Assessment description	Category
Students use historical sources to research the life of an individual explorer, settler, convict or soldier before and after their arrival on the First Fleet. They then develop a historical narrative that explains how life has changed and/or stayed the same in Australia.	Written
	Technique
	Research

Context for assessment	Alignment
Students pose questions and use historical sources to investigate key people who arrived on the First Fleet, the reasons for the journey and experiences before and after their arrival. They analyse and explain their findings in a text such as a personal letter, diary, annotated photo album or newspaper article.	*Australian Curriculum v4.0*, www.australiancurriculum.edu.au, ACARA — Australian Curriculum, Assessment and Reporting Authority
	Connections
	This assessment can be used with the QSA Australian Curriculum resource titled **Year 4 unit overview — History exemplar (Investigating exploration and the movement of peoples)**, available at: www.qsa.qld.edu.au/downloads/aust_curric/ ac_yr4_history_year_plan.doc
	Definitions
	Within this assessment, a **narrative** about the past is a retell of a sequence of real events that is related to the passing of time.

In this assessment

Teacher guidelines

Student booklet

Task-specific standard: Continua

Task-specific standard: Matrix

Assessment resource: Historical inquiry process

Assessment resource: Question starter grid

Assessment resource: Questioning sources

Assessment resource: First Fleet story: Comparing life before and after the arrival in Australia

Assessment resource: Sample historical narrative

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	**Historical Skills**
First Contacts Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival ACHHK079	**Chronology, terms and concepts** • Sequence historical people and events ACHHS081 • Use historical terms ACHHS082 **Historical questions and research** • Pose a range of questions about the past ACHHS083 **Analysis and use of sources** • Locate relevant information from sources provided ACHHS084 **Explanation and communication** • Develop texts, particularly narratives ACHHS086 • Use a range of communication forms (oral, graphic, written) and digital technologies ACHHS087

General capabilities and cross-curriculum priorities
Literacy
Numeracy
Intercultural understanding
ICT capability
Critical and creative thinking
Intercultural understanding
Aboriginal and Torres Strait Islander histories and cultures

Achievement standard
By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change. Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.
Source: ACARA, The Australian Curriculum v 4.0, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences
Refer to learning experiences in Year 4 unit overview — History exemplar (Investigating exploration and the movement of peoples), available at:
• www.qsa.qld.edu.au/downloads/aust_curric/ac_yr4_history_year_plan.doc

Adjustments for needs of learners
Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning.   The *Disability Standards for Education 2005* (Cwlth) is available from www.ag.gov.au.

Resources

Websites

- First Fleet — resources from University of Wollongong, including a searchable database of the First Fleet convicts: http://firstfleet.uow.edu.au
- Convict records: www.convictrecords.com.au/convicts/year/1787
- The First Fleet, resources from the State Library of New South Wales, including first-hand accounts of the experiences of some of those who travelled south to Botany Bay: www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/firstfleet.html
- The First Fleeters: Biographical and historial resources from the State Library of New South Wales: www.sl.nsw.gov.au/research_guides/convicts/information/first_fleet.html
- Prison hulks on the River Thames, from the collections of Royal Museums Greenwich: www.portcities.org.uk/london/server/show/ConNarrative.56/chapterId/414/Prison-hulks-on-the-River-Thames.html
- Convict women, Perth Dead Persons' Society, Convicts to Australia project: www.members.iinet.net.au/~perthdps/convicts/confem.html
- William Hubbard: First Fleet convict — a sample case study, collated by Hubbard First Fleet Group: www.firstfleet.org.au
- National Library Archives: www.nla.gov.au/australiana/australian-history-selected-websites
- List of provisions, by the First Fleet Fellowship: http://home.vicnet.net.au/firstff/ships.htm
- Picture Australia, Trove, National Library of Australia: www.pictureaustralia.org
- Background sheets, Board of Studies NSW, K–6 Educational resources: http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets
- Bound for Botany Bay, TLF R1159, Scootle (subscription access only): www.scootle.edu.au/ec/viewing/R11591/index.html

Print

- Hill, D 2008, *1788: The brutal truth of the First Fleet — the biggest single overseas migration the world had ever seen*, North Sydney, Heinemann.
- Alexander, G 2006, *Surviving Sydney Cove: The diary of Elizabeth Harvey*, Scholastic, NSW.
- French, J 2004, *Tom Appleby, Convict Boy*, HarperCollins, Sydney.
- Walker, K 1988, *The Letters of Rosie O'Brien: A convict in the colony of New South Wales, 1804*, Martin Educational, NSW.

Other resources

- Donner, C (dir) 1982, *Oliver Twist* (film, rated PG), Claridge Productions, UK.
- Reed, C (dir) 1968, *Oliver!* (film, rated G), Romulus Films, UK.
- Gross, Y (dir) 1979, *The Little Convict*, (film, rated G), Yoram Gross Films, Australia.

Develop assessment

Implementing

Section 1.   Planning and posing questions

Student role	Teacher role

• Examine historical sources about the First Fleet, with particular focus on the experiences of different groups of people such as settlers, convicts, soldiers and explorers.
• Review key historical terms such as colony, felon, transportation and navigator.
• Review the historical concepts of continuity and change, causes and effects, significance, perspectives, empathy and sources.
• Select an individual from the First Fleet to investigate after ensuring that there is a range of source material available.
• Pose a set of relevant questions that will help answer the key inquiry questions:
  – What was life like before they came to Australia?
  – Why did they come here?
  – How was life different after they arrived here and how was it similar?
	• Identify the process of a historical inquiry undertaken to understand the past. Refer to *Assessment resource: Historical inquiry process* to identify the steps in the inquiry process including posing questions, locating and analysing sources, and using evidence from sources to develop an explanation about the past.
	• Support students to view a range of relevant sources (see Resources), identifying sources that will support their inquiry and provide general information about the First Fleet, and conditions in England before arrival and in Australia after arrival.
	• Support students to develop a set of relevant questions using *Assessment resource: Question starter grid* as a support for posing questions.
	• Examine the historical sources using the questions in *Assessment resource: Questioning sources* to review questions and sign approval before each student proceeds with their inquiry.

Section 2.   Locating sources

Student role	Teacher role
• Locate a range of primary and secondary sources about their chosen First Fleet person and record the details about the sources in the table. Check on the suitability of sources with the teacher. • Make changes to their questions if required.	• Discuss types of historical sources with students, providing students with a selection of relevant sources. • Conference with students and provide support with locating primary and secondary sources and documenting relevant information. • Encourage students to make changes to research questions as required.

Section 3.   Answering questions

Student role	Teacher role
• Use sources to find information and record it in note form in the table. • Analyse sources to compare and contrast life before and after arrival in Australia. • Check there is sufficient evidence from sources to answer the questions and make revisions as required.	• Examine the sources using the questions in *Assessment resource: Questioning sources*. • Sign approval when they have compiled sufficient relevant information to answer the key inquiry questions.

Section 4.	Developing a historical narrative	

Student role
- Complete the *Developing a historical narrative checklist* to follow the stages of the inquiry process.
- Develop a historical narrative 200–400 words in length.

Teacher role
- Set guidelines for the text type to be used. This may be common for all students or open to individual choice, and may include a letter, diary, annotated photo album, or newspaper article.
- Provide students with a Venn diagram to organise ideas to compare and contrast as required. See *Assessment resource: First Fleet story — Comparing life before and after the arrival in Australia* for a model of this.
- Compare different kinds of texts that provide historical information, e.g. written narratives, websites, museum labels, timelines, annotated image sets. See *Assessment resource: Sample historical narrative* for a model of a historical narrative.

Make judgments

The following table identifies the valued features of this assessment. It makes explicit the demonstrations of understandings and skills as identified in the Australian Curriculum Achievement Standard and the Queensland Standards Elaborations for History.

A continua and matrix model of the Task-specific standards is provided for this assessment using the same valued features. Each model of a task-specific standard uses task-specific descriptors to identify the discernable differences in student work for A–E standards.

Dimensions	Valued features		Task-specific valued features
Understanding	Historical Knowledge and Understanding		**First Contacts** Identifies the reasons for the journey of a member of the First Fleet and the experiences of life before and after the arrival in Australia.
Skills	Historical Skills	Questioning and researching	**Historical questions and research** Poses a range of questions about the past and locates relevant information from historical sources provided.
		Analysing and interpreting	**Analysis and use of sources** Uses historical sources to respond to inquiry questions.
		Communicating	**Explanation and communication** Develops a historical narrative using historical terms and concepts. **Chronology, terms and concepts** Sequences historical people and events.

Use feedback

Feedback to students	Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student's personal progress and the next steps in the learning journey.
	Offer feedback that:
	• discusses the students' success with the inquiry and narrative:
	– Were the sources used helpful?
	– How useful were your questions?
	– How did students use questions in the investigation?
	– How well did students develop a comparison?
	– Were historical terms and concepts used appropriately?
	– Were the key inquiry questions answered using evidence from sources?
	• focuses feedback on the student's personal progress and the next steps for improvement
	• identifies steps in the inquiry process that need consolidation in teaching and learning and make adjustments to future planning
	• deconstructs a quality student response to identify the elements of a successful historical inquiry and discuss these features with students.
Resources	For guidance on providing feedback, see the professional development packages titled *Seeking and providing feedback*: www.qsa.qld.edu.au/18076.html.