



Sample assessment task

Year level	6
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Federation, the Constitution and how it happened

Task details

Description of task	Students individually research one key figure who contributed to Australia's Constitution and Federation. Students work collaboratively to develop and share an understanding of how key figures, ideas and events led to Australia's Constitution and Federation. Students demonstrate their knowledge and understanding of this content in an oral presentation.
Type of assessment	Formative and Summative
Purpose of assessment	The research component will allow monitoring of knowledge and understanding of the History content, and the skills of questioning and research and analysis. The oral presentation/role play will provide opportunity for students to demonstrate their understanding and knowledge of History content, the significance of individuals, events and ideas culminating in the Constitution and Federation (cause and effect).
Assessment strategy	Information grid, oral presentation/role play
Evidence to be collected	Research information (grid) Cause and effect oral presentation
Suggested time	Five lessons

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p>Humanities and Social Sciences skills 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) Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) A> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) C&R> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p>
Key concepts	Source, Cause and effect, Significance

Task preparation	
Prior learning	<p>Students are familiar with the concept of Jigsaw Groups as part of a cooperative learning strategy (web link provided in resources).</p> <p>An understanding of the British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament) is necessary before students are able to complete the final activity.</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 tasks.</p>
Assessment task	
Assessment conditions	<p>Lessons 1-4 completed in a collaborative setting where explicit teaching strategies are used as necessary. Students may share, discuss and compare the information they have researched and collected.</p> <p>Short answer questions to be completed independently.</p>
Resources	<p>Getting it Together: from colonies to Federation</p> <ul style="list-style-type: none"> • https://getting-it-together.moadoph.gov.au/ (This is an excellent resource for all aspects of the research. The teacher is encouraged to explore it and then guide the students through it as they explore Barton and use it as a starting point for their personality) <p>Constitutional Centre of Western Australia, Exhibitions Online: A Nation at Last; The Drafters of the Constitution</p> <ul style="list-style-type: none"> • https://www.constitutionalcentre.wa.gov.au/ExhibitionsOnline/Pages/Default.aspx <p>National Archives of Australia: Constitution for a Nation</p> <ul style="list-style-type: none"> • http://www.naa.gov.au/collection/explore/federation/constitution-website/index.html <p>Sir Henry Parkes School of Arts</p> <ul style="list-style-type: none"> • http://www.henryparkestenterfield.com/sir-henry-parkes/henry-parkes-tenterfield-oration-1889 <p>Australia's Federation started in Corowa, NSW in 1893</p> <ul style="list-style-type: none"> • http://www.murrayriver.com.au/about-the-murray/corowa-federation/ <p>Australia On Net</p> <ul style="list-style-type: none"> • http://www.australiaonnet.com/about-australia/famous-australians/edmund-barton.html <p>The Companion to Tasmanian History: Federal Movement; Edward Braddon</p> <ul style="list-style-type: none"> • http://www.utas.edu.au/library/companion_to_tasmanian_history/F/Federal%20movement.htm <p>Prime Ministers of Australia</p> <ul style="list-style-type: none"> • http://www.nma.gov.au/primeministers/george_reid <p>Australian Dictionary of Biography</p> <ul style="list-style-type: none"> • http://adb.anu.edu.au/biography/quick-sir-john-8140 <p>Western Australia and Federation</p> <ul style="list-style-type: none"> • https://slwa.wa.gov.au/federation/fed/index.htm

Australian Government

- <http://www.australia.gov.au/about-government/how-government-works/federation>

Horrible Histories

- <http://www.bing.com/videos/search?q=Horrible+Histories+Magna+Carta&&view=detail&mid=CD9240207841E1F72A46CD9240207841E1F72A46&FORM=VRDGAR>

Magna Carta – Behind the News

- <http://www.bing.com/videos/search?q=Magna+Carta+for+Students&&view=detail&mid=69418C05D798CCCD65B569418C05D798CCCD65B5&FORM=VRDGAR>

KWL resource chart

- <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Jigsaw in 10 easy steps

- <https://www.jigsaw.org/>

Main Idea Map

- <http://www.teach-nology.com/worksheets/graphic/mainideamap.html>

Instructions for teacher

Questions to use with students to develop their conceptual understanding:

Source

What are sources?

What events in the 1890s would have led to the publication of primary evidence on the movement for federation?

Where could you find sources related to the ideas and actions of the key individuals leading to the Constitution and Federation?

Cause and effect

What types of events and/issues/ideas led to a debate about federating the colonies?

What information/evidence would we need to connect an individual, idea and/or event with the Constitution and/or Federation?

Significance

What made Barton, Braddon, Parkes, Deakin, Forrest, Quick, Reid, important in the story of federation?

Was their importance/influence within a colony or across several colonies?

What particular activities/events and/or ideas is each of these men identified with, in the federation story?

Lesson 1 (formative assessment)

Guided research

- Brainstorm Federation: who, what, when and why.
- Show introductory film: https://www.youtube.com/watch?v=ecB-Lpm_AZ0
Australia's Federation – Behind the News
- Provide students with the *Federation timeline* and discuss the key events
<https://www.peo.gov.au/learning/closer-look/federation-cl/federation-timeline.html>
- Teacher to provide research information and web links including some primary sources on Edmund Barton.
- Devise with students a set of focus questions to research. Ensure that the individual, particular ideas and events leading to Federation are central to the questions. (Cause and effect, Significance)
These focus questions will provide the model for individual/group research on another key figure leading to Federation.
Such questions include:
 - What caused the key figure to want to make change?
 - What are some of the important events this key figure was involved in?
 - What key ideas is the person known for?
 - How did these events/ideas contribute to change?
 - What effect did this change/these changes have on the development of the Constitution? Federation?
- Using a graphic organiser/grid, give students time to note down the questions. Divide the questions between the students and allow time to use the research notes/links to make notes on Barton
- Discuss and share the information for each of the focus questions and all students complete the grid on Barton. Ask if there are any gaps in terms of Barton's role in the Constitution and Federation? What additional focus questions would need to be added to the original list? Students note these down.
- Activity may require 2 sessions.

Lesson 2

Jigsaw Groups

- Divide students into several Jigsaw groups and allocate to each group one of the following figures to research and collect information on: Henry Parkes, Alfred Deakin, John Forrest, Edward Braddon, George Reid, John Quick. They will share their research within the group so the grid can be completed. (See resource for Jigsaw Groups concept).
- Research model/ focus questions from lesson 1 are to be used
- Within each group appoint a leader and allocate focus questions within the group

- Students will then research and take notes
- Teacher to provide some research materials and access to the internet if possible.

Lesson 3 and 4

Sharing information

- Allow students time to consult with their team members to share their knowledge and understanding of key figure they have researched.
- Allow students time to add information to their grid.

Class discussion

- Focus on the concepts of cause and effect and significance. The role of people, ideas and events leading to the Constitution and Federation.

Questions to use to help guide the discussion:

- Why was the Tenterfield Address so important?
- The First National Convention: why is it remembered? what was done there? who attended?
- The Corowa Conference and the Bathurst Conference: what was different about these two conferences? who attended, including the different groups/ new groups? Which groups in society now became more of a focus in support of Federation?
- By 1897 which ideas and issues are becoming a focus for how the new nation was to be organised? What are the problems? Which people are at the centre of this debate?
- The Second National Convention: key people and what they argued? the outcome of this Convention?
- The referendums? What happens as a result? NSW and Western Australia?

Time to prepare digital presentation/oral assessment.

The presentation must address the following in terms of the individual researched:

1. The position the key individual held in the colony/ies in the 1890s, including in the federation movement.
2. Two events and/or ideas that this person was involved in.
3. Why the personality is considered important to the development of the Constitution and/or Federation.

(Emphasise that this is a very important part of the presentation as it is an evaluation of the significance of the individual).

4. Some comparison can be made with Barton.
5. Some actual quotes (primary evidence) made by the individual about the Constitution and/or Federation or about the individual and his contribution to the Constitution and/or Federation.

Lesson 5 (summative assessment)

In their group student present an oral presentation which could take the form of a digital presentation such as Prezi or a Powerpoint.

Instructions for students

Federation, the Constitution and how it happened

As a class you will be examining the role of Edmund Barton, who became Australia's first Prime Minister, his role in writing the Constitution and bringing about Federation. In groups you will be researching another key individual (Parkes, Forrest, Quick, Reid) and sharing your knowledge within the group and between groups.

Each group will then present to the class why the personality they studied was a key to the Constitution and/or Federation within a colony or in several colonies?

You will be looking at the influence of the individual leading to Federation, events and ideas that were central to Federation including the Commonwealth Constitution.

Lesson 1

1. As a class your teacher will help you formulate a series of focus questions to examine Edmund Barton's role in the Constitution and Federation, including events, issues and ideas. The questions should be noted down on the grid that is supplied to you
2. Your teacher will give you the materials/links to websites to answer allocated questions. You will share your information to complete all the questions.
3. When you have done this you will need to review the information and decide if there is any additional information needed. What focus questions would you need to ask to get this information?
Add these to the list.

Lessons 2, 3 and 4

1. You will be divided into Jigsaw groups and allocated a significant figure in the story of Federation: Henry Parkes, Alfred Deakin, John Forrest, Edward Braddon, George Reid, John Quick. Using the focus questions that were devised for Barton, the leader of the group will divide these questions within the group and research the answers to these.
2. The leader will co-ordinate the information and check that your group has sufficient evidence.
3. Ensure that your notes are detailed enough for each question in terms of: the person's position in the colony/ies, their ideas, actions and involvement in events leading to the development of the Constitution and Federation.
4. You will have a general class discussion so that everyone can learn about the other personalities and their role in the story of Federation as well as the key factors that led to Federation.
5. Preparation of an oral presentation in the chosen format by the group with all members of the group involved

The presentation must address the following in terms of the individual researched:

- The position the key individual held in the colony/ies in the 1890s, including in the federation movement.
- Two events and/or ideas that this person was involved in.
- Why the personality is considered important to the development of the Constitution and/or Federation. (This is a very important part of the presentation as it is an evaluation of the significance of the individual).
- Some comparison can be made with Barton.
- Some actual quotes (primary evidence) made by the individual about the Constitution and/or Federation or comments made at the time about the individual.

Lesson 5

Oral presentation by the group

Focus questions	Personality/ Edmund Barton
References used	

Sample marking key

Description	Marks
Research grid – Formative assessment (Questioning and researching, Analysing)	
Independently records and organises information and/or data. Record information in a coherent manner. Uses ethical protocols when gathering information. All recorded information and/or data is relevant especially for the allocated focus questions.	5-6
Independently records and organises information and/or data. Records information in a mostly coherent manner. Uses ethical protocols when gathering information. Most recorded information and/or data is relevant especially for the allocated focus questions.	3-4
Teacher assistance required to record and organise information and/or data Recorded information and/or data tends to be general.	1-2
Subtotal	6
Description	Marks
Summative assessment (Knowledge and understanding, Communicating and reflecting)	
The position(s) held by the individual is/are outlined All information is relevant The link with the federation movement is evident Uses relevant subject-specific terminology	3
Most positions held by the individual are outlined The link with the federation movement is evident	2
Makes general statements concerning the individual and positions held in the colony/ies in the 1890s	1
Subtotal	3
Description	Marks
Summative assessment (for each event) (Analysing)	
All information concerning the event/idea is detailed and relevant. The involvement between the individual and the event/idea is evident. Uses relevant subject-specific terminology.	4
Information concerning the event/idea is mostly relevant. The involvement between the individual and the event/idea is evident. Uses relevant subject-specific terminology.	3
Makes statements concerning the event/idea. States a connection between the individual and the event/idea.	2
Makes a general statement about the individual and the event/idea.	1
Subtotal	8

Description	Marks
Summative assessment (for each event/idea) (Analysing, Evaluation)	
<p>Why the personality is considered important to the development of the Constitution and/or Federation is evident.</p> <p>Discusses in detail the connection between the individual, the event/idea and the Constitution and/or Federation.</p> <p>May make some comparison with Barton.</p> <p>Bases the connection between the event/idea and the Constitution and/or Federation, on valid and relevant information.</p>	5
<p>Makes an attempt to explain why the personality is considered important to the development of the Constitution and/or Federation.</p> <p>Discusses the connection between the individual, the event/idea and the Constitution and/or Federation.</p> <p>Bases the connection between the event/idea and the Constitution and/or Federation, on relevant information.</p>	4
<p>Makes some reference to the role of the individual and outlines the connection between the individual, the event/idea and the Constitution and/or Federation and/or bases the connection between the event/idea and the Constitution and/or Federation on some relevant information.</p>	2-3
<p>Makes a general statement concerning how the individual/event/idea contributed to the Constitution and/or Federation.</p>	1
Subtotal	9
Description	Marks
Communication and reflection	
<p>Presents findings and conclusions in the required format.</p> <p>The significance of the individual is addressed using researched facts and some primary evidence.</p> <p>Uses subject-specific terminology and concepts.</p> <p>The presentation is interesting and engages the audience.</p>	3
<p>Presents findings and conclusions in the required format</p> <p>The significance of the individual is addressed using researched facts</p>	2
<p>Presents findings and conclusions in the required format</p> <p>The significance of the individual is addressed in a general manner</p>	1
Subtotal	3
Total	29