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 2 Geography

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

Sample 1  Mapping – Divisions of the world
Sample 2  Mapping – My connections to places in Australia and the world
Sample 3  Observation – Identifying and describing location
Sample 4  Worksheet – Settlements and their connections
Sample 5  Inquiry – What are the features of a shopping centre?

This portfolio of student work shows that the student can identify the features that define places and recognise that places can be described at different scales (WS4). The student describes how people in different places are connected to each other and identifies factors, such as place of birth, that influence these connections (WS2, WS4). The student recognises that the world can be divided into major geographical divisions (WS1) and explains why places are important to people (WS4).

The student’s work shows an ability to pose questions about familiar and unfamiliar places and collect information to answer these questions (WS5). The student represents data (WS5) and the location of places (WS1) and their features in tables (WS4), plans (WS5) and on labelled maps (WS1). The student interprets geographical information to draw conclusions (WS5) and presents findings in a range of texts (WS5). The student uses simple geographical terms to describe the direction and location of places (WS3) and suggests action in response to the findings of their inquiry (WS5).
Mapping – Divisions of the world

Relevant part of the achievement standard

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Summary of task

Students were provided with a worksheet displaying a map of the world on which they identified and labelled major geographical divisions. They were also asked locate Australia and the poles.
Mapping – Divisions of the world

Annotations (Overview)

By labelling the major lines of latitude on Earth, the student demonstrates an understanding that the world can be divided into major geographical divisions.

Annotations

Locates and labels the poles and the major lines of latitude on Earth.

Locates and labels Australia on a map.
Mapping - My connection to places in Australia and the world

Relevant part of the achievement standard

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Summary of task

Following discussions about personal connections to places, students were asked to:

- label a map to show places they are connected to in Australia and the world
- annotate each map to explain how they are connected to these places.
Mapping - My connection to places in Australia and the world

Annotations

Identifies places to which they are connected (Cairns, Sydney, Melbourne).

Describes how they are connected to other places in Australia (through birthplace, holidays and visits).

Locates places in Australia on a map (Cairns, Sydney).
Mapping - My connection to places in Australia and the world

Annotations

Identifies place of birth as a reason for personal connections to place.

Recognises that connections to place are influenced by where relatives and friends live.

Describes the many ways they are connected to different places.

Annotations (Overview)

The student locates places to which they are connected on a 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.
Observation - Identifying and describing location

Relevant part of the achievement standard

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Summary of task

Students were provided with a blank map of the school play area and photographs of features in the play area. They were asked to:

- place photographs of the features in their correct location on the map provided
- explain how they knew where to place each feature.
Observation - Identifying and describing location

Annotations

Places features of the school play area on a map.
Observation - Identifying and describing location

How did you know where to stick the bells? I knew because it was next to the sandpit.

How did you know where to stick the sand pit? It was next to the drums.

How did you know where to stick the water play track? It was next to the bells.

Some useful words: beside, under, in front of, behind, near, left, right, North, East, South, West

Annotations

Uses appropriate directional terms to describe location, for example south, west, left hand side, east, right hand side.

Describes the location of features in relative terms, for example next to, under.

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.
Worksheet - Settlements and their connections

Relevant part of the achievement standard

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Summary of task

Students had investigated different types of settlements, their distinctive features and how people connect to different places. They were then asked to answer a number of questions to demonstrate their understanding.

This task was completed in class time.
Worksheet - Settlements and their connections

Order the following types of settlement in terms of size:
Suburb, rural area, city, small town

1. Largest ............ City ............
2. Suburbs ............
3. Small town ............
4. Smallest ............ Rural area ............

What are the features of the three places?

<table>
<thead>
<tr>
<th>Places</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. City</td>
<td>tall buildings, lots of cars, lots of buildings and roads</td>
</tr>
<tr>
<td>2. Suburb</td>
<td>homes, parks, ovals, schools</td>
</tr>
<tr>
<td>3. Rural area</td>
<td>crops and farm animals, not many houses, lots of space to play</td>
</tr>
</tbody>
</table>

How are these places connected?
- roads
- bridges

What influences the connections between these places?
- mountains and rivers
- how far sometimes you can drive and sometimes you need a plane
- if they like each other

Annotations

Orders places according to their size.

Presents geographical information in a table.

Describes the features of places at different scales.

Identifies how places are connected to each other.

Identifies that natural features, distance and attachment influence people’s connection to places.
Worksheet - Settlements and their connections

Annotations

- Identifies the features of their place.
- Identifies that transport provides a way to connect people to places.
- Provides a name for their imaginary place that is based on its unique features and helps define it (‘Legoland’).
- Identifies that places are important because they are where friends live and they provide leisure activities.
- Creates a simple pictorial map to show how places are connected within an imaginary location (bridges, roads).

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.
Inquiry - What are the features of a shopping centre?

Relevant part of the achievement standard

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Summary of task

The teacher scaffolded the inquiry process with students who collaboratively posed the following geographical question to investigate:

What are the features of a shopping centre?

Students then participated in the following stages of the investigation

Step 1

Students were asked to:

• collect data on how many times they and their family visited different shops in the local shopping centre during the course of a week
• represent their data in a bar graph
• contribute their data to the class data
• interpret the class data to reveal which shops were the most and least frequented.

Step 2

Students visited an unfamiliar shopping centre and were asked to:

• with teacher assistance, pose a question to investigate
• observe the features of the shopping centre
• record their observations using a Venn diagram.

Step 3

Students were then asked to:

• use the findings from their inquiry to plan a new shopping centre and suggest ways the shopping centre could be improved.
Inquiry - What are the features of a shopping centre?

Representing individual data – Shops I visited this week

Annotations

Collects and records data on how many times they visited different shops during the course of a week.

Constructs a simple bar graph to represent the data collected.
Inquiry - What are the features of a shopping centre?

Table of 2Ah’s Weekly Shopping

<table>
<thead>
<tr>
<th>Name of Shop</th>
<th>Number of Times Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenfeed</td>
<td>11</td>
</tr>
<tr>
<td>Spotlight</td>
<td>10</td>
</tr>
<tr>
<td>Kmart</td>
<td>30</td>
</tr>
<tr>
<td>Balloon Shop</td>
<td>1</td>
</tr>
<tr>
<td>Chemist</td>
<td>18</td>
</tr>
<tr>
<td>Craft</td>
<td>1</td>
</tr>
<tr>
<td>Bottle Shop</td>
<td>1</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>1</td>
</tr>
<tr>
<td>Supermarket</td>
<td>121</td>
</tr>
<tr>
<td>Newsagency</td>
<td>13</td>
</tr>
<tr>
<td>Young’s Vegie Shed</td>
<td>12</td>
</tr>
<tr>
<td>Dick Smith</td>
<td>3</td>
</tr>
<tr>
<td>Clothes Shops</td>
<td>22</td>
</tr>
<tr>
<td>Harvey Norman</td>
<td>2</td>
</tr>
<tr>
<td>Vet</td>
<td>2</td>
</tr>
<tr>
<td>Takeaway Food</td>
<td>24</td>
</tr>
<tr>
<td>Jewellery</td>
<td>1</td>
</tr>
<tr>
<td>Bakery</td>
<td>24</td>
</tr>
<tr>
<td>Deli</td>
<td>3</td>
</tr>
<tr>
<td>Pet Shop</td>
<td>3</td>
</tr>
<tr>
<td>Outdoor Shop</td>
<td>4</td>
</tr>
<tr>
<td>Fish Shop</td>
<td>1</td>
</tr>
<tr>
<td>Toy Shop</td>
<td>3</td>
</tr>
<tr>
<td>Service/Petrol Station</td>
<td>5</td>
</tr>
<tr>
<td>Birchalls</td>
<td>1</td>
</tr>
<tr>
<td>Beauty Shop</td>
<td>2</td>
</tr>
<tr>
<td>Bank</td>
<td>5</td>
</tr>
<tr>
<td>Post Office</td>
<td>2</td>
</tr>
<tr>
<td>Exercise</td>
<td>12</td>
</tr>
<tr>
<td>Butcher</td>
<td>2</td>
</tr>
<tr>
<td>Dr/Health</td>
<td>3</td>
</tr>
<tr>
<td>Music Shop</td>
<td>1</td>
</tr>
</tbody>
</table>

Annotations

Contributes individual data to collated class data.
Inquiry - What are the features of a shopping centre?

**Annotations**

Interprets data to determine the most frequented and least frequented shops.

Suggests a reason for the frequency of visits to the supermarket.

---

**Analyzing Data**

Which 3 shops were visited the most?
- takeaway food
- supermarket
- knot

Which 3 shops were visited the least?
- birchills
- balloon shop
- bottle shop

Why do you think that we use some shops more often than others?

because for example
the supermarket
is popular because
it has more things in it
Inquiry - What are the features of a shopping centre?

How is my local shopping centre different from another shopping centre?

My local shopping centre
- florist
- map
- key ring machine

A different shopping centre
- chemist
- hairdresser
- toilets
- emergency more than one door
- car park
- wooly's
- yum cha

Both
- exit
- green grocer
- eye lenses
- toff's
- toy machine

Uses a Venn diagram to record personal observations about the similarities and differences between a familiar and unfamiliar shopping centre.

Annotations

Poses the question with teacher assistance, ‘How is my local shopping centre different from another shopping centre’.

Collects information about the features of familiar and unfamiliar places to answer the question.
Inquiry - What are the features of a shopping centre?

Annotations

Represents the desired features and layout of a shopping centre on a plan.

Interprets data collected (shops most frequently visited and common features of shopping centres) to draw conclusions about what features to include (toilets, car parks, supermarket, chemist, clothes shop, hairdresser).

Suggests how they would respond to their findings by planning a shopping centre that includes features identified as important.
Inquiry - What are the features of a shopping centre?

Where would be the best place to build your shopping centre and why?
In the city because lots of people go to the city. It's like one of the main places.

What other information would you need to make your shopping centre even more successful?
What would you need to find out?
An advertisement
How many people like the mall.
Where could you find this information?
Ask people.

Annotations
Suggests how they might respond to their findings, such as where they would build their shopping centre and how they would make it successful.

Annotations (Overview)
The student communicates observations and findings in a range of forms including graphs, Venn diagram, text and plans.