



Sample assessment task

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| Year level | 2 |
| Learning area | Humanities and Social Sciences |
| Subject | Geography |
| Title of task | It's a small, small world! |

Task details

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| Description of task | Students reflect on the concepts of place, space, interconnections and scale through designing a PowerPoint or Keynote presentation on a place they have visited (local, national or international). Students develop their understanding of the skills required to pose questions, locate information and sort and record selected information to construct a presentation. Students will take into consideration the skills and techniques learnt in oral speaking activities when delivering their presentation. |
| Type of assessment | Formative and summative |
| Purpose of assessment | The formative assessment will allow students to practise posing questions and further develop their research skills. The summative assessment will allow students to demonstrate their understanding of key geographical concepts and skills as they apply to a specific place of their choice. |
| Assessment strategy | Graphic organiser (Formative) Individual PowerPoint/ Keynote presentation (Summative) |
| Suggested time | <ul style="list-style-type: none"> Initial homework session x 20 minutes to collect holiday photos Modelling, research and presentation of slides – 6 x 30 minute sessions Presentation – allow enough time for each student to individually present. |

Content description

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| Content from the Western Australian Curriculum | <p>Knowledge and understanding</p> <p>The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)</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> <p>Q&R> Reflect on current understanding of a topic</p> <p>Q&R> Pose questions about the familiar and unfamiliar</p> <p>A> Represent collected information and /or data in to different formats (e.g. tables, maps, plans)</p> <p>C&R> Develop texts, including narratives, that describes an event of place</p> <p>C&R> Present findings in a range of communication forms, using relevant terms, (e.g. written, oral, digital, role-play, graphic)</p> |
| Early Years Learning Framework (EYLF) | <p>Outcome 4: Children are confident and involved learners</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</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> |

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| | <p>Element 1.1.5 Every child is supported to participate in the program [Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</p> |
| Key concepts | Place, Space, Interconnection, Scale |
| 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 an understanding of how to pose questions in order to obtain information.</p> <p>Students have previous experience using PowerPoint or Keynote on a computer/iPad.</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 | Peer assessment, student presentations |
| Resources | <ul style="list-style-type: none"> • Computers with PowerPoint (Computer) or Keynote (iPad) programs • A3 paper and pencils/pens for brainstorming • Students' holiday photographs to use in their presentation • Letter informing parents of the level of assistance required at home (template provided) • Optional 'tell' sheet (template provided – enlarge to A3) |

Instructions for teacher

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

It's a Small, Small World!

| Strategy | |
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| Inspire/inform | <ul style="list-style-type: none"> Source some pictures of iconic local, national and international places and show them to the students and discuss what they are and whether the place is local, national or international (e.g. Sydney Harbour Bridge, Uluru, Eiffel Tower, Bali temples). www.placestoseeinyourlifetime.com/top-10-most-recognizable-landmark www.hongkiat.com/blog/awe-inspiring-landmarks-around-the-world/ Share a book: <i>Charlie's Superhero Underpants</i> by Paul Bright <i>Paddington</i> by Michael Bond Students talk about holidays they have had and places they have visited (Think-pair-share). Pose questions to engage the students in further discussion. 'How old were you when you went there?', 'How long did it take you to get there and how did you travel there?', 'Why did you travel there?', 'Did you know anybody there?', 'Who did you go with?' |
| Show | <ul style="list-style-type: none"> Remind students of the purpose of a PowerPoint/Keynote presentation. Demonstrate using a teacher-made presentation reminding them of the key features. Show the students some photographs of a holiday that you have previously taken. |
| Try/ transfer | <ul style="list-style-type: none"> Students collect photos from home of a holiday destination (some parent assistance required). Students think of questions that they will represent in their presentation. Sample questions such as 'Where did I visit and why?', 'How did I travel there and how long did it take?', 'Was it a special event?' could be given to start the task. Students pose and answer questions regarding their chosen place using source photographs. This could be achieved using the optional worksheet. |
| Apply | <ul style="list-style-type: none"> Students make their own presentation using PowerPoint or Keynote (Suggested, but not limited to, using six slides consisting of, title and last page plus four slides that will reflect their posed questions). Design each slide of their presentation (fonts, print size, and layout). If students have no photos of their own, they may use Google to search for appropriate pictures. Make PowerPoint/Keynote presentation. Students present their presentation on a computer or interactive whiteboard. |
| Reflect | <ul style="list-style-type: none"> Students informally reflect on peer presentations by giving positive comments at the conclusion of each presentation. Students self-reflect on what they might do differently. Create a table to represent student data (local, national and international destinations) and discuss results with students. |

[Concept from: 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association]

| Questions about my photo/place | Answers |
|--|----------------|
| Where did I visit and why? | |
| How did I travel there and how long did it take? | |
| Was it a special event? | |
| | |
| | |

Sample note home to parent / guardian

<Insert date>

Dear Parent/Guardian,

Important information regarding Geography learning

As part of our Geography program this term, your child has been learning about how people are connected to many places, and specifically the connections of people in Australia to other places and the influence of purpose (e.g. recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places.

To assist the students in learning about this, we would like for each child to bring in copies of at least four different photos from **one place** which they have visited. (Examples could be a family photo, a recognisable feature of the area, photos of relatives visited). These should be in digital form and can be brought in on a USB or emailed to my email: <insert email>. These photos should be selected by the students and can include any aspect of their holiday visit.

This task has been explained to students today. I have requested they bring in their photos by <Insert date>. Should you have any questions, please do not hesitate to contact me.

Yours sincerely,

<Insert name>

Year 2 Teacher

Sample marking key

Geography: The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters).
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.

Marking key: I = Independent SS = Some Support LS = Lots of support

| Student name | Formative: Answers questions about chosen place. Poses and answers additional questions about place. | Summative: Presentation reflects knowledge of places in Australia, Asia region or the world | Summative: Makes verbal links to the influence of purpose, distance and accessibility during their presentation | Comments |
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Making connections across learning environments

National Quality Standards: Quality Area 5 – Relationships with children

Element 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

Element 5.1.3 Each child is supported to feel secure, confident and included.

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

| | Provocation | Resources |
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| Inside spaces/ environments | <p>Create a family! Students use old magazines to find different images of people and use these to create an imaginative family. Students will cut out and glue a collage of 'people' images and share a story of their family with others.</p> | Magazines, scissors, glue, paper/card |
| | <p>Stick puppets Collect some sticks and use the magazines to cut out pictures of people to create your own stick family. Design and perform a short puppet show talking about where you visit, who you visit and why you visit them.</p> | Sticks, magazines, scissors, sticky tape, puppet theatre (a box with a hole or an upturned table with a sheet) |
| Outside spaces/ environments | <p>My house! (Role-play space) Ask the students to create a space that will allow role-play situations of families. Use purpose built equipment or supply a range of cardboard boxes for creative construction.</p> | A variety of boxes (different sizes), tape, scissors, additional recycled/ construction materials |
| | <p>Build me a cubby! Supply students with the materials to build some simple cubbies.</p> | Large pieces of material, natural bushes, tables, chairs, other sturdy materials for cubby making |
| Ambience/aesthetics | <p>Film your class over a number of days and silently replay them over a number of hours. Internet search short videos of families spending time together.</p> | |