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: Essay: Australian immigration policy
- Sample 2: Historical inquiry: Kokoda
- Sample 3: Explanation: Popular culture in Australia
- Sample 4: Source analysis: Atomic bombs

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

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 various waves of migration to Australia and how Australia has responded, including after the Vietnam War when a large number of refugees entered Australia.

The students were asked to write an essay explaining Australia’s migration policies and how they have changed over time, with a focus on the period since 1945.

Students were provided with two one-hour lessons to write their essay.
Essay: Australian immigration policy

Australia wasn't always a multicultural country. Many Europeans and Asians came to Australia in the 19th century during the Gold Rush Era. When Australia federated in 1901, the first policy was passed, called the White Australia Policy. This policy was meant to filter the people that wanted to come to Australia to strictly Western Europeans. Australian government at the time wanted to create a 'white' Australia.

However, when WW2 ended, Australia had to take in refugees and asylum seekers and help the people who wanted to escape. And so was the start of the Immigration Department with Arthur Calwell as the minister. Then came the Vietnam war refugees and eventually the White Australia Policy was abolished.

Today, Australia's immigration policies are based on multiculturalism. John Howard had very restrictive views on immigration, he refused to apologise to the Aboriginal people. His party developed 'One Australia'. Howard said that the rate of Asian immigrants should be slowed. It was the first time since white Australia policy that race and immigration were a political issue.

Pauline Hanson was an Independent of One Nation. She wanted to create a white Australia. She opposed Aboriginals, Asians and all non-whites. Kevin Rudd made history as he apologised to the Aboriginals. He opened up Australia's immigration and opened economic relations with China and America.

Julia Gillard is trying to find a solution with asylum seekers and refugees. She built a detention centre for ‘boat people’. She wants to stop the boats from coming as it is dangerous.

Annotations

Explains the change in Australia's immigration policy over time, beginning with the White Australia Policy.

Makes a judgement about the significance of Australia’s changing immigration policy.

Summarises the immigration policies of recent years.
History

Work sample 1

Year 10

Satisfactory

2014 Edition

Essay: Australian immigration policy

Annotations

Explains different immigration policies in detail.

Uses their historical understanding to provide a position about immigration policy in Australia.

Annotations (Overview)

The student provides explanation of changes in the patterns of migration to Australia and of Australia’s immigration policies. They use historical terms and concepts, for example, ‘assimilation’, ‘multiculturalism’, ‘White Australia Policy’.
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 Track/Trail

Why?

The Kokoda campaign occurred for many reasons. First of all Japan was landing on The North of Papua New Guinea in 1942 as an attempt to capture Port Moresby as a way into Australia. The Australian Government believed that Australia and its people for one of the first times were in immediate danger of a possible Japanese Invasion. Also Japan was a trampling all over the world and marking They’re place in History by Invading China in 1937, next was the bombing of Pearl Harbor in 1941 on the 7th December (which killed around 2,400 Americans) and then the landing on Papua New Guinea in 1942. The Australians and the Americans were trying to stop Japan from advancing any further and capturing Port Moresby. Also the Australians were trying to stop the Japanese from advancing to Port Moresby and any further because it would place Australia in danger of invasion.

What?

12 The Japanese landed in Papua New Guinea in the July of 1942. They were ordered to advance across the Owen Stanley Mountain Range through the Kokoda Track, to take Port Moresby. The Japanese captured Kokoda Village in a week and they had the Airstrip there in their hands. On the night of the 22nd July Lieutenant John Chalk (who was an Australian, who was leading a troop of Papua New Guinean Soldiers) saw some Japanese land in Buna and he sent a runner back to his Superior to tell him, his runner

---

Annotations

Identifies the relationship between events across different places in relation to the Japanese advance.

Provides some analysis of the causes of the Kokoda campaign.

2 http://en.wikipedia.org/wiki/Kokoda_Track_campaign
Historical inquiry: Kokoda

came back with a handwritten letter saying, “You will engage the enemy”. They ambushed the Japanese that night and retreated into the jungle.

The 39th battalion, which was made up of young men mainly aged 18-19 who were inexperienced and were basically sent to die. They were given names such as “the chockoes”, “mice of Moresby” and more.

The 39th Battalion was sent to walk the track and attempt to occupy the Kokoda airstrip and the village. The 30th and the 49th brigade but also the 53rd Battalion joined them.

Kokoda Fell to the Japanese.

Kokoda was the ally’s way to send in supplies so supplies were air dropped with few supplies surviving.

The local Papuans were than recruited to be used as Papuan Porters and carried wounded soldiers and supplies.

General Blamey was appointed the General of the troops in PNG.

He accused the soldiers of being “rabbits”. The soldiers generally thought they were getting rewarded or congratulated but they were completely wrong.

Through the war in PNG there were many battles where the Japanese would try and surround the Aussies and Americans but they failed and were forced to retreat. The Japanese thought of retreating as absolutely dishonorable and the general was furious with the orders. Yet they retreated.

In 1943 the Allies were forcing the Japanese further and further back. First to fall was Lae in September of 1943. The Japanese then turned their retreat into a fighting retreat but the Allies were to strong and took over Madang.

The Japanese then retreated strongly to Wewak, which was their final stronghold.

Wewak fell on the 11th May 1945.

The Japanese kept retreating westward but the Allies were too strong and by June the Allies had won the war.

625 Allies Died

6500 Japanese died
**History inquiry: Kokoda**

**Influences**

One of the influences was when the Japanese turned to cannibalism because they had no food/supplies left. Another was the influence of war affecting the soldier’s minds/brains with many soldiers ending up mentally ill.

**Affects**

Australia- The defeat of the Japanese in PNG in WWII affected Australia in a good way. Firstly Australia was no longer in threat of a Japanese invasion and it was their last battle. World: I don’t believe it had much of an effect on the world in-fact none because the world besides Japan, Australia and USA had bigger battles in different countries involving many countries and more people. An example of a campaign is the, Burma Campaign involving more countries and there were more losses of life. There were 9 countries (Britain, British Burma, British India, the Republic of China. United States Of America, Empire of Japan, State of Burma, Azad Hind and Thailand) were involved and around a massive 200,000 soldiers lost their lives. I don’t believe the world would’ve actually noticed Kokoda with other battles such as the Burma Campaign going on.

**Viewed when it occurred**

During the war in Kokoda the Australian public did not understand what was going on in Kokoda and they were just doing they’re everyday activities as normal. Through the war there were not much newspaper articles or information of what was happening in Kokoda because of the lack of communication with the Neighbouring country.

**Annotations**

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

Identifies effects of the Kokoda campaign on Australia and the world, with some explanation.

Presents an interpretation of the significance of the Kokoda campaign at the time of the event, with some reasoning.
Historical inquiry: Kokoda

After the war, Australia understood what was really happening in Kokoda but surprisingly wasn’t that important for that long. I am unable to find Newspaper articles even saying that we won the war, it doesn’t seem to have been a great deal.

Viewed Today

Kokoda is thought of today as one of the greatest, if not the best war campaigns in Australia. There are movies and documentaries being made today reflecting back on Kokoda and what happened.

Has our view Changed?

Over time our view of The Kokoda Campaign has definitely changed because of growth in knowledge and actually realizing what was at stake in Kokoda in Australia. Many people would have still considered Gallipoli as Australia’s greatest war campaign but now people are realizing what Kokoda was actually about and what happened and people’s opinions are changing.

BIBLIOGRAPHY

http://www.39battalion.org/ - Helped me with Q1,2

http://www.dva.gov.au/commems_oawg/OAWG/remembering_war_dead/WW1/WWII/Pages/png%20history.aspx -- Helped me with Q1,2

http://en.wikipedia.org/wiki/Kokoda_Track_campaign
- Helped me with all questions

- Helped me with Q4

Annotations

Presents an interpretation that the Kokoda campaign has become more significant over time.

Provides a list of references.

Annotations (Overview)

The student develops an explanation of the causes, effects and significance of the Kokoda campaign. They have used headings based on a range of inquiry questions developed to guide research, based on primary and secondary sources. The student uses historical terms and concepts, for example, ‘trenches’, ‘commemoration’, ‘mother-country’, ‘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, questions, and discussions, incorporating historical argument. In developing these texts, 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.
History of Australia’s popular culture from WW2 to now

Australian popular culture changed a lot in the 1950s to 1970s and even to this day. America influenced not just music, but also film and television in Australia. The lives of men and women changed and teenagers were the talk of everyone. Teenagers were excited by new music that they could dance to, the films where they could hear American accents, and the drive-ins where they could escape their parents.

The radio was a large piece of furniture in the living room of people’s houses and a family would sit around it to get all their entertainment like the news, comedies, plays and sports events. Like it says in this source: ‘Although we only got to go to the pictures once a week we had plenty of entertainment after school listening to serials on our wireless set in the lounge room. It was a brown cabinet wireless standing on the floor, and it had a long, thin marker that swept around to choose your radio station’.

Hugh Lunn, Over the Top with Jim, 1989, pg 88

This source shows that the radio was really important in people’s lives as it says ‘after school’ and that they only went to, ‘the pictures once a week’. Rock ‘n’ roll was upbeat and young people would rush to the stage in a mad frenzy to hear their idols sing. Young men (or bodgies) and young women (or widgies) copied the tastes and fashions of the bands and singers. This alarmed many adults.

People began to question authority more and the rules of the time. Hotels which were closed on Sundays were allowed to open. The six o’clock closing laws were also ended. Women did not have the same access to hotel bars as men and feminists protested in 1965, so this situation changed.

The 1960s look became more colourful and casual. Women were wearing mini-skirts and go go boots which shocked many people. 1970s was all about the hippie movement and the change in music styles was reflected in the look people went for with their beads, long hair, kaftans and sandals.

Rock’n’roll rather than ‘Oz rock’ was then all the rage when it came in during the 1970s and 80s. People flocked to their local hotel to listen to bands play. But people’s reactions to the drunks who use to hang out in these venues spelt the end of the Oz rock pub scene. Society was changing with urban noise restrictions being brought in and random breath testing.

Music wasn’t just about listening and dancing. More and more singers were singing songs with a political message on things such as indigenous issues and nuclear weapons. Bands like Midnight Oil were raising people’s awareness of the environment.

The television set changed everything. When it first came in people in Sydney would sit outside the shops that sold them to watch the screens.

Identifies America as an influence on Australian popular culture.

Recognises the importance of radio, based on a primary source.

Identifies changes over time in society, for example, hotel closing laws and fashion.

Explains a pattern of change in how music evolved over time, from rock’n’roll to Oz rock, and songs with a political message.
Explanation: Popular culture in Australia

even though they couldn’t hear anything from it. The American shows were on all the time. There were very few Australian shows. Television allowed Australians to see the rest of the world which not many had the chance to visit. They had to listen to news of World War II on their radio. Television allowed people to listen to, and see, momentous events like the moon landing in 1965 as they actually happened. Television was for young and old.

Television was important in the spread of rock ‘n’ roll music. Australian singers like Johnny O’Keefe could be heard over the radio without having to attend a concert. Teenagers then went out and bought the records of these singers and turned them into hits.

As rock ‘n’ roll music took off some television presenters started using American accents. It was a sign that Australia really was beginning to be in the grip of American culture.

Even though there was a lot of American content on the TV, the government tried to encourage the production of more typically Australian shows such as A Country Practice (1981-93). The Castle (1997) was one of the most popular comedies of the 1990s. It was about a family living in a modest home in the suburbs trying to save it from being sold by a big company. While it had a bit of a go at how this blue-collar family lived it became a really popular show and what it encouraged was a sympathetic response. It showed how films can influence other aspects of popular culture because phrases like, ‘tell him he’s dreamin’ from the show became part of Australian slang and it contributed to Australians wariness of commercial interests.

Britain had an influence on popular culture cause this magazine hows the popularity of the Queen in Australia in 1954

Identifies a continuity, that is, the screening of British shows.

Annotations

Explains the significance of the introduction of television in Australia.

Analyses the significance of television content as a contributor to social change.

Provides explanation of the significance of American films, from the perspectives of younger and older generations.
Explanation: Popular culture in Australia

young people challenging rules and values but this worried the older
generation who grew up in wartime where life was ordered and people
were frugal. In contrast, the 1970s and 80s were decades when more
Australian films came onto the screen like Mad Max and Crocodile
Dundee.

Australia has always been seen as a proud sporting nation. Sport was
mainly for men so they could develop toughness and mateship. Over time
women have become more involved in sport at the competition level over
the last couple of decades.

The typical view was of the bronzed Aussie, someone athletic and serious
about participating in sports. In the 1970s, people were becoming
concerned at how many Australians seemed to be glued to their television
sets. This led to the ‘Life. Be in it’ campaign. It encouraged people to be
more physically active and led to the craze in gym memberships and
exercise classes.

Since the 1950s there have been many important developments in the
areas of music, film, television and sport in Australia. Australia has kept a
sense of its own identity even with overseas influences and in some cases
it adapted these and in other ways stayed the same.

Annotations (Overview)

The student analyses and synthesises some information from a range of primary and secondary sources. The student organises
and presents arguments, identifies some evidence in sources and uses in-text referencing. The student uses historical terms and
concepts, for example, ‘change’, ‘bodgies’ and ‘widgies’.

Annotations

Identifies change and continuity in sport, that is, the participation of men and women.

Explains a social change arising from the impact of television.

Makes a judgement about the significance of developments in popular culture.
Source analysis: Atomic bombs

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 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

Perspectives on the Atomic Bomb

There were a range of different perspectives on the use/dropping of the atomic bombs. The Americans saw it as a means to end the war, whereas the Japanese felt that too much force was used and that the Americans could have won the war in another way. My own personal perspective is quite mixed, I believe that the bomb was necessary to end the war but I also believe that the Americans could have ended the war differently. These perspectives will be further explored in this comparison.

In the first source (Extracts from President Harry Truman’s press release, Washington DC, 1945) it is clear that it is an American perspective on the bomb as it is the American President who said it. In this source it is also clear that Truman wants the utter destruction of Japan as a means of getting “even” with Japan as they themselves attacked Pearl Harbour, statements such as; “We shall destroy their docks, their factories and their communications. Let there be no mistake. We will completely destroy Japan’s power to make war”. It is also outstandingly clear according to these statements that Truman wanted to further damage Japan and show the might of America and its armies. However the Japanese and even some Americans didn’t agree with the dropping of the bombs as some thought that it wasn’t required.

- President Harry Truman with other world leaders in July, 1945 months before his press release in source 1.

In the second source (Extract from Alonzo L Hamby, “The Decision to Drop the Bomb,” Journal of American History 1997) Gar Alperovitz’s perspective in the source clearly is against the dropping of the atomic bombs as he gave several reasons in the source why he thought that the dropping of the bombs was unnecessary to end World War 2.

Annotations

- Identifies different perspectives about the dropping of the atomic bombs for discussion.
- Develops their own interpretation of the decision to drop the bombs.
- Identifies the origin of the source.
- Draws a conclusion about President Truman’s intentions with reference to the historic context, that is, the attack on Pearl Harbor.
Source analysis: Atomic bombs

Based on this source it is clear that Alperovitz has a very negative perspective on the use of these controversial bombs. Also in this source Alpertovitz believes that it was because of American incompetence and failure to see the path that Japan was taking (i.e. surrender) and thus the Americans dropped the bombs even though it wasn’t necessarily needed.

My own personal opinion/perspective in this matter was quite mixed. As I myself believe that the atomic bomb did fulfil its’ intended purpose; to make Japan surrender and thus end the war however the atomic bomb wasn’t necessarily needed as stated in source 2. The bomb also cost the lives of many and affected those who survived; it left lasting marks on the areas and people affected. These are the different perspectives on the use/dropping of the atomic bombs on Japan with references to the sources.

These conflicting reasons is why it’s so difficult to form one opinion/perspective from the other which is why I have a more mixed personal perspective on the use of the bombs to end the war. These conflicting reasons is also what makes it so hard for people (like me) to form a definite opinion/perspective on the matter as there are both “positives and negatives” for both perspectives however evidence can also be used to help form an opinion/perspective on the matter and to also justify it.

Annotations

Provides some explanation of the significance of the bombings.

Provides some evaluation of the usefulness of the sources.

Annotations (Overview)

The student develops a discussion about the dropping of the atomic bombs and analyses information from a range of sources to provide an interpretation.