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 predetermined 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 2 HISTORY

This portfolio provides the following student work samples:

Sample 1  Poster: Canberra landmark
Sample 2  Report: Elizabeth Farm House
Sample 3  Timeline: Then and now
Sample 4  Questioning: How technology has changed

This portfolio of student work shows that the student can analyse aspects of daily life in the local community, past and present, to identify key changes (WS2, WS3, WS4). In an investigation of a site, the student provides descriptive details and several reasons for its historical significance (WS1). The student sequences events in order and uses terms related to time (WS2). The student’s work shows an ability to pose questions to investigate a significant landmark (WS2), and use sources provided to answer questions (WS1) and make key comparisons between objects from the past and present (WS4). By sequencing events and using terms related to time, the student provides a sense of narrative (WS2, WS3) and uses a range of texts (WS1, WS2, WS3, WS4).
Poster: Canberra landmark

Year 2 History achievement standard

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

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

Students went on an excursion to the National Capital Exhibition at Regatta Point where they learnt about the development of Canberra and its local landmarks.

Students talked about the significance of landmarks and how landmarks have different purposes, some more enduring than others.

The students were required to choose one Canberra landmark and to pose questions about it as the basis for their research about its history and significance.

Students were involved in many classroom discussions throughout their research time to build on the nature of 'significance', and the purposes of particular landmarks.

The students worked in groups initially to collect the information. They analysed the information individually, asked their own questions, and developed their own responses in a poster format.
Poster: Canberra landmark

Annotations

Poses questions about a historical site and uses researched information to answer them in detail, for example, ‘it was opened by Queen Elizabeth the second’.

Describes the historical significance of Captain James Cook.

Identifies several reasons for the significance of the memorial, including remembering the past.
Report: Elizabeth Farm House

Year 2 History achievement standard

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

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Summary of task

Students attended Elizabeth Farm, a historic estate in Parramatta, a suburb of Sydney, to investigate what life was like in the 1800s.

The students explored the family home of wool pioneer John Macarthur and his wife Elizabeth, including the bedrooms and objects within the home, and they spoke with a representative of the Historic Houses Trust about the history of the house. Students compared a range of objects within the home with those found in homes today.

The students were asked to write a report describing what they saw as they moved through the house, pointing to aspects of life in the ‘olden days’ that had changed compared to today.
Report: Elizabeth Farm House

Annotations

Provides details about a historical site in the local community; that is, Elizabeth Farm House.

Uses a range of terms to denote the passing of time, for example, ‘first’, ‘after’, ‘next’, ‘then’.

Provides details about an aspect of life in the past, that is, the nature of the game and what toys were made of.

Identifies aspects of daily life that have changed, for example, ‘in the olden days there were no washing machines’.

Elizabeth Farm.
On Wednesday all the Year Ones and the Year Twos went to Elizabeth Farm on a bus to learn about the olden days.

First we played games. I played quoits and I got two rings on the stick. In the olden days all the toys were made out of wood.

After that we all wrote with quills. In the olden days kids wrote with quills at school.

Next we washed. In the olden days there were no washing machines, it was hard. Also we went to the garden.
Report: Elizabeth Farm House

Annotations

Identifies an aspect of daily life that has changed, that is, in the olden days women entertained guests in the drawing room.

Annotations (Overview)

Develops a report based on sources from Elizabeth Farm, using accurate terms relevant to the time period, for example ‘quill’, ‘bell pull’, ‘drawing room’.
Timeline: Then and now

Year 2 History achievement standard

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

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. **They describe a person, site or event of significance in the local community.**

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. **Students develop a narrative about the past using a range of texts.**

Summary of task

Students went on an excursion to observe the local community and environment. At the conservation reserve, a local Aboriginal Elder was engaged in talks with the students about traditional use of the local area and the relationship of the people to the land.

After the excursion, students observed historical images showing change in the local area over time.

Students were required to identify and describe how some aspects of daily life in the local area have changed. They were given one lesson to complete this task.
Timeline: Then and now

Annotations

Sequences events in time order, for example, the coming of Europeans.

Explains how life has changed over time, for example, the construction of houses and schools.

Describes a site in the local community based on sources (physical, visual, oral), with elements of a historical narrative.
Questioning: How technology has changed

Year 2 History achievement standard

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

*By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same.* They describe a person, site or event of significance in the local community.

*Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.*

Summary of task

In class, students examined a variety of household items that were common in the 1970s and 1980s. They were asked to identify how technological advances over time have impacted on daily life. As part of this task students were required to compare the ‘then’ and ‘now’ of certain technologies such as phones, cameras, cars and computers, and present their findings in the form of a narrative.
**Questioning: How technology has changed**

**Annotations**

- Analyses how daily life has changed as a result of developments in technology, through detailed drawings and text.

- Identifies several differences between old dial phones and new phones, for example, that new phones have cameras and music.

- Draws a conclusion about how changes in phone technology have affected daily life.

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How has technology changed our daily life?

Technology has made our life better because the old dial phones have got nothing on it. It only rings.

Phones today are cordless and have apps, messages, camera, the time, music and the radio.

So phones are now smaller. That means you can take your phones everywhere with you.

Technology has made our life easier.