



Sample assessment task	
Year level	6
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Cultural Diversity
Task details	
Description of task	Students watch two short video clips on the Orang Asli people to take notes about their culture and how it's influenced by the natural environment. Using their notes students respond to three questions.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of key geographical concepts and skills as they apply to culture and natural environments
Assessment strategy	Note taking and written responses
Evidence to be collected	<ul style="list-style-type: none"> • Questions and research • Written responses
Suggested time	3 lessons
Content description	
Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand) and the Orang Asli of Malaysia and Indonesia</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> 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) Use ethical protocols when gathering information and/or data</p> <p>A> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>E> Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) 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>C&R> 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	Review with students the various aspects of:

	<ul style="list-style-type: none"> • natural environments, including topography (mountains, deserts, vegetation, waterbodies) and climate • culture, including language, religion, medicine, economics and entertainment • how the culture of Indigenous groups, in various parts of the world, adapted to the natural environment.
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 tasks.</p>
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • Activity 1: Class, group work • Activity 2: Individual work
Resources	<ul style="list-style-type: none"> • Orang Asli article: <i>The Orang Asli of Peninsular Malaysia</i> http://magickriver.net/oa.htm • Orang asli in the prewar Malaysian jungle https://www.youtube.com/watch?v=4pNmykfZoOE • Orang asli in the Malayan jungle 1947 https://www.youtube.com/watch?v=ib48PSbpM4o

Instructions for teacher

Questions to use with students to develop their conceptual understanding:

Place

Does where we live influence how we live and how we view the world around us?

Do events and communication with other places affect the place where we live, how we live and what we do?

Space

How do the Orang Asli structure, organise and manage where they live?

Would improvements in transport and communication technologies necessarily affect the culture of a particular group of people? If so how?

Are there aspects of culture which will cause the group to resist change from outside influences?

Environment

In what ways does the environment support and enrich the lives of the Orang Asli?

Are there aspects of the environment that pose a challenge to how the cultural group lives and earns a living?

Prior to the commencement of the task:

Review the various aspects of natural environments, topography and climate; discuss how these vary in different world regions.

Discuss what is meant by culture and what can be viewed as comprising culture (language, religion, medicine, economics, food, technology, housing and entertainment).

Brainstorm whether or not there could be a connection between natural environments and culture? If so, how?

Activity 1 (class/group work)

Distribute **Activity 1** and carefully go through with the students.

1. Students will view two films on the Orang Asli, one made prior to World War II and one made after World War II. (see resources)

As students view the films, they are to make notes on how the Orang Asli use and adapt to their natural environments in various aspects of their life and beliefs.

Reassure the students that the film can be watched again and to note down as much as possible. Key words will help them remember what they saw. The first film has no words, only sounds.

When watching the film made after World War II (Orang asli in the Malayan jungle 1947), ask students to note any new/additional information, including any changes to aspects of the culture.

2. As a class, discuss how the Orang Asli used/adapted to their environments, how and why changes to their culture occurred?
3. In groups, students will discuss and share information and question what they need more information on, anything that they saw, or any other aspect of the culture of the Orang Asli.
4. Give students the link to the Colin Nicholas article (resources).

Activity 2 (individual work)

1. Students locate:
 - a. at least four images of natural environments showing different aspects of the Orang Asli culture

- b. a climate graph for the region.

The above could be done at home or as a follow-on to the group activity in Activity 1.

The written work (2 & 3) is done in class using student's individual notes and selected pictures/ climate graph.

2. Writing under subheadings associated with culture, students explain 'the connections between the culture of the Orang Asli of Malaysia and Indonesia and their natural environment', relating the information to the relevant picture/graph.
3. Write extended answers to the following two questions: (include specific examples from the films).
 - a. Can events/developments affect the culture of the Orang Asli?
 - b. How is the culture of the Orang Asli people different to the culture of the local community where the students live?

Instructions to students

The various regions of the world are home to culturally diverse peoples including indigenous peoples, such as the Maori of Aoteara (New Zealand) and the Orang Asli of Malaysia and Indonesia. You are going to examine the culture of the Orang Asli and their natural environment.

Ask yourself if we can conclude that there is a direct link between the natural environment and the culture of the Orang Asli people of Malaysia and Indonesia.

Activity 1: Questioning and research (class/group work)

1. View the films:

Orang asli in the prewar Malaysian jungle

<https://www.youtube.com/watch?v=4pNmykfZoOE>

Orang asli in the Malayan jungle 1947

<https://www.youtube.com/watch?v=ib48PSbpM4o>

As you watch each film, make notes on how the Orang Asli use and/or adapt to the natural environments in various aspects of their culture/life/beliefs. You will use these notes to guide your research.

Did World War II change any aspect of their culture? (Orang asli in the Malayan jungle 1947)

2. As a class, discuss what you have noted down and share information with one/two of your class mates.
3. In groups:
 - locate and note any additional information on any of the points that you think is necessary
 - make notes on any additional aspect of culture
 - organise the notes under headings both in terms of the environment and the culture of the Orang Asli
4. As a class, discuss:
 - what are the connections between the culture of the Orang Asli of Malaysia and Indonesia and their natural environment? (use various sub-headings associated with culture)
 - can events/developments affect the culture of the Orang Asli? (cite specific examples, including from film 2)
5. Find and bring to class:
 - at least four images of the natural environments showing different aspects of the Orang Asli culture
 - a climate graph for the region.

Activity 2 (individual work)

Write well-developed extended answers to the following questions using your notes, pictures and climate graph.

(Aspects of culture include: language, religion, medicine, economics, food, technology, housing and entertainment.)

Question 1

Using at least **four** subheadings related to aspects of the Orang Asli culture, explain 'the connection between culture and their natural environment'.

Refer to specific examples from your pictures and/or climate graph to support your answer.

Question 2

Write a paragraph answering, 'can events/developments affect the culture of the Orang Asli?'

Refer to specific examples, including those from film 2.

Question 3

How is the culture of the Orang Asli people different to the culture of the local community where you live?

Sample marking key

Description	Marks
Activity 1: (Questioning and researching)	
Records relevant, detailed information/data from the films. Additional relevant information is included to elaborate on film notes. Independently records and organises information/data, using a variety of/most appropriate methods.	5–6
Records mostly relevant information/data from the films. Some additional information is included to elaborate on film notes. Records and organises information/data, using a variety of methods.	3–4
With assistance, records information/data from films. With assistance, includes additional information. Little, if any, additional information is included to elaborate. Records and organises information/data, using simple methods.	1–2
Subtotal	6
<p>Answers could include, but are not limited to (from the films):</p> <ul style="list-style-type: none"> • river: fish, water supply, navigation/trade • forest: hunting of birds/small animals; bamboo for buildings, rafts, bridges, water containers, blow pipes/weapons; arrows rattan for trade, netting, baskets; pandan leaves for cooking and serving food • elephants to transport goods to be traded from the river to the trading depot • cooperation in the community in terms of hunting, fishing, passing on knowledge/skills such as learning to use the blow guns and poison darts • women and girls gathering and preparing food such as the yams, rice, banana flower • clothing is very simple and based on products from the forest • cigarette smoking • mountains and forest: walking chief way of moving around; use the bird and animal calls to attract animals when hunting. <p>Additional information could relate to religion, clothing, and entertainment.</p>	
Description	Marks
Activity 1: Part 5 (Questioning and researching)	
Locates and collects relevant pictures showing the connection between the natural environment and the culture of the Orang Asli, including the relevant climate graph.	4
Locates and collects relevant pictures showing some connection between the natural environment and the culture of the Orang Asli, including the relevant climate graph.	3
Locates and collects pictures of the natural environment with little or no connection to the culture of the Orang Asli.	1–2
Subtotal	4
Description	Marks
Activity 2: Question 1 (Analysing)	
Interprets information/data collected to explain the connection between culture and the natural environment. Makes reference to four separate aspects of culture.	7–8

Makes a direct connection between the four pictures and/or climate graph and particular aspect(s) of Orang Asli culture.	
Interprets information/data collected to discuss the connection between culture and the natural environment. Makes reference to at least three separate aspects of culture. Makes a direct connection between at least three pictures and/or climate graph and particular aspects of Orang Asli culture.	5–6
Interprets information/data collected to identify the connection between culture and the natural environment. Makes a connection between at least two pictures and/or climate graph and two aspects of Orang Asli culture.	3–4
Makes simple statements about culture and the environment and/or makes a connection between one or two pictures/climate graph and the Orang Asli.	1–2
Subtotal	8
Description	Marks
Question 2 (Evaluating, Communicating and reflecting)	
Draws and justifies a detailed conclusion based on relevant and accurate evidence on whether events/developments affect the culture of the Orang Asli. Uses relevant, subject-specific terminology.	5
Draws a conclusion based on relevant and accurate evidence on whether events/developments affect the culture of the Orang Asli. Uses subject-specific terminology.	4
Draws a conclusion based on evidence on whether events/developments affect the culture of the Orang Asli. Uses relevant, subject-specific terminology.	2
Draws a simple conclusion based on personal opinion on whether events/developments affect the culture of the Orang Asli. Conclusion may be in the form of a simple statement. Uses everyday language.	1
Subtotal	5
<p>Answers could include but are not limited to:</p> <p>Events:</p> <ul style="list-style-type: none"> • slave trade • World War II and contact with outside groups • anthropologists <p>How culture is affected:</p> <ul style="list-style-type: none"> • use of outside goods: cigarettes, cloth, jewellery <p>Wish to join the outside world beyond the jungle.</p> <p>Culture is reinforced:</p> <ul style="list-style-type: none"> • return to living in the long huts in spite of the Malaysian government program to resettle the Orang Asli. 	
Activity 2: Question 3 (Evaluating)	
Draws and justifies a detailed conclusion based on relevant and accurate evidence on how the culture of the Orang Asli people is different to the culture of their local community. Uses relevant, subject-specific terminology.	5–6
Draws a conclusion based on relevant and accurate evidence on how the culture of the Orang Asli people is different to the culture of their local community. Uses subject-specific terminology.	3–4

<p>Draws a simple conclusion based on personal opinion on how the culture of the Orang Asli people is different to the culture of their local community.</p> <p>Conclusion may be in the form of a simple statement.</p> <p>Uses everyday language.</p>	1–2
Subtotal	6
Total	29