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 some causes and effects of the Chinese presence on the goldfields (WS1) and some aspects of the past that remained the same (WS4). The student describes some different experiences of people in the past, including the European diggers and the Chinese miners (WS1), and indicates the significance of people and events in bringing about change (WS1).

The student sequences some events in broad chronological order (WS2) when developing a timeline of the Mackay township (WS3) and of the lives of John and Elizabeth Macarthur (WS4). When researching, the student develops questions to frame a historical inquiry into the Swan River colony (WS1), identifies a source 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). The student develops, organises and presents texts, with narratives and descriptive elements, 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

Brainstorm

Annotations

Poses questions to guide research, some related to the focus of the inquiry about why the colony was founded on the Swan River.
Inquiry: Swan River colony

Primary Sources

Primary sources are facts from someone that was present at the time it happened.

Annotations

Provides supporting examples of primary sources, including a drawing and maps.
**Inquiry: Swan River colony**

**Primary and Secondary sources**

*Uses some historical terms and concepts, for example, ‘primary sources’ and ‘secondary sources’.*

*Provides supporting examples of secondary sources, including accounts from the internet and a map.*

*Annotations (Overview)*

The students organise their text, that is, a PowerPoint presentation, into different sections.
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.

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 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.
Research report: The Chinese and the gold rush

Gold Gold Gold and the Chinese!

Chinese people came to Australia in the 1850’s because there was lots of gold to be found. They wanted to get rich so they went to the goldfields and went goldpanning. They looked and sounded a lot different to the other people on the goldfields and they were not nice to the Chinese because they saw them as taking all the gold away. The Chinese worked hard but they did not have a good life here and they stayed together because they feared for their lives. They were attacked in 1861 by diggers upset about there being so many Chinese on the goldfields.

Annotations

Suggests a reason for the Chinese presence on the goldfields, for example, ‘there was lots of gold to be found’.

Provides some description of the experiences of the Chinese on the goldfields.

Uses historical terms, for example, ‘diggers’ and ‘goldfields’.

Includes a relevant primary source.

Annotations (Overview)

The student develops a text, that is, a description, with a broad chronological sequence.
Timeline: Mackay’s early history

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

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

Mackay is discovered

First cattle station opens

First sugar is planted

Central mill opens in Eton

Federation

1860

1865

1888

1901

Annotations

Uses a timeline to sequence four events in Mackay’s history.

Annotations (Overview)

The student refers to some events and orders them accurately from 1860 to 1901.

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Investigation: Elizabeth Farm

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 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.
Investigation: Elizabeth Farm

Visit to Elizabeth Farm

John and Elizabeth Macarthur came to Australia. They lived on a farm with a house which we got to visit. It looks more like the houses the English lived in. There were a lot of things in the house that came from England. Like a piano.

They sheep which were not here before and they got wool which English people used to make clothes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1790</td>
<td>They come to Australia</td>
</tr>
<tr>
<td>1809</td>
<td>Elizabeth runs the farm</td>
</tr>
<tr>
<td>1807</td>
<td>Send their first wool to England</td>
</tr>
<tr>
<td>1834</td>
<td>John dies</td>
</tr>
<tr>
<td>1850</td>
<td>Elizabeth dies</td>
</tr>
</tbody>
</table>

Annotations

Describes some features that reflected life back in Britain, for example, the Macarthurs’ house, piano and sheep.

Uses timeline to sequence the Macarthurs’ lives.