



## Year 12 Geography Assessment Task 2 2024

<b>TOPIC:</b> Ecosystem at Risk Report	<b>MARKS:</b> /20
<b>SUBMISSION REQUIREMENTS:</b> Due Date: Wednesday 3 <sup>rd</sup> April 2024 (Week 10) Submit via CANVAS – Please ensure that access is granted to view your assessment If you are unable to complete the task on the due date, you are required to submit an illness/misadventure form (including relevant evidence) which is in the Year 12 Assessment Booklet on the school website.	<b>WEIGHTING:</b> 20%
<b>OUTCOMES TO BE ASSESSED:</b> H.2 - <b>Explains</b> the factors which place ecosystems at risk and the reasons for their protection H.5 – <b>Evaluates</b> environmental management strategies in terms of ecological sustainability H.8 - Plans geographical inquiries to analyse and synthesise information from a variety of sources H.12 - <b>Explains</b> geographical patterns, processes and future trends through appropriate case studies and illustrative examples	
<b>DIRECTIONAL VERBS:</b> <b>Evaluate</b> - Make a judgement based on criteria; determine the value of <b>Explain</b> - Relate cause and effect; make the relationships between things evident; provide why and/or how	
<b>TASK DESCRIPTION:</b> Your task is to write a geographical inquiry (report) about an ecosystem at risk - the Great Barrier Reef In your response you must: <ul style="list-style-type: none"><li>• <b>Explain</b> the reasons for protecting the Great Barrier Reef ecosystem.</li><li>• <b>Evaluate</b> TWO management strategies/practices used to achieve ecological sustainability in the Great Barrier Reef. Consider here both traditional and contemporary management strategies/practices.</li></ul> You must use a variety of reliable sources, provide an alphabetised reference list (bibliography) of all sources used.  You must also apply at least four geographical figures (maps, graphs, charts, photographs, diagrams etc.) appropriately by integrating the data into your geographical inquiry.	
<b>ASSESSMENT CRITERIA:</b> Create a Geographic Inquiry (report) not exceeding 1500 words, that: <ul style="list-style-type: none"><li>• <b>Explains</b> the reasons for protecting the Great Barrier Reef ecosystem.</li><li>• <b>Evaluates</b> TWO management strategies/practices used to achieve ecological sustainability in the Great Barrier Reef. Consider here both traditional and contemporary management strategies/practices, however your TWO strategies/practices can be from the same category.<ul style="list-style-type: none"><li>○ For example, you may focus on TWO contemporary management strategies/practices OR you may focus on TWO traditional management strategies/practices OR you may focus on ONE from each management strategies/practices.</li></ul></li></ul> You will also be assessed on your ability to: <ul style="list-style-type: none"><li>○ <b>Communicate</b> through a geographical inquiry using a report format which includes relevant sub-headings and labels, including referenced diagrams, graphs and images where applicable.</li><li>○ Demonstrate a clear and concise link between Geographical concepts and research undertaken.</li><li>○ Address both questions using the correct HSC directives.</li></ul>	

## ASSESSMENT MARKING CRITERIA

<p><b>H.2 - Explains</b> the factors which place ecosystems at risk and the reasons for their protection  <b>H.6 - Evaluates</b> environmental management strategies in terms of ecological sustainability  <b>H.8 - Plans</b> geographical inquiries to analyse and synthesise information from a variety of sources  <b>H.12 – Explains</b> geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p>	<p><b>Mark</b></p>	<p><b>Grade</b></p>
<p>The student has exceptionally <b>explained</b>, through demonstrating an understanding the reasons for protecting the Great Barrier Reef ecosystem. The student has demonstrated a well-reasoned and comprehensive <b>evaluation</b>, of the TWO chosen management practice in terms of achieving ecological sustainability in the Great Barrier Reef. The student comprehensive integrates detailed geographic knowledge and understanding of the Great Barrier Reef case study, that uses a wide range of geographic sources and data. The student presents a sustained, logical and cohesive geographical inquiry report using ALL relevant subheadings, that communicates using geographic terms, graphs, maps and the use of geographical patterns, processes and future patterns.</p>	<p>17 - 20</p>	<p>A</p>
<p>The student has thoroughly <b>explained</b>, through demonstrating an understanding the reasons for protecting the Great Barrier Reef ecosystem. The student has demonstrated a thorough <b>evaluation</b>, of the TWO chosen management practice in terms of achieving ecological sustainability in the Great Barrier Reef. Applies detailed geographic knowledge and understanding of the Great Barrier Reef case study, that uses a wide range of geographic sources. The student presents a logical geographical inquiry report using ALL relevant subheadings, that communicates using geographic terms, graphs, maps and the use of geographical patterns, processes and future patterns.</p>	<p>13 - 17</p>	<p>B</p>
<p>The student has demonstrated a sound understanding the reasons for protecting the Great Barrier Reef ecosystem. The student has demonstrated a sound judgement of the TWO chosen management practice in terms of achieving ecological sustainability in the Great Barrier Reef. The student applies geographic knowledge from the Great Barrier Reef case study, that uses some geographic sources in a mostly correct format. The student communicates in written form using some geographic terms, graphs, maps and the use of geographical patterns, processes and future patterns.</p>	<p>9 - 12</p>	<p>C</p>
<p>The student provides characteristics and features of the reasons for protection of the Great Barrier Reef from risks to the ecosystem. The student demonstrates a basic understanding of TWO management practice used in the Great Barrier Reef. The students attempts to use geographic knowledge from the Great Barrier Reef case study that uses some geographic sources. The student communicates in a basic written form using some geographic terms, graphs, maps and the use of geographical patterns, processes and future patterns.</p>	<p>5 - 8</p>	<p>D</p>
<p>The student identifies reasons for protection of the Great Barrier Reef ecosystem. The student has shown limited understanding of management practices used within the Great Barrier Reef. The student has attempted to use geographic knowledge from the Great Barrier Reef case study but has limited geographic sources and data throughout. The student has made a limited attempt to communicate in written form which uses limited terms, graphs, maps and the use of geographical patterns, processes and future patterns.</p>	<p>1 - 4</p>	<p>E</p>



