

Date Distributed: 4th of March 2020

Total Weighting: 30% Task Weighting 25% / Literacy Weighting 5%

Outcomes

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

Students will be assessed on how well they:

- Communicate geographical information using written text, diagrams and maps.
- Identify and evaluate the challenges of drought, sustainable practises and strategies to improve sustainable food production.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task enables students to demonstrate their knowledge and understanding of the geographical inquiry process and to give students the experience of researching and evaluating the processes associated with drought, food production and water scarcity as well as its social and economic effects.

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

See attached instructions.

TASK DESCRIPTION

Part A - Research

Some 90% of NSW is currently experiencing drought. Using the attached scaffold you are to:

- Identify the spatial distribution of drought in NSW
 - Describe the geological processes causing drought in NSW
 - Explain how drought is impacting food production across NSW
 - Explain how drought is effecting communities, the economy and environment.
 - Evaluate TWO sustainable strategies that are currently assisting drought affected biomes across NSW
- Use the scaffold provided

Part B – In class written report

Question: *Explain how drought is impacting food production across NSW and its effects on communities, the economy and environment.*

Glossary of Directive Terms:

EXPLAIN: Relate cause and effect; make the relationships between things evident; provide why and/or how.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details for Submission

Students will write a written report in their allocated period on the 12th of March. Students will be provided with the headings and sub-headings to the following question to support their success under assessment conditions.

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

Students will be awarded marks for both the content and literacy elements of the report. Please see marking criteria.

REPORT SCAFFOLD

Introduction	General opening statement to introduce the topic of drought and its impact on food production, communities, the economy and the environment.
Spatial Dimension	IDENTIFY <ul style="list-style-type: none">○ Clearly identify the locations of drought across NSW○ Provides clear examples of towns and regions affected
Geological processes of drought	DESCRIBE <ul style="list-style-type: none">○ Provide a definition of drought○ Outline the different types of drought○ Describe the El Niño weather phenomenon○ Provide statistical data to support how much of NSW is currently affected by drought.
Impact of drought on food production	EXPLAIN <ul style="list-style-type: none">○ Impact that drought has had on;<ul style="list-style-type: none">○ Biomes in NSW.○ types of industries affected○ consequences on industry○ Refer to a real world example – E.g. Canola industry
Impact of drought on communities, the economy and environment.	EXPLAIN <ul style="list-style-type: none">○ Impacts of drought on:<ul style="list-style-type: none">○ Communities (farmers,○ the economy○ environment○ Refer to a real world example
Sustainable Strategies	EVALUATE Select TWO strategies implemented by: <ul style="list-style-type: none">○ Farmers○ Organisations or○ Government Evaluate the effectiveness of both strategies.
Conclusion:	Concluding information or summary paragraph – what conclusion can you make from the evidence regarding the impact of drought on food production in NSW and the effects on communities, the economy and environment?

Year 9 Geography Assessment Task 1

Marking Rubric

MARK	1	2	3	4	5
IDENTITIES AND DESCRIBES					
Spatial Dimension AND Geological Processes	Makes one relevant point regarding the location of droughts in Australia OR One relevant point on how droughts occur.	Identifies the spatial dimensions of drought AND/ OR attempts to describe the geological processes causing drought.	Identifies the spatial dimensions of drought across NSW AND describes the geological processes causing drought in the region.	Clearly identifies the spatial dimension of drought across NSW and describes the geological processes causing drought in the region.	Clearly identifies the spatial dimension of drought across NSW and describes in detail the geological processes causing drought in the region.
EXPLAINS					
Impact of drought on food production	Makes a relevant statement regarding the impact of drought on food production in NSW.	Outlines ONE or more impacts of drought on food production in NSW.	Describes the impact of drought on food production in NSW with reference to real world examples.	Attempts to explain the impact of drought on food production in NSW with reference to real world examples.	Clearly explains the impact of drought on food production in NSW with reference to real world examples.
Impact if drought on communities, the economy and environment	Makes one relevant point regarding the impact of drought on communities OR economy OR environment	Outlines some impacts of drought on communities OR the economy OR the environment. May integrate real world examples	Describes the impact of drought on communities, the economy and environment. May integrate real world examples.	Attempts to makes evident the relationship between droughts the impacts on communities, the economy and environment. Integrating real world examples.	Clearly explains the relationship between drought and its impact on communities, the economy AND environment. Integrating real world examples
EVALUATE					
Sustainable Strategies	Makes ONE relevant point regarding sustainable actions to support drought affect biomes	Attempts to describe ONE or more sustainable strategies that are in place to support drought affected biomes.	Describes ONE or more sustainable strategies that are in place to support drought affected biomes across NSW	Attempts to evaluate the effectiveness of ONE or more sustainable strategies that are currently in place to support drought affected biomes across NSW	Evaluates the effectiveness of ONE sustainable strategy that are currently assisting drought affected biomes across NSW.

Teacher Comment:

Total mark

/20

LITERACY MARKING CRITERIA	Descriptors				
	1	2	3	4	5
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- 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.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- 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.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- 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.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- 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.
Text Structure Uses features of the appropriate text type	- 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.

Note: The literacy mark will account for 5% of the total mark

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?
IDENTIFY (Main Concept)	DESCRIBE	EXPLAIN	ANALYSE	EVALUATE

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

The art of PEELING!!!

P	E	E	L
Point	Evidence	Explanation	Link
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.