



Sample assessment task	
Year level	5
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Swan River Colony
Task details	
Description of task	Students demonstrate their understanding of the significance of the contribution of convicts to the development of the Swan River Colony.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to interpret information, identify cause and effect, and make connections, draw conclusions based on evidence, use subject-specific terminology and concepts
Assessment strategy	Short-answer written responses
Evidence to be collected	Responses to questions
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	<p><b>Knowledge and understanding</b></p> <p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>A&gt;</b> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p><b>A&gt;</b> Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p><b>E&gt;</b> Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p><b>C&amp;R&gt;</b> Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p>
Key concepts	Evidence, Cause and effect, Perspective, Empathy, Significance
Task preparation	
Prior learning	Teaching and learning prior to this assessment should enable students to undertake research and inquiry into the settlement of the Swan River Colony. Students have previously researched the settlement of the Swan River Colony and the different groups involved, including the impact of the arrival of convicts.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.  Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

<b>Assessment task</b>	
<b>Assessment conditions</b>	<ul style="list-style-type: none"> <li>• This is an individual, in-class assessment</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Source sheet</li> <li>• Question and answer sheet</li> </ul> <p><b>Literature to support teaching</b></p> <ul style="list-style-type: none"> <li>• <i>The Legend of Moondyne Joe</i> (2002) Mark Greenwood and Frané Lessac</li> <li>• <i>Avoid being a convict sent to Australia!</i>(2005) Meredith Costain</li> <li>• <i>Grim crims and convicts</i> (2005) Jackie French</li> <li>• <i>Rotters and Squatters</i> (2005) Jackie French</li> <li>• <i>Convicts</i> (2004) Matthew Williams</li> <li>• <i>Life in colonial Australia – from First Fleet to Federation</i> (2014) Kerry Davies</li> </ul> <p>Optional resources (activities and/or links to support teaching and learning)</p> <ul style="list-style-type: none"> <li>• Fremantle prison: Convict biographies <a href="http://www.fremantleprison.com.au/schoolgroups/educationalresources/Documents/FP%20Convict%20Biographies.pdf">http://www.fremantleprison.com.au/schoolgroups/educationalresources/Documents/FP%20Convict%20Biographies.pdf</a></li> <li>• Fremantle prison: Convict daily life <a href="http://www.fremantleprison.com.au/schoolgroups/educationalresources/Documents/FP%20Convict%20Daily%20Life.pdf">http://www.fremantleprison.com.au/schoolgroups/educationalresources/Documents/FP%20Convict%20Daily%20Life.pdf</a></li> <li>• National Trust (WA): The Australian Colonies – Swan River Colony <a href="http://www.valuingheritage.com.au/SwanRiverColony/">http://www.valuingheritage.com.au/SwanRiverColony/</a></li> <li>• Francis Burt Law Education Programme: Life in the WA Colony <a href="https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/#francis-burt-law-education-programme">https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/#francis-burt-law-education-programme</a></li> </ul>

## **Instructions for teachers**

### **Swan River Colony**

Questions to use with students to develop their conceptual understanding:

#### **Evidence**

What makes information useful to an historian?

Would a song/poem be useful to a social historian? How?

What would data about employment, industries, prices, tell the historian?

How can we differentiate relevant and irrelevant information?

Are the questions who, what, where, when and why useful in deciding if information is relevant/useful?

If information is contradictory, is it still useful to the historian?

Is a photograph useful to the historian? Why/why not?

#### **Cause and effect**

Do we always do the same thing every day? Why/why not?

If we win Lotto, would we change our lifestyle? Why/why not?

If there is a flood or bushfire in our region, will it change how we view catastrophes/disasters?

If our parents could not find work, would they perhaps move to another town/region looking for work?

If our country had continuous unrest/civil war, would we necessarily want to stay there?

Identify some other issues/events that perhaps cause change(s) to take place.

#### **Perspective**

What influences how we view an issue or event?

Do the attitudes and beliefs of people change over time? Why/why not?

Is it important to know who, when and why in relation to: a written record/an oral record/a painting/a building?

Why/why not?

Does a person's job and/or status influence his/her view of the world? Why/why not?

Would social status be more or less influential in times past? Why/why not?

#### **Empathy**

Would the Principal write about bad behaviour in the same way as a student in detention?

Why might a 19<sup>th</sup> century child's view of the world be different from your view of the world?

Why would a boss view a particular job, and how it is done, differently from the worker in that job?

#### **Significance**

Why might a particular day be important to an individual/family?

Can a particular event/issue/development lead to change(s) in the community? The nation?

Can a particular individual influence what happens in the short and/or long term in a community?

Prior to the lesson when students will write their responses, read through the sources with the students and discuss any issues that arise.

Tell the students they will be answering questions based on these sources and their knowledge about convicts in the Swan River Colony.

### **Lesson 1**

Prior to this lesson, read through the sources with students and collect them.

Students will read the provided sources and answer the questions. Students will refer to the information and/or data to support their answers.

## Instructions to students

Read through the provided sources which will help you answer the questions that follow. Refer to the information and/or data to support your answers.

### The Swan River Colony

#### Source 1

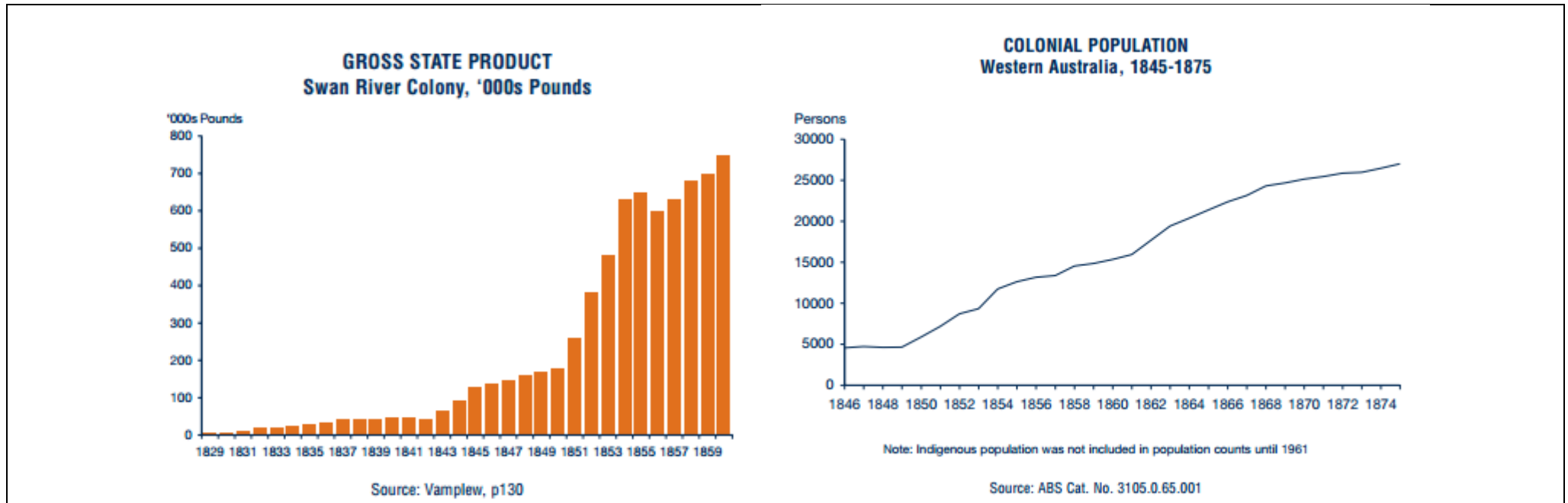
The Swan River Colony was established in 1829 as a free colony. With a population of approximately 2,000 in 1838, there was a big labour shortage for farming, and constructing roads and public buildings. By the late 1840s, with still fewer than 6,000 people in the colony, the local settlers realised they needed a cheap supply of labour to help develop the colony. The transportation of convicts began in 1850 and ended in 1868. At first, only those convicted of non-violent crimes were sent; however, by the late 1850s, convicts who had been found guilty of violent criminal acts were arriving.

Convicts built the State's major public buildings including Government House, the Perth Town Hall, Fremantle Courthouse, Perth Gaol and Courthouse, Perth Colonial Hospital, Perth Boys' School, Fremantle Boys' School, and the Pensioner Guard Barracks. Most of these buildings are still in use today. The convicts also built roads, tramways, bridges and jetties. They constructed a road from Albany to Perth and a convict-built bridge made it possible to travel between Perth and Fremantle by horse and cart rather than by boat. Convicts cleared land for farming, drained swamps, sank wells and dug mine shafts. The growth in population also increased the demand for goods and services and created more business opportunities for the local settlers.

Adapted from: <http://heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf> and [http://www.heritageaustralia.com.au/downloads/pdfs/Heritage0310\\_OH%20Fremantle%20Prison.pdf](http://www.heritageaustralia.com.au/downloads/pdfs/Heritage0310_OH%20Fremantle%20Prison.pdf)

Source 2

Swan River Colony Production and Population – 1800s



<https://www.finance.wa.gov.au/cms/uploadedFiles/1593-econhistory-5a.pdf>

An economic history of Western Australia since colonial settlement

Department of Treasury and Finance

Government of Western Australia

**Note**

Gross State Product = total monetary value (Pound/£) of everything produced by people and companies in the colony

Source 3

Different Perspectives on Convict Migration

View 1:

... Mr. S.E. Burges (early settler/explorer) ... it was impossible for the settler to go on with ruin staring him in the face... he was strongly of opinion that we should petition for a gang of convicts to be employed on the roads and at other public works. The term convict, he said, was very unpopular, but it was a mere bugbear ... Convicts as he advocated, were common in England: they were to be seen working in the chain gangs at Portsmouth, Plymouth. ... he wanted a gang of 40 convicts, and a grant of £1,000 a year for two years to build gaols ...

Minutes of the York Agricultural Society meeting, 9 April 1844 <http://trove.nla.gov.au/ndp/del/article/65583313>

He (Lord Grey) believed that the convicts, under the regulations now in force, would ultimately prove a benefit to the colonists. Many of themselves (colonists) were coming round to that opinion and at a great meeting of farmers at Moreton Bay, a strong desire had been expressed that additional labourers should be sent here... one gentleman said the convicts were the best servants he ever had.

Inquirer, 29 October 1851

<http://trove.nla.gov.au/ndp/del/article/65484796>

View 2:

Our objections to convict labour are founded on the positive fact, that a serious injustice would be inflicted upon our free settlers, who immigrated here under the pledge that this was to be a free colony.

The Perth Gazette , 19 July 1845

<http://trove.nla.gov.au/ndp/del/article/646018>

Have we not reason to fear that, unprotected, we shall be inundated with such convicts, so hardened in crime, so ruthless, so abandoned, that one can scarcely contemplate (to look at) them, even at a distance, without a shudder.

The Perth Gazette, 7 December

1849 <http://trove.nla.gov.au/ndp/del/article/3171148>

Source 4

Convict-built Structures

1. Fremantle Prison, Fremantle



2. Government House, Perth



3. Fremantle Bridge, Fremantle



4. Perth Town Hall, Perth



1. <https://upload.wikimedia.org/wikipedia/commons/6/67/FremantlePrisonYard.jpg>
2. [https://en.wikipedia.org/wiki/Government\\_House,\\_Perth](https://en.wikipedia.org/wiki/Government_House,_Perth)
3. <http://fremantlestuff.net/bridges/img/bridge1.jpg>
4. [https://upload.wikimedia.org/wikipedia/commons/3/35/Perth\\_Town\\_Hall\\_-\\_Perth.jpg](https://upload.wikimedia.org/wikipedia/commons/3/35/Perth_Town_Hall_-_Perth.jpg)









<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Question 1 (Analysis)</b>	
Accurately refers to the information and/or data contained in the sources to explain the population and economic growth of the Swan River Colony prior to 1850.	3
Uses some of the information and/or data to describe population and economic growth of the Swan River Colony prior to 1850.	2
Makes a statement about the Swan River Colony, with no particular reference to the source material.	1
<b>Subtotal</b>	<b>3</b>
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• population was low with only minimal growth in the late 1840s</li> <li>• not enough people to provide labour for buildings and farming</li> <li>• not many people to buy the goods being produced</li> <li>• the colony had low economic growth, but it trebled in the 1840s.</li> </ul>	
<b>Question 2 (Analysis)</b>	
Identifies the perspectives. Explains why perhaps there are differences in perspectives, making some reference to the various views expressed in the sources.	4
Identifies the perspectives. Describes the differences in perspectives, with some reference to the views expressed in the sources.	2—3
Identifies at least one perspective.	1
<b>Subtotal</b>	<b>4</b>
<p>Answers may include:</p> <p>Perspective 1: for entry of convicts</p> <ul style="list-style-type: none"> <li>• wanted public buildings completed</li> <li>• wanted roads completed so they could travel more freely</li> <li>• needed labourers to help them on farms</li> <li>• cheap labour as farmers facing ruin</li> <li>• long-term benefit of the colony.</li> </ul> <p>Perspective 2: against the entry of convicts</p> <ul style="list-style-type: none"> <li>• worried about convicts being dangerous</li> <li>• thought they would bring more crime and problems to the colony</li> <li>• settlers were free migrants and did not want convicts like in the eastern colonies.</li> </ul>	

Question 3 (Evaluating)	
Explains various ways convicts contributed to changes in the Swan River Colony. Makes direct links between convicts and developments in the Swan River Colony, with reference to the information and/or data in the sources (the significance).	5
Discusses various ways convicts contributed to changes in the Swan River Colony. Makes direct links between convicts and developments in the Swan River Colony, with reference to the information and/or data in the sources.	4
Outlines some ways convicts contributed to change in the Swan River Colony. Makes links between convicts and developments in the Swan River Colony, with some reference to the information and/or data in the sources.	3
Makes general statements concerning convicts and developments in the Swan River Colony. Minimal to no reference to the information and/or data in the sources.	1–2
<b>Subtotal</b>	<b>5</b>
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>roads and bridges were built</li> <li>buildings, such as gaols, hospitals and government buildings, were constructed</li> <li>the farming industry had cheap labour</li> <li>the population grew</li> <li>the level of production grew as the colony had more labour and more people to sell the goods to (source 2).</li> </ul>	
Question 4 (Evaluating, Communicating and reflecting)	
Explains particular work, attitudes, lifestyle that would have been experienced by convicts in the Swan River Colony. Uses the information contained in the sources to infer what life may have been like for convicts in the Swan River Colony. Identifies the motives and actions of the convicts and others in the colony at the time (empathy). Uses relevant, subject-specific terminology.	5–6
Discusses particular work, attitudes, lifestyle that would have been experienced by convicts in the Swan River Colony. Uses some information contained in the sources to infer what life may have been like for convicts in the Swan River Colony. Attempts to identify the motives and actions of the convicts and others in the colony at the time (empathy). Uses some relevant, subject-specific terminology.	3–4
Uses everyday language to describe work, attitudes and/or lifestyle that would have been experienced by convicts in the Swan River Colony. Makes statements regarding the life of convicts based on personal opinion rather than information in the sources.	1–2
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>18</b>