Years 5–6 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, stimulus, question, 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 data or information they have been given and the knowledge they currently have. Students: • develop appropriate geographical questions • present findings and ideas using geographical terminology • propose action in response to a geographical challenge. Research conventions must be followed, e.g. acknowledging sources regardless of the presentation format.	A project requires students to evaluate and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials that provide direct or firsthand accounts, e.g. field notes from observations, measurements taken during experiments (school grounds, local community or more distant locations), or responses received from a survey or questionnaire. Secondary sources are created after the time being investigated and often use or refer to primary sources and present a particular interpretation, e.g. census data, newspaper articles and images or information in a published report.	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)	Formats include:
	• written
	  – brochure
	  – letter
	  – information report supported by visual representations of data and information such as infographics
	  – argumentative or persuasive essay
	• spoken/signed or multimodal
	  – presentation
	  – seminar
	  – conference
	  – photographic essay
	  – formal speech with notes supported by cartographic and graphic sources.
		Formats include:
		• written
		  – news report
		  – action plan in response to a geographical challenge
		  – field trip report
		  – journal entry
		  – blog
		• spoken/signed or multimodal
		  – interview
		  – roleplay
		  – webcast
		  – webpage.
			Formats include:
			• short response items
			  – 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
			  – data response tests that include a range of specific geographic data, e.g. aerial photos, maps, graphs, images, statistics, minimal text
			• extended response items
			  – practical exercises that manipulate and represent geographical data from primary or secondary sources
			• response to stimulus
			  – must demonstrate an ability to interpret, analyse and draw simple conclusions.

Conditions	Suggested length:*
	• written responses 200–400 words
	• spoken/signed or multimodal responses 1–2 minutes.
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		• written responses 200–400 words
		• spoken/signed or multimodal responses 1–2 minutes.
			Suggested time:
			• up to 60 minutes, plus 10 minutes perusal.
			
			Suggested length:*
			• 200–400 words, comprising
			  – short response 25–50 words per item
			  – extended response 100–200 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.