



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Social Sciences Course: GEOGRAPHY Year: 9

Assessment Task: 2: Research Task (Extended Response)

Assessment Weighting: 50% Due: Term 2 Week 3 Date: 12/05/2023

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

GE5-1: Explains the diverse features and characteristics of a range of places and environments

GE5-2: Explains processes and influences that form and transform places and environments.

GE5-3: Analyses the effect of interactions and connections between people, places and environments.

GE5-4: Accounts for perspectives of people and organisations on a range of geographical issues.

GE5-5: Assesses management strategies for places and environments for their sustainability.

Task Description/Overview

Research task: Extended response on the topic Changing Places

Question: Explain the factors that could lead to the FORCED MIGRATION of a population group. In your response, provide evidence from specific situations or examples.

Topic: Changing Places Time allowed: 40 minutes

Detailed Assessment Task Description

Students will be examined on the topic - Changing Places. The test will comprise of one extended response. The question is included in the notification together with an ALARM scaffold. Students are to use the ALARM scaffold to write out information in HANDWRITTEN, POINT FORM ONLY which will be allowed in the test to write the extended response.

If students write full sentences and/or write outside the allocated space and/or bring a new scaffold instead of the original, then this will not be allowed to be used during the exam. The teacher will have to approve the scaffold prior to the test. Teachers will have spare copies of the ALARM scaffold that a student may request should they need a new one. Each class will be allocated THREE LESSONS to complete research on the extended response question.

Assessment Criteria

Grade	Description	Mark Range
Outstanding (O)	Refer to the marking criteria sheet attached	
High (H)		
Sound (S)		
Basic (B)		
Limited (L)		

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Marking Criteria

Explain the factors that could lead to the FORCED MIGRATION of a population group. In your response, provide evidence from specific situations or examples.

<u>Criteria</u>	<u>Mark Range</u>
<ul style="list-style-type: none"> • Provides a thorough explanation of the factors that could lead to FORCED migration of a population group. • Makes clear and detailed reference to specific situations or examples as evidence. • Presents a logical piece of writing which uses spelling, punctuation, grammar and paragraphing. • Uses appropriate geographical terms and concepts. 	17-20
<ul style="list-style-type: none"> • Provides an explanation of the factors that could lead to FORCED migration of a population group. • Makes clear reference to specific situations or examples as evidence. • Presents a logical piece of writing which uses spelling, punctuation, grammar and paragraphing. • Uses appropriate geographical terms and concepts. 	13-16
<ul style="list-style-type: none"> • Provides a description of the factors that could lead to FORCED migration of a population group. • Makes some reference to specific situations or examples as evidence. • Attempts to present a structured response which may use spelling, punctuation, grammar, and paragraphing. • Some use of geographic terms and concepts 	9-12
<ul style="list-style-type: none"> • Makes general statements relating to factors that influence migration. • Basic references to situations where migration of a population group is forced. • Presents a simple response which may or may not be structured and use spelling, punctuation, grammar and paragraphing. • Attempts to use some geographical terms and concepts which may or may not be used appropriately. 	5-8
<ul style="list-style-type: none"> • Lists some information about migration. • Little or no reference to forced migration or factors that could lead to it. • Presents a response that may be disjointed AND/OR very brief. • Limited to no use of geographical terms and concepts. 	0-4

Assessment Question: Explain the factors that could lead to the FORCED MIGRATION of a population group.

Question:

Explain the factors that could lead to the FORCED MIGRATION of a population group. In your response, provide evidence from specific situations or examples.

Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

- Define what MIGRATION is and specifically what is meant by “FORCED MIGRATION”.

- Outline what factors your essay will focus on?

- Statement which tells reader the key impact(s) of FORCED MIGRATION for a population group.

**STEP 1: PLAN
YOUR
INTRODUCTION**

Name & Define
Areas of Content

Describe
Features/Characteristics

Explain
What is the significance? – Cause and Effect

P1:

**STEP 2: BUILD
YOUR BODY
PARAGRAPHS**

	Name & Define Areas of Content	Describe Features/Characteristics	Explain What is the significance? – Cause and Effect
P1:			

Assessment Question: Explain the factors that could lead to the FORCED MIGRATION of a population group.

Name & Define Areas of Content	Describe Features/Characteristics	Explain What is the significance? – Cause and Effect	Name & Define Areas of Content
P2:			
P3:			

Sum up the influencing factors you mentioned in your body paragraphs above.

**STEP 3: BUILD
YOUR
CONCLUSION**