

Task 1: Fieldwork, Research and Extended Response

Task Name: Fieldwork and Report	Unit: Urban and Rural Environments
Task Distributed: 16-06-2025	Task Due: 30-06-2025
Task Type: Fieldwork and In-class Report	Syllabus Outcomes: GE12-04, GE-12-05, GE12-06, GE12-07
Task Weighting: 30%	Task number for Course: 3

Task Description:

This assessment task has two parts.

Students must complete each part to satisfy the requirements of this task.

PART 1: Fieldwork Booklet

Fieldwork—Students will record their fieldwork findings in a booklet during their excursion. They will complete this on the day and refine it at home before submitting the hard copy to their Geography teacher in **Period 2 on 30th June 2025**. Additional research will be required.

PART 2: In-Class Extended Response

In-class Task—On 30th June Period 2, students will write an extended response under exam conditions in their Geography period. A time limit of 45 minutes will be applied.

Write a response to the following question:

Examine how urban processes have shaped the transformation of Darling Harbour. Evaluate the strategies and responses in addressing the challenges in this urban environment.

NESA Glossary of Keywords

Examine- Inquire into

Evaluate- Make a judgement based on criteria

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

This assessment will be both a hand-in task and an in-class essay to be completed in Period 2 on the **30-06-2025**

Students must bring the required equipment for the examination, including a black pen.

All writing papers will be provided.

Students are **ALLOWED** to bring in their completed fieldwork booklet 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. For more information, students should access their 2025 Assessment Guide.

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:

- Fieldwork is a compulsory component of the HSC Geography course. This task will assess engagement in the fieldwork conducted as well as an understanding of the **Rural & Urban Places Topic** studied in class.
- This task develops the Senior Geography skill of forming key questions for inquiry, developing a focus question, collecting data and evidence, evaluating their research methods and presenting research findings.

Marking Criteria - Essay

Marking Criteria:	
<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge and understanding of urban processes and their role in shaping and urban place (Darling Harbour) • Makes a clear and well-supported judgment on the effectiveness of responses to challenges and opportunities • Integrates case study evidence throughout (e.g. urban renewal projects, planning authorities, economic/social impacts) • Presents a sustained, logical and cohesive answer using a range of geographical information, ideas and issues, along with diagrams, maps, statistics and fieldwork data. 	17-20
<ul style="list-style-type: none"> • Demonstrates sound knowledge of urban processes and their role in shaping and urban place (Darling Harbour) • Makes a judgment on the effectiveness of responses to challenges and opportunities • Includes relevant case study material (e.g. urban renewal projects, planning authorities, economic/social impacts) • Presents a logical and cohesive answer using a range of geographical information, ideas and issues, along with diagrams, maps, statistics and fieldwork data. 	13-16
<ul style="list-style-type: none"> • Demonstrates some knowledge of urban processes and their role in shaping and urban place (Darling Harbour) • Attempts to make some judgement on the effectiveness of responses to challenges and opportunities • Includes case study material (e.g. urban renewal projects, planning authorities, economic/social impacts) • Presents a logical answer using some geographical information, ideas and issues, along with diagrams, maps, statistics and fieldwork data. 	9-12
<ul style="list-style-type: none"> • Demonstrates basic knowledge of urban processes and their role in shaping and urban place (Darling Harbour) • Refers to some responses and challenges • May refer to an example or case study material • Presents a structured answer using geographical information. 	5-8
<ul style="list-style-type: none"> • Demonstrates limited understanding of the urban processes • May make limited reference to case study or an example • Limited or no reference to geographical information. 	1-4

Marking Criteria Fieldwork

Marking Criteria:	Mark
<ul style="list-style-type: none"> • Outstanding participation in the fieldwork using specific geographical tools and skills • Exhibits consistent initiative in answering and responding to specific fieldwork questions 	9-10
<ul style="list-style-type: none"> • High participation in the fieldwork addressing a number of geographical tools and skills • Displays increased interest in answering and responding to specific fieldwork questions 	7-8
<ul style="list-style-type: none"> • Sound participation in the fieldwork using some geographical tools and skills • Shows initiative in answering and responding to fieldwork questions 	5-6
<ul style="list-style-type: none"> • Basic participation in the fieldwork using limited geographical tools and skills • Inconsistent effort in trying to answer fieldwork questions 	3-4
<ul style="list-style-type: none"> • Limited participation in fieldwork using insufficient geographical tools and skills • Lack of interest in answering questions relevant to the fieldwork 	0-2