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 4 HISTORY

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

Sample 1    Research report – Christopher Columbus
Sample 2    Poster – Bushranger interview
Sample 3    Inquiry – The life of a First Fleet convict

The student has provided reasons for the changes they have identified in how the American Indians lived (WS1) and in the life of the bushranger John Gilbert (WS2). The student has also identified aspects of the past that have remained the same (WS3) and have described the experiences of individuals in the past (WS1, WS2, WS3). The student refers to the significance of Christopher Columbus’ expedition to the Americas by commenting on his ideas and the consequences of his discoveries (WS1). The student correctly sequences the life of Christopher Columbus and identifies key dates relating to his voyages, and the life of the convict James Richardson. (WS1, WS3) The student is also able to pose questions as the basis for an inquiry and locate the necessary information to answer them (WS2, WS3). The student has developed a scaffolded narrative, with recognition of different points of view (WS1), and the use of historical terms (WS1, WS3).
Work sample 1: Research report – Christopher Columbus

Relevant parts of the achievement standard

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Summary of task

Students were given a template with questions provided by the teacher as a guided research task. They initially compiled research notes, and in this task were required to organise their information.

The task was intended as a model to guide students for further independent research on another explorer.

Students were asked to research the answers to a number of questions about Christopher Columbus.

Students were provided with a range of resources to locate the information related to the teacher-generated questions. The proforma was used to support the development of note-taking skills.
Work sample 1: Research report – Christopher Columbus

Annotations

Outlines actions that led to change, for example the capture of slaves to work on farms in Spain.

Identifies viewpoints of different individuals and groups, for example the monarchy, Indians, Columbus.

Uses historical terms, for example ‘Cathay’, ‘Indians’, ‘New World’.

Explains the significance of Christopher Columbus’ life and voyages, for example his idea that the world was round, and the spread of Christianity.

Annotations (Overview)

This work sample demonstrates description of the experiences of Columbus as an individual and the Indians as a group over time. The student sequences Columbus’ life in chronological order and locates information to complete the proforma as a set of organised notes.
**Relevant parts of the achievement standard**

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

**Summary of task**

Students were asked to research the life of a bushranger through a variety of sources including:

- online resources via the class wiki
- library books.

The students were given the following questions to stimulate their thinking:

- did your bushranger steal/murder?
- why did they become a bushranger?
- why did they do what they did? To survive or out of greed
- what would you do if you were in their situation? Why?

Students were asked to formulate their own questions and answers, acting as both reporter and a bushranger. They were asked to record their questions and answers on a poster.
Acknowledgement
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: Poster – Bushranger interview

Annotations

Poses questions about the life of a bushranger, related to who, what and why.

Identifies reasons to explain how and why life changed for John Gilbert.

Annotations (Overview)

This work sample demonstrates the use of a poster text to describe the experiences of the life of an individual (that is, John Gilbert) and the location of information to answer questions generated about the individual.
Work sample 3: 
Inquiry – The life of a First Fleet convict

Relevant part of the achievement standard

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Summary of task

Students visited the Hyde Park Barracks to learn about the life of convicts in early Sydney. They were asked to develop a number of questions to frame an inquiry on a First Fleet convict over a two week period. They were given access to computers, material provided at the Hyde Park Barracks and access to the 1828 census. They were also required to indicate how they found out about their chosen convict and his or her life and to comment on aspects of his or her life that remained the same.
Work sample 3:
Inquiry – The life of a First Fleet convict

Why did he come to the colony?
James Richardson was tried in Kent and sentenced to 7 years transportation in 1785 for assault and highway robbery.

How did he get here?
He travelled to New South Wales on the Alexander. The ship carried 195 male convicts and was the largest ship in the fleet. It left England on 13 May 1787 and arrived in the colony on 26 January 1788.

What was his occupation?
He was a labourer but he could write. His signature is shown below.

James Richardson

What did he eat when he arrived?
When he arrived in NSW there wasn’t much food because crops did not grow. Like other convicts working for the government his ration was 3kg beef, 3kg flour, 1.3kg maize meal and 0.9 kg of sugar per week. This was similar to what people ate back in England, except there were no potatoes.

What did he do in the colony?
He worked long days labouring for the government. He was a labourer in England as well.

Each day he got one hour of rest in the yards. On Sundays he went to Church, washed himself and his clothes. Back home, he only washed once a week too.
Acknowledgment
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Work sample 3: Inquiry – The life of a First Fleet convict

Annotations

Makes reference to the experiences of James Richardson over time.

Identifies sources and locates information.

What did he wear?

Each year a male convict was supposed to receive 2 jackets, 1 waistcoat, 1 pair breeches, 2 shirts, 1 hat, a woollen cap, 2 pairs shoes and stockings. The cloths they were given were the same as they were in England.

How did he behave?

He was punished in 1790 for not flogging 5 men “as he ought to have done”. He was given 50 lashes

What did he do after finished his term?

After serving his 7 Years as a convict, he joined the New South Wales Corps in 1792.

He then became a farmer. In 1828 he had 400 acres in Windsor, 4 horses and 39 cattle.

How did I find out about my first fleet passenger?

First fleet convict records – http://firstfleet.uow.edu.au

Fact sheet called A day in the life of a convict that I got when we visited the Hyde Park Barracks

1828 Census that my teacher brought to school

Annotations (Overview)

This work sample demonstrates a chronological sequence of James Richardson’s life. The student uses written, physical, visual and oral sources to locate information in response to the inquiry questions. This is presented as a narrative text that uses historical terms.