Geography
Years 7–10

Advice on Programming and Assessment
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1 Introduction

This support document has been designed to help teachers understand key aspects of the new Geography Years 7–10 Syllabus and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of assessment for learning (Geography Years 7–10 Syllabus, pages 81–82).

The document provides advice about constructing a program that will cover the scope of Geography for two stages. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

This document contains three sample units of work:

Stage 4 Mandatory Course – The Changing Nature of the World – Globalisation
• an eight-hour unit that introduces Topic 4G3 – Global Change.

Stage 5 Mandatory Course – Changing Australian Communities
• a 25-hour unit that explains how communities in Australia are responding to change.

Stage 5 Elective Course – Physical Geography
• a 40-hour unit on the geographical processes that form and transform the physical world.

These sample units can be used as models for planning units of work. They include:
• relevant outcomes and content
• assessment activities that have been designed and integrated into the units of work
• different types of possible feedback
• a variety of teaching and learning experiences
• opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of assessment for learning. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the Geography Years 7–10 Syllabus. Units of work adapted for students undertaking Geography Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.
## 2 Establishing a Scope and Sequence

### 2.1 Sample Stage 4 Mandatory Scope and Sequence

Students must undertake 100 hours of study in Global Geography (Stage 4). In this sample, each of the four mandatory focus areas is allocated equal time of 25 hours. The sample below indicates the course being implemented over one year or over two years. In a semesterised system, focus areas 4G1 and 4G2 would be taught in Year 7 and focus areas 4G3 and 4G4 in Year 8.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Term / Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4G 1 - Investigating the World (25 hours)</strong></td>
<td>T1/S1 – 25h</td>
</tr>
</tbody>
</table>
| *An introduction to the discipline of Geography and the nature of geographical inquiry.* | | | | *
| Outcomes: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.10 | | | | *
| Geographical tools - maps, fieldwork, photographs | | | | *
| *Nature of geography, our world and geographical research – local area fieldwork* | | | | *
| *World Heritage site: Great Wall of China* | | | | |
| **4G 2 - Global Environments (25 hours)** | | *Types of global environments – overview* | | *
| *The geographical processes that form and transform global environments, and human interactions within environments.* | | *Global environment study – Amazon River* | | *
| Outcomes: 4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.10 | | *Global community study; Quichua people* | | *
| Geographical tools - maps, graphs & statistics, photographs | | | | *
| **4G 3 - Global Change (25 hours)** | | | *Changing nature of the world* | *
| *The changing nature of the world and responses to these changes.* | | | *Global inequalities* | *
| Outcomes: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.10 | | | *Global organisations: UNICEF* | *
| Geographical tools - maps, graphs & statistics, photographs | | | | *
| **4G 4 - Global Issues and the Role of Citizenship (25 hours)** | | | | *
| *Global geographical issues and appropriate methods of citizenship for their management.* | | | *Global geographical issues - overview* | *
| Outcomes: 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10 | | | *Two geographical issues:* | *
| Geographical tools - maps, fieldwork, graphs & statistics, photographs | | | - climate change | *
| | | | - access to fresh water; including local area fieldwork. | *
### 2.2 Sample Stage 5 Mandatory Scope and Sequence

Students must undertake 100 hours of study in Australian Geography (Stage 5). This sample scope and sequence shows a teaching and learning program in which each of the four mandatory focus areas is allocated equal time of 25 hours. The sample below indicates the course being implemented over one year or over two years. In a semesterised system, focus areas 5A1 and 5A2 would be taught in Year 9 and focus areas 5A3 and 5A4 in Year 10.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Term / Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T1/S1 – 25h</td>
</tr>
<tr>
<td>5A1 - Investigating Australia’s Physical Environments (25 hours)</td>
<td>* Australian continent  * Australia – unique physical characteristics  * Natural hazard: drought</td>
</tr>
<tr>
<td></td>
<td>Geographical tools - maps, photographs</td>
</tr>
<tr>
<td>5A2 - Changing Australian Communities (25 hours)</td>
<td>* Human Australia – overview, including fieldwork of local area  * Australian communities and change  * One community; Nimbin</td>
</tr>
<tr>
<td></td>
<td>Geographical tools - maps, graphs &amp; statistics, fieldwork, photographs</td>
</tr>
<tr>
<td>5A3 - Issues in Australian Environments (25 hours)</td>
<td>* Geographical issues - overview  * Two geographical issues; - urban growth and decline - waste management, including fieldwork and research action plan</td>
</tr>
<tr>
<td></td>
<td>Geographical tools - maps, fieldwork, graphs &amp; statistics, photographs</td>
</tr>
<tr>
<td>5A4 - Australia in Its Regional and Global Contexts (25 hours)</td>
<td>* Australia in the world  * Australia’s links - overview  * One link: trade  * Future challenges for Australia - Population Human rights &amp; reconciliation</td>
</tr>
<tr>
<td></td>
<td>Geographical tools - maps, graphs &amp; statistics, photographs</td>
</tr>
</tbody>
</table>

*Australian continent  * Australia – unique physical characteristics  * Natural hazard: drought  * Human Australia – overview, including fieldwork of local area  * Australian communities and change  * One community; Nimbin  * Geographical issues - overview  * Two geographical issues; - urban growth and decline - waste management, including fieldwork and research action plan  * Australia in the world  * Australia’s links - overview  * One link: trade  * Future challenges for Australia - Population Human rights & reconciliation
### 2.3 Sample Stage 5 Elective Scope and Sequence

Students may undertake 100 or 200 hours of Elective Geography.

This scope and sequence indicates a teaching and learning program for a 100 hour course in which each focus area is allocated equal time of 25 hours.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Term / Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E1. Physical Geography</strong></td>
<td><strong>Term / Semester</strong></td>
</tr>
<tr>
<td><em>The geographical processes that form and transform the physical world.</em></td>
<td>T1/S1 – 25h</td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.10, E5.11</td>
<td>T2/S2 – 25h</td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
<td>T3/S3 – 25h</td>
</tr>
<tr>
<td><em>plate tectonics, weathering &amp; mass movement, erosion &amp; deposition</em></td>
<td>T4/S4 – 25h</td>
</tr>
<tr>
<td><em>one landscape</em></td>
<td></td>
</tr>
<tr>
<td>- mountains</td>
<td></td>
</tr>
<tr>
<td>- climate &amp; weather</td>
<td></td>
</tr>
<tr>
<td>- biogeography</td>
<td></td>
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<tr>
<td>- one vegetation community; alpine forests</td>
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<tr>
<td><strong>E2. Oceanography</strong></td>
<td></td>
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<tr>
<td><em>The features and importance of the world’s oceans and issues associated with them.</em></td>
<td></td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.7, E5.9, E5.10, E5.11</td>
<td></td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
<td></td>
</tr>
<tr>
<td><em>features of the world’s oceans</em></td>
<td></td>
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<tr>
<td><em>importance of the world’s oceans</em></td>
<td></td>
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<tr>
<td><em>ownership and control of oceans</em></td>
<td></td>
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<tr>
<td><em>one issue for oceans – fishing, including fieldwork</em></td>
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<tr>
<td><strong>E3. Geography of Primary Production</strong></td>
<td></td>
</tr>
<tr>
<td><em>The patterns, functions and issues associated with primary production.</em></td>
<td></td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.7, E5.8, E5.9, E5.10, E5.11</td>
<td></td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
<td></td>
</tr>
<tr>
<td>Primary production</td>
<td></td>
</tr>
<tr>
<td><em>types</em></td>
<td></td>
</tr>
<tr>
<td><em>global patterns</em></td>
<td></td>
</tr>
<tr>
<td><em>multinationals</em></td>
<td></td>
</tr>
<tr>
<td>One primary production at a local scale:</td>
<td></td>
</tr>
<tr>
<td>aquaculture</td>
<td></td>
</tr>
<tr>
<td><strong>E5. Australia’s Neighbours</strong></td>
<td></td>
</tr>
<tr>
<td><em>The environments of Australia’s neighbours and specific geographical issues within the Asia–Pacific Region.</em></td>
<td></td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.8, E5.9, E5.10, E5.11</td>
<td></td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
<td></td>
</tr>
<tr>
<td><em>Asia-Pacific region:</em></td>
<td></td>
</tr>
<tr>
<td>- major physical features</td>
<td></td>
</tr>
<tr>
<td>- settlement</td>
<td></td>
</tr>
<tr>
<td>- cultural diversity</td>
<td></td>
</tr>
<tr>
<td><em>One country: Japan:</em></td>
<td></td>
</tr>
<tr>
<td>- physical</td>
<td></td>
</tr>
<tr>
<td>- population</td>
<td></td>
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<tr>
<td>- settlement</td>
<td></td>
</tr>
<tr>
<td>- economy</td>
<td></td>
</tr>
<tr>
<td>- international</td>
<td></td>
</tr>
<tr>
<td>- future directions</td>
<td></td>
</tr>
</tbody>
</table>
2.4 Sample Stage 5 Elective Scope and Sequence Plan

Students may also undertake 200 hours of Elective Geography.

This scope and sequence plan shows a thematic teaching and learning program in which six out of the eight topics from the syllabus are completed over two years. This program of study culminates in a school-developed option that features a significant degree of independent student research.

**Year 9**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours in Semester 1</th>
<th>Hours in Semester 2</th>
</tr>
</thead>
</table>
| E5. Australia’s Neighbours (30 hours)  
* The environments of Australia’s neighbours and specific geographical issues within the Asia-Pacific Region  
Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.8, E5.9, E5.10, E5.11  
Geographical tools and ICT | * Asia-Pacific region;  
- main physical features  
- settlement  
- cultural diversity  
* One country: China:  
- physical  
- population  
- settlement  
- economy  
- international  
- future directions |  |
| E4. Development Geography (40 hours)  
* The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life – focus country: China  
Outcomes: E5.1, E5.2, E5.3, E5.4, E5.7, E5.8, E5.9, E5.10, E5.11  
Geographical tools and ICT | * Development  
* One developing country Vietnam:  
- level of development  
- regional variations of development  
- government and community initiatives for development  
* contemporary development issue in Vietnam – role & status of women |  |
| E3. Geography of Primary Production (30 hours)  
* The patterns, functions and issues associated with primary production – focus: rice production.  
Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.7, E5.8, E5.9, E5.10, E5.11  
Geographical tools and ICT | Primary production  
* types  
* global patterns  
* multinationals  
One primary production at a local scale: rice industry at a local & global scale (including actual or virtual fieldwork);  
- nature of rice production  
- geographical processes involved in rice production  
- environmental, social & economic impacts of rice production |  |
### Year 10

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours in Semester 1</th>
<th>Hours in Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E7. Interactions and Patterns along a Continental Transect (30 hours)</strong></td>
<td>* Nile River from source in central Africa to mouth in Mediterranean Sea: - climate - topography - vegetation - fauna - land use - settlement - population - resource use - significant places - culture &amp; religion * One geographical issue – access to the water from the Nile</td>
<td></td>
</tr>
<tr>
<td>The factors responsible for causing variation in spatial patterns across a continent from one specific location to another</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.7, E5.8, E5.9, E5.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E6. Political Geography (40 hours)</strong></td>
<td>* Nation-states – key features of India &amp; Pakistan * Tension &amp; conflict between India &amp; Pakistan: - nature &amp; causes of the conflict - location of conflict - groups involved in the conflict * Ways to resolve conflict: - communication, groups &amp; governments - trade, sport, other links - conflict resolution and the future</td>
<td></td>
</tr>
<tr>
<td>The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions – Focus: India-Pakistan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.6, E5.7, E5.8, E5.9, E5.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E8. School-developed Option (30 hours)</strong></td>
<td>*Each student is to complete an individual or group research project and report about an aspect of Geography course. * Research and report to include: - spatial, ecological and civics &amp; citizenship aspects of the study - a variety of sources of information - use of ICT for research and presentation of findings</td>
<td></td>
</tr>
<tr>
<td>Ways in which the spatial and ecological dimensions interact and the role of informed and active citizenship in the interaction. Focus: student research project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes: E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.7, E5.8, E5.9, E5.10, E5.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical tools and ICT</td>
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</tr>
</tbody>
</table>
3 Advice on Assessment

3.1 Assessment for Learning

The Board’s revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

*Assessment for learning* encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student’s progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

**Principles of assessment for learning**

Assessment for learning:

- **AP1** emphasises the interactions between learning and manageable assessment strategies that promote learning
- **AP2** clearly expresses for the student and teacher the goals of the learning activity
- **AP3** reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- **AP4** provides ways for students to use feedback from assessment
- **AP5** helps students take responsibility for their own learning
- **AP6** is inclusive of all learners.

Details on how these principles translate in practice can be found on page 82 of the *Geography Years 7–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on pages 12–13.
3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students’ knowledge, understanding and skills.
The diagram below shows how this process has been applied in the design of the sample unit Changing Australian Communities (pages 27–31).

### Criteria for assessing learning

Students will be assessed on how well they:

- identify, gather and evaluate the demographic characteristics of Australia and a range of countries at different levels of development
- present demographic characteristics in appropriate written, oral and graphic forms
- analyse, organise and synthesise data to illustrate the changing demographic characteristics of Australia
- select and apply appropriate geographical tools, e.g., population pyramids, graphs and maps
- provide a detailed description of the factors that contribute to the community’s sense of identity
- analyse factors that have contributed to the sense of identity in one Australian community
- identify the factors causing change in one Australian community and explain the impacts of this change
- describe the response of a community group in one Australian community to change.

### Description of learning experiences

1. Discuss stereotypes and determine the human characteristics that make Australia unique.
2. Construct and examine graphs, population pyramids and maps to describe Australia’s demographic characteristics.
3. Compare Australia’s demographic characteristics to other countries at various levels of development.
4. Compile and analyse a media file on the factors causing change in Australian communities.
5. Carry out local fieldwork to demonstrate differences within and between Australian communities.
6. Create a simple database using the results of local fieldwork.
7. Conduct independent research on one Australian community undergoing change.
8. Complete an in-class extended response based on their research.

### Feedback

The teacher will provide oral and written feedback to students about:

- description of Australia’s demographic characteristics and construction of a population pyramid
- understanding of factors causing change in Australian communities as presented in a media file
- ability to write an extended response based on independent research into an Australian community experiencing change.

Feedback on students’ group work on Australia’s demographic characteristics will be based on teacher and peer assessment.

### Context

The unit of work on Australian communities takes place early on in the Mandatory Stage 5 course. Students will have an understanding of Australia’s physical environments and the challenges they present.

In describing past and current population patterns in Australia, students will explain how changing demographic characteristics are influencing the nature and identity of Australian society.

Students will use a range of geographical tools including maps, population pyramids, graphs and photographs and create a simple database using the results of local fieldwork.

In addition to teacher-centred activities the unit includes group work, independent research and fieldwork.

### Performance

Students’ performances in relation to the assessment criteria will determine the feedback and the need for consolidation of knowledge and/or skills through further learning experiences.

Future research and fieldwork activities may require more detailed and explicit directions together with more teacher support for the less independent learners.

Students whose performances satisfy the criteria will have the opportunity to consolidate their research skills in the next unit of work on Issues in Australian Environments.

### Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Identifies, gathers and evaluates geographical information</td>
</tr>
<tr>
<td>5.2</td>
<td>Analyses, organises and synthesises geographical information</td>
</tr>
<tr>
<td>5.3</td>
<td>Selects and uses appropriate written, oral and graphic forms to communicate geographical information</td>
</tr>
<tr>
<td>5.4</td>
<td>Selects and applies appropriate geographical tools</td>
</tr>
<tr>
<td>5.8</td>
<td>Accounts for differences within and between Australian communities</td>
</tr>
<tr>
<td>5.9</td>
<td>Explains Australia’s links with other countries and its role in the global community</td>
</tr>
<tr>
<td>5.10</td>
<td>Applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.</td>
</tr>
</tbody>
</table>

### Feedback

The teacher will provide oral and written feedback to students about:

- Description of Australia’s demographic characteristics and construction of a population pyramid.
- Understanding of factors causing change in Australian communities as presented in a media file.
- Ability to write an extended response based on independent research into an Australian community experiencing change.

Feedback on students’ group work on Australia’s demographic characteristics will be based on teacher and peer assessment.

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</tr>
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<td>Selects and uses appropriate written, oral and graphic forms to communicate geographical information</td>
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<td>5.8</td>
<td>Accounts for differences within and between Australian communities</td>
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</tr>
<tr>
<td>5.10</td>
<td>Applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.</td>
</tr>
</tbody>
</table>

### Feedback

The teacher will provide oral and written feedback to students about:

- Description of Australia’s demographic characteristics and construction of a population pyramid.
- Understanding of factors causing change in Australian communities as presented in a media file.
- Ability to write an extended response based on independent research into an Australian community experiencing change.

Feedback on students’ group work on Australia’s demographic characteristics will be based on teacher and peer assessment.

### Context

The unit of work on Australian communities takes place early on in the Mandatory Stage 5 course. Students will have an understanding of Australia’s physical environments and the challenges they present.

In describing past and current population patterns in Australia, students will explain how changing demographic characteristics are influencing the nature and identity of Australian society.

Students will use a range of geographical tools including maps, population pyramids, graphs and photographs and create a simple database using the results of local fieldwork.

In addition to teacher-centred activities the unit includes group work, independent research and fieldwork.
3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students’ knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

3.4 Annotated Assessment for Learning Activity

The Assessment for Learning Principles provide the criteria for judging the quality of assessment materials and practices. The Stage 5 sample assessment activity, Demographic Research, has been annotated on pages 12–13 to show these principles.
Sample assessment for learning activity: Demographic research

Context
This activity takes place early in the Stage 5 unit Changing Australian Communities (5A2). Activity builds on students’ skills in identifying, gathering and evaluating statistical data through the detailed examination of the ‘human characteristics that make Australia unique’ involving demographic comparisons between Australia and a selection of other countries.

Outcomes
A student:
5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales.

Description of activity
Students collect demographic information from a variety of sources including the internet, complete a table of selected countries and global averages and analyse the research findings.

- Students work in small groups to gather simple demographic characteristics for Australia, other selected countries and global averages. Groups could be assigned to each of the topics (column headings) on the table.
- Groups research and complete their part of the table.
- Teacher directs the collation of the information on an overhead transparency projector and students complete their tables.
- Students analyse the findings of the research.
- Class discuss oral reports from the various groups and address questions about how this table illustrates the unique human characteristics of Australia.
- Students submit their completed tables and analysis for marking.

The activity will take approximately one hour.

Criteria for assessing learning
(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:
- identify, select and organise comparative demographic characteristics of Australia and a range of countries at different levels of development
- present the demographic characteristics in tabulated form
- analyse data to illustrate the unique characteristics of Australia
- communicate geographical information orally.
Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
</table>
| 8–10 (High) | • identifies, selects and organises relevant data for Australia and countries that clearly show the different levels of development.  
• clearly presents appropriate demographic characteristics in the tabulated form.  
• analyses comparative data and clearly illustrates the unique human characteristics of Australia.  
• accurately and confidently communicates geographical information orally. |
| 4–7 (Satisfactory) | • identifies, selects and organises data for Australia and chooses countries at different levels of development.  
• presents appropriate demographic characteristics in the tabulated form.  
• explains comparative data to illustrate the unique human characteristics of Australia.  
• accurately communicates geographical information orally. |
| 1–3 (Progressing) | • identifies, selects and organises some data for Australia and other countries.  
• presents some demographic characteristics in the tabulated form.  
• may refer to data.  
• orally communicates geographical information to a limited degree. |

Feedback
Students will be given oral feedback by the teacher. Comments will inform them about such things as:
- their ability to identify, select and organise data
- the appropriateness of their geographical communication
- the accuracy and depth of analysis and evaluation of the data
- their ability to communicate geographical information orally.

Peer assessment using Worksheet 2 is an option.

Future directions
Students whose performances satisfy the criteria of this activity use geographical tools and population pyramids to further investigate demographic characteristics, to describe trends and to explain how Australia’s community is changing. Students’ achievement in this task will enable the teacher to make a judgement about the ways subsequent teaching and learning might consolidate the skills of acquiring and processing geographical information.

Resources
Students are provided with a range of resources from textbooks and internet allows students to gather up-to-date statistics. (Statistics are also available in atlases, yearbooks and some textbooks.)

ELDIS Country Profiles
BBC News Country Profiles – http://news.bbc.co.uk/1/hi/country_profiles/default.stm
Worksheet 1 – Demographic research table
Worksheet 2 – Peer assessment worksheet
3.5 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

3.6 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:
- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students’ strengths and state clearly how students can improve.

Forms of feedback include:
- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

3.7 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance on an activity should be recorded, and in what format. The teacher can use this information to ascertain students’ progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.
A scale such as the one below may be a useful way to summarise the extent of students’ learning. This example shows how individual students performed on the same assessment activity.

<table>
<thead>
<tr>
<th>Student</th>
<th>Activity – Demographic Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>x</td>
</tr>
<tr>
<td>B</td>
<td>x</td>
</tr>
<tr>
<td>C</td>
<td>x</td>
</tr>
<tr>
<td>D</td>
<td>x</td>
</tr>
<tr>
<td>E</td>
<td>x</td>
</tr>
<tr>
<td>F</td>
<td>x</td>
</tr>
</tbody>
</table>

This method can be adapted to capture evidence of an individual student’s strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.
4 Programming Units of Work

The sample units of work have been developed using the following process:
1. identify the outcomes that will be addressed in the unit
2. decide on the focus of the unit of work
3. decide on the evidence of learning that will be required, how students will demonstrate learning in relation to the outcomes and how this evidence will be gathered and recorded
4. select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop
5. plan the learning experiences and instruction, and identify the assessment for learning strategies that will provide the evidence of learning, checking that:
   • a range of assessment strategies is used
   • meaningful feedback in a variety of forms can be given to students
   • opportunities are provided to reflect on student progress and modify future learning experiences accordingly.
5 Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the Geography Years 7–10 Syllabus. The units provide programming ideas for selected syllabus content.

Sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students’ demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students’ demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflections. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of assessment for learning. Teachers would not provide this level of detail in day-to-day classroom situations.
5.1 **Stage 4 Mandatory Sample Unit of Work: Global Change (4G3)**

**Focus:** the changing nature of the world and responses to these changes.

Time allocation for unit: 8 hours

<table>
<thead>
<tr>
<th>Targeted outcomes</th>
<th>Resources</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>Atlas, blank world map outline, worksheets 1 to 3</td>
<td>Class discussion results in students creating a relevant definition of globalisation.</td>
</tr>
<tr>
<td>4.1 identifies and gathers geographical information</td>
<td>Top 100 economic entities table: <a href="http://www.corporations.org/systems/top100.html">http://www.corporations.org/systems/top100.html</a></td>
<td>Students correctly identify examples of technological change in their own home/life and present their thoughts in the form of a mind map.</td>
</tr>
<tr>
<td>4.2 organises and interprets geographical information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 uses a range of written, oral and graphic forms to communicate geographical information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 uses a range of geographical tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 demonstrates a sense of place about global environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7 identifies and discusses geographical issues from a range of perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students learn about:**
- globalisation
  - the globalisation process
  - changes in technology
- outline the process of globalisation
- recognise the role of technology in changing global relationships in business
- Literacy activity on the concept of globalisation: Read and interpret short articles defining the concept.
- **Focus question:** How has technology changed? Students create a mind map of technological change in their lives, e.g., changes in the areas of medicine, transport, communications, business, fashion, food etc.
### Students learn about:
- impacts of globalisation

### Students learn to:
- identify examples of economic and cultural integration that are shaping the world today as part of globalisation

### Integrated teaching, learning and assessment
Students identify positive and negative perspectives of technological change and create a simple table of different perspectives. Classroom discussion on the concept of technological change.

Teacher issues students with a task requiring them to interview a senior member of the community about technological change. Elements of the task include:

1. Instruction is given on survey methodology (Worksheet 1).
2. Students collectively design a survey for the class to use (Worksheet 2).
3. Students individually administer standardised survey to members of their community.
4. Communicating the survey results activity: Students individually graph, interpret and communicate collective data from the class survey (Worksheet 3).

**Focus question:** What is economic integration?

Teacher issues students with a research worksheet to identify and record details about the country of production, location of the corporate HQ for at least 10 products.

### Evidence of learning/feedback
Students are able to construct a table contrasting positive and negative perspectives of technological change. Students’ contributions to class discussion demonstrate their understanding of the concept of technological change.

**Feedback:** Teacher collates student responses on OHP in table format.

Students are able to compile a satisfactory survey for the class to use.

Students are able to complete the interview and gather data on the survey sheet.

Students demonstrate ability to discern patterns in raw data through the construction of a range of graphical and statistical representations, eg histogram, pie-graph.

**Feedback:** Teacher gives written and oral feedback following class discussion. Outlines the requirements of good surveys and graphs.

Students can identify and recognise global companies and products, therefore reflecting economic integration.

Class discussion.
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Focus question:</strong> What does this tell us about our world? Students work in groups to compile a collage of global products and brands. Teacher issues students with stimulus material from ‘SMH – Top 100 World Economic Entities’. Students identify the top 20 global companies on the table and create their own table ranking them and presenting information on country of origin and industry or product type. <strong>Focus question:</strong> What is cultural integration? Class brainstorm the meaning and dimensions of culture. <strong>Focus question:</strong> Is there a global culture? Group discussion considering various cultural features: sport, music, food, language, religion, toys/games, the media, fashion. Groups provide an example of each and an associated personality. Sample study: The Barbie doll – an example of economic and cultural integration. Mapping Economic and Cultural Integration activity: Teacher issues students with worksheet on changing patterns of Mattel’s manufacturing plants.</td>
<td>Collages displayed in classroom. <strong>Feedback:</strong> Oral feedback from teacher on strengths and weaknesses of collages and the ability of students to rank and locate countries of origin of global products. Students demonstrate their ability to analyse and extract information from the news article ‘Top 100 World Economic Entities’ by compiling a table of top 20 global corporations. Class discussion and self-assessment of students’ tables. Students demonstrate awareness of cultural differences and similarities through their contribution to class brainstorm. Groups report findings of discussion to class. Students are able to deduce that cultures are interlinked and that a global culture is evident in various cultural features. <strong>Feedback:</strong> Peer assessment and discussion. Oral feedback by teacher commenting on the student’s understanding of cultural integration. Students are able to create a world map showing changes, over time, in the location of manufacturing sites for Mattel products.</td>
</tr>
<tr>
<td>Students learn about:</td>
<td>Students learn to:</td>
<td>Integrated teaching, learning and assessment</td>
<td>Evidence of learning/feedback</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>changing global relationships</td>
<td>• describing changing global relationships as a result of globalisation</td>
<td>Students plot locations of Mattel factories on a world outline map to show the changes in the location of Barbie manufacture. Students explore reasons for changes in location using a comprehension worksheet and passage on changes in marketing and manufacture of Barbie. <strong>Focus question:</strong> What is a ‘global business’? Extension activity: Internet research: What is Barbie up to now? (Note: This activity could be adapted for use with Coke, Nike, Sony etc) Global Forum activity: Students role-play to examine the issues associated with whaling and how they have changed over time. Characters: Norwegian commercial whaler, Japanese whaler, indigenous person, Tokyo restaurateur, Australian school student, whale-watching tour operator, environmentalist, scientist, commercial fisher, UN representative</td>
<td><strong>Feedback:</strong> Teacher checks and annotates student worksheets using identified criteria. Teacher comments on the students’ understanding of the spatial changes in the manufacture of Mattel products over time and the causes of these changes. Feedback will also be given on their use of mapping conventions. Students are able to suggest reasons for changes in the location of Mattel factories. Students are able to communicate reasons for changing manufacturing locations over time. <strong>Feedback:</strong> Teacher annotates student’s maps according to the identified criteria. Students demonstrate an understanding of changing global relationships through informed and active participation in the global forum. <strong>Feedback:</strong> Teacher provides oral feedback on participation and the arguments presented by the participants.</td>
</tr>
</tbody>
</table>
5.1.1 Sample assessment for learning activity: Communicating the survey results

Context
This assessment for learning activity occurs early in a Year 8 unit on Global Change (4G3). Students are learning about globalisation, how technology has changed over time and the impacts of technological change. Students are also learning to use information gathered in surveys. They will have examined survey methodologies, interview techniques and methods and conventions of graph construction. After designing and conducting a survey, students will bring the results to class where they are collated, interpreted and communicated.

Outcomes
A student:
4.1 identifies and gathers geographical information
4.2 organises and interprets geographical information
4.3 uses a range of written, oral and graphic forms to communicate geographical information
4.7 identifies and discusses geographical issues from a range of perspectives.

Description of activity
In this activity students work with the results of a class survey on the impacts of technological change. Having collated data, students construct graphs, interpret data and communicate their findings on a scaffolded worksheet (Worksheet 3 – Survey summary and analysis). This activity may take approximately 30 minutes.

Criteria for assessing learning
(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:
- construct graphs using the appropriate conventions
- accurately represent survey data
- identify and describe a range of technological changes
- discuss technological change from a range of perspectives.
Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>• applies appropriate graphing conventions such as the use of a title, labelling, an accurate scale and units of measurement</td>
</tr>
<tr>
<td></td>
<td>• constructs graphs that accurately reflect the survey data</td>
</tr>
<tr>
<td></td>
<td>• identifies and describes a range of issues related to technological change identified from the data</td>
</tr>
<tr>
<td></td>
<td>• discusses technological change from a range of perspectives</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>• applies some of the appropriate graphing conventions such as the use of a title, labelling, an accurate scale and units of measurement</td>
</tr>
<tr>
<td></td>
<td>• constructs graphs that accurately reflect the survey data</td>
</tr>
<tr>
<td></td>
<td>• identifies and describes a limited range of issues related to technological change identified from the data</td>
</tr>
<tr>
<td></td>
<td>• discusses technological change from a narrow perspective</td>
</tr>
<tr>
<td>Progressing</td>
<td>• few appropriate graphing conventions such as a title, labelling, an accurate scale or units of measurement</td>
</tr>
<tr>
<td></td>
<td>• constructs graphs that may not accurately reflect the survey data</td>
</tr>
<tr>
<td></td>
<td>• possibly identifies and describes only one issue related to technological change from the data</td>
</tr>
<tr>
<td></td>
<td>• discusses technological change from only one perspective.</td>
</tr>
</tbody>
</table>

Feedback
Students receive written feedback indicating their level of achievement in relation to the assessment for learning criteria and in relation to the class. Comments will inform students on:
• using appropriate graphing conventions
• constructing graphs that accurately reflect the survey data
• identifying and describing issues relating to technological change
• recognising the range of perspectives survey respondents hold in relation to technological change.

Future directions
Teacher assess students’ readiness for the next stage of learning based on their performance in this activity. Students experiencing difficulty in satisfactorily completing the graphing activity would need additional teacher support in future activities of a similar nature. It may also be appropriate to program lessons reviewing and reinforcing graph conventions and the need for accuracy in manipulating survey data.

Having discovered how people in their community perceive technological change students are better able to understand that technological change is integral to the concept of economic integration and globalisation, which is covered later in the unit.

Resources
Survey data
Worksheet 1 – Conducting a survey
Worksheet 2 – Sample survey
Worksheet 3 – Survey summary and analysis
WORKSHEET 1

Conducting a survey

One of the easiest ways of finding out information about people or places is to survey or interview individuals. Geographers find a lot of their information from surveys. A survey is a series of questions related to a specific topic. It is usually in the form of a written questionnaire.

The advantage of using a survey as a geographical tool is that you can find out exactly what you need to know by asking individuals a series of questions.

Surveys should be reasonably short and the questions should be clear and easy to understand. People do not want to spend too long answering questions. One method used to limit the amount of time a survey may take to complete is to categorise responses as shown in [the following SAMPLE SURVEY]. This means options for answers are given and one response is circled or ticked.

Surveys that have categorised responses are able to show results quickly. The benefit of using the categorised system is that the person asking the questions (the interviewer) does not have to write down everything the interviewee (the person answering the question) says. The results can then be tallied quickly because they are quick, concise responses.

Extract from Geography for Global Citizens, Parker et al., 1999, p 330, reproduced by permission Macmillan Education Australia.
WORKSHEET 2
SAMPLE SURVEY

1 Age of respondent:

- [ ] 26–35 years
- [ ] 46–55 years
- [ ] 36–45 years
- [ ] 56+ years

2 Gender of respondent:

- [ ] Male
- [ ] Female

3 Rank the following in terms of greatest change in your lifetime:  (1 = most) (5 = least)

- [ ] transport
- [ ] communications (internet, TV etc)
- [ ] agriculture
- [ ] manufacturing
- [ ] medicine/health
- [ ] other Please name: ___________________

4 (a) Which of the above has improved your quality of life?

____________________________________________________________________

(b) In what way?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

5 Where do you expect change to be greatest in the future?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
WORKSHEET 3

SURVEY SUMMARY AND ANALYSIS

Draw two graphs representing your survey results using the outlines below.

(a)

(b)

(c) What did you learn about technological change?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


### 5.2 Stage 5 Mandatory Sample Unit of Work: Changing Australian Communities (5A2)

**Focus:** ways in which communities in Australia are responding to change.

Time allocation for unit: 25 hours

<table>
<thead>
<tr>
<th><strong>Targeted outcomes</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>Existng textbooks</td>
</tr>
<tr>
<td>5.1 identifies, gathers and evaluates geographical information</td>
<td>CD of the song ‘We Are One’</td>
</tr>
<tr>
<td>5.2 analyses, organises and synthesises geographical information</td>
<td>Geographic Information Systems:</td>
</tr>
<tr>
<td>5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information</td>
<td><a href="http://www.uprct.nsw.gov.au">http://www.uprct.nsw.gov.au</a></td>
</tr>
<tr>
<td>5.4 selects and applies appropriate geographical tools</td>
<td>SBS World Guide:</td>
</tr>
<tr>
<td>5.9 explains Australia’s links with other countries and its role in the global community</td>
<td>Australian Bureau of Statistics data:</td>
</tr>
<tr>
<td>5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.</td>
<td><a href="http://www.abs.gov.au">http://www.abs.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>and other internet sources</td>
</tr>
<tr>
<td></td>
<td>US Census Bureau International Data Base:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.census.gov/ipc/www/idbpyr.html">http://www.census.gov/ipc/www/idbpyr.html</a></td>
</tr>
</tbody>
</table>

**Students learn about:**
- human characteristics that make Australia unique: Aboriginal heritage, multicultural society, rural culture, urban/coastal lifestyle

**Students learn to:**
- describe trends in Australia’s demographic characteristics

**Integrated teaching, learning and assessment**
- Teacher begins topic by examining stereotypical Australians – Crocodile Dundee, Norm, Crocodile Hunter, Kath and Kim.
- Class brainstorm: Who is a typical Australian?
- Students are asked to bring in something ‘Australian’ for next lesson.
- Students work in groups at breaking down stereotypes – photo interpretation of a variety of communities – create a collage of ‘Australian’ faces.
- Groups report on their selection of images.
- Students listen to ‘We Are One’ CD – brainstorm Australia’s human characteristics.

**Evidence of learning/feedback**
- Students demonstrate understanding of stereotypes through their involvement in the discussion and note-taking.
- **Feedback:** Teacher collates student responses on board in mind-map format. Oral feedback to individual students as they respond on their understanding of trends in Australia’s demographic characteristics.
- Display of group collages on walls of room. Teacher provides oral feedback to groups following each report on their ability to portray in their collage the variety of human characteristics that make Australia unique.
Students learn about: Australia’s demographic characteristics:
- population size
- distribution
- growth rates
- age structure
- ethnic composition

Students learn to:
- describe trends in Australia’s demographic characteristics using graphs and statistics
- identify a range of Australian communities based on shared space and/or social organisation

Integrated teaching, learning and assessment
General introduction on changing demographic characteristics – define terms.

Demographic Characteristics activity:
Is the human face of Australia unique?
In-class construction of a table showing demographic characteristics of Australia over time, and compared to a range of other countries (see Worksheet 1).

Population Pyramid activity:
Students construct a population pyramid using up-to-date statistics. Teacher supplies worksheet with grid on which students plot their graph.

Further activities:
- Australian population timeline
- transect from CBD to outback
- flow maps – immigration and internal migration.

Students will examine and map the distribution of Australia’s population using various strategies:
- night-time satellite image
- choropleth map v dot maps
- climate and population distribution
- land use and population distribution
- GIS as explained on the Upper Parramatta River Catchment Trust website:
  www.uprct.nsw.gov.au

Evidence of learning/feedback
Students demonstrate their understanding of the trends in Australia’s demographic characteristics through the completion of the table and a written comment on what the table shows.

Feedback: Teacher provides oral comments and/or peer assessment (see Worksheet 2). Comments inform students on their ability to identify, organise and analyse data and how well they communicate geographically.

Students provide evidence of their understanding of Australia’s demographic characteristics through the completion of the pyramid and a comment on what the pyramid shows.

Feedback: Teacher provides both oral and written feedback on student work samples. Comments inform students on how well they can draw a population pyramid and describe Australia’s demographic characteristics.

Students demonstrate ability to describe a range of Australian communities through the completion of the activities and brief written notes on what the geographical tools show.

Feedback: Teacher provides oral feedback to students and reviews the students’ notes.
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>overview of factors causing change in Australian communities:</td>
<td>describe the factors causing change in Australian communities</td>
<td>Teacher introduces the concept of change by focusing on a local issue – using satellite images, aerial photos and topographic maps. Class discussion and brainstorm on the factors causing change. Students compile an annotated media file of newspaper articles on factors causing change in Australian communities, some of which are provided by the teacher, others collected and circulated by the class. Students will construct a pie diagram of ethnic composition based on data from atlas or ABS. Define ‘ethnic’.</td>
<td>Students demonstrate understanding of the factors causing change in Australian communities through their involvement in the discussion and note-taking. Feedback: Teacher collates student responses on OHP in mind-map format. Oral feedback to individual students as they respond.</td>
</tr>
<tr>
<td>new technologies</td>
<td>account for differences within and between Australian communities</td>
<td>Students present their ideas to the class and engage in group discussion.</td>
<td>Students display an understanding of the factors causing change through the depth and diversity of their media file and the accuracy of their annotations. Feedback: Teacher collects and annotates students’ media files. Teacher annotations advise students on their ability to identify factors causing change in Australian communities within media articles.</td>
</tr>
<tr>
<td>globalisation of economic activity</td>
<td></td>
<td>Fieldwork: Plotting along a transect the types of businesses owned by NESB families. Students create a simple database to collate findings as follow-up to fieldwork. Teacher provides class with data from a similar study from a transect in a regional community. Students create a simple word-processed report comparing data from fieldwork with teacher-supplied data.</td>
<td>Students show their understanding of the differences within and between Australian communities by organising and synthesising geographical information in the form of various maps, graphs and diagrams. Students participate in fieldwork activity and collect appropriate data. Students demonstrate their ability to design, create and manipulate data in word-processed report. Feedback: Teacher provides oral feedback to students and reviews the students’ reports. Comments inform students with regard to their ability to create a simple word-processed report, incorporate fieldwork data and compare the two sets of data.</td>
</tr>
<tr>
<td>demographic change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lifestyle expectations</td>
<td></td>
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<td></td>
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<tr>
<td>intercultural exchange</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>changing nature and pattern of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognition of Native Title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resource depletion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>natural disasters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will construct a pie diagram of ethnic composition based on data from atlas or ABS. Define ‘ethnic’.

- Graph generations of students, parents, grandparents.
- Plot places of origin on world map.
- Construct divided bar and column graphs of ethnic composition.

Fieldwork: Plotting along a transect the types of businesses owned by NESB families. Students create a simple database to collate findings as follow-up to fieldwork. Teacher provides class with data from a similar study from a transect in a regional community. Students create a simple word-processed report comparing data from fieldwork with teacher-supplied data.
Students learn about: Australian communities responding to change: At least one case study to illustrate the impacts of change, including:
- factors that contribute to the community’s sense of identity
- factors causing change
- the individuals, groups and levels of government involved in the process of change
- community responses to change

Students learn to:
- define the community in terms of its shared space and/or social organisation
- describe the factors causing change
- analyse the actions of individuals, groups and different levels of government in responding to change
- explain the impacts of change on the community

Integrated teaching, learning and assessment
Extension:
Teacher reintroduces population pyramids comparing Australia to other countries. ICT lesson – internet research using the US Census Bureau International Data Base: www.census.gov/ipc/www/idbpyr.html
This activity allows forward projections and stimulates discussion of implications.

Teacher introduces class discussion on what contributes to a sense of community. Students draw a diagram from the discussion to illustrate the range of factors.

Students are asked to create a diagram to illustrate the different communities they belong to and to note how it has changed over a five-year period.

Students identify different communities by completing a matching exercise eg:

<table>
<thead>
<tr>
<th>Titles: Community</th>
<th>Land use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken Hill</td>
<td>mining</td>
</tr>
</tbody>
</table>

Students create a map of the various types of communities from the table, with emphasis on various mapping tools.

Teacher provides the class with a variety of stimulus material on a case study of an Australian community responding to change. Teacher provides worksheets to guide the students in their analysis of the actions of:
- individuals
- groups
- different levels of government in responding to change.

Evidence of learning/feedback
Feedback: Teacher provides oral feedback to students within class discussion activity on their understanding of the concept of community, and reviews the students’ notes.

Students demonstrate an understanding of the concept of community through their diagram and the identification of factors causing change.

Students correctly match the various types of communities and are able to map them demonstrating competency in the use of various targeted mapping tools.

Feedback: Teacher provides oral feedback to students during the tasks and reviews the students’ notes on completion. Students get feedback on their mapping skills as well as their understanding of the various types of communities found in Australia.

Students are able to analyse a range of stimulus material and outline the actions of individuals, groups and different levels of government in responding to change by completing the worksheets.

Feedback: Teacher provides oral feedback to students, annotates and reviews the completed student worksheets, providing students with advice on their ability to work with a range of stimulus material.
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify a community group and describe how it responds to change.</td>
<td>Researching a community activity: students undertake an independent research activity in preparation for an in-class extended response. The activity will include: • a description of the character of the community • an identification and analysis of factors contributing to the sense of community • an explanation of how this community has changed over time. Teacher issues a research worksheet for the task and assessment criteria to the class. Students complete an in-class extended response based on their research. Extension: Students deliver class presentations on the community studies they have researched.</td>
<td><strong>Feedback:</strong> Teacher provides students with oral feedback during the research process. Students demonstrate satisfactory completion of research and extended response tasks. <strong>Feedback:</strong> Teacher assesses and annotates extended responses. This provides each student with an assessment mark based on the quality of their: • description of the character of the community • identification and analysis of factors contributing to the sense of community • explanation of how the community has changed over time. Oral presentations reveal the students’ knowledge and understanding of the character of the selected community, the factors contributing to the sense of community and how the community has changed over time. <strong>Feedback:</strong> Teacher provides students with oral feedback on class presentation; peer/self-assessment is also possible at this point.</td>
<td></td>
</tr>
</tbody>
</table>
5.2.1 Sample assessment for learning activity: Demographic research

Context
This activity takes place early in the Stage 5 unit Changing Australian Communities (5A2). The activity builds on students’ skills in identifying, gathering and evaluating statistical data through the detailed examination of the ‘human characteristics that make Australia unique’ involving demographic comparisons between Australia and a selection of other countries.

Outcomes
A student:
5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales.

Description of activity
Students collect demographic information from a variety of sources including the internet, complete a table of selected countries and global averages and analyse the research findings.

• Students work in small groups to gather simple demographic characteristics for Australia, other selected countries and global averages. Groups could be assigned to each of the topics (column headings) on the table.
• Groups research and complete their part of the table.
• Teacher directs the collation of the information on an overhead transparency projector and students complete their tables.
• Students analyse the findings of the research.
• Class discuss oral reports from the various groups, and address questions about how this table illustrates the unique human characteristics of Australia.
• Students submit their completed tables and analysis for marking.

The activity will take approximately one hour.

Criteria for assessing learning
(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:
• identify, select and organise comparative demographic characteristics of Australia and a range of countries at different levels of development
• present the demographic characteristics in tabulated form
• analyse data to illustrate the unique characteristics of Australia
• communicate geographical information orally.
Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
</table>
| 8–10 (High)   | • identifies, selects and organises relevant data for Australia and chooses countries that clearly show the different levels of development  
                 • clearly presents appropriate demographic characteristics in the tabulated form  
                 • analyses comparative data and clearly illustrates the unique human characteristics of Australia  
                 • accurately and confidently communicates geographical information orally |
| 4–7 (Satisfactory) | • identifies, selects and organises data for Australia and chooses countries at different levels of development  
                      • presents appropriate demographic characteristics in the tabulated form  
                      • explains comparative data to illustrate the unique human characteristics of Australia  
                      • accurately communicates geographical information orally |
| 1–3 (Progressing) | • identifies, selects and organises some data for Australia and other countries  
                        • presents some demographic characteristics in the tabulated form  
                        • may refer to data  
                        • orally communicates geographical information to a limited degree. |

Feedback
Students will be given oral feedback by the teacher. Comments will inform them about such things as:
• their ability to identify, select and organise data  
• the appropriateness of their geographical communication  
• the accuracy and depth of analysis and evaluation of the data  
• their ability to communicate geographical information orally.

Peer assessment using Worksheet 2 is an option.

Future directions
Students whose performances satisfy the criteria of this activity use geographical tools and population pyramids to further investigate demographic characteristics, to describe trends and to explain how Australia’s community is changing. Students’ achievement in this task will enable the teacher to make a judgement about the ways subsequent teaching and learning activities might consolidate the skills of acquiring and processing geographical information.

Resources
Students are provided with a range of resources from textbooks and internet sites. Internet access allows students to gather up-to-date statistics. (Statistics are also available in atlases, yearbooks and some textbooks.)

ELDIS Country Profiles
BBC News Country Profiles – http://news.bbc.co.uk/1/hi/country_profiles/default.stm
Worksheet 1 – Demographic research table
Worksheet 2 – Peer assessment worksheet
### WORKSHEET 1: DEMOGRAPHIC RESEARCH

Comparative demographic characteristics for Australia, selected other countries and the world

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Australia 1901</th>
<th>Australia 2001</th>
<th>Other developed country, eg UK or France</th>
<th>Developing country, eg Indonesia, Egypt</th>
<th>Least developed country, eg Niger, Afghanistan</th>
<th>Global average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic composition</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*How does this table illustrate the unique human characteristics of Australia?*
### Worksheet 2

#### PEER ASSESSMENT

<table>
<thead>
<tr>
<th>Your name</th>
<th>Classmate’s name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Place a tick in the appropriate space on the table below to assess your classmate’s work.*

#### Table of performance

<table>
<thead>
<tr>
<th>He/she meets the following criteria at the level indicated:</th>
<th>P – progressing</th>
<th>S – satisfactory</th>
<th>H – high</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  selects and organises relevant data for Australia and chooses countries that clearly show the different levels of development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  presents appropriate demographic characteristics in the table format.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c  provides data that illustrates the unique human characteristics of Australia when compared with other countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d  orally communicates geographical information to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5.3 Stages 4/5 Elective Sample Unit of Work: Physical Geography

**Focus:** the geographical processes that form and transform the physical world.

Time allocation for unit: 30 hours

**Targeted outcomes:**

<table>
<thead>
<tr>
<th>A student:</th>
<th>Resources: Current available texts, world maps, globes, CD-ROMs, Encarta and Britannia, satellite images, graphic charts, daily newspapers, video and DVD, internet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E5.1 identifies, gathers and evaluates geographical information</td>
<td>Recommended sites:</td>
</tr>
<tr>
<td>E5.2 analyses, organises and synthesises geographical information</td>
<td><a href="http://volcano.und.nodak.edu/vw.html">http://volcano.und.nodak.edu/vw.html</a></td>
</tr>
<tr>
<td>E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information</td>
<td><a href="http://neic.usgs.gov/neis/current/world.html">http://neic.usgs.gov/neis/current/world.html</a></td>
</tr>
<tr>
<td>E5.4 selects and applies appropriate geographical tools</td>
<td><a href="http://www.bom.gov.au/">http://www.bom.gov.au/</a></td>
</tr>
<tr>
<td>E5.5 explains the geographical processes that form and transform environments</td>
<td></td>
</tr>
<tr>
<td>E5.6 analyses the importance of the world’s environments and issues associated with them.</td>
<td></td>
</tr>
</tbody>
</table>

**Students learn about:**

- the functioning of the physical environment
- plate tectonics

**Students learn to:**

- locate the major tectonic plates and their boundaries
- interpret geographical information about these places from a variety of sources
- explain the relationships between plate boundaries and major physical features
- investigate the impacts of current tectonic processes on the environment

**Integrated teaching, learning and assessment**

<table>
<thead>
<tr>
<th>Students:</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• draw a map of world, name and place tectonic plates and their boundaries</td>
<td>Students demonstrate their knowledge and understanding of plate movements, earthquakes and volcanos through oral discussion and note-taking from videos. <strong>Feedback:</strong> Summary note sheets from videos are marked by the teacher and returned with feedback on students’ ability to make notes from video. Teacher provides oral feedback during discussion.</td>
</tr>
<tr>
<td>• view videos explaining plate tectonics, earthquakes and volcanos</td>
<td>In the construction of a volcano students also demonstrate their understanding of the physical process involved in volcanic events. <strong>Feedback:</strong> Teacher displays models in classroom and school library. Teacher gives written feedback to students on the accuracy of the processes shown in their models.</td>
</tr>
<tr>
<td>• construct a model of a basic volcano using paper/clay</td>
<td></td>
</tr>
<tr>
<td>• complete crossword and find-a-word puzzles focusing on key terms and definitions</td>
<td></td>
</tr>
<tr>
<td>• draw maps, diagrams and cross-sections of volcanos mountains, label and explain</td>
<td></td>
</tr>
<tr>
<td>• use internet sites to explore current volcanic and earthquake activity.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence of learning/feedback**

Students:
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
</table>
| weathering           | describe mechanical and chemical weathering | Teacher briefs students in the ‘Jigsaw technique’. Individual students may need structured worksheets to assist. Students complete a jigsaw activity on mass wasting. Individual students become ‘experts’ on various aspects of a topic through research. Students report their ‘expert’ findings to a group. | Students write a short news article based on their internet research, which is marked by the teacher. Teacher observes and provides oral feedback during the jigsaw activity. Peer assessment and class review of group answers takes place. Jigsaw activity demonstrates the ability of students to analyse information, work in groups and present summary of information in a meaningful way to peers. **Feedback:** Peer discussion and oral assessment. Teacher observation and group (student) review/evaluation through discussion of outcomes achieved. Feedback advises students on their ability to:  
  - analyse information  
  - work in groups  
  - present information in an oral report to peers. |
| explain the role of weathering in shaping the landscape | Graphic outline activity on types of weathering and their physical characteristics. Students complete graphic outline with the aid of a worksheet issued by the teacher. Class discussion on findings of graphic outline activity. | Students demonstrate their ability to select and organise information from a text in their graphic outlines. Student participation in class discussion demonstrates their understanding of types of weathering. **Feedback:** Teacher annotates and marks the students’ graphic outlines on their ability to select and organise information from a text. |
### Students learn about:
- mass movement
- erosion and deposition
- at least one case study of a landscape produced by one of the following:
  - landform processes
  - human interactions.

### Students learn to:
- examine the role of humans in the process of mass movement
- identify the aspects of erosion and deposition
- distinguish between weathering and erosion
- recognise the main landforms in the study
- explain the processes that create landforms
- describe human interactions with the landscape.

### Integrated teaching, learning and assessment
Teacher leads class through a fieldwork program designed to demonstrate erosion and deposition and the landforms these processes create. Students:
- complete a case study report on the landform creation process from fieldwork and human interactions
- collect samples, photos and data for their report
- make field sketches

Teacher provides students with a structured case study outline and a range of resources on various human interactions causing mass movement, sample studies such as the Thredbo landslide (1997), avalanches and the like. Students:
- read and discuss sample studies of human interaction causing mass movement
- draw cross-sectional diagrams showing physical processes of mass movement events
- examine the work of groups responding to such mass movement events through completing a comprehension activity.

Research assignment based on one landscape produced by either landform processes or human interaction.

### Evidence of learning/feedback
Fieldwork demonstrates student collaborative skills, data collection, graphic synthesis and critical analysis skills. **Feedback:** Teacher annotates and marks the students’ case study report on the landform creation process from fieldwork. Teacher comments on students’ skills in data collection, graphic synthesis and critical analysis.

Students demonstrate their understanding of human interaction causing mass movement through their participation in class discussion, annotated diagrams and their responses to the comprehension activity. **Feedback:** Oral feedback occurs during class discussion. Teacher provides written feedback on annotated diagrams and their responses to the comprehension activity. Formal feedback on the submitted report – annotated statements and grade/size showing students’ achievements in research and report writing.
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• weather:</td>
<td>• distinguish between weather and climate</td>
<td>Teacher: introduces topic with audiotape recording of radio weather updates and extracts from tourist guides describing expected weather/climate</td>
<td>Students show understanding of daily changes in weather patterns by recording data on spreadsheets on weather noticeboard. <strong>Feedback:</strong> Teacher provides oral feedback on the accuracy of the weather observations after the spreadsheets are displayed on the noticeboard.</td>
</tr>
<tr>
<td>– types of rainfall</td>
<td>• collect and record weather data</td>
<td>• sets up simple weather station for class</td>
<td>Students reveal their level of knowledge and understanding of weather and climate, and their ability to interpret and evaluate examples through oral contributions and responses to questions about synoptic charts, satellite photo-imaging and videos. <strong>Feedback:</strong> Teacher provides observations and oral feedback on students’ understanding of weather/climate concepts concurrent with class activity.</td>
</tr>
<tr>
<td>– factors affecting temperature and humidity</td>
<td>• describe meteorological processes</td>
<td>• creates weather noticeboard to display data spreadsheets for whole school to read.</td>
<td></td>
</tr>
<tr>
<td>• climate:</td>
<td>• explain the global circulation of the atmosphere</td>
<td>Teacher: presents factors affecting climate on OHP</td>
<td>Students display their understanding of factors affecting climate through participation in class discussion. <strong>Feedback:</strong> Teacher provides brief oral feedback on students’ understanding of factors affecting climate during discussion.</td>
</tr>
<tr>
<td>– factors affecting climate</td>
<td>• describe global climatic patterns</td>
<td>• provides class with maps of global circulation, broad climate zones of the world from an atlas and/or text.</td>
<td>In the construction of climographs, students show evidence of graphic skills and statistical manipulation. Students demonstrate their knowledge and analytical skills by interpreting the graphs. <strong>Feedback:</strong> Teacher corrects finished work, reviews process of graphing, and provides individual/collective oral feedback about the level of skill competency in this area of the course.</td>
</tr>
<tr>
<td>– global circulation</td>
<td>• analyse climatic data from a variety of sources</td>
<td>Students: • discuss factors affecting climate</td>
<td></td>
</tr>
<tr>
<td>Students learn about:</td>
<td>Students learn to:</td>
<td>Integrated teaching, learning and assessment</td>
<td>Evidence of learning/feedback</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
| – climate change     | • examine issues resulting from climatic change | • interpret various climographs from around the globe  
• calculate max and min, total, range, rank and mean data for climate  
• access Bureau of Meteorology on internet  
• complete information and data tables and charts.  

**Teacher:**  
• provides short newspaper article on issues resulting from climatic change.  

**Students:**  
• write a short summary of newspaper article on issues resulting from climatic change  
• collect and summarise two other articles or provide short newspaper article on issues resulting from climatic change.  

**Students:**  
• view and discuss extracts from the movie *Twister* and videos on extreme weather events and news footage and recent events  
• draw diagrams relating to complete worksheets and spreadsheets on weather events and their statistics.  

**Teacher issues worksheet outlining a library research and oral presentation activity on an extreme weather event of student’s choice.**  

**Feedback:** Students demonstrate their ability to use the internet for research by collecting data from the Bureau of Meteorology site: http://www.bom.gov.au/  
**Feedback:** Teacher provides written feedback on students’ understanding of the issue of climate change through their ability to select and summarise newspaper articles.  
**Feedback:** Teacher gives written and oral feedback on the students’ summaries of articles collected.  

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
</table>
| • extreme weather events: droughts, floods, storms | • create a multimedia presentation assessing the impacts of an extreme weather event on a community | • view and discuss extracts from the movie *Twister* and videos on extreme weather events and news footage and recent events  
• draw diagrams relating to complete worksheets and spreadsheets on weather events and their statistics.  

**Teacher issues worksheet outlining a library research and oral presentation activity on an extreme weather event of student’s choice.**  

**Feedback:** Students demonstrate their ability to use the internet for research by collecting data from the Bureau of Meteorology site: http://www.bom.gov.au/  
**Feedback:** Teacher provides written feedback on students’ understanding of the issue of climate change through their ability to select and summarise newspaper articles.  
**Feedback:** Teacher gives written and oral feedback on the students’ summaries of articles collected.
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment</th>
<th>Evidence of learning/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students:</td>
<td><strong>Feedback</strong>: Teacher gives written and oral feedback. Peers act as audience and also provide peer assessment. Use of a Likert scale as a way of assessing specific outcomes. Work posted around classroom and library, and on school website.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• research an extreme weather event of their choice in library</td>
<td>Students’ oral presentation shows their research/organisational skills. It provides information about their understanding of extreme weather events – their process and impact. <strong>Feedback</strong>: Teacher gives written and oral feedback of role-play. Peers act as audience and also provide peer assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• present oral report with the accompanying written summary or poster.</td>
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<tr>
<td></td>
<td></td>
<td>Teacher assigns students roles for a role-play of an interview/round-table conference with community stakeholders concerning impact and management of an extreme weather event such as flood.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• research their roles through examining various pieces of stimulus material</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• perform the roles of victims, rescue workers, insurance company, local/state government at a round-table conference with community stakeholders concerning impact and management of an extreme weather event such as flood.</td>
<td></td>
</tr>
</tbody>
</table>
5.3.1 Sample assessment for learning activity: Graphic outline activity

Context
This activity occurs quite early on in the Physical Geography topic. Students would have an understanding of the geomorphology of plate tectonics and mountain building. Students have also investigated the impacts of current tectonic processes on the environment. Prior to this activity students would have viewed videos, constructed maps and diagrams and completed cross-sections, and dealt with key terms and definitions.

In this activity students will develop an understanding of the various concepts associated with weathering. They will also exercise their skills of comprehension, synthesis, collation, summarising and mapping of data and information from written texts.

Outcomes
A student:
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.5 explains the geographical processes that form and transform environments.

Description of activity
This activity has three distinct phases and involves the completion of a graphic outline/flow chart on the concept of weathering.

In phase one each student is provided with a graphic outline worksheet and is briefed on the requirements of the activity. With the aid of the school text the students are to skim read, comprehend and summarise each component of weathering in point form on the graphic outline.

In phase two students work in pairs, collaborating to refine and amend their summary of weathering.

In phase three the students participate in a class discussion on the aspects of weathering.

This activity should take no longer than one 50-minute lesson. The suggested breakdown of the lesson activity is 20–25 minutes for individual reading and point-form summation, 5–10 minutes for pair collaboration and 15 minutes for whole-class review.

The teacher reviews the students’ graphic outlines and the group’s collaboration, and communication is assessed by peer evaluation.
Criteria for assessing learning
(These criteria would normally be communicated to students with the activity.)

Students will be assessed on how well they:
• analyse, organise and synthesise information on weathering
• explain the processes that form and transform environments
• communicate geographical information in oral and graphic forms.

Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8–10 marks</td>
<td>• thoroughly analyses, organises and synthesises information on weathering</td>
</tr>
<tr>
<td>(High)</td>
<td>• provides a detailed explanation of the processes that form and transform environments with several examples</td>
</tr>
<tr>
<td></td>
<td>• accurately presents the information in point form on the graphic outline and confidently communicates this information orally to their classmates</td>
</tr>
<tr>
<td>4–7 marks</td>
<td>• analyses, organises and synthesises information from the text on weathering</td>
</tr>
<tr>
<td>(Satisfactory)</td>
<td>• explains the processes that form and transform environments with examples</td>
</tr>
<tr>
<td></td>
<td>• presents the information in point form on the graphic outline and communicates this information orally to their classmates</td>
</tr>
<tr>
<td>1–3 marks</td>
<td>• copies some information from the text on weathering</td>
</tr>
<tr>
<td>(Progressing)</td>
<td>• provides a limited explanation of some of the processes that form and transform environments</td>
</tr>
<tr>
<td></td>
<td>• presents some information in point form on the graphic outline and may communicate this information orally to their classmates.</td>
</tr>
</tbody>
</table>

Feedback
Students receive oral feedback from the teacher and their peers during the activity. A simple assessment sheet is given to students to assist their appraisal of their peers’ performance in the activity. Students receive further feedback during the review session at the end of the lesson. The teacher marks the worksheets after students have incorporated input from their classmates.

The teacher provides comment on the student’s ability to analyse and synthesise information from a written source and present that information in diagrammatic form. Comments are also provided on their ability to communicate their findings to their peers.
**Future directions**

With an understanding of weathering, students can move on to examine other microscale processes that shape the Earth’s surface – mass movement, erosion, deposition.

This individual and collaborative form of activity develops students’ skills in gathering, analysing and evaluating data from a variety of sources. It also provides a model for summarising information in later learning activities and assessment preparation. Working in pairs also develops communication and critical thinking skills. Students experiencing difficulty in this activity may require additional assistance in summarising skills and/or more time in future activities of a similar nature.

**Resources**

A range of Geography textbooks covering weathering.

Worksheet 1 – Graphic outline
Worksheet 2 – Peer assessment sheet
Worksheet 1 – Graphic Outline

**PHYSICAL**
- Definition
- Processes and Characteristics
- Examples

**WEATHERING**

**CHEMICAL**
- Definition
- Processes and Characteristics
- Examples

**ORGANIC**
- Definition
- Processes and Characteristics
- Examples
### Worksheet 2

**Weathering: Peer assessment**

Use the assessment guide below to rate your classmate’s work.

Your name: ________________________________________________________

Rate your classmate’s explanation of weathering on the criteria listed in the column according to the following descriptions:

<table>
<thead>
<tr>
<th>Strongly agree = 3</th>
<th>Agree = 2</th>
<th>Disagree = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of class member</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is clear and well organised</td>
</tr>
<tr>
<td>Uses easy-to-understand and well-explained examples</td>
</tr>
<tr>
<td>Effectively communicates the worksheet information to me orally (I understood it!)</td>
</tr>
</tbody>
</table>