

Task 2: Research and Writing Task

Due Date: Thursday 9th of May 2024

Task Distributed: Friday 5th of April 2024

Unit: Sustainable Biomes

Task Type: Geographical Report

Task Weighting: 25%

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

Task Description

Part A – You will be required complete the scaffold below to help you with your research to answer the question in Part B. This will contribute to 10% of your overall mark.

You can access a soft copy of this scaffold on Moodle under the heading “Assessment Tasks”

Using your research fill in the scaffold answering the following questions:

- Identify the spatial distribution of floods in NSW
- Describe the geological processes causing floods in NSW
- Explain how floods are impacting food production across NSW
- Recommend a sustainable strategy to improve food production that can be used for affected floods areas across NSW

This scaffold MUST be submitted on Moodle by 5pm.

Part B – In-class written report (15 marks + 5 marks Literacy): This part of the task will be completed in class during your Geography lesson. No notes will be permitted to be used in this task. You will have 45 minutes to respond to the following question:

Assess how floods impact food production and recommend strategies to overcome these issues.

Your response will be written as a Geographical report using appropriate headings and subheadings.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Describe: Provide characteristics and features.
- Explain: relate cause and effect, make the relationships between things evident, provide why and/or how
- Recommend: Provide reasons in favour

Check the NESA Glossary of Key Words for further guidance

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

Details of Submission

- **Part A** -Research scaffold– To be submitted by 9th of May as a Moodle submission by 5pm.
- **Part B**- Report– To be completed in your usual timetabled lesson on Thursday 9th of May.
- A reminder that **NO NOTES** will be allowed to be used while completing this task.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through written feedback.
- 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 between 10% – 20% of the maximum task value.
- Upon return of the task, students will also be expected to complete a self-reflection through Moodle.

How does this link to my learning?

- Students will be provided with designated research time in their Geography periods in the lead up to the task due date.
- The completion of this task links to student learning using research and the integration of this research into a formal geographical report.

Assessment Procedures

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

RESEARCH SCAFFOLD and MARKING GUIDELINE

The following scaffold is to be completed and uploaded to Moodle on 9th of May 2024 by 5pm.

Spatial Dimension	IDENTIFY Clearly identify the location of floods across NSW Provides clear examples of towns and regions affected	/2
Geological processes of flood	DESCRIBE: Provide characteristics and features. Provide a definition of floods Outline the different types of floods Describe the La Nina weather phenomenon Provide statistical data to support how much of NSW is currently affected by floods	/3
Impact of flood on food production	EXPLAIN: relate cause and effect, make the relationships between things evident, provide why and/or how Impact that floods have had on; biomes in NSW. types of industries affected consequences on industry refer to a real-world example	/4
Sustainable Strategies	RECOMMEND: Provide reasons in favour Select ONE strategy implemented by EACH group farmers organisations government	/6
Bibliography	Provides an accurate bibliography using Harvard Referencing with at least 3 references.	/5

Teacher Comment:

Total mark

/20

Geographical Report Marking Rubric

MARK	1	2	3	4	5
IDENTIFIES AND DESCRIBES					
Spatial Dimension AND Geological Processes	Makes one relevant point regarding the location of floods in Australia OR One relevant point on how floods occur.	Identifies the spatial dimensions of floods AND/ OR attempts to describe the geological processes causing floods.	Identifies the spatial dimensions of floods across NSW AND describes the geological processes causing floods in the region.	Clearly identifies the spatial dimension of floods across NSW and describes the geological processes causing floods in the region.	Clearly identifies the spatial dimension of floods across NSW and describes in detail the geological processes causing floods in the region.
EXPLAINS					
Impact of floods on food production	Makes a relevant statement regarding the impact of floods on food production in NSW.	Outlines ONE or more impacts of floods on food production in NSW.	Describes the impact off floods on food production in NSW with reference to real world examples.	Attempts to explain the impact of floods on food production in NSW with reference to real world examples.	Clearly explains the impact of floods on food production in NSW with reference to real world examples.
RECOMMENDS					
Sustainable Strategies	Makes ONE relevant point regarding sustainable actions to support flood affected biomes	Attempts to describe ONE or more sustainable strategies that are in place to support flood affected biomes.	Describes ONE or more sustainable strategies that are in place to support flood affected biomes across NSW	Attempts to recommend ONE sustainable strategy for EACH group to support flood affected biomes across NSW	Recommends ONE sustainable strategy for each group used to support flood affected biomes across NSW

Teacher Comment:

Total mark

/15

GTHS Literacy Criteria -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 (geographical report)</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in a geographical report and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident of a geographical report</i>	Some evidence of the structural features - <i>2 components evident of a geographical report</i>	Substantial evidence of the structural features - <i>all components evident but there may be some lapses of a geographical report</i>	Coherent and controlled use of <i>all the appropriate structural features of a geographical report</i>
	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