



Sample assessment task

Year level	6
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Characteristics of Australia and Asia

Task details

Description of task	Students interpret information using a table and a photo, and formulate conclusions about the differences in the economic, demographic and social characteristics between Australia and selected countries in Asia.
Type of assessment	Formative and Summative
Purpose of assessment	To assess students' understanding of key Geographical concepts and skills as they apply to a diverse and connected world, particularly Australia and Asia
Assessment strategy	Data interpretation, photo interpretation and written responses
Evidence to be collected	Task 1 – Response using data from statistics provided (table) Task 2(a) – See, Think, Wonder written responses to photo (questions 1– 3) Task 2(b) – Compare and contrast written response (question 4)
Suggested time	Interpretation of data and written responses – 45 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world</p> <p>Humanities and Social Sciences skills</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>Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</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>
Key concepts	Place, Space, Scale, Change, Interconnections, Environment, Sustainability

Task preparation

Prior learning	Students have prior knowledge of the main countries that make up Asia and the major economic, demographic and social characteristics of Australia and Asian countries.
Assessment differentiation	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

Assessment conditions	Students complete the extended written task under test conditions. During the task, students may refer to the information provided only.
Resources	Data and photograph provided

Instructions for teacher

Characteristics of Australia and Asia

Differences in the economic, demographic and social characteristics of Australia and Asia

Prior to the commencement of the task:

- revise the key Geographical concepts place, environment, interconnections, sustainability and change
- model task using a 'thinking-strategy' organiser, such as See, Think, Wonder
- revise how to develop and refine a range of questions required to plan an inquiry
- distribute and go through the assessment task with the students
- emphasise the requirements of the task and the marking guide
- explain any of the terms used in the table that might cause difficulty

Instructions to students

Characteristics of Australia and Asia

Differences in the economic, demographic and social characteristics of Australia and Asia

In this task you will interpret information/data provided to you about the economic, demographic and social characteristics of Australia and some Asian countries. In addition, you will identify information represented in a photograph. You will need to use the table and photograph to develop conclusions about Australia and the Asian countries listed.

The table below shows statistics about the population of 12 different countries, including Australia.

Nation	Population total (million)	Wealth indicator (average income in \$US)	Health indicator (Life expectancy in years)	Education indicator (% of people who can read and write)	Quality of life indicator (rank order in world)
Australia	23	\$39 000	81	99	2
New Zealand	4	\$30 000	80	99	5
Papua New Guinea	7	\$2600	57	60	153
Indonesia	237	\$4600	71	92	124
Timor Leste	1	\$1500	62	51	147
Singapore	5	\$61 000	81	95	26
Malaysia	28	\$15 500	74	92	61
Vietnam	87	\$3400	74	93	128
Cambodia	15	\$2150	59	78	139
China	1300	\$7536	73	94	101
Japan	127	\$34 000	82	99	12
India	1200	\$3600	64	74	134
Fiji	1	\$4700	69	94	100

(Table based on statistics from the following resources: 2010–2012. World Bank, United Nations, *The Economist*)

Sample assessment key

Description	Marks
Task 1 Response using data from statistics provided (table)	
<p>Comprehensively identifies:</p> <ul style="list-style-type: none"> • Australia is the country with the highest economic (i.e. wealth) indicator whereas most Asian countries have low economic indicators • the population problems (particularly population density) relate mainly to India and China • Japan, Singapore, Australia and New Zealand have high life expectancies compared to other Asia countries • Australia has a high quality of life indicator whereas most Asian countries have low indicators <p>Uses actual figures to support statements Applies relevant geographical terminology and concepts to develop description</p>	5–6
<p>Satisfactorily identifies:</p> <ul style="list-style-type: none"> • Australia is the country with the highest economic (i.e. wealth) indicator • the population problems relate mainly to India and China • Japan, Singapore, Australia and New Zealand have high life expectancies compared to other Asia countries • that Australia has a high quality of life indicator <p>Uses some actual figures to support statements Uses relevant geographical terminology and concepts to develop description</p>	3–4
<p>Outlines in general terms one or two of the following:</p> <ul style="list-style-type: none"> • Australia is the country with the highest economic (i.e. wealth) indicator • India and China have the highest populations • Japan has high life expectancy compared to other Asian countries • Australia has a high quality of life indicator <p>Makes statements that are not supported by figures Uses some geographical terminology</p>	1–2
Subtotal	6
Description	Marks
Task 2 Photograph interpretation: Question 1 – See	
<p>Identifies the location of the place being somewhere other than Australia and describes the characteristics of the place in the photo including:</p> <ul style="list-style-type: none"> • vegetation • river/pollution • housing condition • overcrowding/slum conditions <p>Applies relevant geographical terminology and concepts to develop description</p>	3–4
<p>Briefly identifies some of the characteristics of the place in the photo using simple generalised statements</p>	1–2
Subtotal	4

Description	Marks
Task 2 Photograph interpretation: Question 2 – Think	
Comprehensively identifies that the place in the photo: <ul style="list-style-type: none"> • has economic and social problems such as overcrowding, slums, pollution and environmental decline • that the quality of life would be very low Applies relevant geographical terminology and concepts to develop description	3–4
Briefly identifies some of the challenges and/or problems occurring in the place in the photo using simple generalised statements	1–2
Subtotal	4
Description	Marks
Task 2 Photograph interpretation: Question 3 – Wondering Questions	
Constructs three focused questions relevant to an inquiry	3
Constructs two focused questions relevant to an inquiry	2
Constructs one focused question relevant to an inquiry	1
Subtotal	3
Description	Marks
Task 2 Photograph interpretation: Question 4	
Explains in detail the differences between the place in the image and Australia, including the economic, social and demographic characteristics Applies relevant geographical terminology and concepts to develop explanation Includes relevant data from the table as evidence to support the explanation	5–6
Explains the differences between the place in the image and Australia, including the economic, social and demographic characteristics Applies relevant geographical terminology and concepts to develop description Includes some data from the table as evidence	3–4
Identifies that the place in the photo is different to Australia Uses some relevant geographical terminology	1–2
Subtotal	6
Total	23