

Years 7–8 assessment techniques and conditions

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	Examination
Description	An investigation assesses students' abilities to locate, select, analyse, 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.	An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination 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. 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 collected by the student, e.g. surveys and responses to questionnaires, and observations and measurements taken in the field (school grounds, local community or more distant locations).	An examination 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. Stimulus material may be seen or unseen. <ul style="list-style-type: none"> • Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials. • Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.
Formats (examples only)	Formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – brochure – letter – feature article – information report 	Formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – news report – journal entry – annotated bibliography – field trip report 	Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – sentence response that defines terms and give explanations and examples of these terms – paragraph response demonstrating a depth of conceptual understanding



Techniques	Investigation	Project	Examination
	<ul style="list-style-type: none"> - argumentative or persuasive essay • spoken/signed or multimodal <ul style="list-style-type: none"> - multimodal presentation - seminar - conference - photographic essay - formal speech with notes supported by cartographic and graphical sources. 	<ul style="list-style-type: none"> - blog • spoken/signed or multimodal <ul style="list-style-type: none"> - seminar - pitch - interview - roleplay - webcast - podcast - webpage - digital urban trails or digital/interactive map. 	<ul style="list-style-type: none"> - data response test that includes interpreting a range of specific geographic data, e.g. aerial photos, maps, graphs, images, statistics, minimal text • extended response items <ul style="list-style-type: none"> - practical exercise that manipulates and represents geographical data from primary or secondary sources • response to stimulus <ul style="list-style-type: none"> - response demonstrates an ability to interpret, analyse and draw conclusions.
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 400–600 words • spoken/signed or multimodal responses 2–3 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 400–600 words • spoken/signed or multimodal responses 2–3 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 70 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 400–600 words, comprising <ul style="list-style-type: none"> - short response 50–75 words per item - extended response 200–300 words per item.

Notes

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

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