

History

WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 10 HISTORY

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

- Sample 1 Explanation – Australian casualties in World War II
- Sample 2 Discussion – Historical accuracy of film Kokoda
- Sample 3 Research report – 1974 FIFA World Cup

The student has explained patterns of continuity and change over time in migration and sport in Australia with reference to key events, the actions of individuals and groups, and beliefs and values within society (WS3). The student has explained the relative importance of the causes and effects of the 1974 World Cup, with some evidence of analysis (WS3). The student provides an explanation of particular historical contexts and how they influenced people's actions at the time (WS1, WS3). The student has shown an ability to use a chronological framework to sequence events and developments, in connection with other events in different periods and places (WS3). The student has also shown skills in research, including framing inquiry questions (WS1, WS3) and processing (WS1), analysing and synthesising information from both primary and secondary sources for use as evidence in answer to questions posed (WS2, WS3). The student has identified motivations, values and attitudes in their analysis of sources (WS3) and has analysed and drawn conclusions about events related to World War II in their evaluation of particular source material. The student justifies their own interpretations of the events studied (WS1, WS2). Across the portfolio, the student has developed texts including explanations and discussions, incorporating some historical argument (WS3). Their texts include historical terms and concepts, evidence (WS1, WS3) and referencing of sources in the form of an annotated bibliography (WS3).

History

The following aspects of the achievement standard are not evident in this portfolio:

- *explain the significance of events and developments from a range of perspectives*
- *explain different interpretations of the past and recognise the evidence used to support these interpretations*
- *evaluate and modify questions*
- *take into account origin, purpose and context (of sources).*

History

Work sample 1: Explanation – Australian casualties in WWII

Relevant parts of the achievement standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students were provided with the following statistics of Australian casualties during World War II, as part of their study of the experiences of Australians during the war (Depth Study 1).

Casualties of Australian servicemen against Japan and Germany in World War II					
Country	Killed	Missing	Prisoners of War	Wounded	Total
Japan	19145	44	14337	15458	48984
Germany	11544	9	8093	10204	29850

Source: Australian War Memorial

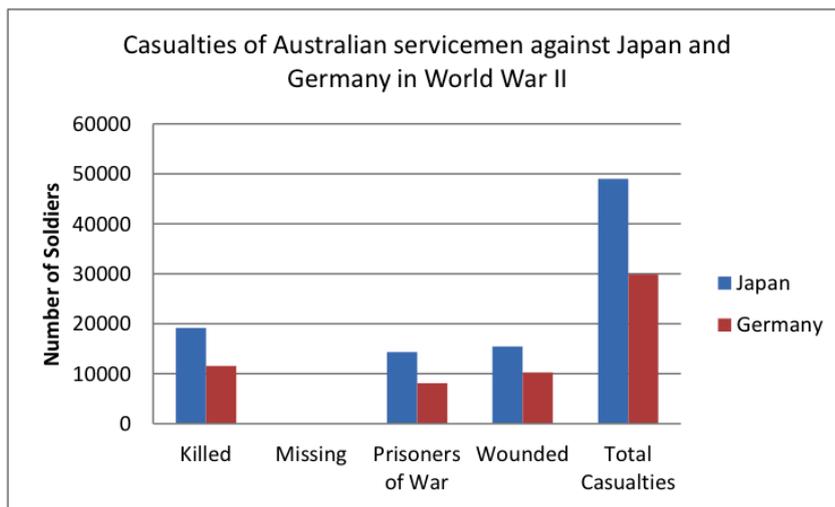
Students were asked to:

1. Graph these statistics to identify the differences in Australian casualties against Japan and Germany during World War II.
2. Use their knowledge of the experiences of Australians in World War II to explain the differences (in 2-3 paragraphs).

This task was completed as an in-class activity.

History

Work sample 1: Explanation – Australian casualties in WWII



The graph shows the number of Australian casualties as a result of fighting against the Japanese and the Germans in World War II.

More Australians were killed or wounded fighting against the Japanese than against the Germans because more Australians were posted to the Pacific than to Europe. Prime Minister Curtin pulled some Australian troops out of Europe in 1941 because the direct threat to Australia from the Japanese. Some Australian troops were left to fight in Europe until 1945 to help Britain and France in their war efforts against Germany.

More Australians died as prisoners of war of the Japanese than of the Germans, firstly because the Japanese took more prisoners and secondly, because the Japanese treated POWs very poorly. They made Australian POWs do hard manual labour such as building bridges and train lines. The Japanese did not provide enough food or water or medication and used to beat and torture prisoners. The Japanese believed in the cult of bushido and that it was shameful to surrender or be taken prisoner. Most Australian POWs were treated reasonably well by the Germans, according to the Geneva Convention. In the German camps only 4 per cent of Australian POWs died whereas in Japanese camps 27 per cent died, later rising to 37 per cent.

Annotations

Processes historical data from sources (casualty statistics) to create a graph.

Develops an explanation incorporating historical evidence.

Sequences events within World War II.

Uses relevant historical terms such as Bushido, Geneva Convention.

Explains causes and effects of developments.

Refers to beliefs and values to explain the actions of individuals and groups.

Presents own interpretation about the past, supported by evidence.

Acknowledgment:

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

History

Work sample 2: Discussion – Historical accuracy of film Kokoda

Relevant part of the achievement standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students viewed the feature film *Kokoda*, directed by Alistair Grierson. They then investigated the history of the Kokoda campaign. This task was completed over four weeks. Students had open access to resources, including teacher feedback.

Students were asked to use their knowledge of the Kokoda campaign to evaluate the accuracy of the film *Kokoda* by completing the following activities.

- Choose three aspects of the campaign to compare what you know from your research with how they are depicted in the film *Kokoda*. Select two primary sources for each aspect.
- Use the scaffold provided and your primary sources to answer this question: To what extent does the film *Kokoda*, directed by Alistair Grierson, accurately represent aspects of the Kokoda campaign?

History

Work sample 2: Discussion – Historical accuracy of film Kokoda

Scaffold

Introduction

- Begin with a statement (hypothesis) that rates the extent to which you agree with the accuracy of the film, for example: to a limited extent, a large extent, completely.
Answer the question using the wording of the question, do not use personal pronouns.
- Introduce three areas you are going to compare for accuracy, for example terrain, living conditions and disease, problems of supply, weapons, the nature of the battle.
- Turn of argument: provide one sentence that acknowledges that the very nature of feature film creates its own limitations for historical accuracy.

Body paragraph 1

- Your topic sentence introduces the first aspect for comparison. Discuss how accurately this aspect is represented in the film and how it compares with the primary sources you have chosen. These are your evidence.
- Make sure you footnote each time you refer to your primary sources.
- Use present tense when referring to the film, but past tense when discussing real historical events.
- Your closing statement should rate the extent to which the primary sources support the accuracy of the film in its representation of this aspect of the campaign.

Body paragraph 2: As per paragraph 1, comparing your second aspect.

Body paragraph 3: As per paragraph 1, comparing your third aspect.

Body paragraph 4

- Turn of argument. This is where you address the nature of the film as evidence (usefulness and limitations) including an acknowledgement of the bias inherent in all sources. You do not have to overturn your argument. Instead, discuss the issue of **accuracy versus usefulness**.

Conclusion

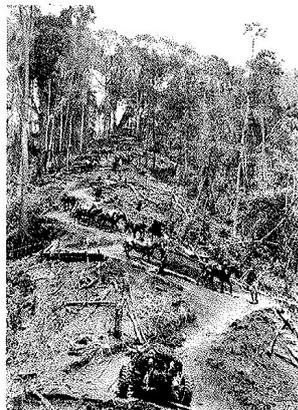
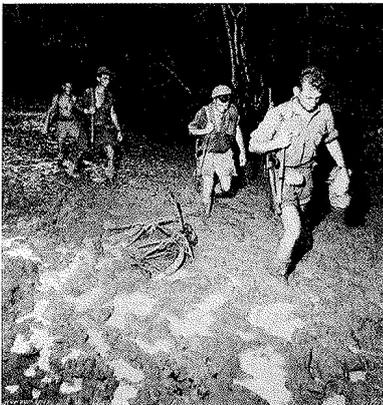
- Sum up your argument with a definite statement that rates the accuracy of the film in its representation of the real life campaign. Is it an accurate representation of history? Refer to your sources and how well the film represents them.

History

Work sample 2: Discussion – Historical accuracy of film Kokoda

Alistair Grierson's *Kokoda*, released in 2006, is rather an accurate representation of the actual Kokoda campaign in 1942. Although it displays the lifestyle and hardships of the Australian soldiers during the battle against the Japanese, it lacked in some areas regarding to the fierce battles between two countries. The main aspects within this film include the terrain of the Kokoda Track, the supplies and role of the *Fuzzy Wuzzie*'s. Even though several areas were absent, the audience are aware of the conditions that the Australian soldiers went through.

The terrain of the Kokoda Track within this film is beautifully presented as it clearly shows the accuracy of the track back in 1942. The mud that the soldiers had to walk through is very thick and extremely tough to walk in. At the beginning of the film, it displays the Australian soldiers walking up the Kokoda Track in the thick mud. Referring to the picture below, indeed the mud was absolutely horrendous. It shows the soldiers walking through the thick mud which seems as though they are having trouble moving since it looks like the mud wants to suck their legs in. Not only was the mud a big problem for these soldiers, but also the track itself. The complicated roads up the mountains made it very difficult to travel on let alone carry the wounded. Within this film, the environment of their battle field is clearly portrayed as it shows the complex track. Overall, the portrayal of the terrain in this film showed great accuracy as it correctly showed how hard it was for the soldiers to walk in such harsh roads.



Within this film the portrayal of the limited supplies that the Australian soldiers had is fairly accurate. It shows the hardship and struggles they went through because of their limited supplies. They had very little amount of food but they shared it around as they were all equally famished. This shows the love and bond these soldiers had for each other. Similarity from the campaign in 1942, most of their supplies that were delivered for them were unusable, as it was dropped from such a high distance that it was broken. Although during this film, the shortages of supplies or picking up

Annotations

Analyses the film 'Kokoda' as an interpretation (representation) of the past.

Uses evidence identified in sources to support an argument relating to the inquiry question.

Compares information from primary sources with the interpretation shown in the film to assess the accuracy of the film.

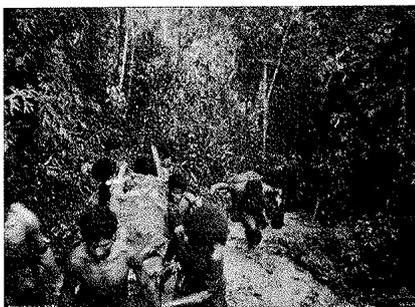
History

Work sample 2: Discussion – Historical accuracy of film Kokoda

supplies were not shown, but the short of food supplies was presented. Looking at the two photographs below, the *Fuzzy Wuzzie's* are seen to be helping the Australian soldiers carry back their delivered supplies back to the base. If this fact was included into the film than perhaps it would've been more accurate as it would've clearly portrayed how they received their supplies and the struggles they had trying to carry it back to their bases. It would've also made it more interesting to watch as it will allow the audiences to relate to the sufferings they had. Therefore, although they did hint some shortage of food, the more accurate information was not portrayed which made this film lack in accuracy of supplies during battle.



The role of the *Fuzzy Wuzzie's* throughout this film is extremely accurate. The 'angels', as the soldiers would refer them to, would help the wounded and sick Australian Soldiers across the Kokoda trail every day to their bases. These *Fuzzy Wuzzy Angels* played a very big role during the war as they gave significant help to the soldiers, from carrying the wounded soldiers to help looking after them to collecting supplies. The evidence as shown in both the photos below show that truly these *Fuzzy Wuzzie's* really offered great help to the soldiers. During the film, in some parts, *Fuzzy Wuzzie's* are seen helping carry the wounded soldiers from the dangerous battle fields to the safety of their bases. Even though this is a very tough job, as they had to climb great amount of stairs and through the muddy and rocky roads, they still reluctantly helped the soldiers. Thus, the accuracy of this aspect is impressively presented.



Annotations

Synthesises evidence from primary and secondary sources, that is from the film 'Kokoda' and photographs.

History

Work sample 2: Discussion – Historical accuracy of film Kokoda

The film *Kokoda* directed by Alistair Grierson is a very useful source for students studying about the Kokoda Campaign in 1942. This film shows great detailed perspectives of the living conditions of the Australian soldiers and the terrain that they had to walk through every day. It shows how these soldiers survived each day as this film revolves around the living conditions of the Australian soldiers during the war against the Japanese soldiers. Also the portrayal of the *Fuzzy Wuzzy Angels* throughout this film is indeed very useful as it shows how they had helped the soldiers and the conditions of the roads that they walked to and from to save wounded soldiers. Despite these useful aspects shown in the film, many great details were left out. It limits on showing the fierce battle they had when both countries collided with each other and started the attack. The portrayal of the Japanese was hardly seen in the film, but on rare occasions when there is, the face cannot be seen. Although this film is a useful source about the Kokoda Campaign, a film is usually bias. It is bias from the opinion of the film director as they choose to film which scenes they want to be seen in their movie. That means that the information within this film is not always accurate. Even though this film source is not always reliable, it is very useful as it creates an image of how these soldiers suffered during the war.

In conclusion, the film *Kokoda* is a well presented film which illustrates the accuracy of the real Kokoda Campaign. It shows strong accuracy in the living conditions of the soldiers and the harsh road of the Kokoda track that the soldiers had to travel on. Even if this film demonstrates great accuracy, many facts about the war were excluded. Although it lacked in some important aspects of war, the representation of the living conditions is beyond accurate. Thus, this film is a great source of the Kokoda Campaign in 1942.

Annotations

Develops a discussion text on the historical accuracy of the film.

Uses historical terms such as Kokoda campaign, Fuzzy Wuzz Angels, Kokoda track.

Makes a distinction between the reliability and usefulness of the film as a source on the Kokoda campaign and draws conclusions about its usefulness.

Annotations (Overview)

The work sample demonstrates the selection and processing of information from primary and secondary sources.

Acknowledgment:

ACARA acknowledges the contribution Trial School teachers and students in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

History

Work sample 3: Research Report – 1974 FIFA World Cup

Relevant parts of the achievement standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of task

Students were asked to research a defining moment in Australian history. Defining moments could be considered in a range of categories including war, sport, indigenous history, Australia heritage, immigrant experiences, women and Asia and Australia. Students conducted the task in class and at home over several weeks. The students conducted their research in groups but completed the writing task individually. Teacher feedback was provided on the initial draft.

Investigations could be presented in a range of forms.

History

Work sample 3: Research Report – 1974 FIFA World Cup

Question – ‘How was the qualification of the Socceroos into the 1974 FIFA World Cup a defining moment for football in Australia, and important to the development of football in the nation?’

Australia’s first qualified for the World Cup in 1974, and this was a defining moment for football in the nation. Sports of British origin including the two forms of Rugby and Australian Rules Football were popular in Australia but Association Football, or ‘Soccer’, was not. The sport’s popularity was not helped by the world governing body of football, FIFA, which provided little encouragement for non-European or South American nations to take part in the world game.¹ Against that background, the squad of the 1974 World Cup overcame the odds by qualifying for the World Cup. It was full of stars in terms of Australian football, with players such as Johnny Warren and Ray Baartz included in the team. The achievements of this team inspired other Australians such as Craig Johnston to chase their footballing dreams and this continues to influence player’s aspirations today.

Football in Australia began in the 1880s, as new British settlers spread the ideas of football to the mainland colonies.² Football started as a migrant’s game, and to this day the influence of migrants on the game continues. The driving forces changed from the British of the 1880s and early 20th century, to European influences of the last 25 years. The names of players in the Socceroos are now the likes of Mark Schwarzer, Danny Allsopp, and Michael Zullo, as opposed to Fisher, Thompson and Brown in the 1920s. For much of the 20th century (pre-1974) football in Australia did not have the same popularity as Cricket, Rugby League, Rugby Union, and AFL.³ Australians did not understand the popularity of football worldwide. Les Murray, SBS Football analyst said “I’d argue with kids at school and they all were convinced that rugby league was the most popular world sport. That shows how isolated Australia was. Soccer had to be introduced by migrants. We’ve come a long way.”⁴

The qualification of Australia into the 1974 World Cup came after several years of campaigning to try and make it into the world’s best tournament. Prior to the 1970 World Cup Australia had made it to the qualification match, but was unfortunately beaten by Israel. The 1974 World Cup qualifications began in 1972. Australia was in a group with New Zealand, Indonesia and Iraq. Australia won that group competition, and then proceeded to the next round, where they faced Iran in a two match qualifier. Australia came out on top with a 3-0 win at home, and a 3-2 away game win in Iran. The final opponent was to be South Korea. The first match was a comfortable draw at home; the second was a game was also a draw and the final game Australia won 1-0 to qualify for their first ever World Cup, a defining moment in Australian sport. Australia lost all their games in the World Cup, but was congratulated for

² “Football (Soccer) Football Federation Australia” *What’s the Score?*, Created in 2006, consulted July 2011. http://www.hreoc.gov.au/racial_discrimination/whats_the_score/pdf/whats_the_score_report.pdf p.92

³ *Ibid.* p.91

⁴ “Meet Mr Soccer” *Australian Football – Post 1974*, Created in 2006, consulted July 2011 <http://www.migrationheritage.nsw.gov.au/exhibitions/worldcup/history-post74.shtml>

Annotations

Puts forward an individual research question to frame an historical inquiry.

Develops an interpretation of the past through an aspect of popular culture, that is sport.

Explains the context of football in Australia in relation to the world and identifies people’s actions in that time.

History

Work sample 3: Research Report – 1974 FIFA World Cup

their performance.⁵

The years leading up to and including the 1974 World Cup showed a new age of national football in Australia, with newly settled Europeans playing alongside 2nd and 3rd generation Australians. Socceroo Frank Farina commented on the progress in home-grown skills; “this is also reflected by the number of overseas-born Australians in national team. The 1974 Socceroo squad.... had few Australian-born members.... ten years later at least 50% of the national team were born overseas: today (1998), Milan Ivanovic is the only recent player for the Socceroo who didn't learn his football here.”⁷ The friendship and goals of all members of the Australian 1974 World Cup side played a part in their success, with all willing to do what it takes to play for their mates and their country.

The magnitude of the qualification success started a new generation of home grown football lovers, not just from those migrants who had come from overseas.⁸ In 2006 the most popular organised sport played by persons 15 years and over was soccer with 2.6% or 419600 men, compared to the big four sports, AFL, Rugby League, Rugby Union and Cricket, with 1.7%, 0.6%, 0.5% and 2.1% respectively.⁹ The success in the 1974 World Cup was important in changing the attitudes towards football in Australia, and this helped the modern Socceroo to succeed on the world stage in the 2006 and 2010 World Cup campaigns.¹⁰

Johnny Warren, a former player and advocate for the growth of football in Australia, talks of a feeling of national pride: “To play for your country is the greatest honour, whether it is marbles or anything *When I received a telegram as a 19-year-old to say that I had been selected to play for the Australian Football team, I went to the bathroom and cried my eyes out for hours. That is what it meant and that is what it should always mean.*”¹¹ He says no matter what culture or religion the background of a player is, they are playing for Australia, their country and their home. This feeling of belonging extended to all Australians as every football loving fan, no matter race or culture, supported their national team on the world stage. The 1974 World Cup squad was made up of the first Aboriginal Socceroo, Germans, British, and Europeans, and its multicultural nature became an inspiration and a source of pride.

⁵ “Australia in the FIFA World Cup” [Football Australia History](http://socceroo.footballaustralia.com.au/australian-history).

<http://socceroo.footballaustralia.com.au/australian-history> Created in 2010, consulted July 2011

⁶ M. Weiland. et al. (ed.), *The Thinking Fan's Guide to the World Cup*, London, Abacus, 2006, p.61

⁷ F. Farina, *Frank Farina: My World is Round*, Brisbane, VOXPERITUS, 1998, p.162

⁸ “Football (Soccer) Football Federation Australia” [op.cit](http://www.footballaustralia.com.au).p.92

⁹ “Participants, Sport and Physical Recreation—2005–06 and 2009–10” [Participation in Sport and Physical Recreation](http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/FA6CA5B178E7C76BCA2577FF0011ED3F8?File/41770_2009-10.pdf).

http://www.ausstats.abs.gov.au/Ausstats/subscriber.nsf/0/FA6CA5B178E7C76BCA2577FF0011ED3F8?File/41770_2009-10.pdf Created in December 2010, consulted in July 2011, p.25

¹⁰ “Football (Soccer) Football Federation Australia” [op.cit](http://www.footballaustralia.com.au).p.93

¹¹ N.M. Wallace, *Our Socceroo*, Sydney, Random House Australia, 2004, p.44

Annotations

Analyses patterns of change and continuity due to migration and the actions of individuals leading to the 1974 FIFA World Cup.

Uses historical terms (e.g. multicultural' and 'national pride') and concepts in presenting their argument.

History

Work sample 3: Research Report – 1974 FIFA World Cup

At the beginning of the World Cup, the Aussies were questioned as to why they were there by the German media, with one newspaper saying, "Why have we got these Kangaroos at the World Cup... How have we ended up with this bunch of no-hopers at the world's greatest tournament?"¹² By the end, the Soccerroos were congratulated on their successes during the cup. The World Cup was the first time any of the team had trained with first class facilities and had been treated as professional players, as opposed to the part-time players they were at home. This was a landmark for Australian football.¹³

Johnny Warren and Ray Baartz were two stars of the 1974 World Cup. Johnny Warren was vice captain for the Soccerroos during the first match of the World Cup, and was and is still a household name throughout Australia for his efforts in promoting the sport. Warren believed that Australia was isolating itself from the rest of the world just by calling the game 'soccer' as opposed to the more commonly used term, football. A Brazilian ambassador said that Australians seemed to have a "problem with either language and/or our understanding of anatomy because the sports we commonly call football- rugby league, rugby union and Aussie Rules- are, in fact, played mainly with the hands rather than feet."¹⁴ Warren continued to work towards "positive change"¹⁵ in Australian football, and his legacy extended beyond the 1974 campaign.

The 1974 World Cup Soccerroos influenced a number of Australian players for generations to come, due to their success on the world stage. Craig Johnston's aspirations began with this World Cup: "Blame it on the '74 Soccerroos. I was an impressionable 13-year-old when that legendary team, coached by *Rale Rasic*, qualified for Australia's first ever appearance in the World Cup Finals. The extra thrust (of this motivation) carried me right into my fifteenth year, when I found myself dutching my boots and hopes and heading to England."¹⁶ Watching the Soccerroos was the first time Craig Johnston saw Australians be competitive in international football, inspiring him to become one of Australia's most famous football exports, when he began playing for Liverpool FC.

The 1974 World Cup qualification was influential in creating a can-do attitude for future campaigns. In 1997 when it was suggested to the Soccerroo Mark Bosnich that the 1998 World Cup Squad were the greatest Australian side of all time, Bosnich replied "The greatest side of all time is the 1974 Soccerroos. They succeeded, we haven't."¹⁷ The eventual success of the Soccerroos in qualifying for the 2006 and 2010 World Cups was due to the hopes that had been created in 1974. "With their blend of grit and cheerful diplomacy, they'd laid the foundation for Australia's future as a footballing nation."¹⁸

The qualification of Australia into the 1974 World Cup was the inspiration for many Australians to play or support the game, and gave motivation to future generations to overcome our geographical isolation, our "tyranny of distance"¹⁹. Without the inspiring leaders of the World Cup campaign, such as Johnny Warren, football would not be where it is today in the eyes of Australians. They also inspired modern Australian stars of the game to achieve success at the pinnacle of international competition. The mix of nationalities in the 1974 World Cup squad came together under the banner of Australia, and earned the respect of other footballing nations, and built a base for future successes on the world's football stage.

¹² J. Warren et al. op.cit. p.162

¹³ Ibid.p.151 – 157

¹⁴ J. Warren et al., op.cit. p.343

¹⁵ R. Gatt, *The Rale Rasic Story*, Sydney, New Holland Publishers (Australia), 2006, p.186

¹⁶ N.M. Wallace, op.cit. p.ix

¹⁷ R. Gatt, op. cit. p.181

¹⁸ M. Roberts (ed.), *Great Australian Sporting Moments*, Melbourne, Melbourne University Publishing Ltd, 2008, p. 51

Annotations

Analyses sources and identifies different values and attitudes towards Australians taking part in the 1974 FIFA World Cup.

Develops an historical argument through analysis of how the 1974 FIFA World Cup was a defining moment for football in Australia's history.

Highlights the importance of the 1974 FIFA World Cup in increasing the popularity of football in Australia.

History

Work sample 3: Research Report – 1974 FIFA World Cup

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Annotations

Acknowledges a variety of sources used in a bibliography.

Annotations (Overview)

This work sample demonstrates the processing, analysis and synthesis of information from a range of primary and secondary sources to develop an historical argument.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Communities, New South Wales for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.