

Geography

Year 4

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 4 Geography

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

Sample 1	Mapping – Skull Island
Sample 2	Worksheet and guided inquiry – Rainforests and deserts of the world
Sample 3	Letter – The Lorax
Sample 4	Inquiry – Waste management

This portfolio of student work shows that the student can describe and compare the characteristics of places in different countries in Africa and South America (WS2). The student identifies and describes the interconnections between people and the environment (WS3, WS4) and the location of countries in Africa and South America in relative terms. The student identifies simple patterns in the distribution of features of places such as landforms, climate and vegetation (WS2). The student recognises the importance of the environment (WS3) and identifies different views on how to respond to the geographical challenge of waste management (WS4).

The student's work shows an ability to develop geographical questions to investigate and collect and record information and data from different sources to answer these questions (WS2). The student represents data (WS4) and the location of places and their characteristics in simple graphic forms, including maps that use the cartographic conventions of scale, legend, title and north point (WS1). The student describes the location of places and their features using simple grid references (WS1), compass direction (WS2) and distance (WS1). The student interprets data to identify spatial distributions and simple patterns and draw conclusions (WS2, WS4) and presents findings using geographical terminology in a range of texts (WS2, WS4). The student proposes individual action in response to a local geographical challenge (WS3) and identifies the expected effects of their proposed action (WS3).

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

- represent data and the location of places and their characteristics on large-scale maps.

Geography

Year 4

Mapping – Skull Island

Relevant part of the achievement standard

By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.

Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

Summary of task

Students had finished a unit on mapping, including scale.

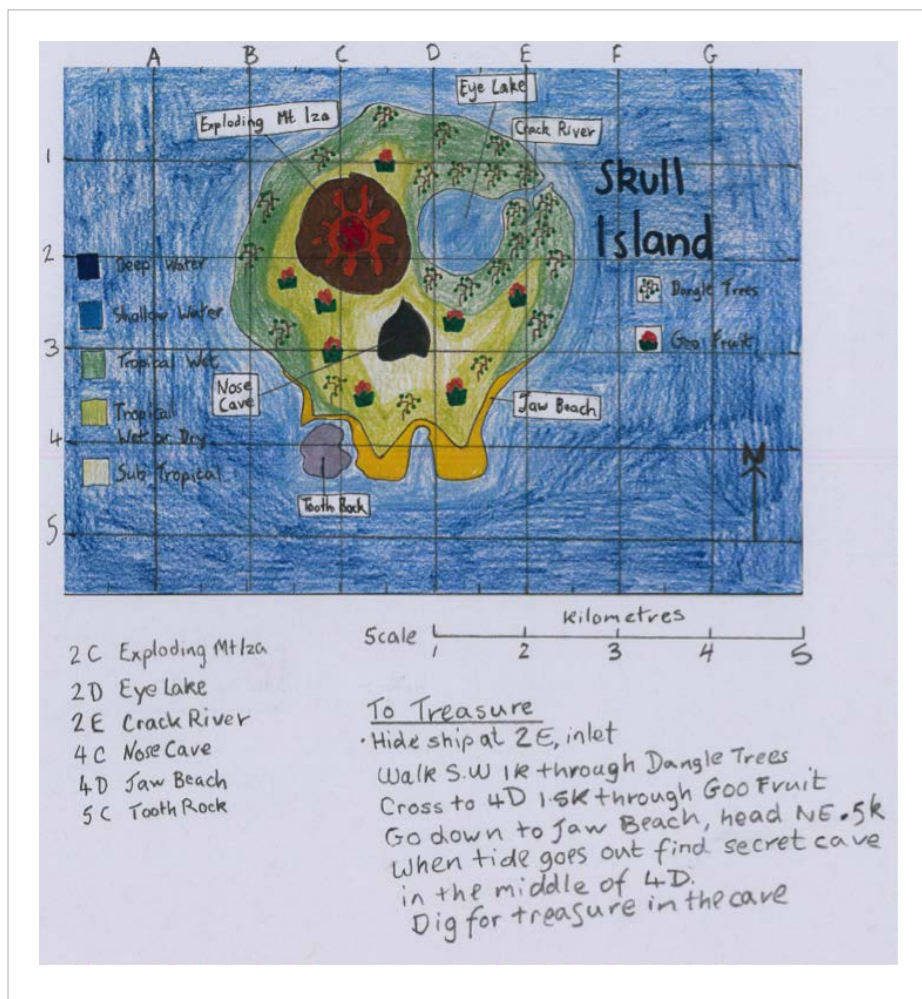
To show their understanding of scale and grid references, students were asked to:

- draw a map to show the characteristics of a place
- identify the location of these characteristics using grid references
- provide directions on the location of a treasure using both grid references and distance.

Geography

Year 4

Mapping – Skull Island



Annotations

Draws a map using cartographic conventions of legend, title, scale and north point.

Represents the location of the characteristics of Skull Island on a map, including climate, vegetation and landforms.

Uses grid references and distance to describe the location of features.

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.

Geography

Year 4

Worksheet and guided inquiry – Rainforests and deserts of the world

Relevant part of the achievement standard

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Summary of task

Students were provided with a range of questions to guide them through an inquiry on the distribution of tropical rainforests and hot deserts in the world, their location and the features of countries with these biomes. They were provided with a worksheet initially and then asked to develop a question to investigate further.

Geography

Year 4

Worksheet and guided inquiry – Rainforests and deserts of the world



Annotations

Identifies the global distribution of tropical rainforests and hot deserts and displays these on a map.

The outline map above has lines drawn for the regions of the world with hot deserts and regions with rainforest. Using your atlas, identify the regions with rainforests and colour them green. Identify the regions with desert and colour them yellow.

Describe the location of rainforests.

Most of the rainforests are located around the equator. There are no rainforests north of the Tropic of Cancer or south of the Tropic of Capricorn.

Describe where the hot deserts are located.

Most of the deserts are located around the Tropic of Cancer or the Tropic of Capricorn.

Using your atlas, find two countries in Africa, one that is mostly rainforest and one that is mostly hot desert.

Democratic Republic of Congo - Rainforest
Libya - Desert

Using your atlas, find two countries in South America, one that is mostly rainforest and one that is mostly hot desert.

Brazil - Rainforest
Chile - Desert

Describes the location of tropical rainforests and hot deserts in relation to major lines of latitude and identifies patterns in their distribution.

Locates countries that are predominately either tropical rainforest or hot desert.

Acknowledgement

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Geography

Year 4

Worksheet and guided inquiry – Rainforests and deserts of the world

Choose one country on each continent and describe their location in relation to Australia and surrounding countries.

Libya is north of Chad and Niger and is east of Algeria and west of Egypt. The country is north west of Australia.

Brazil is on the north east of South America. It is east of Paraguay, Bolivia, Peru and Ecuador. It is north of Uruguay. Brazil is west north west of Australia.

Use the internet to find what the climate is like in one place in each of these countries. When you have located your information, complete the following tables:

Name of country: Libya Name of place: Aziziya

	J	F	M	A	M	J	J	A	S	O	N	D
Rainfall (mm)	7	0	2	3	0	0	0	0	0	0	18	16
Temperature (Celsius)	23	23	26	28	30	33	32	32	30	27	25	24

Name of country: Brazil Name of place: Sataram

	J	F	M	A	M	J	J	A	S	O	N	D
Rainfall (mm)	168	270	331	336	286	188	101	43	36	47	60	109
Temperature (Celsius)	25	25	25	25	25	25	25	26	27	27	27	26

Describe the similarities and differences between the climates of these two places.

Both places are very hot all year. The temperature of Aziziya in the desert is higher and changes more than the temperature of Sataram which is in the rainforest. The biggest difference is rainfall. There is a lot of rain in Sataram from December to July and less from April to November. In Aziziya there is no rain in most months and when it does rain there is very little. Rainforests are hot and wet and deserts are hot and dry.

Annotations

Uses compass direction to describe the relative location of countries.

Locates and records information on the climate of different places on different continents.

Describes and compares the climate of different places in different locations.

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Geography

Year 4

Worksheet and guided inquiry – Rainforests and deserts of the world

What would you like to learn more about? Develop a question to investigate.

How else are Brazil and Algeria different?

Use the internet to find answers to your question and record them below:

Algeria and Brazil are very hot, but Algeria is dry and Brazil is wet. Most of Algeria, 90%, is desert and just over half of Brazil is rainforest, 57%. Brazil is located on the Equator where most rainforests in the world are. This is where most rainfall happens in the world. Brazil is also next to the Atlantic Ocean and it has one of the biggest rivers in the world - the Amazon. Algeria is located on the Tropic of Cancer or Tropic of Capricorn. There is not much rainfall in these areas. The north of Algeria is on the Mediterranean and there are two mountain ranges between this and the desert. Rainfall is low because the desert is a long way from the sea with mountains in between. Algeria and Brazil are different in their climate, location, landforms and vegetation types.

Annotations

Develops a geographical question to investigate.

Collects information and data to answer the inquiry question.

Describes and compares a range of characteristics of different countries in different continents.

Identifies the features of places and describes their location.

Draws conclusions about factors that affect the characteristics of places.

Annotations (Overview)

The student uses a range of texts and geographical terminology to communicate their findings and ideas.

Acknowledgement

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Geography

Year 4

Letter – The impact of production on the environment**Relevant part of the achievement standard**

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Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

Summary of task

Students undertook a literary study of *The Lorax* by Dr. Seuss. As part of this study, they investigated the impact of human activity on the environment. In this task students were asked to write a letter to the Once-Ler outlining their concerns about his intention to commence the production of thneeds in their place. They were asked to include the expected effects of this production on the natural environment.

Geography

Year 4

Letter – The impact of production on the environment

The Letter to the Once-Ler

Dear Mr Once-Ler

Please don't come to Launceston. I think what you did was terrible for the environment, because like with the thneeds the trees will be cut down and we don't want that.

If you come to Launceston are animals are at stake, like: wombats, kangaroos, wallabies, cockatoos and galahs. One more animal is Tasmania's special Tassie devil. The reason I'm saying this is, because if you come are animals will go away.

Another reason is if you make thneeds the trees will be cut down, so it makes it hard to breath. That means sick people in the hospital will die faster than you can say "sorry". Plus humans need trees to get oxygen, because they take the carbon -dioxide from our breath.

We don't need you to come to Launceston, because are animals are very precious to us. As precious as any person you know. We also care for something called "pets". An animal that you can keep. For example: dogs, cats, rabbits, fish, birds, guinea-pigs, hamsters and lizards.

Thneeds are an environmental problem. Thneeds shouldn't have been made in the first place, because trees are important to humans, animals and maybe even you.

I think you should stay where you live, because Launceston is a wonderful place, and it will stay that way. If you do make Thneeds again make sure you make them out of wool or fleece.

From [Name deleted]

Annotations

Identifies the impact of production (thneeds) on native fauna.

Identifies and describes the interconnections between people and features of the environment (for example, the exchange of carbon dioxide and oxygen between people and trees).

Recognises the importance of trees to people.

Proposes more sustainable raw materials for the production of goods (thneeds).

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Geography

Year 4

Inquiry – Waste management

Relevant part of the achievement standard

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Summary of task

A sequenced set of tasks was created as part of a unit of work focussing on 'Waste'. Students were given background information through an excursion to a waste disposal plant, a visit by an expert in the field and through a literary study of *The Lorax*.

Students were then asked to:

- collect and collate personal data on waste disposal and complete a worksheet
- construct a graph to represent their findings
- complete a PMI chart on the principles of the 3RC (reuse, reduce, recycle, compost)
- communicate what they had learned about 3RC.

Geography

Year 4

Inquiry – Waste management

How many pieces of rubbish did I throw away in a week?				
20				
What type of rubbish did I throw away?				
Apple Core	Scrap Paper	Yoo Container	Icy Pole Stick	Fredo Frog Wrapper
Compost-3	Recycled-1	Rubbish Bin-2	Rubbish Bin-2	Rubbish Bin-2
What day did I have the most rubbish? Why?				
Thursday				
I had lots of Rubbish on Thursday because I was very hungry.				
What ways could I have reduced my rubbish?				
By eating food that doesn't have wrappers.				
By eating food that isn't wrapped in glad wrap.				
By buying for example One big chip bag instead of lots of small ones.				
How many pieces of my rubbish was:				
Put in the rubbish bin – landfill 13				
Recycled 6				
Reused 0				
Composted 4				
What made it difficult for me to recycle or reuse or compost my rubbish?				
One monday we didn't have a compost in the classroom.				
I don't have a compost bin at home.				
Reducing my rubbish is important because:				
It means there will be less methane in the air that can harm the environment.				
There will be less rubbish going to landfill because				
Landfill is bad for the environment because it can make people sick and kills animals.				

Annotations

Collects and records data using tally marks, tables and text.

Suggests individual action to reduce waste.

Sorts data into categories of waste disposable.

Identifies the expected effects of waste reduction and management.

Identifies and describes the connections between people's actions (waste reduction) and the environment.

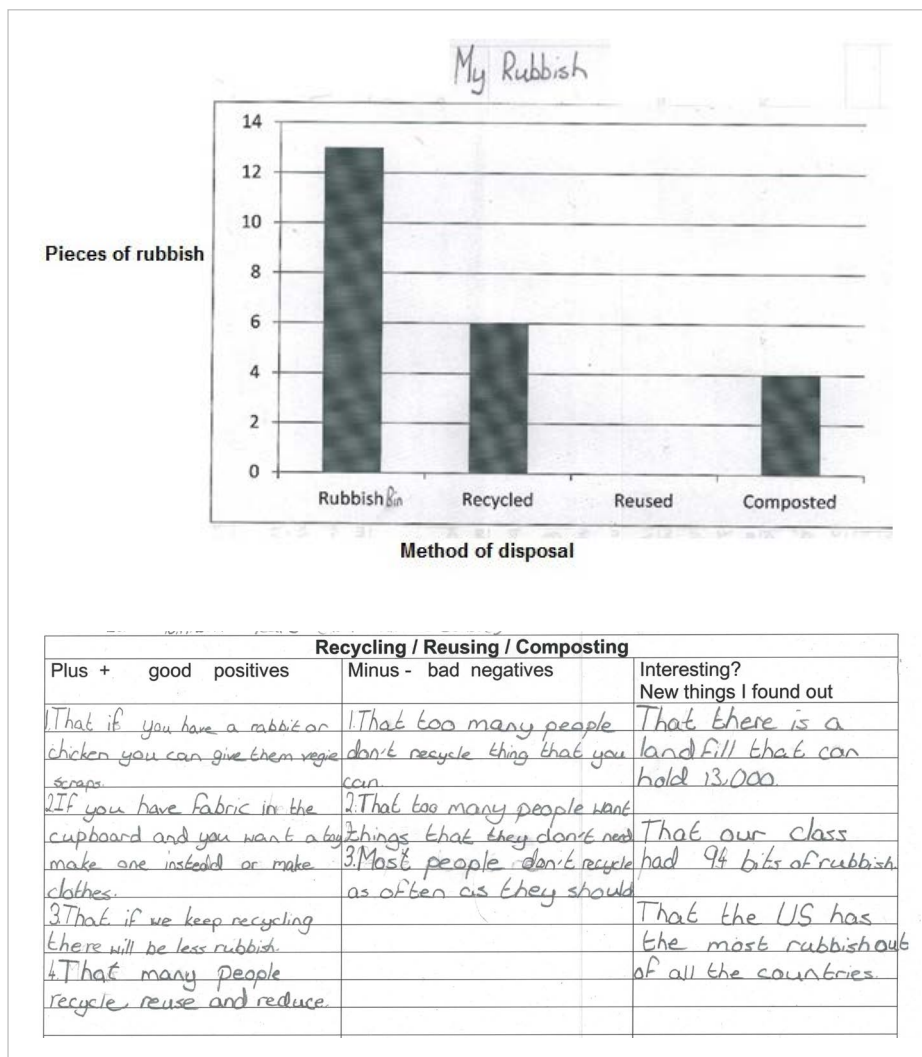
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Geography

Year 4

Inquiry – Waste management



Annotations

Interprets data collected to construct a column graph

Identifies simple patterns from research, for example 'Most people don't recycle as often as they should'.

Uses a PMI chart to record conclusions about recycling, reusing and composting.

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Geography

Year 4

Inquiry – Waste management

Annotations



About our Unit

We did a unit on the environment. We found out about pollution, recycling, reducing and reusing. When we were finding out about it we read 'The Lorax', did a rubbish Day, made paper, met Robert Wise and made a Worm Farm. We went to Holly Bank for an excursion to find out more about the environment. My favourite part was everything. We taught our school about recycling, reusing, reducing and composting. We made Earth Wheels with things in our world that are scarce and common.

Facts about the Environment

Did you know if you reuse that will reduce waste and put less rubbish in land fill. Many people don't bother to put their rubbish in the bin so if they keep doing that then their country will be a dump. Because of many people's actions to do with the environment there are no more Tasmanian Tigers. There

Reflects on what they have learned using simple geographic terminology of 3RC. (recycle, reduce, reuse, compost).

Identifies the environmental consequences of people not managing waste.

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Geography

Year 4

Inquiry – Waste management

are too many animals on Earth like Tasmanian Devils, Orangutangs, Bengal Tigers, Panda Bears and etc that are scarce. If you have something you don't want anymore [that's in good condition] instead of putting it in the dump sell it on eBay, give it to charity or just give it to an orphanage.

Reusing

Reusing is when you for example use a glass jar for vases, pencil pots, jars and etc. Things you can reuse: Toys [in good condition], clothes [in good condition], paper, cardboard boxes [for craft], old fabric [for making clothes and toys] and etc.

I think you should recycle, reuse, reduce and compost because Earth isn't meant to be a dump, it was made so we could live on it in peace.

Annotations

Outlines specific actions that could be taken to contribute to sustainability.

Offers a view on the importance of applying the principles of recycle, reuse and reduce to the challenge of waste management.

Annotations (Overview)

The student uses a range of texts to communicate their findings and ideas.

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