



## Sample assessment task

<b>Year level</b>	10
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Geography
<b>Title of task</b>	Environmental change and management

## Task details

<b>Description of task</b>	Students conduct an inquiry, both in class and in their own time, comparing an environment in Australia that has been degraded with a selected country from a list of countries provided to them. They will then complete an in-class written assessment in response to two questions
<b>Type of assessment</b>	Summative assessment
<b>Purpose of assessment</b>	To assess students' understanding of key Geographical concepts and skills as they apply to the causes and likely consequences of environment change and the strategies to manage environmental change
<b>Assessment strategy</b>	Written work
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Inquiry booklet</li> <li>• Extended written task</li> </ul>
<b>Suggested time</b>	<ul style="list-style-type: none"> <li>• Inquiry, six to seven hours</li> <li>• Extended written task, 50 minutes</li> </ul>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p>Select one of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:</p> <ul style="list-style-type: none"> <li>• land</li> <li>• inland water</li> <li>• coast</li> <li>• marine</li> <li>• urban</li> </ul> <p>The causes and likely consequences of the environment change being investigated The strategies to manage the environmental change being investigated The application of environmental, economic and social criteria in evaluating management responses to the change being investigated</p> <p><b>Humanities and Social Sciences skills</b></p> <p>Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or information and/or data from multiple sources that reflects the type of analysis of gaps in knowledge)</p>
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	<p>Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena</p> <p>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p>
<b>Key concepts</b>	Place, Space, Environment, Interconnection, Sustainability, Scale, Change
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of:</p> <ul style="list-style-type: none"> <li>the human-induced environmental changes that challenge sustainability, for example water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments</li> <li>the key geographical concepts and skills.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<ul style="list-style-type: none"> <li>For the inquiry, students will have six to seven hours in class and their own time to complete their research and learning activities. Students may add extra pages to the inquiry booklet if needed to allow for maps, sketches and/or note-taking sheets.</li> <li>For the extended written task, students will be given 50 minutes in class under test conditions. They will not be given the questions prior to the test. During the test, they can refer to their inquiry booklet. The inquiry booklet should be used for note taking only, not pre written paragraphs.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Task sheet and inquiry booklet</li> <li>Access to the library and/or internet</li> </ul>

## Instructions for teacher

### Environmental change and management

Prior to commencing the task revise the key concepts and have students identify the concepts they will cover during the research and completion of the task.

#### Lesson 1: Introduction

- Provide the task sheet to the students, outline the task and explain the inquiry booklet
- Class brainstorm on the board the topic, identifying all of the key words and concepts that students need to include in their inquiry
- Revise mapping conventions needed to complete a sketch map
- Show examples of maps showing spatial patterns
- Revise sustainability, including the need to consider social, economic and environmental factors

## Instructions to students

### Environmental change and management

#### Assessment

There are many environmental changes taking place globally which are having serious and long-lasting impacts on natural ecosystems, various economies and local communities. In this assessment, you will investigate a specific environmental issue and compare the changes it has brought about to Australia and one other country. You will also suggest ways in which the environmental change can be managed in a sustainable way for future generations.

#### Your task

Compare an environment in Australia that has been degraded by one of the following environmental changes with a country from the list below. The environmental change you research will be common for both Australia and your chosen country.

Environmental change	Choice of country
Deforestation	Indonesia <b>OR</b> Brazil <b>OR</b> DRC Congo
Soil salinity	Pakistan <b>OR</b> Central Asia

This assessment is made up of two parts:

#### Part 1

You will have two weeks of class time and your own time to research and collect notes that address the following:

- a description of your chosen environmental change
- a sketch of your chosen environmental change
- a map showing the spatial distribution and extent of your environmental change
- the causes of the environmental changes and how it has evolved over time in both Australia and your chosen country
- the consequences of the environmental changes in both Australia and your chosen country
- the management strategies, including the need to be sustainable with competing social, economic and environmental factors.

#### Part 2

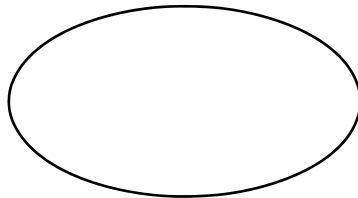
This is an in-class written assessment based on your research. You will be allowed to use your inquiry booklet only.

## Inquiry booklet

As this is an inquiry-based assessment, you will need to ensure that you are following the correct inquiry process. This includes planning your work and submitting a bibliography.

### Brainstorm

What do you need to find out?



### Develop a thesis/hypothesis

Create a statement that responds to the general investigation topic. You should be able to test/confirm this statement by your research.

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**Graphic organiser for notes (students to develop their own)**

## Map/s

**Sketch/es**

## Reflecting on your work

Once you have finished your note taking, you will review and reflect on your research process.

Answer the questions below.

1. What did you do well in this inquiry?

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2. What could you improve on?

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3. What will you do differently next time?

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## References

### The ethical recording and communicating of evidence

List the bibliographical information of all resources from which you have taken information. You are legally required to acknowledge the author or editor who wrote or compiled the information you have used for your assignment.

#### Bibliography/Reference list framework

##### Books

Author	Year	Title	Publisher	Place
More than one author				

##### Encyclopedia or dictionary

Author	Year	Title of article	Title of encyclopedia	Vol	Publisher	Place	Page(s)

##### Magazine articles

Author	Year	Title of article	Title of magazine	Volume	Number	Page(s)

##### Newspaper articles

Author	Year	Title of article	Title of newspaper	Date	Page(s)

**Film or video**

<b>Title</b>	<b>Year</b>	<b>Format</b>	<b>Publisher</b>	<b>Place</b>

**World wide web – document**

<b>Author</b>	<b>Year or last update</b>	<b>Title of website</b>	<b>Date retrieved</b>	<b>URL (website address)</b>

**World wide web – image**

<b>Title</b>	<b>Format</b>	<b>Year</b>	<b>Date retrieved</b>	<b>URL (website address)</b>

**Online encyclopedia**

<b>Title of article</b>	<b>Year</b>	<b>Title of website</b>	<b>Date retrieved</b>	<b>URL (website address)</b>









## Sample marking key

Part 1: Inquiry	
Description	Marks
Selects relevant and detailed geographical information and/or data from a number of sources Uses appropriate recording techniques to collect and present the geographical information and/or data required by the task Records sufficient information and/or data to support the inquiry	7–8
Selects relevant geographical information and/or data from a number of sources Uses mostly appropriate recording techniques to collect and present the geographical information and/or data required by the task Records sufficient information and/or data to support the inquiry	5–6
Selects some relevant geographical information and/or data from a limited number of sources Uses a simple, incomplete recording technique to collect and present the geographical information and/or data required by the task Records insufficient information and/or data to support the inquiry	3–4
Selects mostly irrelevant geographical information and/or data from a limited number of sources Uses no logical or organised recording techniques to collect and present the geographical information and/or data required by the task Records insufficient information and/or data that provides little support for the inquiry	1–2
<b>Subtotal</b>	<b>8</b>
Presents a bibliography which includes a comprehensive list of sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the referencing technique approved by the school	2
Presents a bibliography which includes a limited list of sources which may follow the referencing technique approved by the school	1
<b>Subtotal</b>	<b>2</b>
<b>Part 1 total</b>	<b>10</b>
Part 2: Essay Questions	
Description	Marks
Question 1: Similarities	
Describes in detail the environmental change for Australia and one other country and describes in detail the similarities in the causes of the environmental change Provides a range of specific examples from evidence to support their discussion Consistently uses relevant geographical terminology and concepts	5–6
Briefly describes the environmental change for Australia and one other country and some of the similarities in the causes of the environmental change Provides some examples from evidence to support their discussion Uses some relevant geographical terminology and/or concepts	3–4
Provides a limited outline of the environmental change for Australia and/or one other country with limited statements on the similarities in the causes of the environmental change Provides irrelevant or inaccurate examples Makes limited use of geographical terminology	1–2
<b>Subtotal</b>	<b>6</b>

Description	Marks
<b>Question 1: Differences</b>	
Describes in detail the environmental change for Australia and one other country and describes in detail the differences in the causes of the environmental change Provides a range of specific examples from evidence to support their discussion Consistently uses relevant geographical terminology and concepts	5–6
Briefly describes the environmental change for Australia and one other country and some of the differences in the causes of the environmental change Provides some examples from evidence to support their discussion Uses some relevant geographical terminology and/or concepts	3–4
Provides a limited outline of the environmental change for Australia and/or one other country with limited statements on the differences in the causes of the environmental change Provides irrelevant or inaccurate examples Makes limited use of geographical terminology	1–2
<b>Subtotal</b>	<b>6</b>
Description	Marks
<b>Question 2: Evaluate the sustainability</b>	
Evaluates and explains the sustainability of the strategies being used, referring to economic, social and environmental criteria Provides a range of specific examples from evidence to support their discussion Consistently uses relevant geographical terminology and concepts	5–6
Evaluates and describes the sustainability of the strategies being used but may only refer to two of the three criteria Provides some examples from evidence to support their discussion Uses some relevant geographical terminology and/or concepts	3–4
Provides a limited evaluation of the sustainability of the strategies being used and makes no specific reference to any of the three criteria Provides irrelevant or inaccurate examples Makes limited use of geographical terminology	1–2
<b>Subtotal</b>	<b>6</b>
Description	Marks
<b>Question 2: Predict the future trend</b>	
Provides highly plausible predictions for the future trend of the environmental change, including the consequences Provides a range of specific examples from evidence to support their prediction Consistently uses relevant geographical terminology and concepts	5–6
Provides generalised statements as predictions for the future trend of the environmental change, including the consequences Provides some examples from evidence to support their prediction Uses some relevant geographical terminology and/or concepts	3–4
Provides limited predictions for the future trend of the environmental change, including the consequences Provides irrelevant or inaccurate examples Makes limited use of geographical terminology	1–2
<b>Subtotal</b>	<b>6</b>
<b>Part 2 total</b>	<b>24</b>
<b>Total</b>	<b>34</b>