

## Geographical Inquiry

Due Date: Monday 19<sup>th</sup> August 2019

Date Distributed: 02. March 2019

Task Weighting: 35%

### Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-5 discusses management of places and environments for their sustainability

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

## ASSESSMENT OUTLINE

### 1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

Students will be assessed on how well they:

- Acquire and process geographical information.
- Communicate geographical information using written text, graphs, diagrams and maps.
- Identify, evaluate and propose strategies to improve the management of water scarcity in one North African country of their choice.

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### 2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

Since the beginning of human history, we have relied on water. We drink it in order to survive; we wash, cook and clean with it; and we use it to grow our food and produce electricity. In this way, water is arguably our most precious resource. Life on Earth without it would be impossible. Not all people in our world have equal access to this resource. **Water scarcity** is one of the greatest challenges facing people in many parts of the world.

This task enables students to demonstrate their knowledge and understanding of the geographical inquiry process and gives students the opportunity to research and write a geographical report on the *geographical processes, impacts and management* of Water in the World.

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### 3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

**Conduct an inquiry to investigate water scarcity in a North African country and present your findings in a geographical report that includes an explanation of actions to improve water management.**

**You will:**

- identify the extent and location of water scarcity in a North African country
- use geographical questions to frame an inquiry
- collect, record and evaluate data and information from a range of sources
- present your findings in a geographical report that addresses the inquiry questions.

To prepare your report you will use a **student booklet** that your teacher will issue in class. This booklet will guide you through the inquiry process. You will record information in the booklet and it will be **handed in** on the due date, in addition to your **geographical report**.

Your findings from the inquiry process should be presented as a geographical report, using the following *sub-headings*:

**1. Water Scarcity in North Africa**

**2. Causes of Water Scarcity**

**3. Effects of Water Scarcity**

**4. Management Strategies**

**5. Recommendations for Future Action**

Your report will be a combination of written paragraphs, maps, tables, graphs and pictures.

Your report must be very succinct (concise and to-the-point) and should be no longer than **1200 words**, excluding graphs, pictures and maps.

**Bibliography** – a list of the information sources that you used in the report must be included at the end of your report. You must use at least 4 sources of information and should try to use a range of sources from a range of authors. Ensure you check for validity and bias before you using them.

Refer to the **ALARM matrix and PEEL diagram** to assist you in addressing each part of the report in the correct way. (Attached) Your teacher will assist you with this during your Geography lessons.

**Details for Submission**

This is a hand- in task. You must hand in:

1. your *student booklet* with any extra pages of researched information (stapled to the back of the booklet), and

2. a paper copy of your *geographical report*

to your Geography teacher during your timetabled Geography lesson on the due date- Monday 19<sup>th</sup> August 2019. Late submissions will be dealt with according to school policies.

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**4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?**

There will be separate criteria for:

- |  |          |
|--|----------|
| 1. The geographical report                   | 25 marks |
| 2. The inquiry process (the student booklet) | 10 marks |
| 3. Literacy                                  | 5 marks  |

**Total: 40 marks**

See marking criteria on the following pages.

## Year 8 Geography: Geographical Inquiry – Geographical Report

Criteria	1	2	3	4	5
<b>Describes geographical processes that influence the water challenges of a chosen country in North Africa</b>	States how physical features, the climate or population density contribute to the water challenges of a country in North Africa	Partially describes how physical features, the climate or population density contribute to the water challenges of a country in North Africa	Describes how physical features, the climate or population density contribute to the water challenges of a country in North Africa	Describes in detail how physical features, the climate and population density contribute to the water challenges of a country in North Africa	Describes in clear detail how physical features, the climate and population density contribute to the water challenges of a country in North Africa.
<b>Explains the way water scarcity affects people and the environment and the way this challenge changes places</b>	Makes statements about the economic, social or environmental effects of water scarcity in the chosen country.	Describes the economic, social and / or environmental effects of water scarcity in the chosen country	Explains the economic, social and / or environmental effects of water scarcity in the chosen country	Explains in detail the economic, social and environmental effects of water scarcity in the chosen country.	Explains in great detail the economic, social and environmental effects of water scarcity in the chosen country.
<b>Analyses geographical data and information to explain and draw conclusions about current management strategies being implemented</b>	Uses geographical data and information to describe current management strategies and state unclear conclusions.	Superficially analyses geographical data and information to describe and draw simple conclusions about current management strategies being implemented..	Analyses geographical data and information to explain and draw conclusions about current management strategies being implemented.	Analyses in detail geographical data and information to explain and draw reasoned conclusions about current management strategies being implemented.	Critically analyses geographical data and information to explain and draw discerning conclusions about current management strategies being implemented.
<b>Proposes actions to improve water management in the future and identifies the expected effect of this proposal</b>	States actions related to water management in the future and identifies the expected effect.	Proposes obvious actions to improve water management in the future and identifies the expected effect of this proposal.	Proposes actions to improve water management in the future and describes the expected effect of this proposal	Proposes appropriate actions to improve water management in the future and describes in detail the expected effect of this proposal.	Proposes considered actions to improve water management in the future and explains the expected effect of this proposal.

	1	2	3
<b>Represents data and information about water scarcity in graphs and a special purpose map that conform to conventions</b>	Inconsistently represents data in a simple graph and a map that uses minimal elements of BOLTSS.	Represents data and information about water scarcity in simple graphs and provides a map that uses BOLTSS.	Accurately represents data and information about water scarcity in 2 graphs and a special purpose map that uses BOLTSS.
<b>Provides a bibliography detailing information sources.</b>	Provides a basic list of information sources. (2 – 3 sources)	Accurately lists information sources from a variety of appropriate sources. (4 or more sources)	

### Year 8 Geography: Geographical Inquiry – Inquiry Process (Student Booklet)

	1	2	3
<b>Section 1</b>	Completed some activities to identify the extent and location of water scarcity in a North African country.	Completed all activities to identify the extent and location of water scarcity in a North African country	Accurately and carefully completed all activities to identify the extent and location of water scarcity in a North African country.
<b>Section 3</b>	Shows that some information has been collected.	Presents evidence that data and information has been collected and recorded from sources.	Clearly presents evidence that data and information has been collected, recorded and evaluated from a range of sources
<b>Section 4</b>	Shows that some data has been collected.	Presents evidence that data has been collected for the purpose of producing graphs for the report.	
<b>Checklist</b>	Some parts have been checked.	All parts have been accurately checked.	

Marks:

1. The geographical report \_\_\_\_\_ / 25

2. The inquiry process (the student booklet) \_\_\_\_\_ / 10

3. Literacy \_\_\_\_\_ / 5

**Total:** \_\_\_\_\_ / 40

## 5 Marks

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
<p><b>Vocabulary</b></p> <p>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</p>	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
<p><b>Punctuation</b></p> <p>Use of correct and appropriate punctuation for effect and to aid in reading of the text</p>	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<p><b>Sentences</b></p> <p>Intentionally constructs a variety of sentences to match purpose and audience</p>	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
<p><b>Paragraphs</b></p> <p>Paragraphs are used to effectively structure information and partition events and ideas</p>	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
<p><b>Text Structure</b></p> <p>Uses features of the appropriate text type</p>	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

A mark out of 20, then divided by 4 to give a **Literacy Mark out of 5**

## Junior ALARM Steps

7 – 9

Which verb is used in the question?  
Follow the steps in the column that correspond to that verb.

				To what extent is the effect/impact effective?
			What is the effect and/or impact of the component?	What is the effect and/or impact of the component?
		What is the function or purpose? Give evidence to support. 'Why' <u>may</u> need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' <u>may</u> need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' <u>may</u> need to be addressed.
	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?
What is the main component?	What is the main component?	What is the main component?	What is the main component?	What is the main component?
<b>IDENTIFY</b> (Main Concept)	<b>DESCRIBE</b>	<b>EXPLAIN</b>	<b>ANALYSE</b>	<b>EVALUATE</b>

Designed and developed by Blaxland High's A.L.A.R.M. team

## The art of PEELING!!!

P	E	E	L
<b>Point</b>	<b>Evidence</b>	<b>Explanation</b>	<b>Link</b>
Make a clear and relevant point.	Back it up!: Support your point with examples or evidence from the text. Use quotes or events from the text.	Explain your point and how the evidence or examples supports your point.	Link this point to the following point in the next paragraph, as well as the essay question.

**PEEL is a strategy you can use to help not only outline your essay paragraphs but give your reader an easy way to follow your essay.**