

**Task 1: Research and In-Class Response**

<b>Task Name:</b> Research and In-Class Response	<b>Unit:</b> Water in the World
<b>Task Distributed:</b> Week 6	<b>Task Due:</b> 26 <sup>th</sup> March, Wednesday Week 8 G – P2 Y – P2 M – P1 E – P1
<b>Task Type:</b> Research and In-Class Written Task	<b>Syllabus Outcomes:</b> GE4-1 GE4-2, GE4-3, GE4-5, GE4-8
<b>Task Weighting:</b> 25%	<b>Task number for Course:</b> 1

**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. There are two components to this task:

**Part A – Infographic – To be completed as a Formative task (Week 7)**

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

- A. identify the **extent and location** of water scarcity in an African country (include a map locating your chosen country)
- B. describe 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 (200 words maximum). *You will be provided with 2 classroom lessons to complete this infographic with guidance from your teacher.*

**Step 3:** You are to upload this infographic sheet to Moodle by clicking “add submission” to Week 7’s formative task and uploading your file in Word or PDF format by the due date (**Sunday, 23 March 2025 at 5pm**).

## **Part B – In-class extended response – To be completed during your scheduled lesson on 26 March 2025 (20 marks)**

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

- **Describe** the causes of water scarcity in the country
- **Explain** the economic, social and environmental impacts of water scarcity in the country
- **Discuss** the strategies used to address water scarcity in the country

You are permitted to bring into your scheduled class the infographic you completed in Week 7 to assist you to construct your report.

The literacy marking criteria (5 marks) will apply to the Part B in-class extended response.

### **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:

**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 to Moodle on Sunday, 23 March 2025, 5pm (as your Week 7 Formative task).**

**Part B –** Writing paper will be provided to complete your in-class response in the form of a report. You are permitted to bring in a copy of your Part A infographic (only) to assist you to complete your in-class extended response.

**Late submissions will be dealt with according to school policy.**

### **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?

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.

### PART B Marking Criteria: Global Water Scarcity Report

Criteria	1	2	3-4	4	5-6
<b>Describes the geographical processes that causes the water challenges of a chosen country in Africa</b>	States how physical features, the climate or population density contribute to the water challenges of a country in Africa	Partially describes how physical features, the climate or population density contribute to the water challenges of a country in Africa	Describes how physical features, the climate or population density contribute to the water challenges of a country in Africa	Describes in some detail how physical features, the climate and population density contribute to the water challenges of a country in Africa	Describes in great detail how physical features, the climate and population density contribute to the water challenges of a country in Africa
Criteria	1	2	3-4	4-5	6-7
<b>Explains the way water scarcity impacts people and the environment and the way this challenge changes places</b>	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.
Criteria	1	2	3-4	4-5	6-7
<b>Discusses the current management strategies being implemented</b>	States current management strategies and states unclear conclusions.	Describes and draw simple conclusions about current management strategies being implemented.	Briefly discusses current management strategies being implemented. May include both positive and negative strategies	Discusses current management strategies being implemented. Includes both positive and negative strategies	Discusses in great detail current management strategies being implemented. Includes both positive and negative strategies

## 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