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 Report: A soldier’s story
Sample 2 Research report: Movement of peoples
Sample 3 Podcast: The soldiers reflect
Sample 4 Source analysis: The Gallipoli campaign
Sample 5 Explanation: The Industrial Revolution

This portfolio of student work shows that the student refers to the key events and the actions of soldiers and convicts to explain patterns of change over time (WS1, WS2). The student analyses the causes and effects of events and developments, including the colonisation of Australia, and makes judgements about their importance (WS2). The student explains the motives and actions of people at the time (WS1, WS3). The student explains some short- and long-term effects of the Industrial Revolution (WS5). The student explains an interpretation of the Gallipoli campaign (WS4).
The student sequences events and developments in the life of an Australian soldier during World War I within a chronological framework (WS1). The student develops different kinds of questions (WS2, WS3). The student organises information from a range of primary and secondary sources (WS1, WS2, WS4). The student develops texts, particularly explanations and discussions (WS1, WS2, WS3). In developing these texts, and organising and presenting conclusions, the student uses historical terms and concepts (WS1, WS2, WS3, WS4, WS5), evidence identified in sources for the service history of an Australian soldier (WS1), and references these sources (WS1, WS2).
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

A Soldier’s Story
(AIF, 1915)

Information

Name: William Dunstan
Place of Birth: Ballarat, Victoria
Occupation: Clerk
Next of Kin: William John Dunstan (Father)
Place of Enlistment: Melbourne, Victoria
Date of Enlistment: 2nd of June 1915
Service Number: 2130

Physical Description: William Dunstan was 5 feet and 6 ½ inches tall. He weighed 11 stones and had a chest measurement of 33 – 36 ½ inches. His complexion was fresh. He had grey eyes and light brown hair.

Records of Service

5/8/15  Reverts to ranks
    Appointed Acting Corporal.
    Relented to ranks.

13/8/15  G.S.W left leg.

19/8/15  N.O.K advised wounded and in Hospital.

24/8/15  N.O.K advised date wounded.

25/8/15  N.O.K asking progress.

1/9/15  N.O.K asking progress and location.

4/9/15  Return to Australia per ‘Ulysses’ for discharge.

5/9/15  N.O.K advised dangerously ill.

14/9/15  Send a form letter.

22/9/15  N.O.K advised returning ‘Ulysses’
    Returning ‘Ulysses’ G.S.W left eye.
    Progressing well. General Hospital Alexandra.
    Bomb wound improving. Chaplains Report
    N.O.K changing address.

16/10/15  Awarded Victoria Cross

28/1/16  Mentioned in Despatches by Sir Ian Hamilton.

1/2/16  Discharged from Alexand/or General hospital. Certificates issued.

28/3/16  N.O.K advised about awarded Victoria Cross.

17/8/23  Star issued B.R.M.

Time in Gallipoli

William Dunstan enlisted in the Australian Imperial Force on the 2nd of June 1915. He was put in the 7th Battalion and sent off to fight in Gallipoli. After only a few months in Gallipoli he was mentioned in Despatches for bravery in the face of danger.

Annotations

Compiles a list of William Dunstan’s personal details from sources.

Sequences some events in William Dunstan’s service history.
Report: A soldier’s story

The Battle at Lost Pines

On the morning of August 9th 1915 in Gallipoli the 7th Brigade was moving to their recently captured trench from the Turks. After a ‘quiet’ morning they were caught in a heavy attack at approximately 4am. In the battle the 7th Brigade were under heavy fire and bombings. William Dunstan, Lieutenant Tubb, Corporal Burton and a group of other soldiers were able to hold the trench thought the attacks. They were being attacked ferociously and suffered heavy casualties, but they ‘held ground easily’. The barricade was destroyed Dunstan and Burton had to quickly rebuild it while Tubb kept them from being overrun. All the time during this the Dunstan and the others were throwing back bombs, which landed in the trenches, but before the barricade was finished a bomb came between them, killing Burton and temporarily blinding Dunstan. For his actions and bravery in the battle at Lost Pines William Dunstan was awarded the highest military decoration, the Victoria Cross.

Bibliography

Annotations

Indicates the actions of William Dunstan in the battle.

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

Year 9 History achievement standard

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Summary of task

Students investigated the depth study ‘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. They were provided with two 40-minute lessons to plan their research and one lesson to begin the writing of their report, which they completed in their own time over a one-week period.
Research report: Movement of peoples

How did the rising British crime rate affect Australian Immigration?

Did the rising British crime rate affect Australian immigration? To answer this question we need to ask ourselves what was Britain like in the 1700’s and what sorts of crimes were committed at this time among other things.

Britain in the 1700’s

In the 1700's Britain was the powerhouse of the world, they controlled large parts of the Americas, in 1707 they joined Scotland and became Great Britain and by 1745 they were the richest country in the world, but as the rich got richer and the poor also got poorer. Even though the British economy was climbing there were still lots of people that lived in the slums and couldn’t feed their family and as a result families with lower socioeconomic status were caused to result to crime such as thievery. In the early 1700's Britain's population was kept at around 5.25 million people due to disease like small pox, but after these diseases where controlled Britain's population grew to around nine million people.

Britain's Expansion

The expansion of the British Empire began at around the 16th century and at it's peak covered almost a quarter of the Earth making it the largest empire in history. One of the first sections of land that the British Empire expanded to was Ireland. After Ireland was settled by the British and the Scottish there were attempts made to settle the continent of North America. The British finally settled parts of the area now know as the USA in 1604. Many years after parts of America were colonised they revolted against the empire. This caused a large war between the American colonies and the British Empire and as a result the American colonies won the independence and the USA was formed. Other areas that became parts of the British Empire are India, Canada and the Caribbean as well as of course Australia and New Zealand. With this rapid Expansion cracks began to form which forced parts of the empire to fall into a depression of sorts.

Annotations

Develops an inquiry question as a focus for research into the British crime rate’s influence on Australian immigration.

Identifies social change in Britain in the eighteenth century.

Identifies the effects of social change in eighteenth century Britain.

Describes the expansion of the British Empire.
Research report: Movement of peoples

Crimes of this time

As mentioned earlier with the rise of the British Empire came a large amount of poverty for the poorer portion of the empire causing many to resort a life of crime just to feed their families. Many of the convicts on the First Fleet were not there for serious crimes such as murder, but instead for far less nefarious crimes such as stealing a loaf of bread. The fact that many small crimes were committed meant the overcrowding of many jails and as a result more land was required to contain the prisoners, which was a major reason behind Australia colonisation. Without Australia to dump their prisoners on, Britain would have run out room to put them and they could kill two birds with one stone by sending the convicts away and creating a new country in the process.

Conclusion

With the Empire falling into a depression and many poorer civilians turning to crime to feed their families and with the jails filling up Britain needed somewhere to dump their prisoners and where better then Australia. It is clear that if there had not been as much crime in Britain at the time that there would not have been as many people in Australia early on. So it is obvious that the rising British crime rate affected Australian immigration in many ways one of which is the quantity of convicts that arrived of the boats from the First Fleet.

Annotations

Gives one reason why people resorted to crime.

Indicates how crime led to the sending of convicts to Australia.

Makes a judgement about the importance of the overcrowding of jails in the decision to colonise Australia.
Research report: Movement of peoples

Annotations

The student develops a descriptive text, using headings to organise information. The student uses historical terms, for example, ‘First Fleet’ and ‘colonisation’.

Glossary

- **Glossary** – A list of words or terms often at the end of a book explaining their meanings.
- **Nefarious** – Extremely wicked/villainous.
- **First Fleet** – A group of ships that transported convicts to Australia in the 18th century.
- **Socioeconomic status** – A factor of wealth which takes into account both social and economic status.

Bibliography

http://www.bbc.co.uk/scotland/education/ks/jacobites/std/?p=factbrit1
http://dictionary.reference.com/
http://www.historyofwar.org/articles/wars_american_independence.html
www.bbc.co.uk/

Includes a bibliography of web links.
Podcast: The soldiers reflect

Year 9 History achievement standard

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Summary of task

Students investigated the depth study ‘World War I’, including the experiences of Australian soldiers during the war.

The students were required to present a discussion between two soldiers about their recollections of the war, in the form of a podcast.

Students were asked to develop inquiry questions for research covering how the war affected the soldiers, including the places where they fought, the conditions they lived in, and the nature of the warfare they experienced.

The students used a range of sources in their research, including from the National Archives of Australia and the Australian War Memorial.

The students were given three 40-minute periods to complete this task.
Podcast: The soldiers reflect

Annotations
Source analysis: The Gallipoli campaign

Year 9 History achievement standard

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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

Source 1: http://www.pbs.org/greatwar/historian/hist_wilson_04_gallipoli.html

Professor Trevor Wilson at the university of Adelaide quotes that “the Gallipoli campaign can be viewed from very different perspectives... On a broad view, it had almost no success... so although the Gallipoli campaign may be judged as a doomed undertaking from the start, nevertheless, the positive qualities revealed by the forces engaged in it have caused it to be remembered as heroic. For example, in Australia and New Zealand, Anzac day - 25th April, the day of the first landings- is a national holiday and the principal occasion for remembrance of war and its sacrifices”, which means that although the campaign had nearly a 0 percent chance of a success rate, all the Australians that were there were heroes in themselves for just being there and having the following characteristics of mateship and being so courageous on the frontline there because everyone knew if you were there you were doomed of death and just being there now they have a national holiday in honour of all the Australians who fought in Gallipoli.


Herbert Vincent Reynolds diary from Gallipoli in 1915 once said” British troops made a new landing on Cape Suvla during the night and they are fighting to join up without our left flank and force their way inland, while our troops are attacking from their positions the commanding points of plateau of Sari Bahr. The principle objective being hill 971, which the New Zealanders are fighting desperately to capture, our own infantry have captured the enemy positions on Lone pine after a terrible struggle and are making a wonderful stand against the repeated counter attacks of the enemy to uphold the lone pine plateau.... The 1st light horse regiment suffered very heavy losses today when charging the enemy positions” reflects the commitment shown by Australian troops under constant counter-attacks by the enemy. They suffer terrible losses but continue to defend their hard won territory. This show how courageous the Australians were but also the British and New Zealand troops were however, he particularly mentions the bravery of the Australians. This source is very useful for helping me understand what the Australian men went through as it is a primary source and is a soldier’s diary from the actual battle.

Annotations

Identifies the origin of the source with reference to the author and time.

Interprets the source, that is, it reveals the commitment of the Australian troops.

Makes reference to the usefulness of the source, as a diary which recorded events at the time.
Source analysis: The Gallipoli campaign


Source 3 marks out that 120,000 men died for their countries in Gallipoli from when they landed on the beach on the 25th April which is now remarked as Anzac day because of the 8000 Anzacs (Australian and New Zealand army Corps) who died from charging up the beach trying to get past the Turkish defence on the hills and when they finally did they filled out nine months of long hard labouring war of fighting for land this source shows that this must have been a good time for Australians because it is coming from a New Zealand website and it shows you how good the Australians were because, so in the history of the great war, this campaign didn’t have an impact on Australia itself but it did because it showed New Zealand and Britain how good the Australians were the number that died is quite little compared to the deaths in France and Belgium but from an Australian basis was one of the biggest losses at war but the Gallipoli campaign definitely played an important part of making some national identity for the Australian soldiers.


Source 4 is an argument made by martin (Marty) Flanagan on the 24/4/10. He says that the Anzacs legend is a lot like the American civil war, except the civil war has both sides of the argument whereas the Gallipoli has only one side of the argument, Australians side of the story. When the Australia 2 won the Americas cup for the first time and owner Alan Bond said this is just like Gallipoli, we won that too, was wrong because no one really won it because both sides had deaths and it created heroes and a big deal of respect for the Anzac’s, they both had no differences except for the political differences they had. The Turkish people were the people who were getting invaded yet every year on Anzac day the turkey people hold ceremonies in honour of the courageous Anzac’s who invaded their own beach but still show so much respect for the Anzac people because they were good people. Us Australians need to show the Turks some respect in return for having ceremonies in honour of the Anzacs and all of Australia need to know this and that no one won it either but no one really lost

Annotations

Provides an explanation of the significance of Gallipoli with reference to the short and long term.
Source analysis: The Gallipoli campaign

it but everyone still needs to show respect, and some ways to show the Turks respect could be by having a ceremony for them.

Overall I think that the Gallipoli campaign was a glorious moment for Australia due to the following reasons. Having analysed these sources, they all show the courage and the mateship that the Anzacs developed through their shared experiences. Source 2 in particular, outlines how the Anzacs and British people worked as a team to beat the Turkish people. In source 3 it shows how they showed some Australian spirit and created some national identity and how they have the New Zealanders that have their own website about the Anzacs. Source 4 explains how the Turkish people have so much respect for all of the Australian Anzacs and how they hold a ceremony for the Anzacs which shows how good Australia and New Zealand were in the war, but at Gallipoli the massive death toll shows that the whole thing wasn’t glorious but what the Australians did was glorious.

Annotations (Overview)

The student examines sources to identify different points of view. They identify evidence in sources and use historical terms and concepts, for example, ‘remembrance’, ‘Anzac Day’, ‘national identity’.

Annotations

Develops a conclusion based on a summary of the sources.
Explanation: The Industrial Revolution

Year 9 History achievement standard

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**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.

They were required to investigate the short- and long-term impacts of the Industrial Revolution and outline different interpretations of the Industrial Revolution. They were also asked to explain why they trust some sources more than others.

Students undertook their research, and presented their findings, in class over four lessons.
**Task - Industrial Revolution**

The short term effects caused by the Industrial Revolution are deadly.

**Great Deal of Pollution**
As factories and machines took over, so did the gases. In one city alone, there could be anywhere between 7 - 20 factories up and running. All the smoke and deadly toxins had only one place to go, and that was up. This caused foul air, dark skies and even sometimes Acidic Rain. People from time the time recorded this.

**Child Labour**
During the Industrial Revolution, families were incredibly poor and therefore, had to send their children out into the workforce as early as the age of seven to ten years of age. Children were usually sweeping the factory floors or refuelling machines with oil and coal. The children usually worked the same long hours as someone three to four times their age and yet were still paid so little.

**Life Expectancy**
The life expectancy was rapidly decreasing so much that people were dying commonly at the ages from twenty to thirty-five years of age. Not long after the Industrial Revolution kicked off, places like Liverpool, UK had their life expectancy rate drop to an astonishing 26 years of age.

**Population Boom**
During the Industrial Revolution, population was a huge effect. In just fifty-one years, Manchester’s population went from 17,000 people in 1750 to a tremendous 70,000 people in 1801. This would then lead to serious criminal behaviour.

**Woman Power**
During the Industrial Revolution, women fought to have more of a say in the work force as many had enough of doing housework and believed the men were having more fun as their jobs were more dangerous and the men were making new mates with their co-workers while the women were home alone sometimes with their children. This soon changed however, as women went on strike from cleaning and joining female work unions that were quickly created. All these women had one goal in mind, independence. Around 1842, women were given the right to work although they were originally given the toughest...
Explanation: The Industrial Revolution

**Easier Manufacturing**
With the pollution, came a whole new way of manufacturing. With all these new machines, items could be made quicker and most of the time to a better quality. Now, there is nearly nothing being made by hand. As the Industrial Revolution spread worldwide, the need for items made in someone’s home country was no more. Even right now, Australia relies heavily on China, Japan & America for items such as Snow Globes, cutlery and much more.

**Disease and Over-Crowding**
With the industrial Revolution, thousands of people migrated to the cities for jobs. This meant over-crowding. This then led to poor health conditions and diseases because everyone was all jam packed into the one house, workplace or street. Everywhere you looked, there were factories being built practically on top of one another. There is a cartoon from Punch magazine in 1800s that shows lots of diseases.

**Pollution**
Is now a big issue with the main factoring cause being the Industrial Revolution. As I already mentioned, the pollution was deadly at the time. But, think, where did all that foul air go? Nowhere. The pollution of the Industrial Revolution and all the vehicles and other polluting machinery kept rising.

**Urbanisation**
With the new machines and new way of living, the technology and safety regulations became far more intense. Cities were being made left right and centre. Where there would normally be one large city, there soon became several cities within that large city. The houses were for more luxurious and expensive. Many families lived with each other in the cheapest and smallest house in the neighbourhood because they joined their life savings together and just had enough to buy a house.

I think the Industrial Revolution was both good and bad but important to how we are today.

Annotations

Identifies long-term effects of the Industrial Revolution with some explanation.

Makes reference to a primary source and the problem of disease.

Provides a simple conclusion of the significance of the Industrial Revolution, that is, ‘important to how we are today’.

Annotations (Overview)

The student organises information about effects of the Industrial Revolution, both short term and long term.