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  Source analysis: Land rights
Sample 5  Report: Significant individuals in Australia’s history

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

The student sequences events and people (their lifetime) in chronological order (WS2). The student identifies a range of sources and locates and compares information to answer inquiry questions about the experiences of migrants and Aboriginal People (WS2, WS4). The student examines sources to identify and describe points of view about policies towards Aboriginal People (WS3, WS4). The student develops texts, particularly narratives and descriptions. In developing these texts and organising and presenting information, the student uses historical terms and concepts and incorporates relevant sources (WS1, WS2, WS3, WS4, WS5).

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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.
History

Work sample 1

Year 6

Satisfactory

Chart: Reasons for and against Federation

Reasons for Federation
- Each state in Australia had a small army not large enough to fight if a country invaded Australia.
- It was frustrating Aussies going to other states because each state had different taxes and laws.
- Australians were getting anxious about how many Chinese people were coming to Australia.
- Australians were starting to unite with their country.
- Because there was federation, women gained the right to vote.
- Communication was improving a lot so it was easier to talk to each state instead of crossing borders.

For Against
- A lot of Australians didn’t care about federation because they didn’t agree with borders.
- Some states like New South Wales and Victoria were against each other and didn’t trust each others intentions.
- Colonies were quick to away from each other so they didn’t interact that often. The distance was too far.
- There was disagreements between states and decisions were hard to make.
- States were worried about losing money because if they had federation it would be free trade and they wouldn’t have to pay taxes.

Annotations

Provides detailed reasons for and against Federation.

Describes different perspectives of people in the past.

Describes key causes of Federation.

Refers to changes in Australian society at the time of Federation.

Identifies some effects of Federation, for example, women gaining the vote.

Provides some comment about what Australia would be like without Federation, based on their research about the historical significance of Federation.

Annotations (Overview)

The student outlines information appropriately in the chosen graphic organiser. The student uses a range of historical terms and concepts, for example, ‘colonies’ and ‘federation’.
Venn diagram: People who call Australia home

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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

Uses past tense appropriately when referring to historical events or experiences.

Locates information and places it appropriately within the graphic organiser.

Organises researched information in chronological order.

Recognises the significance of the individuals.
Annotations (Overview)

The student records detailed information based on research. The student uses terms specific to the historical inquiry, for example, ‘migrated’.

Annotations

Explains the significance of the individuals selected, using examples.

Develops a text which is organised clearly.

Provides a justification for their choice of which individual migrant has made a more significant contribution.
Letter: The Stolen Generations

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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

Dear Sir

My name is Rita Johnson and I am writing to express my distress for my friend Hope Jamesson, who was separated from her family when she was only two. Her mother and father were from different missions in Queensland. It was bad enough that Hope was taken from her family, but you also took her sister Jenny as well, and she was four. The other thing you did was tell their two cousins that if they

Annotations

Uses an appropriate historical term: ‘mission’.

Refers to the effect of government policy on family members.
Letter: The Stolen Generations

Hope and Jenny were taken, they would be locked up.

You took them to another mission in New South Wales, owned by a church, but it was managed by a married couple that made the children call them mum and dad. They ended up knowing those adults as their only parents and weren’t allowed to call them by their names.

Hope described how the couple slept in the main part of the mission and she and her sister slept in the chook pen. Older girls would sweep to clean it out and they put three bunks into the pen and so they all slept on the same floor. They always said there would be plenty of food, but the children ever told their parents who were inside at the time that

Annotations

Supports narrative with factual information gathered from research.

Compares the different experiences of individuals at the time.
Letter: The Stolen Generations

never seemed to see it because they were always hungry and they hid bits of bread in their beds.

One Christmas, when the children were billeted with some people, they got some lovely presents and were very excited. Later though, they had figured out that their “mum and dad” had taken the suitcases that the children had expected when they first arrived at the mission. They discovered that all their things had either been put away or sold at a fete.

I know that Hope and Jenny would give anything to be reunited with their parents. They really do miss them terrible, and wish they had never been taken. This policy of taking the children cannot possibly be good for any child.

Annotations

Presents the point of view of an individual consistent with the sources researched.

Makes reference to the effect the removal of children had on society.
Letter: The Stolen Generations

Belonging and staying with family and culture are just so important.

Yours sincerely

Mrs Rita Johnson

Sources:

www.stolengenerationtestimonies.com

Annotations

Includes a relevant source.

Annotations (Overview)

The student organises the text as a narrative in a letter format.
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?

We think it is about Aboriginal people. It starts with a small argument which turns into a big thing.

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.

An 8 year long battle between British Lord Vestey and Vincent Lingiari. Vincent was very poor and had very little. Vestey was very rich and didn’t speak very much. Curiously, people were working for rations. They only got the basic food for working hard. Vestey decided to make a stand. He stopped walking when they got to the creek and an argument began. Vestey offered to double their wages to seven quid a week. Vincent said he doesn’t want wages he wants land. Vincent took an aeroplane to Sydney and discussed the matter. He returned.

Annotations

Identifies a point of view from an examination of the source, that is, the song.

Identifies the significant individuals, for example, Vincent Lingiari.

Gives a reason for the protest by the Gurindji people.

Describes the actions taken by a significant individual, Vincent Lingiari, based on the sources researched.
Source analysis: Land rights

Annotations

Explain the effects of Vincent Lingiari’s actions and the changes that occurred.

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.
Source analysis: Land rights

Annotations

Conveys relevant historical information.
Source analysis: Land rights

References:
- [http://www.circlecity.co.uk/wartime/misc/ration.php](http://www.circlecity.co.uk/wartime/misc/ration.php)

Annotations

Lists a range of sources relevant to the historical inquiry.
Report: Significant individuals in Australia’s history

Year 6 History achievement standard

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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

Introduction
Ben was born on the 1st of November 1978. Ben is 33 years old and is still alive. His years of service for an army officer are 1996 to the present time. His rank is a Corporal. The Service branch is Australian Army. Ben participated in these wars:
- International Force for East Timor
- War in Afghanistan
- War in Iraq

Background
Benjamin Roberts-Smith is the son of Len Roberts-Smith. Ben joined the army when he was 17. Ben’s adult hero was Sergeant Matthew Hock.

Achievements
Ben was awarded the Victorian Cross for bravery. It is only the second time someone from Australia has been awarded the Victorian Cross. Ben has also been awarded these medals:
- Gallantry
- AASM
- INTERFET
- Afghanistan medal
- Iraq medal
- Australian Service medal
- Queen Elizabeth Diamond Jubilee medal
- Defence Long Service medal
- Australian Defence medal
- United Nations medal
- NATO medal
- Unit Citation for Gallantry
- Meritorious Unit Citation

Description
Ben is famous for being awarded the Victorian Cross. The Victorian Cross is awarded to those who have been extremely brave. Ben was given the Assignment on the 11th of June 2010. His troops were ordered to capture and kill the tele-van leader.

Conclusion
I admire Ben because of his bravery and that he believes that family and friends are worth fighting for. He was ready to risk his life for his daughters lives.

Jack and Ben
Both Jack and Ben were soldiers and they were both extremely brave. Both Jack and Ben had or was going to have been awarded the Victorian Cross. Both Jack and Ben joined the army at the age of 17. Ben did not die in battle and he is still alive today.

Annotations

Uses historical terms, for example, ‘Gallipoli’ and ‘trenches’.

Organises researched information in a clear and logical manner.

Presents evidence to support choice of significant individual.

Explains the significance of Ben Roberts-Smith by providing background information about the Victoria Cross.

Compares the experiences of Jack Simpson Kirkpatrick and Ben Roberts-Smith.
Report: Significant individuals in Australia’s history

John ‘Simpson’ Kirkpatrick

Introduction
Jack Kirkpatrick, otherwise known as John Simpson. He was born on the 6th of July 1892. He died in battle in the morning of the 19th of May. He was shot in the back by a machine gun and was buried on the beach of Gallipoli, Turkey.

Background
Jack was one of 8 children and he was the son of Robert Kirkpatrick and Sara Simpson. As a young boy he worked with donkeys in the summer holidays.

Description
Jack became a war hero because he carried the injured on his donkey, he also bought fresh water from the beach up to the trenches for the soldiers. He did this all under heavy fire.

Achievements:
- Jack was chosen as a field ambulance stretcher bearer.
- Jack was recommended for the Victorian Cross on June the 3rd 1915.

Interesting Facts:
- In 24 days Jack rescued over 300 people.
- Jack changed his name because he escaped an army ship and he thought he would not be accepted into the army so he used his middle name (John) and his mother’s maiden name (Simpson).
- He didn’t survive a month in the war.

Conclusion
I admire Jack’s courage and bravery. He was a kind man and he was always cheerful humming and whistling along to his favourite song. He rescued so many people putting his life at risk.

Annotations
Lists websites used to research information.