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 5 HISTORY

This portfolio provides the following student work samples:

Sample 1       Inquiry: Swan River colony
Sample 2       Research report: The Chinese and the gold rush
Sample 3       Timeline: Mackay’s early history
Sample 4       Investigation: Elizabeth Farm

This portfolio of student work shows that the student can identify the causes and effects of the Chinese presence on the goldfields, and describe aspects of the past that remained the same (WS1, WS4). The student describes the different experiences of people in the past in detail, including the European diggers and the Chinese miners (WS1), and describes the significance of people and events in bringing about change (WS1).

The student sequences events in accurate, chronological order and includes specific details when developing timelines depicting the lives of John and Elizabeth Macarthur (WS4) and the development of the township of Mackay (WS3). When researching, the student develops a wide range of questions to frame a historical inquiry into the Swan River colony (WS1). The student identifies a range of sources and locates and records information related to an inquiry about the treatment of the Chinese on the goldfields (WS2). The student examines sources to identify points of view (WS1), and develops, organises and presents texts, particularly narratives and descriptions, using historical terms and concepts (WS1, WS2, WS3).
Inquiry: Swan River colony

Year 5 History achievement standard

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

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Summary of task

Students investigated the history of the Swan River colony (Western Australia).

The students were asked to develop historical inquiry questions with a focus on an overarching question, ‘Why was the Swan River colony founded on that site?’ As part of this task students were required to identify a range of sources for the inquiry.

Students completed this task individually and were given three one-hour lessons in class to undertake their research and prepare their PowerPoint presentation.
Inquiry: Swan River colony

Primary sources are from the time the people lived and are made by the people involved, like diaries, letters and paintings.

Annotations

Provides supporting examples of primary sources for the Swan River colony, including diaries, letters and paintings.
Inquiry: Swan River colony

Secondary sources are records that were made by others, like a person talking about something they didn’t see themselves and textbooks.
Inquiry: Swan River colony

My questions for research

- Who first discovered the site of the Swan River?
- Was the land good for farming?
- Was there fresh water for people to drink?
- Were there Aboriginal people living at the site? Were they friendly?
- Did the land along the river need to be cleared?
- Why did the British government send people there?
- What did people like about the site?
- How easy was it to travel there?
- Why was it better than other places for a colony?
- Who were the people who moved there?
- Did they have their own reasons for migrating there?
- What does the diary of Mary Anne Friends say?

Annotations

Develops a wide range of inquiry questions for research that explore various aspects of the topic, including questions about location, available resources, political factors, comparative advantages, and what primary sources say.

Annotations (Overview)

The student organises text, in the form of a PowerPoint presentation, into clearly distinguished sections to communicate understanding. The student uses historical terms and concepts, for example, ‘colony’, ‘migrating’ and words in past tense.
Research report: The Chinese and the gold rush

Year 5 History achievement standard

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

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Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Summary of task

Students were asked to investigate the treatment of a migrant group in 19th century Australia to prepare a report. They were required to locate and use two primary sources and a range of secondary sources in their research. Teacher feedback was provided on the first draft. This is the student’s final copy.

Students were provided with two one-hour lessons to undertake their research and completed the report in their own time over a one-week period.
The Chinese and the Gold Rush

Thousands of Chinese miners arrived in Australia to look for gold in the 1850’s. Many Chinese came because of the poverty back in China. The Chinese sent money they made on the goldfields back home to China for their families.

By 1857 the number of Chinese on the goldfields had rose up to 26,000. Life on the goldfields was not easy for the European diggers or the Chinese. The Chinese however seemed very strange to the European diggers and they did not speak the same language. This picture shows how different the Chinese looked in their dress and hair.

The European diggers were suspicious of them and were resentful that the Chinese seemed to find more gold. The Chinese were often badly treated and the Europeans sometimes clashed with the Chinese and robbed them. One of the most notorious events on the goldfields was the Lambing Flats Riots. In 1861, large groups of angry diggers marched on the Chinese area of the diggings to drive them away. To the European diggers the Chinese were taking wealth out of Australia back to China. This picture from the National Archives of Australia shows the European diggers protesting against the Chinese because they didn’t want the Chinese there and the police were thinking we need to try and keep order. The Chinese were worried and felt scared.

Annotations

- Identifies a reason for the Chinese presence on the goldfields.
- Provides description of the European diggers’ experience of the Chinese.
- Provides information located from sources, for example the number of Chinese on the goldfields in 1857.
- Provides description of the Chinese experience of the European diggers.
- Identifies three groups in a primary source (the Chinese, European diggers, the police) and their points of view during the Lambing Flats Riots in 1861.
Research report: The Chinese and the gold rush

The goldfields were not safe for the Chinese so they kept to themselves and they worked in groups for protection. To stop more Chinese coming to the goldfields, a law was passed in 1885. It meant that any Chinese person coming into Victoria had to pay 10 pounds in tax, a 1 pound fee for protection, and the right to mine. The law did not work as more Chinese came. They went to South Australia first and walked their way to Victoria.

When the gold rush ended, some Chinese people went home, but others stayed. One was Quong Tart who was on the goldfields and he became a wealthy freemason and tea merchant. They brought their families over to Australia and became more accepted in Australian society as time went by.

Annotations
- Describes the significance of the tensions between the European diggers and the Chinese in changing the law.
- Describes an aspect of the past that remained the same, that is, the continued Chinese presence in Australia.
- Identifies how the migration of Chinese changed the community.

Annotations (Overview)
The student develops a text that is organised chronologically with reference to key dates, based on research using a range of sources. The student uses historical terms and concepts throughout, for example, ‘European diggers’, ‘gold rush’, ‘pounds’.
Timeline: Mackay’s early history

Year 5 History achievement standard

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Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Summary of task

In preparation for an inquiry into the lifetime of a significant person, students were asked to create a timeline of Mackay’s history in the 19th century.

Students were provided with materials to read and completed the task in class over two one-hour lessons using a computer.
Timeline: Mackay’s early history

<table>
<thead>
<tr>
<th>Date</th>
<th>Significant event and its impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 40,000 years ago</td>
<td>There were six Aboriginal language groups living in the Mackay region – Juipera, Wiri, Biria, Jangga, Barna, Barada. The town area was the territory of the Juipera People. There were about 2000 Aboriginal People living in the area.</td>
</tr>
<tr>
<td>1 June 1770</td>
<td>Captain Cook reached the coast of Mackay and named landmarks that remain the same today such as Slade Point. Sir Joseph Banks said he saw Aborigines</td>
</tr>
<tr>
<td>June 1819</td>
<td>Lieutenant Phillip Parker King passed Slade Point and the fires he sees on the coast suggest Aborigines were there</td>
</tr>
<tr>
<td>February 1843</td>
<td>Captain Blackwood of HMS Fly lands near Sarina. The botanist says that the land around Mackay is more fertile than any he had seen. This was that the land around the pioneer valley was good for livestock and farming</td>
</tr>
<tr>
<td>1860</td>
<td>John Mackay and his expedition reached the coast of Mackay and they select land.</td>
</tr>
<tr>
<td>1862</td>
<td>John Mackay drove a herd of 1200 cattle to settle in the Mackay. He named his station Greenmount. This was the beginning of the pastoral industry in Mackay</td>
</tr>
<tr>
<td>October 1862</td>
<td>The first residents arrive in Port Mackay and open stores. This was the beginning of the township Mackay</td>
</tr>
<tr>
<td>January 1863</td>
<td>First post office opens in Mackay. The residents of Mackay were now connected to other places</td>
</tr>
<tr>
<td>February 1863</td>
<td>Mackay was now a ‘port of entry and clearance’. This allowed for the transport of goods and people and helped the township grow.</td>
</tr>
<tr>
<td>October 1865</td>
<td>The first sales of land in Mackay meant more people could settle there</td>
</tr>
<tr>
<td>August 1864</td>
<td>Passing of the Sugar and Coffee Regulations Act by the Queensland Parliament. This opened the way for people to take up land to begin small sugar plantations</td>
</tr>
<tr>
<td>June 1865</td>
<td>John Spiller plants first lot of sugar cane in Mackay. This was the beginning of the sugar industry in the Pioneer Valley</td>
</tr>
<tr>
<td>April 1866</td>
<td>First newspaper published – Mackay Mercury</td>
</tr>
<tr>
<td>February 1867</td>
<td>The founder of Cremorne Gardens, John Greenwood Barnes, was speared in the arm by a member of Juipera Nation for going on sacred ground. As a result of this, Aborigines on the north side of the Pioneer River were hunted down by the Native Mounted Police.</td>
</tr>
<tr>
<td>May 1867</td>
<td>First boat load of South Sea Islanders. 70 in number. This started cheap labour on sugar plantations and helped the sugar industry to grow</td>
</tr>
</tbody>
</table>

Annotations

Uses a detailed timeline to accurately sequence past events in Mackay’s history, with reference to years and months.

Annotations (Overview)

The student orders the events accurately from 40 000 years ago to 1867, and describes the significance of events in the development of Mackay.
Investigation: Elizabeth Farm

Year 5 History achievement standard

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Summary of task

Students learnt about the colony established at Sydney Cove, with a particular focus on the lives of John and Elizabeth Macarthur. The students visited the Macarthurs’ homestead at Elizabeth Farm and were able to explore the grounds, and the artefacts and replicas on display there.

The students were asked to represent key events of the lives of John and Elizabeth on a timeline and to describe how they lived, particularly in relation to customs that were brought over from Britain.
They came from England and started the wool industry in Australia. We visited Elizabeth Farm to look at their home and what the olden days were like and it was fun. It difficult for to live in a new land but they lived a lot like they would have in England because they use Georgian house and a garden with trees from back home. They were not able to hunt and gather like the Aboriginal people so they had to use farming like in England and a plough. They brang sheep like they had in England. We saw a room in the house for the cook and the housekeeper. They had beds and furniture just like in pictures we saw of homes back in England.

Uses a timeline to sequence details of John and Elizabeth Macarthur’s lives, in chronological order.

Describes how the life of John and Elizabeth Macarthur was similar to that in Britain, for example, their ‘Georgian house’ and ‘garden’.

Provides a reason for the Macarthurs continuing the English custom of cultivating land using a plough.

Describes features of the house that were English in style, for example, ‘beds and furniture like those in the pictures we saw of homes back in England’.