

# Years 3–4 assessment techniques and conditions v1.0

## Humanities and Social Sciences — Civics and Citizenship

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of students, when selecting appropriate assessment techniques and response conditions.

Techniques	Investigation	Project	Test
<b>Description</b>	<p>An investigation assesses students' abilities to collect and draw conclusions about primary and secondary sources.</p>	<p>A project assesses students' responses to a single task, stimulus, question, situation or scenario that gives students authentic opportunities to demonstrate their civics and citizenship knowledge, understanding and skills.</p>	<p>A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.</p>
	<p>An investigation requires students to use the data or information they have been given and the knowledge they currently have.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• examine a question or topic with regard to Australia's political and legal systems</li> <li>• distinguish between facts and opinions, identify points of view and draw conclusions</li> <li>• present ideas and conclusions.</li> </ul>	<p>A project requires students to demonstrate their knowledge, understanding and skills relating to civics and citizenship concepts in authentic, and/or real-world opportunities.</p> <p>A project consists of at least two components drawn from:</p> <ul style="list-style-type: none"> <li>• practical</li> <li>• written</li> <li>• spoken.</li> </ul>	<p>A test requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.</p>
<b>Formats</b> (examples only)	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>– written response that answer a research question</li> <li>– inquiry report</li> </ul> </li> <li>• spoken/signed or multimodal <ul style="list-style-type: none"> <li>– speech with notes</li> <li>– webpage.</li> </ul> </li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>– brochure</li> <li>– report (inquiry)</li> </ul> </li> <li>• spoken/signed or multimodal <ul style="list-style-type: none"> <li>– formal speech</li> <li>– slideshow</li> <li>– webpage</li> </ul> </li> <li>• practical <ul style="list-style-type: none"> <li>– chart, e.g. flow diagram</li> <li>– role play, e.g. demonstrating voting</li> </ul> </li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• short response items <ul style="list-style-type: none"> <li>– single-word, true/false, multiple choice, cloze exercises or sentence answers</li> <li>– sentence responses that define terms and give explanations and examples of these terms</li> <li>– paragraph/s response, e.g. comparing viewpoints and consequences</li> </ul> </li> <li>• response to stimulus.</li> </ul>



Techniques	Investigation	Project	Test
		procedures – analysis of polls/surveys.	
<b>Conditions</b>	Suggested length:* <ul style="list-style-type: none"> <li>written responses 50–100 words</li> <li>spoken/signed or multimodal responses up to 1 minute.</li> </ul>	Suggested length:* <ul style="list-style-type: none"> <li>written responses 50–100 words</li> <li>spoken/signed or multimodal responses up to 1 minute.</li> </ul>	Suggested time: <ul style="list-style-type: none"> <li>up to 40 minutes, plus 10 minutes perusal.</li> </ul> Suggested length:* <ul style="list-style-type: none"> <li>50–100 words.</li> </ul>

### Notes

Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.

\* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.