



## SAMPLE ASSESSMENT TASKS

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**GEOGRAPHY**  
**ATAR YEAR 12**

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## Sample assessment task

### Geography – ATAR Year 12

#### Task 1 – Unit 3

**Assessment type:** Response/Practical skills

**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

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Based on ATAR course examination, 2020 Geography Broadsheet

**(36 marks)**

Refer to **Source 1:** Ulverstone Tasmania topographic map 1986 to answer Questions 1 to 10.

1. The height at the top of Heazlewoods Hill at GR 311422 is closest to
  - (a) 75 metres.
  - (b) 80 metres.
  - (c) 85 metres.
  - (d) 90 metres.
2. Identify the cultural feature that is located along northing 430, between eastings 30 and 33.
  - (a) Buttons Creek
  - (b) oval
  - (c) school
  - (d) Ulverstone Station
3. The scale of the Ulverstone topographic map, as a written statement, is one centimetre represents
  - (a) 2.5 kilometres.
  - (b) 25 kilometres.
  - (c) 250 metres.
  - (d) 250 kilometres.
4. What is the compass bearing to be followed when travelling along Forth Road from the intersection of Bass Highway GR 349426 to the intersection of Turners Beach Road GR 355419?
  - (a) 40°
  - (b) 80°
  - (c) 140°
  - (d) 190°

5. The landform feature found at GR 338421 is a
  - (a) cliff.
  - (b) plain.
  - (c) ridge.
  - (d) saddle.
  
6. The straight line distance between Goat Island GR 276457 and Seagull Islet GR 297454 is closest to
  - (a) 200 metres.
  - (b) 2 kilometres.
  - (c) 800 metres.
  - (d) 8 kilometres.
  
7. Which of the following best describes the site of Dial Street Reserve, located in AR 3043?
  - (a) sited on flat land, on a coastal plain, adjacent to tidal flats
  - (b) sited on flat land, on a coastal plain, surrounded by medium forest
  - (c) sited one kilometre north-east of Nicholsons Point
  - (d) sited on undulating land, north-east of a caravan park, with a picnic area
  
8. Which of the following best describes the situation of the Gawler Post Office GR 295403?
  - (a) situated on the east side of Preston Road, 25 kilometres west-south-west of Claytons Bay
  - (b) situated on undulating, cleared land east of Masons Creek
  - (c) situated four kilometres, north-north-west of West Ulverstone School, at latitude  $41^{\circ} 09'S$ , longitude  $146^{\circ} 09'E$
  - (d) situated three kilometres south-south-west of Ulverstone Station, at latitude  $41^{\circ} 11'S$  longitude  $146^{\circ} 10'E$
  
9. The area of the property numbered 0817 located across AR 3440 and AR 3441 is closest to
  - (a) 25 hectares.
  - (b) 40 hectares.
  - (c) 250 hectares.
  - (d) 400 hectares.

Note: One hectare is 10 000 m<sup>2</sup>
  
10. A train travelling at an average speed of 30 km/h from the intersection of the railway line and Castra Road at GR 308434 and the intersection of the railway line and Maskells Road at GR 342434 would complete the journey in approximately
  - (a) 3 minutes.
  - (b) 7 minutes.
  - (c) 14 minutes.
  - (d) 30 minutes.

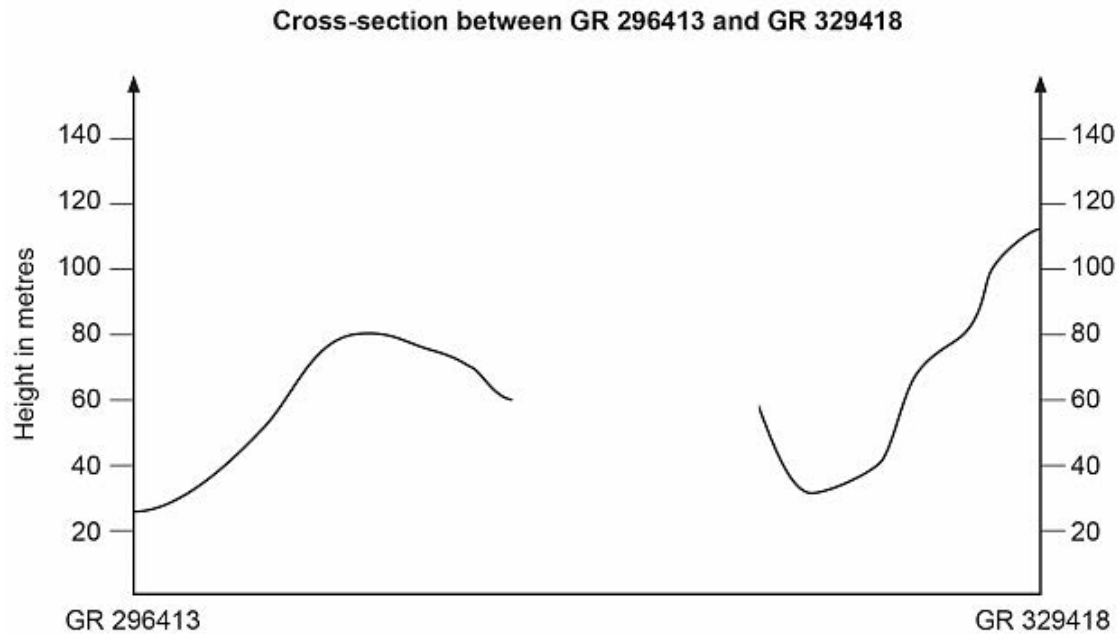
Refer to Source 1: Ulverstone Tasmania topographic map 1986 to answer Questions 11 and 12.

**Question 11**

**(5 marks)**

(a) Complete the cross-section extending from GR 296413 to GR 329418.

(2 marks)



(b) Annotate the following features on the cross-section above.

(3 marks)

- area of intermittent swamp
- Castra Road
- water treatment plant

**Question 12**

**(2 marks)**

Calculate the average gradient of the creek from its source at GR 271414 to where it meets the River Leven at GR 274426.

Show your method of calculation and your answer.

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Refer to **Source 1**: Ulverstone Tasmania topographic map 1986 and **Source 2**: Ulverstone aerial photograph 2019 to answer Question 13.

**Question 13**

**(4 marks)**

Describe the land use changes that can be observed in AR 3243 and in AR 3542 between 1996 and 2019.

AR 3243

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AR 3542

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**Question 14**

**(4 marks)**

(a) Define the concept of biodiversity loss.

**(2 marks)**

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(b) Define the concept of climate change.

**(2 marks)**

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**Question 15**

**(3 marks)**

Outline **one** land management practice of Aboriginal and Torres Strait Islander Peoples and its impact on land cover over time.

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**Question 16****(2 marks)**

Outline how **one** of the following factors accounts for differences in land cover change between two countries:

- government policy
- ideology
- land ownership
- type of economy
- culture.

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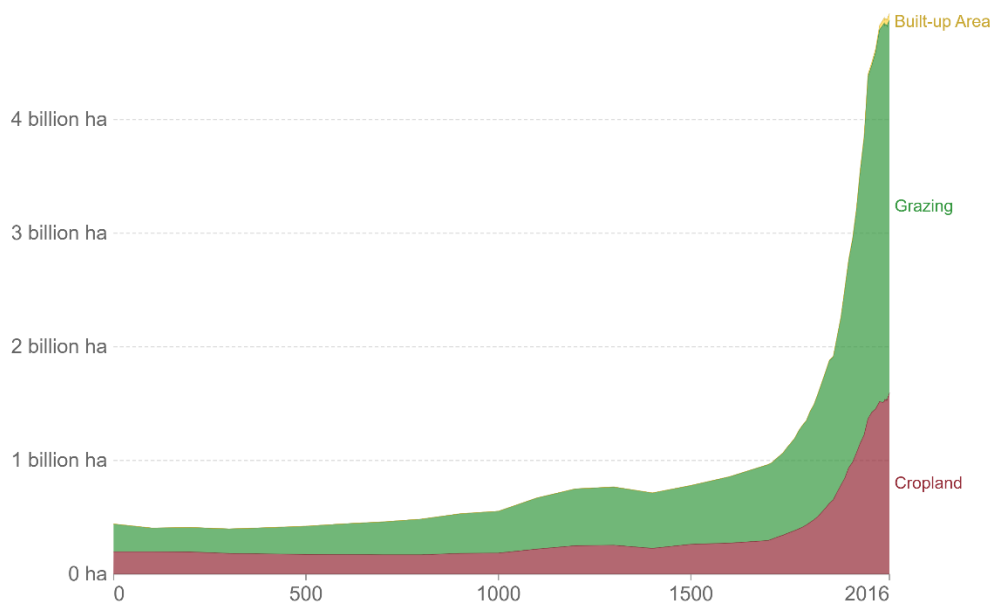
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**Source 6****Land use over the long-term, World, 0 to 2016**

Total land area used for cropland, grazing land and built-up areas (villages, cities, towns and human infrastructure).



Source: History Database of the Global Environment (HYDE)

OurWorldInData.org/land-cover/ • CC BY

Refer to **Source 6**: Land use over the long-term, World, 0 to 2016 to answer Question 17.



**Question 17****(2 marks)**

With specific reference to Source 6, describe the extent to which the earth's surface has been modified by any **one** of the following over time:

- cropland
- grazing land
- built-up areas

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**Question 18****(4 marks)**

Explain **one** of the following impacts of land cover change:

- changes to the water cycle
- soil erosion and degradation
- loss of habitat and biodiversity
- loss of ecosystem services
- degradation of aquatic and marine environments
- urban heat island.

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## Acknowledgements

Roser, M., & Ritchie, H. (2019). Land use: *Land use over long– term, world, 0 to 2016* [Chart]. Our World In Data.

Retrieved April, 2018, from [https://ourworldindata.org/grapher/land-use-over-the-long-term?country=~OWID\\_WRL](https://ourworldindata.org/grapher/land-use-over-the-long-term?country=~OWID_WRL)

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## Marking key for sample assessment task 1 – Unit 3

### Section One: Multiple-choice

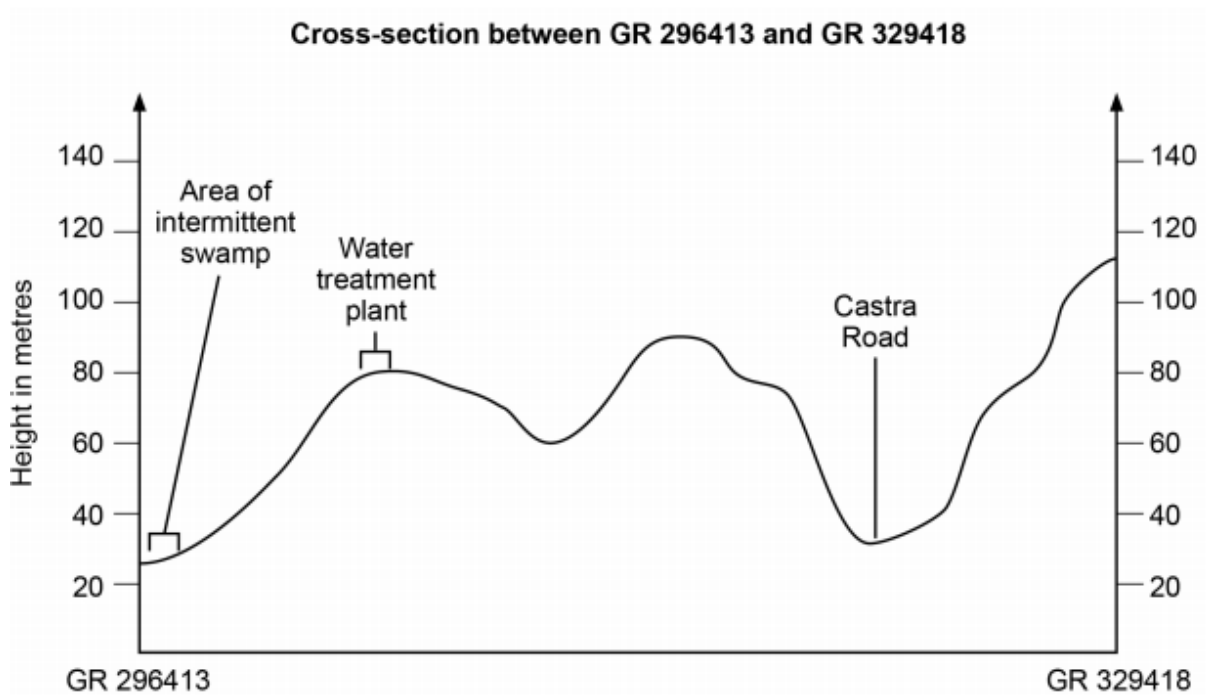
Question	Answer
1	C
2	B
3	C
4	C
5	D
6	B
7	A
8	D
9	A
10	B

Description	Mark
1 mark each	0–10
<b>Total</b>	<b>10</b>

Refer to Source 1: Ulverstone Tasmania topographic map 1986 to answer Questions 11 and 12.

### Question 11

- (a) Complete the cross-section extending from GR 296413 to GR 329418. (2 marks)



Description	Marks
Correctly completes the cross-section to an accurate level in relation to variations in height, slope and relief of the land in the area indicated Note: Highest point should not exceed 100 m.	2
Completes the cross section to a reasonably accurate level in relation to variation in height, slope and relief. May contain some small variations or Errors.	1
<b>Total</b>	<b>2</b>
Note: Highest point should not exceed 100 m	

(b) Annotate the following features on the cross-section above. (3 marks)

- area of intermittent swamp
- Castra Road
- water treatment plant

Description	Marks
Three features are correctly labelled to within 2 mm	3
Two features are correctly labelled to within 2 mm	2
One feature is correctly labelled to within 2 mm	1
<b>Total</b>	<b>3</b>

**Question 12** (2 marks)

Calculate the average gradient of the creek from its source at GR 271414 to where it meets the River Leven at GR 274426.

Show your method of calculation and your answer.

Description	Mark										
Correctly shows calculations to determine the answer. (Answer may be correct or incorrect depending on whether they determined correct heights and distances – this mark is for correct and logical method of calculation demonstrated)	1										
Correct answer is provided due to correct determination of heights and distance	1										
<b>Total</b>	<b>2</b>										
<p>Marker information Height at GR 271414 is 100 metres and at GR 274425 is 0 metres. Distance between the two points is 1250 metres (5 cm).</p> <table> <tr> <td>Rise</td> <td>Difference in vertical height</td> <td>100 m – 0 m</td> <td>100</td> <td></td> </tr> <tr> <td>Run</td> <td>Distance between the two points</td> <td>1250 m</td> <td>1250 m</td> <td><b>Gradient 1:12.5</b></td> </tr> </table> <p>Or Rise:Run = Difference in vertical height: distance between the two points = 100 m – 0 m:1250 m = 100:1250 = <b>1:12.5</b></p> <p>Note: Very astute candidates may measure distance as 4.9 cm so distance would be 1225 m, so answer would be <b>1:12.25</b>. Accept 4.8 – 5 cm (1200 m – 1250 m) for distance and therefore <b>1:12 to 1:12.5</b></p>		Rise	Difference in vertical height	100 m – 0 m	100		Run	Distance between the two points	1250 m	1250 m	<b>Gradient 1:12.5</b>
Rise	Difference in vertical height	100 m – 0 m	100								
Run	Distance between the two points	1250 m	1250 m	<b>Gradient 1:12.5</b>							

Refer to **Source 1**: Ulverstone Tasmania topographic map 1986 and **Source 2**: Ulverstone aerial photograph 2019 to answer Question 13.

**Question 13**

(4 marks)

Describe the land use changes that can be observed in AR 3243 and in AR 3542 between 1996 and 2019.

Description	Marks
<b>AR 3243</b>	
Describes what the land use was in the area in 1986 and what the land use is in the area in 2019.	2
Describes what the land use is (2019), or was (1986).	1
<b>Total</b>	<b>2</b>
<b>AR 3542</b>	
Describes what the land use was in the area in 1986 and what the land use is in the area in 2019.	2
Describes what the land use is (2019), or was (1986).	1
<b>Total</b>	<b>2</b>
<p>Answers could include:</p> <p><b>AR 3243</b>            1986 (Source 1) – western side of area, residential, school, swimming centre, sports ground. Eastern side a few scattered larger buildings and mostly cleared land.            2019 (Source 2) – very small expansion of residential on western side near creek. Eastern side many new larger buildings, probably industrial in nature: warehouses, small factories and commercial outlets.</p> <p><b>AR 3542</b>            1986 (Source 1) – cleared land, scattered buildings, some residential along Forth Road and Turners Beach Road, training track and glasshouses.            2019 (Source 2) – Expansion of urban area (residential) in south west corner and within the triangular area of the three roads and up to the drainage features that can be observed to the east. Glasshouses may have expanded or could be a shopping centre in the middle of the housing.</p>	

**Question 14**

(a) Define the concept of biodiversity loss.

(2 marks)

Description	Mark
Defines the concept of biodiversity loss, (including its characteristics and why it is occurring, i.e. some of the factors which cause it to occur). Uses relevant geographical terminology and concepts to develop a cohesive answer.	2
Makes a generalised statement about biodiversity loss.	1
<b>Total</b>	<b>2</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>a decrease in number, type, extent or variety of living organisms</li> <li>reference to causes such as habitat destruction through agriculture, forestry, urban expansion, species invasion, species depletion.</li> </ul>	

(b) Define the concept of climate change.

(2 marks)

Description	Mark
Defines the concept of climate change. Uses relevant geographical terminology and concepts to develop a cohesive answer.	2
Makes a generalised statement about climate change.	1
<b>Total</b>	<b>2</b>
<p>Marker information</p> <p>Example of a detailed answer must include all three variables: The concepts of space, time and variability of long term weather patterns and the application of scale to all three variables. The answer clearly demonstrates how climate change applies to global – regional areas, varies according to time – decades to millennia and varies according to long term weather patterns i.e. global warming and ice age events.</p> <p>Notes: Climate change is a long-term change in the statistical distribution of weather patterns over periods of time that range from decades to millions of years. It may be a change in the average weather conditions or a change in the distribution of weather events with respect to an average, for example, greater or fewer extreme weather events. Climate change may be limited to a specific region, or may occur across the whole earth. Variations in temperature may result in either global cooling, i.e. ice ages, or global warming. In recent history, certain human activities have also been identified as significant causes of recent climate change, often referred to as ‘global warming’.</p>	

**Question 15**

(3 marks)

Outline **one** land management practice of Aboriginal and Torres Strait Islander Peoples and its impact on land cover over time.

Description	Marks
Outlines a land management practice of Aboriginal and Torres Strait Islander Peoples and its impact on land cover over time. Makes clear links between the land management practice and its impact on land cover over time.	3
Outlines briefly a land management practice of Aboriginal and Torres Strait Islander Peoples and its impact on land cover over time. Makes some links. between the land management practice and its impact on land cover.	2
Makes generalised statements about the impact of a land management practice of Aboriginal and Torres Strait Islander Peoples on land cover. Makes limited or irrelevant links between the land management practice and its impact on land cover.	1
<b>Total</b>	<b>3</b>
<p>Answers could include:</p> <ul style="list-style-type: none"> <li>• after gathering in an area for a time, leaving adequate seeds and vegetation to ensure regrowth and future supply</li> <li>• use of fire to encourage plant regrowth and seed dispersal</li> <li>• use of knowledge of seasons to maximise food supply and to not over-exploit an area</li> <li>• the impact on land cover of these and other relevant practices need to be outlined.</li> </ul>	

**Question 16**

(2 marks)

Outline how **one** of the following factors accounts for differences in land cover change between two countries:

- government policy
- ideology
- land ownership
- type of economy
- culture.

Description	Mark
Outlines how one of the factors accounts for the differences between the two selected countries and how the operation of the selected factor has brought about these differences.	2
Makes a generalised statement about how one of the factors accounts for the differences between the two selected countries.	1
<b>Total</b>	<b>2</b>
Answers could include:  Government policy on deforestation in Australia and Indonesia. Although both countries have some policy controls on deforestation, those in Australia are stricter and deforestation is therefore occurring at a considerably slower rate.	

**Question 17**

(4 marks)

With specific reference to Source 6, describe the extent to which the earth's surface has been modified by any **two** of the following over time:

- cropland
- grazing land
- built-up areas.

Description	Mark
Describes the extent to which the earth's surface has been modified by one of the land use types over time. Reference to the graph will be made to support the observation.	2
Makes a generalised statement about changes in the land use type.	1
<b>Total</b>	<b>2</b>
Answers could include:  Cropland: Land use devoted to cropland increased slowly until the 1700s, after which time it increased rapidly and exponentially to occupy approximately 1.5 billion hectares in 2016.  Grazing: The amount of land devoted to grazing increased unevenly until the 1400s, after which time it increased very rapidly to occupy 3.5 billion hectares by 2016.  Built up area: The amount of land inhabited by humans (i.e. cities, towns, infrastructure) is tiny. It is almost negligible up until 2016 where it can be approximated to around 50 million hectares.	

**Question 18**

(4 marks)

Explain **one** of the following impacts of land cover change:

- changes to the water cycle
- soil erosion and degradation
- loss of habitat and biodiversity
- loss of ecosystem services
- degradation of aquatic and marine environments
- urban heat island.

Description	Marks
Explains in detail one of the impacts of land cover change, which includes the cause and effect relationship between the land cover change and the impact. Uses relevant geographical terminology and concepts to develop a cohesive, concise and articulate answer.	4
Explains briefly one of the impacts of land cover change, which includes some of the cause and effect relationship between the land cover change and the impact. Uses relevant geographical terminology and concepts to develop an appropriate answer.	3
Describes one of the impacts of land cover change. Uses some geographical terminology and/or concepts to develop an answer.	2
States a fact about an impact of land cover change. Makes limited use of relevant geographical terminology and concepts.	1
<b>Total</b>	<b>4</b>
<p>Answers could include:</p> <p>Urban heat island</p> <p>Urban heat island is the phenomenon of higher urban temperatures, compared to lower temperatures in the surrounding rural areas, which is caused by the clearing of land and replacing it with urban structures. Urbanisation can affect the climate. Local urban climates tend to be warmer due to the increased amount of heat released within a densely populated area. Average temperatures in city centres can increase even more due to the high density of construction materials such as pavement and roofing materials since they tend to absorb, rather than reflect, sunlight.</p>	



## Sample assessment task

### Geography – ATAR Year 12

#### Task 7 – Unit 4

**Assessment type:** Geographical inquiry/Fieldwork

**Conditions**

Period allowed for completion of the task: four weeks

**Task weighting**

10% of the school mark for this pair of units

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This task is divided into two parts:

Part 1: Report

Part 2: In-class validation based on the content covered in the report.

**Part 1: Report**

**(32 Marks)**

Your task is to research and prepare a report detailing **two** planning strategies being used to address **two** significant urban challenges in Tokyo. The significant challenges being studied are transportation and waste management in Tokyo.

You will then select **one** of the planning strategies for each significant urban challenge to:

- evaluate the selected planning strategy, using the concept of sustainability
- evaluate the extent to which the selected planning strategy has or will enhance the place's liveability.

In your final report you will be required to include 4–6 photographs, which show evidence of the planning strategies being used to address the challenge in Tokyo.

This task is divided into two parts:

Part 1: Report

Part 2: In-class validation based on the content covered in the report.

**In the report you need to include the following for each Challenge**

- Introduction for each challenge
  - A 500–750 word introduction that explains the scope and causes of the challenge, and the impacts for Tokyo. Include a map, sketch and/or diagram.
- **Two** planning strategies and photos for each challenge
  - A selection of **four** to **six** photographs to show evidence of the two planning strategies being used to address each challenge.
  - Each photo should be captioned to note what the photo is showing, the location and the source of the photograph.
  - Each photo should be annotated to explain the **two** planning strategies being used to address each challenge.

- Evaluation of **one** planning strategy for each challenge
  - A 500–750 word evaluation of the selected planning strategy using:
    - the concept of sustainability
    - the extent to which the planning strategy has enhanced, or will enhance, liveability.
  
- **Bibliography**
  - Acknowledge sources of information using an approved referencing style.

## Marking key for sample assessment task 7 – Unit 4

### Introduction for each challenge

A 500–750 word introduction that explains the scope and causes of the **two** challenges, and the impacts for Tokyo.

Description (2x4 for each challenge)	Marks
Explains in detail the scope and causes of the challenge, and the impacts for Tokyo. Uses a detailed relevant map, sketch and/or diagram to support the explanation of the scope of the challenge. Applies a wide range of appropriate supporting evidence. Applies accurate and relevant geographical terminology and concepts to develop a cohesive and articulate answer, with well-developed sentences and paragraphs.	4
Explains the scope and causes of the challenge, and the impacts for Tokyo. Uses a relevant map, sketch and/or diagram to support the explanation of the scope of the challenge. Uses a range of appropriate supporting evidence. Applies relevant geographical terminology and concepts to develop an articulate answer, with well-developed sentences and paragraphs.	3
Describes briefly the scope and causes of the challenge, and the impacts for Tokyo. Uses a simple map, sketch and/or diagram to enhance the description. Uses some supporting evidence and/or relevant geographical terminology and concepts to develop an answer.	2
Makes generalised statements about the scope and causes of the challenge, and the impacts for Tokyo. May use an irrelevant or inaccurate map, sketch and/or diagram. Makes limited or no use of geographical terminology and concepts.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<p>Marker information</p> <p>Scope refers to the breadth, depth, or extent of the selected challenge. Causes refers to the factors and conditions that have brought about the challenge. Note: An answer which only describes the scope of, and the cause of should not be awarded more than two marks. To get full marks students must explain the impact of the challenges for Tokyo.</p> <p>The syllabus uses the term strategy as opposed to plan or scheme. Therefore, teachers and candidates may interpret this term as referring to a large scale plan such as the <i>Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management</i> announced in March 2016, a specific strategy within such a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of their explanation of why and how the strategy addresses the selected challenge.</p>	

### Planning strategies and photos

A selection of **four** to **six** photographs to illustrate an example of the two planning strategies being used to address the challenge.

- Each photo should be captioned to note what the photo is showing, location and the source of the photograph.
- Each photo should be annotated to explain the two planning strategies being used to address the challenge.

Description (2x5 for each challenge)	Marks
Each photo is captioned to identify what the image shows, the location and source of the photograph.	2
Some of the photos are captioned to identify what the image shows, the location, and source of the photograph.	1
<b>Subtotal</b>	<b>2</b>
Provides 4–6 photographs which clearly show evidence of the two relevant planning strategies being used to address the challenge. Provides annotations for each photograph, explaining how the planning strategy is being used to address the challenge, using relevant geographical terminology and concepts.	3
Provides 4–6 photographs which show some evidence of the two planning strategies being used to address the challenge. Provides annotations for each photograph, describing how the planning strategy is being used to address the challenge, using some relevant geographical terminology and/or concepts.	2
Provides 4–6 photographs which show limited evidence of the two planning strategies being used to address the challenge. Provides annotations are provided for each photograph, briefly stating how the planning strategy is being used to address the challenge. Makes limited or no use of geographical terminology and concepts.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>5</b>
The syllabus uses the term strategy as opposed to plan or scheme. Therefore, teachers and students may interpret this term as referring to a large scale plan such as the <i>Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management</i> announced in March 2016, a specific strategy within such a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of the student's ability to explain the strategy and select relevant photographs, which show evidence of the strategy being used to address the significant urban challenge.	

### Evaluation of the planning strategies: Sustainability

Evaluation of one planning strategy used to address the challenge, using the concept of sustainability

Description	Marks
Evaluates a planning strategy using the concept of sustainability. Provides detailed and accurate information when evaluating the environmental, economic and social costs and benefits of the strategy. Correctly applies a wide range of appropriate supporting evidence. Applies accurate and relevant geographical terminology and concepts to develop a cohesive and articulate answer, with well-developed sentences and paragraphs.	5–6
Explains the planning strategy using the concept of sustainability. Provides generalised information when explaining the environmental, economic and/or social costs and/or benefits of the strategy. Correctly applies a range of appropriate supporting evidence. Uses some relevant geographical terminology and/or concepts to develop sentences and paragraphs.	3–4
Makes generalised statements about the planning strategy with limited evaluation about the sustainability of the strategy. Makes limited or mostly irrelevant use of supporting evidence and geographical terminology and concepts.	1–2
<b>Total</b>	<b>6</b>
<p>Marker information</p> <p>Sustainability refers to meeting the needs of current and future generations through simultaneous environmental, social and economic adaption and improvement.</p> <p>The syllabus uses the term strategy as opposed to plan or scheme. Therefore teachers and candidates may interpret this term as referring to a large scale plan such as the <i>Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management</i> announced in March 2016, a specific strategy within such a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of students' ability to relate the strategy to the concept of sustainability.</p>	

### Evaluation of the planning strategies: Liveability

Evaluation of the extent to which **one** planning strategy has enhanced, or will enhance, liveability.

Description	Marks
Evaluates the extent to which the planning strategy has enhanced, or will enhance, liveability. Provides detailed and accurate information about the strategy and its relevance to most of the factors encompassed by the concept of liveability. Draws a conclusion to the value of or amount that liveability has been enhanced. Correctly applies a wide range of appropriate supporting evidence. Applies accurate and relevant geographical terminology and concepts to develop a cohesive and articulate answer, with well-developed sentences and paragraphs.	5–6
Explains how the planning strategy has enhanced, or will enhance, liveability. Provides relatively accurate information about the strategy and its relevance to several of the factors encompassed by the concept of liveability. Correctly applies a range of appropriate supporting evidence. Uses some relevant geographical terminology and/or concepts to develop sentences and paragraphs.	3–4
Makes generalised statements about the extent to which the planning strategy has enhanced, or will enhance, liveability. Provides limited information about the strategy and its relevance to the factors encompassed by the concept of liveability. Makes limited or mostly irrelevant use of supporting evidence and geographical terminology and concepts.	1–2
<b>Total</b>	<b>6</b>

**Marker information**

Liveability refers to the quality of space and the built environment. The concept of liveability has been linked to a range of factors, for example, quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation.

The syllabus uses the term strategy as opposed to plan or scheme. Therefore teachers and students may interpret this term as referring to a large scale plan such as the *Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management* announced in March 2016, a specific strategy within such a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of students' ability to relate the strategy to the concept of liveability.

Note: Students who only explain how the planning strategy has or will enhance Tokyo's liveability and do not provide an evaluation of the extent to which it has or will enhance Tokyo's liveability should not be awarded more than 3 marks.

- **Bibliography**

Description	Marks
Bibliography includes a comprehensive list of sources, which correctly follow the referencing style approved by the school	2
Bibliography includes a limited list of sources which may follow the referencing style approved by the school	1
<b>Total</b>	<b>2</b>

**Part 2: In-class validation****(36 marks)****Time allocation:** 60 minutes

Write your answers on the lined paper provided to you by your teacher.

Answer both parts of question 1.

Answer question 2A **or** 2B.

Answer question 3.

Answer question 4.

Wherever possible, you are encouraged to use relevant, fully-labelled sketch maps, diagrams and actual examples to illustrate and support your answers.

**Question 1****(16 Marks)**

(a) Explain the scope and causes of **two** significant challenges in Tokyo. (8 marks)

(b) Explain the impact of these **two** significant challenges for Tokyo. (8 marks)

**Question 2****(4 marks)**

(a) Explain **one** planning strategy used to address **transportation** challenges in Tokyo. (4 marks)

**or**

(b) Explain **one** planning strategy used to address **waste management** challenges in Tokyo. (4 marks)

**Question 3****(8 marks)**

Evaluate **one** planning strategy used to address either transportation **or** waste management challenges in Tokyo, using the concept of sustainability.

**Question 4****(8 marks)**

Evaluate the extent to which **one** planning strategy used to address either transportation **or** waste management challenges has enhanced, or will enhance, Tokyo's liveability.

## Marking key for sample assessment task 7 – Unit 4

### Validation task

#### Question 1

Explain the scope and causes of **two** significant challenges in Tokyo. (8 marks)

Description (2x4 for each challenge)	Marks
Describes in detail the scope and causes of the challenge in Tokyo. Provides accurate information on both the scope and the causes of the selected challenge. Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the description. Uses accurate and relevant geographical terminology and concepts to help develop a cohesive, concise and articulate answer.	4
Describes the scope and causes of the challenge in Tokyo. Provides relatively accurate information on both the nature and the causes of the selected challenge. Uses a range of appropriate supporting evidence and examples to develop and strengthen the description. Uses relevant geographical terminology and concepts to help develop a cohesive answer.	3
Outlines the scope and causes of the challenge in Tokyo. Provides generalised information on both the nature and the causes of the selected challenge. Uses some supporting evidence and/or relevant geographical terminology and concepts to develop an answer.	2
Makes generalised statements on the scope and causes of the challenge in Tokyo. Provides basic information on either the scope or the causes of the selected challenge. Makes limited or no use of geographical terminology and concepts.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<p>Marker information</p> <p>Scope refers to the breadth, depth or extent of the selected challenge. Causes refers to the factors and conditions that have brought about the challenge.</p> <p>Note: An answer which only describes the scope, or only describes the causes, of the challenge should not be awarded more than 2 marks.</p>	

Explain the impact of these **two** significant challenges for Tokyo. (8 marks)

Description (2x4 for each challenge)	Marks
Explains in detail the impact of the significant challenge for Tokyo. Provides accurate information on the impact of the selected challenge. Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the explanation. Uses accurate and relevant geographical terminology and concepts to help develop a cohesive, concise and articulate answer.	4
Explains briefly the impact of the significant challenge for Tokyo. Provides relatively accurate information on the impact of the selected challenge. Uses a range of appropriate supporting evidence and examples to develop and strengthen the explanation. Uses relevant geographical terminology and concepts to help develop a cohesive answer.	3
Describes the impact of the significant challenge for Tokyo. Provides generalised information on the impact of the significant challenge for Tokyo Uses some supporting evidence and/or relevant geographical terminology and concepts to develop an answer.	2
Makes generalised statements on the impact of the significant challenge for Tokyo. Makes limited or no use of geographical terminology and concepts.	1



Description (2x4 for each challenge)	Marks
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
Marker information Note: An answer which only describes the impact of the significant challenge for Tokyo should not be awarded more than 2 marks.	

**Question 2** (4 marks)

(a) Explain **one** planning strategy used to address **transportation** challenges in Tokyo. (4 marks)

**or**

(b) Explain **one** planning strategy used to address **waste management** challenges in Tokyo. (4 marks)

Description	Marks
Explains in detail a planning strategies used to address transportation challenges in Tokyo. Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the explanation. Uses accurate and relevant geographical terminology and concepts to help develop a cohesive, concise and articulate answer.	4
Explains a planning strategies used to address transportation challenges in Tokyo. Uses a range of appropriate supporting evidence and examples to develop and strengthen the explanation. Uses relevant geographical terminology and concepts to help develop a cohesive answer.	3
Describes a planning strategies used to address transportation challenges in Tokyo. Uses some supporting evidence and/or relevant geographical terminology and concepts to develop an answer.	2
Makes generalised statements on a planning strategies used to address transportation challenges in Tokyo. Makes limited or no use of geographical terminology and concepts.	1
<b>Total</b>	<b>4</b>
Description	Marks
Explains in detail a planning strategies used to address waste management challenges in Tokyo. Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the explanation. Uses accurate and relevant geographical terminology and concepts to help develop a cohesive, concise and articulate answer.	4
Explains a planning strategies used to address waste management challenges in Tokyo. Uses a range of appropriate supporting evidence and examples to develop and strengthen the explanation. Uses relevant geographical terminology and concepts to help develop a cohesive answer.	3
Describes a planning strategies used to address waste management challenges in Tokyo. Uses some supporting evidence and/or relevant geographical terminology and concepts to develop an answer.	2
Makes generalised statements on a planning strategies used to address waste management challenges in Tokyo. Makes limited or no use of geographical terminology and concepts.	1
<b>Total</b>	<b>4</b>
Marker information The syllabus uses the term strategy as opposed to plan or scheme. Therefore, teachers and students may interpret this term as referring to a large scale plan such as the <i>Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management</i> announced in March 2016, a specific strategy within such	

Description	Marks
a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of students' ability to explain why and how the strategy addresses the selected challenge.	

**Question 3**

(8 marks)

Evaluate **one** planning strategy used to address either transportation **or** waste management challenges in Tokyo, using the concept of sustainability.

Description	Marks
Evaluates in detail a planning strategy using the concept of sustainability. Provides detailed and accurate information when evaluating the environmental, economic and social costs and benefits of the strategy. Applies a wide range of appropriate supporting evidence. Applies accurate and relevant geographical terminology and concepts to develop a cohesive and articulate answer.	7–8
Evaluates briefly a planning strategy using the concept of sustainability. Provides relatively accurate information when evaluating the environmental, economic and social costs and benefits of the strategy. Applies a range of appropriate supporting evidence. Applies relevant geographical terminology and concepts to develop sentences and paragraphs.	5–6
Explains briefly how a planning strategy is sustainable. Provides generalised information when explaining some of the environmental, economic and/or social costs and/or benefits of the strategy. Uses some appropriate supporting evidence. Uses some relevant geographical terminology and/or concepts to develop sentences and paragraphs.	3–4
Makes generalised statements about how a planning strategy is sustainable. Makes limited or mostly irrelevant use of supporting evidence and geographical terminology and concepts.	1–2
<b>Total</b>	<b>8</b>
<p>Marker information</p> <p>Sustainability refers to meeting the needs of current and future generations through simultaneous environmental, social and economic adaption and improvement.</p> <p>The syllabus uses the term strategy as opposed to plan or scheme. Therefore, teachers and candidates may interpret this term as referring to a large scale plan such as the <i>Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management</i> announced in March 2016, a specific strategy within such a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of students' ability to relate the strategy to the concept of sustainability.</p>	

**Question 4**

(8 marks)

Evaluate the extent to which **one** planning strategy used to address either transportation **or** waste management challenges has enhanced, or will enhance, Tokyo's liveability.

Description	Marks
Evaluates in detail the extent to which one planning strategy used to address either transportation or waste management challenges has enhanced, or will enhance, Tokyo's liveability. Draws a conclusion to the value of or amount that liveability has been enhanced. Applies a wide range of appropriate supporting evidence. Applies accurate and relevant geographical terminology and concepts to develop a cohesive and articulate answer.	7–8

Description	Marks
Evaluates briefly the extent to which one planning strategy used to address either transportation or waste management challenges has enhanced, or will enhance, Tokyo's liveability. Applies a range of appropriate supporting evidence. Applies relevant geographical terminology and concepts to develop sentences and paragraphs.	5–6
Explains how one planning strategy used to address either transportation or waste management challenges has enhanced, or will enhance, Tokyo's liveability. Uses some appropriate supporting evidence. Uses some relevant geographical terminology and/or concepts to develop sentences and paragraphs.	3–4
Makes generalised statements one planning strategy used to address either transportation or waste management challenges has enhanced, or will enhance, Tokyo's liveability. Makes limited or mostly irrelevant use of supporting evidence and geographical terminology and concepts.	1–2
<b>Total</b>	<b>8</b>
<p>Marker information:</p> <p>Liveability refers to the quality of space and the built environment. The concept of liveability has been linked to a range of factors, for example, quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation.</p> <p>The syllabus uses the term strategy as opposed to plan or scheme. Therefore teachers and students may interpret this term as referring to a large scale plan such as the <i>Tokyo Metropolitan Government (TMG) New 5 year-plan on sustainable materials management</i> announced in March 2016, a specific strategy within such a plan or a more local initiative. All of these approaches are to be accepted and assessed on the merit of students' ability to relate the strategy to the concept of liveability and to the extent to which it enhances liveability.</p> <p>Note: Students who only explain how the planning strategy has or will enhance Tokyo's liveability and do not provide an evaluation of the extent to which it has enhanced, or will enhance, Tokyo's liveability should not be awarded more than 4 marks.</p>	

## Acknowledgements

### Task 1, Unit 3

Roser, M., & Ritchie, H. (2019). Land use: *Land use over long– term, world, 0 to 2016* [Chart]. Our World In Data. Retrieved April, 2018, from [https://ourworldindata.org/grapher/land-use-over-the-long-term?country=~OWID\\_WRL](https://ourworldindata.org/grapher/land-use-over-the-long-term?country=~OWID_WRL)

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### Task 7, Unit 4

Based on: Tokyo Metropolitan Government, Bureau of Environment. (2016). Tokyo environmental master plan. Retrieved May, 2022, from

[https://www.kankyo.metro.tokyo.lg.jp/en/about\\_us/videos\\_documents/documents\\_1.html](https://www.kankyo.metro.tokyo.lg.jp/en/about_us/videos_documents/documents_1.html)

(Select Tokyo Environmental Master plan March, 2016 for download)