



## Assessment task

Year level	6
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Connections

## Task details

Description of task	Students research, including the formulation of focus questions, and take notes about a specific example of a project where Australia has provided international aid. Using their notes, students will write a 140-word 'Blog' based on an unseen question.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of key geographical concepts and skills as they apply to Australia's connections with other countries through the provision of aid
Assessment strategy	<ul style="list-style-type: none"> <li>Note taking</li> <li>Written responses</li> </ul>
Evidence to be collected	<ul style="list-style-type: none"> <li>Task 1 – Questions and research</li> <li>Task 2 – 'Blog'</li> </ul>
Suggested time	3 x 50 minute lessons

## Content description

Content from the Western Australian Curriculum	<p><b>Knowledge and understanding</b></p> <p>Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and 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 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>E&gt;</b> Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</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, Interconnections, Change

## Task preparation

Prior learning	This assessment forms part of a unit of work on Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places. Students are given the opportunity to investigate a particular Australian aid project and assess its impact in terms of change to the lives of people and the community. They should have an understanding of how
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	<p>Australia is connected with countries and how these connections (can) change people and places.</p> <p>Students should be familiar with Australian aid, both by government and non-government organisations. There are informative short films linked to the websites listed in resources.</p> <p>With students, navigate the Australian aid program website to show how to seek out a particular project.</p> <p>Students have prior knowledge of how to develop and refine a range of questions and the variety of methods available to record selected information and/or data.</p>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<ul style="list-style-type: none"> <li>• Task 1: Individual work, teacher assistance, if necessary</li> <li>• Task 2: Individual work to unseen question</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Overseas Aid   World Vision Australia <a href="https://www.worldvision.com.au/get-involved/advocacy/australian-aid">https://www.worldvision.com.au/get-involved/advocacy/australian-aid</a></li> <li>• OXFAM Australia <a href="https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/australias-aid-effort/">https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/australias-aid-effort/</a></li> <li>• Australian aid: Transforming lives <a href="http://www.caritas.org.au/act/australian-aid">http://www.caritas.org.au/act/australian-aid</a></li> <li>• Australia's aid program <a href="http://dfat.gov.au/aid/Pages/australias-aid-program.aspx">http://dfat.gov.au/aid/Pages/australias-aid-program.aspx</a></li> </ul>

## Instructions for teacher

Questions to use with students to develop their conceptual understanding:

### Place

Does the location of the chosen aid project have the same environmental characteristics as Western Australia?  
What contributes to the variations in environmental characteristics between Western Australia and the chosen place for aid?

Do the environmental characteristics of the place influence the type/amount of aid that it requires?

How has the population/human activity at the location for the aid project influenced the environment?

### Interconnection

How do interconnections between people and places influence and change the characteristics of places?

What types of interconnections are made through the aid being given?

What types of aid does Australia provide to other countries?

### Change

In what ways might our various interconnections with people and places lead to change?

Is aid a positive force for both communities/nations?

How do people and places change as a result of aid, and what is the impact of the change(s) for the future of the people and the community?

Why do we need to know about the changes that occur as a result of our interconnections with people and places?

Prior to the commencement of the task:

- review how to develop and refine a range of focus questions
- distribute **Task 1** and carefully go through both Activity 1 and Activity 2 with the students
- emphasise the requirements of each of the activities, using the sample marking key as a guide.

**Task 1** includes:

- identify an aid project involving Australia
- develop a range of open questions that allow students to investigate the aid project both in terms of Australia and the recipient community/nation
- notes that are organised in an ordered, coherent way that allows students to readily see the information and what else needs to be found out.

**Task 2**

- is based on their research and the actual question will be given on the day of the assessment
- **Task 2** is **unseen**
- students may use their notes to write the 'Blog'

## Instructions to students

Australia is connected with countries in many different ways, which includes trade, migration, tourism, aid, education, defence and sport. These connections have the potential to change both people and places.

We are focusing on Australia's connection through aid projects in the Asia/Pacific region.

### Task 1: Questioning and research

#### Activity 1

1. Using one or more of the following websites, select an Australian aid project in the Asia Pacific region
  - Overseas Aid | World Vision Australia  
<https://www.worldvision.com.au/get-involved/advocacy/australian-aid>
  - OXFAM Australia  
<https://www.oxfam.org.au/what-we-do/aid-and-development/campaign-for-australian-aid/australias-aid-effort/>
  - Australian aid: Transforming lives  
<http://www.caritas.org.au/act/australian-aid>
  - Australia's aid program  
<http://dfat.gov.au/aid/Pages/australias-aid-program.aspx>
2. Develop a series of questions to research in terms of 'how Australian aid changes people and places', with reference to one specific aid project.

#### Activity 2

Note-taking based around focus questions

Locate, select and record information and/or data.

Use graphic organisers, paraphrasing and/or summaries.

When you have completed your notes, ask yourself:

- Have I enough information/data on the aid project and if/how it has led to changes in the lives of people and the community?
- Do I need to ask more questions to obtain relevant information? If so, note these down.
- Do I need to refine/change some of my questions? If so, note these down.

Locate and record this information.

Remember to record the source of your information/data.



## Marking key

Description	Marks
<b>Task 1: Questioning and researching</b>	
Constructs a range of questions related to a particular aid project in terms of what the aid project was, what was to be achieved and how the recipients viewed the project/aid. Modifies and refines questions, where necessary.	5–6
Constructs a limited range of questions related to a particular aid project. Makes limited/no modification to questions.	3–4
Develops a limited range of focus questions or needs guidance to develop focus questions.	1–2
<b>Subtotal</b>	<b>6</b>
Locates and collects relevant, detailed information/data from appropriate websites. Independently records and organises information/data, using a variety of/most appropriate methods.	5–6
Locates and collects mostly relevant information/data from appropriate websites. Records and organises information/data, using a variety of methods.	3–4
With assistance locates and collects information/data from appropriate websites. Records and organises information/data, using simple methods or copies verbatim from websites.	1–2
<b>Subtotal</b>	<b>6</b>
Description	Marks
<b>Task 2: Analysing, Evaluating</b>	
Interprets information/data collected to identify cause and effect, making relevant connections between aid and change. Draws a conclusion based on relevant and accurate evidence from information/data. The point of view of the recipient of aid is evident.	5–6
Interprets information/data collected to identify cause and effect, making connections between aid and change. Draws a conclusion based on mostly accurate evidence from information/data. The point of view of the recipient of aid is evident.	3–4
Attempts to interpret information/data in order to make simple connections between aid and change in the recipient community. States a simple conclusion based on personal opinion.	1–2
<b>Subtotal</b>	<b>6</b>

Description	Marks
<b>Communicating and reflecting</b>	
<p>Works within the 140-words parameter.</p> <p>Clearly and concisely communicates how the aid project has changed/is changing the lives of the community/people from the perspective of the aid recipient.</p> <p>Uses relevant, subject-specific terminology.</p>	3
<p>Works within the 140-words parameter.</p> <p>Communicates how the aid project has changed/is changing the lives of the community/people from the perspective of the aid recipient.</p> <p>Uses some subject-specific terminology.</p>	2
<p>Makes statements concerning aid and change.</p> <p>Uses simple, everyday language.</p> <p>Perspective of aid recipient is not apparent.</p>	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>21</b>