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 4 HISTORY

This portfolio provides the following student work samples:

Sample 1 Research task: Dutch explorer
Sample 2 Board game: The First Fleet and convicts
Sample 3 Presentation: Impact of European colonisation
Sample 4 Source analysis: How life changed in Australia after 1788
Sample 5 Timeline: Abel Tasman’s life
Sample 6 Historical investigation: Explorers

This portfolio of student work shows that the student can provide several reasons for the changes they have identified in how Aboriginal people lived following European colonisation (WS3, WS4). The student identifies specific aspects of exploration that have changed and remain the same (WS6). The student describes the experiences of explorers, settlers and Aboriginal groups over time (WS1, WS2, WS3, WS4, WS5, WS6). The student provides details about the significance of Matthew Flinders as an explorer (WS6) and of European colonisation in terms of its impact on Aboriginal people (WS3, WS4). The student correctly sequences the life of Abel Tasman and identifies key dates relating to his explorations and significance (WS5). The student poses a range of questions as the basis for a comprehensive inquiry and locates relevant information to answer them (WS1, WS2, WS6). The student develops detailed, well-structured texts, including a narrative and explanation, recognising different points of view (WS3) and using historical terms (WS1, WS3, WS4, WS5).
Research task: Dutch explorer

Year 4 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Summary of task

Students were asked to investigate the life and journey of an early Dutch explorer for the purpose of creating a museum exhibit over a two-week period.

Students were required to pose inquiry questions and answer them using a pro forma provided to support the development of note-taking skills. Some students changed their questions during the course of their research.

The students were also required to use primary and secondary sources in their research and include information about the reasons for, and significance of, early exploration.
Research task: Dutch explorer

My Inquiry Questions

- What were his challenges?
- What did he live and where?
- Who was he born and where?
- Why did he become an explorer?
- How did he die?
- What was in his supply?
- Topic: Significant Achievements and Challenges
- Explorer: Dirk Hartog

Annotations

Uses a range of question types to frame an investigation, that is of Dirk Hartog's life.
### Research task: Dutch explorer

<table>
<thead>
<tr>
<th>Inquiry Question</th>
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<td>it became clear</td>
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<td>islands</td>
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</table>

### Annotations

- Locates and records relevant information found in sources.
- Records information relevant to the inquiry questions posed.
- Uses a range of historical terms accurately, for example, ‘New Holland’, ‘Batavia’.
- Describes the experiences of Dirk Hartog with reference to his achievements, for example, his discovery of Shark Bay.
- Presents summarised information in a table format.
Board game: The First Fleet and convicts

Year 4 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Summary of task

Students researched the First Fleet and convicts as a unit of work over a three-week period and were required to create a board game using the information gathered from their research.

The students were asked to:

- use a range of sources of information in their research
- pose questions for the board game
- develop accurate answers to the questions
- use historical terms.

The students and their families played the board game at the end of the unit.
Board game: The First Fleet and convicts

Annotations

Uses historical terms, for example, ‘ticket of leave’.

Identifies a significant event, that is, the voyage of the First Fleet.
Board game: The First Fleet and convicts

Annotations

Poses a range of questions.

Makes reference to the experience of a group (girls) at the time.

Uses a range of historical terms appropriately, for example, First Fleet, leg irons.

Locates relevant information in sources to respond to inquiry questions.
Presentation: Impact of European colonisation

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Summary of task

Students viewed the film Manganinnie (directed by John Honey) as an introduction to the way of life of Aboriginal peoples’ in Tasmania and their interactions with settlers.

The students then posed questions about the film, viewed aspects of the film again, and made notes to answer the questions. They were also given some access to websites and books to research the historical events of the film.

The students were asked to use their collated information to prepare and record a short verbal presentation describing the impact of European colonisation on Tasmanian Aboriginal peoples’.
Presentation: Impact of European colonisation

Annotations
Source analysis: How life changed in Australia after 1788

Year 4 History achievement standard

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*Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.*

Summary of task

In class, students investigated Aboriginal life in Australia prior to European colonisation and two paintings depicting:

- John Batman’s treaty with Aboriginal people at Merri Creek, Northcote, Victoria, in 1835 (painting by John Wesley Burtt, c. 1875).
- an annual meeting of Aboriginal tribes at Parramatta, New South Wales, seated on the ground inside a roped-off area, with men in uniform present (painting by Augustus Earle c. 1825–27).

The students were asked to compare the paintings and to explain how life was different for Aboriginal people following colonisation by the Europeans after 1788.

Students spent one lesson discussing the paintings and completed their written comparison for homework.
Source analysis: How life changed in Australia after 1788

The student presents a detailed and well-organised text in the form of an explanation. They include several examples of change to the lives of Aboriginal peoples' and explain the reasons for changes in detail.

Annotations

Provides specific information about the history and culture of Aboriginal people, for example, 'they had a connection to the land'.

Provides examples of how the lives of Aboriginal peoples changed as a result of colonisation, for example the introduction of drugs and smallpox.

Presents a detailed and well-organised text in the form of an explanation.

Makes reference to the significance of the change in food supply for Aboriginal people.

Uses historical terms, for example, 'ancestors'.

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Timeline: Abel Tasman’s life

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Summary of task

Students read about prominent explorers of the world in class. They were then asked to develop a historical timeline showing the life of one explorer: Abel Tasman.

The teacher modelled how to rule a timeline in scale. The students were given a specific text to read to identify key dates and events in Abel Tasman’s life. They were given two lessons to complete this task.
History

Timeline: Abel Tasman’s life

Annotations

Records information in chronological order with reference to key dates.

Identifies key events in exploration, for example, ‘1633 He sailed to Batavia’.

Uses a range of historical, terms accurately, for example, historical place names.

Provides additional detail to describe the experiences of Abel Tasman, for example, ‘He led a riding (raiding) expedition to Manilla ... where Spanish ships sometimes came loaded with silver’.

Describes key aspects of the explorer’s life which changed over time.

Identifies the significance of Abel Tasman’s exploration in relation to his legacy.
Historical investigation: Explorers

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Summary of task

Students learnt about the journeys of explorers in class – from Christopher Columbus to Captain Cook – and were asked to choose one explorer to investigate, including details about their life, where they went on their journey and what they saw, the impact of their discoveries and how their journey might be different to journeys undertaken today.

They were required to answer questions provided by the teacher about their chosen explorer.
Historical investigation: Explorers

Annotations

Poses a range of questions about the explorer Matthew Flinders, for example, in response to the question, ‘What I want to find out?’, for example ‘when’, ‘how’, ‘why’.

Identifies relevant sources of historical information, for example, text-based and online sources.

Provides information about the significance of Matthew Flinders’ voyage, in relation to the mapping of Australia and landmarks in commemoration of his contribution as an explorer, ‘Flinders Island named after Matthew Flinders’.

Describes several aspects of Matthew Flinders’ journey that would be different today, for example, the condition of the ships and the use ‘fuel ships not sail ships’.

Refers to aspects of Matthew Flinders’ journey that would be the same today, for example, the types of crew members.