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 pre-determined 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  Historical inquiry: Kokoda
Sample 2  Explanation: Popular culture in Australia
Sample 3  Explanation: Australian casualties
Sample 4  Source analysis: Atomic bombs

This portfolio of student work shows that the student can refer to some key events, the actions of individuals and groups, and beliefs and values, in order to explain some patterns of change (WS2) and continuity over time (WS1) in popular culture and the Kokoda campaign in the context of World War II. The student analyses some of the causes and effects of events and developments and explains their relative importance in relation to Australians at war (WS1, WS3). The student explains the context for people’s actions in the past (WS1, WS3). The student explains the significance of events and developments (WS2) from a range of perspectives (WS1, WS4). The student makes reference to different interpretations about the use of the atomic bombs (WS4).
The student identifies relationships between events across different places in World War II (WS1) and periods of time. When researching, the student develops, evaluates and modifies questions to frame an historical inquiry into the Kokoda campaign (WS1). The student analyses information from a range of primary and secondary sources (WS2, WS4) and uses it as evidence to answer inquiry questions (WS1). The student provides some evaluation of sources with reference to purpose (WS4), and develops personal interpretations about the past with some justification (WS1, WS3, WS4). The student develops texts, particularly explanations and discussions, incorporating historical argument (WS1, WS2). In developing these texts and organising and presenting arguments, the student uses historical terms and concepts and evidence identified in sources.
Historical inquiry: Kokoda

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 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.
**Historical inquiry: Kokoda**

**Kokoda**
The battle of Kokoda occurred when Japan was capturing most of Asia, and after Britain surrendered Australia feared that they were going to be invaded next and most of their troops were fighting in other parts of the world so the government put together the 39th platoon, which was a heavily under experience and out maned, and on top of that they were not supplied with jungle warfare clothes and heavily outdate guns. And the next few battles Australia had suffered heavily with casualties while defending native villages while at the same time running still taking heavy causalities.

**What Happened?**
Australia fought Japan in what they thought was the defence of Australia, which was kind of true, because there is no evidence to support that the Japanese was going to invade but they never said they weren’t going to invade. The first battle of kokoda was when a small team of Aussies soldiers attempted to slow the cross against the kurnsi river but the aussies failed, while suffering heavy casualties the 80 men that got away retreated back to kokoda to defend there, again suffering heavy casualties they lost kokoda and retreated back to the village of Deniki Where they tried to retake Kikda but failed and then retreated further along the trail to defend at the trail of Tsurava. The Australians fought bravely but after four days it was lost but with the Japanese with more causalities more than the Australians, They retreated further along the trail fighting small battles along the way such as mission ridge and Imita Ridge but the Japanese continued to advance, then a stroke of luck occurred when they ran out of food so there marching stalled, then Australia launched a counter attack and started pushing Japanese back, and by November the second aussialia had retaken kokoda was back in allied hands,

One example of peoples actions influenced by the circumstances they faced was the Japanese, when the Japanese was on the retreat from the Australians and there food supplies where dangerously low and they could not carry on so they resorted to cannibalism to keep from starving to death.

Another example of this is when the American soldiers came to aid the Australians and they were trained in jungle warfare but were only supplied with desert warfare uniforms so they had to dye them green

The impact it had on the course of WW2 was that when the Americans and the Australians had successfully pushed Japan off they had relised that the japan empire could be defeated and they gained the confidence to do so

Another adaption that had to be made was when the American troops came to relieve the Australians militia they were only provided with desert warfare uniforms so they had to dye them different darker shaped colour that was more appropriate for jungle warfare.

**Annotations**

*Gives a reason for the Kokoda campaign.*

*Indicates the changing position of the Japanese and Australian forces during the campaign.*

*Identifies a reason for the actions of the Japanese in the campaign.*

*Identifies the effect of the Kokoda campaign on the confidence of the Australian and American forces.*
Historical inquiry: Kokoda

Has the significance of Kokoda changed?

When Kokoda occurred and the news got back about the empire taking loads of land Australia was very worried that they would be next but they had no idea because most of it was censored by the government but Australia so the evillians wouldn’t panic as much

Kokoda isn’t really viewed today at as much as it should becausd it has been over showed by the events of Gallipoli That wasn’t as showed as much so the events seemed more important than the events of Kokoda

Yes I think the significance of Kokoda changed across time because when Kokoda was over years later they allowed the information of Kokoda to reach the public so it awareness was raised and it was figured to be important in Australia’s history (some even say more then Gallipoli because Gallipoli was fighting in a foren land and Kokoda was fighting in the defence of Australia.

Annotations

Presents an argument about the changing significance of the Kokoda campaign to the Australian public.

Annotations (Overview)

The student develops explanation of some of the causes, effects and significance of the Kokoda campaign using inquiry questions as a frame, including, ‘what happened?’, ‘has the significance of Kokoda changed?’. The student uses some historical terms and concepts, for example, ‘Gallipoli’, ‘significance’.
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 task**

Popular culture is important as it tells us a lot about the everyday lives of people. Music, film and television were influential in how people lived but not everyone reacted with enthusiasm. US servicemen were here in Australia during the war and youth were very attracted to how they spoke, dressed and behaved. It set the scene for how youth reacted to the arrival of rock’n’roll.

Rock ‘n’ roll music from America appealed to the new generation of youth in Australia. It was a totally new sound, it was easy to dance to and adults hated it. So they liked it. It started with ‘Rock Around the Clock’, by Bill Haley. The song lyrics say ‘Put your glad rags on, join me, Hon, We’ll have some fun when the clock strikes one, We’re gonna rock around the clock tonight, We’re gonna rock, rock, rock, ‘til broad daylight, We’re gonna rock, gonna rock around the clock tonight’. The song was telling teenagers that they could be defiant and stay up all night to do as they pleased.

It was not long before “Beatlemania” came to Australia (the band the Beatles) and there wild scenes of screaming and fainting girls at their concerts. The Beatles topped the charts and were one of the most popular music groups of all time. I asked my family about what they remember and they said people were excited about the new music and they used to go and see Johnny O’Keefe perform.

1974 was the year when “Countdown” began. It was hosted by Molly Meldrum who had live music acts for youth to watch and this show really had a large impact on popular culture. People could now access music more easily. It influenced trends in music and what people liked, what records they bought and concerts they went to.

With a tv set in the loungeroom at home people could watch things at their leisure instead of just the occasional cinema visit.

Radios were no longer a heavy household object, they became portable but didn’t offer the images that tv did. The Australian Broadcasting Corporation (ABC) was the first government run tv station but over time there have been more and more commercial stations.

There was a lot of talk in Australia about American shows taking over. Radios were no longer a heavy household object, they became portable but didn’t offer the images that tv did. The Australian Broadcasting Corporation (ABC) was the first government run tv station but over time there have been more and more commercial stations.

Explanation: Popular culture in Australia

Australian shows. It was true that there were many American shows on television but this was changing at the end 1960s with shows like "Skippy the Bush Kangaroo" coming onto our tv screens.

Australians have always enjoyed the cinema and in post-war years. The drive-in became very popular but when the VCR came in and later the DVD people could easily watch films at home or go to the cinema in comfort. By 1994, there were only 35 drive-ins left in the whole of Australia.

And now of course people have the internet and can download movies and watch them anywhere.

Bollywood films have also had enthusiastic followers in Australia. So it’s not just America and Britain that have influenced what Australians watch.

Youth have been drivers of change in popular culture in Australia. Parents have always been worried about how youth has behaved in being exposed to rock ’n’ roll music, horror movies and violence on tv.

Annotations

Identifies a change in the amount of American content shown on Australian television.

Recognises the significance of the shift in people’s access to films, that is, ‘watch them anywhere.’

Annotations (Overview)

The student includes some information from primary and secondary sources. The student organises this information and presents some arguments. The student uses some historical terms and concepts, for example, ‘change’ and ‘Beatlemania’.
Explanation: Australian casualties

Year 10 History achievement standard

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Summary of task

Students were provided with the following statistics of Australian casualties, as part of their study of World War II (Depth study 1).

<table>
<thead>
<tr>
<th>Country</th>
<th>Killed</th>
<th>Missing</th>
<th>Prisoners of War</th>
<th>Wounded</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>19145</td>
<td>44</td>
<td>14337</td>
<td>15458</td>
<td>48984</td>
</tr>
<tr>
<td>Germany</td>
<td>11544</td>
<td>9</td>
<td>8093</td>
<td>10204</td>
<td>29850</td>
</tr>
</tbody>
</table>

Source: Australian War Memorial

Students were asked to use their knowledge of Australia’s involvement in World War II to explain the differences in Australian casualties against Japan and Germany, with reference to the statistics and using evidence from a range of primary sources, including photographs and eyewitness accounts. The students were required to incorporate sources and evidence explicitly in their response and they were instructed to write 3–4 paragraphs.

The students researched various primary sources over two one-hour lessons and the task was completed in class in 30 minutes.
Explanation: Australian casualties

More Australians were killed or wounded fighting against the Japanese than against the Germans because more Australians were posted to the Pacific than to Europe. Prime Minister Curtin pulled some Australian troops out of Europe in 1941 because the direct threat to Australia from the Japanese. Some Australian troops were left to fight in Europe until 1945 to help Britain and France in their war efforts against Germany.

More Australians died as prisoners of war of the Japanese than of the Germans, firstly because the Japanese took more prisoners and secondly, because the Japanese treated POWs very poorly. They made Australian POWs do hard manual labour such as building bridges and train lines. The Japanese did not provide enough food or water or medication and used beat and torture prisoners. The Japanese believed in the cult of bushido and that it was shameful to surrender or be taken prisoner. Most Australians POWs were treated reasonably well by the Germans, according to the Geneva Convention. In the German camps only 4 per cent of Australian POWs died whereas in Japanese camps 27 per cent died, later rising to 37 per cent.

Annotations

- Gives reasons for the higher number of Australian casualties fighting against the Japanese, compared to fighting against the Germans.
- Identifies some features of the Japanese treatment of Australian soldiers.
- Provides a simple explanation of how Japanese actions during the war were informed by the cult of Bushido.
- Identifies a reason for the lower percentage of Australian prisoners of war dying in the German camps.

Annotations (Overview)

The student gives an explanation of Australian casualties during World War II based on statistical data and uses some historical terms and concepts, for example, ‘Geneva Convention’, ‘bushido’.
Source analysis: Atomic bombs

Year 10 History achievement standard

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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

THE TRAGEDY OF HIROSHIMA AND NAGASAKI 1945

The bombing of these Japanese cities shocked the world.

Source 1 is saying that Truman wanted to bring Japan down and that he was going to do whatever he could to do that. He is showing that America is determined and he is trying to send the American public a clear message that he means business and his message to Japan is to surrender or be ruined forever. It's a useful source because it means the gravity of the situation and it is chilling to read as it changed the world forever.

Source 2 is listing reasons why the Americans were unjustified in using the atomic bomb. The list is quite convincing although I can't tell what the evidence is for each of the claims he is making, like that Japan was on the verge of surrendering anyway so the bombs didn't need to be used.

He says:

- Japan wanted to surrender
- The Soviet Union was going to declare war on Japan so they would have surrendered to the Americans quite soon
- He wanted to avoid a Japanese surrender until he had the chance to show the world that America had the most destructive weapon ever invented
- The estimates of American casualties from not using the atom bomb were overestimated a lot.

The Japanese committed many atrocities yes but in my view the bombing was a shameful historical event that will haunt humanity forever.

The plane that dropped the bombs on Hiroshima and Nagasaki

Annotations

Makes reference to the purpose of the source, that is, 'sending the American public a clear message' and 'message to Japan to surrender'.

Draws a conclusion about the usefulness of the source.

Provides an opinion that the American decision to drop the bombs was not justified.

Refers to the arguments used in support of the opinion.

States their own interpretation of the significance of the bombings.