



Sample assessment task

Year level	6
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Migration to Australia

Task details

Description of task	Students to design interview questions and answers for an individual who has migrated to Australia. Questions and answers are research based, identifying and explaining the significance of events and developments from a range of perspectives. Answers are to identify the motives and actions of people at a particular point in history, and demonstrate empathy
Type of assessment	Summative OR Formative
Purpose of assessment	To provide feedback on students' ability to develop questions and conduct an interview. At the conclusion of this task, the teacher can plan additional teaching and feedback to allow students to refine their questions.
Assessment strategy	Written work
Evidence to be collected	<ul style="list-style-type: none"> • Research sheet • Questions
Suggested time	Research – 1 hour Questions – 40 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Develop and refine a range of questions required to plan an inquiry</p> <p>Q&R> Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Q&R> Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p>
Key concepts	Cause and effect, Perspectives, Empathy

Task preparation	
Prior learning	<p>This assessment forms part of a unit of work on migration. Students are given the opportunity to investigate the push–pull reasons why people migrated to Australia after 1900. They should have an understanding of the migration policies of Australia prior to federation up until the present day. Students should be familiar with the different types of migrants (temporary, permanent, voluntary, forced, refugees, asylum seekers) and have the opportunity to clarify any misconceptions.</p> <p>Students decide on a migrant to interview. Prior to conducting their interview, they undertake some background research to ensure that their questions are targeted and relevant.</p> <p>Links should be made to literacy, allowing students to consider what makes a ‘good’ question, and investigate different types of open and closed questions. They should understand the different questions to be used to elicit different responses, and their role as interviewer. See <i>First Steps, Writing to Inquire for strategies and activities</i>. Students should also have an understanding of the ethical protocols that apply to conducting interviews.</p>
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<p>This is an individual assessment, completed both in class and as homework.</p>

<p>Resources</p>	<p>Students need access to computers to complete their research. They will use this information, along with their prior history and English learning, to construct their questions.</p> <p>Children’s literature to support the teaching of migration:</p> <ul style="list-style-type: none"> • <i>The arrival</i> by Shaun Tan (2006) • <i>Mirror</i> by Jeannie Baker (2010) • <i>Ziba came on a boat</i> by Liz Lofthouse (2007) • <i>The colour of home</i> by Mary Hoffman (2002) • <i>Boy overboard</i> by Morris Gleitzman (2002) • <i>Home and away</i> by John Marsden and Matt Ottley (2008) • <i>The little refugee</i> by Anh Do and Susan Do (2001) • <i>Whoever you are</i> by Mem Fox and Leslie Staub (1997) <p>Some optional activities to consolidate teaching and learning:</p> <p>Migrants, Refugees and Asylum Seekers:</p> <ul style="list-style-type: none"> • Global Words: Refugees and migration (unit of work) http://globalwords.edu.au/units/Refugees_UPY6_html/index.html • Cuc Lam’s Suitcase (video clip and teaching activities) http://dl.nfsa.gov.au/module/1293/ • What impacts has immigration had on Australia? (unit of work based upon The National Museum of Australia’s exhibits) http://www.nma.gov.au/__data/assets/pdf_file/0007/19348/Immigration_impacts_Australia_all_colour.pdf • Journeys to Australia (background information) http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/ • Museum Victoria: Immigration Museum (background information and activities) http://museumvictoria.com.au/immigrationmuseum/ • One Country, Many Cultures (online resource, lessons and activities) http://differencedifferently.edu.au/one_country_many_cultures/ • RightsEd: Australia as a Nation – race, rights and immigration (unit of work) https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_RightsEd_Race_HistoryYr6.pdf • UNHCR: Lego Posters (posters and activities) http://www.unhcr.org/cgi-bin/texis/vtx/search?page=search&comid=4a5489166&cid=49aea93aa0&scid=49aea93a4f&title=lego%20poster • BTN: New migrants (video and activities) http://www.abc.net.au/btn/story/s3343578.htm <p>Conducting oral history interviews</p> <ul style="list-style-type: none"> • By word of mouth: conducting oral histories (teacher and student resource book) http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/wor-mouth.pdf • Museum Victoria (creating a digital history step-by-step guide) http://museumvictoria.com.au/education/learning-lab/history-skills/creating-a-digital-history/
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Instructions for teacher

Questions to use with students to develop their conceptual understanding:

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 changes to take place.

Perspectives

If we all saw the same event would we describe it in exactly the same way? Why/why not?

Would boys and girls; adults and children see an issue/event the same way? Why /why not?

Would a person's religious views/culture influence how they see events and issues?

Would a person living in a country other than Australia, have the same beliefs/attitude as a person living in Australia?

What are some words that help us understand a person's point of view?

Empathy

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

Why might a child/adult, living in a country other than Australia, view of the world be different from a child/adult living in Australia?

Ensure that the students have identified a migrant to interview prior to starting the research task.

Go over the research sheet with the students and emphasise that the notes need to be focused and informative as they will use this information to inform the questions that they develop.

Tell the students that they can record their notes in a different way if they wish, or use additional paper.

You will be interviewing a migrant to understand why some people have decided to come to Australia. The first part of this task is to think of some questions that will support you in answering the following focus questions:

- What was life like in their home country?
- What were the push–pull factors that contributed to their deciding to migrate?
- What has been their experience of life in Australia?

You will need to undertake background research on your migrant’s country of origin and the migration policies of Australia at the time of their migration, in order to allow you to ask targeted and specific questions. You should then be able to write at least 10–15 questions that incorporate this information and will support you in answering the inquiry questions.

Migration to Australia – Background research

Country of origin	Country of origin	Country of origin
Name:	Type of government:	Internal disputes (current and historical):
Land area:	Main industries:	
Population:	Economic position:	
Main or capital city:	Major religions:	International disputes (current and historical):
Flag:	Literacy rate:	
Australia’s migration policy at the time of migration		Australia at the time of migration
Government in power:	Name of migrant:	Political situation:
Name of the policy:	Date of migration:	Economic situation:
Aims of the policy:		Social situation:
Other information:		
The world at the time of migration	Any additional information	Sources used
Key events:	Use this space to record any other relevant information	
Key issues:		
Key figures:		

Name:

Sample marking key	
Description	Marks
Research sheet – Locating information (Questioning and researching)	
Locates and collects relevant and detailed information from primary and secondary sources.	4
Locates and collects relevant information from primary and secondary sources.	3
Locates and collects information from several sources.	2
Uses provided sources to collect limited information.	1
Subtotal	4
Description	Marks
Research sheet – Recording information (Questioning and researching)	
Independently records and organises information and/or data, using key words, summarising and paraphrasing.	4
Records and organises information and/or data, using some appropriate notetaking strategies.	3
Records and organises information and/or data, using limited notetaking strategies	2
Records information; uses simple methods; some information is copied directly from the source/s.	1
Subtotal	4
Description	Marks
Questions (Questioning and researching)	
Develops a range of open questions which incorporate relevant background research. Questions have the potential to answer all aspects of the inquiry in considerable depth.	4
Develops a range of mostly open questions which incorporate background research. Questions will broadly answer all/most aspects of the inquiry questions.	2–3
Develops questions which incorporate very little background research. Questions will answer the inquiry questions in a limited way.	1
Subtotal	4
Total	12