WORK SAMPLE PORTFOLIO

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 – Year 1 Geography

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

Sample 1 Observation – Direction and location
Sample 2 Observation – What are the features of my local park?
Sample 3 Analysing photographs – What changes can I observe?
Sample 4 Models – Rearranging space
Sample 5 Annotated photograph – How to care for places
Sample 6 Verbal response – Seasons and change

This portfolio of student work shows that the student can identify and describe the natural, managed and constructed features of a local park (WS2) and recognise that people describe seasons differently (WS6). The student identifies where features of places are located (WS1, WS2), rearranges space for different purposes (WS4), identifies changes in features (WS3, WS6) and describes how to care for places (WS2, WS5).

The student’s work shows an ability to respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided (WS2, WS3, WS5). The student represents the location of features on pictorial maps (WS1), presents findings in a range of texts (WS2, WS5) and uses everyday language to describe direction and location (WS1). The student reflects on their learning to suggest ways that places can be cared for (WS2, 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 location of different places on pictorial maps
Observation – Direction and location

Relevant part of the achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Summary of task

Students had discussed the language of direction in class. They were asked to demonstrate how they would go from their classroom to the canteen on a pictorial map using arrows and everyday language to describe direction and location.
Observation – Direction and location

Annotations

- Identifies where features of the school are located (for example library, playground).
- Describes location and direction using everyday language (past, through, left) and arrows.
- Represents features of the school and their location on a pictorial map.
- Uses a drawing and text to share observations.

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 – What are the features of the local park?

Relevant part of the achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Summary of task

After talking about natural, managed and constructed features of places, students visited a park in the local area to observe and take photos of its features in response to the question: ‘What are the features of the local park’? The students were then asked to:

- sort the photographs into categories of natural, managed and constructed
- write a sentence explaining reasons why they sorted features into these categories
- write a sentence describing how the park is looked after.

The teacher supported students with the proof reading and editing stages. The students were then asked to word process their sentences on a template provided which included their pictures.

Students completed this task during school time over the course of a few days.
Observation – What are the features of the local park?

**Natural features**

- The lorikeets are natural because they are birds and were always here.

- Trees are natural because they grow from the soil and were here before people.

**Managed Features**

- The garden is managed because it was planted by people and watered and cut to shape. The grass is managed because someone mowed it.

**Annotations**

- Collects and sorts information from fieldwork (photographs).

- Identifies the natural features of the park (birds and trees) and recognises that they are natural because they are native (‘were always here’, ‘were here before people!’).

- Identifies managed features of the park and provides an explanation for why these are managed features (‘planted by people’, ‘watered’ and ‘mowed’).
Observation – What are the features of the local park?

<table>
<thead>
<tr>
<th>Constructed features</th>
<th>Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred Flintstone is constructed because he was made by people and was not always there.</td>
<td>Identifies constructed features of the park and recognises that constructed features are built by people.</td>
</tr>
<tr>
<td>The pathway and hut were constructed because they were built by people.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How the park is cared for</th>
<th>Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places can be cared for by putting rubbish in the bin, watering the garden and mowing the grass and keeping the edges of the grass cut.</td>
<td>Suggests several ways that the park is cared for.</td>
</tr>
</tbody>
</table>

Annotations (Overview)

The student has communicated their findings using photographs and text.
Analysing photographs – What changes can I observe?

Relevant part of the achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Summary of task

Students were provided with a historical photograph of the Sydney Street Bridge in Mackay dated 1908. They were also given two photographs of the same bridge that were taken in 2012. They were asked to consider the question ‘What changes can I observe?’ and annotate the modern photographs to record these observations.
Analysing photographs – What changes can I observe?

Stimulus Material – What changes can I observe?

Photo of the Sydney St Bridge in 1908

Photo of the east bank (2012)

Photo of the bridge and the west bank (2012)
Geography

Analysing photographs – What changes can I observe?

Annotations

Identifies changes to the constructed features of places (new and taller buildings).

Identifies changes to the natural features of places (the addition of and growth of trees).

Describes changes to features of the bridge (‘metal fence’, ‘middle strip’, ‘bigger road’).

Records information from observations by annotating photographs.
Models – Rearranging space

Relevant part of the achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Summary of task

Students were asked to build a model of their bedroom (including the furniture) using either Lego or blocks. They were then asked to rearrange the same space so that it could be used as a living room.
Models – Rearranging space

My bedroom

Uses a model to show how the features of their bedroom are arranged (door, windows, furniture).

Living room

Rearranges the space in the bedroom to suit a different purpose (a living space).
Annotated photograph – How can we care for an important place?

Relevant part of the achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Summary of task

Students visited a place in the local area, observed its features and took photographs. They were asked to consider the question ‘How can we care for an important place?’ Following their excursion, students were asked to:

- annotate their photograph to show how and why places can be cared for
- write a letter to communicate their findings.

This task was completed during class time in the course of a normal school day.
Annotated photograph – How can we care for an important place?

Part 1 Annotated photograph

Ana

Annotations

Annotates a photograph to respond to the question ‘How can we care for an important place?’

Identifies natural features of the place (stream and bushes).
Geography Year 1

Annotated photograph – How can we care for an important place?

Part 1: A letter

Dear Charlotte

Do not walk in the bushes because you can destroy the flowers.

Do not block the stream with rubbish.

If you leave glass on the floor the sun could reflected off it and burn the leaves and make a bushfire. Kind regards

Annotations

- Explains why places and their features need to be looked after.
- Offers suggestions on how to look after a place they have visited.
- Sorts information and presents their findings in a letter.

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.
Verbal response – Seasons and change

Relevant part of the achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Summary of task

Following some learning about the four seasons of summer, autumn, winter, spring, students were asked a number of questions to allow them to demonstrate their understanding of the seasons in their local place and the changes these seasons bring.
Verbal response – Seasons and change

Annotations

Annotations (Overview)

By identifying and describing the local seasons, the student shows they understand that seasons are described differently by different people.

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.