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 3 HISTORY

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

Sample 1 Report – Local building
Sample 2 Narrative – Delivering the mail
Sample 3 Inquiring about local history – Transport

The student has provided reasons for changes in the community in the nineteenth and twentieth centuries (WS2, WS3). Through an investigation of a local building, the student has provided details about the experiences of an individual (WS1) and has identified events and aspects of the past that have present day significance (WS1). The student has shown an ability to select key dates and to sequence events in correct chronological order (WS2, WS3). They have posed questions about the past to conduct a local history inquiry (WS3) and have located information from those sources to answer questions (WS1, WS3). The student has developed a narrative text, using past tense (WS1).
History

Work sample 1: Report – Local building

Relevant parts of the achievement standard

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

Students visited Government House, a local building of historical significance, and were provided with inquiry questions to investigate the building.

Students were asked to:

• record information relevant to the questions during their visit to Government house
• answer their questions in written form, using traces of the past (such as photographs) and appropriate historical terms.
Work sample 1:
Report – Local building

Annotations

Describes the experience of an individual/group, that is the Governor.

They built Government House for the Governor and his family to live in. The Governor does all the jobs for the Kings and Queens of England because they don't live here. Many Kings and Queens from England and important visitors from other countries come to stay in Government House when they visit. These are the chairs that Queen Elizabeth and Prince Phillip sit on when they visit.
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.

Annotations

Identifies aspects of the past that have significance in the present, that is the role of Government House.

Annotations (Overview)

This work sample demonstrates the development of a text which has some elements of historical narrative.
Work sample 2: Narrative – Delivering the mail

Relevant parts of the achievement standard

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

Students viewed a video about the history of mail delivery in Australia. They were then asked to use a range of sources (online and print) to research a number of key dates in the history of the Australian postal service. Once researched, students cut out their typed material relating to each date and glued it in sequential order to create a timeline showing how mail was delivered in Australia from the 1820s to the present day.

1. Students matched statements about mail delivery in country Australia to appropriate dates then cut and pasted the statements and dates to the events shown in the video.
2. They then interviewed a parent, grandparent or older person about their memories of the ways in which mail was delivered during their childhood.
3. Students then described how mail delivery has changed over time.

This task was completed independently.
**Work sample 2: Narrative – Delivering the mail**

**Annotations**

- **Locates information from written and visual sources (watched a video).**

- **Sequences events in chronological order with reference to key dates.**

- **Develops a text, for example ‘a timeline’**.
Work sample 2: Narrative – Delivering the mail

Annotations

Uses some terms related to time, for example ‘many years ago’.

Identifies how a relative (individual) experienced mail delivery in the past.

Identifies similarities and differences in daily life, for example mail being delivered.

Develops a text (that is, a narrative).

Annotations (Overview)

This work sample demonstrates explanation of some aspects of daily life and how these have changed.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Work sample 3:  
**Inquiring about local history – Transport**

**Relevant parts of the achievement standard**

*By the end of Year 3, students explain how communities changed in the past.* They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

*Students sequence events and people (their lifetime) in chronological order, with reference to key dates.* They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. *Students develop texts, including narratives, using terms denoting time.*

**Summary of task**

Students were asked to develop inquiry questions about an aspect of local history and use these questions to conduct an inquiry. After investigating their area through site visits, guides, photographs and written sources, they were required to present their findings using a timeline with pictures and/or descriptions.
**Work sample 3:**
**Inquiring about local history – Transport**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888</td>
<td>The Great Northern Railway opens – It travelled from Townsville, to Ravenswood, Charters Towers and Hughenden. It took people to and from the goldfields.</td>
</tr>
<tr>
<td>1901</td>
<td>The first car arrives in Townsville – It is owned by Mr Page</td>
</tr>
<tr>
<td>1912</td>
<td>The first motor buses are used</td>
</tr>
<tr>
<td>1923</td>
<td>The railway between Brisbane and Townsville opens</td>
</tr>
<tr>
<td>1924</td>
<td>The railway from Townsville to Cairns opens</td>
</tr>
<tr>
<td>1930</td>
<td>Airflights from Townsville to Brisbane begin</td>
</tr>
</tbody>
</table>

**Annotations**

- Identifies an inquiry question to research.
- Sequences key events in the development of transportation in Townsville in chronological order.
Work sample 3: Inquiring about local history – Transport

Annotation (Overview)
This work sample demonstrates the use of sources, for example photographic evidence, to explain key changes in the community related to forms of transportation.

Annotations
Identifies an inquiry question to research.
Sequences key events in the development of transportation in Townsville in chronological order.