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Queensland Curriculum and Assessment Authority

Geography 2025 v1.2

IA3: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	Sample only
Student number	Sample only
Teacher	Sample only
Issued	Sample only
Due date	Sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Explaining and Comprehending	4	
Analysing and Applying	10	
Proposing action	4	
Communicating	7	
Overall	**25**	

Conditions

Technique	Extended response — Data report
Unit	Unit 4: Managing population change
Topic/s	Topic 1: Population challenges in Australia
Duration	Approximately 15 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students need to: • use spatial technologies and/or ICT to generate maps and graphs • adapt downloaded or photocopied maps (e.g. with overlays and annotations) to represent their researched data and information.
Resources	Initial stimulus provided by the teacher.

Context

Places experience population and demographic change over time and space that may create specific challenges. Changes to population and population structure results in specific needs and resources for a community. Understanding the challenges is imperative to ensure planning in Australian towns and cities supports liveability, strengthens economic stability, and protects natural environments.

Task

Conduct a geographic inquiry (see Scaffolding) to investigate a specific geographic challenge arising from the demographic or population change for one of the places on the data sheet.

To complete this task, you must:

- transform and interpret the teacher-provided data to identify a demographic or population change for the selected place
- research, transform and analyse additional primary data to make inferences about a geographical challenge/s arising from the identified demographic or population change
- generalise about the impacts of the geographical challenge/s for people and/or place
- propose action/s to address the identified impacts
- present your findings in a written report that follows the report writing structure for Geography (see Scaffolding).

Stimulus

Data set 1 — Population change: Fortitude Valley

Statistical area designation at time of census	Fortitude Valley Inner Fortitude Valley Remainder	Fortitude Valley statistical area	Fortitude Valley SA2		
Year	**2001**	**2006**	**2011**	**2016**	**2021**
Total population	2,092	5,387	5,217	7,146	9,512
	1,364				

Source: Australian Bureau of Statistics

Data set 2 — Demographic data: Bankstown South (SA2)

Age group	Number persons	Percentage of population
0-4 years	1,334	7.2
5-9 years	1,174	6.4
10-14 years	1,064	5.8
15-19 years	1,051	5.7
20-24 years	1,453	7.9
25-29 years	1,842	10
30-34 years	1,533	8.3
35-39 years	1,386	7.5
40-44 years	1,100	6
45-49 years	1,074	5.8
50-54 years	981	5.3
55-59 years	1,012	5.5
60-64 years	983	5.3
65-69 years	770	4.2
70-74 years	566	3.1
75-79 years	407	2.2
80-84 years	310	1.7
85 years +	386	2.1

Source: Australian Bureau of Statistics

Checkpoints

☐ After approximately 3 of 15 hours: Initial planning check

☐ After approximately 7 of 15 hours: Second progress check

☐ After approximately 12 of 15 hours: Submit draft for feedback

☐ After approximately 15 hours: Submit final report

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide evidence of their progress at the indicated checkpoints.
- The teacher will collect and annotate one draft.
- Students must acknowledge all sources.
- The teacher will ensure class cross-marking occurs.

Scaffolding

Geographic inquiry question structure

Use these questions as a guide to develop your inquiry questions.

- Where is the challenge occurring?
- Why is it a challenge in that place?
- What is the impact, i.e. the issue, for the place?
- What is being done to manage the issue, and can it be better managed?

Report writing structure

Use the following structure to write your report:

- title page
- introduction — outline of the geographical challenge and purpose of the report
- body — analysis and generalisations organised into appropriate sections and sub-sections, including cartographic and graphic forms and in-text referencing where appropriate
- conclusion — proposal/s
- reference list — if secondary sources are used to produce the report.

Instrument-specific marking guide (IA3): Extended response (25%)

Explaining and Comprehending	Marks
The student response has the following characteristics:	
• detailed explanation of geographic processes and interactions that result in demographic or population change for a place in Australia • recognition of comprehensive spatial patterns of demographic or population change for a place in Australia • recognition of significant relationships and implications for people and/or place	3–4
• adequate explanation of geographic processes and interactions that result in demographic or population change for a place in Australia • recognition of simple spatial patterns of demographic or population change for a place in Australia • recognition of rudimentary relationships and implications for people and/or place	2
• unclear explanation of geographic processes and interactions that result in demographic or population change for a place in Australia • vague recognition of spatial patterns of demographic or population change for a place in Australia • recognition of irrelevant relationships and implications for people and/or place.	1
The student response does not satisfy any of the descriptors above.	0

Analysing and Applying	Marks
The student response has the following characteristics:	
• astute interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge/s for a place in Australia • discerning use of data and information • sophisticated generalisations about the impacts of the geographical challenge/s for people and/or places	9–10
• effective interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge/s for a place in Australia • considered use of relevant data and information • reasoned generalisations about the impacts of the geographical challenge/s for people and/or places	7–8
• simple interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge/s for a place in Australia • appropriate use of relevant data and information • fundamental generalisations about the impacts of the geographical challenge/s for people and/or places	5–6
• superficial interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge/s for a specific place in Australia • narrow use of relevant data and information • cursory generalisations about the impacts of the geographical challenge/s for people and/or places	3–4
• vague interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge/s for a place in Australia • fragmented use of data and information • narrow generalisations about the impacts of the geographical challenge/s for people and/or places.	1–2
The student response does not satisfy any of the descriptors above.	0

Proposing action	Marks
The student response has the following characteristics:	
• insightful proposal/s in response to the generalisations • justified action to address the impact/s of the identified challenge/s • uses credible evidence to support the action	3–4
• simple proposal/s in response to the generalisations • informed action to address the impact/s of the identified challenge/s • uses sufficient evidence to support the action	2
• irrelevant proposal in response to the generalisations • action proposed is vague • uses minimal evidence to support action.	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
• proficient transformation and representation of geographical data and information • creates sophisticated cartographic forms • creates sophisticated cartographic forms • accomplished use of geographical terminology • adept use of the conventions of written communication	6–7
• competent transformation and representation of geographical data and information • creates detailed cartographic forms • creates detailed graphic forms • considered use of geographical terminology • purposeful use of the conventions of written communication	4–5
• adequate transformation and representation of geographical data and information • creates simple cartographic forms • creates simple graphic forms • appropriate use of geographical terminology • suitable use of the conventions of written communication	2–3
• minimal transformation and representation of geographical data and information • creates inappropriate cartographic forms • creates inappropriate graphic forms • inconsistent use of geographical terminology • fragmented use of the conventions of written communication.	1
The student response does not satisfy any of the descriptors above.	0