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: YEAR 1 HISTORY

This portfolio provides the following student work samples:

Sample 1 Drawing: Then and now
Sample 2 Photo description: Clothes I like to wear
Sample 3 Venn diagram: Toys we played with
Sample 4 Inquiry: What did my family play with when they were my age?

This portfolio of student work shows that the student can explain how some aspects of daily life have changed over recent time, including specific aspects of schooling (WS1) while others have remained the same in relation to clothing and toys (WS2, WS3). The student sequences events in order, using everyday terms about the passing of time (WS1, WS3). The student poses questions about the past and examines sources (physical and visual), for example toys past and present, to suggest answers to these questions (WS4). The student relates stories about life in the past (WS1, WS2, WS3, WS4) using a range of texts.
Year 1 History achievement standard

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

- By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

- Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

In class, students talked about what schooling was like in the olden days compared to today.

The students were asked to draw pictures of school life labelled ‘Then’ and ‘Now’ and to write a sentence describing their pictures.

The teacher supported students with the proofreading and editing stages. The students were then asked to word process their sentences on a template provided and the pictures were then added.

Students completed the task during class time over two 50-minute lessons.
History

Drawing: Then and now

Then

Chalkboard

Now

Google

The children sat at desks by themselves and copied notes from the chalkboard. They had a quill and inkwell to write with. The teacher's desk was at the front.

Children in our class sit together at round tables and we have computers too. We come out front and draw and move things around on the interactive whiteboard. The teacher sits in the corner.

Annotations

Uses everyday terms (‘then’ and ‘now’) to show the passing of time.

Provides examples of differences in tools used by students in the classroom in the past and present, for example, ‘quill’ and ‘Google’.

Illustrates and annotates specific details about the layout of past and present classrooms to show changes over time.

Uses past and present tense verbs to indicate ‘then’ and ‘now’.

Annotations (Overview)

The student relates how students worked in the past and in the present with reference to several different aspects, ‘by themselves’, ‘sit work together’, ‘draw and move things around on the interactive whiteboard’.

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Photo description: Clothes I like to wear

Year 1 History achievement standard

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

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

Students looked at photos and books of the styles of clothing worn in the early to mid-20th century.

The teacher took a class photo of the students in their ‘olden day’ clothes. Students were asked to record their answers to the following questions:

• What do you like about the olden day clothes?
• What is different compared to the clothes we wear today?
• Which do you like the most?

Students completed the task during class time over the course of a normal school day.
Photo description: Clothes I like to wear

The girls hats were frilly and had flowers on them so they could look pretty. We don’t wear frilly hats. We wear our hats to protect us from the sun.

Annotations

Uses a past tense verb, that is, ‘were’ to set events in the past.

Describes the style of hat worn in the past using a photo as a source and suggests a reason for wearing it, ‘The girls hats were frilly … so they could look pretty’.

Explains how an aspect of daily life has changed and why, that is, the hats people wear are to protect them from the sun.
Venn diagram: Toys we played with

Year 1 History achievement standard

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

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

Students talked with their grandparents on Grandparents Day to find out about the toys they played with when they were the same age.

The students were asked to draw toys that they play with and those that a grandparent played with, using a Venn diagram to show the toys that are common and different. They were required to name the toys they included in the diagram.

Students completed the task during class time over two 50-minute lessons.
Annotations

Uses the past tense, for example, ‘Toys Grandpa played with’ to indicate activities of the past.

Shows those toys that have remained the same over time by placing the items (teddy bear, toy soldiers, toy plane) in the intersection of the Venn diagram.

Uses vocabulary (‘now’) to identify a change in toys over time, ‘toy soldiers but metal now not wood’.

Identifies a toy played in the past and present and how it has changed, ‘toy plane but mine flys is remot[e] control’.

Annotations (Overview)

The student relates a story using drawings about family play activities in the past and present. The student uses a Venn diagram to clearly categorise toys played with in the past and present.
Inquiry: What did my family play with when they were my age?

Year 1 History achievement standard

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

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Summary of task

After a visit to a childhood museum, students were asked to find out about the toys older people in their family liked to play with when they were six or seven years old, and to compare them with similar toys they play with. They were given several guidelines for this task as follows:

1. Interview a parent, grandparent or significant elder to find out what they liked to play with when they were your age.
2. Pose questions to find out more about the toy and what they liked about it.
3. Locate evidence of the toy (finding the toy itself, taking a photograph, finding a photograph or obtaining a description from the parent, grandparent or significant elder).
4. Find a similar toy you like and compare this toy to that of their parent, grandparent or significant elder.
5. Report your findings to the class by creating a poster or delivering a short oral presentation.

The teacher scribed for the student.
Inquiry: What did my family play with when they were my age?

**My Grandpa’s Favourite Toys**

Grandpa’s favourite toy was his teddy bear. It helped him fall asleep. His name is bear. His arms and legs move and his eyes are glass. His teddy bear is 56 years old. I also have a teddy bear. It doesn’t have a name or move. My teddy is 6 years old.

My Grandpas teddy bear

My teddy bear

**Annotations**

- Reports information about their grandpa’s favourite toy, elicited from the range of questions they posed, including ‘what is his name?’, ‘how old is he?’, ‘what made him special?’.
- Identifies why the toy was important to his grandpa, that is, ‘helped him fall asleep’.
- Compares sources from the past and present to identify differences.
Inquiry: What did my family play with when they were my age?

My Grandpa had a car that was green and looks old. It is 50 years old. My Grandad played with his car in the dirt. My car goes fast and has batteries. I play with my car on the driveway and in the house. My car is 2 years old.

My Grandpas car

My Car

Annotations

Recognises features of the toy cars that have changed, for example, 'My car ... has batteries'.