

# 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 9 HISTORY

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

- Sample 1 Explanation – Why did the British establish a presence in NSW in 1788?
- Sample 2 Source analysis and discussion – Federation
- Sample 3 Report – The Industrial Revolution
- Sample 4 Explanation – Gallipoli landing and the Anzac Legend
- Sample 5 Timeline – World War I and the Gallipoli campaign

This student has explained patterns of change and continuity over time in relation to the effect of Federation on Australia (WS2), and the Industrial Revolution (WS3), and provides some analysis of the causes and effects of the Gallipoli campaign in World War I (WS4). The student has also made reference to the motives and actions in the context of the British colonisation of Australia (WS1) and provides reasons for the significance of the Industrial Revolution (WS3) and World War I and the Anzac legend over the short and long term, including different interpretations of the past (WS4).

The student has sequenced events and developments in the Gallipoli campaign within the context of World War I and with reference to the period of Australia's involvement (WS5). The student has also shown an ability to develop questions to frame their research into the Industrial Revolution and World War I (WS3, WS4) and has interpreted, processed, analysed and organised information from primary and secondary sources with comment on the usefulness of those sources (in particular WS2). The student has used evidence derived from sources to compare points of view (WS2, WS4) and to analyse origin and purpose (WS3). The portfolio of work shows the student's ability to develop explanations and discussions, with reference to historical interpretations including their own, examples of evidence (WS2, WS4) and referencing of sources in their answers to questions (WS1).

# History

## Work sample 1: Explanation – Why did the British establish a presence in NSW in 1788?

### Relevant parts of the achievement standard

*By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.*

*Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.*

### Summary of task

The task followed teaching and learning activities on reading and interpreting documents relating to the settlement of Australia. Students were taught how to approach an essay topic and how to structure a history essay, including planning and presenting arguments with different points of view using evidence from documents.

The chosen essay topic was discussed with the class and notes on the board were used to help students develop their own plans for the essay. The draft of the essay was written in class and the final essay completed at home.

Three to four class sessions were devoted to this task.

Students were asked to write an essay using primary and secondary sources that discussed the reasons for the colonisation of Australia by Britain, framed as an inquiry question provided by the teacher.

# History

## Work sample 1: Explanation – Why did the British establish a presence in NSW in 1788?

When the British came to Australia, they encountered Aboriginal and Torres Strait Islander people who had been living here for 50,000 – 60,000 years, maybe longer. Why the British bothered coming at all and why they chose Botany Bay is often debated.

Historians have put forward different arguments. Most people tend to think about Captain Cook's voyages and the convicts who were sent here. There is a lot more to the story about why Australia was colonised by the British.

One reason is that Britain's jails were overcrowding and there needed to be a dumping ground for these convicts. It is suggested that they chose New South Wales, so many convicts were shipped here. America also revolted in 1776 so after the loss of the American colonies Britain had nowhere to send its convicts and they were kept temporarily in hulks. These became ridden with disease and Britain was forced to act.

This is the reason that most people think of, however there are others that have been suggested. The British for one were the dominant sea power at the time, and the Dutch tried to establish an influence in Australia but their resources were stretched to the limit. It has been suggested that being in Australia provided advantages as the British could improve their trade with Asia. The British had established trading links with China for tea and silk. Australia was a useful stopping off point rather than sailing directly to China and being held up for months by bad weather.

Another reason is that the British were trying to extend their empire and were looking for strategic benefit. The French for one were interested in the area. However if strategic reasons were most important, then it doesn't add up why the British didn't seize Australia earlier than 1788. They also didn't send many troops. The people sent were mainly convicts.

The historian Geoffrey Blainey questioned the common view that Botany Bay was simply chosen as a place to dump convicts. His book *The Tyranny of Distance* suggested the British really wanted access to the flax and timber on Norfolk Island. Captain Cook described at the time that it was 'scarce possible to get through' and the Spruce pines, 'grow in vast abundance and to a vast size' (quoted in Frost, *Convicts and Empire*, 1980). This would be of great benefit to the British navy as it had been seriously damaged in the Seven Years War in 1756-1763 and the American Revolution in 1776-1783. Geoffrey Blainey's view is that this was the real reason the British settled in NSW.

The reason Botany Bay was chosen was also that it had more fertile soil and a more suitable climate. It was also a sheltered port.

The British therefore came to Australia for many different reasons. They were able to solve their transportation problem and I think this was the main reason and the convicts could not escape back to Britain. It also gave the British better trade and the resources it needed. It also prevented other powers like the French gaining advantage over Britain in that part of the world.

### Annotations

*Refers to reasons (for example key events) related to the decision to transport British convicts to Australia.*

*Explains the motives and actions of people at the time.*

*Develops an explanation incorporating historical interpretations.*

*Uses evidence from historical sources to answer the inquiry question.*

*Presents their own interpretation of the past.*

### Annotations (Overview)

*This work sample demonstrates the processing of information from a range of primary and secondary sources, and includes historical terms (for example 'convicts', 'British navy', 'hulks') and concepts.*

#### Acknowledgment:

ACARA acknowledges the contribution of 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 2: Source analysis and discussion – Federation

### Relevant parts of the achievement standard

*By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.*

*Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.*

### Summary of task

Students undertook this task as part of their study of the depth study elective 'Making a nation'. It is a summative task completed in class.

Students were asked to analyse sources (A to E) to answer questions 1 to 6 then to use information from their topic knowledge and the sources in a discussion about Federation.

# History

## Work sample 2: Source analysis and discussion – Federation

### FEDERATION – SOURCES

#### SOURCE A

There were no Aboriginal people invited to participate in the Sydney procession on 1 January 1901. Later in the week a group was brought from Queensland for a re-enactment of the landing of Captain Cook in 1770 and performed a corroboree dance. In Darwin the police expelled the Aborigines from the town prior to the Federation celebrations. In Kalgoorlie the original plans for celebrating the new nation included Aboriginal people with weapons and paint in the March. At the last moment, an annual Federation picnic was rescheduled to coincide with the march to prevent Aborigines from participating. Davidson, M (1999) Federation – Then and Now, McGraw-Hill, Australia: Sydney, p.48.

#### SOURCE B



Aboriginal people from Queensland took part in the New South Wales Commonwealth celebrations in January 1901. The landing of Captain Cook in Botany Bay was re-enacted. State Library of Victoria

#### SOURCE C

Speaking in support of the Australian Immigration Act (1901), Alfred Deakin said in Commonwealth Parliament:

The unity of Australia is nothing, if that does not imply a united race. A united race not only means that its members can intermix, intermarry and associate without degradation on either side, but implies one inspired by the same ideas..."

Australia, House of Representatives, 1901, Votes and Proceedings, Vol. 4, pp. 4805-7

#### SOURCE D

Edward Foxall wrote in 1903:

The frequency with which the assertion has been made, that Australia is in danger of being 'swamped' by 'hordes' or 'millions' of coloured aliens [foreigners], has evidently caused it to be regarded by some people as a strong argument; whereas it is merely one of those silly scares and bogeys which a little calm examination will disperse... The advocacy of a 'White Australia'... is not only absurd to the last degree; it is diabolical [devilish]. It is an assertion of the right of men of one colour to take a country away from people of another colour, and then refuse admission, on the grounds of their colour only, to people of the same colour as those they dispossessed.

Gizen-no-teki 1903, Colorphobia, RT Kelly, Sydney, p.65

# History

## Work sample 2: Source analysis and discussion – Federation

### SOURCE E

The only way to keep undesirable immigrants out of Australia is to bring plenty of desirable immigrants into it. The only way to secure the standard of living of the white man in Australia is having enough white men to defend it. This continent has the vastest areas of unoccupied or slightly occupied lands on earth...In our present state we invite invasion. Victorian Land Settlement Division of the Immigration League 1907, *The Peril of Melbourne* (pamphlet)

### SOURCE F

"The Chinese Invasion will destroy Australia", *Boomerang*, 14 July 1888



# History

## Work sample 2: Source analysis and discussion – Federation

YEAR 9 WORK SAMPLE Source analysis and discussion: Federation

QUESTIONS

- Identify two facts from Source A.
  - Aboriginal people were not invited to participate in the Sydney procession on the 1<sup>st</sup> Jan 1901 when Australia was proclaimed as a Federation.
  - In Kalgoorlie the Federation picnic was rescheduled to prevent Aborigines from participating.
- Identify one fact from Source B.
 

there was a re-enactment of the landing of Captain Cook in Botany Bay as part of the Federation Celebrations in NSW and Aboriginal people from Queensland took part in this re-enactment.
- What opinion about immigration is expressed in Source C?
 

The opinion of Source C is that Australia isn't acting like a unity or Federation. Alfred Deakin indicates that people need to get to know each other no matter what their skin colour is. He believes that a Federated Australia needs to be more united and non-racial. Also, he indicates that Australia is a racial country and people have to intermix and intermarry. Overall he indicates that Australia needs to be non-racial and becoming united is essential.
- Analyse Source A, B and C to complete the table.
 

SOURCE	YEAR OF PUBLICATION	PRIMARY OR SECONDARY	USEFULNESS FOR INVESTIGATING FEDERATION
A	1999	Secondary	Useful because it provides an overview of how Aborigines were included or excluded from Federation Celebrations in different places.
B	1901	Primary	Useful because it shows what the Queensland Aborigines looked like when they took part in the NSW Federation Celebrations.
C	1901	Primary	Useful because it tells us what Australia's first Prime Minister thought about Australia needing a united nation.

- In Source D, what is Edward Foxhall's opinion of
  - the likelihood of Australia being swamped by hordes of coloured aliens – he does not believe that Australia will be invaded by hordes of coloured Aliens. He indicates that there is not a strong argument that this will happen, but 'one of those silly scares and bogeys!'

### Annotations

Uses historical terms (e.g. 're-enactment', 'white Australia', 'constitution') and concepts.

Analyses sources and draws conclusions about their usefulness for investigating federation.

# History

## Work sample 2: Source analysis and discussion – Federation

b) the idea of a 'White Australia'? He believes that the idea of a white Australia is 'absurd'. Also that the whites taking away the land from the Aborigines and refusing to give admission to other Coloured people is racist and diabolical or devilish.

6. What is the main argument about immigration in Source E? The main argument is that Australia needs more desirable white migrants to protect the country and the standard of living of white Australians.

7. Discuss the view that Federation unified Australia. Use your knowledge of the topic and refer to Sources A to E in your discussion.

There is much debate about whether Australia becoming a Federation on the 1st Jan 1901 actually unified Australia. Australians faced many issues about who could be a part of the new nation. What part could Aboriginal people have? Should the immigration of people from some nations coming to Australia be restricted? From the information in the sources provided it is obvious that Australia becoming a federation did not actually unify the country, but it brought white Australians together.

Source A indicates that the Aborigines were not invited to participate in the processions and ceremonies that were held for Federation in Sydney, Darwin and Kalgoorlie. Their voice was not allowed to be heard. In the new constitution they were not counted as citizens. Therefore Australia becoming a federation unified the white people but excluded the Aborigines.

Source B indicates that Queensland Aborigines were used to re-enact the landing of Captain Cook in Botany Bay. This indicates that Queensland and NSW were unified, as they traded people from Queensland to participate in the ceremony in NSW. Consequently, Australia becoming a federation unified Australia.

### Annotations

*Interprets and analyses a range of primary and secondary sources.*

*Refers to key events and ideas to explain change.*

*Identifies patterns of continuity and change over time.*

*Develops a discussion incorporating information from historical sources.*

# History

## Work sample 2: Source analysis and discussion – Federation

Source C indicates that the Prime Minister Alfred Deakin supported the idea that federation would unify Australia. It also indicates that he believed that unifying the races was an important part of unifying Australia.

Sources D and E indicate opposite views about immigration to Australia. Source D does not support the idea of a white Australia but source E does. Source E is afraid of the immigration of 'undesirables' but source D says this idea is silly. Both sources were written years after federation so this shows that not everyone believed that federation unified Australia.

### Annotations

*Examines sources to compare different points of view.*

**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 3: Report – The Industrial Revolution

### Relevant parts of the achievement standard

*By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.*

*Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.*

### Summary of task

Students learnt about the Industrial Revolution 1750-1914 and the key changes associated with this development by investigating primary sources from that period.

Students were required to:

- develop inquiry questions to investigate the effects of the Industrial Revolution on families
- locate and use a range of sources related to their inquiry questions
- construct a written explanation supported by historical evidence
- include a bibliography.

Students completed the task as an assignment. They had one week to investigate the topic and another week to write up their explanation.

# History

## Work sample 3: Report – The Industrial Revolution

### *What was life like before the Industrial Revolution?*

Before the industrial revolution, most people live a rural farming lifestyle. People worked hard to put food on their tables for their families and also pay the rent so there was no money for education – only the rich were educated. Travel and communications were limited and the only manufacturing was done from home in small cottage industries with natural methods such as windmills. Children usually lived at home and worked on farms and in cottage industries to help their families.

### *What happened to family life in the Industrial Revolution?*

The Industrial Revolution affected everything. The Enclosure Acts and advances in farm technology forced many people off the land. Thousands of families went to live in the metropolitan areas in search for work. The number of cities with a population of more than 20,000 in England and Wales rose from twelve in 1800 to nearly 200 by the end of the century. Living conditions in the cities were horrible because they were not prepared for so many people to suddenly flood in. Large families with at least eight children had to live in one room, and sometimes even a couple of families lived in the same room! There was no running water or toilets inside the houses, a pump was outside for the whole street to use and a couple of 'outside' toilets. A doctor commented on the state of Manchester city:

"Whole streets, unpaved and without drains or main sewers, are worn into deep ruts and holes in which water constantly stagnates, and are so covered with refuse and excrement as to be impassable from depth of mud and intolerable stench."

([http://www.historylearningsite.co.uk/industrial\\_revolution\\_towns.htm](http://www.historylearningsite.co.uk/industrial_revolution_towns.htm))

The new towns, which were set up quickly, were dirty and full of diseases such as cholera, typhus, small pox and dysentery.

Children were sent to work in shocking conditions, squeezing in between big dangerous machines or working in the coal mines. Sometimes, children were taken from their families without their parents knowing. The following letter which was sent to a journalist shows this:

### Annotations

*Poses question to inform the inquiry.*

*Provides an overview of life before the Industrial Revolution as a basis for explaining change resulting from the revolution.*

*Uses some relevant terminology in an historical context such as Enclosure Acts, cottage industries.*

*Uses statistics as evidence to explain change over time and the significance of the Industrial Revolution.*

*Explains short term consequences of the Industrial Revolution for families and children.*

*Uses a primary source as evidence of living conditions in the Industrial Revolution.*

# History

## Work sample 3: Report – The Industrial Revolution

"In 1805 when Samuel Davy was seven years of age he was sent from the workhouse in Southwark in London to Mr. Watson's Mill at Penny Dam near Preston. Later his brother was also sent to work in a mill. The parents did not know where Samuel and his brother were. The loss of her children, so preyed on the mind of Samuel's mother that it brought on insanity, and she died in a state of madness".  
(<http://www.spartacus.schoolnet.co.uk/IRworkhouse.children.htm>)

Conditions for the children were harsh and caused health problems. Elizabeth Bentley, who was born in 1809, began working in a flax mill when she was six years old. She gave evidence at a parliamentary committee in 1832. She said:

"It was so dusty, the dust got up my lungs, and the work was so hard. I got so bad in health, that when I pulled the baskets down, I pulled my bones out of their places." Bentley explained that she was now "considerably deformed". She went on to say: "I was about thirteen years old when it began coming, and it has got worse since."  
(<http://www.spartacus.schoolnet.co.uk/IRdeformities.htm>)

However, there were several people who believed that in the benefits of child labour and argued that work in factories did not cause physical deformities. Edward Baines argued that deformities were not caused by the factory work:

"The human frame is liable to an endless variety of diseases. Many of the children who are born into the world, and who attain the age of ten or twelve years, are so weakly, that under any circumstances they would die early. Such children would sink under factory labour, as they would under any circumstances they would die early."  
(<http://www.spartacus.schoolnet.co.uk/IRdeformities.htm>)

Edward Baines wrote this in his book *The History of the Cotton Manufacture* (1835) where he tried to promote the benefits of using child labour in the cotton factories. He owned a cotton factory and opposed the factory laws that tried to stop children from working. He campaigned for child labour. It is no wonder he denied that factory work caused deformities in children. Children were expected to work just as long as men for a cheaper wage! There is a lot of evidence that factory work caused deformities in children as shown in the photo below:



Evidence of crippled factory workers

### Annotations

*Cites a primary source to explain the experiences of an individual.*

*Compares different points of view regarding the effects of factory work on children's health.*

*Provides an explanation for a particular point of view and draws a conclusion about the usefulness of the source taking into account origin and purpose.*

# History

## Work sample 3: Report – The Industrial Revolution

**" What were good things that the Industrial Revolution brought to families?"**

Conditions started to slowly get better and new laws were made to improve working conditions. In earlier years, Robert Peel and John Owen had worked to improve working conditions for children with the Factory Acts of 1802 and 1819. Later, John Fielden and Lord Ashley successfully worked for more reforms and the 1847 Factory Act was passed which restricted the work of women and children to 10 hours a day. In 1848 parliament passed laws that allowed city councils to clean up the streets. Proper sewers and drains were built, streets were paved, lighting was put up and builders had to build to standards. Transport and communication also improved as a result of the Industrial Revolution. With more time at home and more time together and better transport, family life improved.

For some workers, the work they did was similar to what they did before the industrial revolution. Prior to the industrial revolution, wealthy merchants paid workers in the cottage industry to make finished goods such as stockings, cloth, clothing and shoes. Some merchants such as Dixons of Carlisle had as many as 3,500 handloom weavers across homes in England and Wales. For these workers, the place of employment changed, but they did the same work and worked for wages both before and after the Industrial Revolution.

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[http://www.historylearningsite.co.uk/industrial\\_revolution\\_towns.htm](http://www.historylearningsite.co.uk/industrial_revolution_towns.htm)

**Annotations**

*Develops an interpretation about the past.*

*Refers to key events and the actions of individuals and groups to explain changes to working and living conditions.*

*Identifies some long term effects of the Industrial Revolution, supported by evidence.*

*Explains patterns of continuity over time, that is the employer/employee relationship and type of work.*

*Includes a list of references used in the historical inquiry.*

*Uses information technologies to locate sources.*

**Annotations (Overview)**

*This work sample demonstrates use of the inquiry process and shows that the student has an understanding of the short and long term significance of the Industrial Revolution. The student explains change over time by analysing the impact of the Industrial Revolution on families and presents these understandings in a written report.*

**Acknowledgment**

ACARA acknowledges the contribution of 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 4: Explanation – Gallipoli landing and the Anzac Legend

### Relevant parts of the achievement standard

*By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.*

*Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.*

### Summary of task

Students were asked to investigate the Gallipoli campaign and the Anzac legend with a focus on its significance as part of their study of World War I (Depth Study 3).

They were required to develop an explanation of the landing at Gallipoli and the Anzac legend that arose out of that campaign, with reference to:

- the reasons for the Gallipoli landing and the effects – both immediate and over the longer term
- the different interpretations made by historians about the significance of the Anzac legend.

Students were asked to develop a series of specific questions to guide their research. They were then required to write their explanation under exam conditions with computer access.

# History

## Work sample 4: Explanation – Gallipoli landing and the Anzac Legend

My questions:

1. What were the Anzac troops doing at Gallipoli?
2. How many Anzacs died on the first day?
3. How did the Gallipoli landing affect the troops?
4. What is the Anzac legend?
5. How do the Turks view the Gallipoli campaign?
6. Do people think differently about it today?

One of the major events of the war was when the Australians and New Zealanders landed at Anzac Cove in Gallipoli on 25 April 1915. They were there with the British and the French to take away Turkish control of the Dardanelles, but they landed in the wrong spot.

The Germans had delivered a series of blows to the Russians. They feared that the Turks would also strike while they were at their weakest so they appealed to the allies for help. The British and French could not afford for the Russians to collapse so they agreed to attack Turkey. Australia and New Zealand were allies and were drawn into the campaign.

Sergeant John Wilder recalled, 'it was regular hell for 24 hours that we were there, we hardly had a moment's peace. We were absolutely surrounded by Turks who were just beneath us under the cliff with covering fire on the other side of the gully. The Turks were almost close enough to touch, but the covering fire kept us down and they just threw in bombs as they liked. The only thing to do was to pick them up and throw them back at the enemy.' (Wilder, quoted in C Pugsley, Gallipoli – The New Zealand Story, London, 1984, p.233). This shows that the fighting was overwhelming for the troops, the fighting was close and they were trapped.

We do not really know how many Australians died on the first day of the campaign as the fighting was intense and there was a lot of confusion. The Roll of Honour at the Australian War Memorial lists 749 men.

By the time the Gallipoli Campaign ended, over 120,000 men had died. More than 80,000 Turkish soldiers and 44,000 British and French soldiers, including over 8,500 Australians.

The lost generations from the Gallipoli campaign was one of the longer term impacts as migration was needed later to replace the people who were not born. Women became more important in society because they helped out in the war. The war also gave rise to the Anzac legend.

### Annotations

*Develops a set of inquiry questions to frame the inquiry.*

*Mentions some reasons for the landing at Gallipoli.*

*Analyses the effects of the war with reference to the short and long term, for example the 'lost generations'.*

# History

## Work sample 4: Explanation – Gallipoli landing and the Anzac Legend

The Gallipoli campaign in Turkey in 1915 led to heavy casualties and therefore helped to cement a sense of identity in the young Australian nation. This is major reason why the Gallipoli campaign is regarded as so important.

The Anzac legend is significant to some historians because it was a turning point in Australia's identity as a nation and that it made us a free and lucky country and that it is important to remember the past so that people learn from it. Other historians think that the Gallipoli campaign was a useless battle that was fought for British interests, or that it militarises Australia's history and that it is given more importance than it should because Gallipoli was not a decisive win for Australia and that war should not be celebrated.

To the Turkish people, the Gallipoli campaign is very significant but for different reasons. In Turkey, the battle is perceived as a defining moment in the history of the Turkish people—a final victory in the defence of their country just as the Ottoman Empire was falling apart.

If we don't remember the past like the fighting at Gallipoli, we are likely to travel down the same road and never learn from our lessons so it is significant. So Australia's sacrifices need to be remembered and the bravery of those who fought.

### Annotations

*Describes interpretations about Australia's involvement in the Gallipoli campaign, with some explanatory detail.*

*Explains the significance of Gallipoli from the Turkish perspective.*

#### Acknowledgment

ACARA acknowledges the contribution of 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 5: Timeline – World War 1 and the Gallipoli campaign

### Relevant parts of the achievement standard

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*Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.*

### Summary of task

Students learnt about World War I and were provided with an overview of some of the key campaigns/episodes of the war through images.

Students were asked to research one campaign or episode in the war and to:

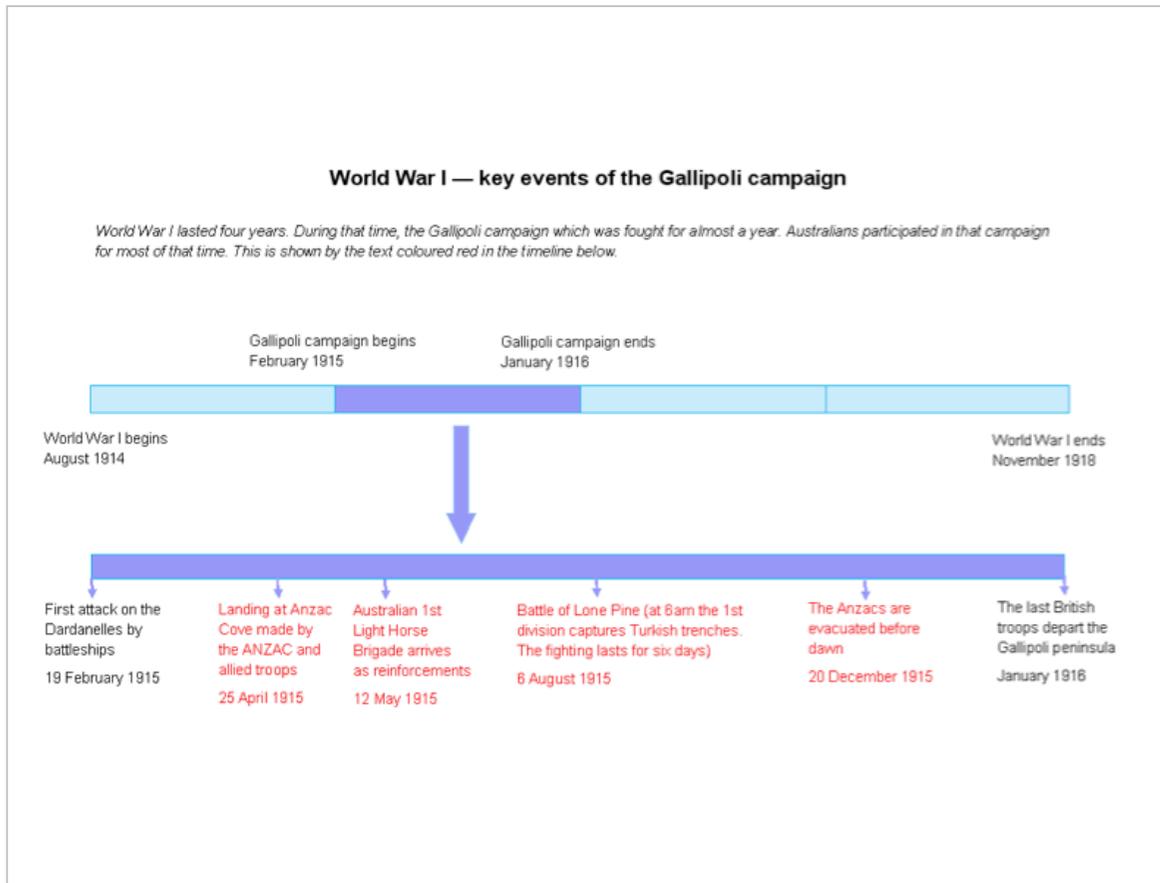
- place the campaign in the broader context of World War I
- sequence key events or developments in that campaign
- provide details about Australia's involvement in the course of the campaign.

Students complete this task over a two week period and were able to choose how to present their findings, for example through a timeline, photo story, written text.

For those students who chose a timeline, they were not required to develop it to scale.

# History

## Work sample 5: Timeline – World War 1 and the Gallipoli campaign



### Annotations

*Uses a timeline to illustrate periods of time and their duration.*

*Provides the time frame for World War I.*

*Places the Gallipoli campaign in the context of World War I.*

*Sequences events and developments in that campaign, including Australia's involvement.*