



Sample assessment task

Year level	4
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Animal mix-up

Task details

Description of task	Students will demonstrate their understanding of place by locating Africa, South Africa and Australia on a world map. They record information on the environment of South Africa and Australia, providing examples of native animals and vegetation types, describing one vegetation type in detail. Students use this information to develop an interview, responding to a scenario about the interconnection between animals and vegetation, which they will present, either digitally or orally.
Type of assessment	Formative AND Summative
Purpose of assessment	To assess students' understanding of the key Geography concepts and skills as they respond to the scenario in relation to the main characteristics of Africa in relation to Australia
Assessment strategy	<ul style="list-style-type: none"> • Visual representations • Written work • Performances or oral presentations • Videos or audio recordings
Evidence to be collected	<ul style="list-style-type: none"> • Map • Short-answer questions (grid) • Interview sheet • Presentation (digital or oral)
Suggested time	3 x 1-hour lessons

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>Humanities and Social Sciences skills</p> <p>E> Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)</p> <p>C&R> Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p>
Key concepts	Place, Space, Environment, Interconnection

Task preparation

Prior learning	Students are familiar with the location of the continents on the world map. They have prior knowledge of the environment of Africa and Australia, including the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of Africa, particularly South Africa, and Australia. Students know how to use information to draw conclusions and present their findings.
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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"> • Individual in-class assessment task • Small group, digital or oral, presentation (if required)
Resources	<p>Background information for teachers</p> <ul style="list-style-type: none"> • Africa: Resources • http://www.nationalgeographic.org/encyclopedia/africa-resources/ • Africa: Physical Geography • http://www.nationalgeographic.org/encyclopedia/africa-physical-geography/ • Australia and Oceania: Physical Geography • http://www.nationalgeographic.org/encyclopedia/oceania-physical-geography/ <p>Interactive websites</p> <ul style="list-style-type: none"> • http://www.our-africa.org/ • http://www.ngkids.com.au/animals/ten-facts-about-koalas • https://www.google.com/earth/ <p>Videos</p> <ul style="list-style-type: none"> • http://splash.abc.net.au/home#!/media/1436472/native-species-at-home-among-the-gum-trees • http://splash.abc.net.au/home#!/media/1423143/on-safari-in-botswana

Instructions for teacher

Revise the key concepts: Place, Space, Environment, Interconnection.

Sample questions to use with students to develop their conceptual understanding and unpack the topic:

Place

Do you think Africa, South Africa and Australia have the same amount of rainfall?

Do you think Africa, South Africa and Australia would have the same type of vegetation?

Space

Does all of Australia have the same amount of rainfall?

Can we identify a pattern between places, rainfall and vegetation?

Are animals spread out evenly over the globe?

Environment

Why do some places have more rainfall than other places?

Do all animals eat the same types of plants?

Why do animals live in some places and not others?

Interconnection

What is a food chain?

Where does our food come from?

Lesson 1 (Formative Assessment)

1. Students individually locate and identify Africa, South Africa and Australia on a world map.
2. Using prior learning and research, students complete short-answer questions.
3. Present and discuss scenario: 'A giraffe has been sent to Australia and a koala has been sent to South Africa. They arrived in the wild. Could they survive? Why or why not?'
4. Instruct students to brainstorm some ideas and responses to the scenario, considering their research and short- answer responses.

Lesson 2 (Formative Assessment)

Provide students with interview sheet (students may require more than one page). The students must consider their brainstorm from the previous lesson to create an interview, both questions and responses, which provides a conclusion or argument responding to the scenario. The students must decide the way they would like to present their interview, i.e. oral presentation, partner interview, digital interview.

Lesson 3

1. Provide students with an opportunity to rehearse their interview and record, if necessary.
2. All interview scripts are submitted and interviews presented.

Instructions to students

Lesson 1 (Formative Assessment)

1. Locate and identify Africa, South Africa and Australia on a world map.
2. Consider what you have learnt and complete short answer questions on the vegetation and native animals of the two countries.
3. A giraffe has been sent to Australia and a koala has been sent to South Africa. They arrived in the wild. Could they survive? Why or why not?
4. Brainstorm some ideas and responses, considering the vegetation, climate and the food chain of both the koala and giraffe.

Lesson 2 (Formative Assessment)

Look at your brainstorm. You are going to create an interview, both questions and responses. Consider some of the following points when planning your interview:

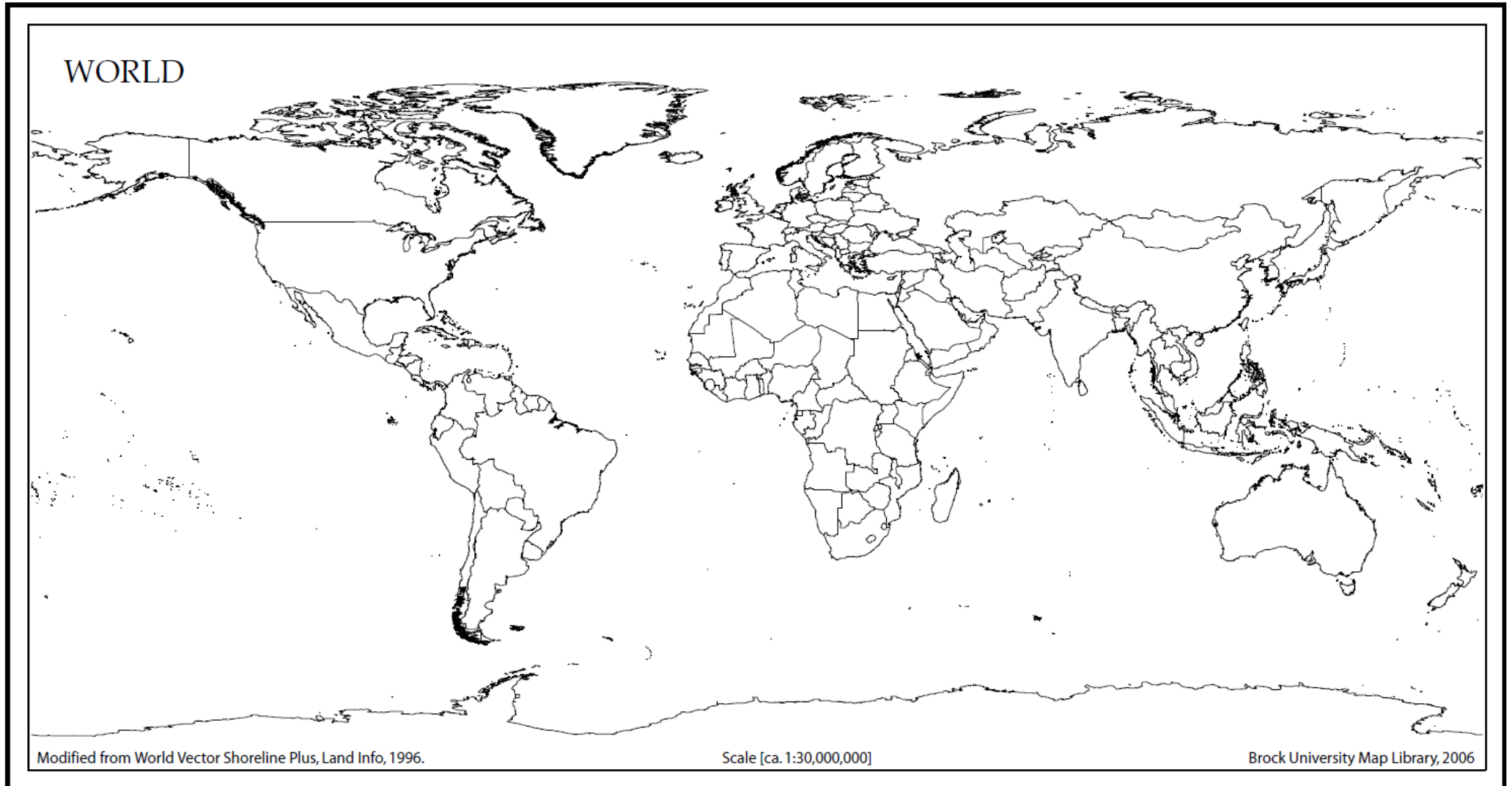
- could you create a TV or radio interview between the reporter and a wildlife expert?
- could you interview the koala or giraffe?
- will you need to request assistance from a friend when presenting your interview?
- are you going to record/film your interview or present to the class?

Lesson 3 (Summative Assessment)

1. Rehearse your interview
2. Record, film or present to the class. Submit your interview script to your teacher.

Worksheet/booklet for students

Locate and identify where Africa, South Africa and Australia are on the map below.



Examples of native Australian animals	What are the main vegetation types in Australia?	Briefly describe one vegetation type in Australia
Examples of native African animals	What are the main vegetation types in Africa?	Briefly describe one vegetation type in Africa

There has been a mix up!

A giraffe has been sent to Australia and a koala has been sent to South Africa. They have arrived in the wild. Could they survive? Why or why not?

When you create your interview, consider vegetation, climate and food chain of both the koala and giraffe.

Question: _____

Response: _____

Question: _____

Response: _____

Question: _____

Response: _____

Question: _____

Response: _____

Sample marking key

Lesson 1 and 2 – formative assessment	
Description	Check
Place, Space, Environment	
Locates Africa, South Africa and Australia on the world map	
Provides examples of native animals	
Provides examples of vegetation types	
Provides brief description of one vegetation type	
Lesson 3 – summative assessment	
Description	Marks
(Questioning and Researching)	
Develops a range of detailed and relevant questions that address the main characteristics of each country and animal, including vegetation, climate and food chain of both the koala and giraffe.	4
Develops a range of relevant questions that address some of the main characteristics of each country and animal, including vegetation, climate and food chain of both the koala and giraffe.	3
Develops questions that address some of the characteristics of each country and animal.	2
Poses simple questions that are broadly related to each country and animal.	1
Subtotal	4
Description	Marks
Analysing (Place, Environment, Interconnection)	
Interprets information and/or data to accurately and comprehensively describe connections between animals and places.	5–6
Interprets information and/or data to accurately describe connections between animals and places.	3–4
Interprets information and/or data, identifies limited connections with some inaccuracies.	1–2
Subtotal	6
Description	Marks
Evaluating, Communicating and reflecting (Place, Environment, Interconnection)	
Draws a detailed accurate conclusion, about the likelihood of the giraffe and koala surviving in a different place, supported by relevant information and/or data. Effectively uses relevant geographical terms.	5–6
Draws a simple conclusion, about the likelihood of the giraffe and koala surviving in a different place, supported by relevant information and/or data. Uses some relevant terms.	3–4
Provides generalised statements about the likelihood of the giraffe and koala surviving in a different place, with some inaccuracies, using simple, everyday language.	1–2

	6
Description	Marks
Presentation of findings	
Develops a creative interview in a presentation format that suits the content and purpose.	3
Develops an interview in a presentation format that suits the content and purpose.	2
Presents an interview.	1
Subtotal	3
Total	19

ACKNOWLEDGEMENTS

World map from: Brock University Map, Data & GIS Library. (2006). *World* [map]. Retrieved February, 2018, from <https://brocku.ca/library/wp-content/uploads/sites/51/MDG-StCatharines.pdf>