Year 10, Geography

Task 3: Yearly Exam

Due Date: 16th November

Task Distributed: 2nd November

Unit: Human Wellbeing, Environmental Change and Management

Task Type: Exam

Task Weighting: 35%

Outcomes: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8

Task Description

Students will sit a written examination on the topics Human Wellbeing, Environmental Change and Management and Geographical Skills.

Time allowed: One hour plus five minutes reading time.

Total marks: Out of 55

The exam will have two sections. Both sections will include questions from a provided source booklet. In addition students will be expected to draw on their understanding of the content learnt throughout the semester.

Part A includes multiple choice, skills questions and definition matching.

Part B includes short answer questions, skill questions and one extended response.

NESA Glossary of Key Words

- **Describe**: Provide characteristics and features
- **Explain**: Relate cause and effect; make the relationships between things evident; provide why and/or how
- 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

This task will be completed in exam conditions during the **Exam Period** on **Monday 16th November in the Hall.**

Students are NOT permitted to bring notes into the exam.

Absences on the day will be dealt with in accordance with school policies.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date.
- At this time feedback including information on how to improve will be provided through a mark and teacher comment.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for 5%- 10% of the maximum task value.
- Upon return of the task, students will also be expected to complete a self-reflection feedback form on Moodle.

How does this link to my learning?

- This task will draw together the above outcomes to provide students with the opportunity to demonstrate their knowledge of concepts within the study of Geography, specifically **Environmental Change and Management and Human Wellbeing.**
- Students will also demonstrate their understanding of **Geographical skills** questions.
- Students will demonstrate their knowledge and understanding of strategies for environmental management and the characteristics and features of human wellbeing.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available from the school website under the Learning Tab for each year group.

Marking Criteria

Due to the structure of the exam being multiple choice, short answer and an extended response, the mark allocation will vary. Students should answer each question according to how much the question is worth, and marks will be awarded accordingly. Marking guidelines stating the specific criteria for each question will be given to students with feedback when the task is returned.

The extended response will also be assessed using the literacy criteria.

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
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 *at least two* 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.