|  |  |  |
| --- | --- | --- |
|  | Australian Curriculum Year 9 Geography sample assessment ׀ Task-specific standards — matrix  Investigating production patterns | Name |

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

**Purpose of assessment:** Present findings using an infographic form about production and consumption patterns for a selected good that is produced in a  
North-East Asian country (China, Japan or South Korea).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | A | B | C | D | E |
| Understanding and Skills | Geographical Knowledge  and Understanding | Knowledge and understanding | Analyses the interconnections between places that produce and consume selected products and explains how interconnections have influenced people, and change places and environments  **Section 4** | Analyses the interconnections between places that produce and consume selected products and comprehensively explains how interconnections have influenced people, and change places and environments | Analyses the interconnections between places that produce and consume selected products and explains in detail of how interconnections have influenced people, and change places and environments | Analyses the interconnections between places that produce and consume selected products and explains how interconnections influence people, and change places and environments | Explains the interconnections between places that produce and consume selected products and describes how these interconnections influence people, and change places and environments | Describes the interconnections between places that produce and consume selected products and makes statements about changes |
| Explains spatial distributions and patterns over time and describes associations between distribution patterns  **Section 4** | Comprehensively explains spatial distributions and patterns over time and comprehensively describes associations between distribution patterns | Explains in detail spatial distributions and patterns over time and describes in detail associations between distribution patterns | Explains spatial distributions and patterns over time and describes associations between distribution patterns | Describes distributions and patterns over time and identifies associations between distribution patterns | Makes statements about distributions and patterns and associations between distribution patterns |
| Analyses alternative strategies to change consumption using environmental, social and economic criteria and justifies a response  **Section 6** | Discerningly analyses alternative strategies to change consumption using environmental, social and economic criteria and comprehensively justifies a response | Analyses in an informed way alternative strategies to change consumption using environmental, social and economic criteria and justifies in detail a response | Analyses alternative strategies to change consumption using environmental, social and economic criteria and justifies a response | Explains alternative strategies to change consumption using aspects of environmental, social and economic criteria and explains a response | Makes statements about alternative strategies to change consumption |

Continues over page

|  |  |  |
| --- | --- | --- |
|  | Australian Curriculum Year 9 Geography sample assessment ׀ Task-specific standards — matrix  Investigating production patterns | Name |

© The State of Queensland (Queensland Studies Authority) and its licensors 2013. All web links correct at time of publication.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | A | B | C | D | E |
| Understanding and Skills | Geographical Inquiry and Skills | Questioning & researching | Uses initial research to identify geographically significant questions to frame an inquiry  **Sections 1 and 2** | Discerningly uses initial research to develop discerning geographically significant questions to frame an inquiry | Effectively uses initial research to develop informed geographically significant questions to frame an inquiry | Uses initial research to identify geographically significant questions to frame an inquiry | Uses initial research to identify geographically significant questions related to an inquiry | Identifies geographically significant questions related to an inquiry |
| Collects and evaluates a range of sources and selects relevant geographical data and information to answer inquiry questions  **Section 3** | Collects and discerningly evaluates a range of sources and selects relevant geographical data and information to effectively answer inquiry questions | Collects and evaluates in an informed way a range of sources and selects relevant geographical data and information in an informed way to effectively answer inquiry questions | Collects and evaluates a range of sources and selects relevant geographical data and information to answer inquiry questions | Collects and explains uses of sources and use of geographical data and information to answer aspects of inquiry questions | Collects sources and uses aspects of geographical data and information |
| Interpreting & analysing | Analyses data to propose explanations of patterns, trends, relationships and anomalies and predict outcomes  **Section 4** | Analyses data to propose discerning explanations of patterns, trends, relationships and anomalies and predict discerning outcomes | Analyses data to propose informed explanations of patterns, trends, relationships and anomalies and predict informed outcomes | Analyses data to propose explanations of patterns, trends, relationships and anomalies and predict outcomes | Analyses data to describe patterns, trends, relationships and anomalies and predict aspects of outcomes | Uses data to make statements about patterns, trends, relationships and anomalies and make statements about outcomes |
| Synthesises data and information to draw reasoned conclusions  **Sections 5 and 6** | Synthesises data and information to draw discerning and reasoned conclusions | Synthesises data and information to draw effective and reasoned conclusions | Synthesises data and information to draw reasoned conclusions | Synthesises data and information to draw conclusions | Uses data and information to make statements |

Continues over page

|  |  |  |
| --- | --- | --- |
|  | Australian Curriculum Year 9 Geography sample assessment ׀ Task-specific standards — matrix  Investigating production patterns | Name |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | A | B | C | D | E |
| Understanding and Skills | Geographical Inquiry and Skills | Interpreting & analysing | Proposes action in response to managing the impacts of production, taking account of environmental, economic and social considerations  **Section 6** | Proposes with justification action in response to managing the impacts of production taking account of environmental, economic and social considerations | Proposes action in an informed way response to managing the impacts of production taking account of environmental, economic and social considerations | Proposes action in response to managing the impacts of production taking account of environmental, economic and social considerations | Identifies action in response to managing the impacts of production taking account of aspects of environmental, economic and social considerations | States action related to managing the impacts of production taking account of environmental, economic and social considerations |
| Predicts outcomes and consequences of their proposal  **Section 6** | Makes a justified prediction of the outcomes and consequences of their proposal | Makes a plausible prediction of the outcomes and consequences of their proposal | Predicts outcomes and consequences of their proposal | Predicts partial outcomes and consequences of their proposal | Makes statements about the outcomes |
| Communicating | Presents findings using relevant geographical terminology and graphic representations in an infographic form  **Section 7** | Purposefully presents findings using relevant geographical terminology and graphic representations in an infographic form | Effectively presents findings using relevant geographical terminology and graphic representations in an infographic form | Presents findings using relevant geographical terminology and graphic representations in an infographic form | Partially presents findings using geographical terminology and aspects of graphic representations in an infographic form | Presents in a fragmented way findings using everyday language and fragmented graphic representations in an infographic form |
| Represents multivariable data in appropriate graphic forms, including a special purpose map that complies with cartographic conventions  **Sections 4 and 7** | Accurately represents in detail multivariable data in appropriate graphic forms, including a special purpose map that consistently conform to cartographic conventions | Represents in detail multivariable data in appropriate graphic forms, including special purpose maps that comply with cartographic conventions | Represents multivariable data in appropriate graphic forms, including a special purpose map that comply with cartographic conventions | Partially represents multivariable data in aspects of graphic forms, including a special purpose map that comply with aspects of cartographic conventions | Represents in a fragmented way multivariable data in graphic forms, including a special purpose map |