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 6 HISTORY

This portfolio provides the following student work samples:

Sample 1  Chart: Reasons for and against Federation  
Sample 2  Venn diagram: People who call Australia home  
Sample 3  Letter: The Stolen Generations  
Sample 4  Illustrated oral history: Migrant interview  
Sample 5  Annotated timeline: Aboriginal rights in the 20th century

This portfolio of student work shows that the student can identify change and continuity in the life of a migrant and in Aboriginal rights (WS4, WS5) and describe the specific causes and effects of change on Australian society (WS1, WS4, WS5). The student compares the different experiences of people in the past (WS1, WS2, WS3, WS4). The student explains the significance of an individual and group in Australia’s twentieth century history (WS2, WS4).
The student sequences events and people (their lifetime) in broad chronological order (WS2), and represents time by creating a timeline (WS5). When researching, the student develops questions to frame an historical inquiry for conducting an interview with a migrant (WS4). The student identifies a range of sources (WS5) and locates and compares information to answer inquiry questions (WS2). The student examines sources to identify and describe points of view including of a member of the Stolen Generations (WS2, WS3). The student develops texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, the student uses historical terms and concepts and incorporates relevant sources (WS1, WS2, WS3, WS4, WS5).
Chart: Reasons for and against Federation

Year 6 History achievement standard

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

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Summary of task

Students investigated the key figures and events that led to Australia’s Federation using sources from the time.

Students were asked to examine the reasons for and against Federation using a T-Chart.

They were also asked to develop a response to the question, ‘What would Australia be like if Federation did not occur?’ to demonstrate their understanding of the historical significance of Federation.

Students completed the task during class time over two one-hour lessons.
## Chart: Reasons for and against Federation

<table>
<thead>
<tr>
<th>Reasons for Federation</th>
<th>Reasons against federation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Federation would make Australia richer</td>
<td>• The colonies had different views on what laws should be allowed</td>
</tr>
<tr>
<td>• The colonies were too far away from each other</td>
<td>• The colonies didn’t want to share resources with each other</td>
</tr>
<tr>
<td>• Australians were starting to develop a strong identity</td>
<td>• The governors of individual colonies thought that they would lose money and power if Australia federated</td>
</tr>
<tr>
<td>• A federated Australia would only need one leader</td>
<td>• Most people who were living in Australian didn’t care about federation</td>
</tr>
<tr>
<td>• A federated Australian would only need one parliament</td>
<td>• Some of the colonies (thought) they would become obsolete if Australia was federated. So they thought it did not look after their interests.</td>
</tr>
<tr>
<td>• Once federated Australia would have one set of laws nationwide making it harder for criminals to evade laws</td>
<td>• When trading between some colonies you had to pay tax to the colonie you were trading to but federation would introduce free trade and some colonies thought that would lead to them losing money</td>
</tr>
<tr>
<td>• Communication and transport between colonies would be better</td>
<td>• Victoria and New South Wales mistrusted each other and both thought that they were the most important colony so they didn’t want to federate</td>
</tr>
<tr>
<td>• If all of the colonies joined together in federation all there small military would unite into one large military</td>
<td></td>
</tr>
<tr>
<td>• The colonies were all worried by the amount of Chinese migrants coming to Australia</td>
<td></td>
</tr>
</tbody>
</table>

### Identifies reasons for and against Federation based on various perspectives, for example, of the colonies and governors.

### Provides a comprehensive list of the reasons that led to Federation.

### Illustrates the different experiences of people and states prior to Federation, for example, that ‘Australians were starting to develop a strong identity’.

### Identifies changes in Australian society, for example, Chinese immigration.

### Uses reasoning to demonstrate understanding about why Federation occurred, for example, ‘If all the colonies joined together ...’

### Describes the effects that Federation has had on Australian society.

### Annotation (Overview)

The student uses a range of historical terms and concepts throughout, for example, ‘colonies’, ‘national identity’, ‘penal’, ‘federation’, ‘migrants’.

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Venn diagram: People who call Australia home

Year 6 History achievement standard

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

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Summary of task

Students explored the groups who migrated to Australia in the twentieth century and talked about why they migrated and their contribution to society.

Students were asked to choose two people who have migrated to Australia. They were required to describe and compare their different experiences, and explain their significance in bringing about change.

The students selected a graphic organiser to present their findings. They were given two one-hour periods to complete this task.
**Venn diagram: People who call Australia home**

- **Harry Seidler**
  - Born in 1933 in Vienna, Austria. If he was still alive, he'd be 89, but sadly, he died at the age of 82.
  - With Austria practically idolising Hitler in the time of World War II, Harry decided to seek a better life elsewhere.
  - His family must have seen it as a safe place to escape to.
  - Harry took up a new direction by researching cures for cancer.
  - He contributed to developing vaccines for malaria, typhoid, and other diseases.
  - He made more effective vaccines for diseases like cholera.
  - Harry Seidler played a vital role in architecture. He designed over 180 buildings, including the Mona Vale apartments.
  - When he arrived at 25 years old, he lived here with a scholarship.

- **Gustav Nossal**
  - Gustav was born in Bucharl, Austria, in 1931 on the 4th of June. He migrated in 1938.
  - They both fled Austria, due to Hitler's uprising.
  - They both were born in Austria.
  - With Austria practically idolising Hitler in the time of World War II, Harry decided to seek a better life elsewhere.
  - His brother had sent him photographs of Australia, and he liked what he saw.
  - He enjoyed carrying the torch for the Sydney 2000 Olympics.
  - He says he was well off.

**Annotations**

- Refers to a historical event that influenced the experiences of the chosen individuals.
- Draws on research from sources to provide specific information about the significance of the individual.
- Illustrates significance of Harry Seidler and Gustav Nossal with detailed examples.
- Describes the point of view of the individual using information from research.
- Sequences the key events and experiences in Harry Seidler's and Gustav Nossal's lives in broad chronological order.
Venn diagram: People who call Australia home

Annotations

Identifies a range of sources and provides comprehensive details.
Venn diagram: People who call Australia home

**GUSTAV NOSSAL AND HARRY SEIDLER**

Hi, I’ve been doing research on two very famous and important men who migrated to Australia, and brought about a lot of change. They are Harry Seidler and Gustav Nossal.

Gustav played a vital role in the medical world. He began researching cures for cancer, taking work in all new directions. He also helped develop vaccines for malaria, leprosy and other parasite diseases that killed thousands of children. Gustav has become a well-known and highly respected member of our Australian community.

Then there’s Harry Seidler. He had migrated from Austria, like Gustav. He came here with high hopes and dreams. To this day, he has designed over 180 buildings, including the Monash Gallery of Art and Arlington Apartments. He is among some of the world’s best architects.

Out of these two very important men, I think Gustav Nossal brought the most change to Australia. I mean, where would our world be without him? Children would be dying every day from diseases like malaria and typhoid. Our world would be lost without him. He definitely deserves to be one of our famous Australians!

**Annotations**

- Presents a text that provides detail about the different experiences of Gustav Nossal and Harry Seidler.
- Gives a reason for conclusion drawn about the significance of Gustav Nossal.
Letter: The Stolen Generations

Year 6 History achievement standard

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

*By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.*

*Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.*

Summary of task

Students investigated Aboriginal and Torres Strait Islander Peoples’ experiences of democracy and citizenship through a study of the Stolen Generations. The students watched the film *Rabbit-Proof Fence* (Phillip Noyce 2002) and accessed personal accounts made by members of the Stolen Generations.

Students were asked to write a letter as a concerned citizen advocating for a member of the Stolen Generations to be allowed to have contact with their family again.

The students researched the experiences of an individual of the Stolen Generations as the basis for writing their letter over three one-hour lessons in class.

They were provided with the following to guide their research into those experiences:

- life with their family (culture, language, daily life, beliefs)
- removal from the family (how did it happen, their reaction, parents’ reaction)
- What happened next? (mission, adoption, experiences, differences they found, things that they missed)
Letter: The Stolen Generations

The Protector of Aborigines
The Aboriginal Protection Board
King William St., Adelaide
South Australia

Dear Mr Harrington

My name is Estelle Southern and I am writing as a concerned citizen. One of my friends is an Aboriginal lady who was part of the stolen generation. She was taken from her family when she was a very young child, not knowing what would happen to her and what her future would be like, if she ended up having a future. I am writing to you, Mr Harrington, to ask your permission for her to get in

Annotations

Identifies the point of view of an individual based on information from researched sources.

Describes how the individual felt about being removed from her family.
Letter: The Stolen Generations

contact with, or visit, her family. She was taken away from them when only a few years old, and I know she has longed, hoped and dreamed of seeing them again. Many times she has been told that she will never see her family again, though she has tried not to believe them.

My friend was born in the northern region of the state in the 1920s. Her real name is Mary and she has a brother and a sister. Her mother is part of the Aboriginal people from that district. Her father’s name is Jack and he is Irish and he came to live in the same northern region of this state. As a family, they used to sing songs by campfires and go hunting together, and they were a very close family. I know Mary misses them terribly.

Annotations

Identifies the experiences of the individual prior to removal.
The day she was taken, Mary thought it would just be another ordinary day, but she was wrong. A man arrived in a van and Mary tried to escape because she knew what was going to happen. But he forced her into the van. He took her to the Oodnadatta United Aborigines Mission. She stayed there for a while and they changed her name from Mary to Alice. She then got put into another “home” which was much stricter and she was treated much worse. In both places, she was not allowed to speak her own language and she would be beaten if she spoke her own language and talked about her family or about being Aboriginal. They were painful times for her and all those with her. Some of the supervisors were kind, but some were
Letter: The Stolen Generations

cruel. They wanted the young Aboriginal people to think they were their family, but Mary has never forgotten her real family. Some children’s families visited on occasion, but Mary’s could not.

I think you might be a good person. I am pleading with you to grant Mary permission to see her family once again. It is something she really wants, and it would help her greatly. It is not good to see a family broken up. I am asking for you to help this family be together once again.

Yours sincerely

Miss Estelle Southern

Annotations

Draws some comparison between people’s experiences.

Annotations (Overview)

The student organises the text in a letter format with elements of a narrative. The student offers an accurate insight into the experiences and point of view of an individual from the historical period.
Illustrated oral history: Migrant interview

Year 6 History achievement standard

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Summary of task

In class, students investigated migration to Australia in the twentieth century.

The students were required to develop inquiry questions for interviewing a migrant. They were asked to interview one individual to find out about their life before and after migrating to Australia.

The interview was recorded and the transcript was used by the student as a source to produce an illustrated history of the life of the migrant who was interviewed.

The students were given an hour lesson to develop their inquiry questions. The interview was then conducted and they had one week in their own time to complete their illustrated history.

Note: Interview protocols were provided to, and discussed with, the students.
Illustrated oral history: Migrant interview

Lily’s Story*

Where did your family originate from?
Lily’s family came from the United Kingdom. She was born in London and married and moved to Hampton court which is a suburb on an island in London on the River Thames.

When did you arrive in Australia?
Lily, her husband and her three children arrived in Australia in September 1958 on a large boat. They bought a house in Elizabeth. They used the money from selling their house in England to buy one in Australia. There were no roads and no pavements. Only Elizabeth North and Elizabeth South were built. Lily moved into a new suburb called Elizabeth Grove but the school wasn’t built yet. In front of her house was Elizabeth Vale but in those days, it only had farms and paddocks. There were sheep bones, bits off things and screws that they found. There were no Holden’s, no factories; there was no Lyell McEwan Hospital, no Elizabeth Centre. But there was a sign saying “People Stores coming soon”.

9 Woodville Grove, Stoke Newington, Lily’s home when she was a young child

The house Lily and her family lived in on River Thames, 1950

Annotations

Describes several specific differences in the suburb of Elizabeth from the post-war years through to the present.
There was no bus service, only the Elizabeth South train but to get there it was a long walk. There was a problem. People in Elizabeth wanted their own town hall and councillors. Lily went around with petitions with her three year old daughter, Dorothy. There was a big sense of community. The English air force at Elizabeth grove and Elizabeth south were building rockets at Woomera.

What reasons did you have for leaving your homeland?

Lily decided to move because her husband had pneumonia. She had two choices, Australia or South Africa. Australia seemed to be the best so she was sent over by boat to Australia and bought a house in Elizabeth Grove, South Australia.

What were the reasons other people left their homeland?

Some of the people had work problems in England or found it hard to adjust after the war. So they came to Australia for a better life for their kids. They had heard about it on the radio and it sounded very inviting.

What do you love about being here in Australia?

Lily loves the hot summers. When Lily went back to England, she had to wear warm clothing in summer. She prefers the summers here much more.

Identifies specific causes of the decision to migrate, with mention of the experiences of other migrants and their motivations in coming to Australia.
Illustrated oral history: Migrant interview

What were your early experiences?
Lily's first Christmas in Australia was hard. She missed her family and friends. But luckily she had fantastic neighbours that helped her out.

What was difficult about living here?
Lily found it difficult because she had just come to Australia and she couldn't find work. There was no Elizabeth South School so she had to walk for a while to reach the train station so the children could get to school.

What did you do in the United Kingdom?
Lily was 16 ½ when war broke out. At the age of eighteen, Lily joined the Women's Royal Air Force. Her job was to issue new clothing items, gas capes and helmets. The war made Lily grow up and made her appreciate her family more.

Do you feel Australian or do you still feel English?
Lily feels Australian. She and her husband knew that they wouldn't go back to England to live, but they went back 20 years later for a holiday but it wasn't the same as when they lived there 20 years before.

Annotations

Describes the effects that the decision to migrate had on Lily as an individual.

Recognises that England is different now compared to when Lily left ('it wasn't the same').
Illustrated oral history: Migrant interview

**Annotations**

*Names have been changed for privacy reasons.*

**Annotations (Overview)**

The student demonstrates the use of inquiry questions and sources (visual and oral) relevant to migration to produce an illustrated oral history text. The student uses historical terms and concepts related to WWII, migration and post-war life in Australia.
Annotated timeline: Aboriginal rights in the 20th century

Year 6 History achievement standard

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

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Summary of task

After studying the status and rights of Aboriginal and Torres Strait Islander Peoples, students were asked to locate a number of sources and develop a timeline showing the following:

- government policies throughout the 20th century
- events in the Aboriginal and/or Torres Strait Islander Peoples’ attempts to achieve rights
- changes to government laws made in response to the rights movement.

Students were asked to provide evidence from sources they located and provide an indication of their sources of information. They completed the task as an assignment over a two-week period and were provided with one 60-minute lesson to begin their work on the task.

Warning: This work sample contains images of Aboriginal and or Torres Strait Islander People who may be deceased.
### Annotated timeline: Aboriginal rights in the 20th century

#### Annotated Timeline of Aboriginal Rights in the twentieth Century

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Govt Policy</strong></td>
<td>Protectionist Policy</td>
<td>Assimilation</td>
<td>Integration</td>
</tr>
<tr>
<td><strong>Description of rights under this policy</strong></td>
<td>Aborigines became wards of the state. They did not have a right to vote, the pension or maternity allowance. The state had the right to remove Aboriginal children from their families and sent to homes like the Kinchela Aboriginal Boy’s Home and Cootamundra Domestic Training Home for Aboriginal Girls.</td>
<td>Aborigines were encouraged to be like white Australians. They still didn’t have the same rights as other Australians.</td>
<td>Allowed Aboriginal people to retain some of their cultural ideas, beliefs and customs. This was still assimilation but the wording changed.</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>A photo of the stolen children</td>
<td><em>In practical terms that, in the course of time, it is expected that all persons of Aboriginal birth or mixed blood in Australia will live like white Australians</em>.</td>
<td><em>The policy of assimilation means that all Aborigines and part-Aborigines are expected eventually ... live as members of a single Australian community ... observing the same customs and influenced by the same beliefs, as other Australians</em>.</td>
</tr>
<tr>
<td><strong>Source:</strong></td>
<td>State Library sourced from <a href="http://www.abc.net.au">www.abc.net.au</a></td>
<td>Timeline of legislation affecting Aboriginal people, <a href="http://www.aboriginaleducation.sa.edu.au">www.aboriginaleducation.sa.edu.au</a></td>
<td>Self Determination was “to restore to the Aboriginal people of Australia their lost power of self determination in economic, social and political affairs”</td>
</tr>
</tbody>
</table>

#### Annotations

**Represents time using a linear timeline.**

**Sequences events within the timeline.**

**Includes a range of sources, for example, photographs.**

**Provides references to sources used to locate information.**

**Identifies an example of continuity, that is, lower level of health and education.**
Annotated timeline: Aboriginal rights in the 20th century

<table>
<thead>
<tr>
<th>Annotated Timeline of Aboriginal Rights in the twentieth Century</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Govt Policy</strong></td>
</tr>
<tr>
<td><strong>Aboriginal and Torres Strait Islander Peoples’ response to Policy</strong></td>
</tr>
<tr>
<td><strong>Changes in response</strong></td>
</tr>
</tbody>
</table>

Annotations

Identifies changes in rights for Aboriginal People, for example, the right to vote in federal elections.

Annotations (Overview)

This student provides description of the causes and effects of attempts to gain rights for Aboriginal People, in 20th century Australia. The student uses historical terms and concepts, for example, ‘assimilation’ and ‘self determination’.