



Sample assessment task

Year level	3
Learning area	Humanities and Social Sciences
Subject	Civics and Citizenship
Title of task	Community participation

Task details

Description of task	Students take part in a group performance to demonstrate their understanding of participation, including the aims of community groups, how they function and the importance of such groups to individuals and society. Students create a television advertisement to convey these key ideas.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of community participation
Assessment strategy	Group activity and performance (in the form of a TV advertisement)
Evidence to be collected	Observation of the group performance
Suggested time	<ul style="list-style-type: none">• Plan and write advertisement – one hour• Practise and refine performance – one hour• Sufficient class time for each group to present a performance lasting between one and two minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community</p> <p>Humanities and Social Sciences skills</p> <p>Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)</p> <p>Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p>
Key concepts	Participation

Task preparation

<p>Prior learning</p>	<p>Students will need to research and investigate a variety of community groups. These may include:</p> <ul style="list-style-type: none"> • Emergency and safety services • Health and welfare services • Community services • Conservation and environmental groups • Sporting and recreational groups • Heritage groups <p>An extensive list of volunteer and community groups can be found at: http://volunteeringwa.org.au/agencies/current-members.aspx#R</p> <p>Further background information on volunteering and community participation can be located at: http://www.volunteeringaustralia.org/</p> <p>Students should have the opportunity to develop an understanding of the aims and goals of such groups, and the benefits of participation to individuals, groups and society.</p> <p>Optional resources (activities and links to support teaching and learning):</p> <ul style="list-style-type: none"> • Getting Involved: Volunteers and our school (learning activities) http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school,9183.html • I Think... All together now (learning activities) http://www.civicsandcitizenship.edu.au/cce/i_think___all_together_now,28880.html • Volunteering and the Australian /Curriculum (lessons and resources) http://www.volunteeringaustralia.org/volunteering-resources/australian-curriculum/
<p>Assessment differentiation</p>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
<h2>Assessment task</h2>	
<p>Assessment conditions</p>	<ul style="list-style-type: none"> • This is a group activity and students are assessed as a group
<p>Resources</p>	<ul style="list-style-type: none"> • Students may use additional resources to enhance their performance

Instructions for teacher

Community participation

In groups of four, students create a television advertisement lasting between one or two minutes for a community group. Students should choose an appropriate community group to exemplify. Through the advertisement, their aim is to communicate the key messages regarding participation.

The advertisement must address the following elements.

- the aim or purpose of the community group
- how the group operates to achieve its purpose
- who can become a member and how people can join
- how people are expected to participate within the group (e.g. roles, jobs, leadership, memberships)
- benefits of belonging and reasons why people might want to become members (e.g. to bring about change in their community, to help others, to feel good, to learn something new, to have fun)
- barriers that may stop people from joining (e.g. time, language barriers, age, lack of awareness about the group, transport, membership costs)

Students should be reminded of the elements of English (Making – production and Speaking and Listening) that will assist them in creating a successful advertisement.

Each student should have an equal role in the performance. Performances may be filmed for assessment or feedback at a later date. *The attached marking key is to assess student's knowledge and skills in the Humanities and Social Sciences. An additional marking key is recommended to assess both speaking and listening behaviours, and performance skills.*

Instructions to students

In groups of four, you will create a television advertisement lasting between one or two minutes, promoting a community group. Through the advertisement, your aim is to communicate the key messages regarding participation.

The advertisement must address the following elements.

- the aim or purpose of the community group
- how the group operates to achieve its purpose
- who can become a member and how people can join
- how people are expected to participate within the group (e.g. roles, jobs, leadership, memberships)
- benefits of belonging and reasons why people might want to become members (e.g. to bring about change in their community, to help others, to feel good, to learn something new, to have fun)
- barriers that may stop people from joining (e.g. time, language barriers, age, lack of awareness about the group, transport, membership costs)

Each student should have an equal role in the performance.

Sample marking key

Description	Marks
Understands community groups and how they operate	
Gives a clear and detailed explanation of what a community group is, using an appropriate example for the TV advertisement	3
Gives an explanation of what a community group is, using an appropriate example for the TV advertisement	2
Attempts to give an explanation of what a community group is; however, the example given for the TV advertisement may not be an appropriate example	1
Subtotal	3
<p>Explanation for a community group may include:</p> <ul style="list-style-type: none"> • a group of people working together who share common interests or a sense of identity • a group of people who work together, unpaid, to provide a service • when people come together and volunteer their time to work for free and give back to the community • people volunteering to gain a positive result for themselves and the community 	
Description	Marks
Identifies ways people can participate within the group and explains benefits for individual, group and society	
TV advertisement identifies ways people can participate and explains in detail the benefits of community participation for the individual, the group and society	3
TV advertisement identifies ways people can participate and explains some benefits of community participation for the individual, the group and society	2
TV advertisement attempts to identify ways people can participate and attempts to explain the benefits of community participation for the individual, the group and society	1
Subtotal	3
<p>Answer could include, but is not limited to:</p> <ul style="list-style-type: none"> • Benefits to the individual: <ul style="list-style-type: none"> ▪ sense of belonging and identity ▪ sense of worth or satisfaction ▪ meet new people/social interaction ▪ support and friendship from fellow members ▪ gain new knowledge, skills or abilities ▪ help other people ▪ keeps people active ▪ have fun • Benefits to the group: <ul style="list-style-type: none"> ▪ make a difference to society ▪ bring about change and achieve goals ▪ achieve and influence ▪ give back to the community • Benefits to society: <ul style="list-style-type: none"> ▪ social change/improved conditions ▪ strong sense of community/connectedness ▪ solves issues in the community ▪ provides a service to society ▪ saves resources (using volunteers for a service, money can be spent on other projects) 	

Description	Marks
Translates researched information into a performance	
Conveys factual information based on group research	3
Conveys mostly factual information based on group research	2
Conveys little factual information based on group research	1
Subtotal	3
Description	Marks
Uses Civics and Citizenship terms when delivering key messages	
The group presents their TV advertisement using a variety of Civics and Citizenship terms	3
The group presents their TV advertisement using some Civics and Citizenship terms	2
The group presents their TV advertisement using generalised, everyday terms	1
Subtotal	3
Relevant terms and concepts may include: <ul style="list-style-type: none"> • participation • volunteers • community • contribution • citizenship • identity • non-government organisation (NGO) • not-for-profit 	
Total	12