SAMPLE ASSESSMENT TASKS

TASK 1: RESEARCH TASK for SUSTAINABLE BIOMES
TASK 2: END OF TOPIC EXAMINATION for SUSTAINABLE BIOMES

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
GeoInfo
Figure D: Fighting Hunger Worldwide Infographic
Original Hunger Map 2011
https://challengedkidsinternational.files.wordpress.com/2012/07/hunger-worldwide-map.jpg

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
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

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

Figure L: Factors contributing to food insecurity
GeoWorld 9 NSW p 182
### YEAR 9: GEOGRAPHY

<table>
<thead>
<tr>
<th>Task Number</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type</td>
<td>Research Task</td>
</tr>
<tr>
<td>Unit</td>
<td>Sustainable Biomes</td>
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<tr>
<td>Topic</td>
<td>Investigating human alterations of biomes to produce food</td>
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</table>
| Task Description | Investigate how biomes have been altered to produce a food, fibre or industrial material. You will need to:  
- choose a food, fibre or industrial material  
- research the location and the biome needed to produce it  
- investigate the alterations made to the biome  
- evaluate the environmental impacts of these alterations  
- assess current and past strategies, and recommend strategies to minimise impacts  
You should:  
- **check** the attached scaffold to ensure that you have covered all the requirements  
- **ensure** that your work is carefully edited (including punctuation and spelling). |
| Outcomes to be assessed | GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 |
| Length | 800 words or the equivalent |
| Format | Research Report, iMovie, iBook, multimodal presentation, speech, format of choice in consultation with teacher |
| Due Date | Tuesday 2nd May | Week 2 | Term 2 |
| Weighting | 25 % |
| Marking Rubric | In your report you will be assessed on how well you:  
- explain the alterations of the biome for the production of goods  
- analyse the environmental impact  
- assess the management strategies  
- processing and communication of geographic information |
| Conditions | You will have some time in class, but the majority of the task should be done at home. |
### Sample Assessment – Task 1

#### Marking Criteria Marks

- comprehensive explanation of the processes and influences that form and transform places and environments
- skillfully analyses the effect of interactions and connections between people, places and environments
- sophisticated evaluation and assessment of management strategies for places and environments for their sustainability
- discerning use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- clear and purposeful communication of geographical information to a range of audiences using a variety of strategies

<table>
<thead>
<tr>
<th>Marks</th>
<th>100-85</th>
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<tbody>
<tr>
<td>- effective explanation of the processes and influences that form and transform places and environments</td>
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<tr>
<td>- accurately analyses the effect of interactions and connections between people, places and environments</td>
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<tr>
<td>- well considered evaluation and assessment of management strategies for places and environments for their sustainability</td>
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<tr>
<td>- effective use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</td>
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<tr>
<td>- clear and purposeful communication of geographical information to a range of audiences</td>
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<table>
<thead>
<tr>
<th>Marks</th>
<th>84-70</th>
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<tbody>
<tr>
<td>- explains the processes and influences that form and transform places and environments</td>
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<tr>
<td>- analyses the effect of interactions and connections between people, places and environments</td>
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<tr>
<td>- evaluation and assessment of management strategies for places and environments for their sustainability</td>
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<tr>
<td>- use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</td>
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<tr>
<td>- clear communication of geographical information to a range of audiences</td>
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<table>
<thead>
<tr>
<th>Marks</th>
<th>69-55</th>
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</thead>
<tbody>
<tr>
<td>- unclear explanation of the processes and influences that form and transform places and environments</td>
<td></td>
</tr>
<tr>
<td>- limited analysis of the effect of interactions and connections between people, places and environments</td>
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<tr>
<td>- descriptions of management strategies for places and environments for their sustainability</td>
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<tr>
<td>- limited use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</td>
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<tr>
<td>- unclear communication of geographical information to a range of audiences</td>
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<table>
<thead>
<tr>
<th>Marks</th>
<th>54-40</th>
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</thead>
<tbody>
<tr>
<td>- limited explanation of the processes and influences that form and transform places and environments</td>
<td></td>
</tr>
<tr>
<td>- little or no analysis of the effect of interactions and connections between people, places and environments</td>
<td></td>
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<tr>
<td>- statements of management strategies for places and environments for their sustainability</td>
<td></td>
</tr>
<tr>
<td>- inconsistent use of geographical information by selecting and using appropriate and relevant geographical tools for inquiry</td>
<td></td>
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<tr>
<td>- fragmented communication of geographical information to a range of audiences</td>
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<table>
<thead>
<tr>
<th>Marks</th>
<th>39-0</th>
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<tbody>
<tr>
<td>- limited explanation of the processes and influences that form and transform places and environments</td>
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<tr>
<td>- little or no analysis of the effect of interactions and connections between people, places and environments</td>
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#### Feedback:
Sample Assessment – Task 1

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

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.
**Sample Assessment – Task 2**

**Section II: Short Answer Response**

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
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<tbody>
<tr>
<td>1. What is a biome?</td>
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<tr>
<td>2. How can climate and soil influence a biome?</td>
<td>3</td>
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<tr>
<td>3. How has latitude and altitude influenced the biomes in Asia?</td>
<td>4</td>
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<tr>
<td>4. How does access to food vary around the world?</td>
<td>2</td>
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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:**

_______________________________________________________________________________
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4. How does access to food vary around the world? 2 Marks

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_______________________________________________________________________________
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5. Discuss two challenges to food production. 4 Marks

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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?

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Sample Assessment – Task 2

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?
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 gasses such as methane and nitrous oxide to the air.

Bali’s original rainforests were cleared for rice farms. About 82000ha 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 1000 ha a year, which threatens future food security on the island.
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