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 predetermined 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 Essay: The Gallipoli campaign
Sample 3 Explanation: Causes of World War I
Sample 4 Source analysis: The Western Front
Sample 5 Source study: Industrial Revolution
Sample 6 Research report: Movement of peoples
Sample 7 Source analysis: The Gallipoli campaign

This portfolio of student work shows that the student refers to the key events and the actions of soldiers, free settlers and convicts to explain patterns of change and continuity over time (WS1, WS6). The student analyses the causes and effects of events and developments including World War I and the movement of peoples, and makes judgements about their importance (WS3, WS6). The student explains the motives and actions of people at the time (WS2, WS6) and explains the significance of World War I and the Gallipoli campaign more specifically over the short and long term (WS2, WS3). The student provides some explanation of different interpretations of the Gallipoli campaign (WS7).
The student sequences events and developments in the life of an Australian soldier during World War I within a chronological framework, with reference to periods of time and their duration (WS1). 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 about the Gallipoli campaign and free settlers and convicts (WS2, WS4, WS6, WS7). The student compares different points of view about the Gallipoli campaign (WS7) and develops personal interpretations about the past (WS4, WS7), and develops texts, particularly explanations and discussions, incorporating historical interpretations (WS2, WS4, WS6). In developing these texts, and organising and presenting conclusions, the student uses historical terms and concepts (WS2, WS7), evidence identified in sources for the Western Front and Gallipoli in particular (WS4, WS7), and provides references for these sources (WS1, WS6, WS7).
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.
History

Report: A soldier’s story

Sergeant Stanley Robert MacDougall

Sergeant Stanley Robert MacDougall was born in Recherche Tasmania and his occupation was a blacksmith. Mother Anne McDougall was his next of kin. MacDougall enlisted in Claremont Hobart Tasmania on the 31st of August, at the age of 25 years and 1 month old, and his service number is 4061. Stanley MacDougall is 1.63 meters tall and weighs 81.2 kilograms. His chest measurement is 91.44 cm when exhaled and 99.06 cm when inhaled. He has a fair complexion with light brown hair and blue eyes, as well as his distinctive marks: scars from boils. MacDougall’s religion is Presbyterian.

Service History

MacDougall embarked on his journey to Te-eli-kob in Egypt on the 3rd of March 1916. On the 9th of March he became a reinforcement for the 15th Battalion. He then joined the 47th Battalion on the 11th of March. Three months later on the 9th of June he arrived in Marseilles in France via Alexandria in Egypt. On the 13th of January Sergeant MacDougall was sent to hospital in Aminas with Myalgia, which is muscle pain, caused by an over use of muscles. After spending a month in hospital he returned to his battalion on the 6th of February, but not for long as he becomes sick again on the 27th of February because something was wrong with his feet. He rejoins his unit on the 5th of March; however he has another need to go to the hospital and is there again on the 20th of March. Once he is back on his feet he joins the base depot for administration on the 11 of April and rejoins his unit on the 19th of April. Stanley MacDougall was private; however he got promoted to Lance corporal on the 5th of May to replace a man who was sick. MacDougall was evacuated to hospital on the 7th of June, spending over a month there. Once he was feeling better he left for the U.K on leave on the 3rd of July, and he returned on the 16th of July to his Battalion. Sergeant Hermonny was wounded so he was evacuated to hospital due to this Stanley MacDougall was temporarily promoted to Sergeant on the 2nd of November 1917. Then on the 23rd of January 1918 he was promoted to permanent Sergeant. A month later on the 23rd of February he was granted leave and returned from leave on the 9th of March to rejoin his Battalion. On the 1st of May he was detached from duty to go train people at a school on how to use Lewis Guns, (which are machine guns), at Le Touguot in France. Stanley MacDougall had the great honour of being awarded the Victoria Cross on the 16th of May, and not long after on the 23rd of May he was awarded the Military Medal. On the 28th of May he was transferred to the 46th Battalion. After rejoining his unit he was once again transferred to the 48th Battalion on the 1st of June. A few months later on the 5th of August he was returned to Army headquarters. Then on the 28th of August 1918

Annotations

Locates and organises information from unnamed sources to recount the experiences of Stanley MacDougall.

Sequences events in Stanley MacDougall’s military career.
Report: A soldier's story

Victoria Cross

Stanley Robert MacDougall had the honour to be awarded the Victoria Cross, which is the highest awarded medal given by the Australian Defence Force and is awarded to only the most brave and devoted men. The reason he was awarded the Victoria Cross was because of his most conspicuous bravery and devotion to duty when enemy attacked the Australian line. At the time of the attack, MacDougall and his battalion were in ALBERT-DERNANCOURT where they were attacked by the Germans. Sergeant MacDougall was at his post in Rank Company, he quickly realised the situation. Using his rifle and bayonet he charged at the enemy’s second hand wave single handed, they were 200 in strength. He succeeded as they caused their second wave to disperse; he also killed seven Germans and stole one of their Lewis guns (machine guns). He then turned the gun on them, firing from the hip at five or ten yards away, causing numerous casualties and lots of confusion. MacDougall continued attacking the Germans even though his hands were being badly burnt; when his ammunition ran out he continued battling with his bayonet, killing three soldiers. Sergeant MacDougall was charged at by a German Officer with a revolver but MacDougall bayoneted him. A German was just about to fire at Lieutenant E.ROBINSON who was engaged in the opposite flank of the enemy at a small porty, when Sergeant MacDougall rushed round to bayonet the German just in time. When assistance arrived MacDougall had enabled 33 prisoners to be captured. “The prompt action of this non-commissioned officer saved the lims and enabled the enemy’s advance to be stopped” quoted by major officer, base records.

Military Medal

Stanley MacDougall also won the Military Medal; he won it for conspicuous gallantry and devotion to duty, at DERNANCOURT, S.W of ALBERT on 5th of April 1918 when the enemy attacked. MacDougall moved to a heavily exposed area about 30 yards away from the enemy and fired at them with his Lewis Gun. He closely guarded his gun until it was penetrated by a bullet, keeping up his determination MacDougall crawled 300 yards to get another gun, returned to his post being responsible for many deaths. During the counter attack MacDougall took the lead and organised a platoon and lead them into the attack because their officer was killed.

MacDougall has been described as being absolutely fearless and as having an amazing contempt of danger throughout as well as a conduct of similar high standard.

Annotations

Refers to the actions of Stanley MacDougall that led to him being awarded the Victoria Cross.

Uses evidence that is referenced from a secondary source to explain why Sergeant MacDougall was awarded the Victoria Cross.

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Report: A soldier’s story

Loss of Medals

MacDougall marched on ANZAC day in Sydney on the 7th of July 1938 and lost his Coronation Medal. After searching everywhere for it he could not find it therefore he wrote a letter to the officers in charge to ask for a replacement.

MacDougall also lost his Military Medal after a good search he reported the loss to the police. The police looked into it and discovered that his Military Medal had been destroyed. So MacDougall wrote a letter to War Record on the 7th of January 1938 asking for a replacement and how much it will cost him. MacDougall got a reply that it will not cost him more than 10 shillings.

bibliography


Annotations (Overview)

The student conducts a thorough historical inquiry with information organised from a range of primary and secondary sources. The student uses historical terms throughout, for example, ‘battalion’ and ‘Victoria Cross’.
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.

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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.

Students were required to present the findings of their research in an essay format. The students completed this task over a two-week period which included three 40-minute lessons for their research and one hour to write up their essay in class.
Essay: The Gallipoli campaign

Although Australians, as part of the British Empire, were drawn into World War 1, the Gallipoli campaign played a vital role in the development of the Australian identity. Australians were involved in World War 1 because they were a part of the British Empire and therefore were obliged to go. Men were recruited by propaganda posters and there reaction to the home front was firstly excited about people being involved, but that soon changed. Involvement in the Gallipoli campaign contributed to the Australian identity through courageous men who were willing to die.

The First World War began in 1914 because Britain had declared war on Germany. Australians were involved because they were a part of the British Empire which meant that they were obliged to go to war. On the 25th April 1915, the Australian Imperial Force landed at Gallipoli with also New Zealand, Britain and France. The campaign had failed and ended with an evacuation. (Keats, 2010:1). Even though war was meant to show death and destruction, in the photograph it shows none of that. The cliffs in the photo look very steep and difficult to climb which would make it harder for the troops. (Photograph, Bean, 1915). In the photograph, Australia was portrayed as being large because they we tough without any other countries helping us. Also because Australia had lost so many people so others assumed that many of them were at war. (Cartoon, Russell, 1918).

The photograph shows that the trenches were very dangerous. When people saw the trenches, they were very reluctant to join. (Photograph, Temple, 1915). The photograph taken in 1914 shows the troops marching through the streets of Hobart with huge support from other people. (Photograph, author unknown, 1914, Hobart). The statement on the photograph means that by voting yes, you are going to be safe by voting for the bad guy. If you don’t, he will put you in danger. (Cartoon, Australian Defence, 1917).

Bean described the Anzac spirit as stated from the text ‘stood and still stands, for reckless valor in a good cause, for enterprise, resourcefulness, fidelity, comradeship and endurance that will never own defeat.’ The Anzac spirit is not used to describe soldiers of the past, it’s more to show how it all influenced Australia today. (Robertson, 2009; 59). The photograph by Armstrong shows many of the characteristics of a typical Anzac. Most of them were said to be tough, heroic and courageous. (Armstrong, 1985:42). The statue is Simpson and his donkey. Simpson was a brave Anzac who would go around with his donkey to rescue and wounded people who were fighting in the war. (Statue Corlett, 1919, Simpson and his Donkey).

Annotations

- Identifies the significance of the Gallipoli campaign, that is, its contribution to the Australian identity.
- Draws a simple conclusion about conditions at Gallipoli based on the interpretation of a primary source.
- Analyses primary sources to draw conclusions about people’s perceptions of the war.
- Provides an interpretation of a primary source.
- Gives a reason for the significance of the Gallipoli campaign.
- Uses evidence from a range of primary and secondary sources.
Essay: The Gallipoli campaign

Bibliography

Keats, B, 2010, ‘Australian War Memorial – World War I,

Photograph Bean, C.E.W., Gallipoli, 1915.


Photograph, Temple, R., 1915, ‘Anzacs waiting to charge’.

Photograph, Author unknown, 1914, ‘14th Battalion Marching Through Hobart’.

Cartoon, Australian Defense, 1917 ‘Your turn next. 'World War I pro-conscription campaign.


Statue, Corlett, P., 1919, ‘Simpson and his Donkey’, Australian War Memorial, Canberra.

Annotations

Records sources used in the form of a bibliography.

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.
Explanation: Causes of World War I

Year 9 History achievement standard

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Summary of task

In class, students investigated the causes of World War I and why men enlisted to fight in the war, using a range of sources.

Students were required to develop an explanation of the causes of World War I in an essay format, with reference to long-term and short-term factors contributing to the outbreak of the war.

Students completed this task over a two-week period, which included some research time in class.
Explanation: Causes of World War I

There were a few reasons that World War One started and it could have happened at any time. When the archduke Franz Ferdinand was assassinated that was the excuse Austro-Hungary needed to attack Serbia. They first make demands that they hope Serbia will refuse so they can attack. The other things that contributed are that Main which stands for Militarism, Imperialism, Alliances and Nationalism. This heavily contributed to the war since all the nations were afraid of being invaded so they built up their army’s to prevent war but when one place builds up an army another country is nervous so they build up their army. This is one of the big reasons for the huge death toll since every country had a huge army that is Militarism.

The spark was the assassination of archduke Franz Ferdinand this was a short term factor since Austro-Hungary was hoping for a reason to attack. When the archduke was killed they made demands hoping that Serbia would refuse so they had a proper reason to attack. Serbia accepted most of them but not all so they put their army’s on the border of Austro-Hungary in case they attacked. Austro-Hungary declared war and they knew if Russia joined forces with Serbia they would lose so they asked Germany if they would assist and they agreed since Germany knew war with Russia was inevitable. Germany knew that if Russia was involved France would be to so they planned to take down France by invading Belgium which got Britten into the war since they had an alliance with Belgium. Now Britain asked Australia for help and Australia agrees.

Some of the other long term factors to the war were Imperialism and Nationalism. Imperialism was what started this war in a sense since Austro-Hungary wanted to crush the Serbian people from rising up so war was bound to happen. Nationalism had to do with the war is the overall death toll which happened because no country wanted to lose so men kept coming in to fight which got the death toll up so high since they kept protection their nation from the shame of losing the war and if their women and children were going to be killed or hurt. Germany was going to go to war soon since they wanted to expand their country. This is how nationalism and imperialism was a long term factor which lead to the ticking time bomb that was World War I.

The last factor of MAIN which made World War I was alliances. This made the war so huge is the alliances since if this war was just between Austro-Hungary it would be a loss to those two country’s but not to the whole world. When alliances were

Annotations

Provides some analysis of the causes of World War I and their importance, with reference to militarism in particular.

Draws a conclusion about the motives for the Austro-Hungarian declaration of war.

Presents an interpretation about the longer term factors contributing to the war.

Provides explanation of the significant longer term developments, including nationalism and imperialism, in the outbreak of World War I.
**Explanation: Causes of World War I**

started it meant any war would be up scaled to a much bigger war but there were so many alliances. Since there would be country with an alliance joins that means another would join from alliances since that happened it became so huge it was named the First World War. One of the way the government got people of Australia to register was by sending white feather to all the men who hadn’t enlisted. This was done because of nationalism because people of the country wanted to win the war and make their country proud. This is another long term factor which lead to the devastating World War I.

These are the long terms and the short term things that lead to WWI and the huge death toll. These reasons were the assassination and MAIN which ultimately lead to WWI. These reasons could have been avoided but when one place wants to become bigger than it is a matter of who is stopping them. The ending events sadly lead to the Second World War when Germany had to sign a contract. This is the reasons/events that lead to WWI.

**Annotations**

_Explains the effect of alliances on the scale of the war._

**Annotations (Overview)**

_The student organises and presents conclusions in the form of an explanation. The student uses historical terms and concepts appropriately, for example, ‘imperialism’ and ‘nationalism’._
Source analysis: The Western Front

Year 9 History achievement standard

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Summary of task

In class, students investigated a range of sources (photographic and written) for the Western Front which represented various aspects of the war including trench foot, gas attacks, pestilence, freezing conditions, destruction and life in the trenches.

Students were required to analyse and interpret the sources provided to develop a response to the inquiry question: ‘Why did Australian troops find life on the Western Front so difficult?’

The students recorded key points from their analysis of the sources using a scaffold provided by the teacher.

Students were given 40 minutes to analyse the sources and complete their response to the inquiry question, under examination conditions.
Source analysis: The Western Front

Planning your writing

Inquiry question: Why did Australian troops find life on the Western Front so difficult?

Your interpretation: They found it tough because of all the diseases, gas, bombs, injuries and they were ankle deep in mud.

SECTIONS | KEY POINTS | SOURCES
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Health | * horrible men were killed by disease, intensive trenching killed people | Source 1 - Healy, W. (2012). The Western Front. Source 4 - Freezer, I. (2013). Cold winters

Pests | *lice, lice, rat infections, rats as big as cats | Source 3 - Popper, B. (2014). Pest control

Conditions | *poor eating - having to eat rats and ankle deep in mud off biscuits, running out of supplies, everything destroyed | Source 5 - Utter destruction

Weapons | *gas, bombs, attack, killing and wounding people, poisoning and killing and irritating | Source 2 - Gas attack

Conclusions: Many men were killed because of all these sections.

Annotations

Presents an interpretation about why life on the Western Front was so difficult.

Interprets a range of sources.

Identifies supporting evidence for key points from sources.

Organises researched information to structure a response to the inquiry question.
Source analysis: The Western Front

Inquiry question: Why did Australian troops find life on the Western Front so difficult?

Australian troops found life in the Western Front very difficult because of all the diseases, gas, bombing and in-festations.

Many of the diseases were Trench foot, bronchitis, and rheumatism. These diseases killed many people and left many others unable to fight. Trench foot is a disease or infection which is caused by wearing muddy boots for a long period of time without taking them off as seen in Source 2 (the agony of trench foot). Bronchitis and rheumatism are diseases you can get in the cold freezing nights of winter whilst ankle deep in mud, some doctors say that some of the cases were almost as bad as the people who were gassed as seen in Source 4 (freezing cold winter).

The conditions there were also extremely bad, most men were ankle deep in mud and had not much food to eat let alone clean water. Sometimes they had to eat mouldy bread, mouldy biscuits or even rats. Whenever their loved ones would send them anything they had to send it in tins so it would last the trip.

There were also many in festations or pests that would eat everything or make you itch or have gigantic blisters and infections. Some of the men said that the rats were a big as cats as seen in Source 3 (lice and rats).

In conclusion many things went to blame for death such as rats, disease and bombs.

Annotations

Provides comment about how disease affected the troops on the Western Front.

Organises information from sources to illustrate some effects of the war, for example, trench foot.

Suggests reasons for the difficult nature of life on the Western Front.
Source study: Industrial Revolution

Year 9 History achievement standard

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Summary of task

Students investigated the depth study ‘The Industrial Revolution’ in class and discussed the development of the factory system and its effects on workers.

The students were provided with a drawing of a factory from the Industrial Revolution and were required to study the drawing and use it to explain the effects of the Industrial Revolution on children.

Students completed this task under examination conditions as part of a larger assessment task.
Source study: Industrial Revolution

Use this drawing to explain the effects of the Industrial Revolution on children. (Write a paragraph – look at the drawing carefully and discuss what you see: The jobs children did – their age, safety and the reasons why employers chose child workers rather than adults.)

In this picture there are children that look exhausted and starving. Employers would hire children because of easy pay and their little bodies and hands. Children would have to get jobs because their families were in poverty and couldn’t afford food, clothes and children could not defend themselves like adults could.

Annotations

Relates knowledge about the effects of the Industrial Revolution to the cartoon.

Interprets a primary source to draw a conclusion about the working conditions of children.
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 and they completed this task over four 40-minute lessons and they were provided with two weeks out of class to finalise their report.
Research report: Movement of peoples

We’re free settlers more important to Australia’s development then convicts?

Australia’s first fleet happened on the 13th of May, 1787. Aboard the ship were Seven Hundred and thirty six convicts and Eighty one free settlers. There were also a lot of others. A total of One thousand and forty four persons. All of these personnel were soon to have a dramatic effect of Australia’s Development.

Free Settlers and Convicts

Free settlers were people travelling to Australia by choice where Convicts were travelling to Australia due to crimes that had committed. Britain’s rising crime rate also had a very big effect on the reasoning behind the Convicts travelling to Australia. Britain was being flooded with convicts as more and more crimes were being committed. Britain’s government had to make a decision quickly as where the convicts were going to be stored. A quick decision was made and before they knew it, most of the convicts were on a ship heading towards the newly discovered, Australia. Once all personnel were moved off the ship, Australia’s development was looking more and more promising as more people were getting moved onto Australian land. Months on from the first fleet, Australia’s development was becoming increasingly secure.

Annotations

Develops an inquiry question as a focus for research into the significance of free settlers and convicts.

Uses data to provide a sense of the scale of the historical event.

Uses historical terms appropriately, for example, ‘free settler’, ‘convict’.

Provides reasons for the change in British policy towards people who committed crimes.
Research report: Movement of peoples

Convicts affection

After the first fleet, Convicts were the ones who had the power of changing Australia and turning it into a country they could call their own. They were quickly set to start working on farms building fences and houses, building walls, etc. They were also set to start growing the first crops as well as moving trees and tilling soil. If the convicts did what they were told and their behaviour improved, they would have been given a “ticket to freedom.” This was a certificate which allowed them to live their own lives. For the remainder of their sentence, they would be put under surveillance. If they misbehaved, the Certificate would be with drawn and they would then again become a slave.

For the female convicts, if they were pregnant, they would be sent to the Parramatta factory which was known as the “pregnancy factory.” 20 years after the first fleet, the Parramatta factory turned into a Orphanage.

Free Settlers ejection

They’re two hundred and eighty seven free settlers. This was quite a small population travelling to Australia. After the first fleet, they free settlers were free to live their own lives with freedom. They were also given the power to have at least two convicts in their house working as either slaves or Nurses. They still had some attachment to the British government as they came on the ship as a soldier, marine or an officer. The free settlers were free to set up their families, their houses and of course, their own lives. The whole point of the free settlers coming over to Australia was to spread the British colony. This was one way which if tampered with would have changed Australia Development forever.

Annotations

Describes change over time in how some convicts lived, for example, ‘ticket to freedom’.

Identifies an example of a pattern of change, that is, the spread of the British colony.

Identifies an example of continuity, that is, the attachment of free settlers to the British government.
Reasoning behind Transportation

The reasoning behind the first fleet is quite a simple reason. Britain had a very high rising crime rate which was then making more and more convicts be jailed for longer periods of time. There was no more room for them to be stored so they British Government had no other choice but to send them to Australia. Free settlers were clearly brought to Australia to spread the British Colony and to also be guardians for the convicts. The Convicts effect on Australia’s development was critical due to the fact that without the transportation of convicts to Australia, most mechanical objects such as bridges, homes and a lot of building projects would have been put aside for the free settlers to do and because the Free settlers were brought to Australia by choice, they had a right to say no.

All convicts formed the majority of the colonies population for the first few decades. By 1821, there were a growing population of freed convicts who had been put under the trust relationship and were then granted land.

Convict Labour

The Convicts which were transported to Australia were educated. This meant that they were picked out from all of the British Convicts and settled into one group. These were the convicts who were transported to Australia.

Being educated comes with its benefits which also mean that the Free settlers wouldn’t have to teach the convicts much at all. The majority of women convicts were also made to work as mothers, slaves and nurses. This quote describes the amount of pain the convicts were put under for a day of hard work. *We have to work from 14-18 hours a day, sometimes up to our knees in cold water, till we are ready to sink with fatigue... The inhuman driver struck one, John Smith, with a heavy thong.* This quote not only describes the pain and fatigue the convicts were put under but how long and hard they had to work.

Convicts description

The majority of the Convicts were English and welsh but there was also a vast amount of other types of convicts from a different land. There were also twenty four per cent of the Irish convicts and 5 per cent of the Scottish Convicts. Most convicts had been sent from various outposts of Britain. Some including Canada, India, New Zealand, China, Hong Kong and even Maoris. They were all treated as slaves.
Research report: Movement of peoples

Bibliography


http://en.wikipedia.org/wiki/History_of_Australia_%281788%E2%80%931850%29

http://australia.mrdonn.org/powerpoints/convicts.html

http://wiki.answers.com/Q/What_was_the_difference_between_a_convict_and_a_free_settler

Annotations

References sources of information in the form of a bibliography.
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.
Was the Gallipoli campaign a glorious moment for Australia?

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

The first source comes from Professor Trevor Wilson who works at the University of Adelaide. He starts by talking about how from the start of the Gallipoli campaign, it was seen as already lost, doomed from the moment it started. Even though this was known it did not dishearten the Australian and New Zealand troops that were fighting in the campaign. In fact they were known for their positive qualities. These qualities that the men showed in the face of eminent defeat are the reasons for the annual day of remembrance known to us as ANZAC Day to be held on the 25 of April, day of the first landing. It is a secondary source because of the fact that this professor is talking about information that he has learnt in history books or from veterans who actually fought at Gallipoli. The most important reason for this source being secondary is because it does not come from the time of the Gallipoli campaign.

Source 2

In an extract from the diary of Herbert Vincent Reynolds he writes about the fact that some British troops have made a new landing and are fighting to get of the coast and further inland. He also states that they are doing this without their left flank. He writes about the ANZAC’s fighting for positions across the plateau of Sari Bahr. The New Zealander’s were fighting also to capture the primary objective, a hill known only as hill 971. Reynolds writes about the capturing of lone pine after terrible fighting for several days and how the troops now stationed there where making a “Wonderful stand against the repeated counter attacks of the enemy”. The last thing that Reynolds writes in this extract is that the 1st light horse division suffered many casualties while rushing the enemy positions. This extract is a primary source because the diary was written at the time of the Gallipoli campaign by an ANZAC troop actually fighting. The diary that Reynolds wrote was probably just a way for him to stay sane while being amongst all the blood and death. This source does help me answer the question about whether the Gallipoli Campaign was a...
Source analysis: The Gallipoli campaign

glorious moment for Australia or not because it tells me that the troops who did take part in this campaign believed and still do believe that they played a part in Australia’s short history.

Source 3
http://www.nzhistory.net.nz/war/the-gallipoli-campaign/introduction

Source three is more of an overall perspective on the casualties that occurred in the Gallipoli campaign. It states that over 120000 men perished in this campaign. The source comes from a New Zealand History website so the source is a bit more descriptive about the New Zealand part of the ANZACs and what they did, but it still is a non biased secondary source. The purpose of this source is to put a number on the amount of men that died, 80000 Turkish soldiers, 44000 British and French troops, 8500 Australian troops and 2721 New Zealand troops lost their lives. The amount of ANZAC’s that died at Gallipoli is one of the many reasons we have ANZAC Day. This source does not help me answer the question because it doesn’t give a good enough, detailed description on how people felt about Gallipoli. On the other hand, this source has still helped me understand the amount of suffering and loss that was caused by the Gallipoli campaign.

Source 4

The final source is the best at helping me answer the question “was the Gallipoli campaign a glorious moment for Australia. The source is a one sided opinion but it makes fantastic points and is not overly biased. The source comes from an article in a newspaper called The Age. The purpose of this source is to show how this war has affected the way Australia’s identity has been created and also how it has affected our enemy at the time. This source says that our campaign against the Turks was like the American Civil War. We were both young countries introduced to the horrors of modern warfare. But unlike the civil war, the Gallipoli campaign is only told from one point of view. Like it says in this source, it was not the Turks who where attacking us, in fact it was us Australian’s going to a foreign country for whom we had no quarrels with and trying to take over. It is written in this source about the 1983 America’s Cup. The Australian yacht owner who won the cup that year Alan Bond said after the race.
Source analysis: The Gallipoli campaign

that they had been losing at one stage in the race but after this he also said “it was just like Gallipoli, and we won that one”. The source states that it wondered if it felt right for Australian's to hear this, and that it probably did. This source says that Australia earned respect in the Gallipoli from both its allies and its enemy. It say it finds it funny that the Turks who were invaded by Australian’s celebrate ANZAC Day on their shores every year like we are one of their own. We should respect the Turks for this is what the source is trying to say and the source ends by saying "Imagine if the descendants of the Japanese pilots who bombed Darwin held an emotional service beneath the Japanese flag on the shores of Darwin Harbour each year..."

I have read all four source and have concluded that the Gallipoli was definitely a glorious moment for Australia because of the fact that this campaign helped us earn the respect of much larger, older countries and along with our ANZAC Spirit gave Australia its identity.

Annotations

Develops an interpretation of the Gallipoli campaign.

Annotations (Overview)

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