

Task Name: Research and Writing Task	Unit: Landscapes and Landforms
Task Distributed: 5/4/24	Task Due: Friday 10 th May 2024
Task Type: Research and in-class writing task	Syllabus Outcomes: GE4.1, GE4.2, GE4.4, GE4.8
Task Weighting: 25%	Task number for Course: 2

Task Description:

PART A: Infographic (15 marks)

Students will be required to develop a 'Infographic' based on a landform chosen from the list provided below. The Infographic must include appropriate pictures, data and geographical terminology.

Choose **ONE** landform from the list below. They have been categorised into landscapes for you:

Mountain Landforms	Coastal Landforms	Desert Landforms
Mt Everest, Himalayas	Collaroy Beach	Sand Dunes-The Sahara Desert
The Three Sisters	Legzira Beach	Flaming Cliffs- Gobi Desert
Glass House Mountains	Dalmatian Coast	Lake Mungo- Central Australian Desert

Your **ONE** page Infographic must address the following subheadings:

- The **name** of your chosen landform
- A **map** showing the location of your landform – your map must include all the elements of BOLTSS
- **Identify** the **characteristics** (main features) of your chosen landform
- **Describe** the main **geomorphic processes** responsible for the formation of your chosen landform
- **Describe** why people **value** this landform (e.g. for aesthetic, cultural, spiritual, economic value etc.)
- **Describe** TWO strategies to ensure the **protection** of your landscape for the future
- **Provide** a bibliography to show at least three different sources (*This can be submitted on a separate page*)

You should work on your research at home, but will also be given time in class to conduct your research.

PART A is to be submitted to Moodle by 5pm on Friday 10th May 2024.

PART B: In-class Writing Task (20 marks)

Students will be given 40 minutes in class to write a **Geographical Report** that will be based on the research conducted about their chosen landscape and landform.

Using the information on your infographic you will create a **formal geographical report addressed to UNESCO explaining why they should ensure the management and protection of your chosen landscape**. Your report must include:

- A description of the characteristics of the landform
- An explanation of the value to people of this landform to people (aesthetic, cultural, spiritual, and economic)

- An explanation of TWO strategies to ensure the protection of this landscape/landform to ensure the sustainability on a local scale

*You may bring your infographic (part A) into class to assist you during the written component (part B). It is your responsibility to print it and bring it with you.
The literacy criteria will be applied to this part of the task.*

NESA Glossary of Key Words

- Describe: Provide characteristic and features
- Explain: Relate cause and effect; make the relationships between things; 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:

- Part A is to be submitted to Moodle by 5pm on Friday 10th May 2024.
- Part B will be completed in class under exam conditions during the scheduled period on 10th May.
- Students will have 40 mins to complete the task.
- Students ARE permitted to bring their infographic into the exam.

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

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- 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.

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 your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

Key inquiry questions

Why do people value landscapes and landforms?

To what extent are landscapes and landforms sustainably managed and protected?

Part A Criteria	1 mark	2 marks	3 marks	Total
Names and identifies where the chosen landform is located. GE4-7	Includes a map of the location of your chosen landform with SOME elements and correct use of BOLTSS	Includes a map of the location of your chosen landform with ALL elements and correct use of BOLTSS		2/
Identifies the main characteristics of the chosen landform GE4.1	Identifies at least ONE characteristic of the chosen landform	Identifies and names a number of characteristics of the chosen landform		/2
Describes the main geomorphic processes responsible for the formation of your chosen landform GE4.2	Identifies the main geomorphic process responsible for the formation of the landform	Provides characteristics and features of the main geomorphic process responsible for the formation of the landform	Provides detailed characteristics and features of the main geomorphic process responsible for the formation of the landform	/3
Describes why people value this landform (cultural, spiritual, economic) GE4-4	Demonstrates limited understanding of how and why people value this landform	Demonstrates a sound understanding of how and why people value this landform. May refer to specific examples (e.g. cultural, spiritual, economic)	Demonstrates a comprehensive understanding of how and why people value this landform. May refer to specific examples (e.g. cultural, spiritual, economic)	/3
Describes management of places and environments for their sustainability GE4-5	Demonstrates limited understanding management strategies to protect the chosen landform	Demonstrates a sound understanding of ONE management strategy to protect the chosen landform	Demonstrates a sound understanding of TWO management strategies to protect the chosen landform	/3
Bibliography GE4-8	Includes a mostly accurate bibliography with a variety of sources and referenced correctly	Includes an accurate bibliography with a variety of relevant sources using the correct referencing		/2
				Total /15

Part B Geographical Report Marking Criteria	Marks
<ul style="list-style-type: none"> • Provides a variety of characteristics and features of the landscape/landform • Provides a clear and detailed explanation of how and why the landscape/landform is valued and protected. • Explains how and why TWO relevant and effective strategies could be used to protect and ensure sustainability of this landscape/landform. • Writes a well-structured, sustained and comprehensive Geographical Report using subheadings. • Applies a range of highly relevant geographical terms and concepts revealing comprehensive knowledge and understanding. 	17-20
<ul style="list-style-type: none"> • Provides a number of characteristics and features of the landscape/landform • Provides an explanation of how and why the landscape/landform is valued and protected. • Explains how and why TWO relevant strategies could be used to protect and ensure sustainability of this landscape/landform. • Writes a well-structured Geographical Report using subheadings. • Applies a range of geographical terms and concepts revealing sound knowledge and understanding. 	13-16
<ul style="list-style-type: none"> • Provides characteristics and features of the landscape/landform • Provides an outline of how and why the landscape/landform is valued and protected. • May explain ONE or TWO strategies that could be used to protect and ensure sustainability of this landscape/landform. • Writes a structured Geographical Report. • Applies a range of geographical terms and concepts revealing sound knowledge and understanding. 	9-12
<ul style="list-style-type: none"> • Provides characteristics and features of the landscape/landform • Briefly outlines how and/or why the landscape/landform is valued and protected. • Describes one or two strategies that could be used to protect and ensure sustainability of this landscape/landform. • Writes using paragraphs. • Uses some basic geographical terms and concepts revealing knowledge and understanding. 	8-11
<ul style="list-style-type: none"> • Provides limited characteristics and features of the landscape/landform • May refer to how and/or why the landscape/landform is valued and protected. • May attempt to describe a strategy that could be used to protect and ensure sustainability of this landscape/landform. • Writes a Geographical Report using limited elements of a Geographical Report. • May make reference to general geographical terms and concepts revealing limited knowledge and understanding. 	4-7
<ul style="list-style-type: none"> • Writes a response about the landscape/landform • May make reference to general terms and concepts revealing limited knowledge and understanding. 	0-3

Marks:

Part A = _____ /15 Part B = _____ /20 Literacy Mark = _____ /5 Total= _____ /40

Teacher Feedback:

GTHS Literacy Criteria - V2. 2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple 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.
	0	1	2	3	4
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Total: /20

