



## Sample assessment task

<b>Year level</b>	3
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Geography
<b>Title of task</b>	Australia's Neighbours

## Task details

<b>Description of task</b>	<p>Students choose a neighbouring country to Australia (New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste or Indonesia) and research the following:</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Population</li> <li>• Language</li> <li>• Culture (including daily life, transport, food, community rules, religion, social values)</li> <li>• Natural features, flora and fauna</li> <li>• Historical celebrations or commemorations for the country.</li> </ul> <p>They develop a poster (including all of the above information) which demonstrates their understanding.</p>
<b>Type of assessment</b>	Formative and Summative
<b>Purpose of assessment</b>	Assess students' understanding of key Geographical concepts and skills as they apply to the environmental characteristics of Australia's neighbouring countries
<b>Assessment strategy</b>	Note-taking sheet (formative) and poster (summative)
<b>Evidence to be collected</b>	Poster
<b>Suggested time</b>	Collection and organisation of research – two lessons Poster development – two lessons

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p>Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p> <p>Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)</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>
<b>Key concepts</b>	Place, Space, Environment, Interconnection, Sustainability

## Task preparation

<b>Prior learning</b>	Students have prior learning about the connections of people in Australia to other places in Australia, in the Asian region and across the world. They have explored the location of Australia's neighbouring countries and marked them on a map. Students will have been exposed to the explicit teaching of skills (either through HASS or other Learning Areas), and teachers will have modelled how to reference sources in a simple way (identifying the name of a website/book etc.).
<b>Assessment differentiation</b>	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

<b>Assessment conditions</b>	This is an individual, in-class assessment. Students will complete the task over a period of four lessons (two for gathering information and two for completion of poster)
<b>Resources</b>	<ul style="list-style-type: none"><li>• Map of Australia with neighbouring countries marked (preferably with pins and labels so it can be displayed in the classroom)</li><li>• Books/internet/photographs/maps etc. for research</li><li>• Photocopied (or digital) templates for research</li><li>• Card etc. for poster</li></ul>

## Instructions for teacher

### Australia's Neighbours

Prior to commencing the task, revise the key Geographical concepts place, space, environment, interconnection, sustainability.

- Distribute and go through the assessment task with the students. Emphasise the requirements of the task and the marking guide.
- Ensure students understand that they must include all the aspects listed in their poster (location, population, language, culture, natural features, historical celebrations/commemorations).

## Instructions to students

### TASK 1: RESEARCH

Use the boxes below to make some notes about the country you have chosen. Use whatever source (books, internet, photographs etc.) you think would be most helpful to do this. *Some students may require additional assistance/scaffolding for this task.*

Remember to focus on the following headings:

- Location – where is your country? Draw/trace/print off a map and mark your country on it.
- Population – how many people live in your country?
- Language – what language do the people in your country mostly speak?
- Culture – what do the people in your country do in their daily life? What kind of food do they eat? Are there special community rules? Is there a particular religion?
- Transport – how do the people in your country get around?
- Natural features – are there mountains/lakes/volcanoes etc.? Describe the environment, e.g. flora and fauna.
- Historical celebrations/commemorations – are there any special national days the people celebrate? What are they and how do they celebrate?

### TASK 2: POSTER

Create an eye-catching poster to showcase your country. Include all of the information you have found from your research. Make sure you use the following headings in your work:

- Location
- Population
- Language
- Culture (including daily life, transport, food, community rules, religion, social values)
- Natural features, flora and fauna
- Historical celebrations or commemorations for the country

**Note making sheet**

**TASK 1: RESEARCH**

Use the boxes below to write the information from your research.

**My Country** \_\_\_\_\_

**Location – where is your country? Draw/trace/print off a map and mark your country on it.**

*Source/s I used (e.g. website address/name of book etc.)*

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**Population – how many people live in your country?**

*Source/s I used (e.g. website address/name of book etc.)*

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**Language – what language do the people in your country mostly speak?**

*Source/s I used (e.g. website address/name of book etc.)*

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**Culture – what do the people in your country do in their daily life? What kind of food do they eat? Are there special community rules? Is there a particular religion?**

Source/s I used (e.g. website address/name of book etc.)

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**Transport – how do the people in your country get around?**

Source/s I used (e.g. website address/name of book etc.)

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**Natural features – are there mountains/lakes/volcanoes etc.? Describe the environment, e.g. flora and fauna.**

Source/s I used (e.g. website address/name of book etc.)

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**Historical celebrations/commemorations – are there any special national days the people celebrate?  
What are they and how do they celebrate?**

Source/s I used (e.g. website address/name of book etc.)

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## Sample marking key

Description	Marks
<b>Task 1 – Research (formative assessment)</b>	
Makes detailed notes on the following, answering focus questions: <ul style="list-style-type: none"> <li>• Location</li> <li>• Population</li> <li>• Language</li> <li>• Culture (including daily life, transport, food, community rules, religion, social values)</li> <li>• Natural features, flora and fauna</li> <li>• Historical celebrations or commemorations for the country</li> </ul>	6
Makes notes on the following, answering focus questions. <ul style="list-style-type: none"> <li>• Location</li> <li>• Population</li> <li>• Language</li> <li>• Culture (including daily life, transport, food, community rules, religion, social values)</li> <li>• Natural features, flora and fauna</li> <li>• Historical celebrations or commemorations for the country</li> </ul>	5–4
Makes limited notes on the following, answering some focus questions. <ul style="list-style-type: none"> <li>• Location</li> <li>• Population</li> <li>• Language</li> <li>• Culture (including daily life, transport, food, community rules, religion, social values)</li> <li>• Natural features, flora and fauna</li> <li>• Historical celebrations or commemorations for the country</li> </ul>	3–1
<b>Subtotal</b>	<b>6</b>
Description	Marks
<b>Task 2 – Poster</b>	
Creates an eye-catching and well organised poster, providing accurate and detailed information for all headings, with additional information included	6
Creates an eye-catching and well organised poster, providing accurate information for all headings	5–4
Creates a poster, providing information for most headings; however, not all information is accurate and/or detailed enough	3–1
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>12</b>