

### Task 3: Semester Exam

**Due Date:** Monday 27<sup>th</sup> May 2024

**Task Distributed:** 13<sup>th</sup> May 2024

**Units:** Sustainable Biomes, Changing Places,  
Geographical Skills and Tools

**Task Type:** Written Exam

**Task Weighting:** 30%

**Outcomes:** GE5-2, GE5-3, GE5-9, GE5-10

#### Task Description

Students will have 70 minutes to complete a formal exam.

##### Task Outline:

The exam will have four sections.

##### Section 1 — 15 marks

15 Multiple Choice questions based on the topics studied throughout the semester: Sustainable Biomes, Changing Places and Geographical Skills and Tools

##### Section 2 – 10 marks

Glossary Keywords: Sustainable Biomes, Changing Places

##### Section 3 – 15 marks

Short Answer Questions based on the topics studied throughout the semester: Sustainable Biomes, Changing Places and Geographical Skills and Tools.

##### Section 4 – 15 marks (plus 5 marks for literacy criteria)

This section will require you to write a geographical report on the topic “Changing Places”.

**TOTAL MARKS: 60**

#### NESA Glossary of Key Words

- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Assess:** Make a judgement of value, quality, outcomes, results or size
- 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 for a more comprehensive list

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

## 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.

## 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.
- 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?

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

## 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 off 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 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.  0	Only simple words are used.  1	Some precise and technical words are used.  2	Sustained use of precise and technical words.  3	Sustained, consistent and fluent use of precise and technical words.  4
	No evidence of correct sentence punctuation.  0	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>  1	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.  2	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.  3	Writing contains accurate use of all applicable punctuation.  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.  0	At least one sentence is used correctly. Some meaning can be construed from the text.  1	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.  2	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.  3	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)  4
	No correct use of paragraphing; may be a block of text or random breaks.  0	Ideas are separated; paragraphs may contain some unrelated ideas.  1	At least ONE paragraph is well structured and develops an idea  2	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.  3	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.  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. No attempt to write in the appropriate text type and/or response is off task.  0	Minimal evidence of the structural features - 1 component evident - of the appropriate text type.  1	Some evidence of the structural features - 2 components evident - of the appropriate text type.  2	Substantial evidence of the structural features - all components evident but there may be some lapses - of the appropriate text type.  3	Coherent and controlled use of all the appropriate structural features of the text type.  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