

HSIE
Year 10 Geography
Task 3: Semester Examination

Task Name: Semester Examination	Unit: Human Wellbeing, Environmental Change and Management and Geography Skills
Task Distributed: Week 3	Task Due: Friday 30 th May (Week 5)
Task Type: Semester Examination	Syllabus Outcomes: GE5-2, GE5-3, GE5-4
Task Weighting: 30%	Task number for Course: 3

Task Description

The Semester Exam consists of THREE Sections. Students will have 70 minutes plus 5 minutes reading time to answer all questions in the examination booklet.

Students will be expected to draw on their understanding of the content learnt throughout the semester. Skills tested will include map types, synoptic charts, and interpreting data.

Section I – 20 Marks

Multiple choice, definitions and skills questions. Both Human Wellbeing and Environmental Change and Management will be examined.

Section II – 20 Marks

Short answer questions and skill questions. Both Human Wellbeing and Environmental Change and Management will be examined.

Section III – 15 Marks plus 5 marks for the literacy criteria.

Extended response on the Human Wellbeing topic.

The literacy criteria will be applied to Section III – Extended Response

Total Marks = 60

NESA Glossary of Key Words

- **Describe:** Provide characteristic and features
- **Explain:** Relate cause and effect; make the relationships between things; provide why and/or how
- **Discuss:** Identify issues and provide points for and/or against
- **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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission:

- The task will be completed in exam conditions during the scheduled examination time.
- Students will have 70 minutes working time and 5 minutes reading time to complete the task.
- Students are NOT permitted to bring notes 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 students will be assessed on their ability to:

- demonstrate their knowledge of the content and concepts within the study of Geography, specifically **Environmental Change and Management and Human Wellbeing**.
- demonstrate their understanding of **Geographical skills** questions.
- demonstrate their knowledge and understanding of strategies for environmental management and the characteristics and features of Human Wellbeing.

2024 Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <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
Punctuation <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
Sentences & Cohesion <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
Paragraphs <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
Text Structure <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 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

Total/20