|  |  |
| --- | --- |
|  | Australian Curriculum Year 5 Geography sample assessment ׀ Teacher guidelines  Investigating natural hazards |

© The State of Queensland (Queensland Curriculum and Assessment Authority) and its licensors 2014. All web links correct at time of publication.

|  |  |
| --- | --- |
| Assessment description | Category |
| Students research the impact of flooding on environments and communities using a selected case study. They apply the principles of prevention, mitigation and preparedness to evaluate how to minimise the harmful effects of flooding. They present their findings in a multimodal presentation. | Spoken/multimodal |
| Technique |
| Research |
| Context for assessment | Alignment |
| Students propose actions for reducing the impact of future flooding in an identified area. The findings will be delivered in a multimodal presentation.  Students present their findings about:   * human interaction with the environment, its contribution to flooding, and its impact * flood prevention and mitigation * proposed actions to reduce the impact of  future floods * effects of proposed actions. | *Australian Curriculum* [*v7.1*](http://www.australiancurriculum.edu.au/Home/CurriculumHistory), Year 5 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 5 Geography standard elaborations www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr5\_se.pdf |
| Connections |
| This assessment can be used with the QCAA Australian Curriculum resource titled *Year 5 unit overview — Investigating the impact of natural hazards* available at: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr5\_plan.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr5_plan.docx%20) |
| Definitions |
| **Flood:** Partial or complete inundation of normally dry land areas from overflow of inland or tidal waters from the unusual and rapid accumulation or runoff of surface waters from any source.[[1]](#footnote-1)  **Natural hazard:** When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.  **Mitigation:** A reduction in damages.  **Inundation:** An overflow or deluge.  **Water catchment:** A drainage area, especially of a reservoir or river basin.  **Urbanisation:** The process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.  **Zoning:** The classification of an area of land with respect to its use, e.g. residential, industrial, agricultural. |
| In this assessment | |
| Teacher guidelines | |
| Task-specific standards — continua | |
| Task-specific standards — matrix | |
| Assessment resource: Cartographic conventions | |
| Assessment resource: Evaluating geographical sources | |
| Assessment resource: Sample geographical questions | |
| Assessment resource: Example of an infographic | |
| Student booklet | |

# Teacher guidelines

## Identify curriculum

|  |  |
| --- | --- |
| Content descriptions to be taught | |
| Geographical Knowledge and Understanding | Geographical Skills |
| * The influence people have on the human [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places) and the management of spaces within them [(ACHGK029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK029) * The impact of bushfires or floods on environments and communities, and how people can respond [(ACHGK030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK030) | Observing, questioning and planning   * Develop geographical questions to investigate and plan an inquiry [(ACHGS033)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS033)   Collecting, recording, evaluating and representing   * Collect and record relevant geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, using [ethical protocols](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Ethical%20protocols), from primary and [secondary sources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Secondary%20sources), for example, people, maps, plans, photographs, satellite images, statistical sources and reports [(ACHGS034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS034) * Evaluate sources for their usefulness and represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) in different forms, for example, maps, plans, graphs, tables, sketches and diagrams [(ACHGS035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS035) * Represent the location and [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale), legend, title and north point, using [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS036)   Interpreting, analysing and concluding   * Interpret geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and other information, using digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate, and identify spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Trends), and infer relationships to draw conclusions [(ACHGS037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS037)   Communicating   * Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACHGS038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS038)   Reflecting and responding   * Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people [(ACHGS039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS039) |
| General capabilities (GCs) and cross‑curriculum priorities (CCPs)  This assessment may provide opportunities to engage with the following GCs and CCPs. | |
| Description: gc_literacy Literacy  Description: Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  *Description: Description: gc_critical* Critical and creative thinking  Description: Description: gc_personal_social Personal and social capability  Description: gc_ethical Ethical understanding  Description: Description: gc_intercultural Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures  Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | |
| By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.  Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action. | |
| Source: ACARA, The Australian Curriculum v7.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) | |

## Sequence learning

|  |
| --- |
| Suggested learning experiences |
| This assessment leads on from the learning experiences outlined in the QCAA’s Year 5 Geography unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:   * See unit overview — Year 5 Geography exemplar, *Investigating the impact of natural hazards*  [www.qsa.qld.edu.au/downloads/p\_10/ac\_geog\_yr5\_unit\_overview.doc](http://www.qsa.qld.edu.au/downloads/p_10/ac_geog_yr5_unit_overview.doc) |
| Adjustments for needs of learners |
| The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.  To make adjustments, teachers refer to learning area content aligned to the child’s chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum* — *Student Diversity* materials. |
| For information to support students with diverse learning needs, see:   * Queensland Curriculum and Assessment Authority materials for supporting students with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html) * Australian Curriculum: Student Diversity  [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice) * *The Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/verve/\_resources/National\_Declaration\_on\_the\_Educational\_Goals\_for\_Young\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf) * The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au). |
| Resources |
| **Books**   * Catling, S, Willy, T & Butler, J 2012, *Teaching Primary Geography for Australian Schools*, Hawker Brownlow, Melbourne   **Online**   * ACARA, *Student portfolio summary — Geography Year 5*: [www.acara.edu.au/curriculum/worksamples/Year\_5\_Geography\_Portfolio.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_5_Geography_Portfolio.pdf) * Asia Education Foundation, Year 5 Geography — ‘Life in a floating village’ (online module): [www.asiaeducation.edu.au/curriculum\_resources/geography/years\_5\_life\_in\_a\_floating\_village/year\_5\_life\_in\_a\_floating\_village\_landing\_page.html](http://www.asiaeducation.edu.au/curriculum_resources/geography/years_5_life_in_a_floating_village/year_5_life_in_a_floating_village_landing_page.html) * Brisbane City Council, Zoning maps: [www.brisbane.qld.gov.au/planning-building/planning-guidelines-tools/brisbane-city-plan-2014/city-plan-2014-mapping](http://www.brisbane.qld.gov.au/planning-building/planning-guidelines-tools/brisbane-city-plan-2014/city-plan-2014-mapping) * Bureau of Meteorology webpages * Queensland flood history: [www.bom.gov.au/qld/flood/fld\_history/index.shtml](http://www.bom.gov.au/qld/flood/fld_history/index.shtml) * Queensland flood reports: [www.bom.gov.au/qld/flood/fld\_reports/reports.shtml](http://www.bom.gov.au/qld/flood/fld_reports/reports.shtml) * Queensland flooded towns: [www.bom.gov.au/qld/flood/fld\_reports/qld\_flooded\_towns\_2011.pdf](http://www.bom.gov.au/qld/flood/fld_reports/qld_flooded_towns_2011.pdf) * Flood Warning Services (Commonwealth of Australia): [www.bom.gov.au/water/floods/floodWarningServices.shtml](http://www.bom.gov.au/water/floods/floodWarningServices.shtml) * Booklet: *What to do before, during and after a flood*: [www.bom.gov.au/water/floods/document/What\_todo\_floods.pdf](http://www.bom.gov.au/water/floods/document/What_todo_floods.pdf) * Curated Content, Suncorp data on visual.ly — ‘The risks and costs of natural disasters in Australia’ (infographic): <http://visual.ly/cost-floods-australia> * Department of Natural Resources and Mines, Queensland Globe mapping and data tool:   [www.dnrm.qld.gov.au/mapping-data/queensland-globe](http://www.dnrm.qld.gov.au/mapping-data/queensland-globe)   * Department of Natural Resources and Mines, Floodcheck map:   [www.dnrm.qld.gov.au/mapping-data/maps/floodcheck-map](http://www.dnrm.qld.gov.au/mapping-data/maps/floodcheck-map)   * Floodsite: [www.floodsite.net/juniorfloodsite/html/en/student/thingstodo/tour/index.html](http://www.floodsite.net/juniorfloodsite/html/en/student/thingstodo/tour/index.html) * Geoscience Australia, Flood gallery: [www.ga.gov.au/scientific-topics/hazards/flood/basics/gallery](http://www.ga.gov.au/scientific-topics/hazards/flood/basics/gallery) * Golden Software tutorial, ‘Create a base map from Google Earth’: [www.youtube.com/ watch?v=VQHk9mLg3F0](http://www.youtube.com/watch?v=VQHk9mLg3F0) * Google Earth Help Center: [https://support.google.com/earth/?hl=en#topic=4363013](https://support.google.com/earth/?hl=en%23topic=4363013) * Queensland Globe tutorial videos: [www.dnrm.qld.gov.au/mapping-data/queensland-globe/using](http://www.dnrm.qld.gov.au/mapping-data/queensland-globe/using) * Queensland Government disaster management: [www.qld.gov.au/emergency/news/features/seflood.html](http://www.qld.gov.au/emergency/news/features/seflood.html) * Queensland Reconstruction Authority, Aerial imaging and mapping: [www.qldreconstruction.org.au/maps/aerial-imaging-and-mapping-pdfs](http://www.qldreconstruction.org.au/maps/aerial-imaging-and-mapping-pdfs) * Scribble Maps: [www.scribblemaps.com](http://www.scribblemaps.com) * Teaching and learning in South Australia, Government of South Australia, ‘Geography: What is it for?’ [www.youtube.com/watch?v=sgGb8BM2TBk](http://www.youtube.com/watch?v=sgGb8BM2TBk) |

## Develop assessment

|  |  |
| --- | --- |
| Implementing | |
| Section 1. Selecting a case study | |
| **Student role**   * Explore flood case studies from local and international contexts. Refer to Year 5 Geography [Exemplar unit plan](http://www.qsa.qld.edu.au/downloads/p_10/ac_geog_yr5_unit_overview.doc) — *Investigating the impact of natural hazards.* * Use the criteria provided to select a suitable case study of a geographical area that has a history of flood events. * Identify a context (e.g. 2011 flooding in Brisbane, a local flood event, various events in Asia) to further research and present findings. * Review geographical concepts and terms about natural hazards and flood events. | **Teacher role**   * Review the key inquiry questions and discuss the relationship to the assessment task. * How do people and environments influence one other? * How can the impact of bushfires or floods on people and places be reduced? * Read through the *Student booklet* with the students and answer questions about the assessment requirements. * Work through the *Task-specific standards* (matrix or continua) with students to highlight the valued features of the task and set learning goals. * Choose a flood event to explore with the students as a model using a range of geographical sources including satellite images, photographs. * Provide access to a range of sources and assist students to select a suitable case study using the guidelines provided. * Review research strategies for collecting data and information about the selected flood event. * Provide examples for key concepts and terms and check for student understanding. |
| **Section 2. Developing geographical questions** | |
| **Student role**   * Develop geographical questions to guide research using the key inquiry questions of: * How do people and environments influence one another? * How can the impact of bushfires or floods on people and places be reduced? * Review the relevance of questions posed. * Check that questions address geographical concepts and terms. * Generate criteria to evaluate the usefulness of data, sources etc. * Review questions to consider range, relevance and relationship to the identified geographical concepts of interconnections, space, place, change, environment and sustainability. | **Teacher role**   * Review the model for sequencing geographical inquiry with student learning provided in the Year 5 Geography curriculum: [www.qcaa.qld.edu.au/yr5-geography-curriculum.html](https://www.qcaa.qld.edu.au/yr5-geography-curriculum.html). * Identify the aspects of inquiry that are distinct to geography, i.e. Collecting and representing data. * View the animation‘Geography: What is it for?’ [www.youtube.com/watch?v=sgGb8BM2TBk](http://www.youtube.com/watch?v=sgGb8BM2TBk) and discuss: * What kinds of questions do geographers ask? What technological tools do geographers use? * What challenges do geographers address? * How do geographers respond to challenges? * Use the *Assessment resource: Sample geographical questions* to support students. |

|  |  |
| --- | --- |
| Section 3. Collecting, recording and evaluating data and information | |
| Student role   * Use research questions to collect, record and evaluate data and information including: * flood maps, satellite images and media reports * reports from organisations outlining strategies to prevent, mitigate and prepare for flooding * photographs from the past to present that show changes to the natural environment such as residential and infrastructure development * interviews with flood experts such as local government officers and emergency personnel. | Teacher role   * Provide access to a range of geographical sources including satellite images, maps, photographs, statistical sources and reports. * Use the identified resources on page 4 to bookmark sources as required for students. * Use the *Assessment resource: Evaluating geographical sources* to assist students to complete Section 3 of the *Student booklet*. |
| Section 4. Representing and communicating | |
| Student role   * Create a base map using Google Earth or Queensland Globe. For support, use the: * ‘Create a base map from Google Earth’ tutorial: [www.youtube.com/watch?v= VQHk9mLg3F0](http://www.youtube.com/watch?v=VQHk9mLg3F0) * Google Earth Help Center: [https://support. google.com/earth/?hl=en#topic=4363013](https://support.google.com/earth/?hl=en#topic=4363013) * Queensland Globe tutorial videos: [www.dnrm.qld.gov.au/mapping-data/queensland-globe/using](http://www.dnrm.qld.gov.au/mapping-data/queensland-globe/using). * Use a base map (Google Earth or Queensland Globe) to identify the geographical area of your case study. Identify : * water catchment area * environmental features * land use features * infrastructure as transport routes * inundation areas. * Use cartographic conventions such as border, scale, legend, title and north point. | Teacher role   * Use an appropriate base map or spatial application to guide students to complete a flood map of the selected area. |
| Section 5. Interpreting and analysing sources | |
| Student role   * Interpret data and information to respond to questions. * Synthesise information to answer research questions, e.g. What can be done to prevent future floods? * Reflect on findings to suggest actions in response to future flood events. | Teacher role   * Model how to interpret meaning from sets of data. * Check understanding of geographical terms of spatial distribution, patterns and trends. * Review responses with students in *ACARA Work sample portfolios* (see Resources) that describe spatial patterns, distributions and trend in data and maps. |
| Section 6. Presenting findings | |
| Student role   * Select a format for a multimodal presentation to make recommendations to reduce the impact of future flooding. * Use: * research findings * the flood map * relevant data, graphs and photographs * format such as infographics or a slide show. * Complete the planning checklist. * Deliver presentation and reflect on the following: * How effective is your presentation? * How reliable were the sources used? * Were geographical questions answered? * What have you learnt about undertaking a geographical inquiry? | Teacher role   * Select a choice of multimodal formats for students to present their findings, such as infographics, or another interactive form. * Provide exemplars to discuss features of quality, e.g. Curated Content’s use of Suncorp data on visual.ly: <http://visual.ly/cost-floods-australia>. * Use: *Assessment resource: Example of an infographic* to support students using this multimodal format. * Provide feedback on planning before students proceed with their presentations. * Reflect with students on what worked well and what they would do differently next time when undertaking geographical inquiry. * Review year level planning to adjust future teaching and learning. |

## Make judgments

When making judgments about the evidence in students’ responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Geography standard elaborations. See [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr5\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr5_se.pdf).

### The Queensland standard elaborations for Geography

The Queensland Year 5 standard elaborations for Geography are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland Geography standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland Geography standard elaborations. Understanding and Skills in Geography are organised as Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

The valued features of Geography, drawn from the achievement standard and the content descriptions are organised as:

* Knowledge and understanding
* Questioning and researching
* Interpreting and analysing
* Communicating.

#### Task-specific standards

Task-specific standards give teachers:

* a tool for directly matching the evidence of learning in the response to the standards
* a focal point for discussing students’ responses
* a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

* highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
* specifies particular *targeted aspects* of the curriculum content and achievement standard
* aligns the valued feature, task-specific descriptor and assessment
* allows teachers to make consistent and comparable on-balance judgments about a student’s work by matching the qualities of students’ responses with the descriptors
* clarifies the curriculum expectations for learning at each of the five grades (A–E or the equivalent)
* shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
* supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
* encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of students’ work and curriculum expectations and related standards.

#### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of Geography targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland Geography standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

##### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

|  |  |  |  |
| --- | --- | --- | --- |
| Australian Curriculum achievement standard dimensions | Valued features | | Task-specific valued features |
| Understanding and  Skills | **Geographical Knowledge and understanding** | **Knowledge and understanding** | Describes the human interaction with the environment that has contributed to flooding and its impact.  Identifies alternative views on how to respond to flooding.  **Sections 3 and 5** |
| **Geographical Inquiry and skills** | **Questioning and research** | Uses geographical questions and collects and records information from a range of sources.  **Sections 2 and 3** |
| **Interpreting and analysing** | Interprets geographical data about flood events to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. Proposes action and identifies the expected effects in response to future flood events.  **Sections 5 and 6** |
| **Communicating** | Uses a multimodal presentation:  to propose actions to reduce the impact of future flood events and identify the expected effects of proposals using geographical concepts and terminology.  **Section 6** |

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

* a matrix
* a continua.

#### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

* use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in students’ work — A to E (or equivalent)
* highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
* incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature
* provide a tool for directly matching the evidence of learning in the child’s response to the standards to make an on-balance judgment about achievement
* assist teachers to make consistent and comparable evidence-based A to E (or equivalent) judgments.

##### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student’s responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

##### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or equivalent) cell of the matrix that best matches the evidence in the student’s responses in order to make an   
on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

## Use feedback

|  |  |
| --- | --- |
| Feedback to students | Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child’s personal progress and the next steps in the learning journey.  Provide feedback about:   * range and balance of questions that embed the geographical concepts and the context of a flood event as a natural hazard to consider prevention and mitigation strategies * the range of source materials collected, organised and evaluated for relevance, reliability and usefulness. Ensure that students have opportunities to revisit their selections before proceeding to represent and communicate their findings * representation of spatial patterns and distributions of flooding in selected geographical area over time using the conventions of mapping * choice of formats to represent information and data to synthesise findings to provide clear messages about key ideas * review the effectiveness of the presentation with peers to consider what else needs to be included.   The task-specific standards for this assessment can be used as a basis for providing feedback to students. |
| Resources | For guidance on providing feedback, see the professional development packages titled:   * About feedback [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_about.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx) * Seeking and providing feedback [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx) |

1. Source: Commonwealth of Australia (Geoscience Australia) 2014, [www.ga.gov.au/scientific-topics/hazards/  
   flood/basics](http://www.ga.gov.au/scientific-topics/hazards/flood/basics) [↑](#footnote-ref-1)