

Task 1: Global Water Scarcity

Due Date: Wednesday, 11 September 2024 (Week 8B)

Task Distributed: Week 6 Term 3

Unit: Water in the World

Task Type: Research and in-class writing task

Task Weighting: 25%

Outcomes: GE4-1 GE4-2, GE4-3, GE4-5, GE4-8

Task Description

Not all people in our world have equal access to water. **Water scarcity** is one of the greatest challenges facing people in many parts of the world. You are to conduct an inquiry to investigate water scarcity affecting a country in Africa or the Middle East. There are two components to this task:

Part A – Infographic – To be submitted on Moodle (15 marks)

Step 1: Conduct an inquiry to investigate water scarcity affecting a country in Africa or the Middle East. Your research should be guided by the following questions:

- A. identify the **extent and location** of water scarcity in an African or Middle Eastern country (include a map locating your chosen country)
- B. outline the **causes of water scarcity** in that country
- C. explain the **impacts of water scarcity** to the country (economic, social and environmental)
- D. discuss the **management strategies** used to address the issue of water scarcity in the country (both government and non-government)
- E. recommend **future strategies/directions** to solve the issue of water scarcity

Step 2: Based on your research, you are to create an infographic sheet on a **single-sided A4 page** (using size 12 font or larger) which addresses the above questions. *You must include at least two images (e.g. graph or charts) and a map of your chosen country on your infographic sheet.*

Step 3: You are to upload this infographic sheet to Moodle by clicking “add submission” and uploading your file in Word or PDF format by the due date.

Part B – In-class extended response – To be completed during your scheduled lesson (15 marks)

You will be required to write a **report** addressing the water scarcity issue in your chosen African or Middle Eastern country. Your report must:

- **Outline** the causes of water scarcity in the country
- **Explain** the impacts of water scarcity in the country
- **Discuss** the strategies used to address water scarcity in the country

You will be provided with a broadsheet to assist you with writing the report.

The literacy marking criteria will apply to the Part B in-class extended response

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

NESA Glossary of Key Words: identify; outline; explain; discuss; recommend

- 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 – The infographic sheet must be uploaded and submitted on Moodle by **5:00pm** on the due date (**11 September 2024**).

Part B – Writing paper will be provided to complete your in-class response in the form of a report. No notes are permitted when you complete the in-class extended response.

Both Parts A and B are due on Wednesday, 11 September 2024. Late submissions will be dealt with according to school policy.

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.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time they 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.

How does this link to my learning?

This task will enable students to demonstrate their knowledge and understanding of the geographical inquiry process and give students the opportunity to research and write a geographical report on the *geographical processes, impacts and management* of Water in the World.

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.

PART A Marking Criteria: Infographic Sheet

Criteria	1 mark	2 marks	3 marks
<ul style="list-style-type: none"> a map showing the extent and location of water scarcity in an African or Middle Eastern country 	<ul style="list-style-type: none"> includes a basic map showing the extent and location of water scarcity in an African or Middle Eastern country 	<ul style="list-style-type: none"> includes a map showing the extent and location of water scarcity in an African or Middle Eastern country including some elements of BOLTSS 	<ul style="list-style-type: none"> includes a detailed and accurate map showing the extent and location of water scarcity in an African or Middle Eastern country including all elements of BOLTSS
<ul style="list-style-type: none"> causes of water scarcity 	<ul style="list-style-type: none"> includes basic information on the causes of water scarcity which may include physical and/or human causes. 	<ul style="list-style-type: none"> includes some information on the causes of water scarcity, both physical and human causes. 	<ul style="list-style-type: none"> includes specific and detailed information on the causes of water scarcity, both physical and human causes.
<ul style="list-style-type: none"> impacts of water scarcity 	<ul style="list-style-type: none"> includes limited impacts of water scarcity which may include economic, social and/or environmental. 	<ul style="list-style-type: none"> includes some impacts of water scarcity which may include economic, social and environmental. 	<ul style="list-style-type: none"> includes a variety of impacts of water scarcity including economic, social and environmental scarcity, both physical and human causes.
<ul style="list-style-type: none"> management strategies 	<ul style="list-style-type: none"> includes limited government and/or non-government strategies. 	<ul style="list-style-type: none"> includes government and/or non-government strategies specific to the country. 	<ul style="list-style-type: none"> includes a variety of both government and non-government strategies specific to the country.
<ul style="list-style-type: none"> future strategies/ directions 	<ul style="list-style-type: none"> includes limited information on the future strategies/ directions of water scarcity in the chosen country. 	<ul style="list-style-type: none"> includes some information on the future strategies/ directions of water scarcity in the chosen country. 	<ul style="list-style-type: none"> includes specific and detailed information on the future strategies/ directions of water scarcity in the chosen country.

PART B Marking Criteria: Global Water Scarcity Report

Criteria	1	2	3	4	5
Outlines the geographical processes that causes the water challenges of a chosen country in Africa or the Middle East	States how physical features, the climate or population density contribute to the water challenges of a country in Africa or the Middle East	Partially describes how physical features, the climate or population density contribute to the water challenges of a country in Africa or the Middle East	Describes how physical features, the climate or population density contribute to the water challenges of a country in Africa or the Middle East	Describes in some detail how physical features, the climate and population density contribute to the water challenges of a country in Africa or the Middle East	Describes in great detail how physical features, the climate and population density contribute to the water challenges of a country in Africa or the Middle East.
Explains the way water scarcity impacts people and the environment and the way this challenge changes places	Makes statements about the economic, social or environmental effects of water scarcity in the chosen country.	Describes the economic, social and/ or environmental effects of water scarcity in the chosen country.	Explains the economic, social and/ or environmental effects of water scarcity in the chosen country	Explains in some detail the economic, social and environmental effects of water scarcity in the chosen country.	Explains in great detail the economic, social and environmental effects of water scarcity in the chosen country.
Discusses the geographical data and information to explain and draw conclusions about current management strategies being implemented	Uses geographical data and information to describe current management strategies and state unclear conclusions.	Superficially analyses geographical data and information to describe and draw simple conclusions about current management strategies being implemented.	Analyses geographical data and information to explain and draw conclusions about current management strategies being implemented.	Analyses in some detail geographical data and information to discuss and draw reasoned conclusions about current management strategies being implemented.	Critically analyses geographical data and information to discuss and draw discerning conclusions about current management strategies being implemented.

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 <i>at least two</i> 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.