

# History

**Year 3**  
Above satisfactory

## 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 3 HISTORY

This portfolio provides the following student work samples:

- |          |  |
|----------|--|
| Sample 1 | Timeline: Jack Simpson Kirkpatrick     |
| Sample 2 | Invitation: Anzac Day service          |
| Sample 3 | Inquiry about local history: Transport |

This portfolio of student work shows that the student can explain in detail how the community of Townsville changed in the past (WS3). The student describes the experiences of an individual, Jack Simpson Kirkpatrick (WS1). The student identifies events and various aspects of the past that have significance in the present, including Anzac Day (WS2).

The student sequences events in chronological order, with reference to key dates (WS1). The student poses questions about the past in relation to transport in Townsville and locates information from local history sources (written, physical, visual, oral) to answer these questions comprehensively (WS3). The student develops texts, including narratives, using terms denoting time (WS1, WS2, WS3).

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# History

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## Timeline: Jack Simpson Kirkpatrick

### Year 3 History achievement standard

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

*By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.*

*Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.*

### Summary of task

In class, students talked about the significance of Anzac Day as a day of commemoration in Australia each year. They explored different aspects of Anzac Day, including the bravery of those who served at Gallipoli.

The students read the story of Jack Simpson Kirkpatrick and posed questions about his background and his involvement at Gallipoli in World War I.

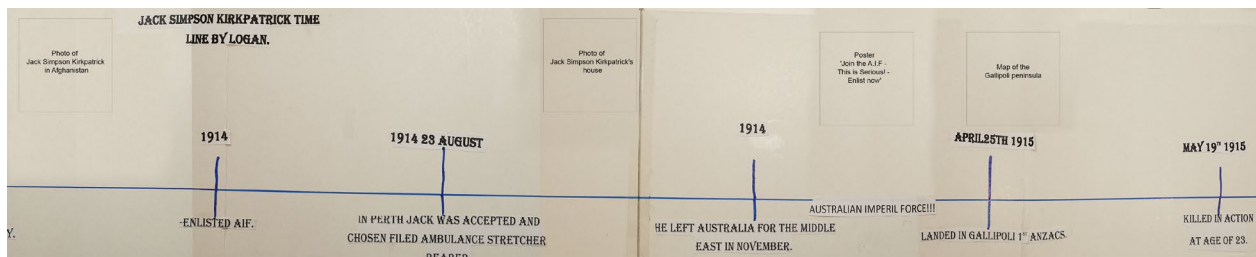
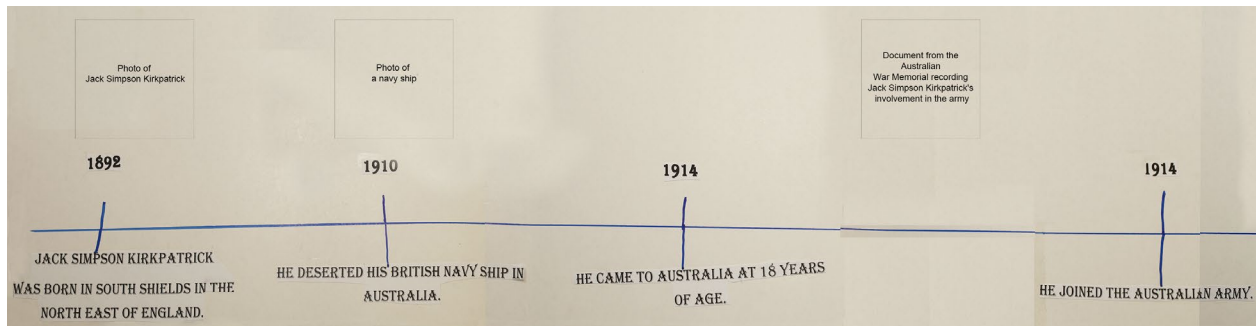
The students were asked to create a timeline of Jack Simpson Kirkpatrick to depict events in his life with a focus on the Gallipoli campaign.

Students completed the task during class time over two one-hour lessons.

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## Timeline: Jack Simpson Kirkpatrick



### Annotations

*Sequences significant events in Kirkpatrick's life from birth to death using key years.*

*Uses historical sources to provide a sense of Kirkpatrick's experiences.*

### Annotations (Overview)

*The student develops a text, that is, a timeline, using specific details and past tense verbs to denote time.*

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# History

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### Invitation: Anzac Day service

#### Year 3 History achievement standard

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

*By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.*

*Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.*

#### Summary of task

Students explored the history of their community as represented in symbols of significance for an important commemoration, Anzac Day.

The students used sources to develop an understanding of the historical symbolism and significance of Anzac Day, including how and why communities continue to commemorate the day.

Students were asked to create an invitation to an Anzac Day service with annotated pictures of Anzac symbols.


The students were given three one-hour lessons to explore and discuss the origins and significance of Anzac Day and to create their invitation.

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## Invitation: Anzac Day service


### SYMBOLS OF ANZAC DAY




Red poppies were first sold to raise money for people made disabled by war



Rosemary is pinned to a person's clothes and is for remembrance



Jack Simpson carried wounded soldiers even in enemy fire. He was killed in 1915 and was only 22. He symbolises bravery.



Medals are awarded for bravery. The Victorian Cross is the highest award.

### To Grandad

Anzac Day is one of the most important events each year in Australia.

We are holding a Anzac Day service to remember those who have died in wars. There will be lots of people and the soldiers will be marching with their medals.

Date = 25<sup>th</sup> April

Where = Queens Park

Time = 12pm

### Annotations (Overview)

The student identifies and provides explanation about four aspects of the past that have significance for the commemoration of Anzac Day, including red poppies, rosemary, Jack Simpson and his donkey, and medals. The student has developed a text, that is, an invitation, based on their discussion of historical sources that makes reference to the past and the present.

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## Inquiry about local history: Transport

### Year 3 History achievement standard

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

*By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.*

*Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.*

### Summary of task

Students were asked to develop inquiry questions about an aspect of local history and use these questions to conduct an inquiry. After investigating their area through site visits, guides, photographs and written sources, they were required to present their findings using a timeline with pictures and/or descriptions, using ICT.

Students were given 100 minutes of class time to begin their research and they completed the task in their own time over a week and a half.

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## Inquiry about local history: Transport

### How did transport change in Townsville?

Year	Changes to Transport	Changes to the community
1865	The port of Townsville was opened	The port opened Townsville to towns in Queensland and other places
	A road inland to pastoral farms was built	Pastoralists could take their stock to Townsville more easily
1866	The first steamship arrived at the Port	Pastoralists could transport stock to other towns and sell more
1873	The first mail steamer arrived via Torres Strait.	Communication with other places was better
1880	A railway was built to the Reid River.	More farmers could send stock to Townsville more easily
1882	The railway was built to Charters Towers	The gold from the mines could be transported to Townsville and to other places by sea
1901	The railway was built to Ayr	Cane from Ayr could be sent to Townsville and transported to other places by sea
1924	The railway from Brisbane to Cairns opened.	People and goods could now be transported from Brisbane to Cairns. People living in Townsville could now travel North and South and goods could be sent all along the coast
1939	Townsville's first airport opened. It had gravel runways.	The airport meant that people could travel long distances in a short time. Communication was also better

### Annotations

*Identifies an inquiry question to research.*

*Sequences key events in the development of transportation in chronological order based on the sources used in their research.*

*Gives reasons for changes in the community of Townsville as a result of developments in transport.*

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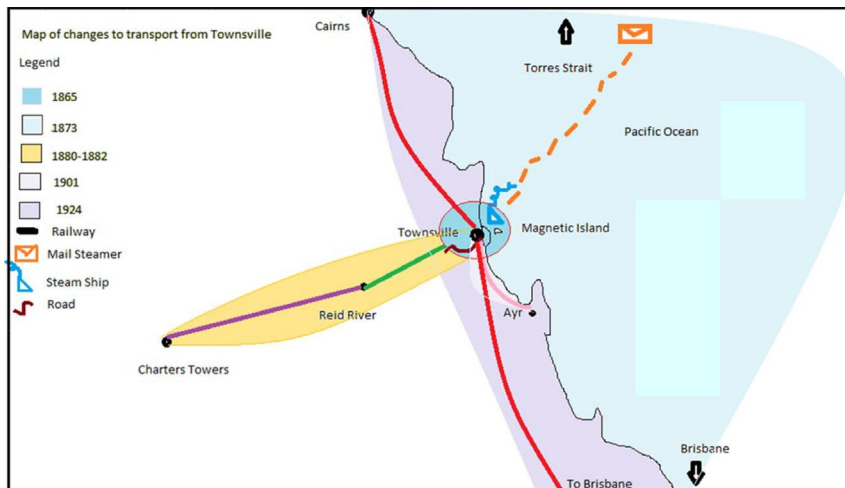
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## Inquiry about local history: Transport

### Annotations



As Townsville connected to more places land, sea and air, people from Townsville and its surrounding country areas were able to visit more places and communication was better. Improvements in transport also meant that more goods and livestock could be sold to other towns. Because of this, Townsville grew quickly. The population of Townsville was 300 in 1862 and 30,000 in 1936.

*Describes how life changed in Townsville, with narrative elements.*