The Supply Chain; Image Source: Shutterstock

Assessment task

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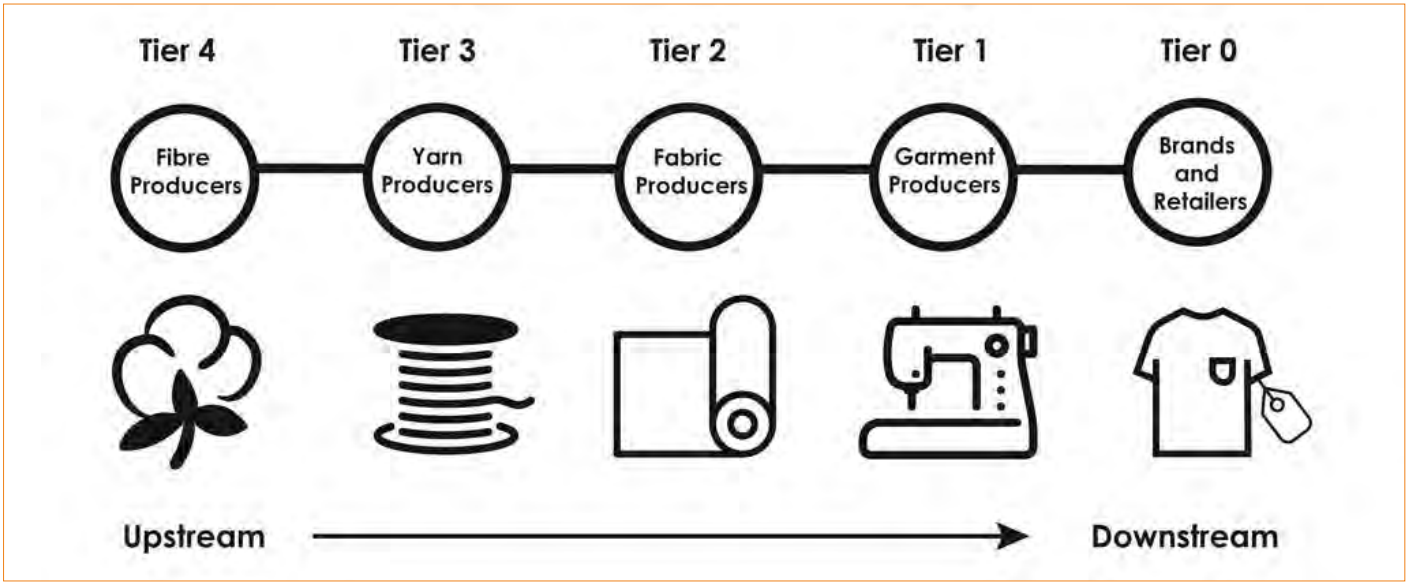
The Interconnections unit of the K–10 Geography syllabus gives teachers and students an exciting opportunity to explore the connections that link our lives to people living all around the globe. The products we buy and use, and the actions we undertake, link us with people in some of the most distant parts of the world through trade. What's more, new communication technologies allow us to interact with people with increasingly less fictional effects from distance.

In my school context, we wanted to find an assessment task that would enable a range of conversations about these links and allow students to explore the commodity chains associated with a range of consumer items in Australia. As a group of teachers, we were familiar with the environmental and ethical issues of resources like coltan, palm oil, cotton, cocoa and lithium, so we wanted an assessment task that would allow students to demonstrate that they could make the connections between the items they buy, and the positive and negative impacts felt around the globe.

The assessment uses student research to produce a scaffolded report. The report format combines both visual mapping exercise with literacy skills to create a strongly geographical style of communication being assessed. As students are allowed to bring two photos in to support their response there are also some photo skills being demonstrated in this task. However, the critical literacy resulting from students developing their understanding the perspectives and connections between people and places is really the main aim of this task.


Garment manufacturing, Pakistan. Source: https://commons.wikimedia.org/wiki/File:USAID%27s_Firms_Project_(10587583886).jpg



GTA NSW & ACT has also produced a new poster resource "Minerals in a Smartphone" which would act as a valuable research source and a model for the finished product expected of students. This assessment gives teachers an opportunity to extend classroom discussions from the impacts of commodities into areas like raw material certification or models of circular or ethical consumption. Moreover, as so much of Australia's trade occurs with Asia, the task can easily be adapted to meet the Asia and Australia's Engagement with Asia topic.

Minerals in a Smartphone poster available from https://www.gtansw.org.au/order-resources/

Interconnections – Stage 4 Geography

Assessment Task

HSIE Department

Date of issue:	n/a
Weight:	30%
Course:	Geography
Task number:	2

Due date:	n/a
Nature of task:	In-class Writing Task
Topic:	Interconnections (Stage 4 Geography)
Year group:	Year 8

Outcomes Assessed:

GE-1 locates and describes the diverse features and characteristics of a range of places and environments.

GE4-3 explains how interactions and connections between people, places and environments result in change.

GE4-4 examines perspectives of people and organisations on a range of geographical issues.

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.

GE4-8 communicates geographical information using a variety of strategies.

Assessment Location

Students will complete the assessment in their regular classroom.

Specific learning needs adjustments: Student will be supplied with a scaffolded version where appropriate.

Academic honesty and extensions on due dates

Students are reminded that all work submitted for assessment must be original and one's own work, except where acknowledgement is made to the original author (using the APA referencing method) or where collaboration with another student is a mandated requirement of the task. Students must submit any Hand-In assessment through Turn-it-in in order to validate the authenticity and integrity of the student's material.

The school's assessment policy requires all extensions on the due date be coordinated by the Director of Curriculum. Students applying for leave will be required to complete the task on the due date or, if this is not possible, before the due date unless there are exceptional circumstances.

The school applies a standard penalty for late submission of assessments of 10% of the total per day.

Interconnections – Stage 4 Geography

Context and description of assessment activity

Geographies of interconnection demonstrate how people and their product choices and/or actions, are connected to places throughout the world in a variety of ways. Interconnections help to change people, places and their environments on a global scale.

In this assessment task, students will select and research the impacts resulting from the life cycle of ONE PRODUCT and produce a visual report. Students may select from the products listed in the boxes below. Students should investigate the impacts on people, places and environments resulting from the supply chain of the selected product. Students may present information from the products raw materials, through to its production, consumption and its disposal.

Phone (iPhone)	Cars (Tesla)	Snacks (Tim Tam)	Clothing (Levi Jeans)

In-Class Visual Report

In a 45-minute period, students will write an introduction about their product and annotate a world map with detailed descriptions about the impacts of a product on people, places and environments. The annotations that students make can also refer to two relevant 10cm x 10 cm photographs that students may bring into the assessment.

Students will be provided with an A3 scaffold for this visual report.

Students will be required to locate their annotations on a political world map using an appropriate legend. Students should describe two impacts on each of the topics of people, places or environments. It would be ideal if these descriptions cover the entire life cycle of a product from raw material production through to disposal.

Performance criteria for assessing learning

Students will be marked on the quality of geographic detail and the clarity of their communication of geographic ideas.

Feedback

Verbal feedback may be given to students to aid their research prior to the task submission.

An annotated marking criteria and annotations on the task will be presented with the task when it is returned.

This assessment task has been included in the Appendix.

	A Grade Extensive knowledge and very high competence	**B Grade** Thorough knowledge and high competence	**C Grade** Sound knowledge and adequate competence	**D Grade** Basic knowledge and Limited competence	**E Grade** Elementary knowledge and very limited competence
GE-1 locates and describes the diverse features and characteristics of a range of places and environments.					
GE4-3 explains how interactions and connections between people, places and environments result in change.					
GE4-4 examines perspectives of people and organisations on a range of geographical issues.					
GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.					
GE4-8 communicates geographical information using a variety of strategies.					

Interconnections – Stage 4 Geography

Environment

Place

People

Figure B.

Figure A.

Environment

Place

People