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  Questioning: Object from the past

This portfolio of students work shows that the student can indicate how some aspects of daily life have changed (WS1), while other aspects such as toys have remained the same (WS2, WS3). The student sequences events in order, using everyday terms about the passing of time (WS1, WS3). The student poses some questions about an object from the past and suggests answers (WS2, WS4). The student relates stories about life in the past (WS1, WS2, WS3), using a range of texts.
**Drawing: Then and now**

**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.
**Drawing: Then and now**

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>There used to be pirates taking gold and coins</td>
<td>At school today we have a Smartboard, a couch to read on and we sit in groups at our tables</td>
</tr>
</tbody>
</table>

**Annotations**

Identifies aspects of school life in recent times, for example, 'Smartboard'.

**Annotations (Overview)**

The student relates how students work in the present: ‘we sit in groups’.
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.
History

Photo description: Clothes I like to wear

I like my granpops hat better than my school hat.

Annotations (Overview)

The student relates an opinion about children's clothes in the past using a photo as a source.
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.
History

Venn diagram: Toys we played with

Annotations
Uses the present tense ‘play’ to indicate toys of the present.
Uses the past tense ‘played’ to indicate the event was in the past.
Indicates two items common to the past and the present, showing those activities that have remained the same over time: ‘netball’, ‘tennis’.

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 include toys played with in the present and in the past.
Questioning: Object from the past

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

For Grandparents Day, a student’s grandfather brought a gramophone into the classroom and students were required to pose and write ‘what, when, how and why’ questions about the object from the past. They were then asked to suggest what the answers might be to the questions.
Questioning: Object from the past

Questions About The Past

What? What is it?

When? When was it made?

How? How was it made?

Why? Why do you have it?
Questioning: Object from the past

What is it? plays music
When was it invented? 1994
How was it made? factory
Why did you get it? boat race
Who is it to? Botras.

Annotations

Suggests answers to the questions posed, for example, the gramophone was made in a factory.