

Sample assessment task	
Year level	4
Learning area	Humanities and Social Sciences
Subject	History
Title of task	First Fleet narrative
Task details	
Description of task	Students create a narrative text from the perspective of a member of the First Fleet. The text demonstrates perspective and the position from which they see and understand events going on around them.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of those who travelled in the First Fleet and their experiences
Assessment strategy	Narrative text
Evidence to be collected	Narrative – summative
Suggested time	Narrative – 1 hour planning and 1 hour (or more) writing time (Please note that these times are in addition to time required to conduct research)
Content description	
Content from the Western Australian Curriculum	<p>Knowledge and Understanding</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)</p> <p>Humanities and Social Sciences skills</p> <p>E> Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>C&R> Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>
Key concepts	Continuity and change, Cause and effect, Perspective, Empathy, Significance
Task preparation	
Prior learning	<p>Teaching and learning should give students the opportunity to examine sources and become immersed in the stories of the First Fleet. Students should develop an understanding of the reasons convicts were transported to Australia and the realities of life in the new colony. Some suggested activities might be:</p> <ul style="list-style-type: none"> • looking at the different crimes and punishments and comparing these with consequences for crime today • comparing the occupations of convicts • investigating the prison hulk system in Britain • making a timeline of the First Fleet arrival • Identifying the different groups of people on the First Fleet • identifying settlements and investigating the reasons for these locations • comparing the experiences of different groups in the colony, including: male convicts; female convicts; children of convicts; officers, marines, crew and their families. <p>This prior learning will give students the background information required to undertake the summative assessment task and write a narrative that accurately conveys a story about a particular convict on the First Fleet and life in the new colony of NSW.</p>

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.
Assessment task	
Assessment conditions	This is an individual, in-class assessment.
Resources	<p>Convict research sheet</p> <p>Literature to support teaching</p> <ul style="list-style-type: none"> • <i>A penny to remember</i> (2007) Kirsty Murray • <i>Avoid being a convict sent to Australia</i> (2005) Meredith Costain • <i>Little Felons</i> (2006) Melanie Guile • <i>Convicts</i> (2004) Matthew Williams <p>Optional resources (activities and/or links to support teaching and learning)</p> <ul style="list-style-type: none"> • BTN – First Fleet story http://www.abc.net.au/btn/story/s3934600.htm • English for the Australian Curriculum – 1788: Was life the same for everyone? (Unit of work) http://e4ac.edu.au/units/year-4/index.html • History Teachers’ Association of Australia – the First Fleet (teaching program) http://www.achistoryunits.edu.au/year-4/unit-program/y4-overview-v3.html • Fellowship of First Fleeters http://www.fellowshipfirstfleeters.org.au/ships.html • First Fleet database http://firstfleet.uow.edu.au/search.aspx • Convict records (data base of convicts and ships) http://www.convictrecords.com.au/ • My Place – for teachers http://www.myplace.edu.au/default.asp • <i>A Convict Story</i> – convict identities (online activity) http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13651/13653/index.htm • Conditions in England in the 1780s (fact sheet) http://k6.boardofstudies.nsw.edu.au/wps/portal/go/hsie/background-sheets/conditions-in-england-in-the-1780s-stage-2-british-colonisation-of-australia

Instructions for teacher

Questions for use with students to develop their conceptual understanding:

Continuity and change

Does life change as we grow up?

Do some things stay the same? Why?

Are people important in helping things stay the same?

What factors/events cause things to change in our lives?

What factors/events would cause things to change in the community? The nation?

Cause and effect

What factors/events/people cause things to change in our lives?

What factors/events/people would cause things to change in the community? The nation?

(relate to 18th century Britain)

Perspective

Do we all think the same?

When we watch an event, would we all describe the event the same way? Why/why not?

Would a child and an adult describe a family event the same way, emphasising the same things? Why/why not?

Would the police and the criminal have the same view of a theft? Why/why not?

Would Governor Phillip describe the colony, after one year, the same as a convict would? Why/ why not?

Empathy

Do we have the same ideas and beliefs as our grandparents?

Do we play the same games and do the same things as children in the 19th century?

Does this affect how we see events and situations?

Are beliefs and values the same today as in 'the olden days' (a century ago)?

Would this affect our view of crime and punishment?

Do we all act and react the same way, at the same time at a football /sports match? Why/ why not?

When a team scores a goal at the game:

- how does the scorer feel?
- how does the defender feel?
- would they describe the scoring of the goal differently? Why/why not?

Significance

Why do we remember a particular day, holiday, event?

If something changes at school can we trace it back to why it changed?

Discuss with students that they are to research a particular convict and the experiences of the convict before, during and after transportation.

Help students to identify a particular convict and plan with them how to take their notes (Convict research sheet).

Go through with students what needs to be included in the narrative, emphasising that they need specific facts about the life and experiences of their convict.

When researching 'their convict' narrative:

- include facts, information and real-life events in their research
- sequence key dates and events in chronological order
- clearly describe the settings in both Britain and Australia
- describe the character/personality/experiences of their convict.

Monitor the progress of the students and their notetaking, guiding students in terms of both sources of information as well as extrapolating relevant information from the sources.

Instructions to students

Part A: (1 lesson or more)

'My convict': life before, during and after transportation on the First Fleet. Did my life really change?

Planning a narrative

Using the following History concepts, think about these questions when you plan your narrative about a particular convict on the First Fleet.

Continuity and change	What was life like in Britain for your convict? How did their life change when they were transported to Australia?
Cause and effect	What crime did your convict commit? What punishment did they receive?
Significance	What events had occurred (in Britain or elsewhere) that might have had consequences for your convict? How significant was the arrival of the First Fleet in NSW?
Perspectives	Would your convict have felt that their sentence was fair? How would their family have felt about their sentence and transportation?
Empathy	How would your convict have been feeling before, during and after transportation?

When writing your narrative, remember to:

- include facts, information and real life events from your research
- sequence key dates and events in chronological order
- clearly describe the settings in both Britain and Australia
- clearly describe a character based upon a researched convict
- focus on whether the life of the convict changed over time?

Part B (1 lesson)

Write your narrative using your planning notes

Sample marking key

Narrative – summative assessment (These criteria relate to the HASS learning area. Additional criteria can be developed to assess the English component of this task.)

Description	Mark
Knowledge and understanding	
The narrative reflects detailed information on the life of a convict before, during and after transportation. It is factually accurate. A coherent chronology is evident. Empathy is apparent.	5
The narrative reflects accurate information on the life of a convict before, during and after transportation. Some chronology is evident. Some empathy is apparent.	3–4
The narrative reflects statements on the life of a convict before and/or during and/or after transportation.	1–2
Subtotal	5
Description	Mark
Evaluating	
Provides a detailed conclusion on whether or not ‘my life did change’. Supports the conclusion with relevant and accurate information.	4
Provides a conclusion on whether or not ‘my life did change’. Supports the conclusion with some relevant and accurate information.	3
Provides a simple conclusion on whether or not ‘my life did change’. Supports the conclusion with some information.	2
Provides a statement on whether or not ‘my life did change’.	1
Subtotal	4
Description	Mark
Communicating and reflecting	
Presents findings, supported by detailed researched facts, using relevant terms. Develops a coherent narrative.	4
Presents findings, supported by researched facts, using relevant terms. Develops a narrative.	3
Presents findings, supported by facts, using some relevant terms. Uses simple everyday language.	2
Presents findings as listed facts, some of which are inaccurate. Uses simple, everyday language.	1
Subtotal	4
Total	13