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 Presentation: Impact of European colonisation
Sample 3 Journal: Australian inland explorer
Sample 4 Timeline: Abel Tasman’s life
Sample 5 Source analysis: How life changed in Australia after 1788
Sample 6 Historical investigation: Explorers

This portfolio of student work shows that the student can identify changes in how Aboriginal people lived following European colonisation, with some reference to the reasons for change (WS2, WS5). The student makes some general reference to how exploration has changed and remained the same (WS6). The student provides information about the experiences of explorers and Aboriginal groups (WS1, WS2, WS3, WS4, WS5, WS6). The student refers to the significance of Captain Cook as an explorer (WS6) and of European colonisation in terms of its impact on Aboriginal people in Tasmania (WS3). The student sequences some key dates in the life of Abel Tasman (WS4). The student poses questions and provides some answers (WS3, WS4, WS6). The student develops texts, including a narrative and explanation, recognising some different points of view (WS2) and using historical terms (WS1, WS2, WS4).
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.

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?
  - Why?
    - What did he leave?
    - Why?
- Who?
  - Why?
    - Did he travel with?
- Where?
  - Did he go in?
  - When?
    - Did he leave?
  - How?
    - Did he get here?

Research task: Dutch explorer

Annotations

Poses simple questions, for example, ‘When did he leave?’
### Research task: Dutch explorer

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<thead>
<tr>
<th>Inquiry Question</th>
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<td>Able Tasman is</td>
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<td>Many years later</td>
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<td>Dutch Explorer</td>
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<td>Able to sail</td>
<td>Some are men</td>
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<td>from dark and</td>
<td>very strong</td>
<td>put them away</td>
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<td>Company</td>
<td>sail</td>
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### Annotations

Records some information taken from sources, for example, ‘Company Dutch East Indies’.

Makes reference to some historical terms, for example, ‘Dutch explorer’, ‘Batavia’.

Indicates an experience of Abel Tasman in relation to exploring.
Presentation: Impact of European colonisation

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 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 people.
Presentation: Impact of European colonisation

Annotations
Journal: Australian inland explorer

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Summary of task

Students were asked to research an early inland explorer and to write a recount of their journey inland in the form of a personal journal.

In their research for this task, the students were asked to consider the following:

- their daily experiences (for example, their supplies, the physical hardships they faced)
- the successes of their journey.

The students were required to write at least five journal entries, each approximately one to two paragraphs in length.

The students had five lessons over a one-week period to complete this task.
Journal: Australian inland explorer

1st of July
Last night we were all sleeping, but all woke up at around midnight because we heard strange noises.

Today I'm so tired and hungry. I'm going to try find food for me and my men.

2nd of July
Felt really tired from yesterday but were still alive, so were trying to find food. I have cuts, blisters and bruises all over my hands, so it's a bit hard to hunt.

3rd of July
Found this plant on the ground. It looks like a weed and there's four of them, so they taste nice and are safe. We know this because the aboriginals were eating them.

Annotations

Identifies experiences of the explorer on their journey, for example, the search for food.
Journal: Australian inland explorer

Annotations

Presents a text in the form of a journal with some description of the journey of the explorer.

Annotations (Overview)

The student presents a text in the form of a journal with some description of the journey of the explorer.
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.
Timeline: Abel Tasman’s life

Annotations

Identifies some key dates.

Uses some historical terms, for example, ‘Dutch East India Company’, ‘Van Diemen’s Land’.

Identifies a significant achievement of the explorer, that is, discovering Tasmania.

Organises key dates and information in order.
Source analysis: How life changed in Australia after 1788

Year 4 History achievement standard

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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.

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

The Europeans brought drugs that the Aboriginals have never seen before but the Europeans didn't know that so they would think it's ok.

The Aboriginals got sick because the Europeans brought diseases but they didn't get sick because they could cope with it but the Aboriginals didn't know how to fight it.

Annotations

Gives two examples of changes to the lives of Aboriginal people after 1788: the introduction of drugs and disease.

Indicates that the health of Aboriginal peoples was affected by the introduction of diseases.

Recognises the fact that Aboriginal peoples could not fight the new diseases introduced.
Source analysis: How life changed in Australia after 1788

Annotations

Provides a simple explanation for people's actions in the past.

The settlers didn't treat the aboriginals very nice because they didn't know how they live.
Historical investigation: Explorers

Year 4 History achievement standard

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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 some questions about the explorer Captain Cook in response to the question, ‘What I want to find out?’, for example, ‘when’ and ‘how’.

Identifies general sources of historical information, for example, books.

Provides information about an aspect of the significance of Captain Cook’s discoveries, in relation to the mapping of Australia.

Makes general reference to aspects of Captain Cook’s journey that would be different today and that would remain the same.