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,

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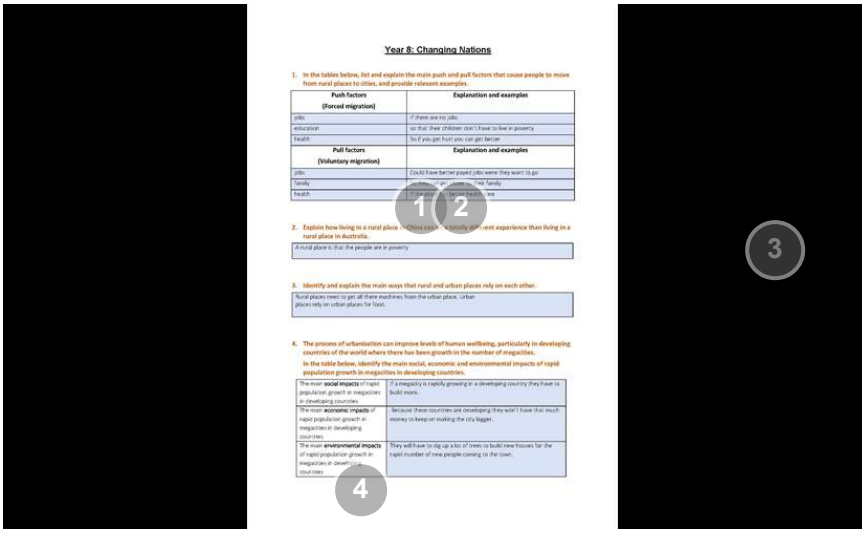
arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

Short response



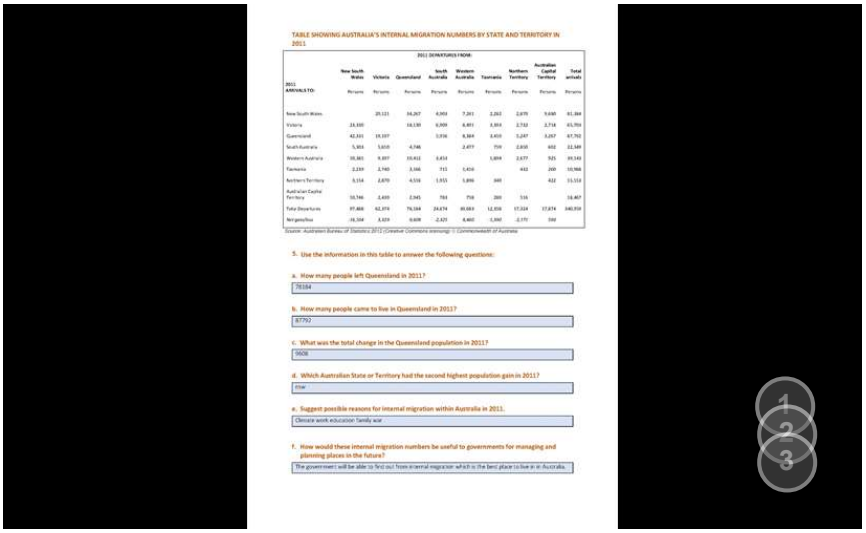
Annotations

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



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

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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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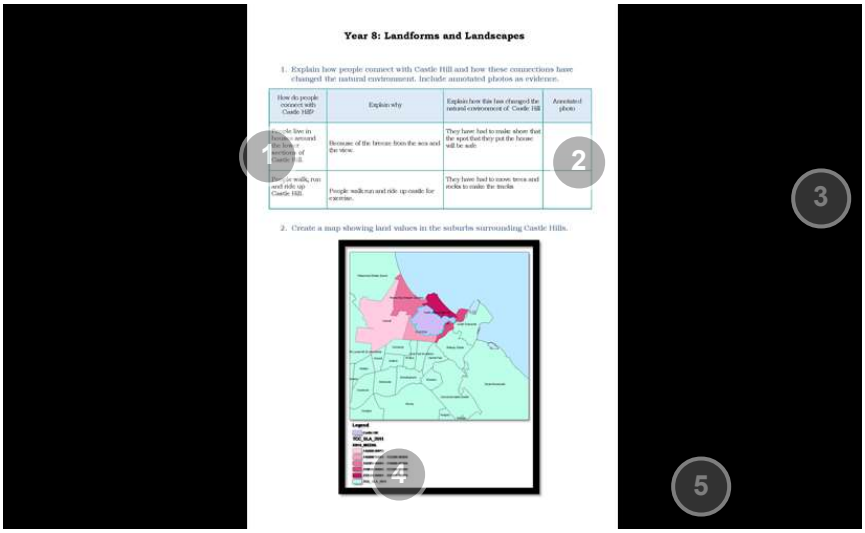
Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in 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



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

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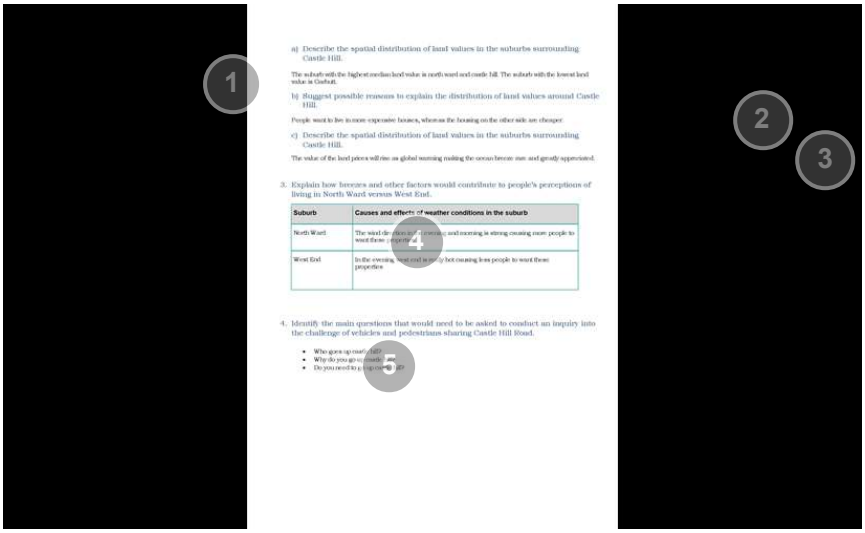

4 **Annotation 4**
Uses a few cartographic conventions

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

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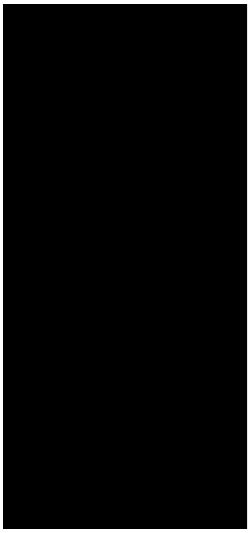

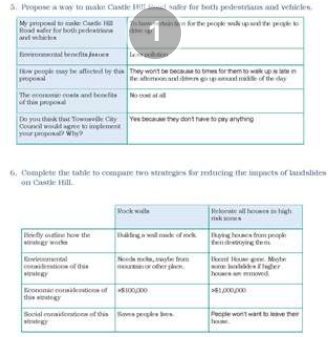

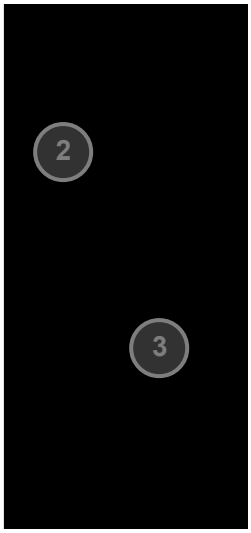

Annotations

Annotation 1
Proposes simple actions in response to a geographical challenge

Annotation 2
Presents simple predicted outcomes

Annotation 3
Presents information summarising the two strategies

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