Geography 11–12

Rural and urban places sample assessment task

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# About this resource

## Purpose

The sample assessment task demonstrated one way in which teachers can assess students in the rural and urban places focus area. This task is designed to meet the requirement to include ONE task based on a fieldwork activity as part of the school-based assessment program in Year 12.

## Target audience

This resource can be used by school 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 rural and urban places program and case studies, 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

There are 2 parts to this assessment task.

**Part A –** fieldwork to rural and urban locations, including primary data collection (see the rural and urban places case study examples which 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). Schools might determine the locations most appropriate for their students to access to complete this task.

**Part B –** fieldwork report to be completed using the fieldwork investigation question and report format that have been provided.

**Syllabus content**

* Students study ONE place in a rural setting and ONE place within a larger urban settlement

**Geographic tools**

Required list of tools and equipment:

* topographic map covering the fieldwork area
* compass
* mirror (for determining canopy cover)
* Global Positioning System (GPS) 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 taking photos
* water and soil testing kits
* data recording sheet and pens/pencils
* identification charts for flora and fauna.

**Other considerations**

Environmental and Zoo Education Centres (EZEC) offer a range of guided fieldwork activities aligned to syllabus content. Consider how they might support the delivery of fieldwork in your area.

When conducting fieldwork that involves people, ethical practices such as adherence to intellectual property (IP) rights must be considered. If fieldwork is proposed for Aboriginal sites or is about Aboriginal and/or Torres Strait Islander peoples and cultural heritage, Indigenous cultural and intellectual property (ICIP) is an ethical consideration.

# Task description

**Type of task:** fieldwork report

**Outcomes:**

* **GE-12-01** analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
* **GE-12-05** synthesises and evaluates relevant geographical information from a variety of sources
* **GE-12-07** selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate 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: 30%**

**Fieldwork Investigation:** compare the social, economic and environmental changes that have impacted the urban development to improve quality of life in rural (Broken Hill) and urban (Wollongong) places.

**Part A –** complete fieldwork activities examining the social, economic and environmental changes in ONE rural and ONE urban place. **Note:** the location of these fieldwork activities will be determined by your teacher.

**Part B –** construct a fieldwork report of approximately 1500 to 2000 words using the report format provided. The report should include the presentation and analysis of primary and secondary data relevant to answering the fieldwork question.

The written report should be typed, using 12pt Arial font. Diagrams, maps, graphs and other images should be included as appropriate.

## Report format

Complete an **introduction,** including an outline of the location and character of the geographic places being studied.

Outline the **quantitative and qualitative data and information** collected, including:

* techniques used to collect data
* how the data contributes to completing the fieldwork investigation
* how the combination of primary data and secondary information were used to complete the comparison.

Present and analyse the **processed data and information**, including:

* representing data and information in a variety of forms
* explaining the meaning conveyed by the data and information
* describing patterns identified in the processed data and information
* referring to the fieldwork investigation and identifying similarities and differences in the comparison of the data collected.

Evaluate how to **apply the findings** including:

* using evaluation criteria based on environmental, social and economic considerations
* examining how causes, impacts or responses relevant to one geographic context might be applicable to another
* evaluating the management of change in the rural and urban places studied.

Communicate the conclusions and reflect on the process undertaken, including:

* noting any specific findings that could be communicated with key stakeholders
* reflecting on the effectiveness (limitations and weaknesses) of the techniques implemented and sources used
* identifying possibilities for any future investigations.

Complete a comprehensive reference list including:

* a bibliography with correct and consistent referencing
* an acknowledgement of sources of information and people who have assisted with the fieldwork activities.

# Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Demonstrates comprehensive knowledge and understanding of the social, economic and environmental changes in rural and urban places * Processes and analyses comprehensive and relevant data and information to identify meaning and patterns in the fieldwork investigation * Evaluates the management of change and details the impacts of these changes on quality of life in rural and urban places * Presents a sustained, logical and cohesive response using appropriate geographical information, terms and concepts |
| B | * Demonstrates well-developed knowledge and understanding of the social, economic and environmental changes in rural and urban places * Processes and analyses relevant data and information to identify meaning and patterns in the fieldwork investigation * Evaluates the management of change and outlines the impacts of these changes on quality of life in rural and urban places * Presents a logical and well-structured response using appropriate geographical information, terms and concepts |
| C | * Demonstrates a sound understanding of the social, economic and environmental changes in rural and urban places * Processes and explains data and information collected during fieldwork investigations * Explains changes in the rural and urban places studies and outlines some impacts of these changes * Presents a structured response using appropriate geographical information and terms |
| D | * Demonstrates some understanding of the social, economic or environmental changes in rural and urban places * References basic data and information collected during fieldwork investigations * Identifies some impacts of the changes in rural and urban places * Uses simple geographical information and terms |
| E | * Demonstrates limited understanding of the social, economic or environmental changes in a location * Makes limited reference to data and information collected during fieldwork investigations * Uses some geographical terms |

# 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](mailto: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)

**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) 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-12-01, GE-12-05, GE-12-07, 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 page](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12).

**Professional learning**: relevant professional learning is available through MyPL and the [HSIE statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms).

**Universal Design for Learning**: [Curriculum planning for every student](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Creation date**: 15 March 2024

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