



SAMPLE ASSESSMENT TASKS

GEOGRAPHY
ATAR YEAR 12

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Sample assessment task

Geography – ATAR Year 12

Task 9 Part B – Unit 4

Assessment type: Fieldwork/practical skills

Conditions

Time for the task: 55 minutes

Completed in class under standard test conditions

This is part of an in-class validation of a fieldwork activity related to the Perth metropolitan area and is included as part of the mark for the fieldwork.

Task weighting

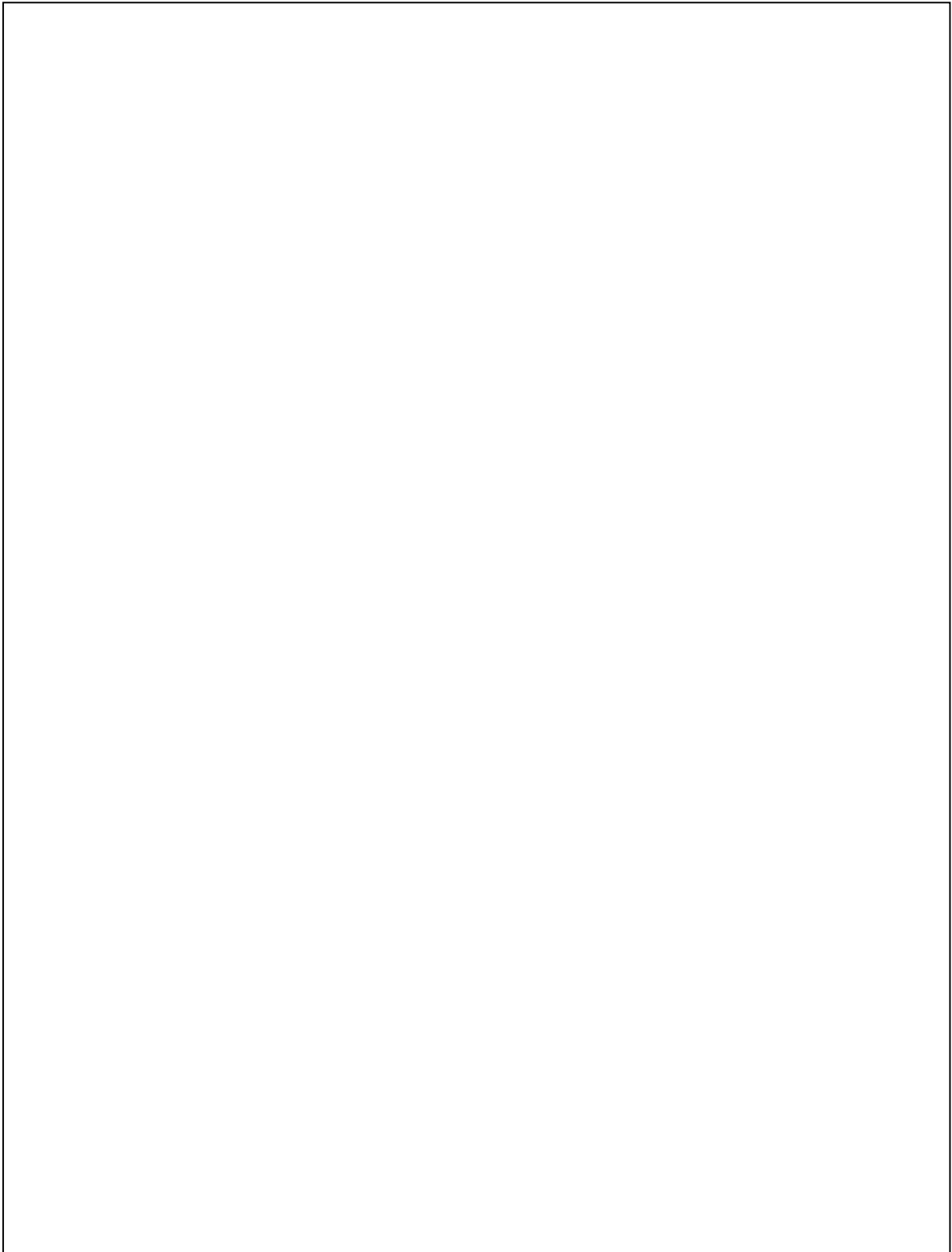
7.5% of the school mark for this pair of units

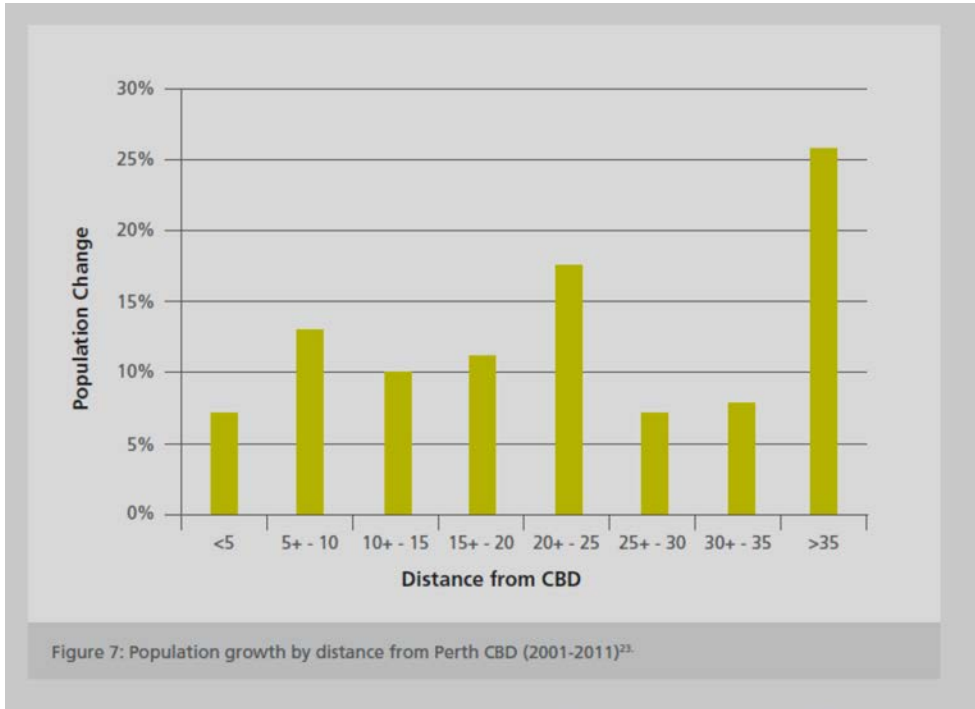
(35 marks)

Wherever possible, use relevant, fully labelled sketch maps, diagrams and actual examples from your fieldwork to illustrate and support your answers.

1. Describe **two** characteristics of the site and **two** characteristics of the situation of the Perth metropolitan area. (4 marks)

2. Draw a sketch map to show the internal and external morphology of the Perth metropolitan area. (6 marks)





Refer to the information in Figure 7 and answer Question 3.

3. Describe the causes of urban sprawl in the Perth metropolitan area. (5 marks)

Marking key for sample assessment task 9 – Unit 4

1. Describe **two** characteristics of the site and **two** characteristics of the situation of the Perth metropolitan area.

Description	Mark
Site Correctly describes aspects of the physical environment (e.g. natural drainage, topography, natural vegetation and soil)	1–2
Situation Correctly describes characteristics of the location in relation to other places or features (e.g. latitude and longitude, distance and direction from other places or features, and location in relation to major transport routes)	1–2
Total	4

2. Draw a sketch map to show the internal and external morphology of the Perth metropolitan area.

Description	Marks
Accurately draws, shades and labels both the internal and external morphology Includes all of the following map elements: <ul style="list-style-type: none"> • appropriate title • key/legend included • north point • scale 	5–6
Draws both the internal and external morphology but some parts are inaccurate or missing Some common map elements missing or incorrect	3–4
Limited detail of the internal and external morphology is drawn and/or is mostly inaccurate Common map elements missing	1–2
Total	6

3. Describe the causes of urban sprawl in the Perth metropolitan area.

Description	Marks
Correctly describes at least two causes of urban sprawl in the Perth metropolitan area (e.g. planning policies, centrifugal forces, the land-rent mechanism, improvements in transport, growth of the city's population), with correct reference to specific examples	5
Correctly describes at least two causes of urban sprawl in the Perth metropolitan area Reference to specific examples may be limited	4
Correctly identifies at least two causes of urban sprawl in the Perth metropolitan area but provides little detail Reference to specific examples may be limited or inaccurate	3
Correctly describes one cause of urban sprawl in the Perth metropolitan area Reference to specific examples may be limited or inaccurate	2
Limited description with no reference to specific examples	1
Total	5

4. Discuss **two** planning strategies being used to address the challenge of transportation and housing in the Perth metropolitan area.

Description	Marks
Discusses in detail two planning strategies (e.g. urban consolidation; transport-oriented development) that clearly link to the two challenges Specific fieldwork examples are used to demonstrate understanding	7–8
Discusses in less detail two planning strategies (e.g. urban consolidation; transport-oriented development) that mostly link to the two challenges Specific fieldwork examples are used to demonstrate understanding	5–6
Discusses two planning strategies (e.g. urban consolidation; transport-oriented development) that have a limited link to the two challenges General examples are used to demonstrate understanding	3–4
Discusses briefly one planning strategy and the link to the challenges is poorly developed Limited examples may be used	1–2
Total	8

5. With reference to Cockburn Central town centre, evaluate the extent to which **two** planning strategies have enhanced its liveability.

Description	Marks
Correctly identifies two planning strategies for Coburn Central town centre (e.g. urban consolidation; transport-orientated development) and evaluates these strategies against a selection of criteria for liveability, such as quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation Specific examples from fieldwork used to demonstrate how the planning strategies have enhanced liveability in Coburn Central town centre	11–12
Correctly identifies two planning strategies and evaluates these strategies, in less detail, against a more limited selection of criteria for liveability Specific examples are used to demonstrate how the planning strategies have enhanced liveability in Coburn Central town centre	9–10
Correctly identifies two planning strategies and makes some attempt to evaluate these strategies against the concept of liveability (one or two criteria may be identified) Some examples are used to demonstrate the link between planning strategies and liveability in Coburn Central town centre	7–8
Correctly identifies and makes some attempt to evaluate at least one planning strategy and its link to the concept of liveability. A second strategy may be mentioned and the link between this strategy and the concept of liveability is poorly developed Limited examples are used to demonstrate the link between planning strategies and liveability in the Coburn Central town centre	5–6
Broadly identifies at least one planning strategy and makes a limited attempt to evaluate it in terms of its contribution to liveability. A second strategy may be mentioned but is poorly developed No relevant examples are provided	3–4
Displays limited appreciation of planning strategies and their relationship to liveability	1–2
Total	12

Sample assessment task

Geography – ATAR Year 12

Task 3 – Unit 3

Assessment type: Short and extended response

Conditions

Time for the task: 50 minutes in class under standard test conditions

Task weighting

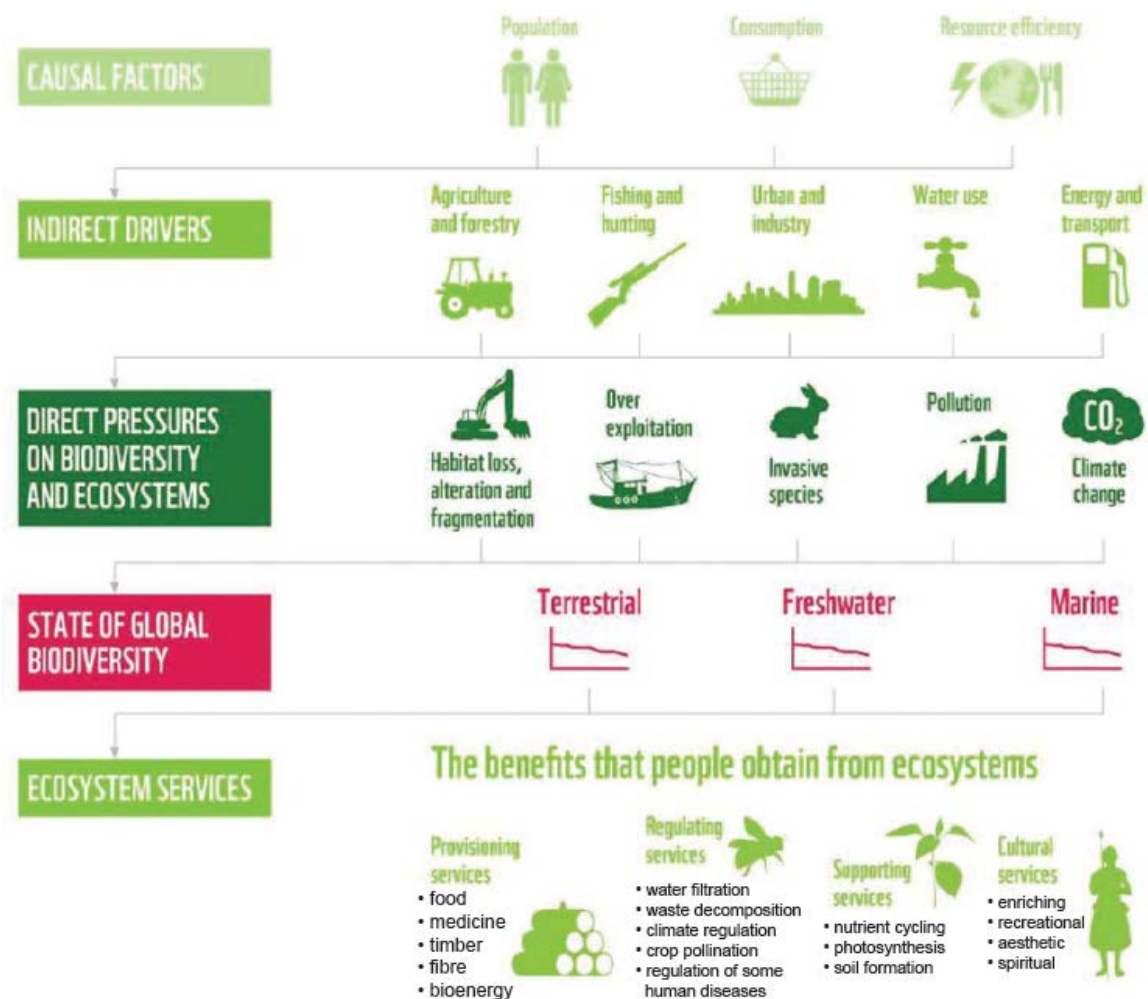
10% of the school mark for this pair of units

(27 marks)

1. Explain the concept of biodiversity loss. (4 marks)

2. Identify and describe **one** major type of evidence for biodiversity loss, through geological time. (3 marks)

Refer to the source below to answer Question 3.



3. Explain the effects of loss of biodiversity in natural and anthropogenic biomes, and comment on the projected impacts of these changes. (10 marks)

Marking key for sample assessment task 4 – Unit 3

1. Explain the concept of biodiversity loss.

Description	Mark
Explains in detail the concept of biodiversity, and that natural and anthropogenic factors have caused a reduction in species abundance and diversity. Discusses the concepts of space, time and variability. Clearly demonstrates the application of scale and includes that biodiversity loss involves events, both through geological time and in recent human history	3–4
Describes biodiversity (i.e. the type, number and variety of living organisms within a given environment) and that loss involves a reduction in species abundance and diversity	1–2
Total	4

2. Identify and describe **one** major type of evidence for biodiversity loss, through geological time.

Description	Marks
Identify Identifies one major type of evidence for biodiversity loss (e.g. fossil evidence)	1
Describe Briefly describes the nature of the information available in the evidence (e.g. fossil evidence contained in geological strata and fossil pollens contained in cores from ancient lake sediments are used to reconstruct past ecosystems)	2
Makes some attempt to describe the information available in the evidence	1
Total	3

3. Explain the effects of loss of biodiversity in natural and anthropogenic biomes, and comment on the projected impacts of these changes.

Description	Marks
Comprehensively explains the effects of loss of biodiversity in natural biomes (e.g. simplification of ecosystems; habitat loss; loss of ecosystem services such as water filtration, climate regulation, nutrient cycling, photosynthesis and soil formation) and the effects of loss of biodiversity in anthropogenic biomes (e.g. loss of benefits for people such as access to natural resources, foods and medicines, regulation of some human diseases, aesthetic and spiritual values) Comments on the projected impacts of loss of biodiversity (e.g. threats to human food security from declining biodiversity in terrestrial, freshwater and marine ecosystems) Refers to the source in the explanation. Uses appropriate, specific examples to demonstrate understanding	9–10
Briefly explains the effects of loss of biodiversity in natural biomes, and the effects of loss of biodiversity in anthropogenic biomes Briefly comments on the projected impacts of loss of biodiversity Refers to the source in the explanation. Uses some supporting examples	7–8
Identifies correctly and makes some attempt to explain one effect of loss of biodiversity in natural biomes, and one effect of loss of biodiversity in anthropogenic biomes Attempts to comment on the projected impacts of loss of biodiversity Makes limited use of sources	5–6
Correctly identifies correctly one effect of loss of biodiversity, but reference to natural and anthropogenic biomes is lacking or inaccurate The projected impacts are largely neglected or inaccurate Provides no relevant examples	3–4
Displays limited appreciation of the effects of loss of biodiversity in natural and anthropogenic biomes	1–2
Total	10

4. Evaluate two strategies proposed and/or implemented to mitigate the adverse effects of loss of biodiversity.

Description	Marks
Evaluates in detail two strategies proposed and/or implemented to mitigate the adverse effects of loss of biodiversity (e.g. at national level, the <i>Environment Protection and Biodiversity Conservation Act</i> ; and at international level, the Ramsar Convention for the protection of wetlands of international significance) Uses specific examples, where appropriate, to demonstrate understanding	9–10
Evaluates two strategies proposed and/or implemented to mitigate the adverse effects of loss of biodiversity Uses some supporting examples	7–8
Attempts to evaluate two strategies proposed and/or implemented to mitigate the adverse effects of biodiversity Limited use of supporting examples	5–6
Correctly identifies and makes a limited attempt to evaluate; one strategy proposed and/or implemented to mitigate the adverse effects of biodiversity A second strategy may be mentioned, but is poorly described or inaccurate Provides no relevant examples	3–4
Displays limited appreciation of the proposed and/or implemented strategies for addressing the adverse effects of loss of biodiversity.	1–2
Total	10

Sample assessment task

Geography – ATAR Year 12

Task 7 – Unit 4

Assessment type: Geographical inquiry

Conditions

Period allowed for completion of the task: four weeks

Task weighting

7.5% of the school mark for this pair of units

The challenge of congestion and waste management facing New York

Part 1 – Geographical inquiry skills (25 marks)

- Observing, questioning and planning (4 marks)
 - devise and present a plan for a geographical inquiry based on the questions provided in Part 2

- Collecting recording, evaluating and representing (11 marks)
 - collect information from a range of primary and/or secondary sources
 - use appropriate methods to record your observations in a range of graphic representations using spatial and/or information and communication technologies
 - include a bibliography which follows the school's referencing protocol

- Communicating (10 marks)
 - communicate your findings as a report using appropriate written, cartographic and graphic forms

Part 2 – Geographical knowledge and understandings (34 marks)

- Describe the nature, scope and causes of each of the **two** challenges in New York, and the implications for New York. (8 marks)
- Explain the range of planning strategies used in New York to address the two challenges, and how these compare with, and/or have been informed by, responses implemented in other world megacities. (12 marks)
- Explain the extent to which the planning strategies adopted in New York have been, or could be, informed by the concept of sustainability. (8 marks)
- Discuss the extent to which these strategies have enhanced the sustainability and liveability of New York. (6 marks)

Marking key for sample assessment task 7 – Unit 4

Part 1 – Geographical inquiry skills

Observing, questioning and planning

- devise and present a plan for a geographical inquiry based on the questions provided in Part 2

Description	Marks
Presents a detailed and comprehensive plan which includes clearly defined aims, geographical inquiry questions, and appropriate methodology	3–4
Presents a generalised plan which includes some geographical inquiry questions, and some indication of methodology	1–2
Total	4

Collecting recording, evaluating and representing

- collect information from a range of primary and/or secondary sources
- use appropriate methods to record your observations in a range of graphic representations using spatial and/or information and communication technologies

Description	Marks
Collects geographical information from a range of primary sources (e.g. interviews, questionnaires, students' own experiences, and field observations) and/or secondary sources (e.g. online maps, websites, spatial software applications, print resources and visual media) Records detailed information and/or data in a range of graphic representations using spatial technologies and information and communication technologies, where appropriate	7–8
Collects geographical information from a range of primary and/or secondary sources Records information and/or data in a range of graphic representations using spatial technologies and information and communication technologies, where appropriate	5–6
Collects geographical information from a limited range of primary and/or secondary sources Records generalised information and/or data in a limited range of graphic representations using spatial technologies and information and communication technologies	3–4
Information collected from a limited range of sources may lack geographical context Records brief information and/or data with no use of spatial technologies and information and communication technologies	1–2
Total	8

Provide a bibliography which follows the school's referencing protocol

Description	Marks
Bibliography includes a comprehensive list of primary sources (e.g. interviews, questionnaires, students' own experiences, and field observations) and/or secondary sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follow the referencing technique approved by the school	3
Bibliography includes a smaller range of sources which mostly follow the referencing technique approved by the school	2
Bibliography includes a limited list of sources which may follow the referencing technique approved by the school	1
Total	3

Communicating

- communicate your findings as a report using appropriate written, cartographic and graphic forms

Description	Marks
Report includes a comprehensive range of accurate supporting evidence (including quotations, sources, statistics, data, maps, sketches and/or diagrams) to develop and enhance explanations Applies relevant geographical terminology and concepts to develop concise explanations	8–10
Report includes a range of accurate supporting evidence to develop and enhance explanations Applies relevant geographical terminology and concepts to develop explanations	6–7
Report includes some appropriate supporting evidence to develop and enhance explanations Applies some geographical terminology and concepts to develop explanations	4–5
Report includes limited supporting evidence which may enhance explanations Rarely or inaccurately uses geographical terminology and concepts	1–3
Total	10

Part 2 – Geographical knowledge and understandings

Describe the nature, scope and causes of each of the **two** challenges in New York, and the implications for New York.

Description	Marks
Congestion	
Provides a detailed and accurate description of the nature, scope and causes of congestion and the implications for New York Uses appropriate maps and/or diagrams to enhance the description Accurately applies relevant geographical terminology and concepts	4
Provides a brief and accurate description of the nature, scope and causes of congestion and the implications for New York Uses appropriate maps and/or diagrams to enhance the description Applies some relevant geographical terminology and concepts	3
Provides a generalised and mainly accurate description of the nature, scope and causes of congestion and the implications for New York May use irrelevant maps and/or diagrams to enhance the description Makes attempts to apply some relevant geographical terminology and concepts	2
Provides a limited description of the nature, scope and causes of congestion and the implications for New York May use irrelevant or inaccurate maps and/or diagrams to enhance the description Makes limited or inaccurate reference to geographical terminology and concepts	1
Waste management	
Provides a detailed and accurate description of the nature, scope and causes of waste management and the implications for New York Uses appropriate maps and/or diagrams to enhance the description Accurately applies relevant geographical terminology and concepts	4
Provides a brief and accurate description of the nature, scope and causes of waste management and the implications for New York Uses appropriate maps and/or diagrams to enhance the description Applies some relevant geographical terminology and concepts	3
Provides a generalised and mainly accurate description of the nature, scope and causes of waste management and the implications for New York May use irrelevant maps and/or diagrams to enhance the description Makes limited reference to relevant geographical terminology and concepts	2
Provides a limited description of the nature, scope and causes of waste management and the implications for New York May use irrelevant or inaccurate maps and/or diagrams to enhance the description Makes limited or inaccurate reference to geographical terminology and concepts	1
Total	8

Explain the range of planning strategies used in New York to address the two challenges, and how these compare with, and/or have been informed by, responses implemented in other world megacities.

Description	Marks
Congestion	
Provides a detailed, comprehensive explanation of the range of planning strategies used in New York to address congestion, and how these compare with, and/or have been informed by, responses implemented in other world megacities Correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) to enhance the explanation Accurately applies relevant geographical terminology and concepts	5–6
Provides a less detailed and mostly accurate explanation of the range of planning strategies used in New York to address congestion, and how these compare with, and/or have been informed by, responses implemented in other world megacities Provides some supporting evidence to enhance the explanation Attempts to apply some geographical terminology and concepts	3–4
Provides a limited or inaccurate explanation of the range of planning strategies used in New York to address congestion, and how these compare with, and/or have been informed by, responses implemented in other world megacities Makes limited use of supporting evidence and geographical terminology and concepts	1–2
Waste management	
Provides a detailed, comprehensive explanation of the range of planning strategies used in New York to address waste management, and how these compare with, and/or have been informed by, responses implemented in other world megacities Correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) to enhance the explanation Accurately applies relevant geographical terminology and concepts	5–6
Provides a less detailed and mostly accurate explanation of the range of planning strategies used in New York to address waste management, and how these compare with, and/or have been informed by, responses implemented in other world megacities Provides some supporting evidence to enhance the explanation Attempts to apply some geographical terminology and concepts	3–4
Provides a limited or inaccurate explanation of the range of planning strategies used in New York to address waste management, and how these compare with, and/or have been informed by, responses implemented in other world megacities Makes limited use of supporting evidence and geographical terminology and concepts	1–2
Total	12

Explain the extent to which the planning strategies adopted in New York have been, or could be, informed by the concept of sustainability.

Description	Marks
Provides a detailed and accurate explanation of the extent to which the planning strategies adopted in New York have been, or could be, informed by the concept of sustainability Correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) Applies accurate and relevant geographical terminology and concepts	7–8
Provides a less detailed and mostly accurate explanation of the extent to which the planning strategies adopted in New York have been, or could be, informed by the concept of sustainability Makes reference to appropriate supporting evidence Applies some relevant geographical terminology and concepts	5–6
Provides a generalised explanation of the extent to which the planning strategies adopted in New York have been, or could be, informed by the concept of sustainability Limited use of appropriate supporting evidence and geographical terminology and concepts	3–4
Provides a limited or inaccurate explanation of the extent to which the planning strategies adopted in New York have been, or could be, informed by the concept of sustainability Makes limited or mostly irrelevant use of supporting evidence and geographical terminology and concepts	1–2
Total	8

Discuss the extent to which these strategies have enhanced the sustainability and liveability of New York.

Description	Marks
Provides a detailed and accurate discussion of the extent to which these strategies have enhanced the sustainability and liveability of New York Applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) Applies accurate and relevant geographical terminology and concepts	5–6
Provides a generalised discussion of some of the extent to which these strategies have enhanced the sustainability and liveability of New York Makes reference to appropriate supporting evidence Applies some relevant geographical terminology and concepts	3–4
Provides a limited discussion of the extent to which these strategies have enhanced the sustainability and liveability of New York Makes limited or mostly irrelevant use of supporting evidence and geographical terminology and concepts	1–2
Total	6