WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: FOUNDATION YEAR HISTORY

This portfolio provides the following student work samples:

Sample 1  Timeline: How the Birds Got Their Colours
Sample 2  Photo album: Mum and me
Sample 3  Drawing: My family celebrates
Sample 4  Comparison: Our families

This portfolio of student work shows that the student can identify key similarities and differences between the members of their own family and those of another family (WS4). The student recognises a variety of important family events and provides details about their commemoration (WS3). The student’s work shows an ability to sequence familiar events in order, using drawings to illustrate changes over time (WS1, WS2). The student is able to pose questions about the past (WS2) and relate stories about their own past and that of their family using a range of detailed texts, including drawings and oral responses (WS2, WS3, WS4).
Timeline: *How the Birds Got Their Colours*

**Foundation Year History achievement standard**

The parts of the achievement standard targeted in the assessment task are highlighted.

*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 talked about the sequence of time and how Aboriginal people lived in Australia before the Europeans.

They discussed how history can be passed down through storytelling. The class listened to a reading of a Dreaming story, *How the Birds Got Their Colours*, and then re-told it orally.

The students were then asked to:

- draw a line with an arrow on a piece of paper
- draw pictures to show how, over time, the birds got their colours (as told in the story)
- describe how the birds got their colours.

The teacher transcribed the students’ descriptions.
Timeline: *How the Birds Got Their Colours*

Annotations

- Sequences events accurately and clearly using a timeline arrow and a series of detailed drawings depicting the action in the story and the changes to the birds.
- Uses words related to time to recount events, such as ‘long long ago’, and labelling the end of the timeline as ‘now’.
Photo album: Mum and me

Foundation Year History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 participated in a discussion about key events in their lives, such as the birth of a younger sibling, and starting primary school.

Students were asked to:

• pose questions to their parent or caregiver regarding their needs and/or wants at a particular age
• draw pictures of themselves with a parent or caregiver, as a baby, toddler and school student
• sequence these pictures in order from birth to the present
• tell their story about growing up, based on their parent’s or caregiver’s answers to their questions (scribed by the teacher).
Photo album: Mum and me

Annotations

Poses relevant open and closed questions to his mother about his past.

Sequences events appropriately from three stages of their life, using terms to do with time and change of verb tense in the narrative, for example, ‘we did’, ‘grew up’, ‘I walk’.

Uses answers to questions posed to relate details from their life, including what they could do in the past compared with what they can do now.

Uses pictures and text (teacher-scribed) to relate a story about how they have changed over time.
Drawing: My family celebrates

Foundation Year History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

*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 events of significance to their family and talked about things they could remember about the events.

Students were asked to record specific events by drawing how these events were commemorated by their family.
Drawing: My family celebrates

Identifies significant aspects of their family’s celebration, for example, the giving of presents, Christmas tree and decorations.

Annotations (Overview)

Draws three important family events: Christmas, a wedding and New Year.
Drawing: My family celebrates

Annotations

Identifies aspects particular to the celebration of weddings, including a veil and bridesmaid.
Drawing: My family celebrates

Annotations

Identifies the way their family celebrates New Year, that is, a day at the park.
Comparison: Our families

Foundation Year History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

*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 participated in a class discussion about their families and what makes them unique. They discussed the number and age of their family members, family heritage, extended family, family activities, religion and other traditions.

Students were first asked to draw a picture of their own family and what makes them unique. They were then asked to share their story with other class members, and in doing so, to find another student whose family was similar to theirs as well as a student whose family was different. They recorded their findings and presented them using the worksheet provided.
Comparison: Our families

Annotations

Identifies differences between families by drawing members of their own and another family.

Defines relationships within the family by use of relative sizes for family members and terms such as ‘Daddy’, ‘Mummy’.

Explains a similarity with another family, that is that they have the same number of family members.

Annotations (Overview)

The student draws and annotates images to provide information about the structure of the family, identifying a key similarity and difference.