






Investigating the colonial period in Australia: Shaping the Australian colonies

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Assessment description	Category
Students develop and deliver a multimodal presentation that explains a significant event or development that shaped the Australian colonies during the 1800s. They explain the impact of this event or development on an Australian colony.	Multimodal
	Technique
	Research
Context for assessment	Alignment
There were many significant events and developments that shaped the Australian colonies during the 1800s. These events include the gold rushes and the Eureka Stockade (Rebellion). In this assessment students use relevant sources to investigate a significant event and will construct a multimodal presentation about the impact of one of these significant events on an Australian colony.	<i>Australian Curriculum v 4.0</i> , www.australiancurriculum.edu.au , ACARA — Australian Curriculum, Assessment and Reporting Authority
	Connections
Students choose one of the following key inquiry questions to research: <ul style="list-style-type: none"> How did the gold rushes of the 1800s impact on and shape an Australian colony? or <ul style="list-style-type: none"> How did the Eureka Stockade (Rebellion) impact on and shape an Australian colony? 	This assessment can be used with the QSA Australian Curriculum resource titled Year 5 unit overview — History exemplar (Investigating the colonial period in Australia) , available at: < www.qsa.qld.edu.au/yr5-history-resources.html >
	Definitions
	Hypothesis: A position or standpoint that can be supported by an explanation based on evidence from historical sources.
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	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p>The Australian colonies</p> <p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought ACHHK095</p>	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> Use historical terms and concepts ACHHS099 <p>Historical questions and research</p> <ul style="list-style-type: none"> Identify questions to inform an historical inquiry ACHHS100 Identify and locate a range of relevant sources ACHHS101 <p>Analysis and use of sources</p> <ul style="list-style-type: none"> Locate information related to inquiry questions in a range of sources ACHHS102 Compare information from a range of sources ACHHS103 <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> Identify points of view in the past and present ACHHS104 <p>Explanation and communication</p> <ul style="list-style-type: none"> Develop texts, particularly narratives and descriptions, which incorporate source materials ACHHS105 Use a range of communication forms (oral, graphic, written) and digital technologies ACHHS106
General capabilities and cross-curriculum priorities	
<ul style="list-style-type: none">  Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour 	
Achievement standard	
<p>By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.</p> <p>Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.</p>	

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 5 History unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment. See:

- Unit overview — History exemplar (Investigating the colonial period in Australia) www.qsa.qld.edu.au/yr5-history-resources.html

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

Students would benefit from access to search engines, museum and library catalogues and indexes to find material relevant to this inquiry such as stories, songs, diaries, official documents and artworks.

- Using primary sources, Library of Congress: www.loc.gov/teachers/usingprimarysources
- Interrogating objects, National Museum Australia, *Eternity* gallery resources: www.nma.gov.au/education-kids/classroom_learning/units_of_work/eternity
- Gold and civilisation education pack, National Museum of Australia: www.nma.gov.au/education-kids/classroom_learning/units_of_work/gold
- Eureka Stories, Arts Victoria: www.cv.vic.gov.au/education/eureka-stories
- Australian children's stories 1788–present, My Place, ABC3 online, Decade timeline: www.myplace.edu.au/decades_timeline/decade_timeline_landing.html
- Colonial stories, Australian Government, History: colonial, conflict and modern: <http://australia.gov.au/about-australia/australian-stories/history-colonial-conflict-and-modern#Colonialhistory>
- SpatialGenie, historical maps, early maps of capital cities and railway systems, Education Services, Australia: www.spatialgenie.edu.au/spatialgenie
- Picture Australia, Trove, National Library of Australia: <http://trove.nla.gov.au/general/australian-pictures-in-trove>

Develop assessment

Implementing	
Preparing for the assessment	
Student role	Teacher role
<ul style="list-style-type: none"> • Discuss and engage in the learning experiences of the unit, particularly related to significant events in Australia's colonial past. • Review the process of historical inquiry. • Review significant events and developments that shaped the Australian colonies during the 1800s including the gold rushes and the Eureka Stockade (rebellion), internal exploration, the development of rail and sugar farming. Identify the significant people who shaped these events or developments. • Identify significant events, developments and people in your local area during this time period. 	<ul style="list-style-type: none"> • Discuss the choice of key inquiry questions with the students. • Discuss the historical inquiry process using <i>Assessment resource: Historical inquiry process</i> as a support resource. • Review significant events, developments and people who shaped the Australian colonies. Compile an annotated timeline to show students the key stages in the development of colonial Australia, including the date of European settlement in each state, the date the colony was established and the date of self-government.
Section 1. Identifying questions	
<ul style="list-style-type: none"> • Pose a set of relevant focus questions that will help answer the inquiry question. • Discuss the meanings of key concepts identified in Section 1 — continuity and change, causes and effects, significance, perspectives, empathy, sources. • Seek teacher approval about the relevance and range of inquiry questions before proceeding to Section 2. 	<ul style="list-style-type: none"> • Explain how to complete Section 1 of the <i>Student booklet</i>. • Review the meaning of key historical concepts as identified in Section 1. • Provide support with reading and scribing where necessary. • Support students to develop a set of relevant questions using <i>Assessment resource: Question starter grid</i> as a resource if required. • Encourage students to modify their research questions as required.
Section 2. Locating historical sources and developing a hypothesis	
<ul style="list-style-type: none"> • As a whole class, investigate primary and secondary sources and discuss the clues provided about the past. • Investigate selected sources and document information related to the point of view represented in the source. • Develop a hypothesis (position or standpoint) about the impact of the chosen event or development in Australia's colonial past. 	<ul style="list-style-type: none"> • Focus the discussion on what sources can tell about changes over time. • Review the distinction between primary and secondary sources of historic information. • Provide access to a relevant set of secondary sources. • Discuss relevant historical sources with students. Provide students with access to a selection of relevant sources. Model how to use historical sources. • Conference with students and provide support with locating other primary and secondary sources and documenting relevant information. • Use <i>Assessment resource: Questioning sources</i> to support students to broadly

Implementing	
Preparing for the assessment	
Student role	Teacher role
	<p>question features about the sources.</p> <ul style="list-style-type: none"> Review the students' selection of sources and their set of inquiry questions to ensure these are appropriate Support students in developing a hypothesis, ensuring that the hypothesis supported by evidence from historical sources.
Section 3. Answering questions	
<ul style="list-style-type: none"> After recording the inquiry findings, complete Section 3 of the <i>Student booklet</i> to record information, analyse findings and draw justified conclusions. 	<ul style="list-style-type: none"> Encourage students to draw conclusions about key topics. Once students have completed their individual inquiries it would be helpful to analyse the class' collection of data as a whole to identify areas for improvement in teaching and learning.
Section 4. Developing a presentation	
<ul style="list-style-type: none"> Identify a significant event or development in Australian colonial history and examine the impact of the event or development on an Australian colony. Identify the audience and purpose for the presentation and decide on a communication medium (this may vary between students). Use Section 4 of the <i>Student booklet</i> to develop an outline for the presentation. Refine the outline into an engaging presentation which communicates findings. 	<ul style="list-style-type: none"> Support students to synthesise a range of significant themes from the class' findings which identify the significance of an event or development in Australia's colonial past. Support students to each select one theme for development into a presentation. Facilitate a class discussion about how their findings can be presented. Set guidelines for the medium and target audience of the presentation. Possibilities include: <ul style="list-style-type: none"> museum exhibit website oral presentation multimedia. Organise an event in the past where students present their findings. This may provide an opportunity for students to create a sense of time and place from this time period using objects, clothing, foods, songs and artworks from the time.

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

Australian Curriculum Year 5 History	Investigating the colonial period in Australia: Shaping the Australian colonies	Teacher guidelines
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Dimensions	Valued features		Task-specific valued features
Understanding	Historical Knowledge and Understanding		The Australian colonies Identifies a significant event or development that shaped the Australian colonies and examines the impact of this event on a colony.
Skills	Historical Skills	Questioning and researching	Historical questions and research Identifies and develops questions to inform a historical inquiry; locates relevant historical sources to respond to an inquiry.
		Analysing and interpreting	Analysis and use of sources Analyses and interpret historical sources to identify points of view to answer inquiry questions.
		Communicating	Chronology, terms and concepts Explanation and communication Develops and delivers a multimodal presentation using historical terms, concepts and incorporating relevant sources to explain and communicate findings.

Use feedback

Feedback to students	<p>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.</p> <ul style="list-style-type: none"> • Discuss the student's success and areas for improvement with the inquiry and narrative: <ul style="list-style-type: none"> – Were the sources used helpful? – How useful were student's questions? – How did the students use questions in the investigation? – How well did the student develop and draw conclusions, and use evidence to explain them? – What improvements could be made to the inquiry methods? – Were historical terms and concepts used appropriately? – Were the key inquiry questions answered using evidence from sources? • Give feedback on the presentation and discuss with the student how it could have been refined: <ul style="list-style-type: none"> – Were a useful set of points presented? – Were points presented supported with sound evidence? – Did students use visual or audio material to support the presentation? If not, how could they have used these materials to enhance their presentation? – How could ideas be presented more effectively? • Focus feedback on each student's personal progress and the next steps for improvement. • Identify steps in the inquiry process that need consolidation in teaching
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	<p>and learning and make adjustments to planning to allow future opportunities.</p> <ul style="list-style-type: none"> • Deconstruct a quality student response to identify the elements of a successful historical inquiry and discuss these features with students.
Resources	<p>For guidance on providing feedback, see the professional development packages titled <i>Seeking and providing feedback</i>: www.qsa.qld.edu.au/18076.html.</p>

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Image: Gold minehead and seven miners, Gulgong, 1871-1875 / American & Australasian Photographic Company, State Library of New South Wales collection's photostream, Creative Commons Attribution 2.0, www.flickr.com/photos/statelibraryofnsw/2959782839

Research a significant event or development that shaped the Australian colonies, examine the impact of this event on a colony and create and deliver a multimodal presentation.

You will:

- develop focus questions to guide your research about events or developments that shaped Australian colonies
- locate and use historical sources to answer your focus questions
- develop and deliver a multimodal presentation of approximately 2–3 minutes to answer your key inquiry question.

Section 1. Identifying questions

Choose *one* of the following key inquiry questions to research:

- How did the gold rushes of the 1800s impact on and shape an Australian colony?
or
- How did the Eureka Stockade (rebellion) impact on and shape an Australian colony?

Develop focus questions:

- You need to ask some questions to provide a focus for your research. These questions need to assist you to answer the inquiry question you have chosen.
- You may consider using the **question starters** of: who, what, where, when, why and how.
- Use the **historical concepts** to guide you when writing your questions:
 - continuity and change
 - causes and effects
 - significance
 - perspectives
 - empathy
 - sources.

Who?	What?	When?
Where?	Why?	How?

Check with your teacher that your questions are suitable before starting the inquiry.

Teacher's approval:

Section 2. Locating historical sources and developing a hypothesis

Locate a range of historical sources to help you answer your questions. Use this table as a guide to identify and explain each of the sources.

Name and origin of source	Type of source: Primary/secondary	Whose point of view is represented in this source?

Name and origin of source	Type of source: Primary/secondary	Whose point of view is represented in this source?

Explain to your teacher why these sources provide relevant information.

Teacher's approval — these are suitable sources.....

Develop a hypothesis:

Develop a hypothesis or position to identify the significance of this event or development on a colony.

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Section 3. Answering questions

Use the historical sources to answer your questions. Record your notes in the table below.

Research question	Summary notes	Key terms, dates and people	Evidence and examples from the sources to support the answer	Answer to the research question

Research question	Summary notes	Key terms, dates and people	Evidence and examples from the sources to support the answer	Answer to the research question

Section 4. Developing a presentation

Develop a multimodal presentation (2–3 minutes) to support your hypothesis about the impact of a significant event or development on an Australian colony.

1. Identify your information source/s.
2. Write at least **three points of view** to support your hypothesis.
3. Use evidence to support each point of view.
4. Write a conclusion in support of your hypothesis.

Deliver your presentation using text, images and/or audio/visual material as a written or oral presentation.

Planning outline for multimodal presentation

Use the outline below to start planning your presentation.

Introduction and statement of hypothesis about the impact of the event on an Australian colony

Background to this event

Sources used

Changes that occurred in the colony due to this event

Sources used

The impact of this event on the colony

Sources used

Conclusion and statement of hypothesis

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Purpose of assessment: To develop and deliver a multimodal presentation detailing a significant event or development that shaped the Australian colonies and examining the impact of this event on a colony.

Understanding and skills			
Historical Knowledge and Understanding	Historical Skills		
	Questioning and researching	Analysing and interpreting	Communicating
Identifies a significant event/development and the role of the people that shaped the Australian colonies. Examines the impact of this event/development on a colony Sections 3 and 4	Identifies and develops questions to inform a historical inquiry; locates relevant historical sources to respond to an inquiry Sections 1 and 2	Analyses and interprets historical sources to identify points of view to answer inquiry questions Section 2 and 3	Develops and delivers a multimodal presentation using historical terms, concepts and incorporating relevant sources to explain and communicate findings Section 4
<ul style="list-style-type: none"> Explains a significant event or development, and the role of people in bringing about change. Provides a reasoned explanation of the impact of this event or development on an Australian colony. Describes a significant event or development and the role of people in bringing change. Explains the impact of this event on an Australian colony. States information about the event or development and the impact on an Australian colony. 	<ul style="list-style-type: none"> Develops logical and interrelated questions to frame a historical inquiry. Discriminatingly locates information from a range of historical sources to answer inquiry questions. Develops questions to frame a historical inquiry. Locates information from a range of sources to answer inquiry questions Uses obvious inquiry questions. Locates information from supplied sources. 	<ul style="list-style-type: none"> Explains clearly different points of view examined in historical sources. Identifies different points of view in historical sources. Identifies different information in historical sources. 	<ul style="list-style-type: none"> Presents a well-reasoned point of view with clear and purposeful communication, incorporating historical sources and using historical terms and concepts. Presents a point of view using historical sources and using historical terms and concepts to respond to inquiry questions. Presents information using some historical terms and concepts from supplied sources.
Australian Curriculum Year 5 History	Investigating the colonial period in Australia: Shaping the Australian colonies	Task-specific standards — continua	

A
B
C
D
E

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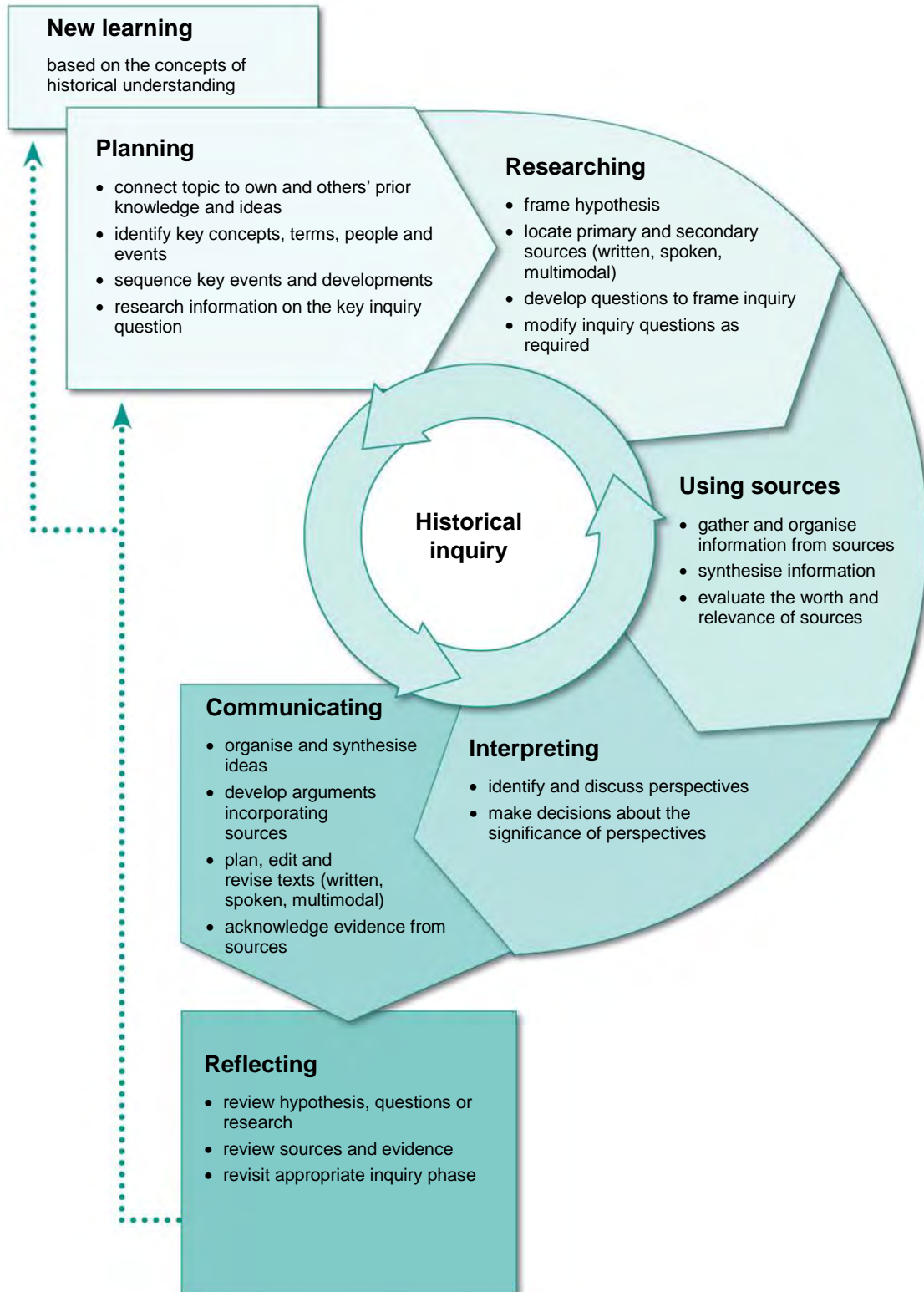
Purpose of assessment: To create and deliver a multimodal presentation detailing a significant event or development that shaped the Australian colonies and examining the impact of this event on a colony.

			Task-specific valued features					
			A	B	C	D	E	
Understanding and skills	Historical Skills	Historical Knowledge and Understanding	Identifies a significant event or development and the role of the people that shaped the Australian colonies. Examines the impact of this event or development on a colony. Sections 3 and 4	Explains a significant event or development and the role of people in bringing change. Provides a reasoned explanation of the impact of this event or development on an Australian colony.	Explains a significant event or development and the role of people in bringing change. Provides an informed explanation of the impact of this event or development on an Australian colony.	Describes a significant event or development and the role of people in bringing change Explains the impact of this event or development on an Australian colony.	Describes some details about an event or development and the obvious impact of this event or development on an Australian colony.	States information about the event or development and the impact on an Australian colony.
		Questioning and researching	Identifies and develops questions to inform a historical inquiry; locates relevant historical sources to respond to an inquiry. Sections 1 and 2	Develops logical and interrelated questions to frame a historical inquiry Discriminatingly locates information from a range of sources to answer inquiry questions.	Develops logical questions to frame a historical inquiry Effectively locates information from a range of sources to answer inquiry questions.	Develops questions to frame a historical inquiry. Locates information from a range of sources to answer inquiry questions.	Develops descriptive questions related to a historical inquiry. Locates information from relevant sources.	Uses obvious inquiry questions. Locates information from supplied sources.
		Analysing and interpreting	Analyses and interprets historical sources to identify points of view to answer inquiry questions. Sections 2 and 3	Explains clearly different points of view examined in historical sources.	Explains different points of view examined in historical sources.	Identifies different points of view in historical sources.	Identifies obvious points of view in historical sources.	Identifies different information in historical sources.
		Communicating	Develops and delivers a multimodal presentation using historical terms, concepts and incorporating relevant sources to explain and communicate findings. Section 4	Presents a well-reasoned point of view with clear and purposeful communication incorporating historical sources and using historical terms and concepts.	Presents an effective point of view using historical sources and using historical terms and concepts.	Presents a point of view using historical sources and using historical terms and concepts to respond to inquiry questions.	Presents information using historical sources, historical terms and concepts.	Presents information using some historical terms and concepts from supplied sources.

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Historical inquiry process



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Question starter grid

What is?	Where/when is?	Which is?	Who is?	Why is?	How is?
What did?	Where/When did?	Which did?	Who did?	Why did?	How did?
What can?	Where/when can?	Which can?	Who did?	Why can?	How can?
What would?	Where/when would?	Which would?	Who did?	Why would?	How would?
What will?	Where/when will?	Which will?	Who will?	Why will?	How will?
What might?	Where/when might?	Which might?	Who might?	Why might?	How might?

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Questioning sources

 <p>What</p> <ul style="list-style-type: none"> • What is the source? • What event or development does it show or describe? 	 <p>Who</p> <ul style="list-style-type: none"> • Who created the source? • Whose point of view is given? Whose point of view is missing? Why? • Can I trust the author of this source?
 <p>When</p> <ul style="list-style-type: none"> • When was the source created? • How can you tell its age? 	 <p>Where</p> <ul style="list-style-type: none"> • Can you tell where the source was created?
 <p>Why</p> <ul style="list-style-type: none"> • Why was the source created? • Does it tell a story? • Is it giving facts or opinions? • Does the source tell you why it was created? • Can you work out why it was created? 	 <p>How</p> <ul style="list-style-type: none"> • How accurate is the information from the source? • How did events happen? • How can you tell if something has changed or stayed the same?