

# SAMPLE ASSESSMENT TASKS

## TASK 1: RESEARCH TASK for SUSTAINABLE BIOMES

## TASK 2: END OF TOPIC EXAMINATION for SUSTAINABLE BIOMES

Created by Nicole Gray  
Clarence Valley Anglican School

The following tasks were developed to fulfil requirements of the Stage 5 Sustainable Biomes content area of the NSW Geography Syllabus 7–10.

In **Task 1** students undertake Geographical Inquiry to acquire, process and communicate Geographical information about the alteration of biomes to produce food, fibre or industrial products and demonstrate the achievement of knowledge and understanding (GE5-2, GE5-3, GE5-4) and Inquiry and skills outcomes (GE5-7, GE5-8).

In **Task 2** students will demonstrate knowledge and understanding of various Sustainable Biomes content areas by processing and communicating geographical information about factors influencing biomes and food production, the consequences of unsustainable biome use and issues related to food security. Students use the *stimulus material* provided.

### STIMULUS BOOKLET SOURCES

The following sources were used to create an A3 stimulus booklet to go with task 2.

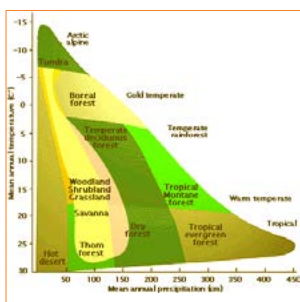
NOTE: Where available alternative sources of the same or similar material are included for those wishing to create a similar stimulus based task.

#### Page 1

**Figure A: Biomes in Asia** and **Figure B: Climate zones in Asia**

Versions in stimulus: Jacaranda Atlas Eight Edition World Climate Zones p 258 & World Vegetation Zones p 160

#### Page 2



**Figure C: Temperature and precipitation relationship graph**

Version in Stimulus: GeoWorld 9 NSW p 8

Alternate version  
<http://scienceinmyfiction.com/2010/04/23/worldbuilding-with-real-worlds/>

Geoinfo

GeoWorld 9 NSW p 40

**Figure D: Fighting Hunger Worldwide Infographic**

Original Hunger Map 2011

<https://challengedkidsinternational.files.wordpress.com/2012/07/hunger-worldwide-map.jpg>



Updated Hunger Map 2015  
<http://www.ibtimes.com.au/real-hunger-games-hunger-map-shows-where-795-million-who-didnt-have-enough-eat-2015-live-1498765>

#### Page 3

Stimulus on Rice growing in Bali, GeoWorld 9 NSW pp 52–53

**Figure E: Seasonal Rice Crop Calendar**  
Geoinfo

**Figure F: Bali Climate graph**

**Figure G: Bali map**

**TEXT: Changing rice production**

#### Page 4

**Figure H: Crop Circle cartoon**

Version in stimulus: GeoWorld 9 NSW p 84

Original source: <http://throbgooblins.blogspot.com.au/2010/11/crop-circle.html>

**Figure I: Poverty / Hunger cycles**

GeoWorld 9 NSW p 150

**Figure J: State of the worlds land and water resources for food and agriculture**

Version in stimulus: Jacaranda Geoactive 2 p 73 and GeoWorld 9 NSW p 129



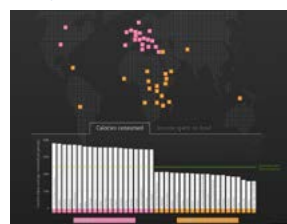
Original <http://www.fao.org/land-water/news-archive/news-detail/en/c/267297/>

**Figure K: Calorie intake worldwide**

GeoWorld 9 AC P.125 and GeoWorld 9 NSW p. 148

Original source: The Countries That Eat the Most and the Least [INFOGRAPHIC] 2012

[http://www.huffingtonpost.com/2012/01/10/first-world-countries-obesity\\_n\\_1197433.html](http://www.huffingtonpost.com/2012/01/10/first-world-countries-obesity_n_1197433.html)



**Figure L: Factors contributing to food insecurity**

GeoWorld 9 NSW p 182



**Clarence Valley**  
ANGLICAN SCHOOL

**NAME:**

**TEACHER:**

**MARK / GRADE:**

## YEAR 9: GEOGRAPHY

|                                |  |
|--------------------------------|--|
| <b>Task Number</b>             | 1  |
| <b>Assessment Type</b>         | Research Task  |
| <b>Unit</b>                    | Sustainable Biomes   |
| <b>Topic</b>                   | <i>Investigating human alterations of biomes to produce food</i>   |
| <b>Task Description</b>        | <p>Investigate how biomes have been altered to produce a food, fibre or industrial material.</p> <p>You will need to:</p> <ul style="list-style-type: none"> <li>choose a food, fibre or industrial material</li> <li>research the location and the biome needed to produce it</li> <li>investigate the alterations made to the biome</li> <li>evaluate the environmental impacts of these alterations</li> <li>assess current and past strategies, and recommend strategies to minimise impacts</li> </ul> <p>You should:</p> <ul style="list-style-type: none"> <li><b>check</b> the attached scaffold to ensure that you have covered all the requirements</li> <li><b>ensure</b> that your work is carefully edited (including punctuation and spelling).</li> </ul> |
| <b>Outcomes to be assessed</b> | GE5-2, GE5-3, GE5-5, GE5-7, GE5-8  |
| <b>Length</b>                  | 800 words or the equivalent  |
| <b>Format</b>                  | Research Report, iMovie, iBook, multimodal presentation, speech, format of choice in consultation with teacher   |
| <b>Due Date</b>                | <b>Tuesday 2nd May   Week 2   Term 2</b>   |
| <b>Weighting</b>               | 25 %   |
| <b>Marking Rubric</b>          | <p>In your report you will be assessed on how well you:</p> <ul style="list-style-type: none"> <li>explain the alterations of the biome for the production of goods</li> <li>analyse the environmental impact</li> <li>assess the management strategies</li> <li>processing and communication of geographic information</li> </ul>   |
| <b>Conditions</b>              | You will have some time in class, but the majority of the task should be done at home.   |

| Marking Criteria  | Marks  |
|---|--------|
| <ul style="list-style-type: none"> <li>- comprehensive explanation of the processes and influences that form and transform places and environments</li> <li>- skillfully analyses the effect of interactions and connections between people, places and environments</li> <li>- sophisticated evaluation and assessment of management strategies for places and environments for their sustainability</li> <li>- discerning use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>- clear and purposeful communication of geographical information to a range of audiences using a variety of strategies</li> </ul> | 100-85 |
| <ul style="list-style-type: none"> <li>- effective explanation of the processes and influences that form and transform places and environments</li> <li>- accurately analyses the effect of interactions and connections between people, places and environments</li> <li>- well considered evaluation and assessment of management strategies for places and environments for their sustainability</li> <li>- effective use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>- clear and purposeful communication of geographical information to a range of audiences</li> </ul>                                  | 84-70  |
| <ul style="list-style-type: none"> <li>- explains the processes and influences that form and transform places and environments</li> <li>- analyses the effect of interactions and connections between people, places and environments</li> <li>- evaluation and assessment of management strategies for places and environments for their sustainability</li> <li>- use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>- clear communication of geographical information to a range of audiences</li> </ul>  | 69-55  |
| <ul style="list-style-type: none"> <li>- unclear explanation of the processes and influences that form and transform places and environments</li> <li>- limited analysis of the effect of interactions and connections between people, places and environments</li> <li>- descriptions of management strategies for places and environments for their sustainability</li> <li>- limited use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>- unclear communication of geographical information to a range of audiences</li> </ul>  | 54-40  |
| <ul style="list-style-type: none"> <li>- limited explanation of the processes and influences that form and transform places and environments</li> <li>- little or no analysis of the effect of interactions and connections between people, places and environments</li> <li>- statements of management strategies for places and environments for their sustainability</li> <li>- inconsistent use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>- fragmented communication of geographical information to a range of audiences</li> </ul>   | 39-0   |

Feedback:

## Scaffold

### Steps:

1. Choose a food, fibre or industrial material eg - cotton, chocolate, coffee, palm oil, milk, diamonds, fish farming (aquaculture), gold, aluminium, quinoa, wool, bananas, sugar cane, paper, wood pulp/chipping, wine, spices, opium, tobacco, Australian Salmon.
2. Research the location of your product and the biomes that it crosses.
3. You will need to structure your assignment to cover the following:
  - explanation of the alterations made to the biome to produce the product. This could include:
    - growth of the product due to consumers
    - overlay map showing spatial distribution over a map of the world's biomes
    - the changes that have been made to the biomes to produce that product (globally)
    - narrowing down of your focus on a case study to show a more indepth explanation of the alterations.
    - any future impacts that could cause more changes or put pressure on meeting consumer demands
  - analysis of the environmental impact of these alterations. This could include:
    - global focus
    - case study focus
    - detailed examination into the environmental impacts. Higher order response will consider the flow on effects.
    - ability to achieve sustainability
    - impact on other spheres
    - the travel/transport/exporting involved
    - the virtual water used to produce the goods
  - evaluation and assessment of management strategies and recommendations. This could include:
    - global focus
    - case study focus
    - evaluation of past and/or current management strategies and if they worked
    - recommendations as to what could be done
    - recommendations that are based on other case studies
    - recommendations that promote ecological sustainable development
4. Design your task to communicate this information to an audience. This means:
  - it needs to be engaging
  - it needs to be persuasive
  - it needs to be informative



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Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year 9  
Geography  
Examination  
2017

Weighting: 25%

**General Instructions**

Reading Time – 5 Minutes  
Working time – 60 Minutes  
Write using a blue or black pen

**Total Marks – 45**

Section 1: Objective Short Response  
Section 2 Short Response  
Section 3: Extended Response  
All questions are not worth equal marks

**DO NOT REMOVE THIS PAPER FROM THE EXAMINATION ROOM**

### Section I: Objective Short Response

5 Marks

Circle the correct response on the page. 1 Mark is allocated for each question.

1. What band of latitude is the majority of rice farming found in Bali?
  - a) 115°00'E
  - b) 8°15'S
  - c) 115°30'E
  - d) 8°45'S
  
2. At what altitude are the highest wet rice yields in Bali mostly found?
  - a) 200m above sea level
  - b) 600m above sea level
  - c) 1000m above sea level
  - d) Over 1400m above sea level
  
3. Which statement is most correct?
  - a) Harvesting of rice is spaced evenly throughout the year.
  - b) Mid-season only lasts for one month.
  - c) Most of the planting is done in the drier months.
  - d) The beginning of the year is the busiest time for Balinese farmers.
  
4. Which climate zone is Bali located in?
  - a) Tropical wet
  - b) Rainforest
  - c) Tropical wet and dry
  - d) Equatorial
  
5. Which is not a negative environmental impact of rice production in Bali?
  - a) Reduction of genetic diversity
  - b) Increase use of pesticides
  - c) Increased greenhouse gases
  - d) Conversion of rice farms into hotels.

Section II: Short Answer Response

20 Marks

1. What is a biome?

1 Mark

2. How can climate and soil influence a biome?

3 Marks

Refer to Figure A and Figure B for Question 3.

3. How has latitude and altitude influenced the biomes in Asia?

4 Marks

Latitude:

Altitude:

4. How does access to food vary around the world?

2 Marks

5. Discuss two challenges to food production.

4 Marks

Refer to Figures D and J to answer Question 6.

6. Analyse the link between the state of the world’s land and water resources and levels of food insecurity (hunger) around the world. Refer to the figures in your response.

6 Marks

In your answer you should:

- Compare areas of food insecurity (hunger) with areas where land and water resources are being mismanaged.

- Explain how this helps to create food insecurity



## Section III: Extended Response

20 Marks

Respond to the following question in approximately 300-400 words. You may also refer to the stimulus in your response.

1. How have altering biomes impacted the environment?

10 Marks

Points to consider:

- What agricultural practices change biomes?
- How have key parts of the biophysical environment been altered?
- What are some key geographical impacts because of these alterations?
- What are some examples that you can draw on to support your response?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Respond to the following question in approximately 300-400 words. You may also refer to the stimulus in your response.

## 2. Is food security possible?

10 Marks

Points to consider:

- What is food security?
- How does access to food vary around the world?
- What needs to happen in order for food security to occur?
- What is preventing food security from occurring?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Poverty**  
Low income due to illiteracy and lack of skills

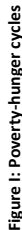
Lack of money to purchase land to grow crops

Lack of access to food

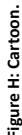
Low life expectancy; lack of food causing high maternal and infant mortality rates

Malnutrition, poor health, diseases, stunted development of children

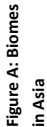
**Hunger**



**Figure J: State of the World's land and water resources for food and agriculture.**



**Figure J: State of the World's land and water resources for food and agriculture.**



**Figure L: Factors contributing to food insecurity**



Figure C: Relationship between temperature and precipitation and biomes. Biomes within dotted line experience seasonal droughts, fire and cattle grazing.

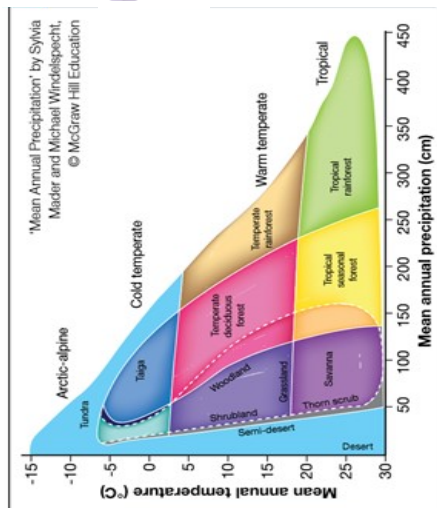


Figure D: Hunger Map, 2011

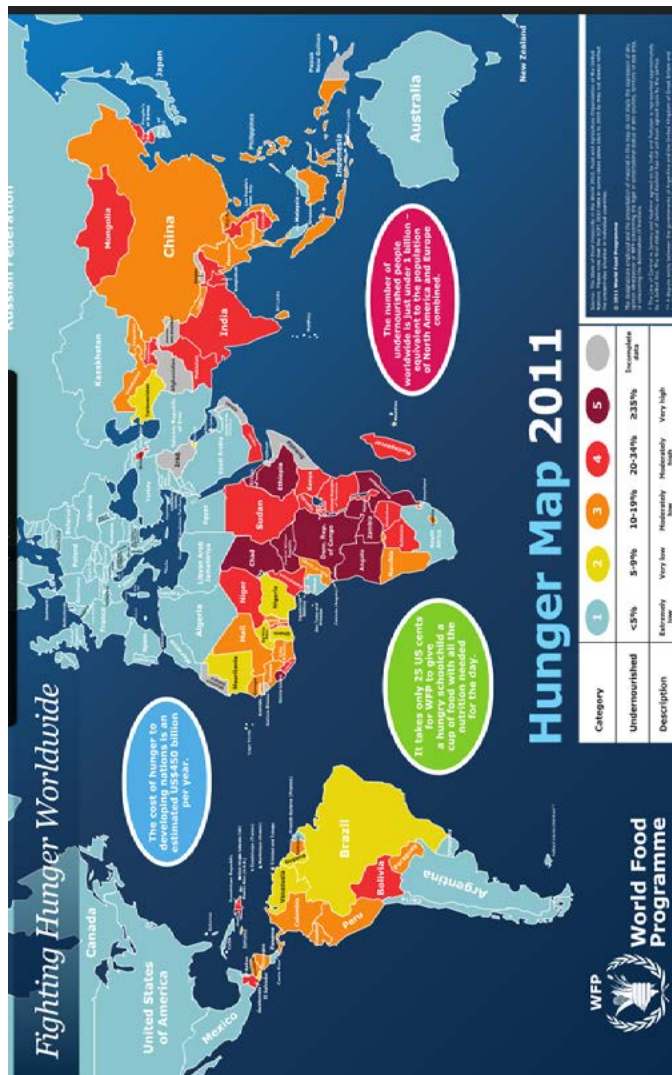


Figure G: Bali climate graph

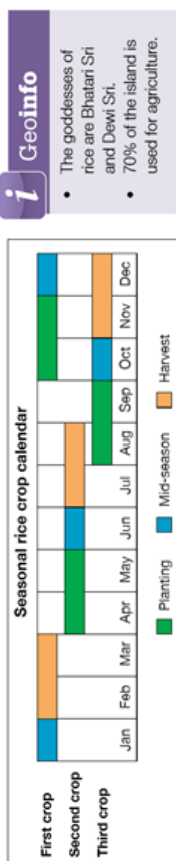
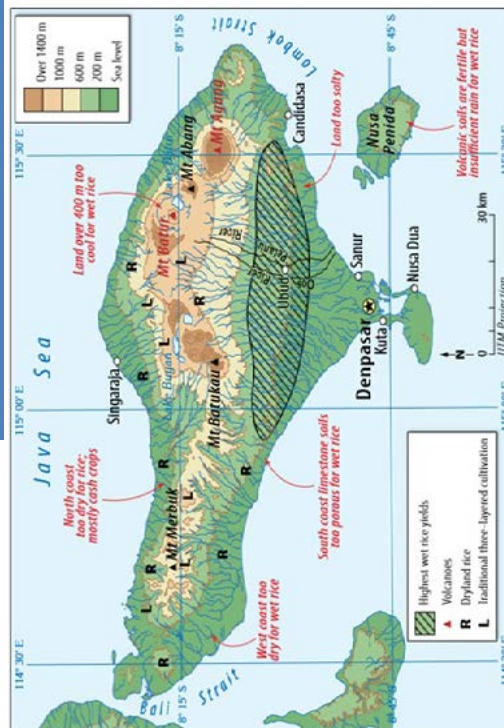


Figure E: Rice calendar

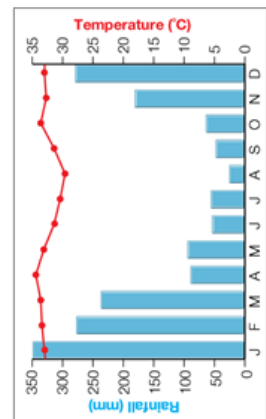


Figure F: Bali climate graph

## Text A

### Changing rice production.

The Balinese have changed the natural environment to increase rice yields:

- Lithosphere—the construction of bunds (dykes) and terraces on steep slopes reduces water runoff. Land is permanently flooded during the growing season and drained before the harvesting season. Growing HYV rice species requires the addition of fertilisers to the soil.
- Hydrosphere—the subak system diverts water to the farms.
- Biosphere—the introduction of HYV rice species reduces genetic diversity. These species are more vulnerable to pests and diseases, and require the use of pesticides.
- Atmosphere—waterlogged rice fertilisers add greenhouse gases such as methane and nitrous oxide to the air.

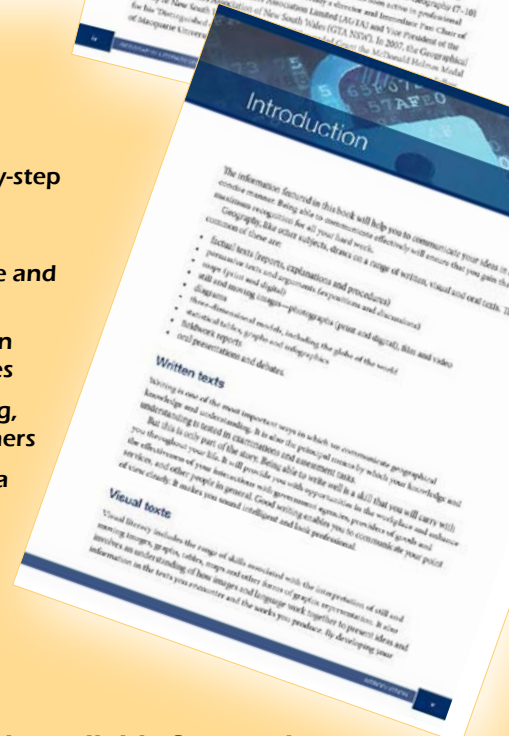
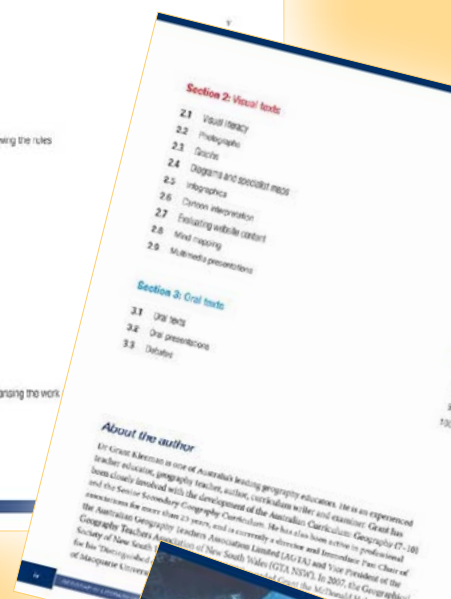
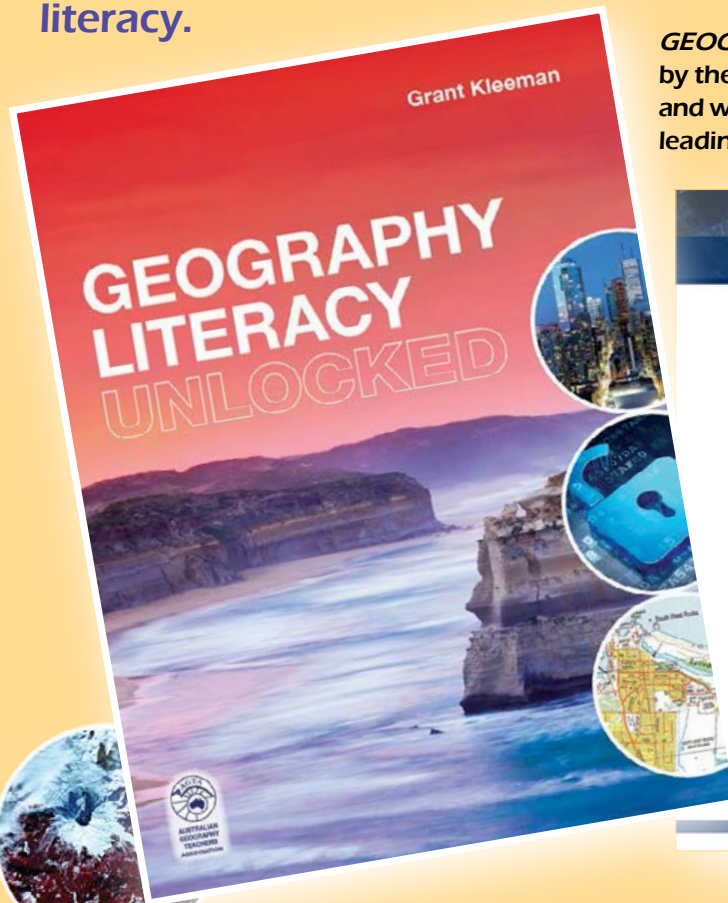
Bali's original rainforests were cleared for rice farms. About 820,000ha of its land is used for crops, with most located in Tabanan, Gianyar and Badung. Many rice farms are now being converted into hotels for tourists and urban development. The current conversion rate is 4000 ha a year, which threatens future food security on the island.

## rice production

## AGTA ANNOUNCES AN ESSENTIAL NEW GEOGRAPHY RESOURCE

**GEOGRAPHY LITERACY UNLOCKED** has been written for secondary geography students seeking to improve their literacy skills. It includes a focus on written, visual and oral literacy.

**GEOGRAPHY LITERACY UNLOCKED** is published by the Australian Geography Teachers Association and written by Dr Grant Kleeman. One of Australia's leading geography educators.



### KEY FEATURES:

- ➔ An engaging, easy-to-navigate design
- ➔ A student-friendly approach featuring step-by-step explanations and annotated exemplars
- ➔ A focus on the basics of effective written communication – spelling, punctuation, tense and the use of connectives
- ➔ Descriptions of the principal text types used in geography, supported by annotated examples
- ➔ Guidance for writers in quoting, paraphrasing, summarising and referencing the work of others
- ➔ A focus on the responsible use of social media
- ➔ A comprehensive coverage of the principal forms of visual and oral texts students encounter in geography
- ➔ Templates or scaffolds to support the interpretative skills students are expected to demonstrate.

**GEOGRAPHY LITERACY UNLOCKED** is available for purchase via the AGTA website: [www.agta.asn.au/Products](http://www.agta.asn.au/Products)