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|  | Australian Curriculum Year 5 Geography sample assessment ׀ Task-specific standards — matrix  Investigating natural hazards | Name |

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**Purpose of assessment:** To present findings about how to minimise the effects of a future flood event.

|  | | | | **A** | **B** | **C** | **D** | **E** |
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| Understanding and Skills | Geographical Knowledge  and Understanding | **Knowledge and  understanding** | Describes the interconnection between human interaction with the environment that has contributed to flooding and identifies the impact of this interaction  **Section 3** | Comprehensively describes the interconnection between human interaction with the environment that has contributed to flooding and identifies and explains the impact of this interaction | Describes in detail the interconnection between human interaction with the environment that has contributed to flooding and identifies and describes the impact of this interaction | Describes the interconnection between human interaction with the environment that has contributed to flooding and identifies the impact of this interaction | Describes aspects of the interconnection between human interaction with the environment that has contributed to flooding and identifies aspects of the impact of this interaction | Makes statements about human interaction with the environment and  the impacts of flooding |
| Identifies alternative views on how to respond to flooding  **Sections 3 and 5** | Identifies and explains alternative views on how to respond to flooding | Identifies and describes alternative views on how to respond to flooding | Identifies alternative views on how to respond to flooding | Identifies aspects of alternative views on how to respond to flooding | Makes statements about views on how to respond to flooding |
| Geographical Inquiry  and Skills | **Questioning and  researching** | Develops geographical questions for investigating flooding in a geographical area and collects and records information from a range of sources  **Sections 2 and 3** | Develops geographical questions for investigating flooding in a geographical area and collects, records and uses information in a considered way from a range of sources to answer these questions | Develops geographical questions for investigating flooding in a geographical area and collects, records and uses information in an informed way from a range of sources to answer these questions | Develops geographical questions for investigating flooding in a geographical area and collects, records and uses information from a range of sources to answer these questions | Develops geographical questions for investigating flooding in a geographical area and collects, records and uses information from a range of sources to answer aspects of these questions | Uses geographical questions and records information from sources |

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|  | | | | **A** | **B** | **C** | **D** | **E** |
| **Understanding and Skills** | **Geographical Inquiry and Skills** | Interpreting and analysing | Interprets geographical data about flood events to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions  **Section 5** | Interprets geographical data about flood events to identify and explain spatial distributions, simple patterns and trends, infer relationships and draw reasoned conclusions | Interprets geographical data about flood events to identify and compare spatial distributions, simple patterns and trends, infer relationships and draw informed conclusions | Interprets geographical data about flood events to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions | Interprets geographical data about flood events to identify aspects of spatial distributions, simple patterns and trends, infer relationships and draw partial conclusions | Uses data to make statements about flood events |
| Proposes action to reduce the impact of future flooding and identifies the expected effects in response to future flood events  **Sections 5 and 6** | Proposes action in a reasoned way to reduce the impact of future flooding and identifies and explains the expected effects in response to future flood events | Proposes action in an informed way to reduce the impact of future flooding and identifies and describes the expected effects in response to future flood events | Proposes action to reduce the impact of future flooding and identifies the expected effects in response to future flood events | Proposes action to reduce the impact of future flooding and identifies aspects of the expected effects in response to future flood events | Makes statements about action to reduce the impact of future flooding and the expected effects |
| Communicating | Presents findings in a multimodal presentation to propose actions to reduce the impact of future flooding and identify the expected effects of proposals using geographical terminology  **Section 6** | Purposefully presents findings in a multimodal presentation to propose actions to reduce the impact of future flooding and identify the expected effects of proposals using relevant geographical terminology | Effectively presents findings in a multimodal presentation to propose actions to reduce the impact of future flooding and identify the expected effects of proposals using relevant geographical terminology | Presents findings in a multimodal presentation to propose actions to reduce the impact of future flooding and identify the expected effects of proposals using geographical terminology | Partially presents findings in a multimodal presentation to propose actions to reduce the impact of future flooding and identify the expected effects of proposals using everyday language | Presents fragmented findings in a multimodal presentation to propose actions to reduce the impact of future flooding and identify the expected effects of proposals using everyday language |
| Represents [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in graphic forms, including a map to show areas of flooding using the cartographic conventions of border, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title, and north point  **Section 6** | Accurately represents in detail [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in graphic forms, including a map to show areas of flooding using the cartographic conventions of border, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title, and north point. | Represents in detail [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in graphic forms, including a map to show areas of flooding using the cartographic conventions of border, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title, and north point. | Represents [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in graphic forms, including a map to show areas of flooding using the cartographic conventions of border, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title, and north point. | Partially represents [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in graphic forms, including a map to show areas of flooding using aspects of cartographic conventions of border, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title, and north point. | Represents in a fragmented way [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in graphic forms, including a map to show areas of flooding |