



Sample assessment task

Year level	7
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Water in Perth and North Africa

Task details

Description of task	Students will construct a geographical broadsheet containing a wide range of sources, which can be used to show the nature of the water problems in Perth and North Africa, including the advantages and disadvantages of the management strategies being proposed and/or implemented to help ease the water problems.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of key Geography concepts and skills as they apply to water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity, including studies drawn from Australia and North Africa
Assessment strategy	Broadsheet
Evidence to be collected	Completed broadsheet, with bibliography
Suggested time	<ul style="list-style-type: none"> • Research and collating data 2 x 60 minute lessons • Construction of broadsheet 60 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</p> <p>Q&R> Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs)</p> <p>Q&R> Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information)</p> <p>A> Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)</p> <p>E> Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships</p>
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Key concepts	Place, Space, Environment, Interconnection, Change, Sustainability
Task preparation	
Prior learning	<p>Students are familiar with:</p> <ul style="list-style-type: none"> • the classification of environmental resources • the forms that water takes as a resource • the spatial distribution and seasonal pattern of rainfall in Australia compared with that of other continents • the nature of water scarcity.
Assessment differentiation	<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>
Assessment task	
Assessment conditions	The broadsheet can be completed both in and out of class.
Resources	<p>Access to relevant text books and/or the internet to collect sources for their broadsheet.</p> <p>Some sources of information could be:</p> <ul style="list-style-type: none"> • <i>Geography for the Australian Curriculum Year 7</i>: Cambridge Education, Chapter on Water Management • Pearson <i>Geography 7</i> Kleeman, Grant et al • World Vision. <i>Get connected World Vision: Water in the world (2013)</i>. https://www.worldvision.com.au/docs/default-source/school-resources/get-connected-full-issues/getconnected-11-water-in-the-world.pdf • Geography Teachers' Association of Victoria Inc. <i>A State water strategy for Western Australia</i> .http://www.gtav.asn.au/files/gep/Water_for_Life.pdf • Government of Western Australia Department of Water. <i>Water for life: Investigating water as a global issue</i>. http://www.water.wa.gov.au/PublicationStore/first/82417.pdf • <i>Our Global Future The geography of planning cities and climate change</i> p. 126–130 (a good source of information on management strategies in Perth)

Instructions for teacher

Water problems in Perth and North Africa – management strategies

Activity 1

(1 lesson)

Revise the Key Concepts: Place, Space, Environment, Interconnection, Change, Sustainability
Questions to use with students to develop their conceptual understanding and unpack the topic:

Place

- How do location, shape and environmental characteristics influence water resources? Do all places have the same water resources?
- How can water availability influence peoples wellbeing and opportunities?
- How are the human characteristics of a place influenced by its water resources?
- How does the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales impact on water resources?

Space

- How are water resources influenced by their location?
- Is there a spatial distributions pattern that explains water scarcity?

Environment

- How does water support human life?
- How does water scarcity impact on people?
- How does culture, population density, type of economy, level of technology, values influence the different ways in which people perceive, adapt to and use similar environments?
- Why are there so many different ways of managing water scarcity?

Interconnection

- How is water scarcity the result of a set of cause and effect interconnections?
- What are the ways places, people and environments are interconnected?

Sustainability

- Is it possible to use water resources in a sustainable manner?
- How sustainable are our current water usage practices?

Change

- Why are environmental, economic, social and technological changes spatially uneven, and affect places differently?
- How does the wellbeing of places change and what are the impact of the changes for the future?

Activity 2

- Distribute and go through the assessment task with the students. Emphasise the requirements of the task and the marking guide.
- Provide students with a case study looking at water scarcity through the key concepts, such as the scale of the problem, features of the environment, changes that occur as a result of water scarcity and the sustainability of the strategies being used to manage the problem.
- Show students some sample broadsheets.
- Brainstorm with students the type of sources that they could include on their broadsheet e.g. maps, rainfall and land use maps, numerous images, and a variety of statistical data, often represented as tables and using assorted graph styles.

- Unpack the topic with the students, have them develop a list of the types of information they think they will need.
- Students are to gather information for construction of their broadsheet.
- Teachers may need to organise appropriate materials, including access to technology.

Instructions to students

Water problems in Perth and North Africa – management strategies

In this task, you will collect relevant information and/or data from a range of appropriate sources to construct a broadsheet (a visual display made up of a variety of maps, graphs, data, images and/or text) on water scarcity in Perth and North Africa, including the water management strategies being suggested and/or being used to overcome the problem of water scarcity.

Your broadsheet should include at least 10 sources which show:

- what causes water scarcity and why it is a problem in Perth and North Africa (including the scale of the problem, the parts of the environment affected and how it's changing the interconnection between people and places)
- the water management strategies used and/or proposed to overcome the problem of water scarcity in Perth and North Africa (including the sustainability of the strategies)
- the advantages and disadvantages of each of the water management strategies, including how they are changing the places.

The broadsheet should:

- include at least 10 different sources, such as information, images, diagrams, maps and/or data
- include both qualitative and quantitative data
- include a bibliography.

Any written text needs to be in dot form and is not to exceed 250 words.

You can submit either electronically or a paper version of a broadsheet.

Refer to the marking key to ensure you include all requirements.

Sample marking key

Description	Marks
Broadsheet sources (Question and researching, Analysing)	
Selects relevant and detailed geographical information and/or data from a wide range of sources. Uses appropriate recording techniques to collect and present the geographical information and/or data required by the task. Includes detailed relevant qualitative and quantitative data.	7–8
Selects relevant geographical information and/or data from a range of sources. Uses a variety of recording techniques to collect and present the geographical information and/or data required by the task. Includes relevant qualitative and quantitative data.	5–6
Selects mostly relevant geographical information and/or data from a range of sources. Uses a variety of recording techniques to collect and present the geographical information and/or data required by the task. Includes some relevant qualitative and quantitative data.	3–4
Locates and copies some relevant geographical information and/or data from a narrow range of sources. Includes limited qualitative and/or quantitative data.	1–2
Subtotal	8

Description	Marks
Knowledge and understanding (Evaluating)	
Includes a wide range of relevant sources such as maps, images, diagrams, charts and/or graphs that show: <ul style="list-style-type: none"> the major causes of water scarcity in Perth and North Africa and why it is a problem a range of relevant water management strategies used and/or proposed to overcome the problem of water scarcity in both places the significant advantages and disadvantages of water management strategies. 	7–8
Includes a range of relevant sources such as maps, images, diagrams, charts and/or graphs that show: <ul style="list-style-type: none"> what causes water scarcity and why it is a problem in Perth and North Africa a range of water management strategies used and/or proposed to overcome the problem of water scarcity in both places some of the advantages and disadvantages of the water management strategies for both places. 	5–6
Includes a small range of mostly relevant sources that show: <ul style="list-style-type: none"> what causes water scarcity and why it is a problem in Perth and/or North Africa a water management strategy used and/or proposed to overcome the problem of water scarcity in Perth and/or North Africa some of the advantages and/or disadvantages of the water management strategy. 	3–4
Includes some simple sources that show only a very small part of what is required.	1–2
Subtotal	8
<p>Answer could include, but is not limited to:</p> <p>North Africa</p> <ul style="list-style-type: none"> major causes of water shortage and why it is a problem in North Africa is due to climate Africa is a dry continent and has unreliable rainfall lack of water storage facilities which decreases the ability of subsistence farmers to grow sufficient food to survive which leads to increasing food prices the management strategies being used and/or proposed include: the construction of water-storage infrastructure; building reclamation or recycling plants; implementing more sustainable and water-efficient forms of agriculture <p>Perth</p> <ul style="list-style-type: none"> major causes of water shortage and why it is a problem in Perth is due to rising demand; climate variation and reduced run-off into dams the management strategies being used and/or proposed include: the introduction of a range of water saving and education programs for individual house holders to implement such as sprinkler bans; the construction of desalination and water recycling plants; developing new water sources and alternative water supplies 	
Description	Marks
Bibliography	
Correctly referenced bibliography with a variety of source types.	2
Use of bibliography template sheets with limited source types and some references.	1
Subtotal	2
Total	18

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

Title	Year	Format	Publisher	Place

World wide web – document

Author	Year or last update	Title of website	Date retrieved	Url (website address)

World wide web – image

Title	Format	Year	Date retrieved	Url (website address)

Online encyclopedia

Title of article	Year	Title of website	Date retrieved	Url (website address)