

Assessment highlights insights

from Julie Davis, Principal Education Officer for Geography

Q Why was this student response selected for Assessment highlights?

A Zoe's assessment was chosen because it demonstrates the essential role of fieldwork in geography to identify challenges for locations that are impacted by land cover change.

Q How has the student effectively responded to the school's assessment instrument and demonstrated the qualities of the top performance-level descriptors (PLD) of the instrument-specific marking guide?

A The student consistently relies on the analysis of fieldwork data to explain the interactions between biophysical and anthropogenic processes that result in land cover change. The analysis is clearly linked to spatial patterns of land clearing evident at the site, as detailed in the section about ecosystem characteristics. Throughout the report the analysis is used to make inferences about how the evident patterns, trends and relationships represent a geographical challenge for the fieldwork location, e.g. in the use of correlation between datasets. The data collected in the field was transformed into sophisticated maps and graphs that clearly illustrate the relationships evident in the data and inform the analysis.

Q What were the qualities or features of the student's response that made it stand out from other student responses?

A Zoe has demonstrated high quality data transformation using appropriate technologies, as evidenced by the maps and graphs she has generated throughout her report. Throughout her response, Zoe has used multiple pieces of interlinked data to inform her analysis, as illustrated by her discussion of the relationships between canopy cover, soil temperature, and invasive species cover.

The succinct use of language, using relevant geographical terminology to convey meaning, has been demonstrated throughout her response

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