



Sample assessment task

Year level	5
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Why did Britain establish colonies in Australia after 1800?

Task details

Description of task	Students, in groups, examine the reasons why Britain established colonies at: Risdon Cove (Van Diemen's Land, VDL), South Australia, and the Swan River (WA) and present a role play based on the information
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of the economic, political and social reasons for establishing British colonies in Australia after 1800
Assessment strategy	Oral presentation
Evidence to be collected	Notes made by each student when researching the source(s)
Suggested time	Three 60-minute lessons

Content description

Content from the Western Australian Curriculum	Knowledge and understanding The economic, political and social reasons for establishing British colonies in Australia after 1800 Humanities and Social Sciences skills Q&R> 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) A> Translate collected information and/or data into a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) E> Use decision-making processes C&R> Present findings, conclusions and/or arguments, appropriate to audience and purpose using subject specific terminology
Key concepts	Source, Evidence, Cause and effect

Task preparation	
Prior learning	Review the various reasons why Britain established the NSW colony at Botany Bay (NSW) (Year 4)
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 task.
Assessment task	
Assessment conditions	Group oral presentation to the class
Resources	Optional resources (activities and links to support teaching and learning): http://brisbanehistory.com/convict_era.html Reasons for the British Empire's colonisation of Australia

Instructions for teacher

Questions to use with students to develop their conceptual understanding.

Source

- What is the advantage of using information written by people involved in an event or decision?
- What are the problems in using information written by people involved in an event or decision?
- Where would we look to find first-hand information related to why British colonies were established in Van Diemen's Land, South Australia, Swan River (WA)?

Evidence

- What makes information useful to an historian?
- 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?

Cause and effect

- If there are social problems in a society, will different groups react differently? How?
- If unemployment and the price of food increases, which groups/classes are most affected?
- If the gaols are overcrowded, what action would a government take in the nineteenth century?
- When transport, including ships, became more efficient, what economic opportunities were opened up to people living in Britain?
- If France was moving to claim lands in the Indian/Pacific region, how do you suppose Britain would respond?

Students are to work in groups, to research and present their information as an oral presentation.

Allocate a particular colony to each group.

The teacher will help each group as required, especially in terms of understanding the sources.

For the allocated colony students are to:

- examine the suggested sources
- note down the economic, political and/or social reasons why the colony was established.

Brainstorm with students what is meant by political reasons, economic reasons, social reasons for establishing a colony.

Students will focus on particular individuals, events and/or situations that existed at the time and make a summary of the reasons for the establishment of a particular colony.

Encourage students to quote from particular sources in the presentation.

A presentation to the class by each group leading to an overall conclusion regarding the reasons for the establishment of the colony.

Brainstorm the reasons for the establishment of NSW (Year 4).

With the class use the following link to discuss why colonies were established:

http://brisbanehistory.com/convict_era.html

Reasons for the British Empire's colonisation of Australia.

Instructions to students

Why certain British colonies were established in Australia in the nineteenth century.

Working in groups, you are going to discover the various reasons why a particular colony was established in Australia by Britain in the nineteenth century. The colonies that we will examine are:

- Van Diemen's Land (Risdon Cove)
- South Australia
- Swan River (WA).

Using the suggested links (or any other source), each group is to find out the various reasons/motivations from the point of view/perspective of a particular person or group.

If necessary, ask the teacher for help in understanding each source.

Are the reasons connected to events/individuals/issues in Britain and/or NSW?

(Which category is each reason: political, economic, social?)

Were the activities of France in the Indian-Pacific region a factor in the establishment of the colony?

Was the government, in Britain, central to the decision to establish the colony or were other factors/individuals more important?

Was the British Government fully supportive of the move to establish the colony?

Come to a conclusion about:

- the most important reason(s) for establishing the colony
- how important the individual/group was in this decision to establish the colony.

Your teacher will allocate which colony each group will investigate.

Each group will make a presentation to the class to include:

- the various reasons for colonisation
- whether the reasons were economic, political and/or social
- the perspective of the individual/group central to the colony being established
- primary evidence to emphasise the perspective and/or reasons of a particular individual/group
- whether any one reason is more important than any other reason (conclusion).

Van Diemen's Land

(this is to be presented from the perspective of Governor King and the British Government. Make reference to Flinders and his mapping of the region; Lt Gordon Bowen; Lt Col David Collins).

http://www.mylplace.edu.au/decades_timeline/1800/decade_landing_20.html?tabRank=2&subTabRank=3
(New Settlements in Van Diemen's Land)

<http://www.parliament.tas.gov.au/php/Bowen.htm>
Parliamentary History Project, Bowen refuses to Bow Out

<http://www.parliament.tas.gov.au/php/BecomingTasmania/ConvictPortArthur08.pdf>
(Becoming Tasmania, Convicts/Port Arthur)

<http://www.tasmaniantimbers.com/settlement.html#bowen>
(Settlement)

Swan River Settlement

(this is to be presented from the perspective of Captain Stirling)

<http://www.wanowandthen.com/James-Stirling.html>
WANow and Then – Captain Stirling

<http://www.wanowandthen.com/settlement.html>
WANow and Then – Settlement

<https://www.foundingdocs.gov.au/area-aid-9.html>
Documenting a Democracy, Western Australia documents

<http://gutenberg.net.au/ebooks14/1402751h.html>
Project Gutenberg Australia

1. Proposals by Captain Stirling for a Settlement at Swan River
2. Under-Secretary Stanley to Captain Stirling
3. Right Hon. W. Huskisson to Governor Darling
4. Captain Stirling to Under Secretary Hay

<http://gutenberg.net.au/ebooks13/1305601h.html>
Project Gutenberg Australia
Charles Fraser Visit to the Swan River Colony 1827

South Australia

(from the perspective of South Australia Company and George Fife Angas)

<https://www.foundingdocs.gov.au/area-aid-6.html>
Documenting a Democracy, South Australia documents

<http://www.southaustralianhistory.com.au/angas.htm>
Flinders Ranges Research: George Fife Angas

<https://www.southaustralianhistory.com.au/klemzig.htm>
Flinders Ranges Research: Klemzig

<https://www.christianity.com/church/church-history/timeline/1801-1900/george-fife-angas-and-the-settling-of-australia-11630594.html>
George Fife Angas and the settling of Australia

Sample marking key

Group oral presentation to the class	
Description	Marks
Analysing (notes/oral presentation)	
Interprets information and/or data to identify cause and effect, making relevant and detailed connections. Makes detailed reference to primary evidence. Ensures the perspective/role of the individual/group is apparent.	5–6
Interprets information and/or data to identify cause and effect, making relevant connections. Makes reference to primary evidence. Refers to the perspective/role of the individual/group.	3–4
Interprets information and/or data to identify cause and/or effect and make connections and/or makes limited/no reference to primary evidence. and/or attempts to include the role of the individual/group.	1–2
Subtotal	6
Description	Marks
Evaluating (oral presentation)	
Addresses the relevant political, economic and/or social reasons for colonising. Draws and justifies a detailed conclusion based on the evidence on why the colony was established.	4
Addresses political, economic and/or social reasons for colonising. Draws and justifies a conclusion based on the evidence on why the colony was established.	3
Draws a conclusion based on evidence from information and/or data.	2
States a simple conclusion based on personal opinions.	1
Subtotal	4
Description	Marks
Communicating and reflecting (oral presentation)	
Shows evidence of cooperation within the group in the presentation. Shows an understanding of the reason(s). Bases the reasons for colonisation on detailed and relevant information. Shows the use of source material. Uses relevant subject-specific terminology.	5
Shows some evidence of cooperation within the group in the presentation. Shows an understanding of the reason(s). Bases the reasons for colonisation on relevant information. Shows some use of source material. Uses subject-specific terminology.	3–4
Presents findings using scaffolded forms and everyday language.	1–2
Subtotal	5
Total	15