

Years 3–4 assessment techniques and conditions v1.0

Humanities and Social Sciences — Geography

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
Description	An investigation assesses students' abilities to locate, collect, record and represent geographical data and findings to respond to inquiry questions.	A project assesses students' responses to a single task, situation or scenario that gives students authentic opportunities to demonstrate their geographical knowledge, understanding and skills.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	An investigation requires students to locate and use evidence that goes beyond the information they have been given and the knowledge they currently have. Students: <ul style="list-style-type: none">• develop appropriate geographical questions• present findings using geographical terminology• reflect on learning to suggest individual action in response to a geographical challenge (Year 3)• propose individual action in response to a local geographical challenge (Year 4).	A project requires students to draw conclusions based on an interpretation of information and data from a range of sources. Sources are written or non-written material that can be used to investigate the past, e.g. coins, photographs, letters or transcripts.	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.



Techniques	Investigation	Project	Test
Formats (examples only)	<p>Formats include:</p> <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – brochure – letter – information report supported by visual representations of data and information such as infographics • spoken/signed or multimodal <ul style="list-style-type: none"> – presentation – photographic essay – formal speech with notes supported by cartographic and graphic sources. 	<p>Formats include:</p> <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – action plan in response to a geographical challenge – field trip report – journal entry • spoken/signed or multimodal <ul style="list-style-type: none"> – roleplay. 	<p>Formats include:</p> <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – single-word, true/false, multiple choice, cloze exercises or sentence answers – sentence response that define terms and give explanations and examples of these terms – paragraph/s response • response to stimulus <ul style="list-style-type: none"> – must demonstrate an ability to interpret and draw simple conclusions.
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 100–200 words • spoken/signed or multimodal responses up to 1 minute. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 100–200 words • spoken/signed or multimodal responses up to 1 minute. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 40 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 100–200 words, comprising <ul style="list-style-type: none"> – short response 15–50 words per item – extended response 50–100 words per item.

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.