

Years 9–10 assessment techniques and conditions

Humanities and Social Sciences — Geography

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 contextualised geographical phenomenon or challenge through the collection and analysis of primary research methods and secondary research materials.	Students respond to a geographical phenomenon or challenge through the interpretation and analysis of primary and secondary research materials to draw a conclusion/s.	Students respond to assessment items through the interpretation of a range of specific geographic data and information, e.g. aerial photos, maps, graphs, images, statistics that may include seen or unseen stimulus. Note: <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should be information that has not been directly used in class.
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written

Techniques			
	Investigation	Project	Examination
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> • analytical, argumentative or persuasive essay • feature article • news report • information report • field report • formal speech with notes supported by cartographic and graphical sources • multimodal presentation • seminar • conference • photographic essay. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • data report • case study • blog • vlog • digital urban trails or digital/interactive map • roleplay • podcast. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • short response items • paragraph response (standalone or linked to stimulus) • extended response items • response to stimulus.
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 600–800 words • spoken/signed responses 3–4 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses 600–800 words • spoken/signed responses 3–4 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 90 minutes, plus 10 minutes planning, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 600–800 words, comprising <ul style="list-style-type: none"> – short responses 50–150 words per item – extended responses 300–400 words per item.

* 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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