



Sample assessment task

Year level	2
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Here, There, Everywhere

Task details

Description of task	Students reflect on the influences of purpose, distance and accessibility by creating a three-way Venn Diagram about a place they have visited (either locally, nationally or internationally). Students integrate concepts of place, space, interconnection and scale through the Venn Diagram task, and class discussions relating to the individual Venn Diagrams created.
Type of assessment	Summative
Purpose of assessment	To identify students' understanding of key concepts, such as interconnection of purpose, distance and accessibility
Assessment strategy	Graphic Organiser: Individual three-way Venn Diagram
Evidence to be collected	Presentation of information highlighted in three-way Venn Diagram
Suggested time	<ul style="list-style-type: none"> Preparation – 2 x 30 minute sessions Venn Diagram Presentation – as required

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places</p> <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
Key concepts	Place, Space, Interconnection, Scale
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming—the Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
National Quality Standard	<p>National Quality Standard: Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p>Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</p>

Task preparation	
Prior learning	<p>Students have had the opportunity to discuss (Think-pair-share/brainstorm/inside-outside circle) the places they have travelled to, including local, national and international places.</p> <p>Students have shared personal travel photos of different locations</p> <p>Students have an understanding of how to pose questions in order to obtain information.</p>
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	
Assessment conditions	Individual assessment of three-way Venn Diagram
Resources	<ul style="list-style-type: none"> • A3 paper and pencils/pens for brainstorming • A3 three-way Venn Diagram with headings (template attached) • Students' holiday photographs to use in their diagram • Letter informing parents of the requirement of a photograph from home

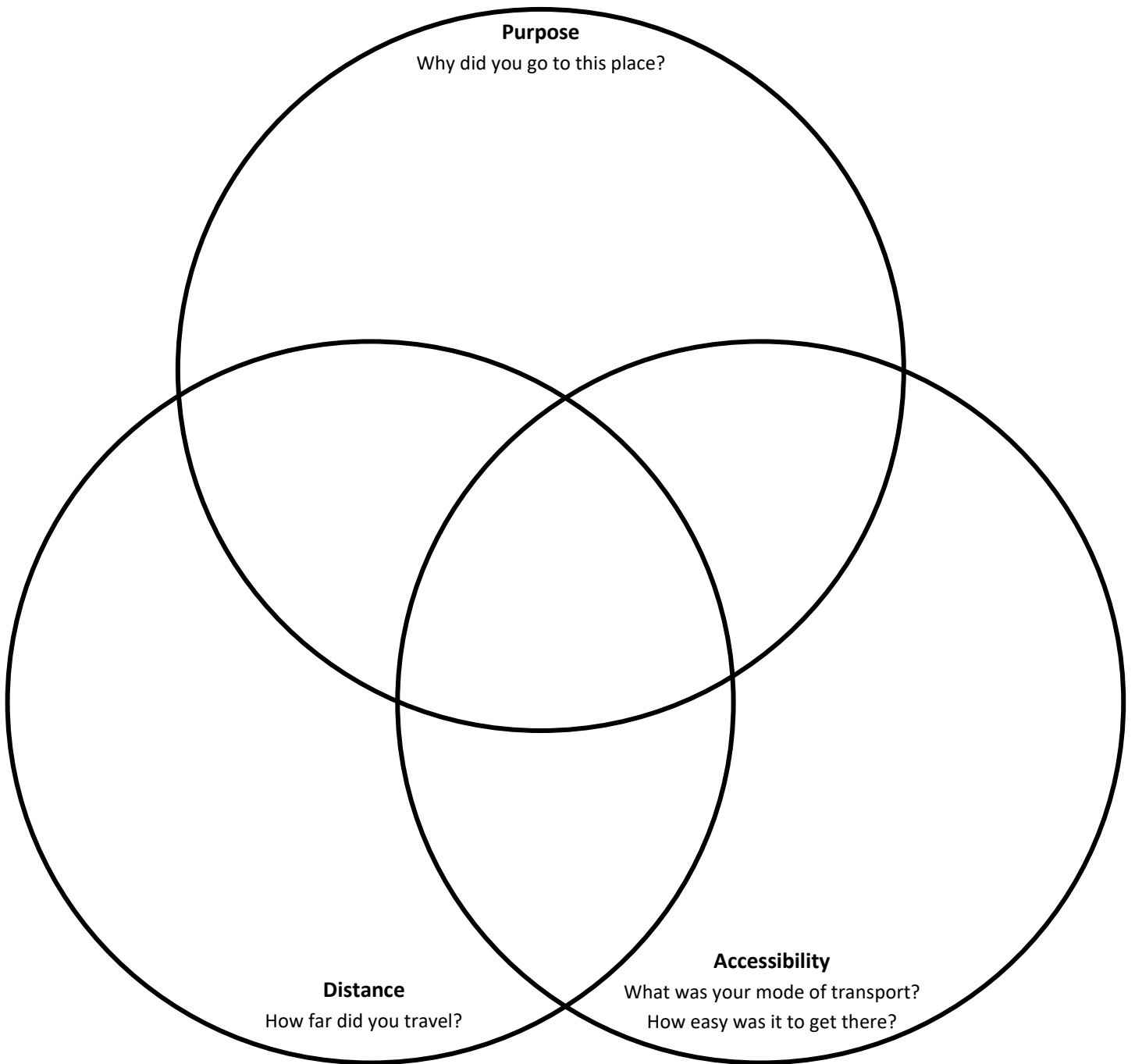
Instructions for teacher

[Based on 'iSTAR - A model for connected practice within and across classrooms'. Western Australian Primary Principals' Association.]

Here, There, Everywhere

Strategy	
Inspire/inform	<ul style="list-style-type: none"> • Share a book with a strong sense of setting: e.g. 'Are we there yet?' by Alison Lester or 'Possum Magic' by Mem Fox • Students reflect on the places that they visited in the holidays using personal photos (Think-pair-share) • Students sort personal photos by location: local/ state (such as a playground or beach), national (such as Movie World in Queensland) or international (such as riding an elephant in Thailand). Pose questions to engage the students in further discussion with the whole class: <i>'Who decided on the place you visited?'</i> <i>'How long did it take you to get there and how did you travel there?'</i> <i>'Why did you travel there?'</i> <i>'Did you know anybody there?'</i> <i>'Have you been there before?'</i> <i>'Who did you go with?'</i>
Show	<ul style="list-style-type: none"> • Show students the Venn Diagram template • Show how, in the centre of the diagram, students will bring the information together in an evaluative statement of how their visit connected the influences of purpose, distance and accessibility • Explain how to record information on the Venn Diagram template. • Tell / highlight the key information that is required • Purpose (why did you go to this place?) • Distance (how far did you travel?) • Accessibility (how easy was it to get there? What was your mode of transport?)
Try /transfer	<ul style="list-style-type: none"> • Students think of answers to questions based on Purpose, Distance and Accessibility to represent in their Venn Diagram. Focus questions could include, but are not limited to, 'Where did I visit and why?', 'How did I travel there and how long did it take?', 'Was it a special event?'
Apply	<ul style="list-style-type: none"> • Students complete their three-way Venn Diagram individually
Reflect	<ul style="list-style-type: none"> • Share Venn Diagrams through a 'gallery walk' by students placing their work on their desk, walking and viewing the diagrams, and then sharing noticed similarities or differences • Create a class table to represent student data (local, national and international destinations) and discuss results with students.

Venn Diagram Template



Sample marking key	
Description	Check
Sorting and presenting information – Venn Diagram	✓
Student independently completes a detailed Venn Diagram, containing relevant information	
Student independently completes a Venn Diagram, containing relevant information	
Student completes a Venn Diagram with limited relevant detail	
Description	Check
Linking information – Venn Diagram	✓
Student makes strong, detailed and relevant links to the influence of purpose, distance and accessibility in the common areas of the diagram, using some examples	
Student makes strong and relevant links to the influence of purpose, distance and accessibility in the common areas of the diagram	
Student makes limited links to the influence of purpose, distance and accessibility in the common areas of the diagram	

Making connections across learning environments		
<p>National Quality Standards: Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>Element 1.1.6 – Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p><small>Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>		
	Provocation/activity	Resources
Inside spaces/ environments	<p>Just the ticket! Create a travel agency area prior to, or concurrent with, the plane play. Roles include the travel agents and customers.</p>	Desk, seats, globe, maps, travel brochures, telephone, tickets (make your own)
	<p>The plane, the plane! Create an area for students to fly away to the country of their choice. Roles include pilot, co-pilot, passengers, customs officer, passport control... students set up the plane as part of the play.</p>	Large boxes, seating, play passports (students create their own), stamps, stamp pads, trolley, small tray...
	<p>An international gallery! Create a space in the classroom for displaying items of interest from around the world. Curators can create signage and information to complement the items.</p>	Students contribute souvenirs and artefacts from their homes
Outside spaces/ environments	<p>International Robot Terminal! Students design an international airport terminal using chalk on pavement and number the gates. Students then program the robots to park in particular terminal gates.</p>	Chalk, signs
	<p>Tag On, Tag Off!</p>	Nil

	<p>Designate an area to play the game. Select several students to be “passengers” (chasers). The rest of the group are “baggage” (to be tagged) and run around the area trying to avoid being tagged. Once the passenger tags the baggage, they link together and chase more baggage. The passenger with the most baggage is the winner. Various locomotor movements can be practised such as hopping, skipping, running backwards...</p>	
	<p>Treasure hunt! A group of students head out around the school and take close-up photographs of various areas. The remainder of the class take the page of photographs and try to find the locations. As extension, small groups of students take a trundle wheel with them. Work out which group found the locations in the smallest distance. Who took the longest route?</p>	<p>Grass or pavement area Prepared photographs (from 6-8) on A4 paper, trundle wheels</p>