



## Sample assessment task

|                      |                                 |
|----------------------|---------------------------------|
| <b>Year level</b>    | 9                               |
| <b>Learning area</b> | Humanities and Social Sciences  |
| <b>Subject</b>       | Geography                       |
| <b>Title of task</b> | Geographies of interconnections |

## Task details

|                                 |  |
|---------------------------------|--|
| <b>Description of task</b>      | This task is made up of five interrelated activities designed to develop students' understanding of the ways that places and people are interconnected. Teachers may elect to only use one of the activities as a summative assessment task. |
| <b>Type of assessment</b>       | Formative AND summative  |
| <b>Purpose of assessment</b>    | To assess students' understanding of key Geography concepts and skills as they apply to the perceptions people have of place, and how this influences their connections to different places  |
| <b>Assessment strategy</b>      | Written responses, graphic organiser (e.g. future wheels, note taking) and visual representation (e.g. map)  |
| <b>Evidence to be collected</b> | <ul style="list-style-type: none"> <li>• Map</li> <li>• Research notes</li> <li>• Future wheels/Written responses</li> </ul>   |
| <b>Suggested time</b>           | 2 weeks  |

## Content description

|   |   |
|---|---|
| <b>Content from the Western Australian Curriculum</b> | <p><b>Knowledge and understanding</b></p> <p>The perceptions people have of place, and how this influences their connections to different places</p> <p>The ways that places and people are interconnected with other places through trade in goods and services, at all scales</p> <p>The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Q&amp;R&gt;</b>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, use of emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies</p> <p><b>Q&amp;R&gt;</b>Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations</p> <p><b>A&gt;</b>Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)</p> <p><b>A&gt;</b>Apply subject-specific terms and concepts in familiar, new and hypothetical situations</p> <p><b>C&amp;R&gt;</b>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p> |
|---|---|

|                                   |  |
|-----------------------------------|--|
|                                   | <b>C&amp;R</b> >Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action   |
| <b>Key concepts</b>               | Place, Space, Interconnection, Scale, Change, Sustainability   |
| <b>Prior learning</b>             | Students have prior knowledge of the key concepts and mapping skills.  |
| <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.<br>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |
| <b>Assessment task</b>            |  |
| <b>Assessment conditions</b>      | Activities 1, 2 and 3 are completed in-class and as homework. Activities 4 and 5 are completed in-class under supervision.   |
| <b>Resources</b>                  | <ul style="list-style-type: none"> <li>• Blank world maps</li> <li>• Range of different types of maps</li> <li>• Futures wheel template</li> <li>• Atlases or access to internet for Google Earth/maps</li> <li>• Internet access for research</li> </ul>                                      |

## Instructions for teacher

### Geographies of interconnections

Questions to use with students to develop their conceptual understanding:

#### Place

- What main features and/or characteristics do the places have with which you are interconnected with?
- Why do we value some places more than others?

#### Space

How are improvements in transport and technology changing the effects of location of places and the distances between places?

#### Interconnection

- What are the ways people and places interconnect?
- How do these interconnections between people and places influence and change the characteristics of places?

#### Change

- What ways might our interconnections with places change the natural environment?
- How do places change and what are the impact of the changes for the future?
- Why do we need to know about the changes that occur as a result of our interconnections with places?

#### Scale

- What scale are the interconnections they have with places?
- Are they only local interconnections or do they extend to global?

#### Sustainability

- How or what are we doing to help sustain the places with which we have interconnections?

As preparation for the activity, show students a map you have prepared earlier showing the places where you and your parents were born, and where four products you use regularly are made.

Give the students a blank world map and get them to complete the same mapping activity at home.

During the next lesson, get students to share their maps with each other and lead a class brainstorm addressing the following two aspects:

- places they would like to go to, and why?
- places they wouldn't like to go to, and why?

As a class go through and identify the different places students identified according to the key concept of scale which includes the local, regional, national and/or global scale.

Show students a different range of thematic map types and get them to:

- identify the different purposes of each map (e.g. flight maps, climate maps, physical maps, flow maps) and the range of map symbols used
- revise basic mapping conventions.

Provide students with the task sheet, including the marking key. Go through each activity and the marking key with students.

**Activity 1: Map the interconnections that you and your family have with other places** (2 lessons)

Map the interconnections that you and your family have with other places.

- Give each student a blank map of the world and either an atlas or access to Google maps.
- Revise basic mapping conventions.

**Activity 2: Select a place with which you have a strong interconnection** (not assessed) (1 lesson)

This activity enables students to identify what information they will need to collect about their interconnections for Activity 3.

**Activity 3: Inquiry into how my interconnections change places** (1 lesson)

Book the library or computer room for students to conduct an investigation. Go through the activity with students, emphasising the need for them to use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources on the recent changes to the people, the environment or the economy for the place they selected. Revise the school's protocol on how to create a bibliography.

**Activity 4: Futures wheel**

(2 lessons)

If students are not familiar with Futures wheels prior to this activity, use a related topic and model it for them. Make sure each student has both the positive and negative future wheel. This activity is to be completed under test conditions using the notes that each student collected. Students are to hand in their notes as part of the final task.

**Activity 5: Propose an action**

(2 lessons)

Revise with students the concept of sustainability. Refer students to the marking key prior to starting this activity.

## Instructions to students

### Geographies of interconnections

Name: \_\_\_\_\_

#### Task – How my interconnections change places

This task is made up of five interrelated activities. You need to complete all five.

Before you begin each activity, make sure you read the marking key and use that as a guide to what is required.

#### Activity 1: Map the interconnections that you and your family have with other places

On your blank map of the world you need to show the following:

- what the interconnection is
  - develop a criteria and a key to show the types of interconnections (e.g. services, goods, family, leisure, travel, cultural, recreation)
- how the interconnection occurs
  - develop a criteria and a key (e.g. transportation, social media, online shopping, telecommunication)
- the frequency of the interconnection
  - develop a method to show how frequently this interconnection occurs

#### Activity 2: Select a place with which you have a strong interconnection

- Describe what you think the place you selected is like (including the people, environment and the economy) and how you know what it is like
- In what ways does your knowledge of the place affect your interconnection with it?
- Describe how you think the interconnection you have with the selected place is affecting it (including the people, environment and the economy).

#### Activity 3: Inquiry into how my interconnections change places

Using the place you selected for Activity 2, choose **one** of the following characteristics:

- people
- environment
- economy.

Investigate the positive and negative effects of your interconnection on both the place selected and your home area.

#### Activity 4: Futures wheel

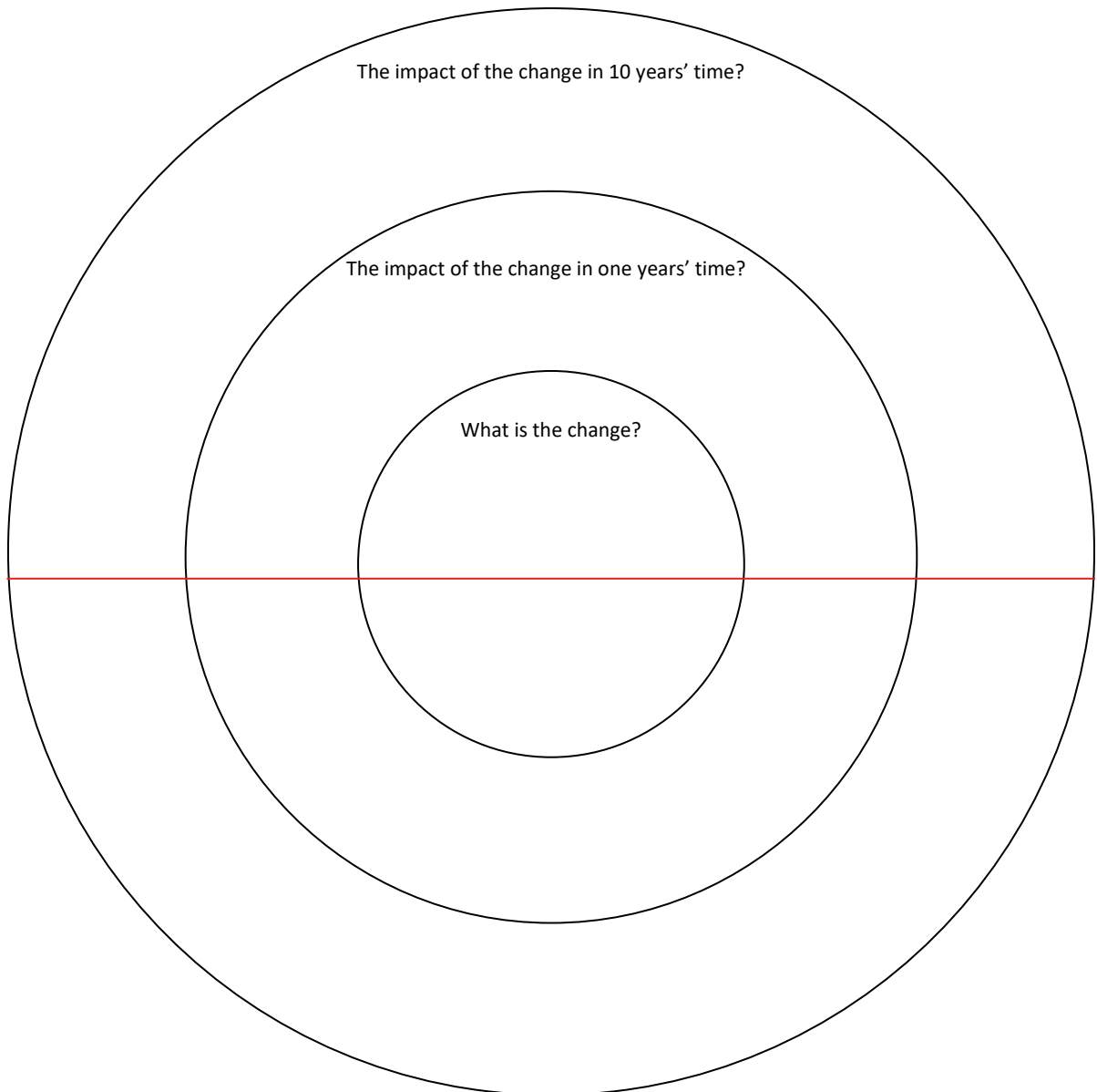
Using the information and/or data you collected, complete the two Futures wheels suggesting how the impact of the interconnections may change over time, in both the selected place and your local area.

#### Activity 5: Propose an action

From your investigation propose both a sustainable personal and broader society action that can be taken to reduce the negative impact of your interconnection with the selected place.

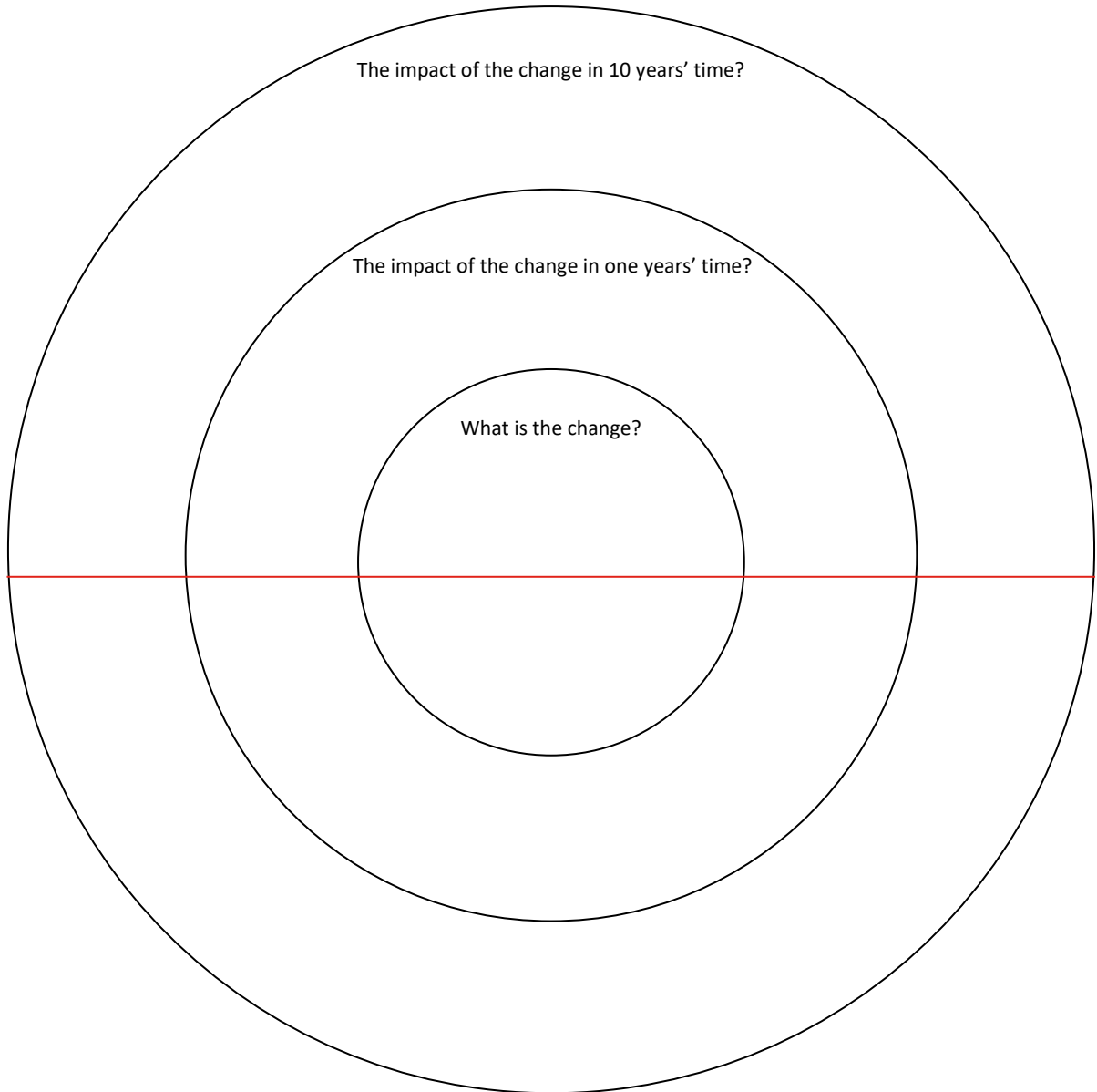
## Futures wheel

Positive impact for the selected place and your local area



## Futures wheel

Negative impact for the selected place and your local area





| <b>Sample marking key</b>   |              |
|---|--------------|
| <b>Description</b>  | <b>Marks</b> |
| <b>Activity 1: Map (Questioning and researching, Analysing)</b>   |              |
| Correctly and accurately locates places on the map  | 1            |
| Includes the following map elements: <ul style="list-style-type: none"> <li>• appropriate title</li> <li>• key/legend.</li> </ul>   | 2            |
| <b>Subtotal</b>   | <b>3</b>     |
| Records and organises an accurate, detailed visual representation of the information and/or data.<br>Uses appropriate map symbols and/or colour to represent the information on the map.  | 3–4          |
| Records and organises some accurate visual representation of the information and/or data.<br>Uses mostly inappropriate map symbols and/or colour to represent the information on the map.   | 1–2          |
| <b>Subtotal</b>   | <b>4</b>     |
| <b>Description</b>  | <b>Marks</b> |
| <b>Activity 3: (Questioning and researching)</b>  |              |
| Selects relevant, geographical information and/or data from a range of sources.<br>Uses appropriate recording techniques to collect and present the geographical information and/or data required by the task.<br>Records detailed information and/or data to support the task.                                     | 5–6          |
| Selects mostly relevant geographical information and/or data from a small number of sources.<br>Uses a variety of recording techniques to collect and present the geographical information and/or data required by the task.<br>Records some information and/or data to support the task.                           | 3–4          |
| Selects mostly irrelevant geographical information and/or data from a source.<br>Uses no logical or organised recording techniques to collect and present the geographical information and/or data required by the task.<br>Records insufficient information and/or data that provides little support for the task. | 1–2          |
| <b>Subtotal</b>   | <b>6</b>     |
| <b>Description</b>  | <b>Marks</b> |
| <b>Activity 3: Bibliography (Questioning and researching)</b>   |              |
| Bibliography includes a comprehensive list of sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the referencing technique approved by the school.   | 2            |
| Bibliography includes a limited list of sources which may follow the referencing technique approved by the school.  | 1            |
| <b>Subtotal</b>   | <b>2</b>     |

| Description   | Marks    |
|---|----------|
| <b>Activity 4: Futures wheel</b>  |          |
| <b>Positive impact (Analysing, Evaluating)</b>  |          |
| Explains how the impact of the interconnections changes over time in both the selected place and the local area, using relevant geographical terminology and concepts to develop explanation.<br>Refers to specific accurate examples of the changing effects to support their response.  | 3        |
| Describes how the impact of the interconnections changes over time in both the selected place and the local area, using some relevant geographical terminology and concepts to develop description.<br>Refers to some relevant examples of the changing effects to support their response.  | 2        |
| Partially identifies how the impact of the interconnections may change over time in both the selected place and your local area.<br>Limited examples provided, with irrelevant or inaccurate connection between each time frame.<br>Limited use of geographical terminology.  | 1        |
| <b>Subtotal</b>   | <b>3</b> |
| Description   | Marks    |
| <b>Negative impact (Analysing, Evaluating)</b>  |          |
| Explains how the impact of the interconnections changes over time in both the selected place and the local area, using relevant geographical terminology and concepts to develop explanation.<br>Refers to specific accurate examples of the changing effects to support their response.  | 3        |
| Describes how the impact of the interconnections changes over time in both the selected place and the local area, using some relevant geographical terminology and concepts to develop description.<br>Refers to some relevant examples of the changing effects to support their response.  | 2        |
| Partially identifies how the impact of the interconnections may change over time in both the selected place and your local area.<br>Limited examples provided, with irrelevant or inaccurate connection between each time frame.<br>Limited use of geographical terminology.  | 1        |
| <b>Subtotal</b>   | <b>3</b> |
| Description   | Marks    |
| <b>Activity 5: Propose an action (Evaluating, Communicating and reflecting)</b>   |          |
| Develops both a plausible personal and collective course of action.<br>Explains how the proposed actions are based on the principles of sustainability by considering political, environmental, economic and social factors.<br>Justifies the course of both actions by identifying how it is informed by relevant geographical information and/or data collected in Activities 3 and 4.<br>Uses relevant geographical terminology and concepts to develop description.   | 7–8      |
| Develops, partially, a plausible personal and collective course of action.<br>Explains, briefly, in general terms, how the proposed actions are based on the principles of sustainability by considering political, environmental, economic and social factors.<br>Uses generalisations to justify the course of the action, with some connection to relevant geographical information and/or data collected in Activities 3 and 4.<br>Uses some relevant geographical terminology and concepts to develop description. | 5–6      |
| Outlines, in general terms, a course of action.<br>Describes, in general terms, how the proposed actions are based on some of the principles of sustainability.<br>Uses generalisations to justify the course of the action, with limited connection to relevant geographical information and/or data collected in Activities 3 and 4.  | 3–4      |

|  |           |
|--|-----------|
| Uses some relevant geographical terminology and/or concepts to develop description.  |           |
| Provides a simple statement of a course of action.<br>Uses generalisations to justify the course of the action, with no connection to relevant geographical information and/or data collected in Activities 3 and 4. | 1–2       |
| <b>Subtotal</b>  | <b>8</b>  |
| <b>Total</b>   | <b>29</b> |