

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

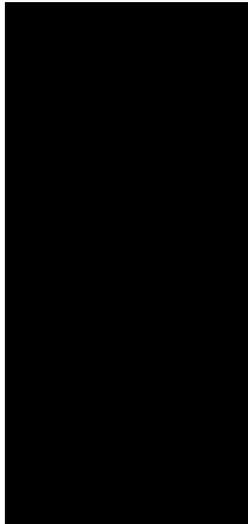
Subject

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

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

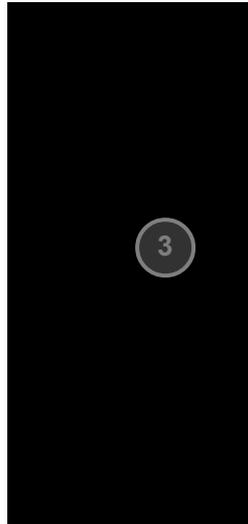
Push factors (Forced migration)	Explanation and examples
Jobs	If I have no job
Educational	what else children don't have in the provinces
Health	but you get from you can get better
Pull factors (Voluntary migration)	Explanation and examples
Jobs	Could have better paid jobs were they want to go
Health	could have better health care, like money
Health	like money

2. Explain how living in a rural place is better or worse than living in a next 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 levels 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	The main economic impacts of rapid population growth in megacities in developing countries	The main environmental impacts of rapid population growth in megacities in developing countries
If a megacity is rapidly growing in a developing country they face a population growth in megacities in developing countries	It would bring countries and developing. They won't have the most money to keep on making the city bigger.	They will have to try up a lot of trees to build new houses for the fast number of new people coming up the coast.



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

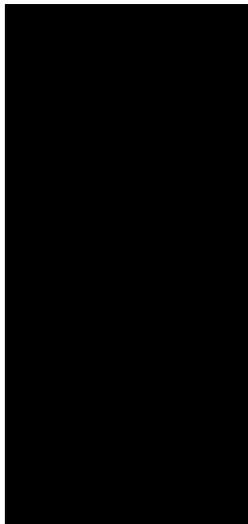


TABLE SHOWING AUSTRALIA'S INTERNAL MIGRATION NUMBERS BY STATE AND TERRITORY IN 2011

2011 INTERNAL MIGRATION

2011 DESTINATION	2011 INTERNAL MIGRATION							Total 2011
	New South Wales	Victoria	Queensland	South Australia	Western Australia	Tasmania	Northern Territory	
New South Wales	28,122	34,267	4,959	7,261	2,223	2,879	1,946	81,294
Victoria	24,399	34,199	9,369	6,491	2,811	2,719	2,719	81,799
Queensland	42,289	8,897	1,976	6,466	4,646	5,287	5,287	81,762
South Australia	5,354	1,000	4,746	1,076	759	2,840	852	21,568
Western Australia	18,261	8,897	10,442	1,419	1,899	2,477	545	41,340
Tasmania	2,199	1,246	1,246	711	1,246	493	269	10,466
Northern Territory	9,119	2,879	1,116	1,116	1,116	369	852	15,111
Australian Capital Territory	16,746	2,499	2,499	754	754	391	136	18,467
Total Australians	171,488	162,074	79,384	29,474	40,893	12,038	17,874	540,919
Net migration	18,759	8,619	9,619	2,420	4,492	1,599	2,771	599

Source: Australian Bureau of Statistics (ABS) (2011) (Internal migration in Australia: 2011) (Government of Australia)

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

a. How many people left Queensland in 2011?

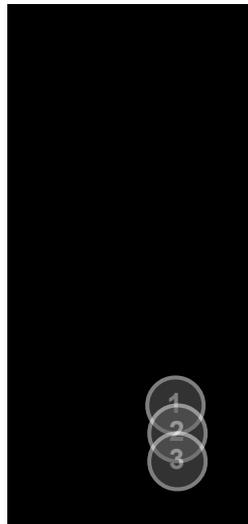
b. How many people came to live in Queensland in 2011?

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

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

e. Suggest possible reasons for internal migration within Australia in 2011.

f. How would these internal migration numbers be useful to governments for managing and planning places in the future?



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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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 the use changed the natural environment of Castle Hill	Annotated photos
<p>• In the last 10 years, several houses have been demolished and replaced by a shopping mall.</p> <p>• People now walk, bike and ride up and down Castle Hill.</p>	<p>Because of the houses from the area and the trees.</p>	<p>They have had to make them flat so the trees don't get the house up the wall.</p>	<p>They have had to create terraces and stairs to make the tracks.</p>

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

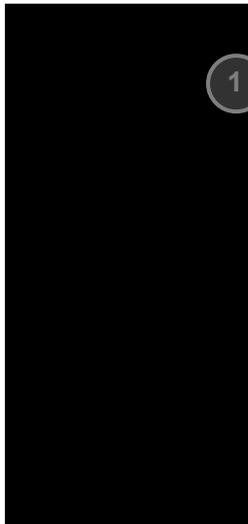


Annotations

1 Annotation 1
Uses simple geographical terminology

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

3 Annotation 3
Presents simple findings in an appropriately formatted table



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 outside Hill. The suburb with the lowest land value is Oakflat.

b) Suggest possible reasons to explain the distribution of land values around Castle Hill.
 People want to be in more expensive houses, whereas the housing on the other side is cheaper.

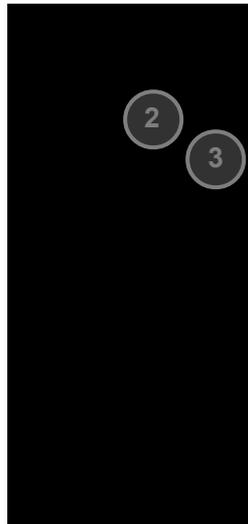
c) Describe the spatial distribution of land values in the suburbs surrounding Castle Hill.
 The value of the best prices will rise as global warming makes the ocean become more and greatly appreciated.

3. Explain how features 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 wind direction is from the north and coming in strong causing more people to want to live in the suburb.
West End	In the evening, the wind is strong but coming from people to want these properties.

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

- Why are you interested?
- Why do you do this?
- Do you need to go to school?



4 Annotation 4
 Uses a few cartographic conventions

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

Annotations

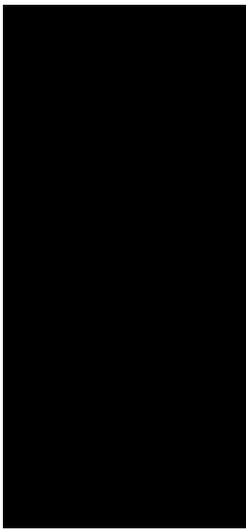
1 Annotation 1
 Identifies the highest and lowest median land value suburbs

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

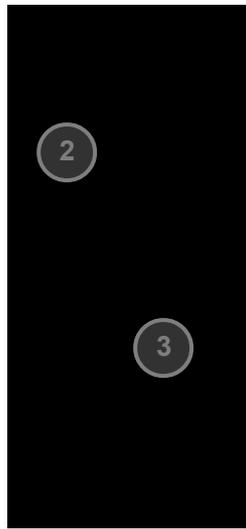


5. Propose a way to make Castle Hill road safer for both pedestrians and vehicles.

My proposal to make Castle Hill Road safer for both pedestrians and vehicles is:	1. I will propose for the people walk up next the people to the road.
Environmental benefits please	It will be safe.
How people may be affected by this proposal	They won't be because it's time for them to walk up in life in the afternoon and drivers go up next to the side of the day.
The resources made and benefits of this proposal	No cost at all.
Do you think that Torrsville 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 bushfires on Castle Hill.

	Rock walls	Relocate all houses in high risk areas
Identify whether your strategy works	Building a wall made of rock.	Putting houses from people Earth-stopping fire.
Environmental considerations of this strategy	Needs rocks, made from excavator or other places.	Have to move them. Maybe some houses if higher houses are removed.
Economic considerations of this strategy	>\$100,000	>\$1,000,000
Social considerations of this strategy	Some people have.	People won't want to leave their house.



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