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  Photo album: Mum and me
Sample 2  Drawing: My family celebrates
Sample 3  Comparison: Our families

This portfolio of student work shows that the student can recognise an important family event (WS2) and some similarities and differences between themselves and other family members (WS3). The student’s work shows an ability to sequence familiar events in order (WS1), pose questions about the past (WS1) and relate stories about their past and that of their family through drawings and oral responses (WS1).
History

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).
History Foundation Year
Below satisfactory

Photo album: Mum and me

Annotations

Poses questions to their mother about their behaviour when they were younger.

Identifies three stages of their life.
Relates some personal milestones through drawing and (teacher-scribed) text.
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.
History Foundation Year

Below satisfactory

2014 Edition

Annotations

Recognises an important family event.

Drawing: My family celebrates

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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

Suggests how they are different to their own family members, that is, being the oldest.

Identifies relationships using terms such as ‘Dad’, ‘Mum’.

Identifies a similarity they have with an individual in another family.

Annotations (Overview)

The student draws and annotates images to provide information about the family members.