



SAMPLE ASSESSMENT TASKS

HUMANITIES AND SOCIAL SCIENCES IN ACTION

GENERAL YEAR 12

Acknowledgement of Country

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Sample assessment task

Humanities and Social Sciences in Action – General Year 12

Task 1 – Unit 3 – People, planet, prosperity

Assessment type:	Response
Conditions:	One class period under test conditions
Task weighting:	15% of the pair of units

1. Complete the graphic organiser below about the Western Australian Government's single-use plastics ban. (6 marks)

List four items that have been banned.	
Provide one reason single-use plastic items have been banned.	List two examples of alternative products to single-use plastic.
Identify one group that is impacted by the ban.	Provide one example of an exemption to the ban.

- [illegible]

Marking key for sample assessment task 1 – Unit 3

1. Complete the graphic organiser below about the Western Australian Government's single-use plastics ban. (6 marks)

Description	Marks
Lists four items that have been banned	2
Lists two or three items that have been banned	1
Subtotal	/2
Provides a reason for the single-use plastic ban	1
Lists two alternatives to single-use plastic	1
Identifies one group impacted by the ban	1
Provides one example of an exemption to the ban	1
Subtotal	/4
Total	/6
Answers may include	
Items that have been banned <ul style="list-style-type: none"> Disposable cutlery, plastic shopping bags, plastic microbeads, polystyrene food containers, plastic straws, cotton buds with plastic stems, disposable plastic plates 	
Reasons for the ban <ul style="list-style-type: none"> Many single-use plastics either end up as litter or in landfill and they take a long time to breakdown 	
Alternative products <ul style="list-style-type: none"> Paper bags, bamboo cutlery, asking consumers to provide their own reusable coffee cups 	
Group impacted by the ban <ul style="list-style-type: none"> Retail or hospitality businesses, manufacturers, suppliers, distributors, wholesalers 	
Exemption to the ban <ul style="list-style-type: none"> People with a disability can request a plastic straw without having to prove their disability 	
Accept other relevant answers	

2. Explain **two** ways in which businesses have adapted to the changing market conditions brought about by the single-use plastic ban. (6 marks)

Description	Marks
For each way that businesses have adapted (x2)	
Explains a way that businesses have adapted	3
Describes a way that businesses have adapted	2
Identifies a way that businesses have adapted	1
Total	/6
Answers may include	
Alternative materials <ul style="list-style-type: none"> Many businesses have switched to using biodegradable, compostable, or recyclable materials. For instance, paper straws have largely replaced plastic ones, and bamboo or metal cutlery is becoming more common. 	

Reusable products

- There has been a significant push towards reusables. Coffee shops, for example, offer discounts for customers who bring their own mugs, and many restaurants now use reusable containers and utensils.

Product design changes

- Businesses are revisiting their product designs to eliminate unnecessary plastic components. For instance, manufacturers might redesign packaging to use less material or switch to more sustainable options.

Consumer education

- Companies are educating consumers about the benefits of reducing plastic waste and encouraging more sustainable behaviours. This includes labelling products with information on how to recycle or dispose of them properly.

Partnerships and certifications

- Some businesses collaborate with organisations focused on sustainability or obtain certifications that highlight their commitment to reducing plastic waste, which can also be a marketing advantage.

Accept other relevant answers

3. Discuss whether you agree or disagree with the single-use plastic ban. Use evidence to justify your position. (8 marks)

Description	Marks
Discusses their position for or against single-use plastic legislation and uses accurate evidence to justify their position	7–8
Explains their position for or against single-use plastic legislation and uses evidence to justify their position	5–6
Describes their position for or against single-use plastic legislation and uses some evidence to justify their position	3–4
States their position for or against single-use plastic legislation and has limited or no evidence to justify their argument	1–2
Total	/8
Assessment total	/20

Answers may include

The verb 'discuss' requires students to identify issues for and/or against.

Evidence for the ban:

- Environmental protection: Single-use plastics contribute significantly to pollution, especially in oceans. Banning them helps reduce the amount of plastic waste that harms marine life and ecosystems.
- Waste management: Single-use plastics are a major challenge for waste management systems. Bans can decrease the burden on landfills and waste treatment facilities.
- Climate change: The production of plastics is energy-intensive and contributes to greenhouse gas emissions. Reducing plastic production can help lower carbon footprints.

Evidence against the ban:

- Increased use of alternatives: Alternative materials might also have environmental impacts. For example, some biodegradable plastics require specific conditions to break down and can still contribute to pollution if not properly managed.
- Convenience: Single-use plastics offer convenience and functionality, such as durability and hygiene. Alternatives may not always match these attributes.
- Increased costs of production: One of the advantages of single-use plastics is the low cost in the production process. Additional costs may be passed on to consumers which leads to a higher price of the final goods.

Accept other relevant answers

Sample assessment task

Humanities and Social Sciences in Action – General Year 12

Task 2 – Unit 3 – Industry – profit or planet?

Assessment type:	Social action investigation
Conditions:	Period allowed for completion of the task: Part A and B – two weeks of directed classwork Part C – 45 minutes in class under test conditions with no notes
Task weighting:	20% of the pair of units

Investigate the sustainability of the fashion industry to create an information campaign to share with the school community.

For the fashion industry, investigate:

- key features of the industry, including a description of the supply chains associated with the industry
- the social, economic and environmental impacts of the industry
- actions of individuals and/or groups that support the sustainability of the industry.

Part A: Investigation process

(12 marks)

1. Develop a plan for conducting your investigation with clearly defined aims, using an appropriate framework. (4 marks)
2. Select and locate a range of reliable and current sources. (2 marks)
3. Organise information and/or data into an appropriate note-making framework. (4 marks)
The notes must:
 - be clear and ordered (headings can be used)
 - cover all aspects of the investigation.
4. Use appropriate referencing techniques to acknowledge sources. The source of information for your research notes must be recorded following the school protocols. (2 marks)

The notes and the bibliography are to be submitted at the same time as you complete the in-class self-reflection.

Part B: Action, plan and implementation**(14 marks)**

Choose an action. Examples include:

- developing video clips to show at an assembly
- developing and sharing educational resources with another class
- writing a children's book and reading it to a class of lower school students
- creating large visual display boards for the yard
- developing a museum display for the school library.

Create a plan. Following your investigation:

- identify the key message or aim of your social action and what action would best achieve the aim
- plan how you will connect with and engage the school community
- construct a planning schedule, including resources needed, time allocation, people to contact, permissions required etc.
- develop and negotiate a plan allocating tasks to specific group members
- plan how you are going to measure the success of your social action (e.g. a survey or small quiz to see what participants have learned).

Implement and collect evidence to measure the success of your social action.

The action plan is to be submitted at the same time as you complete the in-class self-reflection.

Part C: Reflecting on social action**(20 marks)**

You will have 45 minutes to complete the reflection under test conditions. You will be able to refer to your action plan during this time.

Part C: In-class reflection**(20 marks)**

Students are to complete the following questions in class under test conditions in 45 minutes.

Students are permitted to refer to their action plan. The questions are not to be provided to students in advance.

1. Describe **two** facts you have learned during your investigation. (4 marks)

One:

Two:

2. Use evidence from your investigation to explain why the key message or aim of your social action is important. (3 marks)

3. Discuss the decision your group made about the method of social action you used to deliver your message. (4 marks)

5. Suggest **two** ways in which you could improve your social action if you were to do the task again. (4 marks)

One:

Two:

Marking key for sample assessment task 2 – Unit 3

Part A: Investigation process

(12 marks)

Description	Marks
Inquiry plan	
Presents a clear, well-organised plan for conducting the inquiry which includes defined aims and appropriate methodology	4
Presents a simple, organised plan for conducting the inquiry which includes some defined aims and methodology	3
Presents a general, brief plan for conducting the inquiry with limited defined aims and/or methodology	2
Presents some general brief statements about the inquiry process	1
Subtotal	/4
Selection of sources	
Selects a range of reliable and useful sources	2
Selects some reliable and useful sources	1
Subtotal	/2
Note making	
Records notes in a well-organised manner using an appropriate note making framework	2
Records notes with limited organisation using a simple format	1
Subtotal	/2
Selects and records relevant information that addresses all aspects of the inquiry	2
Selects and records some relevant information that addresses aspects of the inquiry	1
Subtotal	/2
Bibliography	
Follows correct format according to school protocols	2
Lists sources used	1
Subtotal	/2
Part A total	/12

Part B: Action, plan and implementation**(14 marks)**

Description	Marks
Aims	
Writes a clear and relevant aim for what the social action is to achieve	2
Writes a brief generalised statement for what the social action is to achieve	1
Subtotal	/2
Action plan	
Develops a comprehensive plan of social action that is effective and realistic Uses an appropriate detailed graphic organiser to record the action plan	7–8
Develops a brief plan of social action that is effective and realistic Uses an appropriate graphic organiser to record the action plan	5–6
Develops a brief general plan of social action that is mostly effective and realistic Uses a graphic organiser to record the action plan to a limited extent	3–4
Provides general statements in an unstructured format about the plan for the social action with limited evidence of the plan being effective, respectful and/or realistic Uses simple, mostly unstructured formats to present the action plan	1–2
Subtotal	/8
Implementation of the plan	
Implements the social action in an appropriate and meaningful way	3–4
Implements some of the social action in an appropriate and meaningful way	1–2
Subtotal	/4
Part B total	/14

Part C: In-class reflection**(20 marks)**

1. Describe **two** facts you have learned during your investigation. (4 marks)

Description	Marks
For each fact (x2)	
Describes a fact about the sustainability of the fashion industry	2
Makes a general statement about the sustainability of the fashion industry	1
Subtotal	/4

2. Use evidence from your investigation to explain why the key message or aim of your social action is important. (3 marks)

Description	Marks
Explains the key message or aim of the social action using evidence to show why it is important	3
Describes the key message or aim of the social action and why it is important	2
Identifies the key message or aim of the social action	1
Subtotal	/3

3. Discuss the decision your group made about the method of social action you used to deliver your message. (4 marks)

Description	Marks
Discusses the method of social action used to deliver the message	4
Explains the method of social action used to deliver the message	3
Describes the method of social action used to deliver the message	2
Makes a general statement about the method of social action used to deliver the message	1
Subtotal	/4

4. Evaluate the success of your social action. Use evidence from participants to support your response. (5 marks)

Description	Marks
Evaluates the success of the social action referring to evidence from participants	5
Discusses the success of the social action referring to evidence from participants	4
Explains the success of the social action making some reference to evidence from participants	3
Describes the success of the social action making limited reference to evidence from participants	2
Makes a general statement about the success of the social action	1
Subtotal	/5

5. Suggest **two** ways in which you could improve your social action if you were to do the task again. (4 marks)

Description	Marks
For each way that the social action could be improved (x2)	
Suggest a way the social action can be improved to achieve a better outcome	2
Makes a general statement about a way the social action could be improved	1
Subtotal	/4
Part C total	/20
Assessment total	/46

Sample assessment task

Humanities and Social Sciences in Action – General Year 12

Task 7 – Unit 4 – Disruptions

Assessment type:	Commentary
Conditions:	Four entries over the course of the unit
Task weighting:	10% of the pair of units

The disruptive innovation context for this commentary task is artificial intelligence. It is based on the timings in the sample course outline. The content is drawn from Unit 4 Focus area 2.

Students are required to keep a written or digital journal throughout the teaching and learning program.

Entry 1, Week 11: Background to the disruptive innovation**(5 marks)**

View the infographic at the link below on artificial intelligence and respond to the prompts in your journal.

https://newslit.org/wp-content/uploads/2024/01/AI-Infographic_FINAL.pdf

- (a) Identify **one** piece of information on the infographic that supports your current understanding of artificial intelligence. (1 mark)
- (b) Identify **one** piece of information from the infographic that challenges your current understanding of artificial intelligence. Explain why this is the case. (4 marks)

Entry 2, Week 13: Examples of business use of artificial intelligence**(10 marks)**

- (a) Find an article about how a business in Australia is using artificial intelligence. (2 marks)
Include this in your journal.

An example of the type of article you are looking for is available at:

<https://www.abc.net.au/news/2024-05-28/qld-cake-factory-priestly-gourmet-delights-has-robot-bakers/103890182>

- (b) Create a graphic organiser to summarise the information in the article. (4 marks)
- (c) Compare the article you have found with a peer or a case study covered in class. Use evidence to explain which business is making better use of artificial intelligence. (4 marks)

Entry 3, Week 14: Perspectives on the use of artificial intelligence**(10 marks)**

- (a) Find **two** sources (e.g. article, data, social media post) that show different perspectives on how artificial intelligence has impacted or could impact society. (2 marks)
- (b) Identify and account for the perspectives in each of your sources. (4 marks)
- (c) Discuss which of the perspectives aligns best with your views on the use of artificial intelligence. (4 marks)

Entry 4, Week 15: Summing it up**(16 marks)**

Complete a 3-2-1 reflection to sum up what you have learnt over the course of this focus area including:

- (a) Three facts you have learned
- (b) Two questions you still have
- (c) One opinion you now hold and evidence to support it.

Reflection on what you have learned

- (a) **Three** facts you have learned.

(9 marks)

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- (b) **Two** questions you still have.

(4 marks)

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(c) **One** opinion you now hold and evidence to support it.

(3 marks)

Marking key for sample assessment task 7 – Unit 4

Entry 1, Week 11: Background to the disruptive innovation

(5 marks)

- (a) Identify **one** piece of information on the infographic that supports your current understanding of artificial intelligence. (1 mark)

Description	Marks
Identifies a piece of information that supports current understanding	1
Subtotal	/1

- (b) Identify **one** piece of information from the infographic that challenges your current understanding of artificial intelligence. Explain why this is the case. (4 marks)

Description	Marks
Identifies a piece of information that challenges current understanding	1
Subtotal	/1
Explains how the information challenges understanding	3
Describes how the information challenges understanding	2
Makes a general statement about how the information challenges understanding	1
Subtotal	/3
Entry 1 total	/5

Entry 2, Week 13: Examples of business use of artificial intelligence

(10 marks)

- (a) Find an article about how a business in Australia is using artificial intelligence. Include this in your journal. (2 marks)

Description	Marks
Selects a relevant and appropriate article which clearly relates to the use of artificial intelligence in a business in Australia	2
Selects an article which relates partially to the use of artificial intelligence	1
Subtotal	/2

- (b) Create a graphic organiser to summarise the information in the article. (4 marks)

Description	Marks
Selects and uses a clear and coherent graphic organiser to present an accurate and comprehensive summary of the information in the article	4
Selects and uses an appropriate graphic organiser to present an accurate summary of the information in the article	3
Uses an appropriate graphic organiser to record a mainly accurate summary of the information in the article	2
Attempts to use an appropriate communication format to record a general summary of the information in the article	1
Subtotal	/4

- (c) Compare the article you have found with a peer or a case study covered in class. Use evidence to explain which business is making better use of artificial intelligence. (4 marks)

Description	Marks
Discusses which business is making better use of artificial intelligence, with evidence from sources to support the conclusion	4
Explains which business is making better use of artificial intelligence, with evidence from sources to support the conclusion	3
Describes which business is making better use of artificial intelligence, with some evidence from sources to support the conclusion	2
Makes a general statement about which business is making better use of artificial intelligence	1
Subtotal	/4
Entry 2 total	/10

Entry 3, Week 14: Perspectives on the use of artificial intelligence (10 marks)

- (a) Find **two** sources (e.g. article, data, social media post) that show different perspectives on how artificial intelligence has impacted or could impact society. (2 marks)

Description	Marks
Selects two relevant and appropriate sources that clearly relate to impacts of artificial intelligence on society	2
Selects two sources that relate partially to impacts of artificial intelligence on society	1
Subtotal	/2

- (b) Identify and account for the perspectives in each of your sources. (4 marks)

Description	Marks
For each source (x2)	
Identifies and suggests a reason, using evidence, for the perspective in each source	2
Identifies the perspective of the source	1
Subtotal	/4

- (c) Discuss which of the perspectives aligns best with your views on the use of artificial intelligence. (4 marks)

Description	Marks
Discusses which of the sources aligns with the student's view on the use of artificial intelligence	4
Explains which of the sources aligns with the student's view on the use of artificial intelligence	3
Describes which of the sources aligns with the student's view on the use of artificial intelligence	2
Identifies which of the sources aligns with the student's view on the use of artificial intelligence	1
Subtotal	/4
Entry 3 total	/10

Entry 4, Week 15: Summing it up**(16 marks)****(a) Three facts you have learned.****(9 marks)**

Description	Marks
For each fact (x3)	
Explains a fact about artificial intelligence	3
Describes a fact about artificial intelligence	2
Makes a general statement about artificial intelligence	1
Subtotal	/9

(b) Two questions you still have.**(4 marks)**

Description	Marks
For each question (x2)	
Devises a relevant and appropriate question which clearly relates to artificial intelligence	2
Devises a question which relates partially to artificial intelligence	1
Subtotal	/4

(c) One opinion you now hold and evidence to support it.**(3 marks)**

Description	Marks
Explains briefly one opinion and refers to some relevant evidence about artificial intelligence to support the opinion	3
Describes briefly one opinion and refer to some evidence which may support the opinion	2
Makes a general statement with limited evidence to support the opinion	1
Subtotal	/9
Entry 4 total	/16
Assessment total	/41