# Geography 11–12 – Earth’s natural systems sample assessment task



This resource has been designed to support teachers by providing a range of tasks based on syllabus content and can be modified to suit individual school contexts and procedures as required.

## Teacher advice

There are 2 parts to this assessment task, both parts are to be submitted for marking on the same date.

**Part A –** fieldwork, including primary data collection (templates provided in appendices)

**Part B –** extended response question to be completed in class.

**Syllabus content**

* The natural processes, cycles and circulations that have shaped the land and/or water cover of ONE place.

**Geographic tools**

Required list of tools and equipment:

* topographic map covering the fieldwork area
* compass
* mirror (for determining canopy cover)
* GPS (Global Positioning System) device that can give an accurate position of latitude and longitude (can be calibrated in degrees, minutes and seconds)
* thermometer/anemometer/Lux meter
* camera or smart phone for photos
* data recording sheet and pens/pencils
* identification charts for flora and fauna.

**Other considerations**

Consider the location to be captured in field sketches and photographs. Ensure that the scene contains evidence of natural process, cycles and or circulations.

NSW National Parks and Wildlife Service offers a range of excursions to support students in meeting the outcomes on the Stage 6 Geography course. Excursions and teaching resources covering Mount Kosciuszko, and a range of other geographical areas, are available via the [education](https://www.nationalparks.nsw.gov.au/education) section of the webpage.

## Task description

**Type of task:** fieldwork and extended response question

**Outcomes:**

* **GE-11-02** explains geographical processes and influences, at a range of scales, that form and transform places and environments
* **GE-11-05** analyses and synthesises relevant geographical information from a variety of sources
* **GE-11-07** applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.

**Weighting:** 30%

### Part A

You will be recording field data at 3 locations as you ascend Mount Kosciuszko (see [Appendix 1](#_Appendix_1)).

For each location, record observations and relevant data according to the following instructions:

1. Locate each site using GPS to identify latitude and longitude.
2. Locate each site using a topographic map, record an estimated altitude and identify aspect.
3. Construct a vegetation transect to demonstrate spatial change and associations.
4. Record the characteristics of flora and implications for fauna.
5. Estimate the percentage of ground cover and vegetation diversity (low/medium/high).
6. Estimate the percentage of canopy cover and species diversity (low/medium/high).
7. Record climatic data including temperature, wind speed and direction, and sunlight (lux meter).
8. Draw an annotated field sketch at one of the 3 locations (see [Appendix 2](#_Appendix_2)).
9. Record observations of water storage and flows.
10. Collect and interpret photographic images (see [Appendix 3](#_Appendix_3)).

### Part B

**Task instructions:** The following extended response question is to be completed under timed examination conditions on the task due date. Fieldwork notes may be used during the task completion to support the response. The fieldwork notes must be submitted for marking along with the completed extended response.

**Extended response question:**

Explain the natural processes, cycles and circulations that have shaped the land and water cover at Mount Kosciuszko. Use primary and secondary data to support your response.

## Marking guidelines

Table – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | Demonstrates comprehensive knowledge and understanding of natural processes, cycles and circulations that have shaped the land and water cover at Mount Kosciuszko.Integrates relevant field data and illustrative examples to support the response.Presents a sustained, logical and cohesive response using appropriate geographical information, terms and concepts. |
| B | Demonstrates well-developed knowledge and understanding of natural processes, cycles and circulations that have shaped the land and water cover at Mount Kosciuszko.Refers to relevant field data and illustrative examples to support the response.Presents a logical response using appropriate geographical information and concepts. |
| C | Demonstrates a sound understanding of natural processes, cycles and circulations that have shaped the land and water cover at Mount Kosciuszko.Refers to field data and illustrative examples where appropriate.Presents a structured response using appropriate geographical information. |
| D | Demonstrates some understanding of natural processes, cycles and/or circulations that have shaped the land and/or water cover.May refer to field data and illustrative examples.Uses some geographical information. |
| E | Demonstrates a basic understanding of processes, cycles and/or circulations that have shaped the land and water cover.Makes limited reference to field data or examples. |

## Appendix 1

Table – data record sheets

|  |  |  |  |
| --- | --- | --- | --- |
| Fieldwork activity | Location 1 | Location 2 | Location 3 |
| GPS coordinate – latitude  |  |  |  |
| GPS coordinate – longitude |  |  |  |
| Altitude |  |  |  |
| Aspect |  |  |  |
| Characteristics of flora and implications for fauna |  |  |  |
| Percentage of ground cover vegetation diversity (low/medium/high) |  |  |  |
| Percentage of canopy cover and species diversity (low/medium/high) |  |  |  |
| Temperature |  |  |  |
| Wind speed |  |  |  |
| Wind direction |  |  |  |
| Sunlight (lux reading) |  |  |  |

## Appendix 2

**Table 3 – field sketch**

|  |
| --- |
|  |

## Appendix 3

Table – interpret photographic images

|  |  |  |
| --- | --- | --- |
| Image 1 | Image 2 | Image 3 |
|  |  |  |
| **Notes** | **Notes** | **Notes** |

## 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 contact the HSIE curriculum team by emailing hsie@det.nsw.edu.au.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model.](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) element of assessment (formative assessment, summative assessment, student engagement).

**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) 5.1.2, 5.4.2.

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

**NSW Syllabus**: Geography 11–12 Syllabus

**Syllabus outcomes**: GE 11-02, GE 11-05, GE 11-07

**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 [HSC hub](https://www.hschub.nsw.edu.au/) and the [HSIE curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie).

**Professional learning**: relevant professional learning is available through [identify areas where teachers can seek further support with assessment, for example [HSC Professional Learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/hsc-pl) or on HSIE statewide staffroom.

**Universal Design for Learning**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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