

<b>Task Name:</b> Semester Exam	<b>Unit:</b> Landscapes and Landforms, Place and Liveability & Geographical Skills
<b>Task Distributed:</b> 20/05/24	<b>Task Due:</b> Monday 3 <sup>rd</sup> June, 2024
<b>Task Type:</b> Examination	<b>Syllabus Outcomes:</b> GE4-1, GE4-2, GE4-5, GE4-6
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> 3

### Task Description:

Students will have 5 minutes reading time and 60 minutes to complete a formal exam.

The exam will have THREE sections.

#### Section 1 — 15 marks

15 multiple choice questions based on the topics studied throughout the semester: Landscapes and Landforms, Place and Liveability, Geographical Skills and Tools.

#### Section 2 – 25 marks

Short answer questions based on the topics studied throughout the semester: Landscapes and Landforms, Place and Liveability, Geographical Skills and Tools.

#### Section 3 – 10 marks (plus 5 marks for literacy criteria)

Extended response question on Place and Liveability.

**TOTAL MARKS: 55**

### NESA Glossary of Key Words

- Explain: relate cause and effect, 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.

### **Details of Submission:**

- Students will sit the exam in the hall under strict exam conditions in their timetabled period.
- Students are required to arrive to the exam on time and attempt ALL questions.
- Students are NOT permitted to bring notes into the exam.
- Ensure you have a pen, pencil, eraser and calculator with you.

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?**

In this task you will be assessed on your ability to:

- Demonstrate their knowledge of the topics covered in the course.
- Demonstrate their understanding of geographical terms and terminology.
- Demonstrate their knowledge and understanding of geographical tools and skills.

### **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 school literacy criteria.

## 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:
<b>Vocabulary</b> <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
<b>Punctuation</b> <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
<b>Sentences &amp; Cohesion</b> <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
<b>Paragraphs</b> <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
<b>Text Structure</b> <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 - 1 component evident - of the appropriate text type.	Some evidence of the structural features - 2 components evident - of the appropriate text type.	Substantial evidence of the structural features - all components evident but there may be some lapses - 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