

Geography

Year 6

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 6 Geography

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

Sample 1	Investigation – Where in the world did we come from?
Sample 2	Data response – Spatial distribution of global poverty
Sample 3	Guided inquiry – Migration to Australia
Sample 4	Inquiry - Why do people migrate to Australia?

This portfolio of student work shows that the student can explain the characteristics of diverse places in different locations (WS4), describe the interconnections between people and places, identify factors that influence these interconnections (WS2, WS4) and describe how they affect people (WS2). The student describes the location of selected countries in Africa and the region of Asia in absolute and relative terms (WS2) and identifies and compares spatial distributions and patterns of migration and global poverty (WS2, WS4). The student identifies and describes alternative views on how to respond to the challenge of misperceptions about migration and proposes a response (WS3).

The student develops geographical questions about migration to frame an inquiry (WS3, WS4) and locates relevant information from a range of sources to answer inquiry questions (WS3, WS4). The student represents data and the location of places (WS1) and their characteristics in different graphic forms (WS4) including small-scale maps (WS1) that use cartographic conventions of title and north point (WS3). The student interprets data and information on migration and global poverty (WS2) to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions (WS3, WS4). The student presents findings and ideas using geographical terminology and graphic representations in a range of communication forms (WS1, WS3, WS4). The student proposes

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action in response to a geographical challenge and describes the expected effects of their proposal (WS3).

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:

- explain the characteristics of places at different scales from local to global
- describe how interconnections change places
- represent data on large-scale maps that use the cartographic conventions of source, scale and legend.

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Investigation – Where in the world did we come from?

Relevant part of the achievement standard

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Summary of task

As part of a study on how students are connected to other places, students participated in investigating the connections of the class to other places through birth. Students were guided through an inquiry and were asked to:

- survey class members to find out where they were born
- collate their findings in a table
- construct a column graph and pie chart displaying their findings
- locate the countries where students were born on a map
- summarise their findings.

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Investigation – Where in the world did we come from?

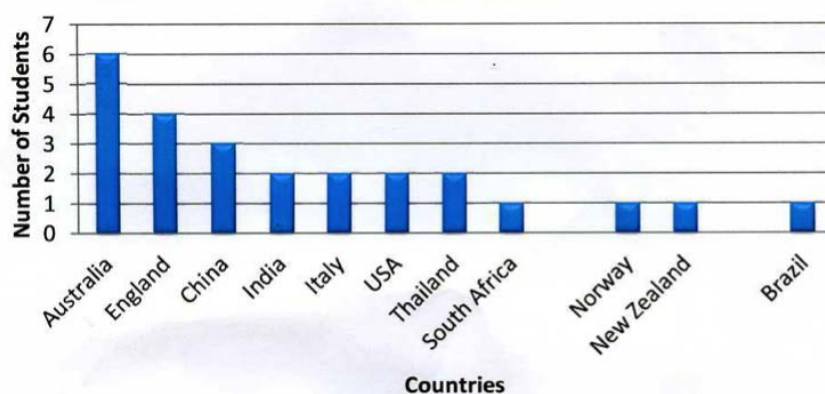
1. Present findings as a table

Country	Number of students
Australia	6
England	4
China	3
India	2
Italy	2
USA	2
Thailand	1
South Africa	1
Norway	1
New Zealand	1
Brazil	1

2. How many students in your class were born in North America?

2

3. Draw the table as a column graph using the computer



Annotations

Collects primary data on where students were born.

Represents data in a table.

Interprets data from the table

Represents data in a column graph.

Acknowledgement

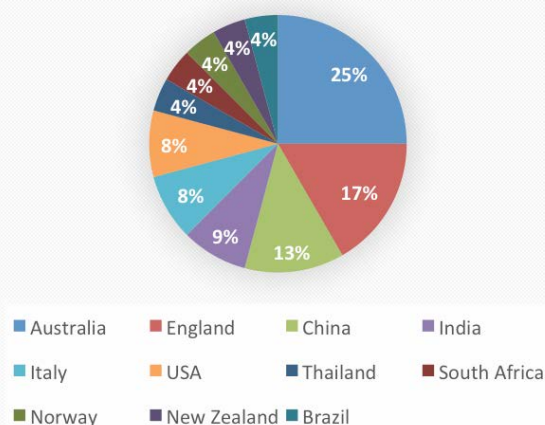
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Investigation – Where in the world did we come from?

Birthplace of 6H2



The survey of my class showed that the majority of students were born overseas. 75% of students in our class were born overseas. The most common place of birth was England followed by China and India. Class 6H2 has 14 students who were born in other countries. This shows that Australia is a multicultural country.

Annotations

Represents data in a pie chart.

Interprets data to identify the proportion of students who were born overseas.

Draws a conclusion about the characteristics of Australia using appropriate terminology (multicultural).

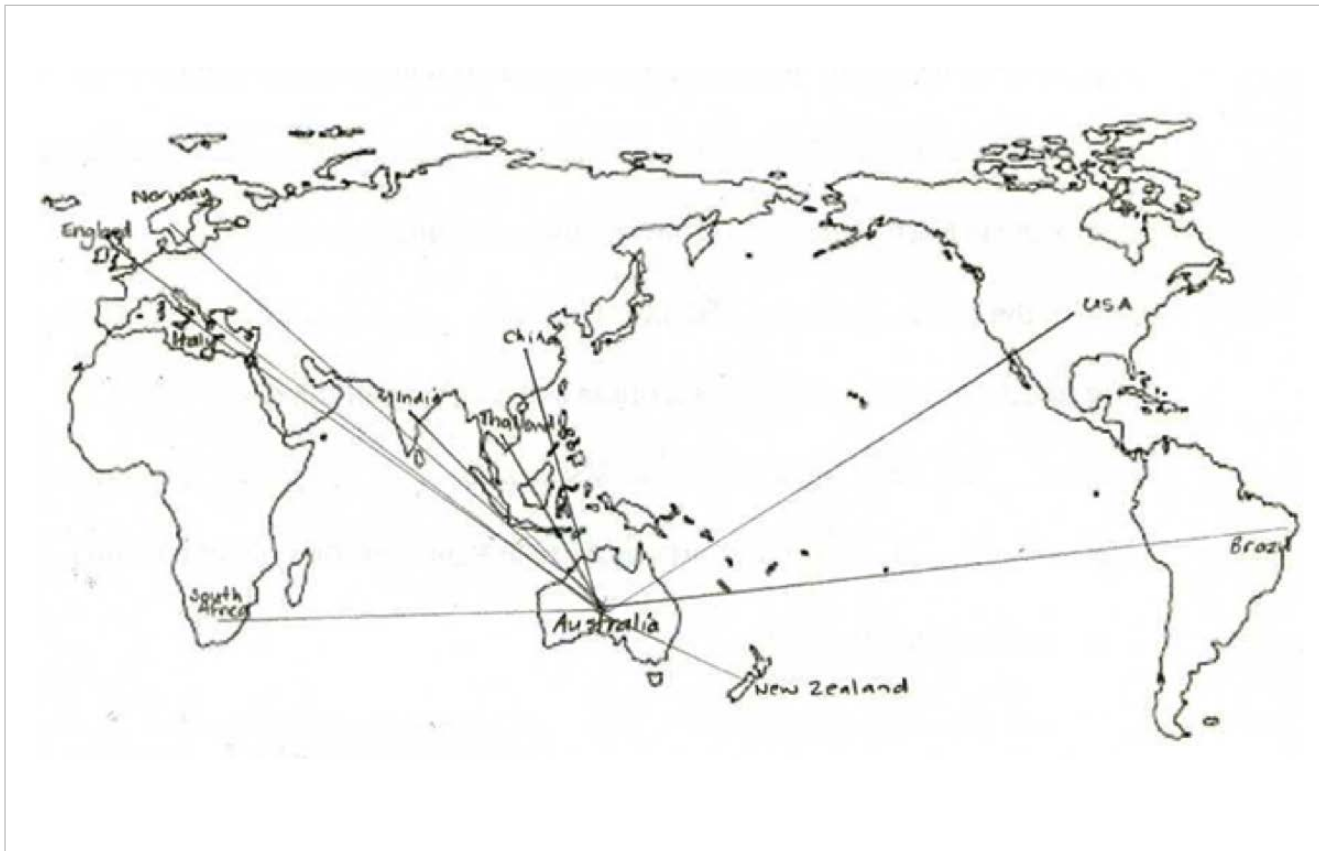
Acknowledgement

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Investigation – Where in the world did we come from?



Annotations

Represents data on a small-scale map.

Locates countries on a map.

Annotations (Overview)

The student uses text and a number of graphic representations to present findings.

Acknowledgement

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Data response – Spatial distribution of global poverty

Relevant part of the achievement standard

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Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Summary of task

Students were introduced to simple measures of human wellbeing. In this task students were provided with a choropleth map showing the percentage of the population living on less than \$2 a day. They were also given an atlas and were asked to answer a number of questions using both the stimulus and the atlas. They completed the task during class time under teacher supervision.

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Data response – Spatial distribution of global poverty

Figure 1: Map showing percentage of population living on less than \$2 a day



Refer to Figure 1 and your atlas to answer the following questions

1. Name three countries from different continents that have less than 2% of the population living on less than \$2 a day.

USA

Australia

Russia

2. Name three countries that have more than 80% of the population living on less than \$2 a day. On which continent are they located?

Chad (Africa)

Tanzania (Africa)

Niger (Africa)

Annotations

Locates countries on a small-scale map.

Interprets data to sort countries according to their level of poverty.

Acknowledgement

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Data response – Spatial distribution of global poverty

Describe the location of one of these countries in absolute terms and in relation to Australia and another country.

Chad is located at $15^{\circ}00'N$ and $21^{\circ}00'E$

Chad is NW of ~~AS~~ Australia

Chad is south of Libya, west of Sudan and east of Niger.

Name three countries of the Asia region have the most people living on less than \$2a day?

India

Laos

Bangladesh

Describe the location of one of these countries in absolute terms and in relation to Australia and another country of the Asia region.

Bangladesh is located at $24^{\circ}00'N$ and $90^{\circ}00'E$

Bangladesh is NW of Australia

Bangladesh is East of India, south of Bhutan and NW of Burma.

Annotations

Uses latitude and longitude to describe the absolute location of Chad.

Describes the location of Chad in relation to both its neighbouring countries and Australia.

Interprets data to identify countries of the Asia region with a large proportion of the population living in poverty.

Uses latitude and longitude to describe the absolute location of Bangladesh.

Describes the location of Bangladesh in relation to both its neighbouring countries and Australia.

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Data response – Spatial distribution of global poverty

Describe the spatial distribution of global poverty. Offer an explanation for the patterns you have identified

Most countries above the Tropic of Cancer do not suffer from poverty. The rich countries in the world are also in the lower part of the southern hemisphere (beneath the tropic of Capricorn). The poorest countries are in Africa and the next poorest region is Asia. Most of the poor countries are near the Equator. Some countries are poor because of drought or it's too hot to grow food. There is also a relationship between population size and poverty. Some countries in Asia, like India and China have too many people to feed. The poor countries in the world are under-developed.

Annotations

Describes the spatial distribution of poverty using major lines of latitude, continents and regions.

Proposes an explanation for spatial patterns of poverty (location, climate, population, development).

Acknowledgement

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Guided inquiry – Migration to Australia

Relevant part of the achievement standard

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Summary of task

Students were provided with stimulus material and a number of questions to guide them through an inquiry on migration to Australia. They were provided with the following scaffold:

Part 1: Sources of migration

- Conduct a class survey to find out student perceptions on regions that provide the greatest source of migrants.
- Construct a pie chart to show the results.
- Use the data provided to construct a choropleth map showing where migrants to Australia originated. Explain the migration patterns shown.

Part 2: Types of migration

- Conduct a class survey to find out student perceptions of the types of migration which provide the greatest source of migrants.
- Construct a pie chart to show your results.
- Use a table to compare this data with the actual data.
- Describe the results of this comparison and explain the major differences.
- Identify and describe strategies to address differences between perceptions of and actual sources of migration.
- Pose further questions to investigate.

The task was completed during class time over the course of a week. Students had full access to computers to record their responses.

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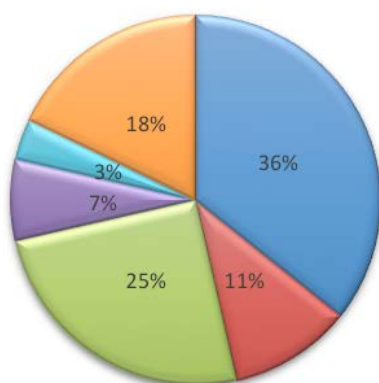
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Guided inquiry – Migration to Australia

Part 1: Sources of migration

Conduct a class survey to find out student perceptions on regions that provide the greatest source of migrants. Draw a pie chart to show the results.

Class perception of sources of migration to Australia



■ North Asia ■ South East Asia ■ South Asia ■ West Asia ■ Africa ■ Europe

Students in the class think that North Asia is where most migrant come from then South Asia and Europe. The countries of North Asia are China, Mongolia, Japan, North Korea, South Korea and Taiwan. Together, most students think Asia is where most migrants come from. 79% of students think most migrants come from the countries of Asia.

Annotations

Collects information from a survey and represents results in a pie chart.

Interprets data to describe survey results.

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.

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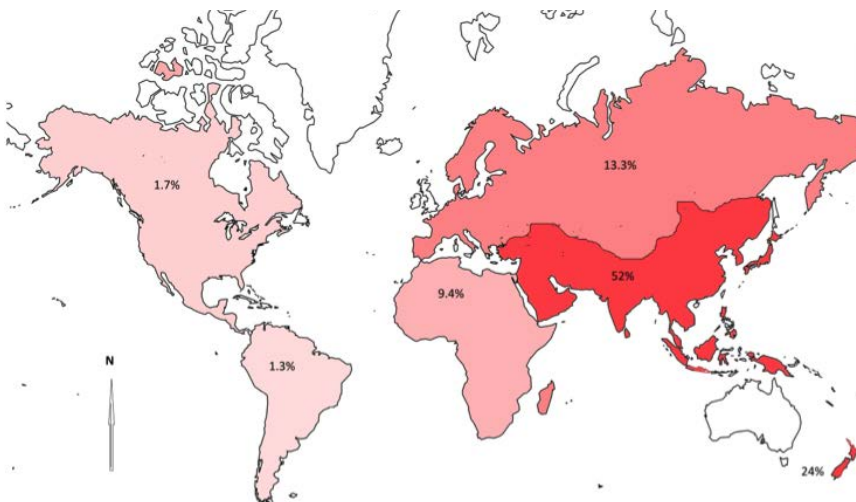
Guided inquiry – Migration to Australia

Refer to the table below.

Source of migrants by percentage in 2012.

Source of migrants	Percentage
Oceania and Antarctica	24.06
Europe	13.29
West Asia	7.47
South East Asia	14.07
North East Asia	14.78
Southern Asia	14.39
Central Asia	1.49
Northern America	1.73
South America	1.34
Africa	7.39

Construct a choropleth map showing where migrants to Australia originated.



. Explain the migration patterns

Most migrants who came to Australia in 2012 were born in Asia. The next most popular source of migration is New Zealand. The reason people come from Asia maybe because some countries in this region are poor or at war. The reason people come from Oceania and Antarctica is because these places are close to Australia and we have good relationships with them.

Annotations

Constructs a thematic map with some cartographic conventions to display data.

Interprets data to identify spatial distributions and patterns.

Suggests a relationship between migration patterns and the characteristics of source countries.

Acknowledgement

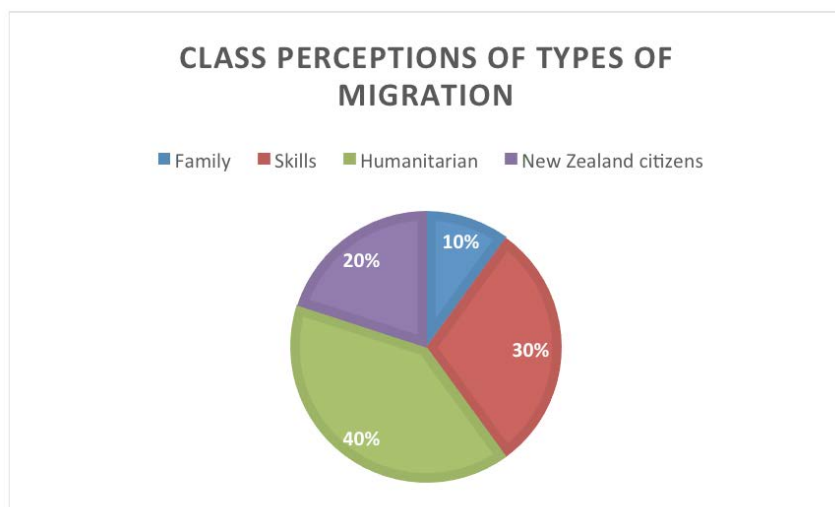
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Guided inquiry – Migration to Australia

Conduct a class survey to find out student perceptions of the types of migration which provide the greatest source of migrants. Construct a pie chart to show your results



Below is a table showing the actual types of migration to Australia in 2012. Complete the table to show class 6H2's perceptions.

Migration Type	Actual	Class 6H2
Family	24	10
Skill	52	30
Humanitarian	6	40
New Zealand	18	20

Describe the results of this comparison and explain the major differences.

Students in the class thought that more people arrived in Australia under humanitarian visas than other visas. They thought that 40% of migrants came under this category. In real life only 6% of migrants came to Australia in this category. Most people came to Australia under the skills category.

The reason I think that students in my class thought that most people came to Australia under the humanitarian visa is because of the news. Every day we hear about the people arriving in Australia by boats. This makes us think that most people coming here are on boats.

Annotations

Collects information from a primary source.

Represents data in a pie chart.

Interprets and compares data from two different sources.

Suggests a reason for variations in data.

Acknowledgement

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Guided inquiry – Migration to Australia

Identify ways that differences between perceptions of types of migration to Australia and actual types of migration could be addressed.

People's wrong perceptions could be addressed by:

1. Education – students should be educated on where migrants come from and why they come, on TV advertisements like World Vision ones.
2. News reports – there should be a news update at least every six months in the newspapers and on TV on who came to Australia and why they came.
3. Politicians should be honest about the number of boat people arriving in Australia.

I think that the best way of helping people learn the truth about migration is through news reports. Education may only help students and politicians will not always tell the truth. If migration figures were put in the papers and on TV, people would know who came to Australia and why they came. This would stop people from thinking that migrants mostly come on the boats.

Now that you have learned more about migration of people to Australia, pose further questions to investigate.

What countries do migrants come from?

What is it like to live in these countries?

Why do people migrate to Australia?

Annotations

Identifies and describes different views on how to respond to the challenge of misperceptions regarding migration to Australia.

Proposes a response to the challenge of misperceptions and predicts the outcomes of their proposal.

Develops questions to frame a geographical inquiry.

Annotations (Overview)

Through the process of a guided inquiry, the student has described interconnections between places through the movement of people and has identified some factors that may have influenced this movement. The student has used geographical terminology and a range of graphic forms to communicate findings, ideas and conclusions.

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Inquiry - Why do people migrate to Australia?

Relevant part of the achievement standard

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Summary of task

Students undertook an independent inquiry to answer the questions they developed following a guided inquiry. They were asked to research different sources on the Internet to find data and information to answer the questions they developed.

The task was completed in class time and the teacher guided students with the collection of sources and information.

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Inquiry - Why do people migrate to Australia?

WHY DO PEOPLE MIGRATE TO AUSTRALIA?

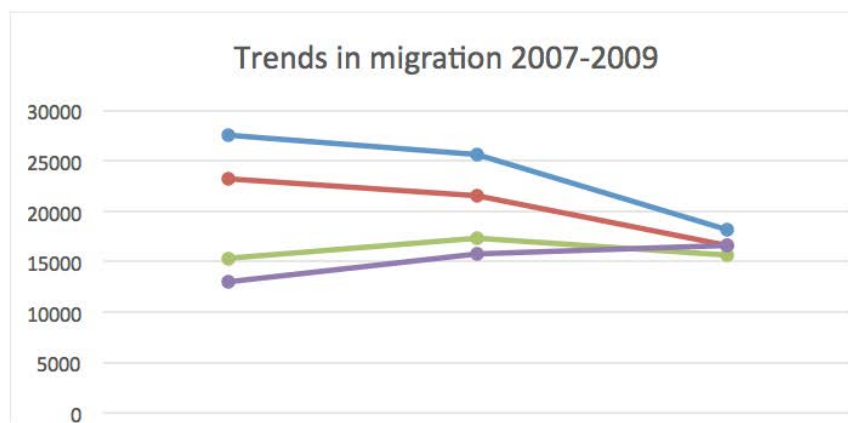
What countries do migrants come from?

Table 1: Top sources of migrants 2007-2010

Country of birth	2007-08	2008-09	2009-10
New Zealand	27601	25578	18117
United Kingdom	23236	21545	16555
India	15338	17283	15626
China	12959	15803	16644
Philippines	6112	5942	5958
South Africa	5166	7201	7153
Sri Lanka	3619	4078	4440
Malaysia	3522	3324	3507
Vietnam	2685	2898	3012
Total	100238	103652	91012

<http://andrewhong.net/2011/02/21/immigration-from-asian-countries-2009-10/>

Most migrants come from New Zealand, the UK, India and China. 73% of all people who migrated to Australia in 2010 came from these countries. Migration to Australia had decreased since 2007. Only migrants from China increased since 2007.



Annotations

Develops a question to frame an inquiry (Why do people migrate to Australia?).

Presents information and data in a table.

Locates data from sources to answer inquiry questions.

Interprets data to identify and compare patterns of migration.

Identifies trends in migration patterns.

Constructs a line graph to show changing trends in migration over time.

Acknowledgement

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Inquiry - Why do people migrate to Australia?

Table 2: Characteristics of migrant source countries

Country of birth	Income per head of population	Life expectancy	Infant mortality (no of deaths per 1000 births)	Population density (people per square km)	Climate Type
New Zealand	31012	82.16	4.65	16.59	Temperate
United Kingdom	35598	81.68	4.5	257	Temperate
India	3650	64.19	44.6	411	Tropical
China	8400	46.89	15.2	143	Temperate
Philippines	4119	67.80	18.19	312	Tropical
South Africa	10960	52.08	42.15	41.16	Dry
Sri Lanka	5582	71.6	9.24	332	Tropical
Malaysia	16051	73.38	14.2	86.44	Tropical
Vietnam	3410	74.39	19.16	280	Tropical

The table above shows some of the characteristics of the top countries from where migrants come. Living in New Zealand and the UK would be much better than the other countries because the people there have high incomes, live for a long time and have very few babies die. New Zealand would be better than the UK because the UK is very overcrowded as 257 people live in a square kilometre.

The next best country to live in would be Malaysia. The income in Malaysia is about half of the income in New Zealand and the UK but 4 times more than places like India and Vietnam. Malaysia also has a small number infant deaths and they live a long time. The country is also not too overcrowded.

The other countries would be horrible to live in because their income is very low and they don't live for as long. Most babies die in South Africa even though the income there is higher than other places. The most crowded country is India with 411 people living in a square kilometre. Sri Lanka, the Philippines and Vietnam are also very crowded.

Annotations

Locates information and data from a range of sources.

Identifies the characteristics of diverse places.

Uses geographical terminology (for example infant mortality, tropical, temperate, population density).

Explains how the characteristics of places affect the way people live.

Compares the characteristics of places to draw conclusions about what it would be like to live in different places.

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Inquiry - Why do people migrate to Australia?

Why do people migrate to Australia?

You can see from Table 2 that there are different reasons why people migrate to Australia. Both the UK and NZ have high standards of living, but their climate is colder than Australia's. New Zealand is very close to Australia geographically and both the UK and New Zealand are connected to Australia because we have the same language and culture. This is why people come from New Zealand and the UK.

All of the other countries are from the Asia region except for South Africa. Asia is close to Australia geographically. Most of these countries have really poor standards of living. Most have low incomes, life expectancy and high infant mortality and population density. It seems these people come to Australia to get away from the poverty they have to live in.

Annotations

Provides reasons why people migrate to Australia (living conditions, climate, geographical proximity, connections).

Identifies relationships between standard of living and migration patterns.

Draws conclusions on why people migrate to Australia.

Annotations (Overview)

The student presents findings and ideas using geographical terminology and a range of graphic forms.

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