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 Timeline: Change in Kingston
Sample 2 Poster: Canberra landmark
Sample 3 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 changes (WS1, WS3). By investigating a site, the student has provided descriptive details with some reference to their significance (WS2). The student has ordered local events in a broad time sequence and has used terms related to time (WS1). The student’s work shows an ability to pose questions to investigate a significant landmark (WS2) and use sources provided to answer questions (WS2). By sequencing events and using terms related to time, the student has provided narrative elements about the past (WS1) and has used a range of texts (WS1, WS2, WS3).
Timeline: Change in Kingston

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 investigated change over time in their local area through an inquiry process.

They were asked to:

- complete a timeline, showing the name changes over time for the site of Kingston
- describe aspects of the site of Kingston in the past and in the present.
Timeline: Change in Kingston

Annotations

- Sequences changes at three points in time at the site of Kingston, including changes of name.
- Includes two dates to indicate the order of changes.
- Identifies changes that have occurred over time, that is the growth of settlement and the extinction of the Tasmanian tiger.
- Uses the term 'would have been' to indicate life in the past.
Poster: Canberra landmark

Year 2 History achievement standard

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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.
History Year 2
Below satisfactory

Poster: Canberra landmark

Annotations

Poses questions about a historical site in the local community.

Provides answers to the questions posed using some research information, for example, ‘opened by Queen Elizabeth II’.

Presents some information about the significance of the site.
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

How has technology changed our daily life?

Technology has made our life better because is useful because our parents have time to spend time with them. And my family and has made our life have more time and easier.

Annotations

Illustrates old and new phones through a drawing.

Refers to a positive effect of new phone technology on family life.