

# Geography - Below satisfactory - Year 8

## Portfolio summary

This portfolio of student work shows that the student can identify simple interconnections between people and environments (WS1) and simply describe how places are perceived and valued (WS2). Through an examination of the factors associated with the movement to and from urban and rural areas (WS1), the student identifies how these interconnections influence people and change environments (WS1). Through a series of structured tasks, the student identifies some interconnections within environments and between people and places (WS2).

The student work shows an ability to identify and describe some of the social, economic and environmental factors that contribute to internal migration patterns (WS1), proposing simple descriptions of the relationships and resulting distributions over time and across space (WS1). The student presents some basic strategies in response to a geographical challenge, identifying environmental, economic and social factors (WS2). The student comprehends presented data to draw basic conclusions (WS1) and presents geographical maps, data and other information to record spatial distributions, patterns or trends (WS2). The student presents findings using simple communication forms (WS2).

## Short response: Changing nations

### Sample summary

Students were introduced to the topic of human migration within and between countries and its impact on the concentration of populations in major cities. During this study, comparisons were made between urban and rural environments in Australia and China.

For this task, students were given maps showing the population distribution over time and a table containing statistics of internal migration in Australia. They were asked to interpret, analyse and present these data and respond to a number of questions. The task was completed during class time over four lessons.

### Achievement standard

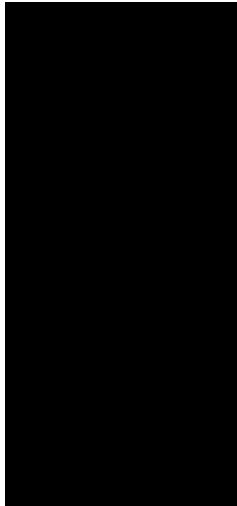
#### Subject

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic

conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

Short response



**Year 8: Changing Nations**

3. In the tables below, list and explain the main push and pull factors that cause people to move from rural places to cities, and provide relevant examples.

Push factors (forced migration)	Explanation and examples
Jobs	If there are no jobs...
Education	so that their children don't have to live in poverty
Health	so that people with illness can get better

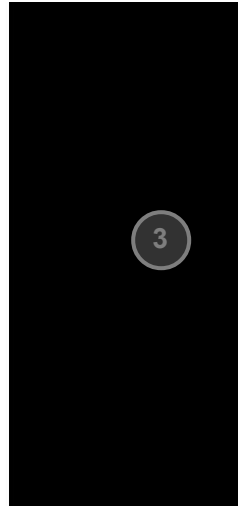
Pull factors (voluntary migration)	Explanation and examples
Jobs	Could have better paid jobs where they want to go
Family	to family
Health	to better health

2. Explain how living in a rural place is different from living in a city. Give examples of the experience that people have in a rural place in Australia.

3. Identify and explain the main ways that rural and urban places rely on each other.

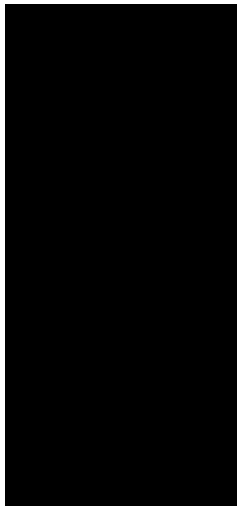
4. The process of urbanisation can improve health of human wellbeing, particularly in developing countries of the world where there has been growth in the number of megacities. In the table below, identify the main social, economic and environmental impacts of rapid population growth in megacities in developing countries.

The main social impacts of rapid population growth in megacities in developing countries	If a megacity is rapidly growing in a developing country they have to build more:
The main economic impacts of rapid population growth in megacities in developing countries	Because these countries are developing they won't have the technology to keep up with the city's needs.
The main environmental impacts of rapid population growth in megacities in developing countries	They will have to dig up a lot of trees to build new houses for the huge number of new people coming to the cities.



Annotations

- 1 **Annotation 1**  
Uses a simple example
- 2 **Annotation 2**  
Identifies a push/pull factor associated with the movement of peoples
- 3 **Annotation 3**  
Presents a generalisation
- 4 **Annotation 4**  
Identifies some of the impacts of population growth from the provided data



**TABLE SHOWING AUSTRALIA'S INTERNAL MIGRATION NUMBERS BY STATE AND TERRITORY IN 2011**

2011 DESTINY STATE/TERRITORY	2011 ORIGIN STATE/TERRITORY										
	New South Wales	Victoria	Queensland	South Australia	Western Australia	Tasmania	ACT	NT	Northern Territory	Capital Territory	Total
New South Wales	28,223	16,267	6,090	7,261	2,242	2,876	5,846	42,346	41,792	41,792	187,937
Victoria	18,000	18,138	6,090	6,461	8,814	2,732	2,738	41,792	41,792	41,792	187,937
Queensland	42,346	18,000	18,138	6,090	6,461	8,814	2,732	2,738	41,792	41,792	187,937
South Australia	5,846	5,846	4,166	4,166	2,876	769	2,876	41,792	41,792	41,792	187,937
Western Australia	16,267	16,267	16,267	16,267	16,267	16,267	16,267	41,792	41,792	41,792	187,937
Tasmania	2,876	2,876	2,876	2,876	2,876	2,876	2,876	41,792	41,792	41,792	187,937
ACT	5,846	5,846	5,846	5,846	5,846	5,846	5,846	41,792	41,792	41,792	187,937
NT	16,267	16,267	16,267	16,267	16,267	16,267	16,267	41,792	41,792	41,792	187,937
Northern Territory	16,267	16,267	16,267	16,267	16,267	16,267	16,267	41,792	41,792	41,792	187,937
Capital Territory	16,267	16,267	16,267	16,267	16,267	16,267	16,267	41,792	41,792	41,792	187,937
Total	187,937	187,937	187,937	187,937	187,937	187,937	187,937	187,937	187,937	187,937	187,937

5. Use the information in this table to answer the following questions:

a. How many people left Queensland in 2011?  
75,104

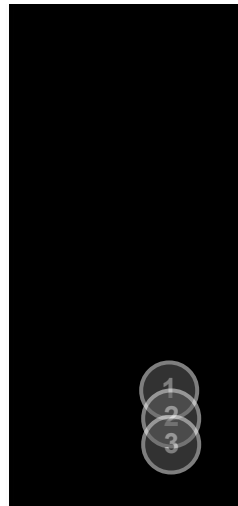
b. How many people came to live in Queensland in 2011?  
87,792

c. What was the total change in the Queensland population in 2011?  
12,688

d. Which Australian State or Territory had the second highest population gain in 2011?  
NSW

e. Suggest possible reasons for internal migration within Australia in 2011.  
Climate work education family war

f. How would these internal migration numbers be useful to governments for managing and planning places in the future?  
The government could plan to build more infrastructure in the best place to live in Australia



Annotations

- 1 **Annotation 1**  
Locates migration data in a table
- 2 **Annotation 2**  
Presents a list of simple reasons for trends in the internal movement of people
- 3 **Annotation 3**  
Makes a simple prediction based on the interpretation of internal migration data

# Landforms and landscapes

## Sample summary

Students were required to investigate the economic, social and environmental impacts of human interactions with a key geographical landform in their local area and the impacts of the landform on human interactions. Over the course of two weeks, students visited the location, recorded their observations using maps and annotated images, and presented their findings by answering a series of structured questions.

As part of this inquiry, students conducted an investigation into the way in which the landform and its physical landscape shaped human interactions. They were also asked to compare the environmental, economic and social impacts of potential natural changes to the physical landscape.

## Achievement standard

### Subject

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Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.


### Report

**Year 8: Landforms and Landscapes**

1. Explain how people connect with Castle Hill and how these connections have changed the natural environment. Include annotated photos as evidence.

How do people connect with Castle Hill?	Explain why	Explain how this has changed the natural environment of Castle Hill	Annotated photos	
1	In line as they go around the bottom of the hill.	Removal of the terrain into the sea and the river.	They have had to make stone that they need for the house and the road.	2
2	They walk from the top of the hill down to the bottom of the hill.	They have had to make stone and make to make the road.		3

2. Create a map showing land values in the suburbs surrounding Castle Hills.

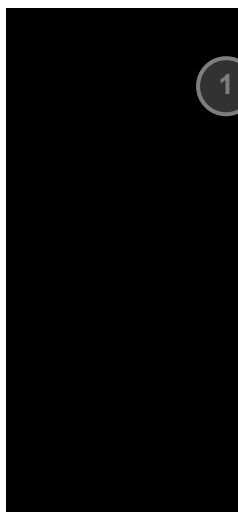


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### Annotations

**1 Annotation 1**  
Uses simple geographical terminology

**2 Annotation 2**  
Provides simple statements to describe interconnections between people, places and environments



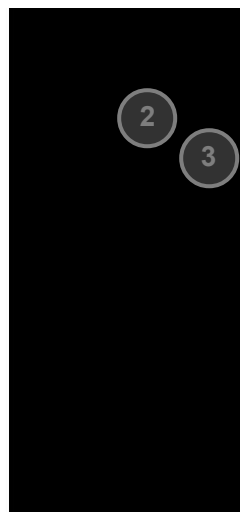
a) Describe the spatial distribution of land values in the suburbs surrounding Castle Hill.  
 The suburb with the highest median land value is north-west and north Hill. The suburb with the lowest land value is Castle Hill.  
 b) Suggest possible reasons to explain the distribution of land values around Castle Hill.  
 People want to live in more expensive houses, whereas the housing on the other side, are cheaper.  
 c) Describe the spatial distribution of land values in the suburbs surrounding Castle Hill.  
 The value of the land prices will rise on global warming making the ocean become sun and greatly appreciated.

2. Explain how factors and other factors would contribute to people's perceptions of living in North Ward versus West End.

Suburb	Causes and effects of weather conditions in the suburb
North Ward	The heat during the day and the sun reflecting in water causing more people to visit there. <b>4</b>
West End	In the evening, heat and humidity but causing less people to visit there. <b>5</b>

4. Identify the main questions that would need to be asked to conduct an inquiry into the challenge of vehicles used predominantly sharing Castle Hill Road.

- Who goes where and when?
- Why do you go to school?
- Do you need to go to school?



**3 Annotation 3**  
 Presents simple findings in an appropriately formatted table

**4 Annotation 4**  
 Uses a few cartographic conventions

**5 Annotation 5**  
 Uses digital technologies to create a map showing land values

## Annotations

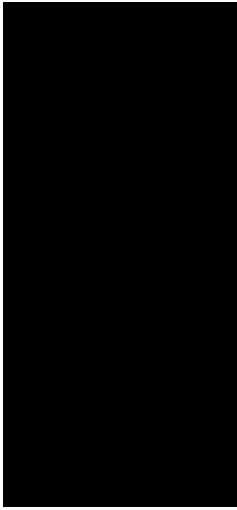
**1 Annotation 1**  
 Identifies the highest and lowest median land value suburbs

**2 Annotation 2**  
 Gives a simple explanation for the spatial distribution

**3 Annotation 3**  
 Provides a simple proposition based on geographical information

**4 Annotation 4**  
 Gives a limited explanation of the effects of a geographical process on people's perceptions of living in a place

**5 Annotation 5**  
 Proposes simple questions to frame a geographical inquiry

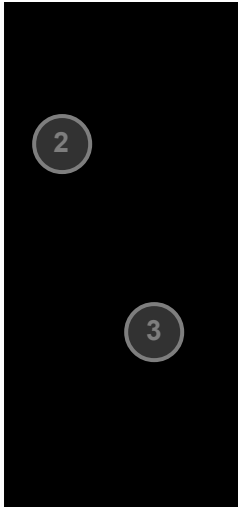


5. Propose a way to make Castle Hill safer for both pedestrians and vehicles.

My proposed way to make Castle Hill safer for both pedestrians and vehicles is to build a cycleway for the people who walk to school.	1
Environmental benefits of this proposal	Low risk
How people may be affected by this proposal	They won't be because it takes a long time to walk up a hill in the afternoon and doesn't go up toward middle of the day
The concrete costs and benefits of this proposal	None at all
Do you think that Townsville City Council would agree to implement your proposal? Why?	Yes because they don't have to pay anything

6. Complete the table to compare two strategies for reducing the impacts of landslides on Castle Hill.

	Rock walls	Rebate of houses in high-risk zones
Identify another issue the strategy needs	Building a wall costs a lot of money	Having houses from people from changing them
Environmental considerations of this strategy	None really, maybe from concrete or other plants	Rebate houses given. Maybe some households if higher houses are removed
Economic considerations of this strategy	\$400,000	\$10,000,000
Social considerations of this strategy	Some people live	People won't want to leave their houses



## Annotations

**1 Annotation 1**  
Proposes simple actions in response to a geographical challenge

**2 Annotation 2**  
Presents simple predicted outcomes

**3 Annotation 3**  
Presents information summarising the two strategies