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|  | Australian Curriculum Year 7 Geography sample assessment ׀ Student booklet  Investigating water scarcity |

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| Image: *Boats in the Nile*, Nikos Moumouris, Creative Commons Attribution 2.0, <https://flic.kr/p/8sW1co> |

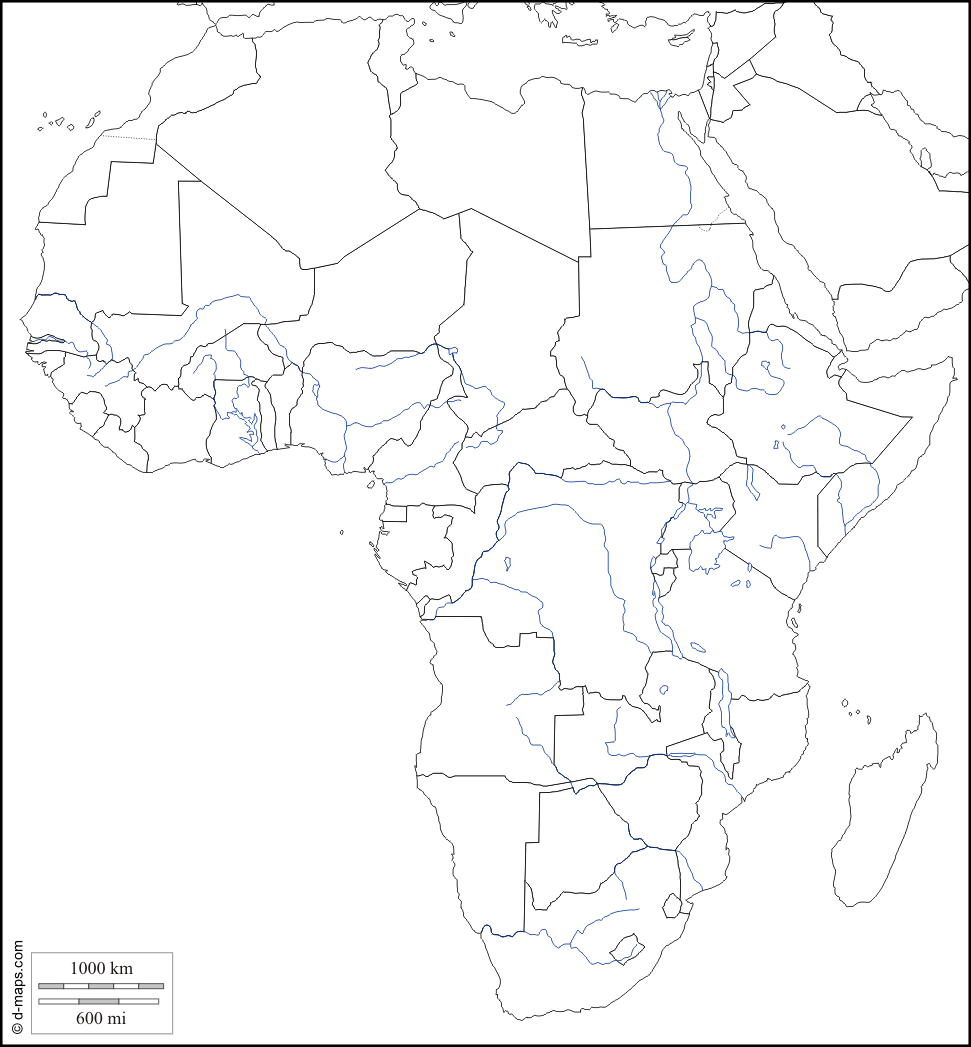
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| Conduct an inquiry to investigate water scarcity in a North African country and present your findings in a multimodal presentation that includes spoken or written explanation of actions to improve water management. |
| You will:   * identify the extent and location of water scarcity in a North African country * develop geographical questions to frame an inquiry * collect, record and evaluate data and information from a range of sources * represent data and information in special purpose maps and graphs * identify and analyse data and information * propose actions to improve water management in the selected country * present findings in a multimodal presentation. |

## Section 1. Understanding water scarcity

##### Define water scarcity. Use examples to describe economic scarcity and physical scarcity.

##### Shade and label:

* the countries of North Africa
* rivers of North Africa.



View the map of Africa and **explain** why North Africa might experience physical water scarcity.

View the United Nations map of *Global physical and economic water scarcity* at [www.un.org/waterforlifedecade/scarcity.html](http://www.un.org/waterforlifedecade/scarcity.html). Use it to describe the pattern of water availability in North Africa.

Conduct research about water scarcity in North Africa. Select **one** country for a geographical inquiry. Explain why you have you chosen this country?

Country:

Reason:

## Section 2. Developing inquiry questions

##### Develop a range of focus questions to guide your geographical inquiry.

* Use the information from your earlier research to develop focus questions for each of the research areas in the table below.
* Use the key questions provided to develop your own questions.

Table 1: Focus questions

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| Research area | Key question | Your focus question/s |
| **Identify the geographical process that influences the characteristics of places (the issue) and where it is occurring** | What is the nature of water scarcity and where is it occurring in North Africa? |  |
| **Analyse the causes of the issue/s** | What is the spatial distribution of natural features and the connection between water resources and human use in the country? |  |
| **Analyse the impacts of the issue/s** | What are the social, economic and environmental impacts of water scarcity? |  |
| **Identify and analyse the current management strategies being implemented** | What management strategies are being implemented to manage the issues you have identified? |  |
| **Decide what further action is needed to better manage the issue** | What actions can be taken in response to the water scarcity issue? |  |

## Section 3. Collecting, recording and evaluating data

Collect **relevant** and **reliable** data and information to answer each of your focus questions.

The information you gather will be used to create your multimodal presentation.

Use a **range of different sources** including spatial applications such as Google Earth, graphs, atlases or interactive maps, reports, databases, journals, websites, and information from government organisations and non-government organisations.

Use or adapt the following tables to **record** and **evaluate** your sources and make notes for your multimodal presentation.

Table 2: Source evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| Source name, location and details for bibliography | Type of source  e.g. primary/secondary/ written/video | Is this source reliable?  Think about who wrote it, for what purpose, is it biased? | Focus questions this source will answer |
|  |  | This source is reliable because … |  |
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Table 3: Notes from sources

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| --- | --- |
| **Source** | **Notes**  Record relevant information for use in your multimodal presentation — text, statistics, maps, images |
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## Section 4. Representing, interpreting and analysing data and information

Use your collected data and information to create digital maps and graphs for use in your multimodal presentation.

Use digital formats to create your map and graphs, e.g.

* spreadsheet software for representing data
* map-generation tools (to download a free online base map)
* image-editing software for creating special purpose maps
* online infographic tools to create maps or graphs.

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| Image source: QCAA | | | |

Include the following:

* a world map showing the **location** of your country and a **written or spoken description** of its relative location in the world
* a **special purpose map such as choropleth or thematic** that analyses one aspect of your inquiry, e.g. spatial patterns of water resources, the distribution of water projects, population density, spatial patterns of water scarcity and a **written or spoken description** that **explains the interconnection** between what your map is showing and the issue of water scarcity
* **two graphs** representing collected data, e.g. climate, water availability/usage, expenditure on water projects, impacts of water scarcity and a written or spoken explanation of this data.

Check that you have included the following cartographic conventions:

* border
* orientation (north point)
* legend (key)
* source
* scale

## Section 5. Presenting findings

Use the space below to **plan** your presentation.

Choose a **graphic organiser** relevant to the multimodal format you have decided to use, e.g.   
a storyboard or slide layout for a video or slideshow presentation.

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Use this checklist to review your planning for your presentation

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| Check that you have: |  |  |
| * clearly identified key messages to: * identify the extent and location of water scarcity * represent data and information in special purpose maps and graphs * identify and analyse data and information * propose actions to improve water management in the selected country |  |  |
| * used relevant images and graphics to support your explanations |  |  |
| * used graphs/infographics that explore spatial patterns, distributions, trends and infer relationships |  |  |
| * made connections between ideas and visual representations |  |  |
| * used appropriate layout, graphics and geographical terminology to effectively communicate your findings |  |  |
| * used relevant geographical concepts and terminology |  |  |
| * represented data and information clearly |  |  |
| * used appropriate cartographic conventions |  |  |
| * labelled graphs with titles, legend (key), source and clear intervals on axes |  |  |
| * responded to feedback from your teacher and peers. |  |  |