WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students’ work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 1 HISTORY

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1  Timeline – My life past and present
Sample 2  Family events – My favourite day
Sample 3  Sequencing – What is time?
Sample 4  Inquiry – What did my family play with when they were my age?
Sample 5  Investigating the past in a museum – daily life

The student has explained how some aspects of daily life in the local area have changed over time while others have remained the same (WS5). The student has identified significant personal and family events and has described the activities associated with them (WS2). The work shows an ability to sequence events and to describe the passing of time using everyday terms (WS1, WS3). The student also poses questions about their family's past and makes reference to physical/visual sources (WS4) in developing answers to those questions. The portfolio of work also shows the student’s ability to relate stories about their own past and that of other family members orally and using pictorial forms of communication (WS1, WS2, WS4, WS5).
Work sample 1:
Timeline – My life past and present

Relevant parts of the achievement standard

By the end of Year 1 students explain how some aspects of daily life have changed over recent times while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

This work was completed in an F/1 composite class. This was a preliminary activity used to teach the students aspects of sequencing in the composite classroom.

This task comprised two parts:

1. Students were asked to place photographs of their own lives in sequence and to annotate the photographs with comments on how old they were and what they were doing.
2. Students were asked to answer questions about how they had changed and how they had remained the same over time as revealed in the photographs.
Work sample 1:
Timeline – My life past and present

Annotations

Sequences stages of life and provides annotations about changes and events in relation to the passing of time.
Work sample 1: Timeline – My life past and present

Past and Present

Why have you changed in your photos?
I have grown up

Name some things that are still the same about you.
My eye colour is still the same. My hair colour is same. Same ma name.

Name some things that have changed.
In my kind of photo has grown long.

What can you do now that you could not do when you were a baby?
I can ride my bike. I can swim. I go to school.

Annotations

Identifies specific examples of how some things have remained the same over time.

Identifies specific examples of changes between past and present.

Annotation (Overview):

This work sample demonstrates the student’s examination of photographs to suggest answers to questions and use of everyday terms to describe the passing of time.

Acknowledgment:
ACARA acknowledges the contribution of the trial teachers providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Relevant parts of the achievement standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

Students were asked to identify their favourite family event or celebration. They were asked to answer the following questions:

1. What is your favourite special day?
2. What do you do on this day?
3. Do you give or receive presents on this day?
4. What special food do you eat?
5. Who is included in the celebration?

The students descriptions were scribed by the teacher.
Work sample 2: Family events – My favourite day

My favourite special family celebration is Chinese New Year.

On Chinese New Year I do the lion dance with my sister and me and my family watch the dragon dance.

On Chinese New Year we eat special foods like dumplings, sticky dates and lollies.

Annotations
Identifies an event of significance to the family.

Provides specific details of the event, for example watching the dragon dance.
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Work sample 2:
Family events – My favourite day

Annotations

Indicates an aspect of the significance of the event to the family, that is the bringing of good luck.

On Chinese New Year's Day our family gives us red envelopes with coins in them. They bring us good luck.

On Chinese New Year, we visit our friends and our Ma and Gong.

Annotations (Overview)

This work sample demonstrates the students’ description of a family event of significance using written and pictorial means of communication.
Work sample 3: Sequencing – What is time?

Relevant parts of the achievement standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

Students examined the class calendar to identify significant events for the year. They were asked to create an illustrated calendar showing events in sequence. They were asked to describe each event in order. The teacher scribed student responses.
Work sample 3: Sequencing – What is time?

Easter was in April

My birthday was in May. I am now 7.

Annotations

Selects past events from a calendar.

Sequences events in time order.
Work sample 3:
Sequencing – What is time?

Annotations

A watch is for each day
like today.

Christmas is the next
celebration. It is in
December.

Annotations (Overview)

The work sample demonstrates the use of everyday terms to describe the passing of time, including ‘was’, ‘today’ and ‘next’.

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Work sample 4:  
Inquiry – What did my family play with when they were my age?

Relevant parts of the achievement standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. 

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

After a visit to a childhood museum, students were asked to find out about the toys older people in their family liked to play with when they were 6 or 7 years old and to compare them with similar toys the student plays with. They were given several guidelines for this task.

1. Interview a parent, grandparent or significant elder to find out what they liked to play with when they were the same age.
2. Pose questions to find out more about the toy and what they liked about it
3. Locate evidence of the toy (finding the toy itself, taking a photograph, finding a photograph or obtaining a description from the parent, grandparent or significant elder).
4. Find a similar toy they like and compare this toy to that of their parent, grandparent or significant elder.
5. Report their findings to the class by creating a poster or delivering a short oral presentation.

The teacher scribed for the student.
Work sample 4:
Inquiry – What did my family play with when they were my age?

My Grandpa’s Favourite Toys

Grandpa’s favourite toy was his teddy bear. It helped him fall asleep. His name is bear. His arms and legs move and his eyes are glass. His teddy bear is 56 years old. I also have a teddy bear. It doesn’t have a name or move. My teddy is 6 years old.

My Grandpas teddy bear

My teddy bear

Annotations

Records information about their grandpa’s favourite toy elicited from the questions they posed, including ‘what did Grandpa call him?’, ‘how old is he?’
Work sample 4: Inquiry – What did my family play with when they were my age?

My Grandpa had a car that was green and looks old. It is 50 years old. My Grandad played with his car in the dirt. My car goes fast and has batteries. I play with my car on the driveway and in the house. My car is 2 years old.

My Grandpas car

My Car

Annotations

Recognises features of the toy cars (physical sources), that is their toy car has batteries.

Annotations (Overview)

This work sample demonstrates the telling of a story about the life of a grandparent in the past, using his toys (a bear and a car) as sources of information. The student uses a descriptive text to communicate this information.
Work sample 5: Investigating the past in a museum – Daily life

Relevant parts of the achievement standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

Students attended the Claremont Museum of Childhood. During their visit they participated in a number of activities using equipment and materials from the past. They:

- attended a traditional class and wrote on slates
- made scones using a wood oven
- washed clothing by hand and hung them on a clothesline
- played traditional games such as knuckles, hopscotch and snakes and ladders.

Students were then asked to:

- draw pictures of their experience at the museum
- describe what people did in the olden days (the teacher scribed student responses)
- describe what people do in the present day (the teacher scribed student responses)
- Complete a Venn diagram highlighting similarities and differences between the past and the present (based on their drawings).

The teacher scribed the student’s responses in the Venn diagram.
Work sample 5:
Investigating the past in a museum – Daily life

In the olden days
Children played snakes and ladders.

Today
I play games on a computer

Annotations
Identifies an aspect of life in the past and present, that is entertainment.

Identifies how entertainment has changed overtime, from playing snakes and ladders to playing games on a computer.
Work sample 5: Investigating the past in a museum – Daily life

In the olden days

Children wrote on a slate at school.

Today

We write on paper and computers.

Annotations

Identifies an aspect of life in the past and present, that is schooling.

Identifies how schooling has changes over time, from writing on slates to writing on paper and using computer.
Work sample 5:
**Investigating the past in a museum – Daily life**

**In the olden days**

They used dolly pegs and wash with soap and water by hand.

**Today**

We use plastic pegs and washing machines

**Annotations**

Identifies an aspect of life in the past and present, that is cleaning.

Identifies how cleaning has changed over time, from washing by hand to machine washing.
Annotations

Recognises that people in the past made scones and that they still do today, using flour and currants.

Recognises change over time, that is the use of wood ovens in the olden days compared to electric stoves today.

In the olden days

They made scones in a wood oven with flour and currants.

Today

We make scones in electric stoves with flour and currants. We also buy our scones
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Work sample 5:
Investigating the past in a museum – Daily life

Annotations
Uses a graphic organiser text to explain how some aspects of daily life have changed while others have remained the same.