

<b>Task Name:</b> Human Wellbeing Research and In Class Essay	<b>Unit:</b> Human Wellbeing
<b>Task Distributed:</b> 4 <sup>th</sup> August, 2020	<b>Task Due:</b> 25 <sup>th</sup> August, 2020
<b>Task Type:</b> Research and In Class Essay	<b>Syllabus Outcomes:</b> GE5-6, GE5-7, GE5-8
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> Task 1

### Task Description

#### Part 1: Geographical Datasheet

Students will be expected to select and organise relevant and reliable information and/or data from multiple sources, to create a single sided A4 **geographical datasheet** which will provide information on **wellbeing and quality of life** in **India and Australia**.

This datasheet may contain:

- Graphs, maps, charts and tables
- Direct quotes from governments and NGOs
- Descriptions of wellbeing improvement strategies
- OECD, HDI and other wellbeing indicators

Part 2: Students will answer the following essay question in class:

**Assess whether India or Australia has a higher level of wellbeing and quality of life.**

Note: Your datasheet should demonstrate your understanding of the indicators of human wellbeing, the reasons why India has a different level of wellbeing and development than Australia and strategies which are being used in both countries to enhance wellbeing. The datasheet will be used to support your in-class response.

### NESA Glossary of Key Words

- Assess: Make a judgement of value, quality, outcomes or results
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### **Details of Submission**

Week 5: Tuesday 18<sup>th</sup> August

Upload your datasheet AND bibliography to the year 10 Geography Moodle page, under the subheading *Weekly Homework Tasks Term Three: Week 5*.

Datasheet must be one A4 coloured page. You must submit it as a word doc or PDF.

Bibliography should be presented on a new page and all references must be in Harvard format. See the supporting documents on Moodle for examples of how to cite in Harvard format.

Week 6: Tuesday 25<sup>th</sup> August

In class in your geography period on Tuesday 25<sup>th</sup> you will answer the essay question. You will have 45 mins to complete the task. You should bring a copy of your datasheet with you to support your answer.

### **Assessment Procedures**

All students should be fully aware of the school assessment procedures.

Students should access their 2020 Assessment Guide for more information.

### **Feedback provided**

- The task will be typically returned to students within two school weeks of the submission date/sitting.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher/assessment marker.

### **Self-Reflection Component**

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

### **What Areas of Learning will this Assessment Task Report On?**

This task requires students to collate and select a variety of qualitative and quantitative geographical data, to account for differences in development and wellbeing between Australia and India. Their research will be reflected in their in-class extended response writing task. This task provides students with the opportunity to further develop their research skills, which is a crucial element in their secondary school study. This task encourages independent learning in order to achieve the course outcomes, as students apply their knowledge and understanding of human wellbeing.

## Marking Rubric

Criteria	1-2	3-4	4-5	6-8	9-10
<b>Compares the quantitative and qualitative indicators of wellbeing of India and Australia</b>	May refer to data sheet.  Attempts to describe wellbeing.	References at least one quantitative and/or qualitative source on data sheet to describe the differences in wellbeing and development in Australia and/or India.	Compares the quantitative and/or qualitative sources on data sheet to describe the differences in wellbeing and development in Australia and/or India.	Compares the quantitative and qualitative sources on data sheet to describe and compare, the differences in wellbeing and development in Australia and India.	Analyses the quantitative and qualitative sources on data sheet to describe and compare, in detail, the differences in wellbeing and development in Australia and India.
Criteria	1	2	3	4	5
<b>Assesses the wellbeing and quality of life in India and Australia</b>	Writes a response about wellbeing in Australia or India.	Writes a response which comments on the quality of life and/or wellbeing in India and/or Australia	Writes a response which attempts to make a judgement about the quality of life and/or wellbeing in India and Australia	Writes an essay which attempts to make a judgement, based on evidence, about the quality of life and wellbeing in India and Australia	Writes a sustained and comprehensive essay which makes a clear judgement, based on evidence, about the quality of life and wellbeing in India and Australia
<b>Integrates geographical terms, concepts and data to support response</b>	May attempt to use geographical terms	Makes limited use of geographical terminology and concepts	Uses relevant geographical terminology and concepts	Consistently uses relevant geographical terminology and concepts, in a sustained way	Consistently integrates relevant geographical terminology and concepts, in a sustained and comprehensive way
<b>Datasheet and Bibliography</b>	Selects information about wellbeing indicators.  Bibliography may or may not be present.	Selects insufficient geographical information and/or data about wellbeing indicators for Australia and/or India.  Bibliography includes at least 1 sources which may follow the Harvard referencing.	Selects some relevant, geographical information and/or data about wellbeing indicators for both Australia and India from a range of sources.  Bibliography includes a list of at least 2 sources which correctly follows the Harvard referencing.	Selects relevant, quantitative and qualitative geographical information and/or data about wellbeing indicators for both Australia and India from a range of sources.  Bibliography includes a comprehensive list of at least 4 sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the Harvard referencing.	Selects relevant, up-to-date quantitative and qualitative geographical information and/or data about a range of wellbeing indicators for both Australia and India from a range of sources.  Bibliography includes a comprehensive list of at least 5 sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the Harvard referencing.

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
<b>Vocabulary</b> 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.
<b>Punctuation</b> 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.
<b>Sentences</b> 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.
<b>Paragraphs</b> 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.
<b>Text Structure</b> 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.