Geography 11–12

Ecosystems and global biodiversity sample assessment task

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# About this resource

This resource can be adjusted to suit individual school needs.

## Purpose

The sample assessment task demonstrates one way in which teachers can assess students in the ecosystem and global biodiversity focus area. This task is designed to meet the requirement to include ONE task based on an extended response as part of the school-based assessment program in Year 12.

## Target audience

This resource can be used by teachers delivering the Geography 11–12 Syllabus.

## When and how to use this document

This task is designed to be used in conjunction with the ecosystem and global biodiversity program and resource booklet, which can be accessed on the [Planning, programming and assessing geography 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12) webpage. This resource is designed to be part of a school-based assessment program for students studying the Year 12 geography course.

# Teacher advice

This assessment task focuses on the protection and management of 2 significant ecosystems: the Great Barrier Reef and the Tropical Rainforest Heritage of Sumatra. It provides an opportunity for students to apply their geographical knowledge to real-world environmental issues, ecosystem management and human influence.

There are 2 options to choose from in this extended response assessment task, with each question addressing different geographical processes at multiple scales. The questions can be adjusted to suit the specific contexts of your school or case studies. This extended response format is designed to help students make connections between places they have studied, using either the Great Barrier Reef or the Tropical Rainforest Heritage of Sumatra as examples.

The questions are modelled on the HSC exam’s extended response style, encouraging students to build their understanding and further investigation of ecosystems case studies. It also provides students with an opportunity to analyse how geographical processes and human activities operate at local, national, and global scales.

For more information regarding structured extended responses, refer to [NESA Teaching advice and the HSC Geography – annotated sample examination materials](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/teaching-and-learning).

# Task description

## Option 1

**Type of task**: extended response

**Outcomes**

A student:

* **GE-12-03** assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
* **GE-12-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

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**Weighting: 20%**

This assessment is an extended response format and will be assessed on how well the response:

* applies geographical knowledge and understanding relevant to the question
* communicates ideas and information using geographical terms and concepts appropriately
* uses relevant examples and geographical information where appropriate to support the response
* presents a sustained, logical and cohesive response.

Provide a detailed extended response for the following question:

‘Assess the effectiveness of marine zoning policies in protecting and managing the Great Barrier Reef.’

# Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Demonstrates extensive knowledge and understanding of marine zoning policies in protecting and managing the Great Barrier Reef * Assesses the effectiveness of a range of policies in protecting and managing the Great Barrier Reef * Synthesises a range of relevant case studies and illustrative example where appropriate * Presents a sustained, logical and cohesive response using appropriate geographical information, terms and concepts |
| B | * Demonstrates thorough knowledge and understanding of marine zoning policies in protecting and managing the Great Barrier Reef * Assesses the effectiveness of policies in protecting and managing the Great Barrier Reef * Synthesises relevant case studies and illustrative examples where appropriate * Presents a logical, structured response using appropriate geographical information, terms and concepts |
| C | * Demonstrates a sound knowledge and understanding of marine zoning policies in protecting and/or managing the Great Barrier Reef * Explains some policies in protecting and/or managing the Great Barrier Reef * Makes some reference to case studies and/or illustrative examples where appropriate * Presents a structured response using appropriate geographical information |
| D | * Demonstrates basic knowledge and understanding of policies and/or management of reef systems * May refer to case studies or examples where appropriate * Uses some geographical information |
| E | * Demonstrates limited understanding of reefs * May identify factors affecting reefs |

# Task description

## Option 2

**Type of task**: extended response

**Outcomes**

A student:

* **GE-12-02** analyses geographical processes and influences, at a range of scales, that form and transform places and environments
* **GE-12-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

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**Weighting: 20%**

This assessment is an extended response format and will be assessed on how well the response:

* applies geographical knowledge and understanding relevant to the question
* communicates ideas and information using geographical terms and concepts appropriately
* uses relevant examples and geographical information where appropriate to support the response
* presents a sustained, logical and cohesive response.

Provide a detailed extended response for the following question:

‘Analyse the influence of human activities that have transformed the environment of the Tropical Rainforest Heritage of Sumatra at various scales.’

# Marking guidelines

Table 2 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Demonstrates extensive knowledge and understanding of human activities in the Tropical Rainforest Heritage of Sumatra * Analyses the influence of a range of human activities that have transformed the environment of the Tropical Rainforest Heritage of Sumatra at various scales * Synthesises a range of relevant case studies and illustrative example where appropriate * Presents a sustained, logical and cohesive response using appropriate geographical information, terms and concepts |
| B | * Demonstrates well developed knowledge and understanding of human activities in the Tropical Rainforest Heritage of Sumatra * Analyses the influence of human activities that have transformed the environment of the Tropical Rainforest Heritage of Sumatra at various scales * Synthesises relevant case studies and illustrative examples where appropriate * Presents a logical, structured response using appropriate geographical information, terms and concepts |
| C | * Demonstrates sound knowledge and understanding of human activities on the Tropical Rainforest Heritage of Sumatra * Explains some influences of human activities that have impacted the environment of the Tropical Rainforest Heritage of Sumatra * Makes some reference to case studies and/or illustrative examples where appropriate * Presents a structured response using appropriate geographical information |
| D | * Demonstrates basic knowledge and understanding of human activities in Rainforests * May refer to case studies or examples where appropriate * Uses some geographical information |
| E | * Demonstrates limited understanding of rainforests * May identify factors affecting rainforests |

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the HSIE Curriculum team by emailing [HSIE@det.nsw.edu.au](mailto:HSIE@det.nsw.edu.au).

**Differentiation**: further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

**Consulted with**: Curriculum and Reform, Inclusive Education, Multicultural Education, Aboriginal Outcomes and Partnerships and subject matter experts.

**NSW syllabus**: Geography 11–12

**Syllabus outcomes**: GE-12-02, GE-12-03, GE-12-09

**Author**: Curriculum Secondary Learners

**Publisher:** State of NSW, Department of Education

**Resource:** Assessment task notification

**Related resources**: further resources to support geography 11–12 can be found on the [Planning, programming and assessing geography 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12) webpage.

**Professional learning**: relevant professional learning is available through MyPL and the HSIE statewide staffroom.

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# References

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