



GEOGRAPHY WEBINARS

The Geography Teachers Association of NSW will be offering a series of webinars in 2017.

TERM 1 PROGRAM

Tuesday, 21 February 4.00 – 5.00pm

Information Technologies for the NSW

Geography Curriculum

Presenter Clare Kinnane

Tuesday, 28 February 4.00 – 5.00pm

Developing a Summative Assessment Task

Presenter Sharon McLean

Developing a Summative Assessment Task

- Assessment Schedule
- Notification – differentiation
- Mapping Grid
- Exam builder
- Multiple Choice – examples
- Short Response examples – hierarchy of directive terms
- Extended response
- Marking Guidelines and criteria – standards reference approach
- Proof the paper, do the multiple choice check numbers and stimulus material
- Feedback - markers report
- Student feedback – Socrative, Zipgrader

Formative or Summative?

Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. **Summative assessment**

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often ***high stakes***, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.



HSC Assessment Schedule Geography

TASK	DATE	TOPIC	OUTCOMES	TASK	COMPONENTS				Task Weight
					Knowledge and Understanding	Skills	Geographic Inquiry, Research, Fieldwork	Communication	
1	Term 4 17 Nov 2014	Urban Places	H1, H5, H8, H9, H10, H12, H13.	Research based written task	5		5	5	15
2	Term 1 Weeks 8 to 10 2015	Urban Places People and Economic Activity	H1, H3, H5, H6, H9, H10, H11, H12, H13.	Semester 1 Examination	5	10	5		20
3	Term 2 Week 4- & Week 5 2015	People and Economic Activity	H1, H4, H5, H6, H7, H10, H12, H13.	Fieldwork and Post Fieldwork	10		10		20
4	Term 3 Week 3 2015	Ecosystems at Risk	H1, H2, H5, H6, H8, H9, H10, H12, H13.	Research based written task	10			5	15
5	Term 3 Weeks 5-7 2015	Urban Places People and Economic Activity Ecosystems at Risk	H1, H3, H4, H5, H6, H9, H10, H11, H12, H13.	Trial HSC Examination	10	10		10	30
Syllabus Weight					40	20	20	20	100



Assessment Notification

- ▶ [12 Semester 1 Exam notification 2014.pdf](#)
- ▶ [file:///Users/spmclean/Documents/GTA/GTA 2017/10 Semester II Exam Notification 2014.pdf](#)
- ▶ [/Users/spmclean/Documents/GTA/GTA 2017/10 Semester II Exam Notification 2015 modified version\[1\]\[1\].pdf](#)



Mapping Grid

- [file:///Users/spmclean/Documents/GTA/GTA 2017/Semester I mapping grid 2014.pdf](file:///Users/spmclean/Documents/GTA/GTA%202017/Semester%20I%20mapping%20grid%202014.pdf)

Exam Builder

1	Refer to Source A on	
	(A) (B) (C) (D)	Health and defence Health and education Defence Garbage collection and national parks
2	Type your question here. Do not change the widths of the columns or the fonts. Leave a blank line after the question like this.	
	(A) (B) (C) (D)	Health and defence Health and education Defence Garbage collection and national parks
3	Type your question here. Do not change the widths of the columns or the fonts. Leave a blank line after the question like this.	
	(A) (B) (C) (D)	Health and defence Health and education Defence Garbage collection and national parks
4	Type your question here. Do not change the widths of the columns or the fonts. Leave a blank line after the question like this.	
	(A) (B) (C) (D)	Health and defence Health and education Defence Garbage collection and national parks
5	Type your question here. Do not change the widths of the columns or the fonts. Leave a blank line after the question like this.	
	(A) (B) (C) (D)	Health and defence Health and education Defence Garbage collection and national parks

Exam Builder

Question 21 (4 marks)

(a)	Insert stimulus material here if required	Marks
	Here is where the question is asked.	2
(b)	Here is where the question is asked.	2

Question 22 continues on the next page.

Section 1 Multiple Choice 20 marks

- Writing the stem question or unfinished statement. HSC 2015

6 What was the approximate number of professionals in the Western Australian town in 2011?

- (A) 1350
- (B) 1550
- (C) 2450
- (D) 2750

Refer to Source C on page 1 of the Stimulus Booklet to answer Question 7.

7 What is the approximate percentage change in the total population of Western Australia between 2006 and the projection for 2021?

- (A) 7%
- (B) 15%
- (C) 24%
- (D) 81%



Section 1 Multiple Choice

Use the table of **Percentage of world population living in urban areas** on page 1 of the Broadsheet to answer Question 2.

2. The region with the greatest proportional change in the percentage of population living in urban areas between 1950 and 2000 is
- (A) Africa.
 - (B) Latin America.
 - (C) North America.
 - (D) South Asia.

Differentiating Multiple Choice

► Year 10 Exa

13	What is the bearing of the Three Brothers Rock (AR3054) from the wharf at Saint Ignatius' College (AR2753)	
	(A)	47°
	(B)	133°
	(C)	227°
14	What is the direction of flow of Tannery Creek in AR 2956	
	(A)	SW
	(B)	SSW
	(C)	NE
15	Which of the following is an example of a traditional Aboriginal land management strategy?	
	(A)	Rotating crops to preserve soil quality
	(B)	Clear felling of forests to enable conservation of soil
	(C)	Regular burning of areas to promote new vegetation

Section 1 Multiple Choice

Syllabus Glossary Terms

1 Which of the following terms is used to describe where things are and why they are there?

- (A) Spatial dimension
- (B) Ecological pattern
- (C) Environmental impact
- (D) Sustainable development

- Quizlet <https://quizlet.com/13189306/12-geo-syllabus-defintions-flash-cards/>
- HSC Online <http://mcq.bostes.nsw.edu.au/specTest.cfm?courseID=15190>
- ZipGrade <https://www.zipgrade.com/>



Section 1 Multiple Choice - differentiate

► Year 10 example



Section II Short Responses 40 marks

– Hierarchy of directive terms

Evaluate



1. Establish criteria
2. Apply criteria
3. Make a judgment

Can be evaluated using the criteria of a, b, c

Considering the criteria of a,b,c, on balance _____

Assess

Make a judgment of value, quality, outcomes, results or size



On balance

Analyse

Identify components and the relationship between them;

draw out and relate implications



The elements are
The impact is
Can be analysed by considering...

Explain



This causes
The effect of this
Leads to
As a result of
An outcome may be
The impact can be seen...

Discuss



Advantage of
Positive impact
Negative impact
Disadvantage
Problem
Benefit
Difficulty or downside
Adverse impact

Describe

Characteristics and features

A key feature is
The features are

Outline

Sketch in general terms

2-3 sentences with example, terminology

Identify

Name

Name it or dot point it only

Section II Short Responses

HSC 2016

Question 24 (12 marks) (a) Outline how changes in weather or climate can affect an ecosystem.

.....
.....

2 (b) Identify a traditional management strategy used in an ecosystem at risk and outline its purpose.

.....
.....
.....

2 (c) Identify a contemporary management strategy used in an ecosystem at risk and outline its purpose.

.....
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https://www.boardofstudies.nsw.edu.au/hsc_exams/2016/exams/2016-hsc-geography.pdf.....



Section III Extended response 40 marks





Marking Guidelines and criteria – standards reference approach

- demonstrate geographical knowledge and understanding relevant to the question
- communicate ideas and information using geographical terms and concepts appropriately
- refer to case studies, illustrative examples and the Stimulus Booklet where appropriate
- present a sustained, logical and cohesive response

Marking Guidelines and criteria – standards reference approach

Question 25

Criteria	Marks
<ul style="list-style-type: none">Shows a comprehensive understanding of mega cities in the developing world and world citiesClearly shows the differences between mega cities in the developing world and world citiesRefers to relevant case studies, illustrative examples and the Stimulus Booklet where appropriatePresents a sustained, logical and cohesive response using appropriate geographical information, ideas and issues	17–20
<ul style="list-style-type: none">Demonstrates a good understanding of mega cities in the developing world and world citiesShows the differences between mega cities in the developing world and world citiesRefers to relevant case studies, illustrative examples and the Stimulus Booklet where appropriatePresents a logical and cohesive response using appropriate geographical information, ideas and issues	13–16
<ul style="list-style-type: none">Demonstrates a sound understanding of mega cities in the developing world and world citiesProvides characteristics and features of the differences between world cities and mega cities in the developing worldRefers to relevant case studies, illustrative examples and the Stimulus Booklet where appropriatePresents a structured response using appropriate geographical information	9–12
<ul style="list-style-type: none">Outlines the nature and character of mega cities in the developing world and/or world citiesMay refer to case studies or illustrative examplesUses some geographical information	5–8
<ul style="list-style-type: none">Demonstrates a basic understanding of mega cities and/or world cities	1–4

Check

Proof the paper, do the multiple choice check numbers and stimulus material

Invigilate!

<https://www.youtube.com/watch?v=hwUNGymMRvM>



Feedback

- Hattie and Temperley
 - Markers Report
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