Geography (Stage 4) – sample assessment task 1 notification

Landscapes and landforms – Geography   
7–10 Syllabus (2024)

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# Assessment task – test

**Type of task**: in class test

**Suggested weighting**: 50%

## Outcomes

A student:

* **GE4-DFC-01** locates the diverse features and describes the characteristics of a range of places and environments
* **GE4-MAN-01** explains the management and protection of places and environments
* **GE4-TAP-01** selects and uses geographical tools to acquire and process geographical information

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## Task description

The purpose of this assessment is to gauge students’ knowledge of key geographical concepts related to landscapes and landforms, including physical processes, values (environmental, cultural, recreational and economic) and management practices. By comparing pre- and post-test responses, teachers can assess students' progress in understanding these concepts, their ability to apply geographical tools and their skills in constructing informed, structured responses.

This task requires students to engage in a pre-test (Part A) and post-test (Part B) assessment of their knowledge and understanding of landscapes and landforms. The task is divided into 3 components that consist of research, multiple choice questions and creating written texts.

Both tests assess students’ baselines and developed knowledge, consisting of:

* **a research component**: students choose a specific landform or landscape, conduct research on its formation, location, significance and protection, and record findings in a structured table
* multiple-choice questions covering geographical tools, terminology and concepts
* **written response questions**: students answer questions that require them to explain physical processes, interpret data in a pie chart, and explore how different landscapes are valued and managed.

### Part A – pre-test

The pre-test consists of 3 parts:

* pre-test research
* pre-test multiple choice questions in class (teacher discretion) by accessing [Pre and post assessments](https://app.powerbi.com/groups/me/reports/aa404755-6414-42f6-8eb3-2bbdbcd6f9bf/a27d0f14d76dfe736d0e?ctid=05a0e69a-418a-47c1-9c25-9387261bf991&experience=power-bi)
* creating written texts by answering 3 conceptual knowledge questions.

### Part B – post-test

The post-test consists of 3 parts:

* post-test research
* post-test multiple choice questions in class (teacher discretion) by accessing [Pre and post assessments](https://app.powerbi.com/groups/me/reports/aa404755-6414-42f6-8eb3-2bbdbcd6f9bf/a27d0f14d76dfe736d0e?ctid=05a0e69a-418a-47c1-9c25-9387261bf991&experience=power-bi)
* creating written texts by answering 3 conceptual knowledge questions.

Students should be allocated 45 minutes to complete the multiple-choice component of the task. The pre-test multiple choice component could be completed in 3 distinct sections (15 minutes each) or 30 questions in 45 minutes. Students should be allocated 45 minutes to complete the written component of each pre- and post-test. Students are informed that the multiple-choice questions will change slightly between both tests but the 3 creating written texts questions will remain the same.

## Submission details – pre- and post-test assessment

Students will submit:

* a completed pre-teach in-class test consisting of
* test preparation (see Table 3) for landscapes and landforms research (5 marks)
* 30 multiple choice geographical tools and skills questions (30 marks)
* 3 written responses to 3 knowledge and understanding questions (15 marks)
* a completed post-teach in-class test consisting of
* test preparation (see Table 3) for landscapes and landforms research (5 marks)
* 30 multiple choice geographical tools and skills questions (30 marks)
* 3 written responses to 3 knowledge and understanding questions (15 marks).

## Purpose of the assessment

The assessment serves as both a diagnostic and summative tool to measure students’ understanding and skills related to landscapes and landforms. It allows teachers to:

* identify students’ initial knowledge and track their progress through pre- and post-test comparisons
* provide targeted feedback that supports further learning and skills development in geography
* assist students to develop an understanding of how landscapes are formed, valued and protected, enhancing their ability to think critically about environmental and cultural issues related to geography
* offer a structured approach for students to explore geographical concepts and apply them in various contexts, supporting a comprehensive understanding of landscapes and landforms in Australia and globally.

## Adjustment of the assessment to support individual student needs or school context

Teachers may like to engage with the stimulus material to support student selection of another landscape or landform they are familiar with. Teachers may like to add additional landscapes or landforms (for example, islands such as Hawaii or K’gari), or shift the focus from mountain landscapes and landforms to coastal landforms, valleys or plateaus by adjusting the questions in the written assessment and the requirements for the research table.

A sample research table (Table 4) has been developed to demonstrate the process of research to students. Teachers may provide additional support by guiding students towards sites to research, or through the provision of a map or additional images to assist in the development of their research table.

A stimulus booklet has been provided for this assessment. Teachers may choose to select images from the stimulus booklet to support student responses or add their own images as stimulus (either familiar or new images). Questions and marking criteria could be adjusted to provide scope for students to refer to the stimulus within their written responses.

Additionally, further adjustment of questions could occur to support student learning needs. Refer to the [Geography (Stage 4) – resource booklet – Landscapes and landforms](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-7-10/planning-programming-assessing-geography-7-10) (Learning sequence 3, Lesson 6, Activity 3.6.2 – valuing local landscapes) for examples of adjusted questions.

# Pre-teach and post-teach questions

**Note**: the [Geography (Stage 4) – sample program of learning – Landscapes and landforms](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-7-10/planning-programming-assessing-geography-7-10) explicitly addresses the Stage 4 Geographical tools of the Geography 7–10 Syllabus (2024):

**Maps**

* Locate features on a map using latitude and longitude coordinates in degrees
* Identify contour lines
* **R**ecognise the steepness of a slope using shading, spot heights, colour or contour lines

**Additional geographical representations**

* Document experiences of places and spaces using photographs

It is for this reason, the assessments for geographical tools (latitude and longitude, topographic maps and photographs) are selected for use in this assessment task. However, there are other options that are also applicable and teachers can choose which is most appropriate based on their own context.

The pre-teach and post-teach multiple choice questions are aligned to the geographical tools that have been explicitly taught throughout the sample program. Teachers can choose from a variety of geographical tools to assess using [Pre and post assessments](https://app.powerbi.com/groups/me/reports/aa404755-6414-42f6-8eb3-2bbdbcd6f9bf/a27d0f14d76dfe736d0e?ctid=05a0e69a-418a-47c1-9c25-9387261bf991&experience=power-bi).

The pre-teach and post-teach creating written texts questions will consist of the following 3 questions.

## Question 1

Select ONE landform or landscape from the list below and explain the physical processes involved in the formation. How have these processes resulted in unique characteristics that make this environment different from other landscapes and landforms?

* Mt Kosciuszko
* Mt Fuji
* Mt Everest
* Machu Picchu (Andes Mountains)
* Mt Kilimanjaro.

Have a discussion with your teacher to add another landform you are familiar with.

## Question 2

Use the data presented in Table 1 to calculate the degrees and construct a pie chart. Use the pie chart to describe how change to landscapes and landforms can be managed and perceived in different ways.

Table 1 – protection of landscapes

|  |  |  |
| --- | --- | --- |
| ****Ways landscapes are protected in Australia**** | ****Percentage**** | ****Degrees**** |
| ****National, State and Regional parks and reserves**** | 4 |  |
| ****Reserves on private land**** | 7.1 |  |
| ****Indigenous protected areas**** | 8.6 |  |
| ****Not protected**** | 80.3 |  |

## Question 3

There are 2 parts to this question:

**Part A**

Explain how different landscapes and landforms are valued.

**Part B**

Explain how these values influence the protection and management of a landscape or landform.

# Marking guidelines

**Note**: ensure effective feedback practices are used in conjunction with marking guidelines to support student learning. [Using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) provides guidance on explicit teaching feedback strategies.

Table 2 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Demonstrates extensive knowledge and understanding of the diverse features and characteristics of a selected landscape or landform * Demonstrates extensive knowledge and understanding of the physical processes that form and change landscapes and landforms * Demonstrates an extensive knowledge and understanding of the value of landscapes and landforms, and ways people manage and protect them to sustain their value * Integrates relevant case studies, illustrative examples and uses geographical tools where appropriate * Demonstrates a sophisticated application of geographical tools to new situations |
| B | * Demonstrates thorough knowledge and understanding of the diverse features and characteristics of a selected landscape or landform * Demonstrates thorough knowledge and understanding of the physical processes that form and change landscapes and landforms * Demonstrates thorough knowledge and understanding of the value of landscapes and landforms, and ways people manage and protect them to sustain their value * Integrates case studies, illustrative examples and uses geographical tools where appropriate * Demonstrates a well-developed application of geographical tools to new situations |
| C | * Demonstrates sound knowledge and understanding of the diverse features and characteristics of a selected landscape or landform * Demonstrates sound knowledge and understanding of the physical processes that form and change landscapes and landforms * Demonstrates sound knowledge and understanding of the value of landscapes and landforms, and ways people manage and protect them to sustain their value * Integrates examples and uses geographical tools where appropriate * Demonstrates a sound application of geographical tools to new situations |
| D | * Demonstrates basic knowledge and understanding of the diverse features and characteristics of a selected landscape or landform * Demonstrates basic knowledge and understanding of the physical processes that form and change landscapes and landforms * Demonstrates basic knowledge and understanding of the value of landscapes and landforms, and ways people manage and protect them to sustain their value * May integrate examples * Demonstrates some application of geographical tools to new situations |
| E | * Demonstrates elementary knowledge and understanding of the diverse features and characteristics of a selected landscape or landform * Demonstrates elementary knowledge and understanding of the physical processes that form and change landscapes and landforms * Demonstrates an elementary knowledge and understanding of the value of landscapes and landforms, and ways people manage and protect them to sustain their value * Attempts an application of geographical tools to new situations |

# Support documentation

Support documentation can be found in the resource [Geography (Stage 4) – sample assessment task 1 notification – support material – Landscapes and landforms](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-7-10/planning-programming-assessing-geography-7-10). This documentation is designed to support teachers and students when implementing this task. It should also be considered in conjunction with the sample program for resource context and teaching guidance. The support material:

* provides teacher notes and outlines the steps for success for students attempting sample [assessment task 1 notification – Landscapes and landforms](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-7-10/planning-programming-assessing-geography-7-10)
* includes a copy of the research scaffold (see Table 2 in the support material)
* provides 2 completed samples of the research scaffold (see Table 3 and Table 4 in the support material) using Whakaari (White Island) and Purnululu National Park (Bungle Bungles). These have been framed for students and are based on the marking guidelines. They can be used to support unpacking the marking criteria with students as part of [sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).
* includes sample written responses developed using the information from Table 3 and Table 4. Teachers may like to unpack these sample responses alongside the marking criteria during specific phases of the assessment, or as part of a feedback cycle.

## Steps to success

**Note**: this schedule is designed to support students and is not for compliance. Students should not be penalised for not meeting interim times. This scaffold is designed for [chunking and sequencing learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/chunking-and-sequencing-learning) by breaking the task into smaller goals to reduce the complexity. The second column could be:

* determined by the teacher
* co-constructed with students.

Table 3 – assessment preparation schedule

|  |  |
| --- | --- |
| ****What I need to do**** | ****When I need to do it**** |
| ****Complete**** Table 4 | Prior to my in-class pre-test |
| ****Bring completed**** Table 4 ****to class**** | On the day of my in-class pre-test |
| ****Participate to the best of my ability in the pre-test**** | On the day of my in-class pre-test |
| ****Reflect on the pre-test questions:****   * **Is there something more you could have included in your first attempt of Table 4?** * **What were the tools and skills assessed in the pre-test?** * **The 3 creating written texts questions will be the same in the post-teach in-class test. Is there any way you can prepare for these questions to be prepared in the next test?** | Revisit the questions as I learn new things about landscapes and landforms over the term |
| ****Complete**** Table 4 ****a second time**** | Prior to my in-class post-test |
| ****Bring completed**** Table 4 ****to class**** | On the day of my in-class post-test |
| ****Participate to the best of my ability in the post-test**** | On the day of my in-class post-test |

## What is the teacher looking for?

**Note**: the advice below is framed for students and is based on the marking guidelines. It can be used to support unpacking the marking criteria with students as part of [sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria). Ensure effective feedback practices are used in conjunction with marking guidelines to support student learning. [Using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) provides guidance on explicit teaching feedback strategies.

Use Table 4 to guide research for a landscape or landform of your choice. Notes for your research findings should be in summary (dot-point) form.

Table 4 – landscapes and landforms research scaffold

|  |  |  |
| --- | --- | --- |
| What I need to do | Hints | Research findings |
| ****Locate**** a landscape or landform. | Locate using latitude and longitude coordinates.  Describe the location where the landscape or landform is found (for example, continents, northern or southern hemisphere, country, state or territory, Country or Community).  Include a map to identify the location. |  |
| Describe the ****features**** of the landscape or landform. | Provide a definition of the landscape or landform using the key features.  What does your landform look like? |  |
| Describe the ****formation**** of a landscape or landform. | Physical (geomorphic) processes:   * tectonic activity * weathering, erosion or deposition. |  |
| Explain the ****value and significance**** of the landscape or landform. | Find examples that explain the following values:   * environmental (for example, what is unique about the ecosystem?) * economic (for example, is income generated from activities?) * recreational (for example, what kind of leisure activities take place?) * cultural (for example, does the landscape or landform have a significant meaning for a particular group?).   Consider how these values may influence the significance of the landscape or landform. |  |
| Outline the ****protection and management**** of the landscape or landform. | Provide examples of protection at various scales (local, state, national or international levels).  Include examples of the Knowledges and Practices used by Aboriginal Peoples to manage and care for Country. |  |

# References

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