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 9 HISTORY

This portfolio provides the following student work samples:

- Sample 1 Source analysis: The Boxer Rebellion
- Sample 2 Report: A soldier’s story
- Sample 3 Essay: The Gallipoli campaign
- Sample 4 Research report: Movement of peoples
- Sample 5 Podcast: Conscription in World War I
- Sample 6 Newspaper: The Industrial Revolution
- Sample 7 Source analysis: The Gallipoli campaign

This portfolio of student work shows that the student refers to key events and the actions of individuals and groups to explain patterns of change and continuity over time in the movement of peoples and the effects of the Industrial Revolution (WS4, WS6). The student analyses the causes and effects of events and developments in detail (WS6), including the Boxer Rebellion, use of South Sea Islander labour and the conscription debate in World War I, and makes judgements about their importance (WS1, WS4, WS5). The student explains the motives and actions of people at the time (WS3, WS4, WS5) and explains the significance of these events and developments over the short and long term (WS3, WS4). They explain different interpretations of the Gallipoli campaign supported by evidence (WS7). The student sequences events and developments within a chronological framework for the Boxer Rebellion and the life of an Australian soldier in World War I (WS1), with reference to periods of time and their duration (WS2).
When researching, the student develops different kinds of questions to frame an historical inquiry into the issue of conscription in Australia in World War I (WS5). The student interprets, processes, analyses and organises information from a range of primary and secondary sources and uses it as evidence to answer inquiry questions (WS1, WS2, WS3, WS4, WS6, WS7). The student examines sources to compare different points of view (WS5, WS7). When evaluating these sources, the student analyses origin and purpose, and draws conclusions about their usefulness (WS2, WS7). The student develops texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, the student uses historical terms and concepts, identifies evidence in sources, and then references these sources (WS1, WS2, WS3, WS4, WS5, WS6, WS7).
Source analysis: The Boxer Rebellion

Year 9 History achievement standard

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

**By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.**

**Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.**

Summary of task

Students investigated the history of China in the period 1750–1918, which included a study of the Boxer Rebellion.

The students were required to answer questions about the Boxer Rebellion with reference to relevant sources provided.

The questions covered specific aspects of the Boxer Rebellion related to causes and effects, changes over time and the different perspectives of the Chinese and foreigners.

Students were given two 40-minute periods to analyse the sources, and the task was completed individually as a take-home assignment over a one-week period.
Source analysis: The Boxer Rebellion

 Annotations

Gives a reason for the change in the Boxers’ allegiances.

Sequences key events during the Boxer Rebellion.

Analyses the short and long term effects of the rebellion.

Provides an interpretation based on the evidence from a primary source.
Source analysis: The Boxer Rebellion

1. The emperor's orders instructed his people to kill all foreigners in China. She argued that the emperors had corrupted her country. He disliked the peace. The decree was altered by two higher officials who were later believed to say, 'protect foreigners,' rather than to kill them. If two high officials didn't want to kill the foreigners, then it is likely that at least two high officials didn't want to kill the foreigners. So, it is likely that at least one of the high officials's orders that the government in China was very controlling.

Fei chia is a character created by a foreigner. He is portrayed as a bad character because he has not recognized any damage that the foreigners have done to China. The image of Uncle Sam and the president invading China supports the idea they are seeking peace. The flag with Uncle Sam on it is a direct image of this. This image is biased because it does not represent the Chinese accurately.

2. Supports conclusions with evidence.

3. Interprets a source to identify points of view and bias.
Report: A soldier’s story

Year 9 History achievement standard

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

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students were asked to research the life and experiences of an Australian soldier during the First World War as part of their depth study of World War I.

The students located details about a soldier’s name, place of birth, age, occupation, next of kin, place and date of enlistment, their service number and physical characteristics.

The task required students to create a chronological account of what the soldier experienced during the war and a written report about their service history, including their movements from one place to another, misdemeanours or punishments, medical history, their correspondence with others, medals awarded, and reports of wounds or death.

Students conducted the task during class time over eight 40-minute periods. The students used the resources of the National Archives of Australia and the Australian War Memorial.
Report: A soldier’s story

Robert Melton Underwood

Most of the information included in this report has been sourced from the WWI personnel records held by the NAA, or from my family’s records that have been collected over time. Most of the information regarding Robert Underwood’s age conflicts. This is because he lied about his age when he signed up, and my family knows his real age. Also, his date of birth conflicts with the NAA records, they say he was born on the 15th June, while our records say he was born in May. Uncle Bob, as he was known to us, worked for a confectioner before the war, as a delivery boy or packer is unknown. We do now that he was not a confectioner.

Robert Melton Underwood was born on the May 1897. He died at the ripe old age of 81 on the 20 of September 1978. His relation to me is my great uncle. He enlisted in both the first and second world wars, and served in both, all though only for a short time in WWI. He was a cook for the 30th Battalion during WWI.

From our own records, we know that Uncle Bob was his mother’s only son who did not die in childhood, and favourite of her offspring. He had 11 siblings when he was born, but six of them died in childhood. The rest of his siblings were girls. He was, unfortunately a lover of the drink, and often drank too much. He was a midget, 5 foot 3 inches, very similar to his father. His father and grandfather were both tailors, but the young Robert Underwood refused to follow in their footsteps. That may have been one of the reasons why he signed at such a young age.

Robert Melton Underwood was born at 2 Purves street Glebe, in Sydney. His mother and older sisters all doted on him; he was the only son in the family. He became used to having everything fairly easily. His relationship with his father was rather more disrupted, as his father thought more discipline was better than less. They fought regularly. He left school when he was 15, and got a job helping a confectioner. He kept the job for three years until he enlisted.

He went to enlist on the first ANZAC day Australia had ever celebrated. The enlistment agencies were out in force that day. He became so inspired he rushed to enlist, but was told he could not because he was underage. He did, however, fill out the forms and have a medical examination performed. Robert was a midget, and would have been rejected on that account, except for the fact that the Australian forces in Egypt desperately needed men. He went home and begged that his parents sign the form to let him enlist. I took a week for him to persuade them to let him go.

On the 8th of May, 1916, Private Robert Underwood, 4119, took the oath. He was assigned to 30th Battalion, in Egypt at the time. He began his recruit training at a camp near Bathurst, NSW. After five months, his superiors decided that he would be of more use to the battalion as a cook, so they sent him to Cooking School. He learnt the bow to prepare food on the large scale, the basics of field hygiene, and nutrition. He was a volunteer private, and so received 5 shillings a day. He was one of the highest paid soldiers in WWI, along with other members of the Australian forces.

Robert left for England on the 7th of October. They lived on the ship 3 weeks straight, and got very bored most of the time. The troops daily lives were incredibly structured, but that still left plenty of time with nothing to do. Drills and practice attacks were the only things that interrupted the monotony. His ship, the HMAT Ceramic, arrived in

Annotations

Recognises the difficulty posed by conflicting evidence.

Identifies a motive for Robert Underwood’s enlistment.

Locates and organises information from unnamed sources to recount the experiences of Robert Underwood.
Report: A soldier’s story

On the 30th of January, 30th battalion was again rotated to the front line, this time near Messines. While the regular troops marched, Robert and the other cooks were driven to the new camp to prepare the meals for when the rest of the battalion arrived. The Germans were not doing a lot at that period, so a lot of sitting around occurred.

On the 21st of February, 1918, 30th battalion was again moved to the reserve sectors. As they were further from the front, the battalion cooks now provided supper, as well as three meals a day.

Robert continued rotating in and out of the front line, until June 1918, when he again decided he had had enough. Robert Underwood was reported absent without leave on the 26th of June 1918. Eight days later, he returned. Somehow, he was able to explain that he had got lost, and had had to find his battalion again. The absent report was changed to read absent in error. On the 11th of July, Robert was given leave, as he had been in France for over a year without leave. He was given two weeks off, in London. A crafty little fellow, Robert decided to stay in England when his leave was over.

On the 7th of August, Robert was arrested by the Military Police, and returned to France. His battalion then took part in numerous conflicts. He was shelled constantly. In August, Robert disappeared again. On the 28th, he was reported missing. One month later, he was again arrested by the Military Police. He was court-marshalled for this offence. Robert was sentenced to 6 months hard labour. He served this time at a detention centre near Calais, even though the war had ended.

Robert Underwood arrived in Sydney on the 20th of August 1919, and received the 1914/15 Star, Victory Medal and the British War Medal, even though he ditched the military four times. He was only 22.

Annotations

Identifies developments in the war and the various ways Robert Underwood responded.
Annotations (Overview)

The student conducts a thorough historical inquiry with information organised from a range of primary and secondary sources. They sequence events and developments in Robert Underwood’s life, with reference to periods of time and their duration.

Bibliography

Report

History

Essay: The Gallipoli campaign

Year 9 History achievement standard

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

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

As part of their study of World War I, students were provided with a research question, ‘What was the significance of the Gallipoli campaign?’

The students researched the question using a scaffold provided by the teacher to help them record information from primary and secondary sources. The scaffold provided space for recording the author and date of the source, whether it was a primary or secondary source and the point of view expressed in the source.

Students were required to present the findings of their research in an essay format. The students were given three 40-minute lessons to undertake their research and they completed the essay in their own time over a one-week period.
Essay: The Gallipoli campaign

Although Australians were drawn into World War 1, this played a vital role in creating the Australian identity. Australia was involved in World War 1 because it was a part of the British Empire therefore Australia had no choice but to be involved. Australians initially were excited about the war but after a while their support dwindled. Through the bravery of the Anzac’s and being known for their many values such as mateship and courage has contributed to the Australian Identity.

World War 1 began when Britain and Germany went to war in August 1914. On 3 August, Germany declared war on France and as a result, Britain warned Germany not to violate Belgium neutrality. The prime minister at the time Andrew Fisher pledged full support for Britain as Australia was part of the British Empire. (Keats, 2010:1) Australia had no legal right to declare war, or even remain neutral when it came to the war as it was a part of the British Empire but Australia could only decide on the extent to which it participated in the war. Around the time two cables were sent to London: one offering to place the Australian fleet under the Admiralty control and to dispatch an expeditionary force of 20000 men. (Souter, 1976:43) Soldiers from all over Australia were sent to Egypt for months on end to train for the war fare they were about to face. On 25 April 1915, in the early morning, members of the Australian Imperial Force (AIF) landed at Gallipoli together with troops from New Zealand, Britain, and France. A photograph taken at Anzac Cove at the time showed that while people were dying all around them every day the scene of the beach looked peaceful and calm. The conditions though looked particularly rough the cliffs. The appeared as if they would be very difficult to climb because they were steep and jagged. (Photograph, Ilean, 1915) This began the unsuccessful campaign which ended with the evacuation of the troops on 19 and 20 December 1915. (Keats, 2010:1) The campaign left over 8000 soldiers dead and 10000’s wounded.

When the war started many historians began to take photos to send back to their countries to show what conditions they had to face. When Australia saw the photo’s they were reluctant to join the Anzac’s when they saw the conditions of the trenches they were small, muddy, the men were all bunched up and they didn’t really look happy, terrified and/or concerned (Photograph, Temple, 1915). Another photograph taken in 1914 of the troops marching through the streets of Hobart shows the many men going to war. The street edges were full of many full men to support them which show that the country was proud of their forces in the war. (Photograph, author unknown, 1914, Hobart) This statement from a passage read ‘The whole country seemed to be both enthusiastic for the war, and united in support of it.’ This probably was true because despite the reluctance to join the war, all major political parties, churches, community leaders and newspapers seemed to support Australia’s entry. Not all men enlisted in the war and as a result, women used to give them white feathers to shame them in public while men were dying in the war. Not everyone was supportive of the Australia’s entry into the war, though their voice seems to have had few ways of being heard at the time. (Lewis, 2011:43) One of these ways their voice was heard was they created posters. The following one described depicts a German soldier standing on the young child’s mother as if to say that the young child is now defenceless. In this picture, Australia is represented as the small child because at the time Germany was very powerful as opposed to a fairly new country that had never really had a chance prove itself. The caption/slogan of the poster “Your Turn Next” could mean that if you joined the war effort, you could possibly have gotten chosen to fight and you would most likely die at the hands of the Germans. (Cartoon, Australian Defence, 1917)

The Anzacs gave so much for their country including their lives. Their sacrifice gave us freedom but also values which will Australian’s use in every day life. These values were first displayed in WW1 by the many soldiers that fought for the freedom of all Australian citizens. The Anzac’s were described as being larrikins who could always make a joke but when it came to battle they displayed heroism, courage and bravery. Although the Gallipoli Campaign was lost, Australians still value the sacrifice.
that the Anzac’s made. (Armstrong, 1985:42) in the time of war many historians such as C.E.W. Bean documented events and actions of the Anzac’s and the war. Bean described the Anzac spirit as the following. ‘Stood, and still stands, for reckless valour in a good cause, for enterprise, resourcefulness, fidelity, comradeship and endurance that will never own defeat. Though historian’s were the main source of what was happening on the front line, many poet’s such as Laureate John Masefield had their own opinion of the Anzac spirit. Masefield described the Anzac spirit as the following, ‘they seemed to be of one race, for all of them had something the same bearing, and something the same look of humorous, swift decision’. The Anzac spirit was born during the time of war but was never confined to the battlefield. The values of the Anzac spirit are displayed in schools and sporting events. Some of the values that are displayed in schools and at sporting events include mateship and courage. The Anzac spirit also tends to capture the idea of an Australian and New Zealand “national character”, with the Gallipoli Campaign often described as being the moment of birth of the nationhood of both Australia and New Zealand. (Robertson, 2009: 59) One soldier that displayed all and above the stereotypical characteristics of an Anzac was a man named Private John Simpson. Simpson was an English-born Australian soldier whose original intention of joining the AIF was to go back to England. However, Simpson ended up being taken to Egypt later to be taken to what is now known as Anzac Cove. He served in the 3rd Field Ambulance, Australian Army Medical Corps. The role Simpson is most well-known for is his role with the donkey known as Duffy, Abdul and Murphy. With this donkey, he had managed to save many Australian and New Zealanders lives, risking his life in the lone of fire. As a result of his actions at Anzac Cove, he became a significant figure in the creation of the Australian identity, due to the bravery and courage he displayed in the time of war. The bravery and courage that he displayed connects to the Australian identity as Australian’s use these values in everyday life.

Even though World War 1 ended nearly 100 years ago, Australia still commemorates the sacrifice that the Anzac’s made. Many Anzac Day marches, dawn services and parades still carry the spirit of the Anzac’s all throughout Australia for many generations to learn about and continue the Anzac spirit. This event in history has helped created the Australian identity and the values on which it is based on, therefore, cementing into Australian citizens the values of the Anzac’s and the Australian identity.

BIBLIOGRAPHY
Cartoon, Australian Defence, 1917 ‘Your turn next. ‘World War I pro-conscription campaign.
http://en.wikipedia.org/wiki/ANZAC_spirit

Annotations (Overview)
The student organises information from a range of sources to develop a discussion about the significance of the Gallipoli campaign. The student references sources within their discussion and uses historical terms and concepts, for example, ‘Australian Imperial Force (AIF)’, ‘British Empire’, and ‘Australian Army Medical Corps’.

Annotations
Identifies the longer term significance of the Gallipoli campaign and why Australians value the sacrifices made by the Anzacs at Gallipoli.

Makes a concluding judgement about the long-term significance of the Gallipoli campaign.

Records sources used in the form of a bibliography.
Research report: Movement of peoples

Year 9 History achievement standard

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

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students undertook a depth study investigation into ‘Movement of peoples’, which included study of a range of groups, including slaves, convicts, free settlers and assisted migrants.

The students were asked to develop an inquiry question about movements of people and then more specific questions to guide their research.

Students were required to present the findings of their research as a report and they were given five 40-minute lessons to work on the task and they completed their report out of class over a two-week period.
History

Research report: Movement of peoples

Was the Labour of the South Sea Islanders in the 19th Century Slavery?

From 1863 to 1904, between 55 and 63 thousand men, women and children were recruited into labour in Queensland and New South Wales, the majority of which were recruited via methods defined as ‘blackbirding’. These people are collectively known as the South Sea Islanders (also known as the Kanakas). The abuses the South Sea Islanders were subjected to have been recognised today, but there is a pressing question still argued about today: was their plight slavery?

Legal Definition of Slavery

The state or condition of being a slave; a civil relationship whereby one person has absolute power over another and controls his life, liberty, and fortune.

Dictionary Definition of Slavery

The subjection of a person to another person, especially in being forced into work.

Business Definition of Slavery

Work done in harsh conditions for low pay.

The above definitions of ‘slavery’ are from three different perspectives: one is from a legal viewpoint, one is from a general viewpoint, and the last is from a business viewpoint. The latter applies, of course, to modern day circumstances in modern day workplaces, but is still relevant to the topic. Depending upon which, if any, of those definitions the Kanakas’ situation fits under, the answer to the question will be judged. And does the plight of the South Sea Islanders fit under these descriptions? Did one person have absolute power over the South Sea Islanders (essentially making up the first chunks of the dictionary definition and the legal definition)? Did this person control the Islanders’ life? Was their liberty, or

Annotations

Develops an inquiry question as a focus for research into South Sea Islander labour.

Uses historically appropriate terminology, for example, ‘blackbirding’, and ‘Kanakas’.

Identifies different contemporary perspectives about slavery.
Research report: Movement of peoples

freedom, being controlled? Did those that had power over the Islanders have control of their fortune (dealing with a section of the business definition)? And finally, (a question that if answered to the affirmative would point strongly at this in fact being slavery) were the Islanders in fact forced to work, and in bad conditions (this question dealing with the end of the dictionary definition and the whole business definition)? Those are the questions that need answering.

The Culprits

The first man to actively force South Sea Islanders into slavery was Robert Towns, who owned a successful shipping business for many years. In the 1850’s he began buying portions of land throughout Queensland, and in 1860 he moved into the cotton industry. It was at this time that he began importing South Sea Islanders to cultivate and pick his cotton crops. Soon after, others involved in industries such as cotton or sugar plantations began following suit. Despite initiating the Kanakas’ long string of forced labour, Robert Towns is remembered as a successful businessman; a man that helped to forward Australia’s economy.

The Victims

South Sea Islanders is a collective term, referring to those who lived in eighty or so Pacific islands that were victims of the forced labour visited upon them by men like Robert Towns. Some of the islands the Kanakas came from include Vanuatu and the Solomon Islands.

Annotations

Frames the historical inquiry using different types of questions to explore various aspects of the topic.

Explains the motives and actions of a key figure involved in utilising South Sea Islander labour.
Blackbirding

The definition of ‘blackbirding’ is this: the recruitment of workers through trickery or kidnapping. And the ‘recruitment’ of the Kanakas definitely falls under this description. But what exactly did this recruitment entail? Note that not all of these techniques fall under the category of ‘blackbirding’. At first recruiters would simply forcibly snatch Islanders, sometimes raiding settlements and the like. But, about five years after blackbirding began (so around the mid 1860’s), those recruiting wanted their recruiting to appear less morally and politically wrong. So new techniques were adopted: one technique was to purposefully ram and destroy the Islanders’ canoes, then pretend to save them and pull the Islanders on board.

but when they tried to trade … their canoes were smashed and they were forced on board … Others were kidnapped from their canoes while they were fishing.”
(Moore, pp.39-40.)

This quote shows that such a technique was used; also illustrating the naivety of the Islanders, which was taken advantage of. It also shows that this technique was in use a lot earlier than when it became seen as a more suitable recruitment method, but was not yet as common. They would then be taken to Australia and forced to work. The people recruiting saw this as better than just blatant kidnapping. After 1875, the practice of kidnapping was pretty much unheard of, as it was seen as politically incorrect, or unjust on a level that other recruitment techniques were not. For some reason, this practice of running down canoes and ‘saving’ the Islanders before their recruitment was seen as better. Money was also offered for young recruits, leading to young Islanders sometimes being sold into labour by their parents.

Annotations

Analyses different techniques involved in blackbirding.

Explains how blackbirding changed over time in response to social attitudes.
Conditions on the Plantations

Even before reaching the plantations, the Kanakas were subjected to poor conditions. Many were forcibly kidnapped, leading to injury, and were then forced to suffer through long sea voyages in cramped, unsanitary cabins: a definite way to spread disease through the labourers-to-be. Many died before even reaching mainland Australia. The working conditions on the actual plantations were extremely hard as well, due to the hot climate and lack of shade. The work itself was also very difficult. Once in Australia, the Kanakas were treated as a lower class of person, and as such were given the worst of everything. They were also assigned jobs at the plantations that white labourers refused to do: these jobs were referred to as ‘Kanaka jobs’. A worker at a plantation (obviously with a biased view) explained the supposed need for Islander workers.

“It has been conclusively proved … that white men cannot and will not do the work done by (black men) in the field, and … that if white labour were available, it would only be at wages which the planters could never afford to pay. The sugar industry is entirely dependent upon coloured labour.”

(Harold Finch-Hatton in 1886 quoted in Evans, Saunders & Cronin, p.158.)

Evidently, the Islanders also suffered from racial abuse.

Annotations

Provides a range of examples to indicate how South Sea Islanders were treated.

Cites a primary source and comments on its limitation.
Research report: Movement of peoples

Payment

The South Sea Islanders were initially paid nothing, but around the same time as blatant kidnapping became frowned upon, payless labour was too. Most of the Islanders received pay from then on, but in very small amounts, as is evident in the following quote:

"I maintain that it was a form of slavery. It is true that some people in the later years signed a contract to work for three years. But my father didn't, neither did his brother and neither did their sister. They were paid nothing whatsoever."

(Faith Bandler, interviewed by Paul Kelly for the television series '100 Years: The Australian Story'.)

They were paid badly, especially when compared to their white counterparts.

The End

In 1901, the White Australia Policy was introduced, a policy restricting non-white immigration to Australia. While aimed against those of other nationalities, this policy actually aided the Kanakas. All but about 10,000 of the Islanders were deported back to their countries, and the rest were free of their forced labour, allowed to disburse amongst the Australian population. The majority had been freed and deported by 1906. Those that remained formed a poor and disempowered class of society, and many continued to work for low amounts of pay out of necessity. Descendants of these remaining Islanders still are a part of our society today, and are still in the grips of poverty.

Annotations

Interprets the significance of the White Australia Policy for the Kanakas.

Uses evidence from a source to indicate change and continuity in the treatment of South Sea Islanders.

Identifies the longer term significance of the use of South Sea Islander labour.
Slavery

Referring back to the original question that needed answering, as to whether this whole situation was in fact slavery. The legal definition of slavery was: ‘the state or condition of being a slave; a civil relationship whereby one person has absolute power over another and controls his life, liberty, and fortune’. And does the

Concerning physical freedom, the Islanders were confined to their unsanitary rooms when not working, and were closely watched when they were: and even if they did escape, they would have nowhere to go, having been taken from their homeland.

Did those that had power over the Islanders have control of their fortune?

Without a doubt. The Islanders were paid extremely little, some never receiving any money at all. And they had no way of obtaining Australian money other than through their ‘employers’. Finally, were the Islanders forced to work, and in bad conditions? Yes. All of the Islanders were originally forced into work, and the conditions were indeed bad: the Islanders were forced to do work white labourers wouldn’t, so of course this work would be in bad conditions. So, yes, the Kanakas’ plight does fall under the legal, dictionary and business definitions of slavery. This is excluding, of course, the few Islanders that struck up contracts with the plantation owners, but this only occurred long after the initial ‘recruitment’ took place, and was not common. In conclusion, was the forced labour of South Sea Islanders slavery? For the overwhelming majority of Islanders, yes it was.

Annotations

Makes a judgment about the working conditions of the South Sea Islanders.

Annotations (Overview)

The student develops an interpretation of the nature of South Sea Islander forced labour, using headings to organise information. The student uses thorough reasoning to draw conclusions, based on evidence.
Research report: Movement of peoples

Bibliography

- http://www.abc.net.au/radionational/programs/latenightlive/robert-towns-hero-or-villain/3424070 - 21/6/2012
- http://archive.org/stream/southseaislander00awmia#page/430/mode/2up - 28/6/2012

Annotations

Includes an extensive bibliography.

Copyright
Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (http://www.australiancurriculum.edu.au/Home/copyright).
Year 9 History achievement standard

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

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students investigated the depth study ‘World War I’, including the issue of conscription in Australia.

The students were required to present a radio broadcast set in World War I, about the pro-conscription and anti-conscription lobbies in Australia, in the form of a podcast.

Students were asked to develop inquiry questions for research covering social and political aspects of the conscription debate, relevant historical events and the legacy of the outcome of the conscription debate.

The students used a range of sources in their research, including from the National Archives of Australia and the Australian War Memorial and completed the task in class over three 40-minute lessons.
Podcast: Conscription in World War I

Annotations

Audio
Newspaper: The Industrial Revolution

Year 9 History achievement standard

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

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

As part of their study of the Industrial Revolution, students investigated the British Empire, the city of London and how the revolution affected different groups of people.

Students were required to take the perspective of a newspaper reporter living during the time of the Industrial Revolution. They were asked to think about the developments that they would have seen occurring that would have been worthy ‘news stories’.

For this task, students developed a newspaper with articles covering the effects of the Industrial Revolution such as overcrowding in cities, child labour, and changes in working conditions. These articles were based on evidence derived from students’ analysis of primary sources.

The students completed their newspapers individually over a three-week period and were given some class time for their research.
Newspaper: The Industrial Revolution

Annotations

Provides details about the causes of London’s population increase during the Industrial Revolution.

Provides details about the effects of London’s increase in population on living conditions in the city, for example, the growth of slums.
Newspaper: The Industrial Revolution

Annotations

Presents an interpretation of the nature of working conditions during the Industrial Revolution.

Uses historical data as evidence.

The condition are horrific. No safety or concern for safety from the employers. The conditions of coal miners are not suitable for anyone to work in. Men chop the coal and women carry it in baskets on their back, which is dangerous for everyone. The baskets are strapped to their head and they are forced to climb stairs with these coal filled baskets. In order to get to the surface of the mine, men travel in a basket using a rope to pull the shaft and the rope does break in these situations causing workers to fall to their death.

Employers still don’t have the care for the ones working for them although they are working in life and death and very hard and brutal areas. Everyone’s guess is that because there are so many people in the towns, if one is not able to work or is killed, they can always get a new worker and it is too hard on the owners and employers to have to worry about safety when all they want is the money.

The conditions aren’t fair and something has to be done, the owners only care about themselves and the money that is rolling in.

Drawing of workers pulling coal in baskets through a mine
Annotations

Gives specific reasons for patterns of change and continuity in terms of where people lived, how they lived, and their status within society, for example, the development of the middle class in London.

Uses information from a primary source, the testimony of Elizabeth Bentley in 1832, to explain how children were affected by the Industrial Revolution.
Newspaper: The Industrial Revolution

Annotations

Identifies patterns of change and continuity in the British Empire as a result of the Industrial Revolution.

Analyses the effect of the Industrial Revolution on environmental and working conditions in Britain.

Analyses and interprets a primary source as evidence for the effects of the Industrial Revolution on people’s health.

Annotations (Overview)

The student presents a series of newspaper articles that explain and discuss the key effects of the Industrial Revolution. The student uses historical terms and concepts appropriately, for example, ‘Newfoundland’ and ‘Commonwealth’.
Source analysis: The Gallipoli campaign

Year 9 History achievement standard

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

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students were provided with a collection of sources on Gallipoli. They were asked to investigate the question, ‘Was the Gallipoli campaign a glorious moment for Australia?’ As part of their investigation, students were required to analyse the origin and purpose of each source provided and explain the usefulness of each source for answering the question. This involved making specific reference to the sources to support their response and their own interpretation, and they were encouraged to refer to other available sources.

Students studied the sources in class over two lessons and completed their response as a take-home assignment.
Source analysis: The Gallipoli campaign

**Gallipoli Campaign Task**

**Sources**

**Source 1**
Source 1 is about Gallipoli from an Australian perspective. It is by T. Wilson and was written in 2004. Its purpose is to let people know that although the campaign had little chance of success there were some positive things that came out of it.

http://www.pbs.org/greatwar/historian/hist_wilson_04_gallipoli.html

**Source 2**
Source 2 is a primary source from Herbert Reynolds diary and it's his eyewitnessing of the event. I think he is trying to record for people who weren't there to experience it the brutality of the fighting and that they didn't give up. He wrote it Saturday 7th August 1915.


**Source 3**
Source 3 is from an online history site. It is trying to sum up what came out of the campaign and that it's not so much the number of people who died that's important.

http://www.nzhistory.net.nz/war/the-gallipoli-campaign/introduction

**Source 4**
Source 4 is by a journalist Martin Flanagan. It was published 24 April 2010 in the The Age newspaper. Martin is trying to bring people around to his point of view that Gallipoli was a disaster but that Australians won a lot of respect for their determination.

Flanagan, M, April 24, 2010, one sided thinking on Gallipoli an Injustice,  

**Source Summary**
It is evident from research that the Gallipoli campaign can be viewed from many different perspectives. In source 1, it states that "The Gallipoli campaign had almost no chance of success, but there were some positive qualities about the campaign that caused it to be remembered as heroic." I believe this means that this source is stating that no matter what the outcome was of the Gallipoli campaign, it would always become an occasion to remember for those that died fighting
for our country. An example of this in source 1, when it stated that on the 25th April, both Australians and New Zealanders remember the Gallipoli campaign and all of the soldiers that fought for their country.

Although source 2 does not talk about the outcome and what people thought about the Gallipoli campaign as much as the other sources, it talk about the bravery and the dedication of the soldiers fighting for our country. It says that they were “fighting desperately to capture there principle objective being hill 971.” This shows their commitment to the war and showed how much they wanted to make their country proud. It also says, “The first Light Horse Regiment suffered very heavy losses today when charging at the enemy position.” This shows their determination by not backing out.

Source 3 is more helpful in answering the question; it states that, “Although the numbers of dead were horrific, the Gallipoli campaign played an important part in fostering a sense of national identity.” I truly believe that this means, no matter the number of soldiers that died, it would always be remembered as a heroic event and that it played a big part in forming Australia’s identity. It said that, “Over 120 000 men had died during that time, but the number of dead pales in comparison with the number of dead in France and Belgium during the war.”

The content in source 4 is hard to understand, you need to read it a few times to understand it. Source 4 is mainly about the fact that we should not be getting respect every year for invading another country. It’s useful in that it gives a very different interpretation. According to this source, Gallipoli was a military disaster and not a military victory. We need to recognise this as a country in order to show respect to the people who lost their lives. Australians won a huge amount of respect not only from their country but also from their enemies. It states, “It really is time we started making clear to young Australians that Anzacs didn’t die protecting Australia from being invaded, rather we were invading another country that we had no difference as people.” It also asks a quite serious question, “Does any other country in the world permit people, who tried to invade their shores, commemorate the fact that they attempted invasion on their shores each year?” I found this question very interesting as I do not think Australians would be pleased if another country came to Australia every year to hold a service for their country that have tried to invade Australia. He states that we need to show respect and recognition for the loss and suffering of the people of Turkey as well, as we were the invaders in this instance.

Was the Gallipoli Campaign a glorious moment for Australia?

From each source, I have thought of my opinion with the question, “Was the Gallipoli campaign a glorious moment for Australia?” I believe the answer is both yes and no. Yes because, it caused the Gallipoli campaign to be remembered as an annual occasion, it played an important part in fostering a sense of national identity and we won a huge amount of respect from both Australia and our enemy. I also believe that it was not because we lost many lives, it was a military disaster, and we invaded another country.

The Gallipoli Campaign created an annual occasion on the 25th April each year. Australia and New Zealand celebrate Anzac Day in honour of our troops that fought in Gallipoli and any wars that have occurred since then. Anzac Day is a day to remember those that have died for our country and those that are fighting currently.
Source analysis: The Gallipoli campaign

The Gallipoli campaign played an important part in fostering a sense of national identity by shaping our nation. Over 120,000 men had died during that campaign, including 8500 Australians and 2723 New Zealanders. The Gallipoli campaign shaped our national identity by establishing Australia as their own country, with our own spirit, culture and beliefs. The Gallipoli campaign made Australia what it is today by bringing Australia together as one and helping to define our national characteristics as a nation.

The soldiers that fought in the Gallipoli campaign earned a huge amount of respect after fighting in the war. From two groups in particular, one group was the Australians; the Australians had a huge amount of respect for the soldiers that fought in the war because they thought and were told that they were fighting to protect Australia. The other group was the enemies; the Turkish soldiers gave Australia huge respect, they even let us hold ceremonies there every year to respect the people that died.

One of the reasons as to why the Gallipoli Campaign was not a glorious moment for Australia is, as stated in source 3. “By the time the campaign ended, over 120,000 men had died. But, in the history of the Great War, the Gallipoli campaign made no large mark. The number dead, although horrific, pales in comparison with the number that died in France and Belgium during the war.” This is saying that although there were many dead, the Great War death rate itself makes the Gallipoli campaign look very small, even though it is remembered every year.

Another reason why the Gallipoli Campaign was not a glorious moment for Australia is that it was a military disaster. In source 4. it states, “Gallipoli was a military disaster. We should note that in justice to the young men who died there...” This is saying, that in honour of the men that died in Gallipoli we should acknowledge that the Gallipoli Campaign was a disaster, in both military and for the people and families of those that died. This section of the source is saying that it is not fair on the poor soldiers that died over there.

The Gallipoli Campaign was not a glorious moment for Australia as we were the ones that were invading. As said in source 4. “It really is time we started making clear to young Australians that the Anzacs did not die protecting Australia from being invaded. Rather, we were invading a country...” This is stating that most of Australia thinks of the Gallipoli campaign as protecting Australia from another country, but instead we were invading another country which we have no difference with as people.

From all of these sources, I believe that the Gallipoli campaign, depending on your perspective, was both a glorious moment and a disaster for Australia. All of the sources that are provided are all useful in answering the question and put together, the sources can change your whole perspective on the Gallipoli Campaign. Overall, I believe the Gallipoli campaign was both a glorious moment for Australia and not a glorious moment. It was a glorious moment because it shaped our nation and gave us a sense of national identity. It also was not a glorious moment due to the terrible loss of life.

Annotations

Explains the significance of the Gallipoli campaign over the short and long term.

Develops a summative statement about their own interpretation of the Gallipoli campaign.

Annotations (Overview)

The student incorporates historical interpretations to develop a discussion, with specific reference to evidence identified in sources. They organise information from a range of sources and use historical terms and concepts, for example, ‘national identity’, ‘Anzac Day’, ‘the Great War’.