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 3 HISTORY

This portfolio provides the following student work samples:

Sample 1  Timeline: Jack Simpson Kirkpatrick
Sample 2  Invitation: Anzac Day service
Sample 3  Inquiry about local history: Transport
Sample 4  Report: Local building

This portfolio of student work shows that the student can explain how the community of Townsville changed in the past (WS3). The student describes the experiences of individuals, including Jack Simpson Kirkpatrick and the Governor (WS1, WS4). The student identifies events and aspects of the past that have significance in the present, including Anzac Day (WS2).

The student sequences events in chronological order, with reference to key dates (WS1). The student poses questions about the past in relation to transport in Townsville and locates information from local history sources (written, physical, visual, oral) to answer these questions (WS3). The student develops texts, including narratives, using terms denoting time (WS1, WS2, WS3, WS4).

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Timeline: Jack Simpson Kirkpatrick

Year 3 History achievement standard

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

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

In class, students talked about the significance of Anzac Day as a day of commemoration in Australia each year. They explored different aspects of Anzac Day, including the bravery of those who served at Gallipoli.

The students read the story of Jack Simpson Kirkpatrick and posed questions about his background and his involvement at Gallipoli in World War I.

The students were asked to create a timeline of Jack Simpson Kirkpatrick to depict events in his life with a focus on the Gallipoli campaign.

Students completed the task during class time over two one-hour lessons.
Timeline: Jack Simpson Kirkpatrick

Annotations

Sequences some significant events in Kirkpatrick’s life from birth to death using key years.

Uses some historical sources within the sequence to provide a sense of Kirkpatrick’s experiences.

Annotations (Overview)

The student develops a text, that is, a timeline, using past tense verbs to denote time.
Invitation: Anzac Day service

Year 3 History achievement standard

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

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

Students explored the history of their community as represented in symbols of significance for an important commemoration, Anzac Day.

The students used sources to develop an understanding of the historical symbolism and significance of Anzac Day, including how and why communities continue to commemorate the day.

Students were asked to create an invitation to an Anzac Day service with annotated pictures of Anzac symbols.

The students were given three one-hour lessons to explore and discuss the origins and significance of Anzac Day and to create their invitation.
Invitation: Anzac Day service

To:
You are invited to our
Anzac Day Service:
Date: 25th April
Time: 10 am
When the town hall memories
RSVP the 8th April ph 8216810
Please bring some flowers
to lay at the flag pole.
you will also receive
a spring of romary
which you can wear.

Notes:
The red cross
is a symbol
for the most
sacrifices. The soldiers
would march down the street and show
these medals.

We will lay a
wreath at the
time face as a
matter of
respect.

The diggers hat
The brave soldiers let a
give in held on the
left hand side.
Inquiry about local history: Transport

Year 3 History achievement standard

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

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

Students were asked to develop inquiry questions about an aspect of local history and use these questions to conduct an inquiry. After investigating their area through site visits, guides, photographs and written sources, they were required to present their findings using a timeline with pictures and/or descriptions, using ICT.

Students were given 100 minutes of class time to begin their research and they completed the task in their own time over a week and a half.
Inquiry about local history: Transport

How did people in Townsville get around in the olden days and now?

Annotations

Identifies an inquiry question to research.

Sequences key events in the development of transportation in Townsville in chronological order.

Provides information from sources.

Annotations (Overview)

The student uses sources, for example, photographic evidence, to explain key changes in the community related to forms of transportation.
Report: Local building

Year 3 History achievement standard

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

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

Students visited Government House, a local building of historical significance, and were provided with inquiry questions to investigate the building.

Students were asked to:

• record information relevant to the questions during their visit to Government House
• answer their questions in written form, using traces of the past (such as photographs) and appropriate historical terms.

Students spent two hours exploring Government House and were provided with two one-hour lessons in class to complete their report.
History

Year 3

Satisfactory

2014 Edition

Report: Local building

Annotations

Describes the experience of an individual, that is, the Governor.

Identifies aspects of the past that have significance in the present, that is, the role of Government House.

Annotations (Overview)

The student develops a text which has some elements of historical narrative.