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 – FOUNDATION YEAR HISTORY

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

Sample 1  Poster – My special event
Sample 2  Poster – An important family event
Sample 3  Timeline – Events in my life
Sample 4  Comparison – Families and celebrations
Sample 5  Picture story – My life

The student has identified similarities and differences between the members of their own family and those of another family. (WS3). The student also recognises important family events and provides details about their commemoration (WS1, WS2, WS4). The student's work shows an ability to sequence familiar events in order (WS1), pose questions about the past (WS5) and relate stories about their own past and that of their family using a range of texts, including drawings and posters (WS2, WS3 and WS4).
History

Work sample 1: 
Poster - My special event

Relevant part of the achievement standard

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Summary of task

In class, with parent helpers, students brainstormed one event of personal significance to them and recorded three things they could remember about this event.

Students were asked to use a provided proforma for their specific significant event and to record three special ways in which it was commemorated.
History

Work sample 1: Poster - My special event

Annotations:

*Illustrates how birthdays (important family events) are commemorated.*

*Uses a text (poster format) to relate three special things about an important event.*

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: Poster – An important family event

Relevant parts of the achievement standard

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Summary of task

Students were introduced to Anzac Day through participation in school celebrations, stories in the local newspaper, poetry and story books. They were then exposed to the meaning of some of the memorabilia associated with Anzac Day and wartime (poppies, rosemary, flag, memorial, Anzac biscuits, medals). An invited guest brought her father’s medals to school and talked to the children about the significance of the medals to her and her family and how they celebrate Anzac Day each year.

Students explored different events of importance to their family and the ways these are commemorated. Parents and grandparents were invited to share stories and artefacts about these family events.

Students were asked to choose one important family event, and to draw and relate what it meant to them. An adult scribed where appropriate.
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: Poster – An important family event

Annotations

* Illustrates important family event, such as Anzac Day.

* Mentions an aspect of how the event has been commemorated, that is the awarding of medals.

* Uses a text (poster) to illustrate the family event.

ANZAC DAY
My Grandad is marching the road because he went into the war. He got medals because he went to war.
Work sample 3: 
Timeline – Events in my life

Relevant parts of the achievement standard

*By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.*

*Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.*

Summary of task

Students were asked to:

- identify a significant personal or family event for each year of their lives
- place these events on a timeline (with illustrations).

A teacher scribed the responses provided by the student.
Work sample 3:  
Timeline – Events in my life

Annotations

Places events in order, year by year.

Selects events that are significant to the family for inclusion in the timeline.

Annotations (Overview)

The student creates a text (using a timeline scaffold provided by the teacher) that places events of the student’s life in chronological order, to tell the story of their life thus far.

Acknowledgment

ACARA acknowledges the contribution of the Catholic Education Office Archdiocese of Brisbane for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Work sample 4: 
Comparison – Families and celebrations

Relevant part of the achievement standard

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Summary of task

After discussing families and family celebrations, students were asked to draw pictures using the computer to answer the following questions:

1. Who is in your family?
2. What is your favourite special day that you spend with your family?
3. Why do you like this celebration?
4. What do you do on this day?

The teacher scribed the student’s response to each drawing.

Students were then asked to compare their drawings with another class member and place a tick against the similarities and a cross against the differences.
Work sample 4: Comparison – Families and celebrations

Annotations
Identifies members of their own immediate family.

Identifies similarities in the types of people that make up their family (in comparison with another family).
Work sample 4: Comparison – Families and celebrations

**Student 2**

*My family*

- Gong
- Ma
- Dad
- Mum
- Big brother
- Me
- Baby Brother

**Annotations**

Identifies differences in the types of people that make up their family (in comparison with the other family).
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 4:
Comparison – Families and celebrations

Annotations

Identifies an example of an important family celebration, that is Christmas.

Lists features of Christmas to show how it is commemorated by their family.

Relates stories about their past, by recalling activities associated with Christmas and Chinese New Year.

Annotations (Overview)

This work sample demonstrates similarities and differences between the makeup of a student’s family and another family group and between the celebrations that are important to those respective families. The student uses written and pictorial means of communicating their information.
Work sample 5: 
**Picture story – My life**

**Relevant part of the achievement standard**

*By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.*

*Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.*

**Summary of task**

Students were asked to create story of their lives, using either photographs and/or drawings. They were required to:

- develop questions about their past with the assistance of their parents
- find photographs or draw pictures to tell their story.

The teacher scribed the student’s response to each photograph or drawing.
Work sample 5: Picture story – My life

I was born in Brisbane.

I started walking when I was 1.

I started dancing when I was 3.

I started ballet lessons when I was 4.

I got Chicken Pox when I was 2.

Annotations

Poses questions about their own past using past tense.

Relates a story incorporating words with pictures.

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.