# Artefact [h]: Creation of adjusted assessment with colleagues

Friday, 26 August 2022 1:07 PM

## Teaching context specific to this artefact

| Date range of evidence | School(s) | My Role(s) | Year Level(s)/Learning area(s)/Subject(s) |
|---|---|---|---|
| 2021 | Applicant's State High School | Project coordinator/ Geography teacher | Year 8 Geography |

## Annotation to support this evidence set

**1.5**

Following completion of 2019's field report, I organised an evaluation of the assessment data, which identified a lack of ownership amongst students **(A: Minutes),** resulting in the overhauling of assessment pieces with colleagues **(F: Signatures on adjusted document).** This enabled greater ease of access for students at the High School, indicated by improvement in academic results **(P: 2020vs2021**). Following this assessment reconstruction, I initiated and facilitated resource-building meetings with the special Education Team, focusing on accessibility for specialist learning needs, like vision impairment, and a spread of adjusted assessments **(H: Adjusted SWD resources 2021).** To further cater to all students, I worked with BCC to devise an extension excursion catering to both gifted and passionate students **(O: Creek Excursion).**

Assessor note - This artefact has been included as an evidence sample for descriptor 1.6. However, the applicant has also annotated it for the other descriptors on this page

**1.6**

I worked with the HOSES and learning support to access aides and case managers to support the incursion for participation of SWD **(G: Making awareness)**. Following CP conclusion, I worked with case managers and special education teachers to access knowledge on how best to develop the program for accessibility of students with a disability, leading to a resource creation event **(H: Minutes & created resources).** With support of the HOSES who provided access to specialist knowledge on relevant policy and legislation around SWD **(I: 11th October email from HOD)** I was able to lead an analysis of said policies with the Yr.8 team to review the program with a focus on wider participation of students with a disability in 2022 **(I: 18TH October minutes).**

**2.2**

The CP is an entirely new program I built to connect our school with the community **(K: BCC Letter)**. Originally, the assessment was the responsibility of individual teachers; instead, I used the backing of research and data **(B: All)** to deliver an innovative learning and teaching program that supported staff **(E, staff satisfaction surveys)**. It was lauded in professional networks as a program that was innovative in the Humanities field **(J: Teachers requesting the program resources)**.
As project organsier, I constantly improved and adapted the content to remain relevant to the school. I evaluated the project with teachers **(F and G)** and adjusted the program for students with a range of abilities (**H: Disability adjustments and L extension excursion).** My organisation of a project that is focused on contextually relevant learning **(D photos, group work, timetable)** garnered recognition from my Principal through its inclusion in the school's strategic plan **(N: Email and Strategic plan)** due to the focus on sustainability within local and global communities.

**2.3**

With the backing of contemporary research **(B: Research)** and current workplace knowledge as team leader **(A: Minutes & Data),** I was able to support colleagues to understand the new project **(D: 6th September Minutes),** assist in the planning of procedures for the day **(D: Teachers reminder)** and support their expertise when implementing learning to students **(D: Teacher booklet).**

As project organizer I used my knowledge of the new assessment and its alignment to curriculum to collaborate with case managers to plan and implement greater inclusion of SWD's, resulting in assessment adjustments in line with reporting requirements **(H: Minutes & Adjusted SWD resources 2021).** Furthermore, I led meetings supporting colleagues to implement greater inclusion in the incursion **(I: Minutes and policy resources),** assisted in rebuilding assessment aligned with curriculum **(F: All)** and supported colleagues in implementing correct procedures during the incursion and excursion **(D&O All).**

**3.2**

In 2020, as team leader I worked with colleagues to evaluate cohort data, concluding as a group that the current format was not ideal and change was needed; thus, ideas were put forward to plan the change **(A: Minutes & data).** This planning led to me working with a small group of colleagues to modify the assessment **(F: Assessment modification)** and collaborating with the Special Education Team to evaluate the project **(H: All)** so as to modify the assessment for SWD for increased engagement and access for all students **(H: Minutes and adjusted SWD resources 2021).** Surveys following the conclusion of the 2020 project indicate that the new project created an environment where both staff and students indicated high levels of engagement from all students **(E: Surveys).**

## Evidence

**2021 meeting with case managers for accessibility**

12th October C...

Photo from the meeting

Meeting photo

**Adjusted SWD resources 2021.**

| [redacted] Scaffolded Task 1 | [redacted] Scaffolded Task 2 |
|---|---|
| 1. SHS Year 8 Geogra... | 1. SHS Year 8 Geogra... |
| 2.1 SHS Year 8 Ge... | |

# 3h 12th October Case managers meeting

**Team Meeting**

**Date: 12/10/2021**

**Time: 3:00om**

**Location: K Block**

---

**Meeting called by:** [redacted] applicant

**Type of meeting:** Reflection and implementation of adjusted resources for [redacted] Creek Project

**Facilitator:** [redacted] – Head of Special Education

**Note taker:** [redacted] colleague

**Timekeeper:** [redacted]

**Attendees:** [redacted] applicant and colleagues

**Please read:** N/A

**Please bring:** Assignment materials sent by [redacted] applicant

***Minutes***

Head of Special Education Services (HOSES)

---

**Agenda item:** Purpose

**Presenter:** [redacted] HOSES

**Discussion:**

HOSES [redacted] welcomed everyone to the meeting and informed the reasoning behind it, starting to take ownership of resources and building a stronger consensus between case managers and classroom teachers.

**Conclusions:**

- Thanked [redacted] applicant for starting the process of working together.
- Highlighted that the case managers are making great resources and the teachers are also, but sometimes we are double dipping and also could be making better resources together.
- Identified that this process meets the needs of the Disability Discrimination Act.
- This process will help make the assessment meaningful for our students.

---

**Agenda item:** Unpacking the assessment

**Presenter:** [redacted] applicant

**Discussion:** [redacted] applicant unpacked the assessment pieces and highlighted all the steps and processes that were involved.

**Conclusions:**

- Many of the case managers identified the project was interesting but for many it was too hard and would mean that many students did not have a means of success.
- Students would be intimidated by the moving parts of the piece, removal and simplification of pieces was paramount to engage and allow access for students.

| **Action items** | **Person responsible** | **Deadline** |
|---|---|---|
| ✓ Highlight areas that needed to be changed | Those in Meeting | Now. |

---

**Agenda item:** Fixing the assignment

**Presenter:** Group Discussion

**Discussion:**

As a group, we went through the assignment and began to highlight the different areas that needed to be changed. One element that became clear was that to appeal to the broadest audience, it was likely that two pieces would needed, one for [redacted] and [redacted].

**Conclusions:**

Adjusted tasks 1 and 2

<u>Mapping feedback</u>

- Have numbers next to the symbols so they can label it.
- Black and white version is needed to for ease of access

Water collection table

[redacted] colleague

- Make the options for see with your eyes, something to circle (1- clear to 5 – muddy)
- Adapt the SEQ water table (make it a visual option)
- Could the students take a photo of the macro invertebrates

[redacted] 2 colleagues

- Could we put the poster directly into the assessment.
- Lower literacy groups would benefit from the visual ability.

[redacted] applicant

- Water collection can be simplified, as only the turbidity and dissolved oxygen is needed for the field report.

Field quality collection

[redacted] 2 colleagues

- Questioned whether students need to do this table as its more for higher order thinkers.
- Leave in the qualitative observation.
- Put in some simple options for students to circle (no erosion, some erosion, lots of erosion)
- Definitions need to be much simpler, currently too hard.

[redacted] applicant

- SEQ Water has a resource that could be used instead, it shows a more visual approach and can be used to update the piece, albeit with some simpler language choices.

Field Sketch

- Make a list of flora and photos to accompany it.
- Sheet of terms.

Cross Section

[redacted] colleague

- Could we just give a template without the measurements and have the students fill them in as they are given.
- Have less measurements (river width, creek depth, creek width.
- Which side is steeper.

Source Booklet

[redacted] colleague

- Colour code the data of 2020 vs 2021.

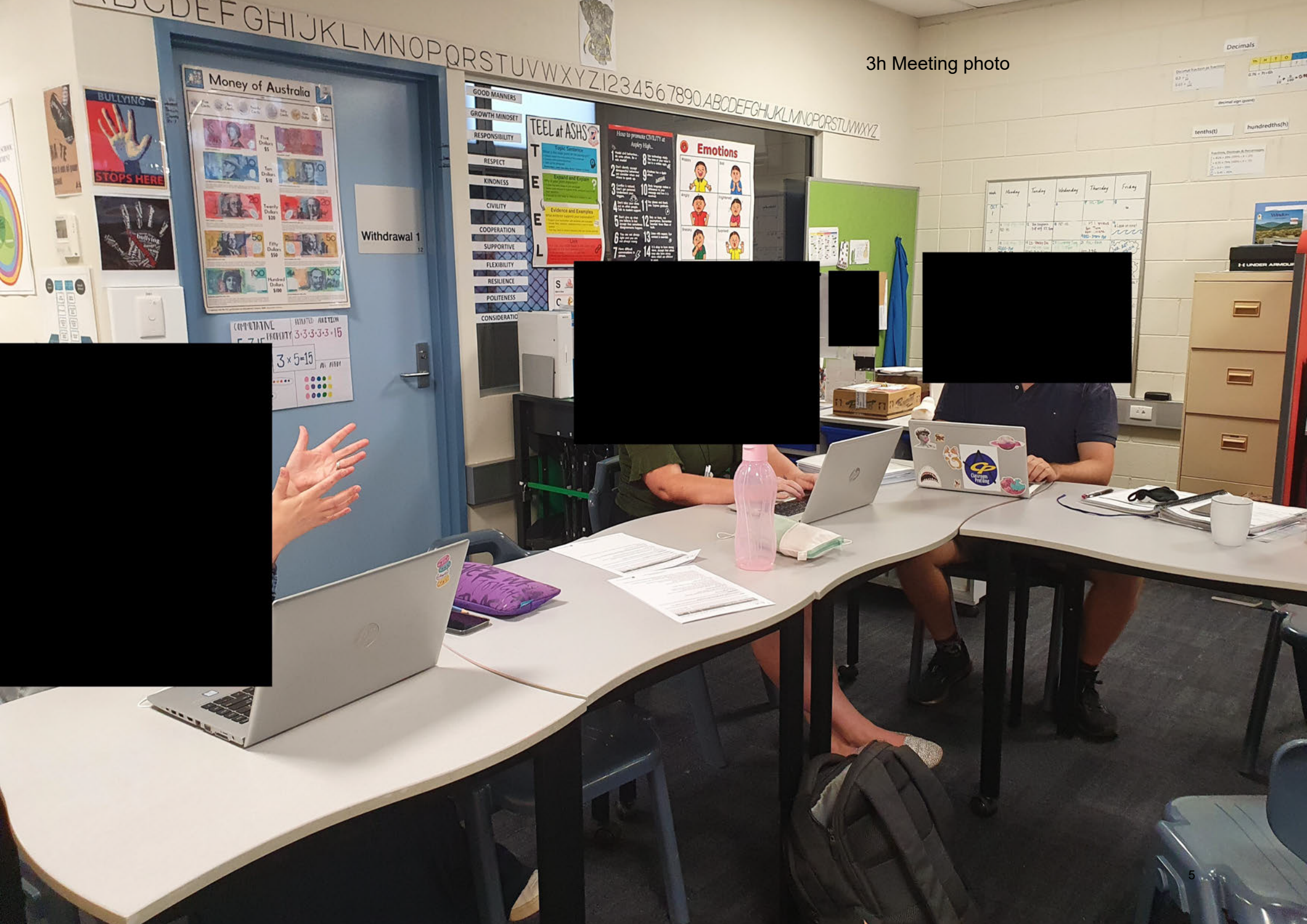
[redacted] 2 colleagues

- Sources need to be simpler
- Make the data and table (this year is this grade = this information.
- Really liked the Source C as it was visual and cut up.
- Some of the wording needs to be simpler.

Adjusted tasks 1 and 2

| **Action items** | **Person responsible** | **Deadline** |
|---|---|---|
| ✓ Splitting into teams to work on [redacted] and [redacted] assessment. | [redacted] to organize applicant | ASAP |
| ✓ Build resources | Assigned teams | In two weeks time. |

3h Meeting photo



3h Adjusted task 1[redacted]

| | | |
|---|---|---|
| [redacted] | [redacted] **State High School – Humanities Department** | |
| | **Student name:** | |
| | **Teacher name:** | **Date:** |

| | | | |
|---|---|---|---|
| **Subject** | Year 8 Geography (Adj. -[redacted] | **Weighting** | 40% |
| **Technique** | Investigation | | |
| **Unit** | Landforms and Landscapes | **Year** | Semester 2, 2020 |
| **Response Type** | Multimodal | | |

| **Conditions** | | | |
|---|---|---|---|
| **Class Time** | 6 Lessons | **Individual/Group** | Individual |
| **Slides** | 6 slides | **Mode** | Multimodal |
| **Resources Available** | Field Booklet - Adjusted<br>The Creek | | |

# Overall Result

| Criterion | Marks Allocated | Result |
|---|---|---|
| 1. **Explain** geographic processes<br>2. **Comprehend** geographic patterns | **8** | |
| 3. **Analyse** geographic data and information<br>4. **Apply** geographic understanding | **16** | |
| 5. **Synthesise** information from the analysis to propose action | **8** | |
| 6. **Communicate** geographic understanding | **8** | |
| **Final Result** | **40** | |

**Comments:**

| | | | |
|---|---|---|---|
| **Teacher Signature** | | **Date** | |

# Year 8 Geography
# Research Progress

| | | |
|---|---|---|
| **Name** | | |
| **Teacher** | | |
| **Date** | **Task** | **Teacher's Signature** |
| _____ | Task Handed Out | _____ |
| _____ | Research Notes Checked | _____ |
| _____ | A Rough Draft Checked | _____ |
| _____ | Final Submission of Report | _____ |

Assessor note - This artefact has been included as an evidence sample for descriptor 1.6. However, the applicant has also annotated it for the other descriptors on this page

## Context

The [redacted] Creek is a large area of [redacted], north of Brisbane.

For the last 10 years, the health of [redacted] Creek has been getting worse, effecting the land and animals. *Healthy Waterways* (a community environmental group) has asked you to describe the health of the creek and suggest some ways that [redacted]SHS can improve the health of the creek.

## Task

| Your task is to use the information recorded in your field booklet to create a PowerPoint: | **Checklist** |
|---|---|
| **Slide 1 - Title slide**<br>- Title: [redacted] Creek<br>- Your name<br>- A picture of [redacted] Creek | |
| **Slide 2 - Description of [redacted] Creek**<br>- Write 2-3 sentences explaining **what you saw** when you visited [redacted] Creek<br>- A picture of [redacted] Creek | |
| **Slide 3 - The Health of [redacted] Creek - Water**<br>- Write 2-3 sentences about what you found out about the **water** in [redacted] Creek.<br>- Does this show a healthy or unhealthy creek?<br>- A picture of the water in [redacted] Creek | |
| **Slide 4 - The Health of [redacted] Creek - Plants**<br>- Write 2-3 sentences about what you found out about the **plants** in [redacted] Creek.<br>- Does this show a healthy or unhealthy creek?<br>- A picture of the plants in [redacted] Creek | |
| **Slide 5 - The Health of [redacted] Creek - Rubbish**<br>- Write 2-3 sentences about what you found out about the **rubbish** in [redacted] Creek.<br>- Does this show a healthy or unhealthy creek?<br>- A picture of the rubbish in [redacted] Creek | |
| **Slide 6 - How to Improve the Health of [redacted] Creek**<br>- Using the information you have gathered about the water quality, plant life and rubbish in [redacted] Creek, make **2 suggestions** about how [redacted]SHS could **improve the health of the creek**. For each suggestion, explain how this will help make [redacted] Creek healthier. | |

# ISMG: Field Report

## Explaining and Comprehending

1. **Explain** geographical processes
2. **Comprehend** geographic patterns

The student work has the following characteristics:

| | | |
|---|---|---|
| 7 – 8 | • **In-depth** explanations descr bing a variety of features and elements of landforms and landscapes that shape the identity of places and impact on land use.<br>• **Accurate** recognition of spatial patterns of land use for the fieldwork location.<br>• **Discerning** recognition of land use change over time for the fieldwork location.<br>• Identification of **significant** relationships and implications for people and places. | |
| 5 – 6 | • **Detailed** explanations describing a variety of features and elements of landforms and landscapes that shape the identity of places and impact on land use.<br>• **Fundamental** recognition of spatial patterns of land use for the fieldwork location.<br>• **Considered** recognition of land use change over time for the fieldwork location.<br>• Identification of **substantial** relationships and implications for people and places. | |
| 3 – 4 | • **Clear** explanations describing a variety of features and elements of landforms and landscapes that shape the identity of places and impact on land use.<br>• **Adequate** recognition of spatial patterns of land use for the fieldwork location.<br>• **Appropriate** recognition of land use change over time for the fieldwork location.<br>• Identification of **simple** relationships and implications for people and places. | |
| 1 – 2 | • **Vague** explanations describing features and/or elements of landforms and landscapes that shape the identity of places and impact on land use.<br>• **Little or no** recognition of spatial patterns and changes over time of land use for the fieldwork location | |
| 0 | • Does not satisfy any of the descriptors above. | |

## Analysing and Applying

3. **Analyse** geographic data and information
4. **Apply** geographic understanding

The student work has the following characteristics:

| | | |
|---|---|---|
| 14 – 16 | • **Discerning** selection of fieldwork data and information<br>• **Astute** interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge for the fieldwork location<br>• **Sophisticated** extrapolation from the analysis to make generalisations about the impacts of land use change on the local natural and urban environments. | |
| 11 – 13 | • **Considered** selection of fieldwork data and information<br>• **Coherent** interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge for the fieldwork location<br>• **Effective** extrapolation from the analysis to make generalisations about the impacts of land use change on the local natural and urban environments. | |
| 8 – 10 | • **Appropriate** selection of fieldwork data and information<br>• **Basic** interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge for the fieldwork location<br>• **Sufficient** extrapolation from the analysis to make generalisations about the impacts of land use change on the local natural and urban environments. | |
| 5 – 7 | • **Narrow** selection of fieldwork data and information<br>• **Obvious** interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge for the fieldwork location<br>• **Cursory** extrapolation from the analysis to make generalisations about the impacts of land use change on the local natural and urban environments. | |
| 3 – 4 | • **Vague** interpretations and inferences that identify how patterns, trends and relationships represent a geographical challenge for the fieldwork location and/or make generalisations about the impacts of land use change on the local natural and urban environments. | |
| 1 – 2 | • **Unclear** interpretations that identify how patterns, trends and relationships represent a geographical challenge for the fieldwork location and/or make generalisations about the impacts of land use change on the local natural and urban environments. | |
| 0 | • Does not satisfy any of the descriptors above. | |

## Synthesising

5. **Synthesise** information from the analysis to propose action

| The student work has the following characteristics: | | |
|---|---|---|
| 7 – 8 | • **Insightful** synthesis of the analysis<br>• Makes **justified** proposal/s to manage the impacts of the identified challenge<br>• Uses **convincing** evidence | |
| 5 – 6 | • **Effective** synthesis of the analysis<br>• Makes **informed** proposal/s to manage the impacts of the identified challenge<br>• Uses **credible** evidence | |
| 3 – 4 | • **Appropriate** synthesis of the analysis<br>• Makes **appropriate** proposal/s to manage the impacts of the identified challenge<br>• Uses **sufficient** evidence | |
| 1 – 2 | • **Superficial or unclear** synthesis of the analysis<br>• Makes proposal/s that are **vague** or **unclear** | |
| 0 | • Does not satisfy any of the descriptors above. | |

## Communicating

6. **Communicate** geographical understanding

| The student work has the following characteristics: | | |
|---|---|---|
| 7 – 8 | • **Proficient** transformation and representation of geographical data and information<br>• Creates **sophisticated** cartographic and graphic forms<br>• **Accomplished** use of geographical terminology and the conventions of written communication. | |
| 5 – 6 | • **Competent** transformation and representation of geographical data and information<br>• Creates **purposeful** cartographic and graphic forms<br>• **Considered** use of geographical terminology and the conventions of written communication. | |
| 3 – 4 | • **Adequate** transformation and representation of geographical data and information<br>• Creates **appropriate** cartographic and graphic forms<br>• **Elementary** use of geographical terminology and the conventions of written communication. | |
| 1 – 2 | • **Minimal** transformation and representation of geographical data and information in cartographic and geographic forms<br>• **Inconsistent** use of geographic terminology and the conventions of written communication. | |
| 0 | • Does not satisfy any of the descriptors above. | |

**Geography Field Report**

**Title Page**

- Title - what was being investigated
- your name and teacher's name

**Table of contents**

- all titles and subtitles in your report and their respective page numbers

**Introduction**

- the topic and aim of the report
- refer to the inquiry question
- use a map to identify the location

**Methods of Research**

- describe and explain how the data was collected e.g. *primary data was collected during a field trip.*
  - include an description of methods used. E.g. *dissolved oxygen levels were collected using a probe.*

**Statement of Findings**

- define and describe the location and state the main issues and points related to the site.
- Analyse the current situation of the site – what are the causes and effects?
- The findings must be based on your research and use this evidence to support your points.

**Evaluation and Decision Making**

- Outline two (2) viable options for the future management of the site.
  - Describe what each option would entail
  - Include diagrams and maps
- Evaluate the pros and cons of the proposed options using economic, environmental and social criteria.

**Recommendations**

- Make a justified decision on which option would be the most appropriate solution for the site.
- The recommendations must be based on your evaluation (pros and cons) of the viable options.
- Use your data/research and your evaluation to justify your decision.

**Conclusion**

- Summarise the topic and the outcomes of the report (one paragraph and NO NEW KNOWLEDGE)

**Appendix**

- Include any additional data and research that you did not use directly in your report but is relevant. E.g. field booklet

**Bibliography/Acknowledgements**

- An alphabetical list (by author) of the sources you used in your report. Geography uses Harvard style

## Values of your Geographic Analysis - Feedback

| CLARITY: | YES | Not YET… | Teacher Comment |
|---|---|---|---|
| Does your contents page display all of the sections of your report and their correct page numbers? | ☐ | ☐ | |
| Have you clearly labelled your diagrams and referred to them to make your arguments clear? | ☐ | ☐ | |
| Have you written your paragraphs in clear TEEL format? | ☐ | ☐ | |
| Have you written in third person? | ☐ | ☐ | |
| Are your examples useful and relevant? (appropriate evidence) | ☐ | ☐ | |
| Have you used subject specific vocabulary (definition list) and identified and explained key terms? | ☐ | ☐ | |
| **ACCURACY:** | ☒ | ☒ | |
| Have you acknowledged imitations of data collection process and understanding? E.g. has water been sitting out of creek before temperature test? | ☐ | ☐ | |
| Have you precisely represented the ideas of others in your work *and referenced* their ideas? | ☐ | ☐ | |
| Have you used *data* to justify your conclusions? E.g. No rain has occurred in the creek for over six months. As such, the resulting turbidity when collected was… | ☐ | ☐ | |
| **PRECISION:** | ☒ | ☒ | |
| Have you identified and explained the criteria you will be using to evaluate the alternative options? | ☐ | ☐ | |
| Are the similarities and differences of the alternative future options stated clearly (perhaps a table/matrix might help)? | ☐ | ☐ | |
| Have you included any calculations used to evaluate the options (e.g. costs, time etc.)? | ☐ | ☐ | |
| Is there any research that substantiates your claims? If so, have you referenced it? | ☐ | ☐ | |
| **RELEVANCE:** | ☒ | ☒ | |
| Have you focused on the topic of the report? E.g. [redacted] Creek. Have you included relevant research about the current and past condition of the site? | ☐ | ☐ | |
| Can you identify why the information you have researched is relevant? How does it reinforce the outcome of the experiment? If not, do not include it! | ☐ | ☐ | |
| Have you identified why this topic is important? | ☐ | ☐ | |
| Is your language choice expository? E.g. present only unbiased facts and no opinion. | ☐ | ☐ | |
| **SIGNIFICANCE:** | ☒ | ☒ | |
| Have you analysed your field data and research and explained how they are important to the research question/inquiry? | ☐ | ☐ | |
| Have you directly linked your evidence to your claim or statements? | | | |
| **DEPTH:** | ☒ | ☒ | |
| Have you identified errors and issues with the data collection and research? E.g. has all the data/information been found? Is one test enough? | ☐ | ☐ | |
| Have you used justified inductive reasoning to reach a decision about managing the creek in the future? | ☐ | ☐ | |
| Are your recommendations geared to improve future outcomes of the creek? If so, why/how? | ☐ | ☐ | |
| **BREADTH:** | ☒ | ☒ | |
| Have you sought out the expertise of others? This could be through the findings of other class groups or academics/council sites on the internet but make sure you reference other people's work. | ☐ | ☐ | |
| **COHERENCE (LOGIC):** | ☒ | ☒ | |
| Have you developed and outlined your ideas in a logical order? | ☐ | ☐ | |
| Have you used transition phrases to identify logical progressions? E.g. when you wish to add information or reinforce ideas you could say; in addition, comparatively, furthermore etc. When you want to link evidence that opposes an argument you could use; in contrast, however, conversely. | ☐ | ☐ | |
| Does the analysis of your field data (including tables, sketches and photos etc) and research support your conclusion? E.g. Does all the information you have presented support your management option/future recommentations? | ☐ | ☐ | |
| Have you evaluated your options thoroughly through the lens of each of the criteria? E.g. Economic, social, environmental. | ☐ | ☐ | |
| Have identified issues of credibility? Are there any sources of information that may not be what they seem? e.g. bias | ☐ | ☐ | |
| Have you used data from your field report to justify your statements/claims? | ☐ | ☐ | |

3h Adjusted Field notes - [redacted] for adjusted task 1

| [redacted] | [redacted] **State High School – Humanities Department** | |
|---|---|---|
| | **Student name:** | |
| | **Teacher name:** | **Date:** |

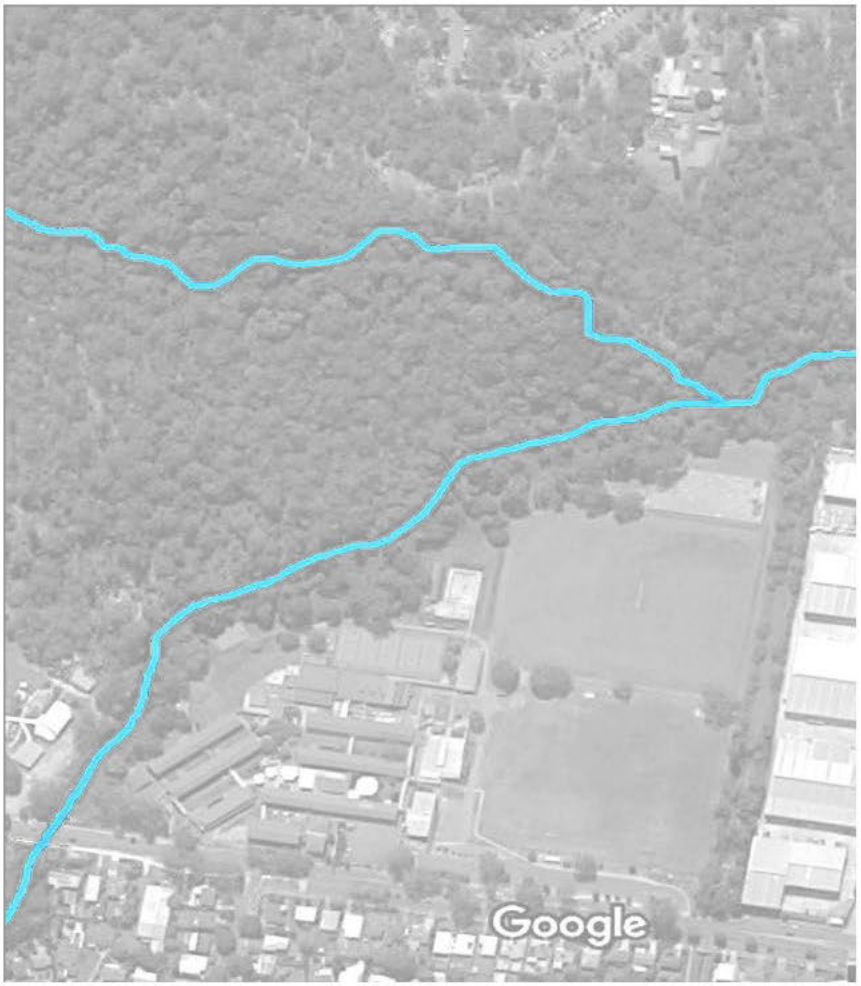
| | | | |
|---|---|---|---|
| **Subject** | Year 8 Geography | | |
| **Technique** | Field Notes – [redacted] Creek | | |
| **Unit** | Landforms and Landscapes | **Year** | Semester 2, 2022 |

| **Instructions** |
|---|
| In Geography, you will complete and hand in this **Field Research Notes** booklet. The notes you make in this booklet are important to your assessment and carefully and correctly recording information will help you to complete Part 2 of this assessment. |

## Part A: Creek Assessment

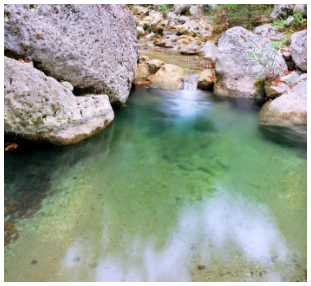
As you walk along the [redacted] SHS section of [redacted] creek, use the map and symbols to record what you see.

This will help you write your **description of** [redacted] **Creek (Slide 2).**




| | | |
|---|---|---|
| Hard Engineering | - Bridges<br>- Stairs | X |
| Litter | - cans<br>- paper<br>- food scraps | X |
| Other | | X |

**The Health of [redacted] Creek - Water (Slide 3)**

| | ☺ Healthy Creek | ☹ Unhealthy creek |
|---|---|---|
| Water Cloudiness | <br>☐ The water is **clear**<br>– I **can** see rocks at the bottom. | <br>☐ The water is **muddy**<br>– I **can't** see rocks at the bottom. |
| Water Movement | <br>☐ The water is **moving**<br>– I **can** see and hear it moving | <br>☐ The water is **not moving**<br>– I can't see or hear it moving |
| Litter in Water |  <br>☐ The creek is **clean**<br>– I **can't** see litter in it | <br>☐ The creek is **dirty**<br>– I **can** see litter in it |
| Smell of the Creek | <br>☐ The creek is **not smelly** | <br>☐ The creek is **smelly** |

From this information, do you think the creek is **healthy** or **unhealthy**?

**The Health of [redacted] Creek - Plants (Slide 4)**

Using the pictures below, identify the native and exotic plants you see in [redacted] Creek.

Tally up how many you see of each.

| ☺ **Native Plants** | | | |
|---|---|---|---|
| Brisbane Lily = _____ | Weeping Bottlebrush = _____ | Broad-leaved paperbark = _____ | Brisbane Wattle = _____ |
| ☹ **Exotic Plants** | | | |
| | | | |

A creek full of native plants is healthy.

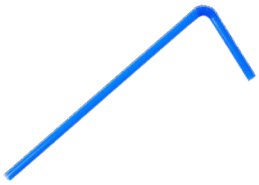
A creek full of exotic plants is unhealthy.

From this information, do you think [redacted] Creek is **healthy** or **unhealthy**?

**The Health of [redacted] Creek - Litter (Slide 5)**

As you walk through [redacted] Creek, take a photo of the litter you see.

Using the pictures below, identify the types of litter you saw on your walk.

| | | |
|---|---|---|
| **Yes** **No** | **Yes** **No** | **Yes** **No** |
| **Yes** **No** | **Yes** **No** | **Yes** **No** |
|  **Yes** **No** |  **Yes** **No** | **Yes** **No** |

A creek with **lots of litter** is **unhealthy**.

A creek with little to no litter is **healthy**.

From this information, do you think [redacted] Creek is **healthy** or **unhealth.**

**Qualitative Observation**
*"Qualities→see with your eyes"*

Aquatic Life Requirements met (Yes/No)

Draw what you see in the [redacted] water.

3h Adjusted task 2 [redacted]

| [redacted] | [redacted] State High School – Humanities Department | |
|---|---|---|
| | **Student name:** | |
| | **Teacher name:** | **Date:** |

| | | | |
|---|---|---|---|
| **Subject** | Year 8 Geography | **Weighting** | 40% |
| **Technique** | Investigation - Field Report | | |
| **Unit** | Landforms and Landscapes | **Year** | Semester 2, 2020 |
| **Response Type** | Field Report | | |

| **Conditions** | | | |
|---|---|---|---|
| **Class Time** | 6 Lessons | **Individual/Group** | Individual |
| **Word Length** | slides | **Mode** | Multi modal |
| **Resources Available** | Field Booklet<br>The Creek | | |

# Overall Result

| Criterion | Marks Allocated | Result |
|---|---|---|
| 1. **Explain** geographic processes<br>2. **Comprehend** geographic patterns | **8** | |
| 3. **Explain** geographic data and information<br>4. **Interpret** geographic data and information | **16** | |
| 5. **Communicate** geographic understanding | **8** | |
| **Final Result** | **32** | |

**Comments:**

| **Teacher Signature** | | **Date** | |
|---|---|---|---|

# Year 8 Geography
# Research Progress

| | | |
|---|---|---|
| **Name** | | |
| **Teacher** | | |
| **Date** | **Task** | **Teacher's Signature** |
| _____ | Task Handed Out | _____ |
| _____ | Research Notes Checked | _____ |
| _____ | A Rough Draft Checked | _____ |
| _____ | Final Submission of Report | _____ |

## Context

The [redacted] Creek catchment covers 45 square kilometres. It begins at the bushy foothills of the Taylor Range and runs through residential and industrial areas of northern Brisbane to Moreton Bay. The creek flows into the grounds of [redacted] State High School.

For the last decade [redacted] Creek has been given a D on the Healthy Waterways report card. This means that the creek is unhealthy and many habitats are impacted. Healthy Waterways has asked you conduct an assessment on the [redacted] SHS section of [redacted] Creek.

## Task

Your task is to:

- **Identify** the past and current land uses in the catchment.
- **Describe** the human impacts you identified in the [redacted] SHS section of the creek.
- **Interpret** the data and information collected to evaluate the health of the creek.

You are to use information from work done in class and from data collected from the [redacted] SHS section of [redacted] Creek to compile a report using data and illustrations.

**Options to be examined:**

1. The removal of exotic plant species and then fencing off the [redacted] SHS portion of the creek to stop people and feral animals entering the creek.
2. The removal of exotic plant species and replace with appropriate native plants along the length of the creek in the school grounds

**General Criteria to be considered:**

- **Environmental concerns** - effects of human impact on the creek e.g. rubbish, cutting down trees
- **Economic considerations** – how much will it cost to implement the plan? Will the plan require maintenance?
- **Social factors** - population pressure, demands for space. Will we need more 'play' space in the years to come?

**Instructions**

1. A report is a written document that describes the findings of a geographic inquiry. It will offer proposal/s and recommendations based on the analysis of the information. You must determine which information to use to represent the geographic challenge under investigation.

2. The setting out of your report must include:
   - Title page
   - Table of Contents
   - Introduction
   - Evidence (data collected)
   - Interpretation
   - Conclusion

   Further detail on exactly what is required under each heading is in your **Research Notes Booklet**.

3. You must refer to the data you collected in your answer.

4. Plagiarised work could lose marks.

5. Computer failure is not an acceptable excuse for failing to complete assignments. You are advised to make hard copies at all times during your preparation.

6. Extensions: Ensure an "Application for Extension/Exemption" form is filled in and submitted to your teacher should you be absent on the due date or require an extension for other reasons.

7. **To reach the minimum required standard to be assessed on, you must achieve 25% of the required word count in a response that is relevant to the topic selected.**

## Guidelines for Geography Report Writing

To complete the inquiry, you are to write your findings into a report using the Guidelines provided.

1. **A Title page** - includes the title of your report, your name, subject, name of your teacher and due date. An illustration related to the topic is optional.

2. **Table of Contents** – a list of all section of your report from list of tables and figures to bibliography. The page numbers are listed vertically (in a straight line) on the right handside.

   E.g.

   | Table of Contents | Page |
   |---|---|
   | Introduction | 1 |

3. **Introduction -**1 paragraph which outlines the topic and aims of your report (hint: the words topic and aims should be written as subheadings of the introduction).

4. **Evidence and Interpretation**
   - Define and describe the location.
   - Identify all the evidence you have found that establishes whether the creek is healthy or not, for example rubbish, water pollution, lack of native plants and number and type of insects.
   - Decide if the creek is healthy or not.
   - These findings must be based on data collected from your field trip. You must refer to the evidence which supports your findings, for example: 'From the research, it is revealed that…'

5. **Conclusion –** Based on the data collected determine whether the creek and surrounds are healthy.

**Year 8 Geography: [redacted] Creek Report** **Name:**

**Purpose of assessment:** To investigate the characteristics of places.

| Knowledge and understanding | Questioning and researching | Analysing, evaluating and reflecting | Communicating | |
|---|---|---|---|---|
| Explain the characteristics of places.<br>Identify and describe environmental characteristics of places. | Sort, record and represent data in different formats, including small-scale maps, using basic conventions. | Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. | Present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | |
| Compares and contrasts the characteristics of places to support explanations. | Selects and organises relevant data and information accurately. | Evaluates multiple data sets to support conclusions. | Uses discipline-specific terms accurately to elaborate on information presented. | A |
| Explains a range of human and environmental characteristics. Identifies and describes interconnections between humans and a place. | Sorts, records and represents data and information about places. | Interrogates distribution data to provide a range of responses. | Organises information logically and uses appropriate conventions to enhance presentation of ideas, findings and conclusions. | B |
| Describes the characteristics of a place. Identifies interconnections between humans and a place. | Sorts, records and represents data and information about places. | Interprets data to identify and describe distributions, simple patterns and trends, and to infer relationships. Suggests conclusions based on evidence. | Presents ideas, findings and conclusions using discipline-specific terms and appropriate conventions. | C |
| Lists attributes of a place. Identifies an interconnection between humans and a place. | Sorts, records and represents data and information about places. | Uses information to inform responses. | Communicates information and draws a conclusion. | D |
| Recalls information relating to characteristics of a place. Matches characteristics to suggest an interconnection. | Identifies data. | Lists familiar facts. | Makes statements. | E |

**Geography Field Report**

**Title Page**

- ☐ Title - what was being investigated
- your name and teacher's name

**Table of contents**

- ☐ all titles and subtitles in your report and their respective page numbers

**Introduction**

- ☐ the topic and aim of the report
- ☐ refer to the inquiry question
- ☐ use a map to identify the location

**Methods of Research**

- ☐ describe and explain how the data was collected e.g. *primary data was collected during a field trip.*
  - include an description of methods used. E.g. *dissolved oxygen levels were collected using a probe.*

**Statement of Findings**

- ☐ define and describe the location and state the main issues and points related to the site.
- Analyse the current situation of the site – what are the causes and effects?
- ☐ The findings must be based on your research and use this evidence to support your points.

**Evaluation and Decision Making**

- ☐ Outline two (2) viable options for the future management of the site.
  - Describe what each option would entail
  - Include diagrams and maps
- ☐ Evaluate the pros and cons of the proposed options using economic, environmental and social criteria.

**Recommendations**

- ☐ Make a justified decision on which option would be the most appropriate solution for the site.
- ☐ The recommendations must be based on your evaluation (pros and cons) of the viable options.
- ☐ Use your data/research and your evaluation to justify your decision.

**Conclusion**

- ☐ Summarise the topic and the outcomes of the report (one paragraph and NO NEW KNOWLEDGE)

**Appendix**

- ☐ Include any additional data and research that you did not use directly in your report but is relevant. E.g. field booklet

**Bibliography/Acknowledgements**

- ☐ An alphabetical list (by author) of the sources you used in your report. Geography uses Harvard style

## Values of your Geographic Analysis - Feedback

| CLARITY: | YES | Not YET… | Teacher Comment |
|---|---|---|---|
| Does your contents page display all of the sections of your report and their correct page numbers? | ☐ | ☐ | |
| Have you clearly labelled your diagrams and referred to them to make your arguments clear? | ☐ | ☐ | |
| Have you written your paragraphs in clear TEEL format? | ☐ | ☐ | |
| Have you written in third person? | ☐ | ☐ | |
| Are your examples useful and relevant? (appropriate evidence) | ☐ | ☐ | |
| Have you used subject specific vocabulary (definition list) and identified and explained key terms? | ☐ | ☐ | |
| **ACCURACY:** | ☒ | ☒ | |
| Have you acknowledged imitations of data collection process and understanding? E.g. has water been sitting out of creek before temperature test? | ☐ | ☐ | |
| Have you precisely represented the ideas of others in your work *and referenced* their ideas? | ☐ | ☐ | |
| Have you used *data* to justify your conclusions? E.g. No rain has occurred in the creek for over six months. As such, the resulting turbidity when collected was… | ☐ | ☐ | |
| **PRECISION:** | ☒ | ☒ | |
| Have you identified and explained the criteria you will be using to evaluate the alternative options? | ☐ | ☐ | |
| Are the similarities and differences of the alternative future options stated clearly (perhaps a table/matrix might help)? | ☐ | ☐ | |
| Have you included any calculations used to evaluate the options (e.g. costs, time etc.)? | ☐ | ☐ | |
| Is there any research that substantiates your claims? If so, have you referenced it? | ☐ | ☐ | |
| **RELEVANCE:** | ☒ | ☒ | |
| Have you focused on the topic of the report? E.g. [redacted] Creek. Have you included relevant research about the current and past condition of the site? | ☐ | ☐ | |
| Can you identify why the information you have researched is relevant? How does it reinforce the outcome of the experiment? If not, do not include it! | ☐ | ☐ | |
| Have you identified why this topic is important? | ☐ | ☐ | |
| Is your language choice expository? E.g. present only unbiased facts and no opinion. | ☐ | ☐ | |
| **SIGNIFICANCE:** | ☒ | ☒ | |
| Have you analysed your field data and research and explained how they are important to the research question/inquiry? | ☐ | ☐ | |
| Have you directly linked your evidence to your claim or statements? | | | |
| **DEPTH:** | ☒ | ☒ | |
| Have you identified errors and issues with the data collection and research? E.g. has all the data/information been found? Is one test enough? | ☐ | ☐ | |
| Have you used justified inductive reasoning to reach a decision about managing the creek in the future? | ☐ | ☐ | |
| Are your recommendations geared to improve future outcomes of the creek? If so, why/how? | ☐ | ☐ | |
| **BREADTH:** | ☒ | ☒ | |
| Have you sought out the expertise of others? This could be through the findings of other class groups or academics/council sites on the internet but make sure you reference other people's work. | ☐ | ☐ | |
| **COHERENCE (LOGIC):** | ☒ | ☒ | |
| Have you developed and outlined your ideas in a logical order? | ☐ | ☐ | |
| Have you used transition phrases to identify logical progressions? E.g. when you wish to add information or reinforce ideas you could say; in addition, comparatively, furthermore etc. When you want to link evidence that opposes an argument you could use; in contrast, however, conversely. | ☐ | ☐ | |
| Does the analysis of your field data (including tables, sketches and photos etc) and research support your conclusion? E.g. Does all the information you have presented support your management option/future recommentations? | ☐ | ☐ | |
| Have you evaluated your options thoroughly through the lens of each of the criteria? E.g. Economic, social, environmental. | ☐ | ☐ | |
| Have identified issues of credibility? Are there any sources of information that may not be what they seem? e.g. bias | ☐ | ☐ | |