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 Journal: Australian inland explorer
Sample 2 Timeline: Abel Tasman’s life
Sample 3 Presentation: Impact of European colonisation
Sample 4 Research task: Dutch explorer
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 provide reasons for the changes they have identified in how Aboriginal people lived following European colonisation (WS3, WS5). The student identifies aspects of exploration that have changed and remained the same (WS6). The student describes the experiences of explorers and Aboriginal groups over time (WS1, WS2, WS3, WS4, WS5, WS6). The student refers to the significance of George Bass as an explorer (WS6) and of European colonisation in terms of its impact on Aboriginal people in Tasmania (WS3). The student correctly sequences the life of Abel Tasman and identifies key dates relating to his explorations (WS2). The student poses a range of questions as the basis for an inquiry and locates the necessary information to answer them (WS3, WS4, WS6). The student develops texts, including a narrative and explanation, recognising different points of view (WS3) and using historical terms (WS1, WS3, WS4, WS5).

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Journal: Australian inland 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 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 (e.g. 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

Annotations

Provides information about Leichhardt’s experiences, for example, ‘we have covered 3,200 kilometres’.

Sequences events in order with dates during June 1845.

Annotations (Overview)
The student develops and presents a series of journal entries about Leichhardt’s journey as an explorer.
Uses historical terms, for example, ‘miles’, ‘convict’.

In feeling so hungry at the moment because when the Aborigines came the other day the stole most of our fresh food, and left us with only a months worth. The negro convict boy Caleb, and European Christopher Hodgson decided to head back to Darling Downs.
because they found the journey to long and tiring. Now there is only five of us left and we are all hoping for the best. Today we walked 28 miles.

6 June, 1845

Today has probably been the best day yet because while we were travelling we spotted a lot of bushes full of berries and a whole troop of kangaroos. We killed two kangaroos and what we didn’t eat we kept for another day. At the moment it is raining so we are trying to collect as much water as we can to help us keep going. Today we travelled a whole 40 miles.
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

- Presents timeline using a scale of 5 years per centimetre.
- Describes key aspects of the explorer’s personal life, for example, ‘married again after his 1st wife died’.
- Identifies and summarises key points in the course of exploration.
- Organises information in chronological order.

- Uses historical terms, for example, ‘voyage’, ‘Batavia’.
Presentation: Impact of European colonisation

Year 4 History achievement standard

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Summary of task

Students firstly 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
Research task: Dutch explorer

Year 4 History achievement standard

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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

Uses a range of question types to frame an investigation, that is of Willem Janzoon’s life.
**Research task: Dutch explorer**

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<thead>
<tr>
<th>Inquiry Question</th>
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<tbody>
<tr>
<td>Why did Willem Janszoon leave Java?</td>
<td>Why did his crew leave the first</td>
<td>Why did the crew return to the ship?</td>
<td>Why did his crew return to the ship?</td>
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<tr>
<td>William Janszoon explored East Indies between Europe and East Indies</td>
<td>His crew stepped ashore</td>
<td>He was killed in a fight</td>
<td>His crew was killed in a fight</td>
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<td>New World</td>
<td>Northern Spain</td>
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**Annotations**

- Poses inquiry questions to guide their research.
- Presents information that has been taken from sources.
- Uses some historical terms, for example, historical place names.
- Describes an experience of Willem Janszoon during his exploration, for example, ‘the crew were killed, the others scrambled back on ship’.
- Summarises some key points of information in the graphic organiser provided.
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.

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

Identifies aspects of Aboriginal peoples’ history and culture that have remained the same.

Gives an example of how European colonisation affected Aboriginal peoples.
Source analysis: How life changed in Australia after 1788

The Europeans brought smallpox. Smallpox is a disease. The indigenous people caught smallpox and got very sick. They didn’t have no medicine no cure to help them get better. So most of them died.

The settlers didn’t treat the indigenous people fairly because they took most of the land.

Annotations

Provides information about why life changed, for example, introduction of smallpox and the lack of medicines to treat disease.

Makes reference to the significance of the changes, for example, the decline in the Aboriginal population.

Provides an explanation with some use of historical terms, for example, Indigenous.
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 a range of questions, about the explorer George Bass in response to the question, ‘What I want to find out?’

Identifies some relevant sources of historical information, for example, book titles.

Provides some information about the significance of George Bass’s discoveries, in relation to the mapping of Australia.

Describes some aspects of George Bass’s journey that would be different today, for example, the use of motors and safety precautions.

Suggests some aspects of George Bass’s journey that would be the same today, for example, having a crew.