

## 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: YEAR 2 SCIENCE

This portfolio provides the following student work samples:

- Sample 1 Investigation: How to make water clean
- Sample 2 Design task: Materials swap
- Sample 3 Investigation: Pushing cars
- Sample 4 Investigation: Water at home and at school
- Sample 5 Worksheet: Life stages
- Sample 6 Worksheet: Science in daily life
- Sample 7 Investigation: Rocky road
- Sample 8 Worksheet: Classifying mixtures

In this portfolio the student describes changes to the position of objects as a result of applying a push (WS3) and changes to living things, particularly growth and changes in behaviour (WS5). The student considers water as a resource and identifies its uses in daily life (WS4). The student investigates the properties and uses of a variety of materials and mixtures (WS2, WS7, WS8) and considers the best mix of materials to construct an object for a particular purpose (WS2, WS7). The student links science practices to activities in daily life, such as food production (WS7).

### COPYRIGHT

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, you may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you retain this copyright notice. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials and you cannot sub-license any of these materials to others. Apart from any uses permitted under the Copyright Act 1968 (Cth), and those explicitly granted above, all other rights are reserved by ACARA. For further information, refer to (<http://www.australiancurriculum.edu.au/Home/copyright>).

## Science

Year 2  
Below satisfactory

The student demonstrates the ability to predict outcomes of investigations (WS1, WS3) and uses informal measurements (for example, 'clear', 'biggest', 'harder') when recording and comparing observations (WS1, WS3, WS7). The student conduct investigations (WS1, WS3, WS4, WS7), follows teacher instructions to record and represent observations (WS1, WS2, WS3, WS4, WS5, WS6, WS7) and communicates ideas to others using drawing, written text and labelled diagrams (WS1, WS2, WS3, WS4, WS5, WS6, WS7).

#### COPYRIGHT

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, you may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you retain this copyright notice. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials and you cannot sub-license any of these materials to others. Apart from any uses permitted under the Copyright Act 1968 (Cth), and those explicitly granted above, all other rights are reserved by ACARA. For further information, refer to (<http://www.australiancurriculum.edu.au/Home/copyright>).

## Investigation: How to make water clean

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

Students had engaged in class discussions about the use and cleanliness of water as part of a focus on sustainable use of resources. They had been explicitly taught how to construct a procedural text.

The students were shown a range of materials that could be used to filter dirty water. They chose between filter paper, cotton wool and gauze to construct their filter, then designed an experiment to investigate whether they were able to filter the water successfully. Students were provided with a template to help them construct their investigation report, and the teacher took photos of their procedure to help them construct the steps of the investigation.

## Investigation: How to make water clean

Title:  
I was making muddy water  
~~clear~~

---

Materials:

- glass
- Sand small amount
- flower pot
- filter paper
- Jug
- 5 leaves
- muddy water
- pepels
- soil
- dirt

---

My prediction (hypothesis):

I think that the water will get cleaned because it will go through the damer. And it will get clean.

### Annotations

*Uses some informal measurements to construct the investigation.*

*Makes a prediction about the effect of the filter.*

## Investigation: How to make water clean

Steps:

Step 1. put the flower pot on the filter paper and trace around it, at the bottem.

Step 2. cut around it

Step 3. put the filter paper at the bottem of the flower pot.

Step 4. pour the sand into the flower pot.

Step 5 then make a layer of gravel.

Step 6. get the dirt grass, and leaves, soil,

Step 7.

### Annotations

*Records some steps to investigate the effect of the filter.*

## Investigation: How to make water clean

**Results:**

When we were going to get a jug I and a few others didnt get any. So I had to share with. She went first when she did hers worked really well but some went not so. Then it my turn and I was like it was really get and clear.

**Conclusion:**

my expsrement worked well and I quessed crectly.

### Annotations

*Records observations of the investigation process, including an informal measurement of the quality of the filtered water.*

*Compares observations with predictions.*

### Annotations (Overview)

*The student communicates ideas, investigation steps and observations through written text.*

## Design task: Materials swap

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

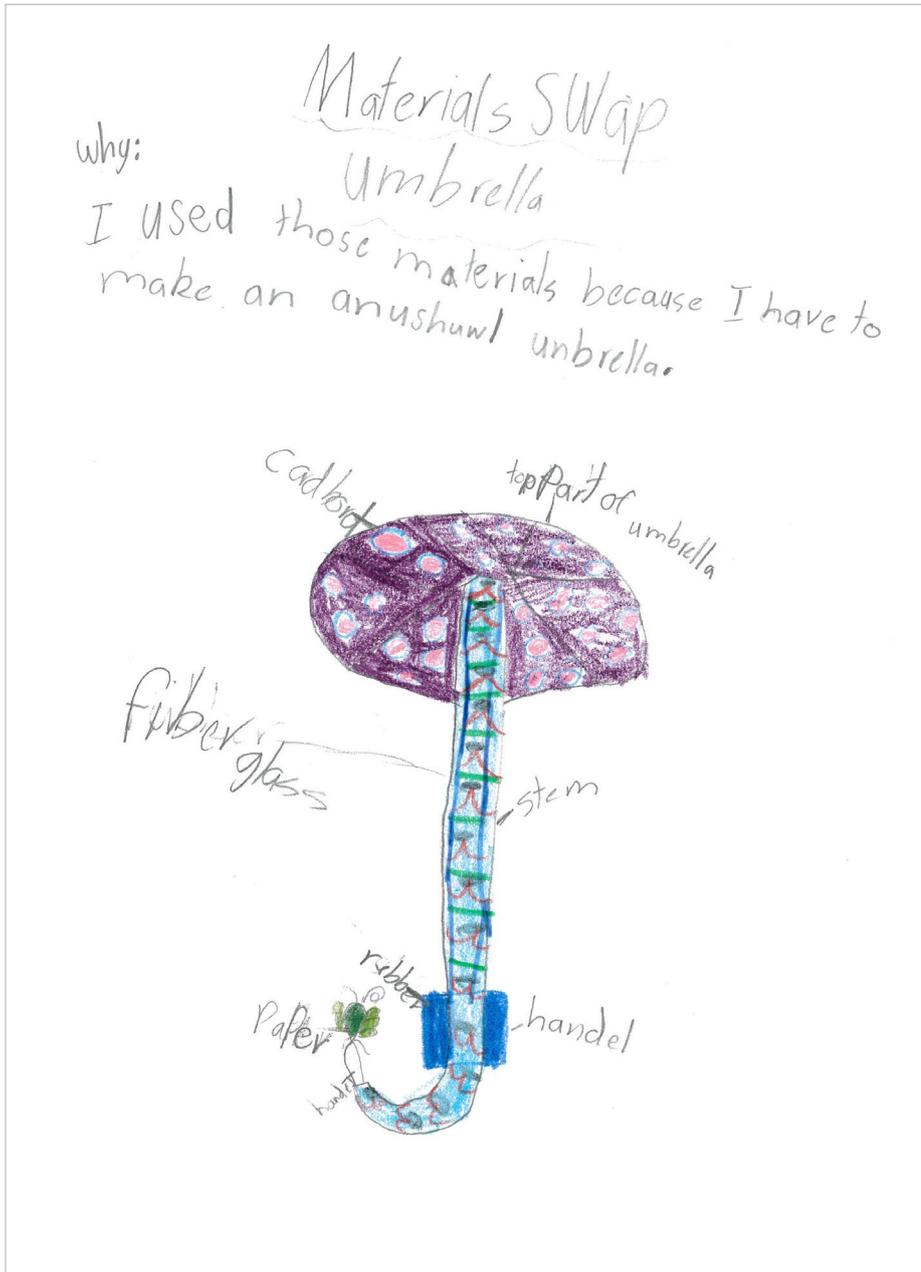
*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

Prior to undertaking this task, students participated in a materials treasure hunt around their classroom. They were asked to find all of the places where certain materials were used and provide an explanation for their use. For example, glass can be found in windows and doors because it is clear, which means we can see through it.

For the task itself, students focused on the materials in an umbrella. They were asked to identify the materials and consider why different materials were used. Students then completed a 'materials swap' in order to improve the umbrella. They were asked to draw their umbrella and explain which materials they had replaced and why.

## Design task: Materials swap



### Annotations

Identifies that the object is made up of different materials.

Identifies alternative materials for parts of the umbrella, some of which are suitable.

### Annotations (Overview)

The student communicates ideas through text and an annotated diagram.

## Investigation: Pushing cars

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

Prior to undertaking this task, students explored all the ways they could change the shape of objects, or the ways they could change how objects moved. They observed students on play equipment and discussed how different strengths of pushes and pulls were involved in changing movement.

Students were asked to investigate the effect of different-sized pushes on the movement of a toy car. They were given an investigation worksheet to complete, but were required to develop their own means of describing and comparing their results. Students worked in small groups to complete the investigation and then developed their reports independently.

## Investigation: Pushing cars

**Pushing Cars**  
**Investigation**

I predict that a Big push will make the car go fast than a small push.

**What happened?**



**What happened?**  
My Big push went only to the white line. My smaller push went to my Big push.

**Did my observations match my predictions?**

### Annotations

Makes a prediction that links the size of the push to the speed at which the car will travel.

Uses informal measurements to make observations.

Constructs a representation to share observations.

Describes observations and identifies that a different strength of push resulted in a different distance travelled.

### Annotations (Overview)

The student communicates ideas and observations through written text and an annotated diagram.

## Investigation: Water at home and at school

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

Prior to undertaking this task, students had engaged in a class discussion about where water was used at school and for what purposes. They recorded and shared their ideas as a class, grouping ideas under the headings of 'Where does water come from?', 'What is water used for?', 'Who or what uses water?' and 'What does it mean to use water responsibly?' Students then walked around the school to confirm or modify their ideas.

Students were asked to complete a homework task to identify the uses of water at home. They then spent time in class to organise their ideas about water use at home and at school in a graphic organiser. Students spent approximately two hours on the combined elements of the task.

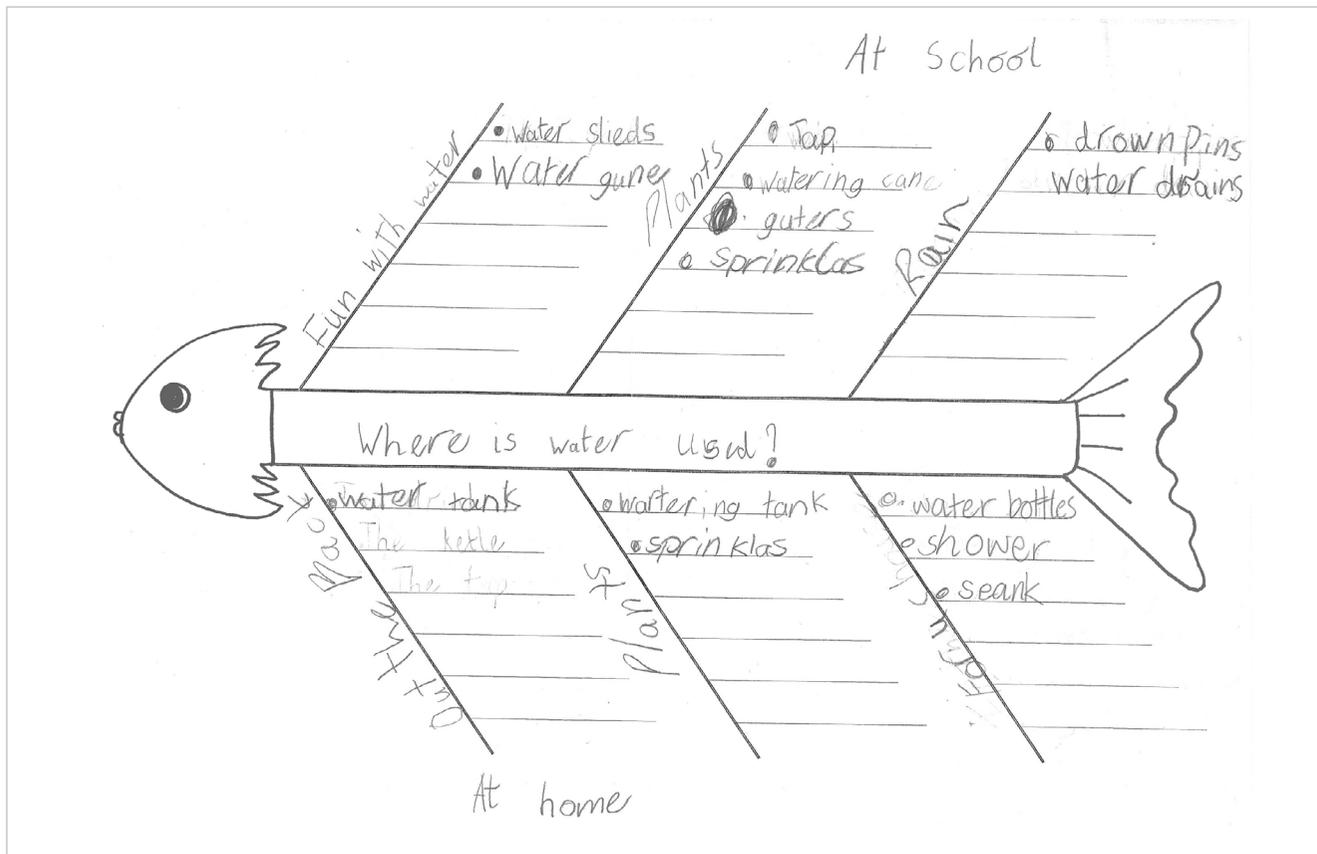
## Investigation: Water at home and at school



### Annotations

*Identifies examples of places in the home where water is found.*

## Investigation: Water at home and at school



### Annotations

Sorts and records observations in provided graphic organiser.

Identifies some examples of where water is found at home and at school, and some uses of water.

### Annotations (Overview)

The student communicates ideas through annotated drawings and written text.

#### Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

## Worksheet: Life stages

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

Students had watched some videos, read some books and observed some germinating plants to explore the ways in which living things grow and develop. They had discussed examples of living things, characteristics of their life stages and the language associated with those stages.

Students were given the worksheet following a review of their learning in the unit. The teacher guided students through the instructions and they then completed the task independently over an hour.

# Worksheet: Life stages

## Life stages

Draw lines to match the life stages of these living things:

Choose one picture from column A and explain how it turns into the picture in column B.

I love cats because they  
turn into butterflies. And they are  
pretty.

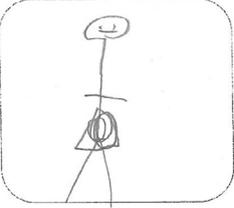
## Annotations

Links the life stages of a variety of living things.

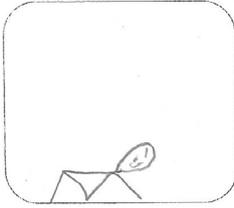
Describes the relationship between the provided life stages of a butterfly.

## Worksheet: Life stages

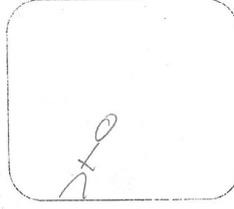
What are the life stages of a human being? Draw and label your life stages



I am in time



I am born!



I can walk.



I can walk I  
can go to school.  
I can talk I  
can do everything.

### Annotations

Identifies birth as a key stage in human development.

Identifies a physical change and some personal activities associated with a life stage.

### Annotations (Overview)

The student communicates ideas through drawings and written text.

## Worksheet: Science in daily life

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

As part of their science investigations, students had discussed examples of where science is used in daily life, including identifying instances in shared reading.

Students were given a task sheet and a pile of magazines. The teacher read through the instructions on the task sheet with the class and reminded them of safety rules for using scissors. Students then completed the task independently over one hour. Following completion of the table, students were asked to write a sentence at the bottom of the sheet answering the question, "What do scientists do?"

## Worksheet: Science in daily life

Where is the science in my daily life?

a) Cut out or draw five pictures to show how we use science in our daily life.  
b) Write an explanation next to each of your pictures.

1.	 <p style="text-align: right;">nail polish</p>	<p>They infestant investigate</p>
2.		<p>They infestant investigate wot them time</p>
3.	 <p style="text-align: right;">bag</p>	
4.		<p>food</p>
5.		

### Annotations

*Selects some everyday objects to indicate where people use science in everyday life.*

*Identifies that science involves investigation.*

*Completes a provided table to record ideas.*

### Annotations (Overview)

*The student communicates ideas through selected images and written text.*

## Investigation: Rocky road

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

### Summary of task

Students had investigated mixing and separating a variety of substances using different methods. They had discussed ways in which mixing substances is part of everyday life.

Students were provided with a range of potential ingredients for rocky road. They observed each ingredient and predicted what it would do when added to the rocky road mixture. They followed instructions to make a basic rocky road recipe and also made a recipe using their own choice of ingredients. They observed the end results and compared their own and others' recipes. They reflected on their predictions and communicated their findings.

# Investigation: Rocky road

## ROCKY ROAD

Choose 2 extra ingredients to add to the basic recipe.

	PICTURE	INGREDIENTS	DESCRIPTION	PREDICTION
Basic Recipe		Chocolate	Brown, runny, gooey, hot	Will set and hold mixture together
		Marshmallows	Squishy, pink, soft, white, round, sweet	
1. Draw pictures in a cup or on a spoon 2. Choose 2 to add to the basic recipe		Corn Flakes	hard nouse break adel	crunchy flat soggy
		Smarties	little round biffent cates will taste nice	
		Sultanas	Circle black brone squishie	stiky lots of flavor
		Rice Bubbles	round small hard white soft light	chang colour blend in
		Coconut	stics hard white little	looks like little biscuits
		Icing Sugar	sweet white tuch gas flat	want see it little sweet
		Water	water is clear wavy cold	soggy
		Cheese	yallow soft biffent sises	tast Gacley happes biffent cates

I'm going to add smarties and icing sugar  
because I want my Rocky Road to be nise taste.

### Annotations

Observes and records observations of each ingredient.

Predicts how different ingredients will affect the properties (texture, taste and colour) of the mixture.

Selects ingredients and predicts how they will affect the properties (taste) of the mixture.

## Investigation: Rocky road

### ROCKY ROAD

Draw and label a cross-section of:

The basic recipe	Your recipe	A different recipe combination
		

How are the mixtures different?

we don't have as much marshmallows.

They smell different.

It taste different when being sugar

---

I was a chef when I .....

microwaving and pouring stuff in.

---

I was a scientist when I .....

describe the foods

### Annotations

*Represents observations using diagrams with some labels.*

*Compares mixtures using informal measurements.*

*Identifies that science involves observation (description) and links this to food production.*

### Annotations (Overview)

*The student completes a template to record observations and communicate ideas using written text, drawing and diagrams.*

## Worksheet: Classifying mixtures

### Year 2 Science achievement standard

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

*By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.*

*Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.*

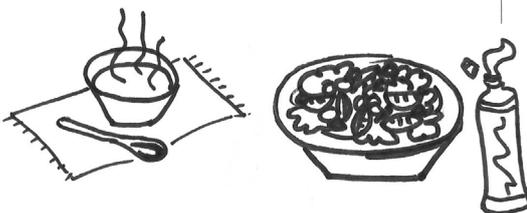
### Summary of task

Students were provided with images of a range of mixtures they might find around their home. The class discussed what familiar mixture each image represented. Students were then required to sort the mixtures into two groups and to explain their classification, and to draw and label a familiar mixture and describe its use.

## Worksheet: Classifying mixtures

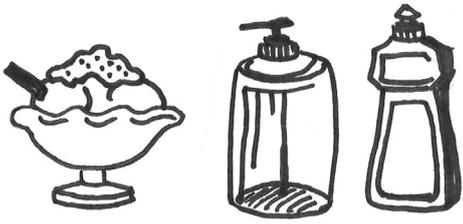
Group 1

I put these together because ...  
they are hot



Group 2

I put these together because ...  
they are cold



Draw and label a mixture of your own.



This mixture is used for .... eating hot porridge

### Annotations

Groups mixtures based on a property of the mixture.

Identifies a familiar mixture (porridge) and describes a use for that mixture.

### Annotations (Overview)

The student completes a template to communicate ideas using written text and drawing.