

<b>Task Name:</b> Research and Writing Task	<b>Unit:</b> Environmental Change and Management
<b>Task Distributed:</b> Week 2	<b>Task Due:</b> 25 <sup>th</sup> March, Tuesday Week 8 G – P1 Y – P1 M – P4 E – P1
<b>Task Type:</b> Research and In-Class Written Task	<b>Syllabus Outcomes:</b> GE5-5, GE5-7, GE5-8
<b>Task Weighting:</b> 25%	<b>Task number for Course:</b> 1

### Task Description:

Students will conduct a geographical inquiry into the value, threats and management strategies of Australia's Great Barrier Reef.

### In-class Writing Task (20 marks + 5 literacy)

Write an in-class report based on the UNESCO World heritage status of the Great Barrier Reef. You will be asked to answer the following question:

***“ASSESS the management strategies which could be used to protect the Great Barrier Reef and make a judgement as to whether the GBR should to be added to the ‘In Danger’ UNESCO World Heritage list.”***

You should use subheadings structure your response.

- Location and features of the Great Barrier Reef
- Overview of human and natural threats to the GBR
- Management strategies which *have been used* to preserve the GBR
- Assess whether the GBR management strategies *are effective* in preserving the reef, or whether the GBR needs to be added to the “in danger” list.

### 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:

- Assess: Make a judgement of value, quality, outcomes, results or size
- 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:**

- The task will be completed under exam conditions during the **scheduled period on 25<sup>th</sup> March**
- Students will have 45 mins to complete the task.
- Students are NOT permitted to bring notes or your formative task poster 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 2025 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:

- Assess management strategies for places and environments for their sustainability
- Acquire and process geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- Communicating geographical information to a range of audiences using a variety of strategies

## Year 10 Geographical Inquiry Task - Report Marking Criteria

Marking Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes a sustained and comprehensive report which identifies the location and features of the Great Barrier Reef and provides an overview of both human and natural threats and dangers to the reef.</li> <li>• Makes a clear judgement about the recommended UNESCO status of the GBR using suitable UNECSO criteria for ascertained and/or potential danger to natural properties.</li> <li>• Evaluates the effectiveness of at least two real management strategies which could be used, or have been used, to protect the Great Barrier Reef</li> <li>• Assesses whether the GBR reef should be placed on the “in danger” list.</li> <li>• Uses detailed and relevant geographical evidence and data to support a logical argument.</li> <li>• Applies a range of highly effective geographical terms and concepts consistently.</li> </ul>	17-20
<ul style="list-style-type: none"> <li>• Writes a comprehensive report which identifies the location and/or features of the Great Barrier Reef, outlines the UNESCO Criteria for natural properties “in danger” and provides an overview of both/either human or natural threats to the reef.</li> <li>• Attempts to make a judgement about the recommended UNESCO status of the Great Barrier Reef using suitable UNECSO criteria for ascertained and/or potential danger to natural properties.</li> <li>• Attempts to evaluate the effectiveness of at least two real management strategies which could be used, or have been used, to protect the Great Barrier Reef</li> <li>• Attempts to assess whether the GBR reef should be placed on the “in danger” list.</li> <li>• Uses relevant geographical evidence and data to support a logical argument</li> <li>• Applies a range of appropriate geographical terms and concepts consistently</li> </ul>	13-16
<ul style="list-style-type: none"> <li>• Writes a report which identifies the location and/or features of the Great Barrier Reef and may provide an overview of either human or natural threats to the reef.</li> <li>• Describes the recommended UNESCO status of the Great Barrier Reef. May use some suitable UNECSO criteria for ascertained and/or potential danger to natural properties.</li> <li>• Describes at least one management strategy which could be used to protect the Great Barrier Reef.</li> <li>• Describes whether the GBR reef should be placed on the “in danger” list</li> <li>• Uses some geographical evidence OR data to support their argument</li> <li>• Uses some appropriate geographical terms and concepts</li> </ul>	9-12
<ul style="list-style-type: none"> <li>• May identified location and/or features and/or threats to the reef.</li> <li>• Writes a response which may comment on the UNESCO status of the GBR.</li> <li>• May describe at least one management strategy which could be used to protect the Great Barrier Reef.</li> <li>• May refer to the “in danger” list</li> <li>• May use some geographical evidence OR data</li> <li>• Attempts to use some geographical terms and concepts</li> </ul>	5-8
<ul style="list-style-type: none"> <li>• Writes a response about the GBR.</li> <li>• Limited use of geographical evidence</li> <li>• May use geographical terms</li> </ul>	0-4

## 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 - <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 <b>all</b> 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