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 7 Geography

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

Sample 1 Inquiry – The liveability of different places
Sample 2 Data response – Water in the world
Sample 3 Spoken explanation – The local river

This portfolio of student work shows that the student can describe some of the human processes that influence the characteristics of places such as zoning (WS1) and how places are perceived and valued differently, especially in terms of liveability (WS1). The student explains interconnections between people, places and environments (WS2, WS3) and describes how they change places and environments (WS1). The student also proposes simple explanations for spatial distributions and patterns among phenomena (WS2, WS3), describes alternative strategies to a geographical challenge and proposes a response, taking into account environmental, economic and social factors (WS1).

The student identifies geographically significant questions about liveability to frame an inquiry (WS1) and locates relevant information from primary and secondary sources to answer inquiry questions (WS1). The student represents data and the location and distribution of geographical phenomena in a range of graphic forms (WS1, WS2, WS3), including large-scale maps that conform to cartographic conventions (WS1). The student analyses geographical data and information (WS1) to propose simple explanations for spatial patterns and relationships (WS3, WS3) and draw conclusions (WS1). The student has presented findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms (WS1, WS2, WS3). The student proposes action in response to a geographical challenge taking account of environmental, economic and social considerations and describes the expected effects of their proposal (WS1).

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

- represent data and the location and distribution of geographical phenomena on small-scale maps
- propose simple explanations for trends
Inquiry – The liveability of different places

Relevant part of the achievement standard

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including on large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

Summary of task

Students were asked to plan and implement an inquiry on liveability in the local area. They were asked to:

• develop a significant geographical question
• plan their data gathering methods
• select and justify measures of liveability
• gather, collect and represent data
• interpret data and information to draw conclusions and make recommendations on ways to improve liveability.

The teacher scaffolded the inquiry approach and assisted students with the development of their methodology.
Inquiry – The liveability of different places

Introduction
This report compares liveability in Kent Street and Lawley Place in Deakin, Canberra.

Lots of things affect what it is like to live in a street. This report looks at traffic, shops and schools, public transport, parks, litter, noise, how nice the houses are, trees and gardens, paths and lighting.

The location of Kent St and Lawley Place, Deakin, Canberra

Annotations
Identifies the geographical question, ‘Which street is more liveable?’ to frame the inquiry.

Represents the location of their inquiry on a map and adds geographical conventions (title, north point and source).

Uses a range of graphic forms to represent study sites (photos and large-scale map).
Inquiry – The liveability of different places

Methods of data collection

<table>
<thead>
<tr>
<th>Method of data collection</th>
<th>Reason for choosing the measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of traffic</td>
<td>Lots of cars make a street dangerous and noisy. They can also cause pollution. It is harder for people to meet their neighbours if they live on a busy road.</td>
</tr>
<tr>
<td>Shops nearby</td>
<td>If shops are near to where you live you can easily get what you need</td>
</tr>
<tr>
<td>Schools nearby</td>
<td>If there is a school nearby, children can walk to school which is better for them.</td>
</tr>
<tr>
<td>Parks nearby</td>
<td>Parks are places where children can play and people can do sport or walk the dog. They also look nice.</td>
</tr>
<tr>
<td>Bus stops</td>
<td>People like having bus stops near their house so they can get to places. But buses can be noisy as well.</td>
</tr>
<tr>
<td>Litter</td>
<td>Lots of litter isn’t nice to look at and makes a place dirty</td>
</tr>
<tr>
<td>Noise</td>
<td>Noise can stop people sleeping. It can make people feel unhappy.</td>
</tr>
<tr>
<td>houses</td>
<td>Poor houses make a street look unattractive</td>
</tr>
<tr>
<td>Trees and gardens</td>
<td>Trees and tidy gardens are attractive. They attract birds into the areas. Trees also provide shade.</td>
</tr>
<tr>
<td>Paths and streetlights</td>
<td>If there are no paths or streetlights, it is dangerous for people living there. There might be more crime if the lighting is bad.</td>
</tr>
</tbody>
</table>

Annotations

Establishes methods to collect data from primary and secondary sources.

Identifies and justifies ways to measure liveability.
Inquiry – The liveability of different places

**Results**

**Kent Street**

<table>
<thead>
<tr>
<th>Amount of traffic</th>
<th>45 cars in 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to shops</td>
<td>Newsagent, IGA, chemist, coffee shop 1.5 km</td>
</tr>
<tr>
<td>Access to schools</td>
<td>Secondary school on the same road</td>
</tr>
<tr>
<td>Access to parks</td>
<td>Park with play equipment 400m away.</td>
</tr>
<tr>
<td>Access to public transport</td>
<td>Bus stops on same road</td>
</tr>
<tr>
<td>Litter</td>
<td>15 pieces of litter along the street</td>
</tr>
<tr>
<td>Noise</td>
<td>10dB</td>
</tr>
<tr>
<td>Houses</td>
<td>Houses are quite modern and well-built Score</td>
</tr>
<tr>
<td>Trees and gardens</td>
<td>Lots of old trees on one side of the road. Gardens look tidy. Score 4/5</td>
</tr>
<tr>
<td>Paths and streetlights</td>
<td>There are footpaths on both sides of the road and lots of streetlights Score 5/5</td>
</tr>
</tbody>
</table>

**Annotations**

- Locates and records data from a range of primary and secondary sources.
- Annotates a photograph to present findings.
- Communicates observations and findings from field observations in a range of forms (photos and text).
Geography Year 7

Inquiry – The liveability of different places

Lawley Place

<table>
<thead>
<tr>
<th>Amount of traffic</th>
<th>1 car in 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to shops</td>
<td>Newsagent, IGA, chemist, coffee shop</td>
</tr>
<tr>
<td>Access to schools</td>
<td>Secondary school 800m away</td>
</tr>
<tr>
<td>Access to parks</td>
<td>Park with play equipment at the end</td>
</tr>
<tr>
<td>Access to public transport</td>
<td>Bus stop 800m away</td>
</tr>
<tr>
<td>Litter</td>
<td>2 pieces of litter along the street</td>
</tr>
<tr>
<td>Noise</td>
<td>59dB – lots of cars passed by</td>
</tr>
<tr>
<td>houses</td>
<td>Houses are modern and attractive</td>
</tr>
<tr>
<td>Trees and gardens</td>
<td>Lots of old trees on one side of the road. Gardens look tidy. Score 4/5</td>
</tr>
<tr>
<td>Paths and streetlights</td>
<td>There are no footpaths and only two streetlight at the ends of the road Score 2/5</td>
</tr>
</tbody>
</table>

Annotations

Locates and records data from a range of primary and secondary sources.

Annotates a photograph to present observations and findings.

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 – The liveability of different places

Conclusion

I was the only person collecting the results and I might have different ideas to other people. I have measured liveability in terms of traffic, access to shops, schools, parks, public transport, the amount of litter and noise, the quality of houses, and the number of trees and gardens and street lights. Other people might consider different things as being measures of liveability, such as the neighbours or proximity to work. The measures I chose show the liveability of a place in terms of what I value and other people might value different things. Also because I don’t live on these streets, I don’t know what it is like to live on that street every day. I only collected the data at one time so the street might not always be like that. I might have visited the street when there was not a lot of traffic on the road or when the rubbish had just been collected.

The results show Lawley Place is a nicer street to live on than Kent Street. Kent Street is a busy road with buses going along it and lots of cars visiting the offices on the road. It has better paths and more streetlights though. The location of Lawley Place only had one car while I was there but it still needs paths and more lights as it is dangerous when people come home at night. Kent Street is closer to a school but further from shops than Lawley Place. The houses and gardens were better on Lawley Place than on Kent Street. Many of the houses have been renovated or renewed on Lawley Place.

Annotations

Recognises that people perceive and value places differently.

Reflects on the validity of the data gathering process in answering the inquiry question.

Analyses data to draw conclusions about the most liveable street.

Explains how the local environmental characteristics can affect the liveability of places.
The reason Lawley Place is more liveable than Kent Street is because of its location. As you can see in the map above, Lawley Place is quiet cul-de-sac in a residential area. In contrast, the houses on Kent Street are located on a main road that has commercial and community buildings (hospitals and schools) all along one side. This road is a major bus route as well and the use of land means there is a lot of traffic on the street. The presence of industry and services means that the characteristics of Kent St are very different from the characteristics of Lawley Place. Kent Street is busy and noisy.

Constructs a large-scale map to show land use in Deakin.

Explains how the location of the houses and the nature of their surrounds affect the liveability of a place.
Inquiry – The liveability of different places

 Annotations

The Council could collect more data to see how nice each street is to live on. They could collect:

- Surveys of people on the street to see what they think of the street
- Information on traffic in the streets at more times.
- Information on crime and traffic accidents in each street

There is a lot more traffic and noise on Kent Street. There are several actions the council could take. The council could try to reduce this by putting in traffic calming schemes. This would slow traffic down and some people might go a different way. This would make the street safer and quieter. However this is an expensive option. They could plant more trees on Kent Street to make it a nicer place to live because you would not see the offices. This is more economical and would be good for the environment as trees are important for all life. The option of planting trees to buffer noise and block industrial views is more economical and environmentally sound and should be considered.

While Lawley Place is more liveable, the council could also put more street lights on Lawley Place to make people who live in the street feel safer. This might be expensive but safety is important.

Annotations (Overview)

In this sample, the student demonstrates an understanding of the interconnections between people, places and environments by identifying the impact of different processes (urbanisation, introduction of industry, commercial and residential zoning) on the characteristics and liveability of places. The student presents findings using relevant geographical terminology in a range of communication forms.
Data response – Water in the world

Relevant part of the achievement standard

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including on large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

Summary of task

As part of a unit on Water in the World, students were provided with thematic world maps showing average annual precipitation and access to improved drinking water. They were then asked to:

- analyse the maps in order to identify global patterns of average annual precipitation and access to improved drinking water
- identify relationships between global patterns of average annual precipitation and access to improved drinking water
- provide reasons for the identified relationships.

Students completed the task as part of a lesson and were asked to verbally record their responses for the teacher.
Data response – Water in the world

Annotations

Acknowledgement
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Spoken explanation – The local river

Relevant part of the achievement standard

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Summary of task

As part of a unit on Water in the World, students were asked to:

• identify the main uses of the local river
• represent the main uses of the river on a map
• explain the relationship between people, places and the river.

Students completed the task over a series of lessons and were asked to orally present their findings.
Spoken explanation – The local river

Annotations

Annotations (Overview)

The student uses geographical terminology and a range of graphic forms to represent data and present findings.

Acknowledgement

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