

History - Satisfactory - Year 10

Portfolio summary

This portfolio of student work shows that the student can refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9). The student analyses the causes and effects of events and developments and explains their relative importance (WS1, WS3, WS8, WS9). The student explains the context for people's actions in the past (WS1, WS3, WS4, WS5, WS6, WS9). The student explains the significance of events and developments from a range of perspectives (WS1, WS4, WS6, WS8). The student explains different interpretations of the past and recognises the evidence used to support these interpretations (WS1, WS4, WS7).

The student sequences events and developments within a chronological framework, and identifies relationships between events across different places and periods of time (WS1, WS2, WS3, WS5, WS7, WS8, WS9). When researching, the student develops, evaluates and modifies questions to frame a historical inquiry (WS2, WS3, WS7). The student processes, analyses and synthesises information from a range of primary and secondary sources and uses it as evidence to answer inquiry questions (WS1, WS2, WS3, WS7). The student analyses sources to identify motivations, values and attitudes (WS4, WS6). When evaluating these sources, the student analyses and draws conclusions about their usefulness, taking into account their origin, purpose and context (WS4, WS6). The student develops and justifies personal interpretations about the past (WS1, WS3, WS6). The student develops texts, particularly explanations and discussions, incorporating historical argument (WS1, WS2, WS3, WS5, WS6, WS8, WS9). In developing these texts and organising and presenting the arguments, the student uses historical terms and concepts, evidence identified in sources, and references these sources (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9).

Extended response: Responsibility for the outbreak of World War II

Sample summary

Students explored key people and events from the inter-war years between World War I and World War II and considered the contribution of particular actions and attitudes in the lead-up to the outbreak of war in Europe in 1939. Students then examined a selection of secondary sources presenting differing historians' interpretations of the causes of World War II. They summarised the argument, supporting evidence, strengths and weaknesses of each secondary source. Students used their summaries as the basis of a first-draft extended response, to an unseen question, written under open-book examination conditions. This final task was completed in one 60-minute lesson.

Achievement standard

Subject

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They

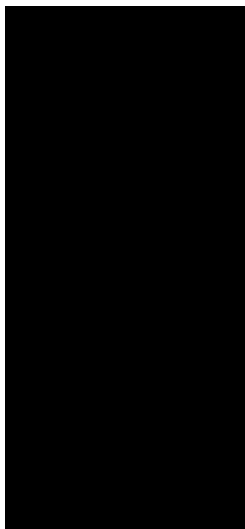
explain different interpretations of the past and recognise the evidence used to support these interpretations.

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Extended response

Annotations overview

Composes an appropriately structured text to convey historical information and argument



Extended response:
To what extent was Hitler responsible for World War II?

Hitler was ultimately responsible for World War II although his actions were a direct result of many external factors that occurred in the years prior. Factors including the poor treatment of Germany after World War I, the failure of the League of Nations, Hitler's personal mindset and the weakness of the other allied nations ultimately gave Hitler the opportunity to start war.

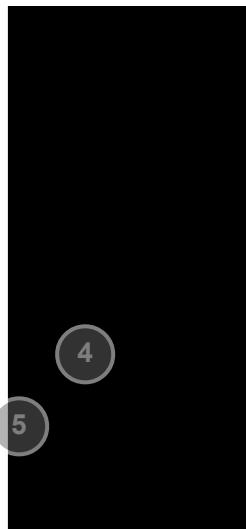
The treatment of Germany after World War I led to an angry German resentment against the Treaty of Versailles which was a set of punishment handed down to Germany after World War I. It was signed on the 28th of June 1919 and had very strict rules like paying the reparations for World War I, taking the blame, leaving the military to only 100,000 men and staying away from Austria and the Rhineland. This unfair treatment of Germany after World War I ultimately led to Hitler becoming the German leader and enforcing his "policy" of German superiority and entitlement. Therefore this negative treatment of Germany resulted in the rise of power of Hitler that subsequently resulted in the outbreak of World War II.

The failure of the League of Nations ultimately created a weaker Europe that Hitler could capitalise on and continue his aggression. This really helped Hitler with his aggressive plans and goals because the League of Nations was weak and did not have any power. This is shown when Italy invaded China and when Japan invaded Manchuria. The League tried to stop but the Japanese did nothing and eventually left the League of Nations. Hitler used this weakness of the Rhineland. Richard Tully said, "The League of Nations was weak from the start. The failure of the League ultimately allowed Hitler to continue his aggression in foreign policy and further pursue his goals in and around Germany. Therefore this allowed Hitler to continue his aggression which ultimately started World War II."

The weakness of the allies leading up to World War II let Hitler continue his aggressive campaign in and around Germany. By the allies being weak it allowed Hitler to keep testing the allies and see if he got a reaction. He gained lots of important land like the Rhineland, Austria and Czechoslovakia. This also gave him lots of confidence when invading Poland. Michael Foster said "The primary weakness was lethargy. None of the eventual allied nations wished to confront the possibility of war with Germany. This would eventually lead to Germany invading Poland which was very easy for him. Furthermore the weakness of the allied nations let Hitler achieve his aggressive goals which eventually started World War II."

Ultimately there were other large factors that helped start World War II but Hitler's personal mindset was a substantial factor as well. Hitler was a very nationalistic person and liked to be aggressive. He stated in his book Mein Kampf that he wanted "Germans to seek living space". This shows his very nationalistic mindset which was key in regards to the outbreak of World War II. He also mentioned in Mein Kampf that he thought all Jewish people were parasites. This was more of a personal mindset which Hitler would later enforce during the war. This mindset of Hitler ultimately created this aggressive nature which would eventually bring war to be a very large possibility. Therefore, by Hitler having this aggressive mindset towards other nations it would ultimately result in the outbreak of World War II.

Overall Hitler was ultimately the cause of World War II, but there were other external factors that would let Hitler capitalise and start World War II.



Annotations

- 1 **Annotation 1**
Makes connections between historical actions, events and developments across time
- 2 **Annotation 2**
Makes connections between cause and effect
- 3 **Annotation 3**
Uses direct quotation and acknowledges information sources
- 4 **Annotation 4**
Uses differing information sources to support an interpretation of the past
- 5 **Annotation 5**
Structures text using argument supported by evidence
- 6 **Annotation 6**
Draws a conclusion about the past

Historical inquiry: Kokoda

Sample summary

Students explored the experience of Australians during World War II. They developed a series of inquiry questions in relation to the events and significance of the Kokoda campaign. Students presented their findings as a report, using the inquiry questions as the organising frame. The task, including time to proof-read and edit the final report, was completed in class and in the school library over five 50-minute lessons as well as for homework.

Achievement standard

Subject

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Report

Annotations overview

Explores a historical connection between Australia and the Asian region

2

3

Historical Inquiry: The Kokoda Track

Why did the battle on the Kokoda Track take place?
 The Kokoda campaign occurred for many reasons. First of all Japan had landed on the South of Papua New Guinea in 1942 and were making an attempt to capture Port Moresby as a way into Australia. The Australian Government believed that Australia and its people for one of the first times, were in immediate danger of a possible Japanese invasion. This was because at the time Japan was a world superpower and marking their place in History by invading China in 1937, followed by the bombing of Pearl Harbour on the 7th December 1941 (which killed around 2,400 Americans) and the landing on Papua New Guinea in 1942. The Australians and the Americans were trying to stop Japan from advancing any further. Also the Australians were trying to stop the Japanese from advancing to Port Moresby and any further because it would have placed Australia in danger of invasion.

What happened in the Kokoda campaign?
 The Japanese landed in Papua New Guinea. In July of 1942 they were ordered to advance across the Owen Stanley Range through the Kokoda Track, to take Port Moresby. The track was very steep and covered with jungle. The Japanese captured Kokoda village in a week and they had the airstrip there in their hands. The Australian forces weren't really ready for this attack but they were ordered to take back the airstrip and save Port Moresby. The Australian 39th battalion was made up of young men mainly aged 18-19 who were inexperienced. They were given names such as the "Mimosa Force".

The 39th Battalion was sent to walk the track and attempt to win back the Kokoda airstrip and the village. The 30th and the 49th brigade but also the 53rd Battalion joined them. The local Papuan natives were also recruited to help as porters who carried wounded soldiers and supplies. General Stacey was appointed the General of the troops in PNG.

After lots of a hard fighting in the very difficult conditions from August 1942 the Australians started to force the Japanese back along the trail and the Japanese began to run out of supplies as well. By the end of the year the Japanese had been forced back to the north coast of Gona and Austalia and the Allies had control of the Kokoda Track. The Japanese then retreated further along the coast to Wewak until May 1943, but Port Moresby had been saved. In the Kokoda campaign, over 600 Australians were killed by battle or diseases such as malaria and dysentery and over 6000 Japanese died.



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Annotations

- 1 **Annotation 1**
Uses appropriate questions to frame a historical inquiry
- 2 **Annotation 2**
Places an event into its historical context
- 3 **Annotation 3**
Explains the causes of the Kokoda campaign
- 4 **Annotation 4**
Presents an outline of people and events associated with the Kokoda campaign

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What were the biggest effects and influences of the Kokoda campaign?

I think most of the effects were on Australia and on PNG. Firstly Australia was no longer under threat of a Japanese invasion and it showed the strong relationship between the two countries.

For the world the biggest impact was that it showed the other countries, like America and Britain, that it was possible for the Japanese to be beaten because up until then they had been winning all of the time. There were bigger battles still to come like in the Burma Campaign involving more countries and there were more losses of life. In Burma there were 9 countries (Britain, British Burma, British India, the Republic of China, United States of America, Empire of Japan, State of Burma, Azad Hind and Thailand) involved and around a massive 200,000 soldiers lost their lives. The Kokoda Campaign was a time when the direction of the war changed for both sides.

How as Kokoda viewed at the time when it occurred?
 During the war in Kokoda the Australian public did not understand what was going on in Kokoda and they were just doing their everyday activities as normal.

Through the war there were not much newspaper articles or information of what was happening in Kokoda because the government wanted to control what Australians knew about what was happening to their soldiers.

How is the Kokoda campaign viewed today?
 Kokoda is thought of today as one of the greatest, if not the most important war campaigns in Australia.

There are movies and documentaries being made today reflecting back on Kokoda and what happened. People also think that it is important to visit Kokoda and walk along the track to understand what the conditions were like at the time.

Has our view of Kokoda changed over time?
 Over time our view of the Kokoda Campaign has definitely changed because of growth in knowledge and actually realising what was at stake for Australia at Kokoda. Many people still consider Gallipoli as Australia's greatest war campaign but now people are realising what Kokoda was actually about and what happened and people's opinions are changing.

BIBLIOGRAPHY
http://en.wikipedia.org/wiki/Kokoda_Track_campaign - Helped me with all questions
http://en.wikipedia.org/wiki/Burma_Campaign - Helped me with Q3

2

3

4

Annotations

- 1 **Annotation 1**
Uses appropriate questions to frame a historical inquiry
- 2 **Annotation 2**
Explains the short-term and long-term impacts of the Kokoda campaign
- 3 **Annotation 3**
Considers how context, knowledge and time shape and change perspectives of an event
- 4 **Annotation 4**
Lists and acknowledges information sources

Report: Australian popular culture

Sample summary

Students investigated the history of popular culture in Australia from the end of World War II to the early twenty-first century. They were asked to identify and discuss changes during the period, societal reactions to developments, and any evidence of continuity. Students conducted their investigations using a selection of primary and secondary printed and audio-visual sources provided by the school librarian. They presented their findings as an extended written text. The task was completed in class and in the school library over four 50-minute lessons as well as for homework.

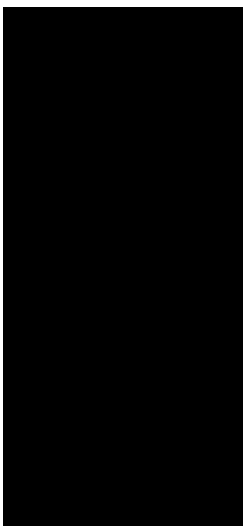
Achievement standard

Subject

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Report



History of Australia's popular culture from WW2 to now

Australian popular culture changed a lot in the 1950s to 1970s and even to this day America has influenced not just music, but also film and television in Australia. The lives of men and women changed and teenagers were the talk of everyone. Teenagers were excited by new music that they could dance to, the films where they could hear American accents, and the drive-ins where they could escape their parents.

The radio was a large piece of furniture in the living room of people's houses and a family would sit around it to get all their entertainment like the news, comedies, plays and sports events. Like it says in this source:

"Although we only got to go to the pictures once a week we had plenty of entertainment after school listening to records on our wireless set in the lounge room. It was a brown cabinet wireless standing on the floor, and it had a long, thin marker that swept around to choose your radio station."

Hugh Lunn, *Cover the Top with Jim*, 1995, pg 98



This source shows that the radio was really important in people's lives as it says after school and that they listened to the pictures once a week. Rock 'n' roll was upbeat and young people would get in a mood fancy to hear their idols sing. Young men (or boys) and young women (or girls) used to open the bodies and features of the bands and singers. The album cover was really important.

People began to go to clubs and bars more and the clubs of the time. Hotels which were closed on Sundays were allowed to open. The six o'clock closing laws were also ended. Women did not have the same access to retail bars as men, and feminists protested in 1965, so this situation changed.

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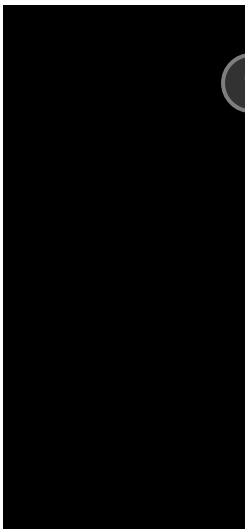
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Annotations

1 **Annotation 1**
Identifies connections and influences between cultures over time

2 **Annotation 2**
Uses a source to support a point of view

3 **Annotation 3**
Identifies changes in popular culture over time



The 1970s look became more colourful and casual. Women were wearing mini skirts and go go boots which shocked many people. 1970s was all about the hippie movement and the change in music styles was reflected in the look people went for with their beads, long hair, bellies and sandals.

Rock 'n' roll rather than 'Oz rock' was then all the rage when it came in during the 1970s and 80s. People flocked to their local hotel to listen to bands play. But people's reactions to the diverse who used to hang out in these venues spelt the end of the Oz rock pub scene. Society was changing with urban noise reactions being brought in and random breath testing.



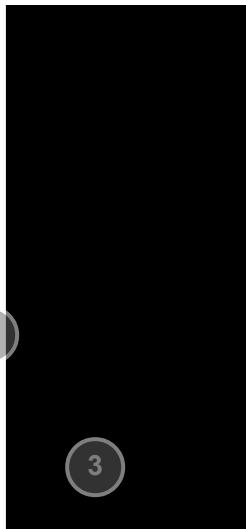
Music wasn't just about listening and dancing. More and more singers were singing songs with a political message on things such as indigenous issues and nuclear weapons. Bands like Midnight Oil were raising people's awareness of the environment.



The television set changed everything. When it first came in people in Sydney would sit outside the shops that sold them to watch the screens even though they couldn't hear anything from it. The American shows were on all the time. There were very few Australian shows.

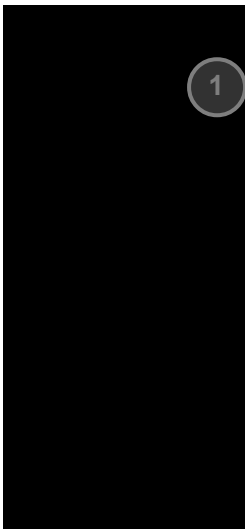
Television allowed Australians to see the rest of the world which not many had the chance to visit. They had to listen to news on World War II on their radio. Television allowed people to listen to, and see, momentous events like the moon landing in 1969 as they actually happened. Television was for young and old.

As rock 'n' roll music took off some television presenters started using American accents. It was a sign that Australia really was beginning to be in the grip of American culture.



Annotations

- 1 **Annotation 1**
Describes patterns of change over time
- 2 **Annotation 2**
Links cultural change to particular events or historical developments
- 3 **Annotation 3**
Draws a conclusion about the nature and impact of changes in popular culture



Even though there was a lot of American content on the TV, the government tried to encourage the production of more typically Australian shows such as *A Country Practice* (1981-1992). *The Castle* (1987) was one of the most popular comedies of the 1980s. It was about a family living in a modest home in the suburbs trying to save it from being sold by a big company. While it had a bit of a go at how the blue-collar family had become a really popular show and what it encouraged was a sympathetic response. It showed how firms can influence other aspects of popular culture because phrases like 'tell him he's dreamin' from the show became part of Australian slang and it contributed to Australians awareness of commercial interests.

Britain had an influence on popular culture. British shows were still common on Australian TV sets. *Doctor Who* (1963-89) and *The Bill* (1984-2010) were popular shows that went on for a long time.

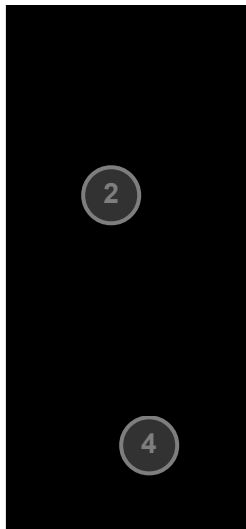
The pulling of more Australian shows on TV was not reflected in cinema theatres. Australian films were rare. Popular films in the 1950s were from Hollywood like *The Wild One* (1953) and *Rebel Without a Cause* (1955). These were very popular with young audiences because they were about young people challenging rules and values but this worried the older generation who gave adult warnings where film was banned and people were fined. In contrast, the 1970s and 80s were decades when more Australian films came onto the screen like *Mad Max* and *Croccodile Dundee*.

Australia has always been seen as a great sporting nation. Sport was mainly for men so they could develop toughness and masculinity, but from women have become more involved in sport at the competition level over the last twenty or so decades.

The typical view was of the bronzed Aussie, someone athletic and serious about participating in sports. In the 1970s, people were becoming concerned at how many Australians seemed to be glued to their television sets. This led to the 'Life, lie or lie' campaign. It encouraged people to be more physically active and led to the craze in gym memberships and exercise classes.



Since the 1950s there have been many important developments in the areas of music, film, television and sport in Australia. Australia has kept a sense of its own identity even with overseas influences and in some cases it adapted these and in other ways stayed the same.



Annotations

- 1 **Annotation 1**
Uses examples to support a point of view
- 2 **Annotation 2**
Describes changes in popular culture
- 3 **Annotation 3**
Identifies elements of continuity and change within an aspect of Australian popular culture
- 4 **Annotation 4**
Draws a conclusion about the nature and impact of changes in popular culture

Source analysis: The atomic bomb

Sample summary

Students examined two sources relating to the use of the atomic bomb in 1945: a primary source from US President Truman; and a secondary source from a recent historian. They were asked to analyse each source in relation to its content and perspective and to draw a conclusion about how it assists in understanding an action and decision from the past. The task took place at the end of a unit on World War II and was completed

in class over two 50-minute lessons as a formative assessment task.

Achievement standard

Subject

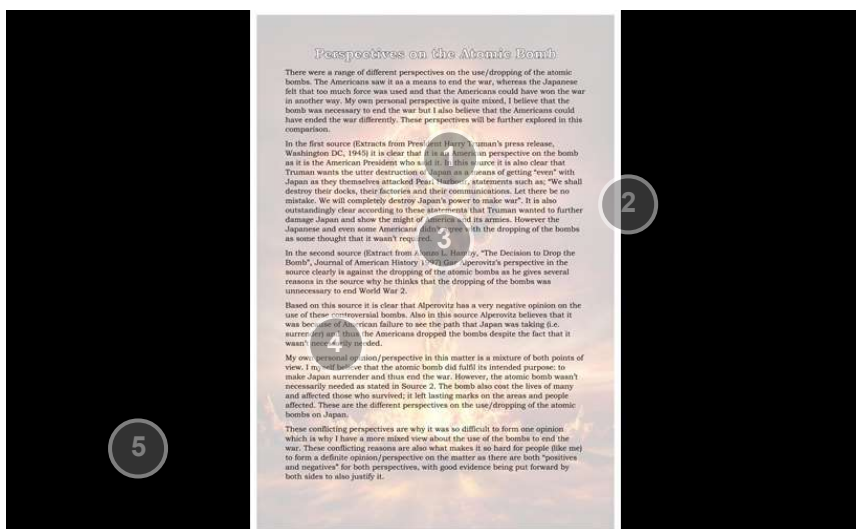
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Source analysis

Annotations overview

Analyses independently sourced information to determine motive, bias and reliability



Annotations

- 1 **Annotation 1**
Identifies the perspective of a source
- 2 **Annotation 2**
Uses direct quotation from a source to support an interpretation of its motive and content
- 3 **Annotation 3**
Places the source into its historical context
- 4 **Annotation 4**
Presents a personal interpretation based on a consideration of source material

Identifies issues associated with the development of historical understanding

Exploring rights and freedoms

Sample summary

Students were asked to investigate the role, actions and influence of an individual or group involved in the achievement of the civil rights of Aboriginal and Torres Strait Islander peoples. They were required to present their findings in the first-person and to demonstrate an understanding of attitudes and perspectives from the time. They were also given a choice of options for the format of their presentations: letter, speech, newspaper opinion piece, series of diary entries, historical narrative. The task was completed for homework over a period of three weeks.

Achievement standard

Subject

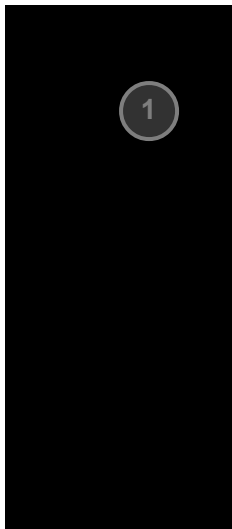
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Speech

Annotations overview

Acknowledges the contribution to the present of individual Aboriginal and Torres Strait Islander peoples from the past



SPEECH IN AUSTRALIA'S PARLIAMENT HOUSE

First, I would like to say how very honoured I am to be asked to give this speech to you all here today. The idea that a woman, an Aboriginal woman at that, could be speaking to the leaders of the nation here at Australia's Parliament House would have been unheard of 200 years ago. And an improbable scenario, even in recent times. Let me tell you my story.

I was born in 1932 in Idulkana, a remote area in north-western South Australia. My father was a white Irish man and my mother was a member of the Yankunytjatjara tribe. When I was two years old my two sisters, Wi and Ailana, were taken away from my mother. My brother Geoffrey and I were taken to a boarding school. It was widely admitted that, even by the standards of the time, these actions were contrary to common law and a breach of human rights obligations.

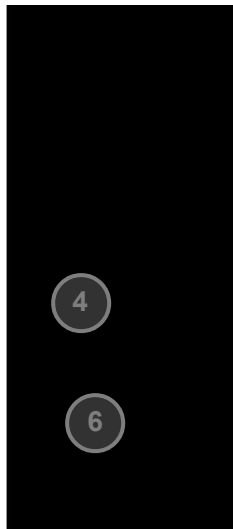
However, I prefer to use the term 'removed' instead of stolen, as I was later told that my father signed the documents leading to my being taken. It would be 31 years before I would see my mum again. I wanted to become a nurse and after I did my qualifications, I applied to the Royal Adelaide Hospital, where I was rejected. Though I never let that get the better of me I joined the Aboriginal Advancement League, and in 1954 I became the first female Aboriginal trainee nurse. Indeed, Australia is a country of many paradoxes. It is supposed to be open and welcoming, but there are pockets of bigotry and racism. As a consequence, this racism first-hand I continued to fight for the rights of Aboriginal people. After my graduation in 1967 I joined the Department of Aboriginal Affairs, where I moved to Alice Springs.

For two years I was also a member of the Aboriginal Legal Rights movement and became the regional director in the Adelaide branch of the Department of Aboriginal Affairs. I wanted to bring change for my people, and my approach has always been to do it from within the systems and structures of government. I have personally been tremendously encouraged by the strength and energy of many groups and individuals who work tirelessly for change. I was very honoured to be named Australian of the Year in 1984 for my work to improve the welfare of Australia's Aboriginal and Torres Strait Islander people. I was then given the opportunity to address the General Assembly of the United Nations.

When I was 55, I was appointed as the founding chair of the Aboriginal and Torres Strait Islander Commission, known as ATSIAC. After the historic Mabo case ATSIAC was asked to assist in 'drafting' of the Native Title Act. A year after my appointment of Bambang, Steve Gordon and I were the first Aboriginal people to attend a Cabinet meeting. While there we put ATSIAC's position clearly in relation to the government's response to the Royal Commission into Aboriginal Deaths in Custody. While in the Cabinet meeting I got to tell my story. I told them to 'listen' and a word. The silence was quite intimidating but I said what needed to be heard. The government has said not said 'SORRY' It is important that the government's proposed coalition between business, government and welfare organisations does not become a smokescreen for the scaling down of government responsibilities and interventions.

Let us seize the day - acknowledge our history, confront our problems, embrace what we have in common and our cultural differences. Progress is about good relationships, more than good luck. It is about commitment, creativity and hard work. If we are serious about our future in this nation, we need action not just words or a piece of paper. Individually, together and in good faith, the political understanding and the resources to achieve autonomous self-determination and social and economic equity.

Thank you for listening to me here today.



Annotations

- 1 **Annotation 1**
Creates a historical context for described events
- 2 **Annotation 2**
Connects the experiences of an individual to a wider historical development
- 3 **Annotation 3**
Describes the experiences and perspectives of an individual from the past
- 4 **Annotation 4**
Sequences events to demonstrate changes in rights and freedoms
- 5 **Annotation 5**
Uses the experiences and perspective of an individual to examine attitudes to rights and freedoms
- 6 **Annotation 6**
Creates an appropriately structured text containing historical details and concepts
- 7 **Annotation 7**
Reflects on knowledge of the past to propose future action

Differing perspectives

Sample summary

Students explored two statements by Australian Prime Ministers: Paul Keating's 'Redfern Speech' in 1992 and Kevin Rudd's 'Apology' in 2008. They watched recordings and analysed written transcripts of each speech and considered the speech within its historical context as part of their study of rights and freedoms in Australia. They were then required to choose one of the two speeches and represent it in four different ways: a contemporary news report, a diary entry written by an audience member, a hindsight analysis of the

significance of the speech, and a pictorial or visual representation of the speech with an explanation of the chosen image's relevance. The entire task, including time to explore and analyse each speech, was completed in class over six 50-minute lessons as well as for homework.

Achievement standard

Subject

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Four perspectives

Annotations overview

Creates multiple perspectives to present a balanced view on a past event

DIFFERENT PERSPECTIVES: THE NATIONAL APOLOGY, 13 February 2008

<p>Perspective 1: A news report about the speech</p> <p>Today, 13 February 2008, marked an important speech in the Australian Parliament by the Australian Prime Minister, Mr Kevin Rudd. Today he presented the National Apology to the Stolen Generations in the House of Representatives in Canberra. The National Apology has come seven years after all of the state and territory governments had apologised for the trauma caused by the past practices of forced removal of Aboriginal and Torres Strait Islander children from their families. It comes more than ten years after the 1997 <i>Bringing Them Home Report</i>.</p> <p>Prime Minister Rudd's speech acknowledged the harm done by the policies and practices of previous Australian Governments. He said:</p> <p><i>For the pain, suffering and hurt of these Stolen generations, their descendants and for their families left behind, we say sorry.</i></p> <p>The Prime Minister then outlined a vision for Australia going forward. He said that it would be "a future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia."</p> <p>The speech was brief and powerful. Mr Rudd said the word apology twice, and the word sorry three times. He described the future six times. The speech lasted for just over four minutes and was televised in school, community halls and public places across the country. Mr Rudd had promised that this apology would be one of the first actions of his government after he was elected at the end of last year and he has delivered on that promise. Opposition Leader, Dr Brendan Nelson, gave a speech in support of the apology too, but Mr Rudd's speech and the vote which followed it was boycotted by six Liberal MPs. An amendment proposed by the Greens in the Senate to set up a system of compensation for the Stolen Generations was defeated when the Government and the Opposition combined to vote against it.</p>	<p>Perspective 2: A diary entry by a person in the Public Gallery</p> <p>13 February 2008. Went to Canberra to listen to the Apology Speech from the Gallery of the House of Representatives. I was there as a member of the Stolen Generations. A survivor. Many mixed feelings today. Happy that it has been said. Sad that it has taken so long. Unsure what the future will hold for us and what will happen next. Hopeful for the future of all Australians now that it has happened. Tears.</p> <p>The gallery was packed for the occasion. Men and women, young and old. The House of Representatives exultates green. Suits and ties and stone faces. No one smiling. The House fell silent as right on a o'clock Prime Minister Kevin Rudd stood and moved to the table. "Mr Speaker, I move that today we honour the Indigenous people of this land, the oldest continuing cultures in human history." Hooray. Oldest continuing cultures. Uts.</p> <p>He said "we are sorry" three times. We are sorry, we are sorry, we are sorry. Once would have been enough. We have been waiting for so long. Mum and Dad weren't there to hear it. It happened to them as well as to me. My brothers and sisters too. It means a lot to me. It means a lot to us.</p> <p>Applause at the end. Sounded like thunder. Tears, handshakes and hugs. Everyone standing but some people not. Reconciliation?</p> <p>I didn't like the next speech. Sadness. Disappointment. Anger too. We turned our backs on the speaker. Apology? Yes. Reconciliation? Don't know yet.</p>
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Annotations

- 1 **Annotation 1**
Describes the context of a historical event
- 2 **Annotation 2**
Empathises with the perspectives of a person from the past
- 3 **Annotation 3**
Uses direct quotation from an acknowledged source
- 4 **Annotation 4**
Describes the sequences of events associated with a speech

- 5 **Annotation 5**
Reflects on a past event from a particular perspective

DIFFERENT PERSPECTIVES: THE NATIONAL APOLOGY, 13 February 2008

<p>Perspective 3: Why was the speech important?</p> <p>The National Apology was important because it was a key step along the path to reconciliation in Australia. It showed that the Australian Government was prepared to accept what had happened to Aboriginal and Torres Strait Islander people in the past and that it was determined to see that these types of things "never, never happen again" in a "future that embraces all Australians".</p> <p>Ten years ago the 1997 <i>Bringing Them Home</i> report had detailed the suffering and neglect and loss that had been experienced by children and parents of the stolen Generations under the policy of assimilation. Children had lost their connection to their identity, land, culture and language. Parents lost their courage to their children. The Apology was the first step in healing this damage at the national level by the Australian Government.</p> <p>The Prime Minister was very careful in his choice of word in the Apology. Saying "sorry" means that the Government was acknowledging what had happened and was sympathetic to the victims. It was not though a statement of responsibility or guilt. It was about what past governments had done and had let happen and a promise about what would now happen into the future.</p> <p>On the first anniversary of the National Apology the Australian Government then set up the Healing Foundation to support Aboriginal and Torres Strait Islander communities. It has provided individuals with assistance, it has funded community-based projects, and it has help organisations too.</p> <p>The National Apology was therefore an important starting step along the road to reconciliation.</p>	<p>Perspective 4: A picture that sums up the speech</p>  <p>A picture of the crowd watching the broadcast of the National Apology in Elder Park, Adelaide.</p> <p>https://commons.wikimedia.org/wiki/File:Stolen_generation_apology_Elder_Park.jpg</p> <p>This picture shows how people listened carefully to the words of the speech and how they thought it was an important day for Australia and lots of people are applauding the speech. It is a primary source which shows what actually happened at the time of the speech in 2008.</p>
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Annotations

- 1 **Annotation 1**
Describes the importance of a speech
- 2 **Annotation 2**
Uses direct quotation from a source to support an opinion
- 3 **Annotation 3**
Places the speech into its historical context
- 4 **Annotation 4**
Analyses the content and purpose of the speech
- 5 **Annotation 5**
Describes the content and usefulness of a researched visual source

Prisoners of war

Sample summary

Students explored the experiences of Australians on the battle and home fronts during World War II. They researched, with the support of the teacher-librarian, stories and events associated with prisoners of war. Students then freely chose an appropriate text format to present their findings. They were provided with time in class to plan, draft and receive feedback on their texts before final word processing and publication as part of a commemorative display in the school library. The task was completed in class over four 50-minute lessons as well as for homework.

Achievement standard

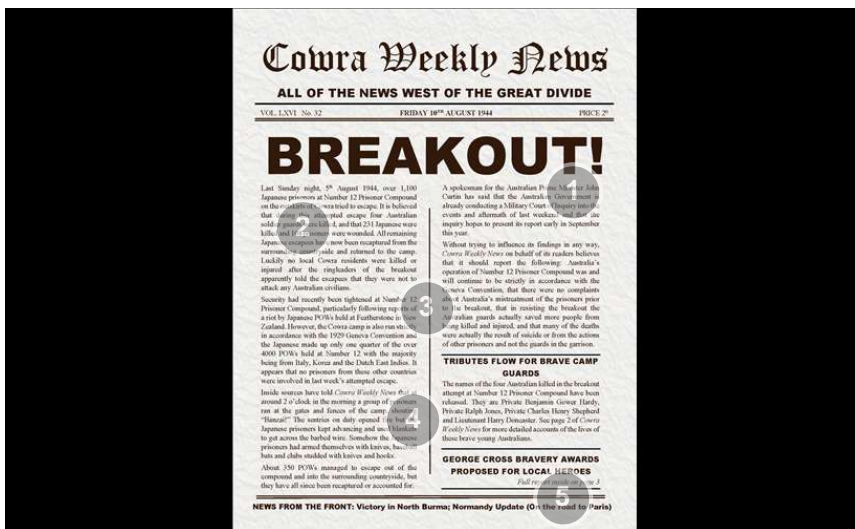
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Newspaper



Annotations

- 1

Annotation 1
Includes specific individuals and organisations associated with a particular historical event
- 2

Annotation 2
Uses data to describe the scale of a historical event
- 3

Annotation 3
Describes the treatment of prisoners of war in Australia
- 4

Annotation 4
Describes some key aspects of the escape attempt
- 5

Annotation 5
Places an event into its historical context

Photo essay: An environmental issue

Sample summary

Students investigated the environment movement from the 1960s to the present. They produced a photo essay to demonstrate how a significant event or campaign contributed to popular awareness of the environment. The photo essay was to contain nine photographic images, arranged in chronological order and accompanied by minimal explanatory text, that depicted key developments in the chosen event or campaign. The task was completed at home over a period of two weeks.

Note that while students were expected to acknowledge the source and copyright ownership of each included photograph, these images and details have been replaced with copyright-free images in the published work samples.

Achievement standard

Subject

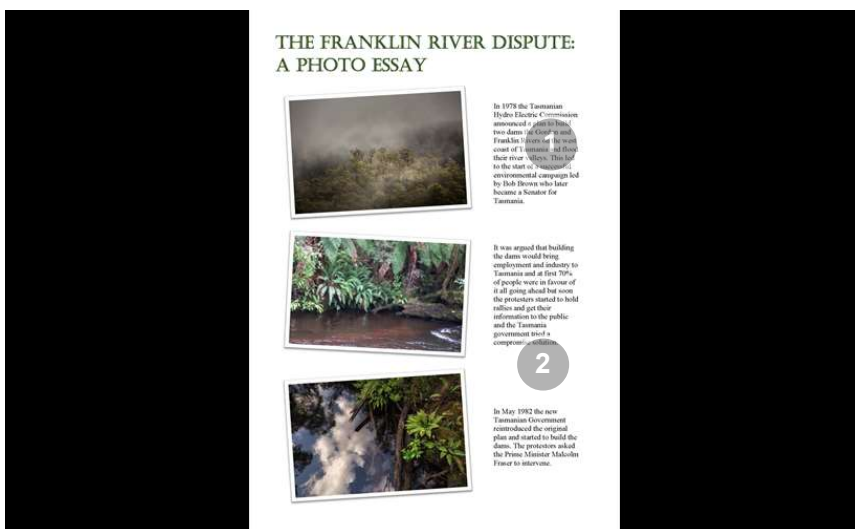
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Photo essay

Annotations overview

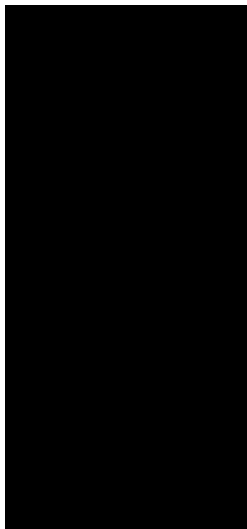
Uses visual elements and choices to compose a cohesive historical text



Annotations

- 1
Annotation 1
 Outlines key people and events associated with an environmental issue

- 2
Annotation 2
 Uses appropriate images to represent an aspect of an environmental issue



**THE FRANKLIN RIVER DISPUTE:
A PHOTO ESSAY**



In 1991 a vote in Tasmania showed 47% of voters in support of the Gordon Dam, 43% in opposition, while 10% of voters wrote "NO DAM" on their ballot papers.



In 1992 conservationists tried to stop the work on the dam by using kelp and canoes to blockade the river. Conservationists and politicians joined the protesters. Bob Brown was arrested and spent 19 days in jail.



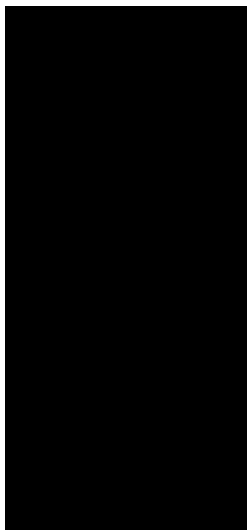
2

Over 20,000 people then held a protest rally in Hobart protesting against the dam.



Annotations

- 1 Annotation 1**
Uses data to describe an aspect of an environmental issue
- 2 Annotation 2**
Uses appropriate images to represent an aspect of an environmental issue



**THE FRANKLIN RIVER DISPUTE:
A PHOTO ESSAY**



An iconic photograph of the Franklin River by Peter Dumbroski is associated with the slogan "It's not you who are wrong, it's us who would destroy you." Large numbers of people wrote "NO DAMS" on their ballot papers and UNESCO listed the Franklin River on the World Heritage Listing.



In March 1983 the Labor Party under Bob Hawke won the federal election and introduced laws to stop the building of the Franklin River dam. The Tasmanian Government ignored these laws and kept building the dam.



In May 1983 the issue went to the High Court with the state of Tasmania arguing that the dam would destroy the environment. On 1 July 1983 the High Court ruled in favour of the federal Government in the case of Commonwealth v Tasmania and stopped the dam being built.



Annotations

- 1 Annotation 1**
Identifies a turning point in the sequence of events
- 2 Annotation 2**
Outlines the outcome of an environmental issue

Report: Australian peacekeeping

Sample summary

Students investigated Australia’s involvement in United Nations peacekeeping in the years since 1945. They were asked to identify and research a particular international action and write a report of their findings. Students conducted their investigations using a selection of primary and secondary printed and audio-visual sources provided by the school librarian. The task was completed in class and in the school library over four 50-minute lessons as well as for homework.

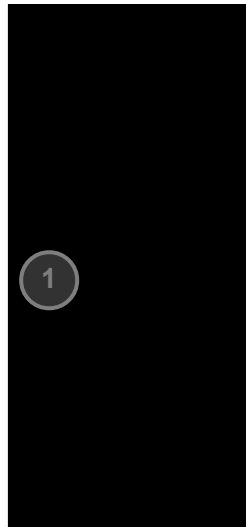
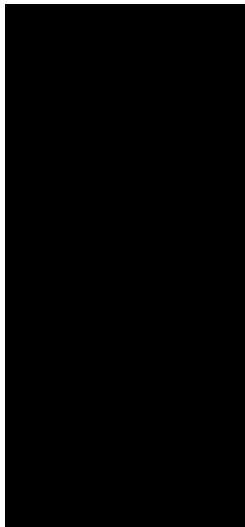
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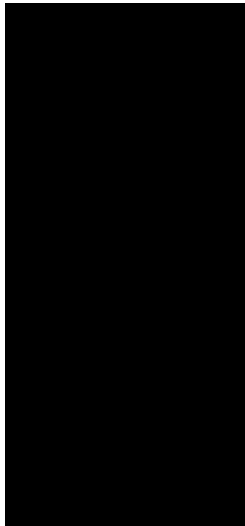
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Report



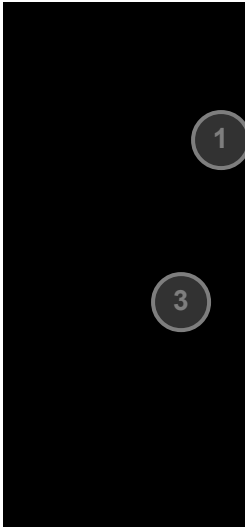
Annotations

- 1 Annotation 1**
Provides a map to show the location of a historical event



Annotations

- 1 Annotation 1**
Identifies key people, groups and events associated with a United Nations peacekeeping operation
- 2 Annotation 2**
Sequences events in a timeline



**AUSTRALIA AND UNITED NATIONS
PEACEKEEPING: EAST TIMOR**

WHAT:

In the late 1990s Australia was involved in a UN peacekeeping operation in East Timor.

Relations with Indonesia were important to Australia and Australia had not planned when Indonesia invaded East Timor in 1975. But in 1998 Australia's Prime Minister John Howard and Foreign Minister Alexander Downer thought that the time was right for Indonesia to give East Timor its independence.

They wrote to the Indonesian President Habibie suggesting how the independence should happen, but Habibie thought that the letter was insulting and announced a snap referendum to decide what should happen in East Timor instead. Violence then broke out on the island and Prime Minister Howard went to a summit meeting in Bali and called for a United Nations peacekeeping force to take control.

Habibie was insulted by this too but the United Nations Mission in East Timor was set up to supervise the referendum. It was made up of police and civilian officials rather than people from the military and the referendum voted in favour of independence.

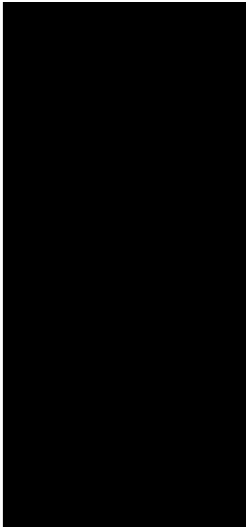
When violence broke out again Prime Minister Howard got the UN Secretary-General Kofi Annan and UN President Bill Clinton to ask Australia to lead a UN peacekeeping force in East Timor. Clinton said the "the eyes of the world are on that tiny place and on those suffering people".

The UN peacekeeping force to East Timor was made up of 2,000 police officers with the biggest military contribution coming from Australia. The force was also made up of 1000 police officers from Australia.

Over the next six years from 1999 to 2005 it worked under East Timor and helped it draw up a new constitution, elect a president and become an independent country. The UN force withdrew in 2005 and when violence broke out again in 2006 Australia again led a United Nations military force from Australia, New Zealand, Malaysia and the US known as Operation Solomons which finally returned peace to East Timor.



Dili, the capital city of East Timor



Annotations

- 1 Annotation 1**
Describes Australia's involvement in East Timor
- 2 Annotation 2**
Uses direct quotation from an acknowledged source to support a description of an event
- 3 Annotation 3**
Describes the impact of Australia's involvement in the UN peacekeeping operation in East Timor