

<b>Task Name:</b> Research and Writing Task	<b>Unit:</b> Landscapes and Landforms
<b>Task Distributed:</b> Term 1, Week 10	<b>Task Due:</b> Thursday 7 <sup>th</sup> May 2026 (Term 2, Week 3)
<b>Task Type:</b> Research and In-Class Writing Task	<b>Syllabus Outcomes:</b> GE4.1, GE4.2, GE4.4, GE4.8
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> 2

## Task Description

### **PART A: Infographic (submitted to Moodle as a weekly homework task)**

Students will be required to develop an 'Infographic' based on a landform chosen from the list provided below. The Infographic must include appropriate pictures, data and geographical terminology.

Choose **ONE** landform from the list below. They have been categorised into landscapes for you:

<b>Mountain Landforms</b>	<b>Coastal Landforms</b>	<b>Desert Landforms</b>
Mt Everest, the Himalayas	Collaroy Beach, NSW	The Sahara Desert, North Africa
The Three Sisters, the Blue Mountains	Legzira Beach, Morocco	Flaming Cliffs, Gobi Desert
Glass House Mountains, Sunshine Coast	Dalmatian Coast, Croatia	Lake Mungo, Central Australian Desert

Your **ONE page Infographic** must address the following subheadings:

- **Identify** the name and location of your chosen landform
- Include a map showing the location of your landform – your map must include all the elements of BOLTSS
- **Describe** the geographical characteristics (main features) of your chosen landform
- **Explain** a geomorphic process responsible for the formation of your chosen landform
- **Explain** the value of your chosen landform (e.g. for aesthetic, cultural, spiritual AND/OR economic value)
- **How** should your landform be protected? Include currently implemented strategies that are being used by governments AND/OR organisations.
- Provide a bibliography to show at least three different sources (*This can be submitted on a separate page*)

You should work on your research at home, but will also be given time in class to conduct your research.

**PART A is to be submitted to Moodle by 5pm as Week 2 Formative Homework on Sunday 3<sup>rd</sup> May.**

### **PART B: In-Class Writing Task (25 marks + 5 marks for literacy)**

Students will be given 40 minutes in class to answer FIVE short answer questions that will be based on the research conducted about their chosen landform.

*You may bring your infographic (part A) into class to assist you during the written component (part B). It is your responsibility to print it and bring it with you.*

*The literacy criteria will be applied to question 5 ONLY.*

## NESA Glossary of Key Words

- Identify: Recognise and name.
- Describe: Provide characteristic and features
- Explain: Relate cause and effect; make the relationships between things; provide why and/or how
- 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:

- Part A is to be submitted to Moodle by 5pm on Sunday 3<sup>rd</sup> May.
- Part B will be completed in class under exam conditions during the scheduled period on Thursday 7<sup>th</sup> May.
- Students will have 40 mins to complete the task.
- Students ARE permitted to bring their infographic 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 2026 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?

#### Key inquiry questions

- Why do people value landscapes and landforms?
- To what extent are landscapes and landforms sustainably managed and protected?

## GTHS Literacy Criteria

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

Total: /20

