






Australia as a nation: A migration story

© The State of Queensland (Queensland Studies Authority) and its licensors 2013. All web links correct at time of publication.

Assessment description	Category
Students develop and deliver a multimodal presentation based on a hypothesis or position to explain the significance of the contributions of one individual or group who migrated from an Asian country to the development of Australian society.	Multimodal
	Technique Research
Context for assessment	Alignment
Students use relevant sources to investigate Australia as a nation using the relevant key inquiry questions of this year level, in the context of migration: <i>How did Australian society change throughout the twentieth century?</i> <i>Who were the people who came to Australia?</i> <i>Why did they come?</i> <i>What contribution have significant individuals and groups made to the development of Australian society?</i>	<i>Australian Curriculum v4.0,</i> 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 6 unit overview — History exemplar (Investigating the emergence of Australia as a diverse society) , available from: www.qsa.qld.edu.au/yr6-history-resources.html .
	Definition Hypothesis: A position or standpoint that can be supported by an explanation based on evidence from historical sources.
In this assessment	
Teacher guidelines	
Task-specific standard — continua	
Task-specific standard — matrix	
Assessment resource: Historical inquiry process	
Assessment resource: Sample letter to parents/carers	
Assessment resource: Question starter grid	
Assessment resource: Questioning sources	
Assessment resource: Using primary sources	
Student booklet	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p>Australia as a nation</p> <ul style="list-style-type: none"> • Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war ACHHK115 • The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport ACHHK116 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> • Use historical terms and concepts ACHHS118 <p>Historical questions and research</p> <ul style="list-style-type: none"> • Identify questions to inform an historical inquiry ACHHS119 • Identify and locate a range of relevant sources ACHHS120 <p>Analysis and use of sources</p> <ul style="list-style-type: none"> • Locate information related to inquiry questions in a range of sources ACHHS121 • Compare information from a range of sources ACHHS122 <p>Perspectives and interpretation</p> <ul style="list-style-type: none"> • Identify points of view in the past and present (ACHHS123) <p>Explanation and communication</p> <ul style="list-style-type: none"> • Develop texts, particularly narratives and descriptions, which incorporate source materials ACHHS124 • Use a range of communication forms (oral, graphic, written) and digital technologies ACHHS125
General capabilities and cross-curriculum priorities	
<ul style="list-style-type: none">  Literacy  ICT capability  Critical and creative thinking  Intercultural understanding  Asia and Australia's engagement with Asia 	
Achievement standard	
<p>By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.</p> <p>Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.</p>	
Source: ACARA, The Australian Curriculum v 4.0, www.australiancurriculum.edu.au	

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 6 History Exemplar. 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 emergence of Australia as a diverse society](#)) available from www.qsa.qld.edu.au/yr6-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

- Using primary sources, Library of Congress:
www.loc.gov/teachers/usingprimarysources
- What impacts has immigration had on Australia? Teaching unit from National Museum of Australia:
www.nma.gov.au/education-kids/classroom_learning/units_of_work/immigration_impacts
- Interrogating objects, Eternity gallery, National Museum of Australia:
www.nma.gov.au/education-kids/classroom_learning/units_of_work/eternity
- Cuc Lam's Suitcase, National Film and Sound Archive:
<http://dl.nfsa.gov.au/module/1203>
- Success Stories of Australian Migration, Australian Department of Immigration and Citizenship:
www.immi.gov.au/media/success_stories
- Immigration stories, Queensland Department of Science, Information Technology, Innovation and the Arts: www.archives.qld.gov.au/Researchers/Exhibitions/Immigration/Pages/default.aspx
- Migrant Stories, Italian Lives in Western Australia, The University of Western Australia:
www.italianlives.arts.uwa.edu.au/stories
- Object analysis and creating museum exhibits resources, Queensland Museum, e.g.
 - Celebration of Culture
www.qm.qld.gov.au/microsites/celebration-of-culture/index.html
 - Three-step Object Analysis:
www.qm.qld.gov.au/Learning+Resources/Resources
(enter "Three-step object analysis" in the Search box).

Develop assessment

Implementing	
Preparing for the assessment	
<p>Student role</p> <p>Identify primary sources about migration. These may be:</p> <ul style="list-style-type: none"> • historical objects such as documents or photographs <ul style="list-style-type: none"> – locate family historical objects such as photos, documents, souvenirs, clothing. If an object is not able to be loaned (e.g. too fragile or valuable) it could be photographed. Record all available detail about the object's context. • family stories <ul style="list-style-type: none"> – interview a family member – record the story that accompanies a document or object. • community members <ul style="list-style-type: none"> – with teacher guidance, identify community members who may be willing to be interviewed by students. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Review the difference between primary and secondary sources of historical information. Identify why primary sources are relevant for this inquiry. • Investigate a primary source and discuss the clues provided about the past. Use an object from the past. Focus the discussion on what it can tell about changes over time. • Model the use of secondary sources to add contextual information to the story about an object from the past. • Use <i>Assessment resource: Using primary sources</i> to show an example of a relevant primary source. • Use <i>Assessment resource: Sample letter to parents</i> as a guide for a letter to parents where appropriate. • Identify the process of a historical inquiry undertaken in order to understand the past. • Use <i>Assessment resource: Historical inquiry process</i> to identify the steps in the inquiry process that include posing questions, locating and analysing sources and using evidence from sources to develop an explanation about the past. • Read through the Student booklet with the students and answer questions about the task requirements. • Work through the <i>Task-specific standards</i> (matrix or continua) with students to highlight the valued features of the task. • Make connections between the task requirements and prior learning experiences.

Implementing

Section 1. Planning and identifying questions

Student role

- Locate information about an individual or migrant group from an Asian country who have made contributions to the development of Australian society. Use these inquiry questions to locate some relevant primary and secondary sources.
 - Who were the people who came to Australia? When did they arrive here?
 - Why did they come to Australia from their country of origin?
 - How have they contributed to the development of Australian society over time?
- Explain the meaning of the historical terms and concepts.
- Compare findings from sources and choose one migrant story to investigate. Frame a hypothesis or position about the significance of the selected individual or group.
- Develop research questions to respond to your hypothesis using the table in Section 1 as a guide.
- Seek teacher approval about the relevance and range of research questions before proceeding to Section 2.

Teacher role

- Provide an example of a hypothesis to support student understanding if required. Explain how to complete Section 1 of the *Student booklet*.
- Provide support with reading or scribing where necessary.
- Support students to develop a set of relevant questions using *Assessment resource: Question starter grid* as a support for posing questions.

Section 2. Locating and identifying sources

Student role

- Identify a primary source (e.g. photos, document, souvenirs, clothing, person) and secondary sources (biographies) to help you answer your inquiry questions.
- Record your sources in the table in Section 2 and identify the point of view represented in each source.
- Explain to your teacher why these sources provide relevant information.

Teacher role

- Discuss relevant historical sources with students. Provide students with access to a selection of relevant sources. Provide modelled examples of how to use historical 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. Comparing sources to answer questions

Student role

- Investigate the story and context of the sources.
- Use sources to find information and record it in note form in the table in Section 3.
- Make changes to your questions and hypothesis if required.
- Analyse sources to compare points of view.
- Check there is sufficient evidence from sources to answer the questions and make revisions as required.

Teacher role

- Examine the sources using the questions in *Assessment resource: Questioning sources* as a guide.
- Sign approval when students have compiled sufficient relevant information to answer questions.
- **Optional:** Once students have completed their individual inquiries, feedback can be provided by:
 - placing all stories and major events on a timeline

Implementing	
<ul style="list-style-type: none"> Share findings with other students, comparing the stories to identify similarities and differences and draw conclusions about the significance of contributions. 	<ul style="list-style-type: none"> displaying locations of origin on a map creating a web to show links between different families' stories — content, theme, location, time further research to add historical context to stories. The collected stories and objects could also be used to create a class "Migration museum" or other form of group presentation.
Section 4. Developing and delivering a presentation	
<p>Student role</p> <ul style="list-style-type: none"> After sharing inquiry findings with other students, identify a significant theme relating to Australian migration that came from the group's inquiries. 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 key findings. 	<p>Teacher role</p> <ul style="list-style-type: none"> Support students to select a range of significant information from the class' findings which identify the significance of migration to Australia. Support students to each select one theme for development into a presentation. Facilitate a class discussion about how their findings can be presented. Discuss the features of a multimodal presentation that include text (words), images and spoken/audio elements. Deconstruct a model of a multimodal presentation to identify the quality features. Set guidelines for the delivery and target audience of the presentation. Possibilities might include: <ul style="list-style-type: none"> museum exhibit website oral multimedia a special event or commemoration.

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 Standards, and the Queensland Standards Elaborations for History.

A continua and matrix model of the Task-specific standard 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 6 History	Australia as a nation: A migration story	Teacher guidelines
---	--	--------------------

Dimensions	Valued features	Task-specific valued features
Understanding	Historical Knowledge and Understanding	Australia as a nation Identifies a migrant story and the contributions of a particular group of people to the development of Australian society.
Skills	Historical Skills	Questioning and researching Selects and develops historical questions to frame an inquiry. Identifies, organises and locates sources to answer inquiry questions.
		Analysing and interpreting Analyses and organises information from historical sources to answer inquiry questions.
		Communicating Chronology, terms and concepts Explanation and communication Develop and deliver 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.</p> <ul style="list-style-type: none"> • Discuss the students' progress with the inquiry and narrative: <ul style="list-style-type: none"> – What evidence was supplied by sources? – Were the sources used helpful?? – How useful were your questions? – How did students use questions in the investigation? – How well did students develop draw conclusion 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 students how it could have been refined: <ul style="list-style-type: none"> – Was useful information presented? – Were points presented supported with sound evidence? – How was visual or audio material used to support the presentation? – How could information be presented more effectively? <p>Focus feedback on the students' personal progress and the next steps for improvement.</p> <ul style="list-style-type: none"> • Identify steps in the inquiry process that need consolidation in teaching and learning and make adjustments to future planning to provide opportunities for students to demonstrate Historical knowledge and Understanding and Historical Skills. • Deconstruct 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:

- *About feedback*
www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc
- *Seeking and providing feedback*
www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc

Australia as a nation: A migration story

© The State of Queensland (Queensland Studies Authority) and its licensors 2013. All web links correct at time of publication.



Image: Hong Kong passport stamps, kalleboo's photostream, Creative Commons Attribution 2.0, www.flickr.com/photos/kalleboo/3924839979

Research the contributions of a significant individual or migrant group from an Asian country and develop and deliver a multimodal presentation.

You will:

- identify questions and develop a hypothesis to investigate an individual or migrant group from an Asian country
- locate and compare a range of relevant historical sources
- compare information in sources to answer inquiry questions
- develop and deliver a presentation to explain the significance of the contributions of one individual or migrant group from an Asian country to the development of Australian society.

Section 1. Planning and identifying questions

Locate historical information in primary and secondary sources about the experiences of an individual or group of people who have migrated to Australia from Asia. Use a range of resources that may include:

- interviews with family or community members
- photographs
- personal journals
- internet
- museums and library catalogues to find material.

Inquiry questions:

Use the following inquiry questions to gather evidence about the experiences of an individual or migrant group:

- Who were the people who came to Australia? When did they arrive here?
- Why did they come to Australia from their country of origin?
- How have they contributed to the development of Australian society over time?

Develop a hypothesis:

Review findings from sources and choose one individual or group to investigate.

Write a hypothesis about the significance of the selected individual or group to the development of Australia. This will frame your inquiry:

.....

.....

Define the key historical terms and concepts that are relevant to this inquiry:

Historical terms	Historical concepts
push and pull factors	sources
White Australia policy	continuity and change
multiculturalism	cause and effect
assimilation	perspectives
citizenship text	empathy
refugees	significance
asylum seekers	

Develop research questions to respond to your hypothesis:

Use the question starters provided to pose different questions, e.g. What, When, Where, Who, How? Use historical concepts to guide you write your questions. Write these in the table below.

Historical concepts	Research question
Continuity and change	
Causes and effects	
Significance	
Perspectives	
Empathy	
<p>Check with your teacher that your questions are suitable before starting the inquiry</p> <p><i>Teacher's approval:</i></p>	

Section 2. Locating and identifying sources

Locate primary and secondary sources of evidence that will help you to find answers to your questions. Record the sources in the table below.

Name of source	Type of source (primary/secondary)	Whose point of view is presented in this source?	Which question/s will this source help you to answer?

Explain to your teacher why these sources provide relevant information.

Teacher's approval

Section 3. Comparing sources to answer questions

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

Research question	Summary notes	Key events, 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 and delivering a presentation

Develop a multimodal presentation to support your hypothesis about the significant contribution of your selected individual or migrant group from an Asian country.

1. Identify your historical source/s.
2. Write at least **three points of view** to support your hypothesis.
3. Use evidence to support each point of view.
4. Develop a conclusion in support of your hypothesis.
5. Use the attached outline below to plan your presentation.

Deliver your multimodal presentation using text, images and/or audio/visual materials to support your hypothesis.

Planning outline for multimodal presentation

When writing your task:

Introduction and hypothesis

Background details
Reasons for migration, key dates, events or developments

Sources used

Experiences of the individual or group
Contributions to Australian society

Sources used

Significance to the development of Australian society

Sources used

Conclusion