

Sample assessment task	
Year level	5
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Environmental features and human activity
Task details	
Description of task	<p>Students will use Edward de Bono's Six Thinking Hats to develop questions about how features of the environment (e.g. climate, landforms, vegetation) influence human activities and the built features of places.</p> <p>Students will select a place familiar to them and answer the questions they developed for each of the Six Thinking Hats.</p>
Type of assessment	Formative AND/OR Summative
Purpose of assessment	To assess students' skills and conceptual understanding as they apply to how features of the environment influence where and how people live
Assessment strategy	Written responses
Evidence to be collected	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Written responses</li> </ul>
Suggested time	3 lessons
Content description	
Content from the Western Australian Curriculum	<p><b>Knowledge and understanding</b></p> <p>Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Q&amp;R&gt;</b> Develop and refine a range of questions required to plan an inquiry</p> <p><b>Q&amp;R&gt;</b> Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p><b>A&gt;</b> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p><b>C&amp;R&gt;</b> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p>
Key concepts	Place, Space, Environment
Task preparation	
Prior learning	Teaching and learning for this assessment should allow students to develop an understanding of the interconnection between the environment and people. They will be familiar with identifying the climate, natural vegetation and landforms of a place and will have discussed the importance of environments to people. They may be familiar with basic conventions of mapping ( <i>see BOLTS comment in description of task</i> ).
Assessment differentiation	<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>

## Assessment task

<b>Assessment conditions</b>	This is an individual, in-class assessment.
<b>Resources</b>	Edward de Bono's Six Thinking Hats <a href="http://www.sustainablecommunities.vic.gov.au/files/6ThinkingHatsHandout.pdf">http://www.sustainablecommunities.vic.gov.au/files/6ThinkingHatsHandout.pdf</a>

## Instructions for teacher

Revise the key concepts: Place, Space, Environment.

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

### Place

Do all places have the same environmental features?

How do environmental features influence how humans use places?

### Space

Is there a spatial pattern between environmental features and the way we use places?

Are all the cities in Australia located in places with similar environmental features?

Are all the wheat farms located in areas with the same environmental features?

Is there a relationship between where we build roads and landforms?

### Environment

How does the environment support human life?

How can the environment cause problems for people?

### Part 1

Explain clearly to students the purpose of each thinking hat and model an alternative topic with them.

Brainstorm, as a class, a range of appropriate questions for each thinking hat.

This website contains a very good model with sample questions:

Using Storyboarding and de Bono's Six Thinking Hats

<http://www.storyboardthat.com/articles/b/six-thinking-hats-examples>

You could use an image like the one below and have students work together to come up with questions for each hat.



<https://pixabay.com/en/landscape-sunset-rice-terraces-2389023/>

### Part 2

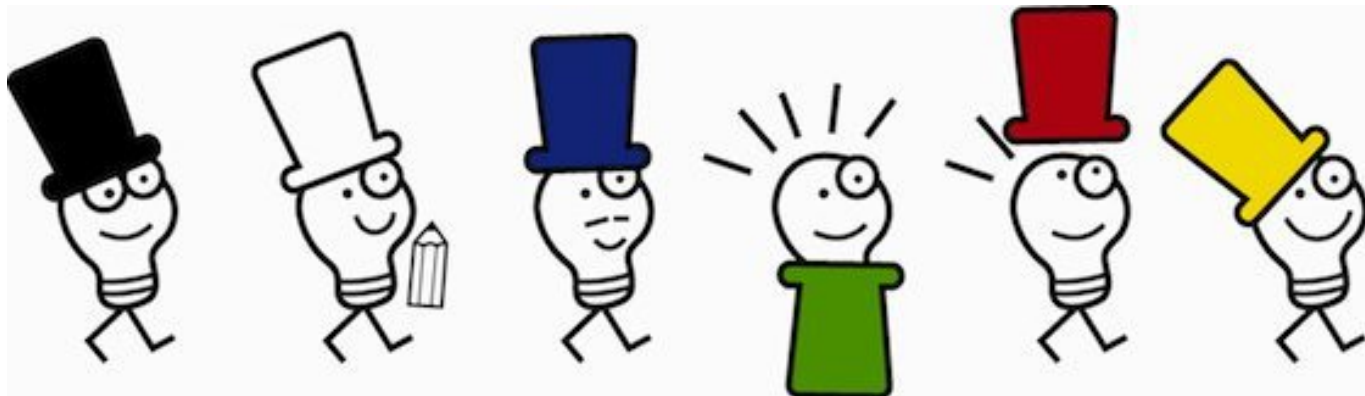
Get students to think of a place they are very familiar with or, if time allows, provide them with access to the internet so they can select any place to look up information about how features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places. Students could brainstorm or create their own note-taking format to record their information.

Using de Bono's Six Thinking Hats get students to develop and refine a range of questions about how features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of the place they selected.

### Part 3

Have students write answers to their questions.




**Instructions to students**






**Task**

Select a place that you are familiar with and develop a range of relevant questions about how the features of the natural environment in your selected place influence the human activities and the built features of the place.

Part 1: You are to use the Six Thinking Hats and develop relevant questions for each hat about the place you selected.

Thinking hat	Questions
<p><b>White</b> Facts and figures</p> 	
<p><b>Red</b> Feelings and emotions</p> <p>Feelings</p> 	
<p><b>Black</b> Problems/difficulties</p> 	

<p><b>Yellow</b> <b>Benefits/opportunities</b></p> 	
<p><b>Green</b> <b>Creative/new ideas/solutions</b></p> 	
<p><b>Blue</b> <b>Actions/plans for the future</b></p> 	

**Part 2:** Once you have finished all your questions, you are to write full-sentence answers to them. You need to make sure that your answers are detailed and contain accurate information. Make sure, when you present your questions, that you clearly identify what thinking hat each of the questions are. Be creative in how you present your work but make sure it is well organised and that you answer the questions in your own words.

<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Questions (Questioning and researching)</b>	
Develops and refines a range of relevant questions that accurately reflect each of the six hats. Develops questions that provide a detailed focus on how features of the natural environment influence human activities and the built features of places.	7–8
Develops a range of relevant questions that accurately reflect each of the six hats. Develops questions that provide a focus on how features of the natural environment influence human activities and the built features of places.	5–6
Develops a limited range of relevant questions that accurately reflect some of the six hats. Develops questions that provide a narrow focus on how features of the natural environment influence human activities and the built features of places.	3–4
Develops a limited range of questions that reflect some of the six hats. Develops questions with a limited focus on how features of the natural environment influence human activities and the built features of places.	1–2
<b>Subtotal</b>	<b>8</b>
<b>Notes (Questioning and researching)</b>	
Independently records detailed information, using appropriate note-taking techniques (graphic organisers, paraphrase, summarise). References sources.	5–6
Records information, using some note-taking techniques. References some sources.	3–4
Records minimal information.	1–2
<b>Subtotal</b>	<b>6</b>
<b>Written Answers (Analysing, Communicating and reflecting)</b>	
Explanation is detailed and relevant. Uses relevant subject-specific terminology and concepts.	5–6
Explanation is mostly relevant. Uses some relevant subject-specific terminology and concepts.	3–4
Makes simple statements. Uses everyday language.	1–2
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>20</b>