Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Queensland Curriculum and Assessment Authority

# Geography 2025 v1.2

## IA2: 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 | 5 | |
| Analysing and Applying | 10 | |
| Proposing action | 5 | |
| Communicating | 5 | |
| **Overall** | **25** | |

# Conditions

| | |
|---|---|
| **Technique** | Field report |
| **Unit** | Unit 3: Responding to land cover transformations |
| **Topic/s** | Topic 2: Responding to local land cover transformations |
| **Duration** | Approximately 15 hours of class time |
| **Mode / length** | Written: up to 2000 words |
| **Individual / group** | Individual<br>Data collection may be completed as a group. |
| **Other** | Students need to use spatial technologies and/or ICT to visually represent primary data and information collected in the field to:<br>• create maps and graphs<br>• overlay or annotate downloaded or photocopied maps. |

# Context

Riparian zones are the interface between terrestrial and aquatic environments and are important to maintaining healthy environments. In urban areas these zones have been transformed into recreational areas, residential zones and industrial parks. Land cover change in riparian zones creates geographical challenges that require management.

# Task

Using the geographic inquiry model to carry out fieldwork, you will investigate how land cover change has impacted the quality of the riparian zone for a location along Kedron Brook and how this contributes to a land management or water management challenge at the location.

You will propose action to address the impacts of the identified challenge.

**To complete this task, you must**:

- develop specific inquiry questions to guide your fieldwork investigation using the geographic inquiry process (see Scaffolding)
- identify the type of data required and appropriate methods for data collection
- collect data and information at the fieldwork location
- transform fieldwork data into maps and graphs and analyse these to explain
  - the biophysical and anthropogenic processes and interactions that result in land cover change for the fieldwork location
  - how the patterns, trends and relationships represent a geographical challenge arising from the land cover change for the fieldwork location
- use your analysis to make generalisations about the impact of the geographical challenge at the fieldwork location
- propose action to address the impacts of the geographical challenge that will create or improve sustainability for the location
- present your findings in a field report using the report writing structure for Geography (see Scaffolding).

# Checkpoints

☐ After approximately 3 of 15 hours: Confirm your inquiry questions are suitable prior to collecting data.

☐ After approximately 10 of 15 hours: Submit your draft in separate sections as follows for feedback:

☐ Data transformation and analysis (after 10 hours)

☐ Introduction (after 12 hours)

☐ Conclusion and proposals (after 14 hours).

# Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- Your teacher will conduct consultations as you develop the response.
- You will provide documentation of your progress at the relevant checkpoints.

# Scaffolding

## Geographic inquiry question structure

Use the below 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
- Appendixes — raw fieldwork data.

Reports may take the form of an electronic publication, i.e. non-paper form that allows for interaction with the data representations.

# Instrument-specific marking guide (IA1): Field report response (25%)

| Explaining and Comprehending | Marks |
|---|---|
| The student response has the following characteristics: | |
| • detailed explanation of biophysical and anthropogenic processes and interactions that result in land cover change for the fieldwork location<br>• recognition of comprehensive spatial patterns of land cover change for the fieldwork location<br>• recognition of significant relationships and implications for people and places | 4–5 |
| • adequate explanation of biophysical and anthropogenic processes and interactions that result in land cover change for the fieldwork location<br>• recognition of simple spatial patterns of land cover change for the fieldwork location<br>• recognition of rudimentary relationships and implications for people and places | 2–3 |
| • unclear explanation of biophysical and anthropogenic processes and interactions that result in land cover change for the fieldwork location<br>• vague recognition of spatial patterns of land cover change for the fieldwork location<br>• recognition of irrelevant relationships and implications for people and places. | 1 |
| The student response does not match 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 arising from land cover change at the fieldwork location<br>• discerning use of fieldwork data and information<br>• sophisticated generalisations about the impacts of the geographical challenge at the fieldwork location | 9–10 |
| • effective interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge arising from land cover change at the fieldwork location<br>• considered use of fieldwork data and information<br>• reasoned generalisations about the impacts of the geographical challenge at the fieldwork location | 7–8 |
| • simple interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge arising from land cover change at the fieldwork location<br>• appropriate use of fieldwork data and information<br>• fundamental generalisations about the impacts of the geographical challenge at the fieldwork location | 5–6 |
| • superficial interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge arising from land cover change at the fieldwork location<br>• narrow use of fieldwork data and information<br>• cursory generalisations about the impacts of the geographical challenge at the fieldwork location | 3–4 |
| • vague interpretations and inferences about how patterns, trends and relationships represent a geographical challenge arising from land cover change at the fieldwork location<br>• fragmented use of fieldwork data and information<br>• narrow generalisations about the impacts of the geographical challenge at the fieldwork location. | 1–2 |
| The student response does not match any of the descriptors above. | 0 |

| Proposing action | Marks |
|---|---|
| The student response has the following characteristics: | |
| • insightful proposal/s in response to the generalisations<br>• justified action/s to create or improve the sustainability at the fieldwork location<br>• uses credible evidence to support the proposal | 4–5 |
| • simple proposal/s in response to the generalisations<br>• informed action/s to create or improve the sustainability at the fieldwork location<br>• uses sufficient evidence to support the action | 2–3 |
| • irrelevant proposal in response to the generalisations<br>• action proposed is vague<br>• uses minimal evidence to inform action. | 1 |
| The student response does not match any of the descriptors above. | 0 |

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