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  Comparison: Families and celebrations

This portfolio of student work shows that the student can identify similarities and differences between the members of their own family and those of another family (WS3). The student recognises important family events and provides details about their commemoration (WS3). The student’s work shows an ability to sequence familiar events in order (WS1, WS2), pose questions about the past (WS2) and relate stories about their past and that of their family using a range of texts, including drawings and oral responses (WS2, WS3).
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*

The birds were black. The dove was bleeding. The black parrot pecked his beak on his foot and then all the colours splurted out. Then all of the birds got their colours.

**Annotations**

- Relates some of the events in the story in sequence.
- Uses a timeline and drawing to depict events of the story.
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

 poses relevant questions to his mother about the games they played in the past.
Photo album: Mum and me

A long time ago when I was a baby my Mum played lots of games with me. She played kick-a-boo and we sang lots of songs. When my brother did round and round the garden on my tummy I laughed. I laughed when the old five little bunnies were my feet too.

I had a birthday and another one. Then I was two years old. My Mum and I played different games. We loved building 'lego' and playing hide and seek. I was good at hiding. My Mum couldn't find me.

I grew up to be a kid. We can still play hide and seek and build 'lego'. But I have to go to school to learn to count! Then I can count and Mum can hide while I count. We have a good time. When I'm at school Mum misses me so much then I come home.

Annotations

Sequences events appropriately from three stages of their life, using change of verb tense.

Uses answers from research to relate the games they played at different stages in their life.

Uses drawings and text (teacher-scribed) to relate a story about their past and present.
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.

Students also 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.
**Comparison: Our families**

**Annotations**

*Identifies a difference between her place in the family compared with another student, that is youngest/oldest.*

*Defines relationships by using terms such as ‘Mummy’, ‘Pop’.*

*Identifies a similarity to an individual from another family.*
Comparison: Our families

My favourite family celebration

My favourite celebration is Christmas

Santa gives me presents.

We have a special dinner with all my family.

We play all day with our new toys.

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.

Annotations (Overview)

The student draws and annotates images to provide information about families and the way they celebrate events.