

## 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 had 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

1



What would happen if the sun went behind a cloud and it got cold?  
"I would put a jacket on."

### Annotations

*Identifies appropriate clothing for the weather conditions.*

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

*Identifies a choice of clothing suitable to new weather conditions.*

### 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 a model and a verbal explanation to share ideas and observations.*

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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 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 rolls	because I it's round
 book	It slides	because it is flat
 drink bottle	It rolls	because it is a curved shape

I think the best object for our game will be the  
ball because  
it is nice and round and it has  
a round shape.

### Annotations

*Describes ways differently shaped objects move.*

*Links the shape of the object to the way it moves.*

*Organises observations in a provided table.*

*Considers observations and selects an object suitable for a purpose based on its properties.*

### Annotations (Overview)

*The student uses drawing, 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

Before undertaking this task, the class had read various books about the way animals move and the body parts that assist them in their movements. A word wall was created in the classroom that displayed words describing how animals move.

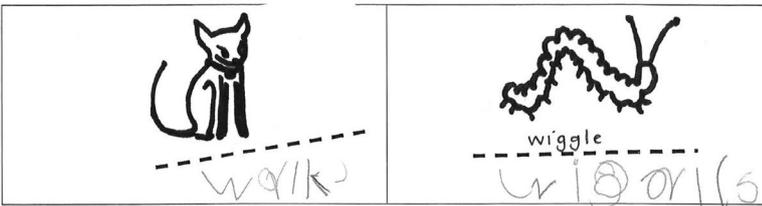
For the first part of the task, students were asked to choose pictures of two animals and select a word to describe how each animal moves. Part two required students to design their own animal that is able to move in two ways.

## Worksheet: How animals move

### Animals Move

Name: \_\_\_\_\_

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



Design your own animal that moves in 2 different ways.



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

It can walk because it has legs.  
The legs are part of its body.

### Annotations

Describes the movements of different animals.

Describes two types of movement the designed animal can perform.

Explains the relationship between the animal body parts and 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.

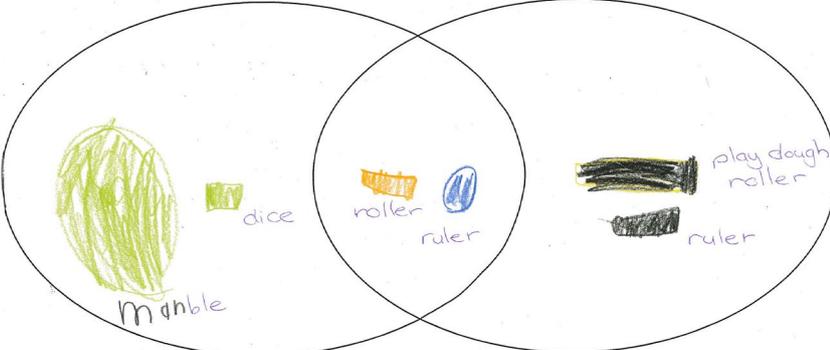
## Investigation: Properties of materials

**Materials**

Object name or drawing	Material What is it made of?	Properties Can you describe it?
 felt case	Plastic	hard
 roller	Plas + ic	3 2 of +
 marble	marble	hard
 block	Wood	round
 duster	rubber	2 2 are

Venn Diagram

~~marble~~ hard      ~~duster~~ wood



My material is wood. A roller is made of wood because it can flat playdoh because it's hard round

### Annotations

Identifies some observable properties of everyday objects including hardness and shape.

Identifies some of the materials that everyday objects are made from.

Uses provided tables to organise observations.

Links the properties of a material to the uses of the object.

### Annotations (Overview)

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