



Sample assessment task

Year level	10
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Human wellbeing

Task details

Description of task	Students will construct a geographical broadsheet containing a wide range of sources, which can be used to propose explanations for the spatial variations between Australia and India in selected indicators of human wellbeing. They will use their broadsheet to complete an in-class written assessment.
Type of assessment	Summative assessment
Purpose of assessment	To assess students' understanding of key Geography concepts and skills as they apply to 'human wellbeing'
Assessment strategy	Broadsheet
Evidence to be collected	<ul style="list-style-type: none"> Completed broadsheet, with bibliography Extended written response
Suggested time	<ul style="list-style-type: none"> Research and collating data 2 x 60 minute lessons Construction of broadsheet 60 minutes In class extended response 40 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing</p> <p>Humanities and Social Sciences skills</p> <p>Q&R>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, use of emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies</p> <p>Q&R>Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations</p> <p>A>Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)</p> <p>E>Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes</p> <p>C> Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p>
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Key concepts	Place, Space, Environment, Interconnection, Change
Task preparation	
Prior learning	Students are familiar with the concept of human wellbeing and the facts that contribute to human wellbeing.
Assessment differentiation	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	
Assessment conditions	<ul style="list-style-type: none"> • Broadsheet, to be completed in and out of class time • Extended response, completed in test conditions in class
Resources	<ul style="list-style-type: none"> • Geography of Human Wellbeing Global Education booklet http://www.globaleducation.edu.au/verve/_resources/global_wellbeing_booklet.pdf • Qualitative vs Quantitative Data.ppt tjscience.wikispaces.com/file/view/Qualitative+vs+Quantitative+Data.ppt • Glossary sheet • Internet and/or library access

Instructions for teacher

Activity 1

(1 lesson)

Revise the key concepts: Place, Space, Interconnections, Environment, Change.

Questions to use with students to develop their conceptual understanding and unpack the topic:

Place

- Where are the places located?
- Do all places have the same environmental characteristics?
- How can the places people live influence their wellbeing and opportunities?
- How are the human characteristics of a place influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales?

Space

- How are the environmental and human characteristics of places influenced by their location?
- Do individual characteristics of places form spatial distributions?

Interconnection

- What are the ways places, and the people and organisations in them interconnected?

Change

- Why is environmental, economic, social and technological change spatially uneven, and affects places differently?
- How does the wellbeing of places change and what is the impact of the changes for the future?

Introduce the topic of human wellbeing.

http://www.globaleducation.edu.au/verve/_resources/global_wellbeing_booklet.pdf

[Ashton,K. & Jones,C., 'Teachers', 2013, p. 2, Geography Teachers' Association of Victoria Inc.]

Provide students with a copy of the glossary template to use throughout this unit of work. Begin by adding the following three terms:

- Indicators
- Qualitative indicators
- Quantitative indicators.

Activity 2

(1 lesson)

- Distribute and go through the assessment task with the students. Emphasise the requirements of the task and the marking guide.
- Show some sample broadsheets to students.
- Brainstorm with students the type of sources that they could include on their broadsheet e.g. maps, rainfall and land use maps, numerous images, and a variety of statistical data, often represented as tables and using assorted graph styles.
- Unpack the topic with the students, have them develop a list of the types of information they think they will need to be able to show the reasons why Australia has a different level of wellbeing than India.
- Students are to gather information for construction of their broadsheet.
- Teachers may need to organise appropriate materials, including access to technology.

Activity 3

(1 lesson)

- Students are to collate all information required and create their broadsheet.t

Activity 4

- Students using the broadsheet will respond to an unseen question, in order to validate their work on the broadsheet and to assess their understanding of the concepts, skills and content.

Name:	Date:
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Glossary chart

Record new words on the chart. Write the definition of the word, and then construct a sentence using the word.

Word	Definition	Sentence
Indicators		
Quantitative data		
Qualitative data		

Instructions to students

Geography of human wellbeing

Task:

Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources, to create a geographical broadsheet containing a wide range of sources, which can be used to propose explanations for the spatial variations between Australia and India in selected indicators of human wellbeing and development.

Your completed broadsheet should demonstrate your understanding of the indicators of human wellbeing and the reasons why India has a different level of wellbeing and development than Australia.

You will be using your broadsheet to complete an in class written assessment.

The broadsheet should:

- include at least 10 different sources, such as information, images, maps and/or data
- include both qualitative and quantitative data related to the indicators
- include a bibliography.

Any written text needs to be in dot form and is not to exceed 250 words.

You can submit either electronically or a paper version of a broadsheet.

Refer to the marking key to ensure you include all requirements.

Defining terms

- **Indicator:** Indicators can be either quantitative or qualitative to measure people's living conditions and wellbeing.
- **Quantitative indicators:** provide accurate and measurable comparisons, such as life expectancy or percentage of population below the poverty line.
- **Qualitative indicators:** are a description of the quality and characteristics rather than a measurement, such as quality of food supplies and housing.
- **GDP:** Gross Domestic Product is the total value of the goods and services produced in a country over one year.
- **GDP per capita:** Gross Domestic Product can be converted into GDP per capita. The total GDP for a country is calculated and divided by the country's total population to determine the amount per person.
- **GNI:** Gross National Income is the total income of all citizens of a country including income generated from investment and earning overseas. This is a valuable indicator of the economic strength of a country. The income per capita can also be calculated by dividing a country's GNI by its population.
- **Life expectancy:** The average number of years a person is estimated to live from birth. Australia's average life expectancy at birth in 2012 was 81.9 years compared to 57 years in Sierra Leone.
- **HDI:** Human Development Index is a composite index that measures a country's average achievements in three aspects of human development: life expectancy at birth, education (combination of mean years of schooling and expected years of schooling) and the GNI per capita. In 2012, Norway was the highest ranked HDI country in the world followed by Australia, while the Democratic Republic of Congo and Niger had the equal lowest ranking of 186.

[From: Ashton, K., & Jones, C. (2013). *Geographies of human wellbeing*. Camberwell South, Vic.: Global Education Project, p. 4. Retrieved September, 2015, from www.globaleducation.edu.au/resources-gallery/resource-gallery-publications.html
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Year 10 Geographies of human wellbeing

Written assessment

Refer to the information on your broadsheet and answer the following questions.

1. Describe the differences in wellbeing and development between Australia and India. In your answer include evidence from the broadsheet. (6 marks)

Sample marking key	
Description	Marks
Broadsheet: (Questioning and researching)	
Selects relevant, up-to-date geographical information and/or data from a range of sources. Uses appropriate recording techniques to collect and present the geographical information and/or data required by the task.	5–6
Selects mostly relevant geographical information and/or data from a small number of sources. Uses a variety of recording techniques to collect and present the geographical information and/or data required by the task.	3–4
Selects mostly irrelevant geographical information and/or data from a source. Uses no logical or organised recording techniques to collect and present the geographical information and/or data required by the task.	1–2
Subtotal	6
Broadsheet: (Questioning and researching)	
Provides a variety of relevant sources to support the task. Includes detailed, relevant qualitative and quantitative data related to the indicators of human wellbeing and development for Australia and India.	5–6
Provides some relevant sources to support the task. Includes some relevant qualitative and quantitative data related to the indicators of human wellbeing and development for Australia and India.	3–4
Provides insufficient information and/or data that provides little support for the task. Includes limited qualitative and quantitative data related to the indicators of human wellbeing and development for Australia and India.	1–2
Subtotal	6
Bibliography	
Bibliography includes a comprehensive list of sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the referencing technique approved by the school.	2
Bibliography includes a limited list of sources which may follow the referencing technique approved by the school.	1
Subtotal	2
Extended answer Question 1 (Analysing, Evaluating, Communicating and reflecting)	
Selects and accurately applies subject-specific skills to analyse the sources to describe, in detail, the differences in wellbeing and development in Australia and India. Provides detailed relevant evidence from a range of sources from the broadsheet.	5–6
Applies subject-specific skills to analyse the sources to describe the differences in wellbeing and development in Australia and India. Provides some relevant evidence from a range of sources from the broadsheet.	3–4
Outlines in general terms the differences in wellbeing and development in Australia and India. Uses generalisations, with limited use of evidence from the broadsheet.	1–2
Subtotal	6
Extended answer Question 2 (Analysing, Evaluating, Communicating and reflecting)	
Explains in detail cause and effect relationships to support a well-founded conclusion, accounting for the differences in wellbeing and development in Australia and India. Makes relevant and detailed connections between the evidence from a range of the sources and what it may indicate about the reasons for the differences in wellbeing and development in Australia and India. Consistently and appropriately uses subject-specific terminology.	7–8

<p>Explains cause and effect relationships to support a conclusion, accounting for the differences in wellbeing and development in Australia and India.</p> <p>Makes relevant connections between the evidence from a range of the sources and what it may indicate about the reasons for the differences in wellbeing and development in Australia and India.</p> <p>Appropriately uses subject-specific terminology.</p>	5–6
<p>Describes briefly cause and effect relationships to support a simple conclusion, accounting for some of the differences in wellbeing and development in Australia and India.</p> <p>Makes some simple connections between the evidence in the sources and what it may indicate about the reasons for the differences in wellbeing and development in Australia and India.</p> <p>Uses some subject-specific terminology.</p>	3–4
<p>Makes generalised statements to account for the differences in wellbeing and development in Australia and India.</p> <p>Makes limited connections between the evidence in the sources and what it may indicate about the reasons for the differences in wellbeing and development in Australia and India.</p> <p>Uses minimal subject-specific terminology.</p>	1–2
Subtotal	8
Total	28