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 2 HISTORY

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

Sample 1  Poster – John Reynell
Sample 2  Site study – Bunbury site observations
Sample 3  Timeline – Then and now
Sample 4  Examining local war monuments – Anzac Day
Sample 5  Photo analysis – My significant place

The student has analysed aspects of daily life in the local community past and present to identify key changes (WS3, WS5) and aspects of daily life that have remained the same (WS5). By investigating a person, site and event, the student has provided descriptive details with some reference to their significance (WS1, WS2, WS3, WS4). The student has sequenced local events in a broad time sequence (WS3) and has used terms related to time (WS1). The student’s work shows an ability to pose questions for research of a local building (WS2) and to use sources provided to answer questions (WS1, WS2, WS5). By sequencing events and using terms related to time, the student has provided narrative elements about the past (WS3).
Work sample 1: Poster – John Reynell

Relevant parts of the achievement standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

As a class, students brainstormed questions they would like to answer about John Reynell, the founder of the area in which they live. The class agreed on the following list of questions:

• When was he born and when did he die?
• Where did he come from?
• When did he come to this area?
• What did he do when he arrived?
• Why is the area named after him?
• What other information can you find out about John Reynell?

Students were asked to research using the internet and books for this information. They were then asked to develop a poster to present their findings.
Acknowledgment
ACARA acknowledges the contribution of trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Work sample 2:  
Site study – Bunbury site observations

Relevant parts of the achievement standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

Students were asked to locate an historical site and to complete observational drawings from photographs of that site.

The site selected was the Daisy Centre in Bunbury.

Students were then asked to develop a series of questions to use in their research, which were scribed by an adult. They used computers and the internet to find information.

As an extension, some students described the significance of the Daisy Centre to Bunbury.
Work sample 2: Site study – Bunbury site observations

Annotations

Poses questions for research (scribed by an adult).

Compares the uses of the building, in the past and the present.

Name of building: Paisley College

When was it built or founded?

Built in 1786

What was it originally used for?

It was first known as Bunbury Town School

What is it used for now?

It is now a dance studio

Where is it in Bunbury?

It is on the corner of Skipchen Street and Arrows Street

Who built or founded it? Is it named after this person?

It was named after the first headmaster of the school, Mr. Paisley

Other information

In 1967, it was taken over by

the Bunbury Technical College

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Work sample 3: Timeline – Then and now

Relevant parts of the achievement standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

Students went on an excursion to observe the local community and environment. At the conversation reserve, a local Aboriginal Elder was engaged in talks with the students about traditional use of the local area and the relationship of the people to the land.

After the excursion, students observed historical images showing change in the local area over time.

Students were required to identify and describe how some aspects of daily life in the local area have changed.
Work sample 3: Timeline – Then and now

Annotations

- Sequences events in time order, for example the coming of the Europeans.
- Explains how life has changed over time, for example the construction of houses and schools.

Annotations (Overview)

This work sample demonstrates the use of sources (physical, visual, oral) to describe a site in the local community. The work sample demonstrates elements of an historical narrative.

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Work sample 4: 
Examining local war monuments – Anzac Day

Relevant part of the achievement standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

Students visited a number of war monuments related to Anzac day in Townsville, such as the cenotaph and the Clock Tower on the Strand. When they returned from the excursion, they were asked to answer a number of questions on what they had learned about the significance of the monuments.

A teacher scribed the responses for this particular student.
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Work sample 4:
Examining local war monuments – Anzac Day

Annotations
Selects an event of significance in the local community, that is Anzac Day.

Describes the significance of Anzac Day, that is remembering people who died in wars.

Uses the clock tower as a source of information in describing the significance of Anzac Day.
Work sample 5:  
Photo analysis – My significant place

Relevant parts of the achievement standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

Students learnt about places of significance in the local community. They were asked to find a photo of a place of significance to them and to:

• find a photo of how it once looked
• find or take a photo of how it looks now
• identify what has changed
• identify what has remained the same.

The student talked about their photos (which were increased in size) with the teacher, who scribed the student's responses.
Work sample 5: Photo analysis – My significant place

Annotations

Uses a visual source provided to answer questions.

Uses an oral source to answer questions.

This is a photo of Grandad’s house before he lived there. It was not his house then. He said his house was built later on the same spot. This one was pulled down. I play with my brother in his backyard.
Work sample 5:
Photo analysis – My significant place

Annotations

Uses a physical source to answer questions, that is the grandfather's house.

Identifies some aspects of daily life that have remained the same, for example the verandah at the back of the house.

Identifies some aspects of daily life that have changed, for example the addition of a garden.

Annotations (Overview)

The work sample demonstrates the use of sources provided (physical, visual, oral) to answer questions (also provided). The student analysed a photograph from the past and made comparisons with their grandfather's house and backyard in the present.

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