

## Geography K–6 sample assessment for learning activity

### Stage 3

**Activity name:** Our everyday lives are affected by global connections  
(linked to *A Diverse and Connected World* sample unit)

### Outcomes

A student:

- explains interactions and connections between people, places and environments **GE3-2**
- acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

### Context

In this unit, students have determined the origins of a range of objects. They have explored the global connections Australia has with other countries. Students have developed an understanding of how Australia's membership of the United Nations connects it to multiple countries. Students have researched an example of Australia's global connections by investigating Australia's trade and the effect of global food connections, with a focus on food imports and exports. Students have examined the extent to which their everyday lives are influenced by global connections.

### Description of activity

*Stimulus statement: 'Our everyday lives are affected by global connections'*

Students work independently or collaboratively to create a presentation illustrating their understanding and interpretation of the stimulus statement.

The presentation should include:

- a summary of TWO of Australia's global connections
- examples of how these global connections affect their own life
- an explanation of the advantages of these global connections
- the use of geographical tools eg a map, graph, table, statistics etc.

The presentation may include an information booklet, oral presentation or multimedia website.

### Criteria for assessing learning

Students will be assessed on their ability to:

- summarise TWO of Australia's global connections and provide examples of how the connections affect their life
- explain advantages of the global connections
- use geographical tools and geographical data and information appropriately
- select a presentation method to communicate information effectively.

### Feedback

Throughout the activity students will receive ongoing teacher feedback in relation to the criteria for assessment. Students reflect on their own learning during the activity and on completion of the activity.

**Recording evidence of learning**

Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. This may include:

- conversations
- comments or annotations
- digital recordings and/or audio or visual representations
- anecdotal records.