



Sample assessment task

Year level	4
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Journeys of long ago

Task details

Description of task	Students will demonstrate their knowledge and understanding of a world navigator, explorer or trader (up to the late 18 th century). They will research and collect information from various sources. Students will demonstrate their knowledge and understanding of the journey through a multi-modal recount.
Type of assessment	Part 1 (2 lessons): Research skills - Formative Part 3 (1 lesson): Multi-modal recount presentation - Summative
Purpose of assessment	The formative assessment will allow students to develop their research skills. The multi-modal, summative assessment, will allow students to demonstrate their comprehension of the key History concepts, and how these apply to this learning content.
Assessment strategy	Written work, recount via oral presentation, video, audio recording, visual representation or other
Evidence to be collected	<ul style="list-style-type: none"> • Research information (grid) • Multi-modal recount presentation
Suggested time	<ul style="list-style-type: none"> • Modelled research – 1 hour • Independent research – 1.5 hours • Multi-modal recount preparation – 1.5 hours

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p> <p>Q&R> Record selected information and /or data (e.g. use graphic organisers, develop note-taking strategies)</p> <p>A> Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)</p> <p>Q&R> 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	Source, cause and effect, significance

Task preparation	
Prior learning	Students are familiar with exploration of the world, methods of transport and travel once used, and the issues encountered by world navigators, explorers and traders. Students have conducted guided research and are familiar with note taking from various sources. There has been exposure to presenting materials in a multi-modal format.
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	Part 1: May be completed in small groups, reading and research activities may form part of guided reading. Part 2: Individual (multi-modal) presentation of recount.
Resources	<u>Background information for teachers</u> Ducksters World Explorers <ul style="list-style-type: none"> • http://www.ducksters.com/biography/explorers/ Explorers For Kids & Teachers <ul style="list-style-type: none"> • http://explorers.mrdonn.org/ Famous Explorers of the World <ul style="list-style-type: none"> • http://www.famous-explorers.com/ Biography online <ul style="list-style-type: none"> • http://www.biographyonline.net/adventurers/top-10-explorers.html DK Find Out <ul style="list-style-type: none"> • https://www.dkfindout.com/uk/history/explorers/

Instructions for teacher

Part 1, Lesson 1 (Formative Assessment)

Teacher guided research

1. Teacher to model research skills using one chosen explorer, navigator or trader.
2. Use focus questions to guide student research (from resource sheet provided)
 - Outline the journey this explorer took
 - Where did the explorer stop along the way? Which countries were they exposed to, and which cultures and nationalities did they encounter?
 - Did exchanges take place? What did each group learn about each other or take away from the meeting?
 - What impact did this meet have on the travellers and the natives?
3. Students to use information provided by teacher to develop answers to these guiding questions.

Part 1, Lesson 2 (Formative Assessment)

Student driven research

1. Students choose an explorer, navigator or trader from the list provided to them.
2. Students research and collect the information on the research grid provided – this may be individually or in small groups.
3. Students continue to conduct research and collect relevant information from a range of sources.

Part 2, Lesson 3 (Summative Assessment)

Multi-modal presentation

1. Students use the information and research they have collected to develop a multi-modal presentation about their chosen explorer.

Experiences to be had!

Chosen explorer _____

A guide to help collect information

Countries the explorer travelled to and when?	What happened? Were there any significant events?	How did the explorer have an impact on the group of people they met?	What did the explorer learn or take anything away from the people of that country?

Sample marking key	
Part 1: Explorer research – Formative assessment	
	Check
Information and research (Source, significance, cause and effect)	✓
Details the journey correctly using correct dates and locations	
Attention to significant events and things that happened (selects relevant information for graphic organiser)	
Makes connections to societies and other groups of people	
Makes connections to how events and people may have brought about change	
Collects information from multiple sources	
Part 2: Multi-modal recount presentation – Summative assessment	
Description	Marks
Information presented (Source)	
Detailed and creative recount with correct and accurate information, correctly sequenced with research collected from various sources. Student uses effective multi-modal presentation to emphasise aspects of the journey	6
Recounts simple, sequenced journey with evidence of research and use of multi-modal presentation	4
Lists places visited and some facts. Makes use of multi-modal options	2
Subtotal	6
Description	Marks
Impact on other groups of people (Cause and effect, significance)	
Describes, in detail, the impact of exploration on different groups of people	3
Describes the impact of exploration on a group of people	2
Lists the contact an explorer had with another society but provides limited information	1
Subtotal	3
Total	9