



Sample assessment task

Year level	8
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Major Australian landscapes – Google Earth tour

Task details

Description of task	Students create a tour of place marks within Google Earth, allowing users to ‘visit’ their chosen landscape and gain some understanding of the processes involved with the development of landforms within a landscape.
Type of assessment	Formative OR summative
Purpose of assessment	To assess students’ understanding of key Geography concepts and skills as they apply to the features and processes of Australian landscapes and landforms
Assessment strategy	Visual displays
Evidence to be collected	<ul style="list-style-type: none"> • Multimedia tour and/or report • Bibliography
Suggested time	4 lessons

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</p> <p>Q&R> Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)</p> <p>A> Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)</p> <p>C&R> Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)</p>
Key concepts	Place, Environment, Interconnection

Task preparation

Prior learning	Students have prior knowledge of Australia's landscapes and landforms, geographical terms and processes, the basics of navigating Google Earth and cross sections on ESRI software.
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	Students complete the task in-class.
Resources	<ul style="list-style-type: none">• Internet access• Google Earth software

Instructions for teacher

Lesson 1

Revise the key concepts and relate them to Australia's landscapes and landforms

Place

- the location, shape, features and human and environmental characteristics
- landscapes are the visible features of one area
- natural elements, such as mountains, valleys, water bodies
- living elements, such as vegetation, wildlife
- human elements, such as different forms of land use
- Australia's four major landforms: Coastal lowlands; Eastern highlands; Central lowlands; Great Western Plateau
- how landscapes are valued differently

Environment

- landforms are the shape of the land, due to interaction from above and below the Earth's surface
- tectonic forces
- gradational forces

Interconnection

- the processes that have operated to create the landforms

Introduce students to the assessment task 'Google Earth Tour'.

Lesson 2

Read through task with students.

Brainstorm a timeline for the task.

Students begin to research the landscapes/landforms they may want to 'highlight' in their tour.

Google/library search for information related to the landscape and its associated landforms.

Remind students to record the sources they use; they will need to include references and or hyperlinks to the sources in their place marks.

Lesson 3

Learn the basics of navigating Google Earth using Google Earth: YouTube tutorial, 'Google Earth flyover tutorial'. There are a few of these to choose from on YouTube that could suit your needs.

Procedure

- Open Google Earth and create a folder in the **Places** sections. This folder will hold their place marks.
 - Click on **My Places** to highlight
 - On the menu, click **ADD** – Folder
 - Type in name for the folder and click **OK**
- Locate geographical places.
- Create place marks in Google Earth, making sure the place marks are located in the folder that they created.
- Once they have created all place marks for the location and placed them in the folder they created, they will begin creating content for all place marks that they will use for their assignment, including:
 - photographs and if possible a video
 - relevant descriptions and land forming process information, written in students' own words
 - a source (or bibliography) section, with links to all their resources, including pictures.
- To create the content, students will need to use the Online HTML Editor to create their text content and then copy/paste the source code into the place mark.
- Create a tour of their place marks.
- Students can begin to create their 'tour'.

Lesson 4

Students continue to complete task on a computer, using 'Google Earth'.

Instructions to students

Major Australian landscapes – Google Earth tour

In this assessment, you will create a tour of place marks within Google Earth, allowing users to ‘visit’ your chosen landscapes and gain some understanding of the various land-forming processes within the landscape. You will need to set up to **six** place marks (you may do more) for your landscape. Do not put all your information in one place mark. If possible, place marks should be coded using html – rather than typing your information in the place mark (using html will properly format the place mark).

1. Choose one landscape/landform region and create your own annotated flyover tour at a range of **Scales** in Australia (ask your teacher if you wish to focus on another area).
2. For your chosen landscape/landform region, describe the location (*Place - where is it*), distribution (*Space – what is the pattern of the landform*) and interconnection (*spatial associations – what is the reason for the distribution pattern you described*).
3. Describe the general landform features e.g. characteristics/structure/elevation.
4. For **one** landform example from your landscape/region in Australia, use relevant images/data/diagrams/cross sections to assist you in the explanation of the processes (Interconnection, Change) that have operated to create the landform.
5. For your chosen landscape/region/landform include a reflection of the significance of the place. Consider the facts, functions, thoughts, feelings and senses in your discussion.

Include the following in your tour:

1. geographic location of your landscape and relevant landforms including state(s), region of the country, longitude and latitude coordinates and elevation above (or below) sea level
2. approximate size – this will vary depending upon type of landscape and its landforms, but may be given in square kilometres, linear kilometres, elevation/height, etc.
3. type of landscape and brief summary of geologic history
4. historical, social or economic importance of the landform
5. important people or events associated with your landform
6. images of your landscape and landforms
7. any other interesting facts/information about the landscape and its landforms – your place marks could have an embedded video about its land-forming process
8. a reflection on the significance of your chosen landscape/region or landform example
9. each place mark should have hyperlinks to the websites where you found your information or you must have a citation for the book or other source where you found your information (bibliography).

Websites you may find helpful in your research:

- Australian Government Geoscience Australia. *Landforms*. <http://www.ga.gov.au/scientific-topics/geographic-information/landforms>
- Australian Government Geoscience Australia. *Australian Landforms and their History*. <http://www.ga.gov.au/scientific-topics/geographic-information/landforms/australian-landforms-and-their-history>
- Australian landmarks <http://australianlandmarks.com.au/lists/australian-landforms-top-10-list>
- YouTube. *Unique Landforms to Australia - Uluru, The Great Barrier Reef*. https://youtu.be/dNOa_XXt8xY

Technical help:

- HTML Editor. *MS Word like Free Online WYSIWYG HTML and HTML5 Editor.*
<http://htmleditor.in/index.html>
- HTML.am. *Online HTML Editor (Free).*
<http://html.am/html-editors/online-html-editor.cfm>
- Google Earth Help. *Set up icons for places and folders.* <http://support.google.com/earth/bin/answer.py?hl=en&safe=strict&answer=148077&rd=1>

Sample marking key

Description	Marks
Questioning and researching	
Locates relevant and detailed information and/or data from a range of appropriate sources and selects the best methods to record the information and/or data.	7–8
Locates relevant information and/or data from a range of appropriate sources and uses a variety of methods to record the information and/or data.	5–6
Locates information and/or data from a range of sources and uses a variety of methods to record the information and/or data.	3–4
Locates and copies information and/or data from a narrow range of sources, using a provided format.	1–2
Subtotal	8
Uses specific formats for acknowledging all references to other people’s information.	2
Acknowledges some of the sources when gathering information.	1
Subtotal	2
Google Earth tour (Analysing, Evaluating)	
Creates a comprehensively annotated/narrated Google Earth tour (at a range of scales) of a chosen landscape or landforms (at least six place marks) within Australia. Makes original and creative use of geographic skills, technology and media to show spatial location/distribution.	7–8
Creates an annotated/narrated Google Earth tour (at a range of scales) of a chosen landscape (at least four place marks) within Australia. Makes original and creative use of geographic skills, technology and media to show spatial location/distribution.	5–6
Creates an annotated/narrated Google Earth tour (at a range of scales) of a chosen landscape (at least three place marks) within Australia or using some non-multimedia representation of landforms in Australia, e.g. maps. Makes some use of geographic skills, technology or media to show location and distribution.	3–4
Uses place marks or non-multimedia of a chosen landscape (at least two place marks) within Australia. Makes some use of geographic skills, technology or media to show location and distribution.	1–2
Offers a limited attempt to complete tasks, limited use of technology or other geographic tools and spatial representations.	
Subtotal	8
Google Earth tour (Evaluating, Communicating and reflecting)	
Presents an accurate and detailed description of landscape, landform, region or feature. Clearly explains the significance of the place. Uses relevant evidence from a range of sources. Consistently uses relevant subject-specific terminology and concepts to develop descriptions and explanations.	7–8
Presents an accurate description of landscape, landform, region or feature. Describes the significance of the place. Uses relevant evidence from a range of sources. Uses relevant subject-specific terminology and concepts to develop descriptions.	5–6
Presents a satisfactory description of landscape and or landform features. Describes briefly the significance of the place. Uses some relevant evidence from sources. Uses some relevant subject-specific terminology and concepts.	3–4

Presents a brief description of some attributes of landscape and landforms features. Provides a simple or somewhat inaccurate outline of the significance of the place. Uses little relevant or accurate evidence. Uses provided subject-specific terminology.	1-2
Subtotal	8
Total	26