

Task Name: Research and Writing Task	Unit: Sustainable Biomes
Task Distributed: Monday 25 th August 2025	Task Due: Monday 15 th September 2025
Task Type: Geographical Report	Syllabus Outcomes: GE5-5, GE5-7, GE5-8
Task Weighting: 25%	Task number for Course: 1

Task Description: (25 marks)

You will investigate one significant environmental challenge to food production **in Australia and** one other country of your choice.

You will be required submit a research scaffold that includes:

- **Description** – Provide an overview of your selected environmental challenge (e.g., water scarcity, soil salinity, climate change).
- **Causes and Impacts** – Explain the causes of this challenge and its effects on food production in both of your case study locations.
- **Comparison** – Compare how this challenge impacts each country, highlighting any similarities or differences in scale and severity.
- **Evaluation of Strategies** – Assess the strategies that have been, or could be, implemented to manage or overcome this challenge.

This scaffold will be submitted as your formative task and due on Sunday 14th of September by 5pm.

Students are then required to write a geographical report based on the research conducted above to the following question, on Monday 15th September in your timetabled Geography period.

“Assess one significant environmental challenge to food production in Australia and one other country of your choice”

Your response will be written in report format using appropriate headings and subheadings. The GTHS Literacy Criteria will be applied to this section of the assessment task and will be worth 5 marks in total.

NESA Glossary of Key Words

- Understand the verb associated with the task. Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords> They include **describe, explain, compare and assess**. The verb will provide an understanding of the detail needed to successfully answer the question.
- **Assess-** means to make a judgment about the value, quality, outcomes, results, or size of something. It's about evaluating and judging the effectiveness or significance of a concept, idea, or situation.

Details of Submission:

The research scaffold is due on **Sunday 14th September** as your formative task on Moodle by 5pm.

The report will be written in class during your allocated Geography period on **Monday 15th of September**.

No notes will be permitted during this task, and you will have 45 minutes to complete in exam conditions.

Expected response length: Minimum 600 words or approximately 3 pages

Assessment Procedures- All students should be fully aware of the school assessment procedures which can be accessed in 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 Google Form 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:

- Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry collects and uses geographical information for inquiry
- Communicates geographical information using a variety of strategies
- Assesses management strategies for places and environments for their sustainability

Student Checklist

- I have chosen **one environmental challenge** relevant to food production
- I have researched **both Australia and another country**
- I have compared the impacts between the two case studies

- I have discussed **management strategies**

Research Scaffold- (This will be available on Moodle)

The following scaffold is to be completed and uploaded to Moodle on Sunday 14th September 2025 by 5pm. By completing this scaffold, it will help you prepare for your in-class report. You must:

- Select **ONE environmental challenge** (e.g. *water scarcity, soil salinity, climate change impacts, pests/disease*).
- Investigate the challenge in **Australia** and **another country** of your choice
- Compare the **impacts** and discuss management **strategies**.

<p>Choose your environmental challenge</p> <p>Case Study locations</p>	<p>Which challenge will you research? (e.g. water scarcity, soil salinity, climate change impacts, pests/disease).</p> <p>Australia: _____</p> <p>Other country: _____</p>
<p>Describe the challenge</p>	<p>DESCRIBE: (Provide characteristics and features)</p> <p>Guiding questions:</p> <p><input type="checkbox"/> What is the environmental challenge?</p> <p><input type="checkbox"/> What are the natural and human causes?</p> <p><input type="checkbox"/> Where is it happening?</p>
<p>Explain the impacts on food production</p>	<p>EXPLAIN: (relate cause and effect, make the relationships between things evident, provide why and/or how)</p> <p>Guiding questions:</p> <p><input type="checkbox"/> How does this challenge affect crop/livestock production?</p> <p><input type="checkbox"/> Are certain types of food affected more than others?</p> <p><input type="checkbox"/> Are there changes in yield, quality, or price?</p>
<p>Compare the two locations</p>	<p>Guiding questions:</p> <p><input type="checkbox"/> How are the impacts similar?</p> <p><input type="checkbox"/> How are they different?</p>

	<input type="checkbox"/> Does one location face the problem more severely? Why?
Sustainable management strategies	<p>ASSESS: (Make a judgement about the value of)</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is being done to manage or solve the challenge in each location? <input type="checkbox"/> Are these strategies effective? Why or why not? <input type="checkbox"/> How do they link to sustainability principles?
Bibliography	<p>Provides an accurate bibliography using Harvard Referencing with at least 3 references.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keep a record of all sources you use (websites, books, videos).

Geographical Report Marking Criteria

Marking Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge of the environmental challenge in both Australia and another country, with clear and accurate description of causes and impacts. • Provides detailed comparison of the challenges and impacts between the two countries, supported by specific examples and data. • Critically assesses at least two management strategies for each country, clearly explaining their effectiveness and linking to sustainability principles. • Writes a well-structured, sustained and comprehensive Geographical Report using relevant geographical terms and concepts. 	17-20
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the environmental challenge in both Australia and another country, with accurate description of causes and impacts. • Provides a comparison of the challenges and impacts between the two countries with some examples or data. • Explains at least two management strategies for each country, with some assessment of their effectiveness. • Writes a well-structured, and comprehensive Geographical Report using geographical terms and concepts. 	13-16
<ul style="list-style-type: none"> • Demonstrates basic knowledge of the environmental challenge in both Australia and another country, with a brief description of causes and/or impacts. • Provides a brief description of the challenges and/or impacts between the two countries. • Explains one management strategy for each country, with some basic assessment of their effectiveness. • Writes a comprehensive Geographical Report using geographical terms and concepts. 	8-11
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the environmental challenge in both Australia and another country • May provide a basic description of the challenges and/or impacts between the one/two countries. • May attempt to identify one management strategy • Writes a Geographical Report using basic geographical terms 	4-7
<ul style="list-style-type: none"> • Writes a basic response about an environmental challenge in one country • May refer to an impact of an environmental challenge • May attempt to identify one management strategy • Writes a basic response with limited use of geographic terms. 	0-3

GTHS Literacy Criteria -2023

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 (geographical report)</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in a geographical report and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident of a geographical report</i>	Some evidence of the structural features - <i>2 components evident of a geographical report</i>	Substantial evidence of the structural features - <i>all components evident but there may be some lapses of a geographical report</i>	Coherent and controlled use of <i>all the appropriate structural features of a geographical report</i>
	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