



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task Proforma *(single-sided front page)*

Course: Topic:	Geography Human Wellbeing	Year:	10
Assessment Name:	Human Wellbeing Country Study		
DATE DUE:	Stage 1 (progress check), Term 1 Week 7. Stage 2 Term 1 Week 10	Weighting	30%
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> A political map of the country and picture of the flag. <input type="checkbox"/> A description of the environment and climate (precipitation and average temperatures) <input type="checkbox"/> An overview of the social structure (including age, gender, density, distribution, etc.). You must include graphs and/or tables to support this information. <input type="checkbox"/> A description of the economy (developed/developing/less developed, currency, total GDP and GDP per capita) <input type="checkbox"/> Organisation, format, headings and sub-headings, punctuation. If you are not deemed satisfactory, your parent or guardian will be informed.		
Progress Check Date:		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Non-satisfactory	Teacher Signature:

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Students develop an understanding of spatial variations in human wellbeing by investigating issues affecting the development of places and their impact on human wellbeing.
Skills, Knowledge and understanding being demonstrated:	Research and write a report outlining the causes, issues and consequences of wellbeing in a chosen country.
Task Requirements:	<p>There are TWO parts to this assessment:</p> <p style="text-align: center;"><u>Stage 1</u></p> <p style="text-align: center;">1. Profile of the chosen country</p> <p>You will need to prepare research and create a profile of your chosen country, including:</p> <ol style="list-style-type: none"> a) A political map of the country (showing the capital, states or regions, etc) b) A picture of its flag c) A description of the environment and climate (precipitation and average temperatures) d) An overview of the social structure (including age, gender, density, distribution, etc.). You must include graphs and/or tables to support this information. e) A description of the economy (developed/developing/less developed, currency, total GDP and GDP per capita) f) A comparison with Australia (Complete the table provided and give a brief description) <p style="text-align: center;"><u>Stage 2</u></p> <p style="text-align: center;">2. Create a research report on wellbeing in your chosen country.</p> <p>You will need to create a geographic inquiry report focusing on <u>at least ONE</u> major issue</p> <p>Must include:</p> <ol style="list-style-type: none"> a) Overview of wellbeing in country (housing, crime, education etc) b) Major issue/s, (your focus area) supported with statistics and images c) The response of the government, people and groups. d) Future prediction. Will this issue be resolved or worsen? Suggest ideas on how to solve the issue. <p>Your information report should have additional pictures, graphs and tables.</p> <p style="text-align: center;"><u>You must include a bibliography.</u></p> <p style="text-align: center;"><u>FONT SIZE MUST BE 12pt</u></p>
Syllabus Outcomes:	GE5-6: analyses differences in human wellbeing and ways to improve human wellbeing GE5-7: acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-8: communicates geographical information to a range of audiences using a variety of strategies

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *Geography* is _____

Learning in *Geography* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria (Stage 1)

Elements	Specific criteria for the written report	Mark	
Profile of the chosen country (part 1)	A political map of the country	1	
	A picture of the flag	1	
	A description of the environment and climate 1 – limited to basic description of the environment and climate 2 – sound to thorough description of the environment and climate	2	
	A description of the population 1 – limited to basic description of population 2 – sound description of population 3 – thorough description of population that includes a graph/table 4 – extensive description of population integrating appropriate graphs/tables to support the description.	4	
	A description of the economy 1 – limited to basic description of the economy 2 – sound to thorough description of the economy, including GDP, currency and development status.	2	
	Comparison with Australia 3- Completed table with all three rows containing accurate statistics. 2- A satisfactory description of results comparing the chosen country with aboriginal and non-aboriginal Australia.	5	
	TOTAL	15	

Student name:	Class:	Teacher:
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Success Criteria (Stage 2 REPORT)

Elements	Specific criteria for the written report	Mark
Focus wellbeing issue	Overview of wellbeing in chosen country. 1– Limited overview 2 – Sound overview 3 –Thorough overview	3
	Explanation of focus issue. 1– limited paragraph which attempts to explain the nature of the focus issues 2 – basic paragraph which attempts to explain the nature of the focus issue, uses some geographical terminology and may cite a graph/image 3 – sound paragraph which explains the nature of the focus issue, uses geographical terminology and cites a graph and/or image 4 – thorough paragraph which explains the nature of focus issue, applies geographical terminology and cites a graph and/or image explanation 5 – extensive paragraph which explains the nature of the focus issue, integrates terminology and applies a graph and/or images	5
	Explanation of responses to the issue. 1– limited paragraph which attempts to explain the responses to the focus issues 2 – basic paragraph which attempts to explain the responses to the focus issue, uses some geographical terminology and may cite an example 3 – sound paragraph which explains the responses to the focus issue, uses geographical terminology, cites an example and makes some judgement of effectiveness 4 – thorough paragraph which explains the responses to the focus issue, applies geographical terminology, cites examples and makes a judgement of effectiveness 5 – extensive paragraph which explains the responses to the focus issue, integrates geographical terminology, cites examples and makes a clear judgement of effectiveness	5
	Prediction and suggested solution. 1– limited prediction of a solution 2 – basic prediction of solution which is somewhat premised on evidence 3 – sound prediction of solution which is premised on evidence 4 – thorough prediction of solution which is premised on evidence and justified 5 – extensive prediction of solution which is premised on evidence and clearly justified	5
Presentation	1- Included a Bibliography 1 - Organisation and presentation of materials.	2

TOTAL MARKS:

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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