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  Report: Significant individuals in Australia’s history
Sample 2  Venn diagram: People who call Australia home
Sample 3  Letter: Federation
Sample 4  Letter: The Stolen Generations
Sample 5  Source analysis: Land rights

This portfolio of student work shows that the student can identify some examples of change (WS3, WS4) and describe the causes and effects of change on Australian society (WS3, WS4, WS5). The student provides some comparisons of the different experiences of people in the past (WS1, WS2, WS3, WS4). The student explains the significance of an individual and group, including migrants and Aboriginal People (WS1, WS2, WS5).

The student sequences events and people (their lifetime) in chronological order (WS2). The student identifies some sources and locates and compares information to answer inquiry questions about aspects of Australia’s history in the twentieth century (WS2, WS5). The student examines sources to identify and describe points of view, including those of Aboriginal People (WS4, WS5). The student develops texts, with some narrative and descriptive elements. In developing these texts and organising and presenting their information, the student uses some historical terms and concepts and relevant sources (WS1, WS2, WS3, WS4, WS5).
Report: Significant individuals in Australia’s history

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 prominent people in Australia’s history in the twentieth century in class using a range of sources.

Students were asked to choose two people who made a contribution to Australian society. They were required to describe and compare their different experiences, and explain why they were important people based on their investigation of the sources.

The students were given four one-hour lessons to research their chosen individuals and they completed this task as a take-home assignment. They presented their findings as a report.
Report: Significant individuals in Australia’s history

Nancy Wake

Grace Augusta Wake was a British agent during the later part of world war II. Nancy Wake is one of the bravest women to fight in war. She grew up in France working as highly trained spy. She was born 30 August 1912 – died 7 August 2011 aged 98. She lived in Australia a number of times and ran in elections.

She was the youngest in a family of six children. Her father was a journalist/editor. Her father abandons the family and returns to New Zealand leaving her mother with six children to raise. Her involvement in the war began in her visit to Germany when she saw the cruelty and the strength of the Germans.

She became famous as she rode over 2000 km’s to pick up a radio, she also helped hundreds of War victims from Nazi.

Some of her high achievements are winning the George medal (GM), she was given her code name “the white mouse” 1940. She achieved lots of high light in her career. She helped plan and fought in many battles. She went on lots of under cover operations. I think Nancy Wake achieved lots of goals. She was very brave to fight in world war II. She did a great job as a highly trained spy.

Annotations

Organises text into paragraphs.

Refers to reasons for the significant individual’s actions.

Provides evidence as to why Nancy Wake was significant.

Uses some historical terms, for example, ‘Nazi’.
Report: Significant individuals in Australia’s history

Roger Hollis

Roger Hollis was born at wells in someresto 2nd of December 1905. Hollis joined M15 (the security service) shortly before world war II. He died October 1973.

Roger Hollis was third of 4 sons. He was a younger brother to Christopher Hollis who was a writer and Politian. When war ended e stayed with M15. In 1953 he was appointed as deputy director-general for 9 years.

He became an acknowledged expert on communism within the service. He was head of the F division. He had a book about him written by peter wright called spy catcher. He set up ASIO in Australia in the 1950s.

In 1953 he became deputy director-general. 1936 he developed tuberculosis and returned to England. In 1956 he developed tuberculosis and returned to England. 1956 He became head of M15 later head of M16. Roger Hollis had a lot of big responsibilities at M15. He had a big part as Director-General and head of M15.

Annotations

Refers to an achievement of Roger Hollis.

Uses information located from sources.
Report: Significant individuals in Australia’s history

Annotations

Lists sources used for the research.

Annotations (Overview)

The student describes the experiences of two significant individuals, Nancy Wake and Roger Hollis.
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 in class 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

Annotations

Draws on information from research about the lives of Fred Hollows and Jessie Street.

Identifies a significant aspect of Jessie Street’s work as a suffragette.

Uses some historical terms, for example, ‘suffragette’.
Venn diagram: People who call Australia home

Hello
I’m doing my research about Fred Hollows and Jessie Street.
Jessie Street was a woman who helped woman win the vote.
Fred Hollows was a doctor who treated people eyes.
He helps people around the world.
Fred hollows is my favourite because he helped lots of people to not get blind.

Annotations

Indicates the significance of Fred Hollows and Jessie Street.

Uses an example to indicate why Fred Hollows was important.

Lists sources used.

Annotations (Overview)

The student uses the graphic organiser provided to organise information. The student uses dates to provide information about chosen individuals, sometimes in chronological order.
Letter: Federation

Year 6 History achievement standard

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Summary of task

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

The students were required to write a letter to the editor of ‘The Federation Times’ about why Australia should become a federation, based on their historical understanding of the reasons for Federation.

Students completed the task during class time over three one-hour lessons during a one-week period.
Letter: Federation

To the Editor of "The Federation Times"

Dear Sir,

I think that we should have Federation, because I am a doctor who is down in business and the poor people we get the same money but earn for my family, because I will have more business and more money and with that money I can be more hard and medicine. I will get for my family through the long year ahead.

It also lies in my ears and ears of our fellow brothers, who is a colony that has good interests and since they will share their lives with us and we would be able to help so many sick kids and their families.

If we found and our colony, there would be help people from around the world and become world wide.

Because we would be world wide everyone will know who we are.

The more people that know how successful we are the more they will want to live here with us, our success and medical. We would soon become millionaires.

I believe that we can help everyone, because I care about the people of Tasmania and around the world and I also believe in everyone's health and safety.

That is why I think that we should have Federation.

Annotations

- Presents a narrative from the perspective of a person in that period.
- Uses an example to support opinion.
- Refers to an argument in favour of Federation in relation to trade.
- Identifies possible effects of Federation.

Annotations (Overview)

The student uses some historical terms, for example, 'colony' and 'Federation'.
Letter: The Stolen Generations

Year 6 History achievement standard

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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

George St., Sydney, NSW

February 1920

Dear Sir

My name is James MacArthur and I am writing to express my deep concern for my friend, Mr Samuel Jackson. Samuel was born in Cowra NSW in 1939 and has 9 siblings. He was taken away from his family when he was only 18 months old and put in homes where he spent all his

Annotations

Refers to the policy of removing children from their families.
Letter: The Stolen Generations

youth. Sam and his siblings were having a happy life until a man from the government stormed in. He came and took all ten of the children away. Sam’s father was at the war when they got taken away, and the ladies could not do much. Sam told me all he remembers is waking up in Bomaderry hospital.

He was put there when he was a baby. After the war, his father returned and tried to take them, but he was stopped. Sam misses his family and their love. After Nowra, he went to another home when he was 10 years old. It was a real hellhole compared to the other place, and Sam’s father stopped coming after that.

Annotations

Uses sources to retell the experiences of the individual.

Sequences some events in the narrative.

Indicates how the policy of removing children affected families.
Letter: The Stolen Generations

I believe very strongly that you should give approval for Sam to have contact with his family, because he shouldn’t lose his family, culture, religion and language forever. He doesn’t want to be assimilated with us white people he wants to be Aboriginal. I think we should say sorry because all this happened.

I hope you heard my story correctly and please help Sam get back in contact with his family.

Yours sincerely

Mr James MacArthur

Sources:

www.stolengenerationtestimonies.com

www.google.com.au

Annotations

Describes a point of view.

Uses a historical term, ‘assimilated’.

Includes some sources of information used.

Annotations (Overview)

The student organises the text as appropriate for a letter.
Source analysis: Land rights

Year 6 History achievement standard

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Summary of task

Students were played the song From Little Things Big Things Grow (Paul Kelly and Kev Carmody c. 1991) and were asked to conduct research to find out what the song was about. They were then asked to answer some questions about the song and develop a storyboard that could be used to produce an official music video for the song on YouTube.

The students worked in pairs to complete their research over three one-hour lessons and they completed the task individually.
Source analysis: Land rights

From Little Things Big Things Grow

You have just heard the song From Little Things Big Things Grow. What do you think this song is about?

_think the song is about_

a little fight between the aboriginals and the English (English took everything)
The fight grew bigger as time passed.

You will now have some research time with your partner. You will need to find the lyrics of the song and also be able to explain what the lyrics mean.

_There was a British man who had a beef business and was very rich._

_He had an aboriginal team of men who worked for him but only paid with food and not very good shelter._

_Day after day they grew more and more fed up._

_Eventually they packed their bags and decided to leave._

_Lord Vestey told the Aboriginals that they could double their wages._

_They said that they will sit and wait until they receive their land back._

_So then Vincent went on a plane to Sydney where he told many men his story._

_They told him his story was a state matter and that they_
Source analysis: Land rights

There is no music video for this song that accurately explains what it is about. Working with your partner you are going to produce a visual presentation that explains what the song is about and could be used as its music video.

Annotations

Presents aspects of an experience of a significant individual, ‘Vincent’.

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Source analysis: Land rights

In the space below make a plan about the images you think you would need to include in your presentation.

The global mail
Google
bing
National Museum Australia

REFERENCES

- Google
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- Yahoo
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- Bing
- The Global Mail
- Wikipedia
- Keep calm - o-matic
- Museum Victoria

Annotations

Identifies some sources of information.

Annotations (Overview)

The student develops a descriptive text with some factual details.