



## Sample assessment task

<b>Year level</b>	5
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Geography
<b>Title of task</b>	Perth's Changing Environment

## Task details

<b>Description of task</b>	Students compare two photographs of Perth taken 100 years apart to identify what environmental features have or haven't changed in that time span, and identify how Perth might change in the future.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' understanding of key Geographical concepts and skills as they apply to changing environmental characteristics in Australia
<b>Assessment strategy</b>	Table of similarities and differences and short-answer written responses
<b>Evidence to be collected</b>	Written response
<b>Suggested time</b>	Photo interpretation and written response – 40 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)</p> <p><b>Humanities and Social Sciences skills</b></p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summary)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>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)</p>
<b>Key concepts</b>	Place, Space, Change, Interconnection, Environment

## Task preparation

<b>Prior learning</b>	Students have prior knowledge of the main characteristics of the environment (e.g. climate, natural vegetation, landforms, native animals) and the way people can alter these characteristics and influence built features of places.
<b>Assessment differentiation</b>	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

<b>Assessment conditions</b>	This is an individual, in-class assessment of the photo interpretation and short written task.
<b>Resources</b>	Photograph provided

## **Instructions for teacher**

### **Perth's Changing Environment**

Prior to commencing the task, revise the key Geographical concepts place, space, change, interconnections, environment.

- Distribute and go through the assessment task with the students. Emphasise the requirements of the task
- Emphasise that the photographs were taken approximately 100 years apart
- Make sure the students know that task 1 is a comparison between the photos: the first column is for the similarities and the second column is for the differences

## Instructions to students

### Perth's Changing Environment

This assessment has three tasks:

1. Photo comparison using table provided
2. Short written response on how Perth has changed over time
3. Short written response on factors that might influence Perth's environment in the future

SOURCE 1: View of South Perth in the early 1900s



Image from: Batty Library of West Australian History (1932). Mill Point, South Perth before reclamation Retrieved July, 2016, from <http://www.rivercare.southcoastwa.org.au/resources/awrb/c7.2.html>. In the public domain

SOURCE 2: View of South Perth around the early 2000s



Dcoetzee. (2007). South Perth from Kings Park [Image]. Retrieved July, 2016, from [https://commons.wikimedia.org/wiki/File:South\\_Perth\\_from\\_Kings\\_Park.jpg](https://commons.wikimedia.org/wiki/File:South_Perth_from_Kings_Park.jpg). In the public domain

**TASK**

1. In the table below, list the features that you can identify in Sources 1 and 2 that are similar and different.

<b>Features that are similar between Sources 1 and 2</b>	<b>Features that are different between Sources 1 and 2</b>

2. Use evidence from Sources 1 and 2 to explain how the environment of Perth has changed in the last 100 years.

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3. Explain what factors might influence change to Perth's environment in the future.

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## Sample assessment key

Description	Marks
<b>Photo comparison</b>	
Comprehensively identifies: <ul style="list-style-type: none"> <li>similarities between the photos (e.g. taken from same location, river shape the same, peninsular shape to the land is the same, some transport facilities in both, residential function in both)</li> <li>differences between the photos (e.g. bridge over the river, density of residential function, foreshore has been retained by 2000s, natural vegetation cleared)</li> </ul> Applies relevant geographical terminology and concepts to develop description	7–8
Satisfactorily identifies: <ul style="list-style-type: none"> <li>some similarities between the photos (e.g. taken from same location, river shape the same, peninsular shape to the land is the same, some transport facilities in both, residential function in both)</li> <li>some differences between the photos (e.g. bridge over the river, density of residential function, foreshore has been retained by 2000s, natural vegetation cleared)</li> </ul> Uses relevant geographical terminology and concepts	5–6
Briefly identifies: <ul style="list-style-type: none"> <li>one or two similarities between the photos (e.g. taken from same location, river shape the same, peninsular shape to the land is the same, some transport facilities in both, residential function in both)</li> <li>one or two differences between the photos between the photos (e.g. bridge over the river, density of residential function, foreshore has been retained by 2000s, natural vegetation cleared)</li> </ul> Uses some geographical terminology	3–4
Outlines in simple generalised statements a similarity or difference	1–2
<b>Subtotal</b>	<b>8</b>
Description	Marks
<b>Short written response</b>	
Explains in detail: <ul style="list-style-type: none"> <li>that the natural and cultural environments of Perth have changed over time due to increased population, increased technology, greater social equality and mobility</li> </ul> Includes supportive evidence from the photos to support statements Applies relevant geographical terminology and concepts to develop explanation	5–6
Describes: <ul style="list-style-type: none"> <li>that the natural and cultural environments of Perth have changed over time due to some of the following; increased population, increased technology, greater social equality and mobility</li> </ul> Includes supportive evidence from the photos to support statements Uses relevant geographical terminology and concepts to develop description	4–5
Identifies: <ul style="list-style-type: none"> <li>that the natural and cultural environments of Perth have changed over</li> </ul> Includes some supportive evidence from the photos to support statements Uses some geographical terminology	2–3
Provides a simple generalised statement	1
<b>Subtotal</b>	<b>6</b>

Short written response	
<p>Explains in detail:</p> <ul style="list-style-type: none"> <li>that the growth of Perth in the future will have an impact on the natural and cultural environment including such factors as the density of housing, the supply of water, transport facilities, availability of parks, wetlands and reserves, pollution</li> </ul> <p>Includes supportive evidence to support statements Applies relevant geographical terminology and concepts to develop explanation</p>	5–6
<p>Describes:</p> <ul style="list-style-type: none"> <li>that the growth of Perth in the future will have an impact on the natural and cultural environment including some of the following factors – the density of housing, the supply of water, transport facilities, availability of parks, wetlands and reserves, pollution</li> </ul> <p>Includes some supportive evidence to support statements Uses some geographical terminology and concepts to develop description</p>	4–5
<p>Identifies:</p> <ul style="list-style-type: none"> <li>that the growth of Perth in the future will have an impact on the natural and cultural environment including one or two of the following factors – the density of housing, the supply of water, transport facilities, availability of parks, wetlands and reserves, pollution</li> </ul> <p>Uses some geographical terminology</p>	2–3
Provides a simple generalised statement	1
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>20</b>