

**August Assignment- Goldfields in Australia**  
**DUE DATE: Friday 3rd September**

Choose **ONE** of the following tasks to complete:

- Create a map of a goldfield  
or
- Create a diorama of a goldfield  
or
- Create a goldfield tool



Your choice of task must include...

**Goldfield Map**

- The map may be a replica of a real map OR created by you.
- Your map needs:
  - A key with at least five different elements that can be located on the map
  - A one page explanation of what is involved in your map and the key features (eg towns, landmarks, prospecting areas).

**Goldfield Map Diorama**

- The diorama may be a replica of a real goldfield OR created by you
- The diorama can be any size and made from any materials you wish
- Each different item / feature in your diorama needs a label to describe what it is (one sentence explanation).

**Goldfield Tool**

- The tool can be any size and made from any material
- There must be an explanation of the tool which explains:
  - How the tool was created
  - How the tool was used
  - Who would have used the tool
  - Any other relevant information / interesting facts

**In addition to the task of you choosing you will need to:**

- Create a sign for you to exhibit your work (take a photo and upload to Google Classroom on Friday 3<sup>rd</sup> September)
- Create a presentation of your work and the history of gold mining in Australia

### Exhibition Signage

- Please provide signage for your project with:
  - Your name
  - Your class
  - A short description of your creation

### Presentation

- Presentation in the form of your choosing (can be a video, powerpoint, powerpoint with voice over etc.)
- Presentation must run for minimum 3 minutes

**This assignment is two parts.**

**Part 1 – your choice of map, diorama or tool**

**Part 2 – Presentation of your work, and the history of gold mining in Australia  
(presentation can be in any form of your choice ie. Video, powerpoint,  
powerpoint with voice over etc.)**

### **Feedback**





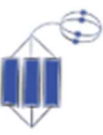





Students will be provided with feedback after the completion of their presentation.  
Feedback will be based on the attached marking criteria.



## Homework Assignment – Goldfields in Australia

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Preparation:</b>	<b>Marks:</b>	<b>Engaging</b>	<b>Marks:</b>
Presentation lacks structure and cohesion; little practice is evident	1 mark	Project was not very engaging, fonts/colour/design not interesting	1 mark
Presentation displays some structure and cohesion, some practice evident	2 marks	Project is engaging, some of colour/fonts/props/visuals used	2 marks
Presentation is well structured and cohesive, obviously practised	3 marks	Project highly engaging, many colours/props/visuals used	3 marks
<b>Timing:</b>	<b>Marks:</b>	<b>Presentation</b>	<b>Marks:</b>
Time was less than 2 minutes and 30 seconds	1 mark	Presentation style is inappropriate to the task and audience	1 mark
Time was less than 2 minutes and 45 seconds	2 marks	Presentation style is appropriate to the task and audience	2 marks
Time was at least 3 minutes	3 marks	Presentation style is highly appropriate to the task and audience	3 marks
<b>Content:</b>			<b>Marks:</b>
Content is of some interest and relevance to Australian Goldfields, not fully developed. (Unistructural)			5 marks
Content offers several relevant details to Australian Goldfields. No integration of additional knowledge. (Multistructural)			8 marks
Content relates all the relevant details of Australian Goldfields, integrates prior knowledge and links related facts. (Relational).			10 marks
Content has a strong relevance to Australian Goldfields, entertaining, very interesting, historically accurate and informative with supporting evidence. Can show connections between relevant information, generalise ideas based on information, and elaborate on ideas without prompting. Content goes beyond what has been taught in class. (Extended Abstract).			12 marks
<b>General Comments:</b> <b>/24</b>			

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
				
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas
				

In Stage 3 we are encouraging our students to become Critical and Creative Thinkers. Above is the SOLO Taxonomy (which has been explicitly taught in class). Along with your project, you must complete a self-assessment on your knowledge of Goldfields in Australia based on the SOLO Taxonomy. Use the descriptors in the 'Content' section of the marking rubric to guide you in self-assessment.