

Task Name: Research and Writing Task	Unit: Changing Places
Task Distributed: 31st March 2026	Task Due: 4th May 2026
Task Type: Research & In-class Writing Task	Syllabus Outcomes: GE5-3, GE5-5, GE5-7 & GE5-8
Task Weighting: 30%	Task number for Course: 2

Task Description:

You will investigate urban sustainability in an Australian city. Your task is to conduct research, present your findings, and then write an extended response analysing the effectiveness and impacts of urban sustainability strategies in your chosen city.

Part A - Presentation of Research Findings. This is the Formative Task for Week 2, Term 2.

You will be provided with some in-class time for your research. However, you are also expected to complete research and preparation outside the classroom to achieve your best.

You are to present your research findings in a **Google Slides or PowerPoint presentation**.

Step 1: Choose ONE Australian major city from the list below:

Sydney, NSW	Melbourne, VIC	Adelaide, SA	Hobart, TAS
Perth, WA	Brisbane, QLD	Canberra, ACT	Darwin, NT

Step 2: Answer the following questions in relation to your chosen Australian city:

- Describe** the current population, population demographics, and population projections of your city.
- Describe** the consequences (consider social, economic and/or environmental) arising from the increase in population in your city.
- Explain** 3 different sustainable strategies currently being implemented in your city.
- Explain** the impacts of the sustainable strategies in managing the pressures of a growing urban area.
- Assess** the effectiveness of these sustainable strategies in meeting the needs of your city's growing population.

You are also required to **include at least TWO geographical tools** in your presentation. These can include: maps, graphs, visual representations (e.g photographs), statistics and spatial technologies.

Part B - In-class Extended Response (20 marks + 5 for the Literacy Criteria)

See the timetable below for your dedicated in-class assessment lesson:

9GEOG O'Farrell - Period 1	9GEOM Corry - Period 3
9GEOY Bargery - Period 1	9GEOE Americanos - Period 3

Using your research, you will be required to answer the following extended response question:

Assess the effectiveness of sustainable strategies in meeting the needs of your city's growing population.

You are not permitted to bring in any notes from your research. You are to ensure that you are prepared to answer this question in the dedicated in-class assessment lesson.

You will be expected to write at least 2 pages using the essay format with an introduction, body paragraphs and a conclusion.

NESA Glossary of Key Words

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

- **Describe:** Provide characteristics and features.
- **Explain:** Relate cause and effect; Make the relationships between things evident; Provide why and/or how.
- **Assess:** Make a judgement of value, quality, outcomes, results or size.

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 will be submitted to Moodle on **Sunday, 3rd May 2026**.

PART B will be completed in class in the dedicated assessment period (see timetable above) under exam conditions on **Monday, 4th May 2026**.

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 typically be 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 meeting 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:

- Acquire and process geographical information by selecting and using appropriate and relevant geographical tools for inquiry and research.
- Communicates geographical information and data.
- Demonstrates knowledge of geographical tools and skills.

Scaffold for research findings presentation:

Question:	Key features to be included:
<p>Describe the current population, population demographics, and population projections of your city.</p> <p>This should be completed in one slide.</p>	<ul style="list-style-type: none"> ● Identify the current population for your chosen city. (Look up the most recent data for this section, preferably in 2025) ● Describe what types of people make up your chosen city's population. <ul style="list-style-type: none"> ○ What are the main age groups in your city (children, teens, adults, elderly)? ○ Are there any major cultural or ethnic groups? ○ Think about gender balance: Is there a similar number of males and females? ○ Any other important demographic features? (e.g., languages, education levels) ● Describe the current population projection for your chosen city. <ul style="list-style-type: none"> ○ How is the population expected to change in the next 5 - 10 years? ○ Is it expected to grow, decrease, or stay the same?
<p>Describe the consequences arising from the increase in population in your city.</p> <p>This can be completed in one slide</p>	<ul style="list-style-type: none"> ● Social consequences could include: <ul style="list-style-type: none"> ○ How does an increased population affect daily life? ○ Are there more crowded schools, hospitals, or public places? ○ Does it change community life or create opportunities for new businesses? ● Economic consequences could include: <ul style="list-style-type: none"> ○ Are there more jobs, or is it harder to find work? ○ Are housing and goods prices changing? ○ Is there growth in local businesses or industries? ● Environmental consequences could include: <ul style="list-style-type: none"> ○ Is there more pollution, litter, or traffic? ○ Are green spaces disappearing to make room for homes or factories? ○ Do water, electricity, or waste services get put under strain? ○ Is infrastructure improving or getting worse?

Combine each element into ONE slide. Each slide should focus on 1 sustainable strategy, exploring its impact and effectiveness. This will be completed 3 times, once per slide, resulting in 3 slides that address all features of each sustainable strategy.

Explain 3 different sustainable strategies currently being implemented in your city.
This is to be completed 3 times, once for each strategy.

- **Name each sustainable strategy.**
 - Suggestions: recycling programs, public transport improvements, green infrastructure, urban greening/cooling, etc
- **Describe what this strategy involves.**
 - Provide details about the purpose and/or function of the strategy. What need does the strategy address?
- **Explain why it's sustainable or how it helps the city.**

Explain the impacts of the sustainable strategies in managing the pressures of a growing urban area.
This is to be completed 3 times, once for each strategy.

- **Explain its impact.**
 - How does it help reduce pressure? (e.g., reduces traffic congestion, lowers air pollution, reduces waste)
- **Give examples or evidence.**
 - Are fewer cars now on the road?
 - Has air quality improved?
 - Is there less household waste being disposed of in landfills?

Assess the effectiveness of these sustainable strategies in meeting the needs of your city's growing population.
This is to be completed 3 times, once for each strategy.

- **Evidence of Effectiveness:**
 - Are there visible improvements? (e.g., less traffic, cleaner parks, better recycling rates)
 - Does the strategy meet the city's needs as its population grows? How?
- **Strengths:**
 - What does the strategy do well? (e.g., reaches lots of people, saves resources, improves wellbeing).
- **Weaknesses or Limitations:**
 - Are there any gaps? (e.g., only helps certain areas, expensive, slow to implement)
 - Are there challenges in making it work for everyone?
- **Suggestions for Improvement:**
 - How could this strategy be more effective?
 - Are there changes needed to help more people or solve more problems?

Marking Criteria

Criteria	Marks
<ul style="list-style-type: none"> ● Makes a sophisticated and sustained judgement on the effectiveness of sustainable strategies in meeting the needs of ONE of Australia's major cities' growing population. ● Supports the argument with extensive and accurate geographical knowledge and understanding, including specific evidence and interpretation. ● Communicates through a well-structured, logical and cohesive response using a wide range of relevant geographical terms and concepts appropriately. 	18 - 20
<ul style="list-style-type: none"> ● Makes a reasoned and sustained judgement on the effectiveness of sustainable strategies in meeting the needs of ONE of Australia's major cities' growing population. ● Supports the argument with relevant and accurate geographical information and evidence, which may include interpretation to support the judgement. ● Communicates through a structured and logical response using a wide range of relevant geographical terms and concepts. 	14 - 17
<ul style="list-style-type: none"> ● Makes a judgement which demonstrates some understanding of sustainable strategies in ONE Australian major city. ● Presents a range of accurate geographical information and evidence that may support the argument. ● Communicates through a structured response using some relevant geographical terms and concepts. 	10 - 13
<ul style="list-style-type: none"> ● May attempt to make a judgment on sustainable strategies in ONE Australian major city. ● May include geographical information and evidence within the response. ● Communicates using some geographical terms and concepts. 	6 - 9
<ul style="list-style-type: none"> ● May comment on sustainable strategies. ● May mention ONE Australian major city as an example. ● Provides some geographical information. 	1 - 5

Feedback:

.....

.....

.....

.....

.....

.....

.....

.....

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:
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. No attempt to write in the appropriate text type and/or response is off task.	Minimal evidence of the structural features - 1 component evident - of the appropriate text type.	Some evidence of the structural features - 2 components evident - of the appropriate text type.	Substantial evidence of the structural features - all components evident but there may be some lapses - 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