
Illustrated oral history – Migration interview

Lily’s Story

Where did your family originate from?
Lily's family came from the United Kingdom. She was born in London and married and moved to Hampton Court, which is a suburb on an island in London on the River Thames.

When did you arrive in Australia?
Lily, her husband and her three children arrived in Australia in September 1956 on a large boat. They bought a house in Elizabeth. They used the money from selling their house in England to buy one in Australia. There were no roads and no pavements. Only Elizabeth North and Elizabeth South were built. Lily moved into a new suburb called Elizabeth Grove but the school wasn’t built yet. In front of her house was Elizabeth Vale but in those days, it only had farms and paddocks. There were sheep bones, bits of things and screws that they found. There were no Holden's, no factories, there was no Lyell McEwan Hospital, no Elizabeth Centre. But there was a sign saying "People Stores Coming soon".

Annotations

Describes several specific differences in the suburb of Elizabeth from the post-war years through to the present.
Work sample 4:
Illustrated oral history – Migration interview

There was no bus service, only the Elizabeth South train but to get there it was a long walk. There was a problem. People in Elizabeth wanted their own town hall and councillors. Lily went around with petitions with her three year old daughter, Dorothy. There was a big sense of community. The English air force at Elizabeth Grove and Elizabeth south were building rockets at Woomera.

Lily and her three children at their house in Elizabeth Grove

Lily being interviewed by Celina

What reasons did you have for leaving your homeland?
Lily decided to move because her husband had pneumonia. She had two choices, Australia or South Africa. Australia seemed to be the best so she was sent over by boat to Australia and bought a house in Elizabeth, in South Australia.

What were the reasons other people left their homeland?
Some of the people had work problems in England or found it hard to adjust after the war. So they came to Australia for a better life for their kids. They had heard about it on the radio and it sounded very inviting.

What do you love about being here in Australia?
Lily loves the hot summers. When Lily went back to England, she had to wear warm clothing in summer. She prefers the summers here much more.

Identifies specific causes of the decision to migrate, with mention of the experiences of other migrants and their motivations in coming to Australia.
What were your early experiences?
Lily’s first Christmas in Australia was hard. She missed her family and friends. But luckily she had fantastic neighbours that helped her out.

What was difficult about living here?
Lily found it difficult because she had just come to Australia and she couldn’t find work. There was no Elizabeth South School so she had to walk for a while to reach the train station so the children could get to school.

What did you do in the United Kingdom?
Lily was 23½ when war broke out. At the age of eighteen, Lily joined the Women’s Royal Air Force. Her job was to issue new clothing items, gas caps and helmets. The war made Lily grow up and made her appreciate her family more.

Do you feel Australian or do you still feel English?
Lily feels Australian. She and her husband knew that they wouldn’t go back to England to live, but they went back 20 years later for a holiday. But it wasn’t the same as when they lived there 20 years before.

Annotations
Describes the effects that the decision to migrate had on Lily as an individual.

Recognises that England is different now compared to when Lily left (‘it wasn’t the same’).
Work sample 4: 
Illustrated oral history – Migration interview

**Annotations**

Gives details of ways in which her family has made a positive contribution to Australian society.

Describes the causes and effects of increased migration to Australia.

How do you think migrants have contributed to Australian society?

Lily’s children have done very well in their careers. Some became teachers, some medical doctors. Some worked in the CSIRO in Geelong and some did veterinary work so all of them contributed. Some of kids went to China to help them with livestock and grain.

**Personally what did you and your husband do to contribute to Australian society?**

Lily’s husband worked in the Casualty Department in the Royal Adelaide Hospital to help settle down people to see a doctor. Lily worked in the clothing industry for quite some time. Lily feels all migrants worked together as a team.

Lily in her Women’s Royal Air Force uniform, WWII

After the second world war, many migrants to Australia came from countries like England. Lily came to Australia because her husband was sick. This was not the main reason people came to Australia. They came because they were trying to live a better life after the war. There were often filled jobs where there were not enough workers like Lily and her husband. This improved how people live. Today, more people are coming to Australia from countries in Asia than from England.

We all really enjoyed interviewing Lily Big and learning about her experiences as a migrant.
Work sample 5: Annotated timeline – Aboriginal rights in the 20th century

Relevant part of the achievement standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Summary of task

Students were asked to develop a timeline to show how the rights of Aboriginal and Torres Strait Islander peoples changed over time in the 20th century, or did not change, with reference to the following:

1. Government policies throughout the 20th century.
2. Events in the Aboriginal and/or Torres Strait Islander attempts to achieve rights.
3. Changes to government laws made in response to the rights movement.

Students were asked to provide evidence from sources they located and provide an indication of their sources of information. They completed the task as an assignment over a two week period.
### Work sample 5:
#### Annotated timeline – Aboriginal rights in the 20th century

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**Annotations**

- Represents time using a linear timeline.
- Sequences events within the timeline.
- Includes a range of sources, for example photographs.
- Identifies an example of continuity, that is lower level of health and education.
Acknowledgment:
ACARA acknowledges the contribution of the trial teachers providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.