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 predetermined 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, 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 chronological order (WS2, WS4), 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). 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).

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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

Annotations

Provides supporting examples of primary sources for the Swan River colony, including a firsthand account, a map and artwork.
Inquiry: Swan River colony

Annotations

Provides supporting examples of secondary sources, including a newspaper article and accounts from the internet.
Inquiry: Swan River colony

Annotations

Develops a wide range of inquiry questions to guide research, including ‘who’, ‘what’, ‘when’, ‘where’, ‘why’, ‘how’ and ‘was’ questions.

Annotations (Overview)

The student organises text, that is a PowerPoint presentation, into clearly distinguished sections to communicate understanding. They use historical terms and concepts, for example, ‘colony’ 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.

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.
How Chinese were treated during the Australian Gold Rush

Many Chinese migrated to Australia, to discover gold and also came to experience it. The Chinese were the biggest non-European group that came to the goldfields. They were not welcomed at all as how they dress and habits were different from the other diggers. The average Chinese miner could withstand worse conditions and remain patient longer than the other diggers. They could work all day in deep water. They were often extremely secretive about their success.

Unlike most European diggers, who came to make a new life for themselves and their families, the Chinese miners did not stay in Australia. Many had been sent by wealthy merchants who paid for their passage to Australia. In return the miners would return to China and give the gold to the merchants.

The Chinese were the first people to arrive in the goldfields and they claimed the best digging spots but the Victorian government wanted to force them out so they passed a law. The law was that the Chinese has to buy a residence ticket and nearly every Chinese didn’t buy one since they couldn’t speak good English. Then the Europeans came and took over their mining spots.

The Australians were very suspicious, confused and worried about the Chinese. They were confused about how the Chinese had different traditions, religions, lifestyles and beliefs. These ideas were still around at the end of the 1800’s.

At that time, in New South Wales, Chinese were humiliated and those who were affected by the riots tried to complain to the government for the damages the other miners had done them but they were unsuccessful.

Between 1852 and 1889 nearly all the Chinese diggers went back to China when they had paid their debts and got some money. 36,000 left Australia which meant there were only 4,000 left in Australia.
Research report: The Chinese and the gold rush

A Chinese working as a miner in the Gold Rush

Annotations
Research report: The Chinese and the gold rush

Annotations
Uses primary sources to indicate the Chinese point of view.

Annotations (Overview)
The student develops a text with reference to key dates, based on research. The student uses historical terms and concepts, for example, ‘diggers’ and ‘gold rush’.
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>40,000 years to 1860</td>
<td>Six Aboriginal language groups lived in the Mackay region. These were Juipera, Wir, Biria, Jangga, Barna, Barada. There were about 500 members in each group.</td>
</tr>
<tr>
<td>1860</td>
<td>John Mackay and his expedition discover Mackay</td>
</tr>
<tr>
<td>1862</td>
<td>John Mackay begins a cattle station in the Mackay region</td>
</tr>
<tr>
<td>October 1862</td>
<td>First residents arrive in Mackay</td>
</tr>
<tr>
<td>October 1863</td>
<td>First land in Mackay is sold</td>
</tr>
<tr>
<td>June 1865</td>
<td>First sugar cane is planted by John Spiller</td>
</tr>
<tr>
<td>April 1866</td>
<td>First newspaper, Mackay Mercury, is published</td>
</tr>
<tr>
<td>February 1867</td>
<td>Settler is speared for being on Aboriginal lands. The Aborigines were pushed off all over the place.</td>
</tr>
<tr>
<td>June 1867</td>
<td>First boat load of South Sea Islanders arrive to work on sugar plantations</td>
</tr>
<tr>
<td>1870</td>
<td>First Aboriginal Reserve created – about half the Aboriginal population has died by 1870</td>
</tr>
<tr>
<td>1881</td>
<td>First tramway</td>
</tr>
<tr>
<td>August 1885</td>
<td>Railway line opened</td>
</tr>
<tr>
<td>1888</td>
<td>Central Mill opens North Eton</td>
</tr>
<tr>
<td>February 1898</td>
<td>Cyclone Eline strikes Mackay</td>
</tr>
<tr>
<td>January 1901</td>
<td>Mackay celebrates Federation</td>
</tr>
</tbody>
</table>

Annotations

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

Annotations (Overview)

The student orders the events accurately from 40 000 years ago to 1901, with related information.
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’ 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

Elizabeth Farm
The Macarthurs came to Australia by ship and had to live in a land that was the opposite to Britain. The land was harsh and they tried to make a house and garden like they had before they came over. In Britain people farmed the land and this is what they did in Parramatta. They had convicts to help them clear the land. They grew sheep and sold the wool to make money. They wore the same clothes as always and it must have been hot for them in the summer.

Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1767</td>
<td>John Macarthur was baptized on 3 September. He had Scottish parents.</td>
</tr>
<tr>
<td>1788</td>
<td>First child born called Edward</td>
</tr>
<tr>
<td>1794</td>
<td>John has a farm named after his wife</td>
</tr>
<tr>
<td>1796</td>
<td>John buys merino sheep which have good wool</td>
</tr>
<tr>
<td>1801</td>
<td>John sailed to England to tell the English about wool</td>
</tr>
<tr>
<td>1808</td>
<td>It was the Rum Rebellion</td>
</tr>
<tr>
<td>1809</td>
<td>Elizabeth looked after the family farm</td>
</tr>
<tr>
<td>1817</td>
<td>John Macarthur returned home</td>
</tr>
<tr>
<td>1834</td>
<td>John died</td>
</tr>
</tbody>
</table>

Annotations

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

Describes some features that reflected life back in Britain, that is, farming and clothes.

Uses a timeline to sequence the Macarthurs’ lives, in chronological order.