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 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) 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.
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.
History

Drawing: Then and now

Then

Kids used to sit in rows of tables and by themselves

Now

We sit in table groups and work together a lot

Annotations

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

Identifies how classrooms in the past differed from the present in terms of how desks were arranged and how students worked.

Describes change over time using everyday terms such as ‘kids used to sit’ and ‘we sit’.

Annotations (Overview)

The student relates how students worked in the past and in the present, ‘by themselves’ and ‘work together a lot’.

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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.
The boys could not wear long pants until they were older. This is good because I like wearing shorts.

Uses everyday language to show the passing of time, such as ‘could not’.

Explains what happened in the past, that boys wore long pants only when old enough.

Expresses an opinion about the wearing of shorts in the present.

The student relates a story about children’s clothes in the past using photos as sources.
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.
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 toys in the past.

Uses a Venn diagram to show differences between toys in the past and present and to identify those that have remained the same over time.

Annotations (Overview)

The student relates a story using drawings about family play activities mainly in the present. The student uses a Venn diagram to categorise toys played with in the present and in the past.
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?

Grandpa’s teddy bear

This teddy bear was Grandpa’s favourite toy. He is a boy bear. He is made of wool. He is older than me and my Mum. He doesn’t have any eyes anymore. My teddy bear is dark brown. He is 2 years old. He feels softer.

Annotations

Reports information about their grandfather’s favourite toy elicited from the questions they posed, including, ‘what is he made of?’ ‘how old is he?’

Uses physical sources from the past and present (teddy bears) to answer questions about changes over time.