

# Years 7–8 assessment techniques and conditions

## Humanities and Social Sciences — Civics and Citizenship

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

	Techniques		
	Investigation	Project	Examination
Description	focuses on researching a specific problem, question, issue, or hypothesis through the selection, collection, analysis and/or interpretation of data, sources or information which may result in conclusions. It uses research, investigative practices, or processes in a particular context and occurs over an extended period of time.	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s.
Learning area advice	Students research a contemporary civics and citizenship issue or question through the location and analysis of information from sources to develop a response.	Students respond to a contemporary civics and citizenship challenge or scenario using civics and citizenship concepts and applying these to a real-world context.	Students respond to assessment items that may include seen or unseen stimulus related to political and legal systems and/or contemporary civic issues. <b>Note:</b> <ul style="list-style-type: none"> <li>• Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination.</li> <li>• Unseen stimulus should be information that has not been directly used in class.</li> </ul>
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written



Techniques			
	Investigation	Project	Examination
Examples	<p>Examples include:</p> <ul style="list-style-type: none"> <li>analytical, argumentative or persuasive essay</li> <li>report</li> <li>feature article</li> <li>news report</li> <li>persuasive letter/email</li> <li>formal speech</li> <li>seminar</li> <li>investigative television news report</li> <li>debate.</li> </ul>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>information brochure</li> <li>infographic including diagrams and/or flow charts</li> <li>interview</li> <li>podcast</li> <li>blog</li> <li>vlog</li> <li>roleplay</li> <li>print or television advertisement.</li> </ul>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>short response items</li> <li>paragraph response (standalone or linked to stimulus)</li> <li>extended response items</li> <li>response to stimulus.</li> </ul>
Conditions	<p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>written responses 400–600 words</li> <li>spoken/signed responses 2–3 minutes.</li> </ul>	<p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>written responses 400–600 words</li> <li>spoken/signed responses 2–3 minutes.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>up to 70 minutes, plus 10 minutes planning, under supervised conditions.</li> </ul> <p><b>Suggested length:*</b></p> <ul style="list-style-type: none"> <li>400–600 words, comprising <ul style="list-style-type: none"> <li>short responses 50–100 words per item</li> <li>extended responses 200–300 words per item.</li> </ul> </li> </ul>

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



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