

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: FOUNDATION YEAR SCIENCE

This portfolio provides the following student work samples:

- | | |
|----------|----------------------------------------|
| Sample 1 | Report: How the weather affects us |
| Sample 2 | Design task: Animal habitat |
| Sample 3 | Investigation: Watch it move |
| Sample 4 | Worksheet: How animals move |
| Sample 5 | Investigation: Properties of materials |

In this portfolio, the student describes the properties of familiar materials (WS5) and the behaviour of familiar objects and living things (for example, how animals move) (WS3, WS4). The student explains how the environment affects them and their needs in different environments (WS1) and suggests how the environment affects other living things (WS2). With teacher guidance, the student demonstrates an ability to share observations of familiar objects through verbal descriptions, drawing and written text (WS1, WS2, WS3, WS4, WS5).

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Report: How the weather affects us

Foundation Year Science achievement standard

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

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.


Students share observations of familiar objects and events.

Summary of task

Students participated in a class discussion about different types of weather, and developed a vocabulary list to describe weather.

Students were provided with a weather forecast and asked to draw the type of clothing they would wear. The teacher then asked the students what they would do if the weather changed.

Report: How the weather affects us



What would you do if it started to rain?
"I would put on warm clothes."

Annotations

Identifies appropriate clothing for the weather conditions.

Links the change in weather conditions to the need to modify clothing.

Annotations (Overview)

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

Design task: Animal habitat

Foundation Year Science achievement standard

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

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

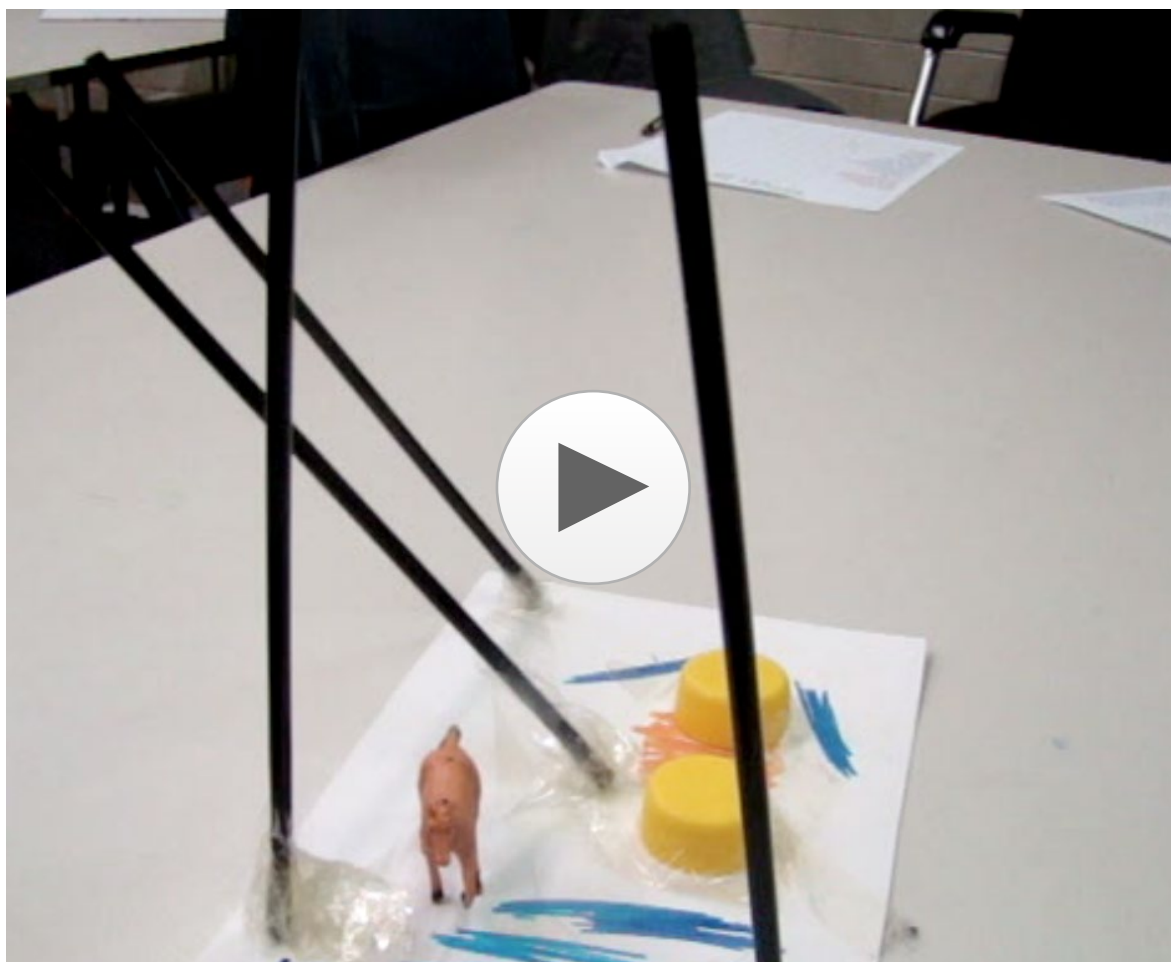
Summary of task

Students learned about farm animals and visited a farm. They also investigated the needs of living things. They viewed picture books and videos, and discussed the difference between what living things need to stay alive, compared to what living things might like, enjoy or want.

Students were asked to choose their favourite farm animal from the class toys. They were given a square of cardboard to represent the ground and asked to build a suitable environment for their chosen animal using a variety of recycled materials. They were asked to consider and incorporate everything that the animal would need to stay alive.

Students completed the task over approximately one hour.

Design task: Animal habitat



Annotations (Overview)

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

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Investigation: Watch it move

Foundation Year Science achievement standard

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

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

Summary of task

Students spent time playing with toys that roll and shared language to describe the ways in which the toys moved. They developed a word wall of the terms discussed.





Students were asked to select four objects and describe the way each object moved. They then chose a single object from their selection to design a new game. They described why they chose that object for the game.

The teacher assisted the students with scribing some answers. Students completed the task over approximately one hour.


Investigation: Watch it move

Watch it Move! Name: _____

Find out which object will be best for playing our rolling game.

Item	How did it move? <small>Use our word wall to help you.</small>	Why did it move that way?
 ball	It rolled	because it has air in it.
 marble	It rolled	because it has air in it.
 book	It slides	because it is flat and because it has air
 banana	It spins	because it has flat sides and air,

I think the best object for our game will be the marble because it rolls fast or slow, however you roll it. If it has lots of air it rolls faster.



Annotations

Describes the way a variety of objects move.

Attempts to explain why the objects move the way they do.

Completes a provided table.

Selects an object for a purpose based on its properties.

Annotations (Overview)

The student uses drawing, some written text and a verbal explanation to share ideas and observations.

Worksheet: How animals move

Foundation Year Science achievement standard

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

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

Summary of task


Students read books and watched a short film about the ways animals move and the body parts that assist them in their movements. They developed a word wall of the terms discussed.

Students were randomly assigned animal images for the first part of the task.


Worksheet: How animals move

Animals Move Name: _____

Choose 2 animal pictures and use our word wall to describe how it each animal moves.




swims



jump

Design your own animal that moves in 2 different ways.



jumps
rolls

How does your animal's body help it to move?

My animal's legs help it to jump.

Annotations

Describes the movements of different animals.

Reproduces provided animal and describes a movement it can perform.

Explains the relationship between the animal body part and the movement.

Annotations (Overview)

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

Investigation: Properties of materials

Foundation Year Science achievement standard

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

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

Summary of task






Students engaged in a class discussion about the materials that make up everyday objects, and the properties of those materials. They developed a word wall of terms to describe materials and properties.

Students were asked to investigate a number of objects and record their findings on an observation sheet.

Students completed the task over approximately 30 minutes.

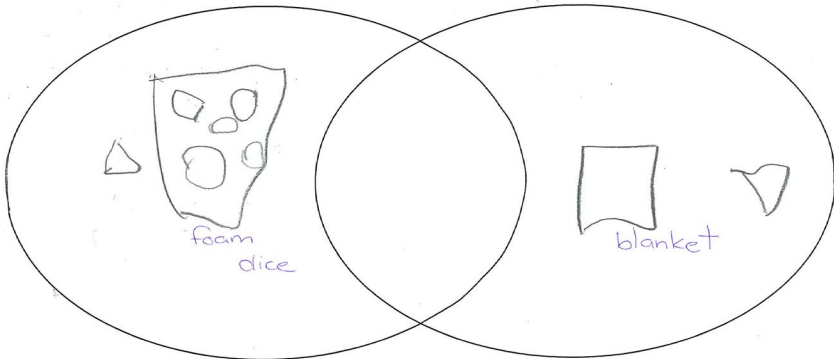
Investigation: Properties of materials

Materials

Object name or drawing	Material What is it made of?	Properties Can you describe it?
 block	paper	hard
 shell	Wood	soft
 marble	Wood	soft
 ruler	Wood	hard
 head-phones	Wood	hard

Venn Diagram

bumpy
smooth



My material is plastic. A wool is made of plastic because it might break.

Annotations

Uses some terms to describe materials and properties.

Identifies two observable properties of materials.

Completes provided table and graphic organiser.

Annotations (Overview)

The student uses visual representations, drawing and written text to share ideas and observations.