WORK SAMPLE PORTFOLIOS

The 2013 portfolios are a resource to support teachers in the planning and implementation of the Foundation to Year 10 Australian Curriculum: Geography. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard.

Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Foundation Geography

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1  Mind map – What is a home?
Sample 2  Mapping – Features of my school
Sample 3  Personal response – My special place
Sample 4  Spoken explanation – Direction and location
Sample 5  Observation – Familiar places
Sample 6  Presentation – A globe

This portfolio of student work shows that the student can identify the features of familiar places (WS2, WS3, WS5) and recognise why some places are special to people (WS3, WS4). The student recognises that places can be represented on maps (WS2) and a globe (WS6) and why places are important to people (WS1, WS5).

The student’s work shows an ability to observe the familiar features of places (WS3, WS5, WS6), represent these features and their location on pictorial maps (WS2), share observations in a range of texts (WS1, WS2, WS3, WS4, WS5, WS6) and use everyday language to describe direction and location (WS4). The student reflects on their learning to suggest ways they can care for a familiar place (WS5).

The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspect of the standard is not evident in this portfolio:

• represent the features of places and their location on models.
Mind Map – What is a home?

Relevant part of the achievement standard

By the end of Foundation Year, students identify the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Summary of task

Students were provided with a mind map template and asked to consider the question: ‘What is a home?’ They were then asked to use pictures, and text (scribed by the teacher) to show why homes are important to people.
Mind Map – What is a home?

Homes keep you safe from the weather
Homes are places for sleeping
Homes are places for playing and watching TV
Homes are where families live

What is a home?

Annotations

Recognises that places (homes) are important to people because they provide shelter and leisure activities.

Recognises that homes are places for living in.

Presents observations in a range of forms including a concept map, text and drawings.

Annotations (Overview)

This sample illustrates the student’s understanding of the importance and function of a home through pictorial representation.
Mapping – Features of my school

Relevant part of the achievement standard

By the end of Foundation Year, students identify the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Summary of task:

Students were asked to observe features of the school as they walked around the grounds. They were then asked to draw a map, illustrating and then labelling (scribed by the teacher) familiar features of the school.
Mapping – Features of my school

Annotations (Overview)

This sample demonstrates student understanding that places have features and that these can be represented on a map.

Annotations

Identifies features of a familiar place (the school grounds).

Observes familiar features and represents them and their location on a pictorial map.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Personal response – My special place

Relevant part of the achievement standard

By the end of Foundation Year, students identify the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Summary of task

Following a class discussion, students were asked to draw and write about their special place. Students were also interviewed and their responses were recorded.
Acknowledgement
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Geography Foundation Year

Personal response – My special place

Annotations
Identifies the pool as their special place.

Uses a drawing and text to share ideas.
Personal response – My special place

Annotations

Annotations (Overview)

The student uses drawing and a verbal explanation to share ideas.

Acknowledgement

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Spoken explanation – Direction and location

Relevant part of the achievement standard

By the end of Foundation Year, students identify the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Summary of task

After students had identified their special place, they were interviewed by the teacher and asked the question “Where is your special place and how do you get there?”.
Geography

Spoken explanation – Direction and location

Annotations

Acknowledgement
ACARA acknowledges the contribution of Australian teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Observation – Familiar places

Relevant part of the achievement standard

*By the end of Foundation Year, students identify the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.*

*Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.*

Summary of task

After talking about and drawing features of the school grounds, students were asked to identify two places they visit regularly. They were then asked to:

- observe the features of these places the next time they visited them
- draw a picture to show their observations
- label their picture to show the features they observed
- decide how they could look after each place (scribed by the teacher)
- draw a Venn diagram to identify similarities and differences between their familiar places.
Acknowledgement

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Geography

Foundation Year

Observation – Familiar places

Annotations

Observes the features of a familiar place (shops in the local shopping centre) and records and labels these features on a drawing.

Suggests ways that they can care for a place with which they are familiar.

How can I look after this place?

Put my rubbish in the bin
Don’t knock anything over
Don’t steal
Observation – Familiar places

Annotations

Identifies the familiar features of a place (the local playground) and represents these on a labelled drawing.

Suggests ways that they can care for a familiar place.

Uses a Venn diagram to share observations about familiar places and to show why these places are important to people (to have fun).

Annotations (Overview)

The student presents their observations in a range of texts including annotated pictures and a Venn diagram.

Acknowledgement

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Presentation – A globe

Relevant part of the achievement standard

By the end of Foundation Year, students identify the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Summary of task

Using a globe students were asked to talk about the purpose of a globe and use it to locate different places including Australia.
Presentation – A globe

Annotations

Annotations (Overview)

The student communicates their understanding that places can be represented on a globe using a model and with spoken text.

Acknowledgement

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