

# GEOGRAPHY (GGY315120)

## *External Assessment Specifications*

External Assessment Specifications inform the development of external assessments. The primary audience for this document is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students.

These specifications must be read in conjunction with the Course Document.

The external assessment for this course consists of a written exam.

### WRITTEN EXAM STRUCTURE

The written exam is THREE hours.

Students will have an additional 15-minute preparation time during which students can take notes on the note paper provided and highlight any key words in the exam booklet during the allocated time. Students will not be permitted to start their exam until advised by the Exam Supervisor.

The written exam includes FOUR sections, covering Units 1, 2 and 3 of the course. Each section will be based on a different unit. A particular unit might appear in different sections from year to year.

The criteria to be externally assessed are:

Criterion 3: Communicate geographical ideas and information

Criterion 4: Identify and apply geographical concepts to geographical phenomena

Criterion 5: Identify geographical processes and their relation to geographical change

Criterion 6: Identify geographical issues or challenges and possible solutions

### SPECIFIC MATERIALS AND EQUIPMENT APPROVED FOR USE BY STUDENTS

- Current External Assessment Information Sheet for Geography (GGY315120)
- Data Sheet: World population data

## ASSESSMENT

All criteria are assessed using extended ratings of A+, A, A-, B+, B, B-, C+, C, C-, t+, t, t- or z. Note that a C- is a low C, in that it just meets the standards for a C but is not a t.

A set of solutions or a marking tool will be developed by the Setting Examiner, provided to the markers at the marking meeting that follows the external written exam; and will be available from TASC in the following year.

The external assessment must include items that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

## WRITTEN EXAM CONTENT

A representative sample, encompassing a large proportion of the targeted course content areas, tests the standard of skills, knowledge and understanding of a student.

Where a section requires responses to more than one (1) question, the relative weighting of the questions is explicitly stated as having equal value.

The relative weighting of questions is indicated by:

- The relative allocation of marks, and
- Space for responses

## SECTION A

### Structure

- This section will take students approximately 45 minutes to respond to.
- Students will respond to TWO compulsory questions.
- This section will address course content from Unit 1–Sustainable Places ONLY.
- Question 1 will assess Criterion 4 and Question 2 will assess Criterion 6.

### Assessed Criteria

- Criterion 4: Identify and apply geographical concepts to geographical phenomena (all Elements).
- Criterion 6: Identify geographical issues or challenges and possible solutions (all Elements).

### Nature of Questions

- The two questions will be broken into items (e.g., a, b, c).
- This section will use stimulus pieces, use of the World Population Data Sheet, etc.

There will be ONE item on each of the following:

- Place (could be anywhere)
- Challenges – Australian Challenges (Rural, Urban, Economic, Demographic, etc.)

## Nature of Responses

- Responses will be assessed using extended alpha ratings.
- Short responses required to closed-ended questions.

## SECTION B

### Structure

- This section will take students approximately 45 minutes to respond to.
- Students will respond to TWO compulsory questions.
- This section will address course content from Unit 2–Human Impact on Land Cover Change ONLY.

### Assessed Criteria

- Criterion 4: Identify and apply geographical concepts to geographical phenomena (all Elements).
- Criterion 5: Identify geographical processes and their relation to geographical change (Elements 1, 2, 3, 6 and 7).

### Nature of Questions

ONE question on each of the following:

- Anthropogenic Climate change (with a choice of focus built into the question).
- Direct human actions resulting in land cover change (with choice built into the question).

### Nature of Responses

- Responses will be assessed using extended alpha ratings.
- Extended responses to open-ended questions.

## SECTION C

### Structure

- This section will take students approximately 45 minutes to respond to.
- Students will respond to THREE compulsory items.
- This section will address course content from Unit 3–Globalisation ONLY.

### Assessed Criteria

- Criterion 3: Communicate geographical ideas and information (Elements 1, 2, 3 and 4).
- Criterion 5: Identify geographical processes and their relation to geographical change (Elements 1, 4, 5 6 and 7).

## Nature of Questions

ONE item on each of the following:

- Impacts of enhanced technology and transport
- Impacts of cities
- Shift in global economic power

## Nature of Responses

- Short responses required to open-ended questions.

## SECTION D

### Structure

- This section will take students approximately 45 minutes to respond to.
- Students will respond to ONE of FIVE questions.
- This section will address course content from Units 1, 2 and 3.

### Assessed Criteria

- Criterion 3: Communicate geographical ideas and information (all Elements).
- Criterion 6: Identify geographical issues or challenges and possible solutions (all Elements).

## Nature of Questions

- Each question is framed on the depth studies from Units 1, 2 and 3.

## Nature of Responses

- Responses will be assessed using extended alpha ratings.
- Essay response to open-ended items.

## ATTACHMENT 1 - Exam Item types

In these specifications, the term 'item' is defined as an individual task to be undertaken by students. The task may be divided into several parts.

Item types can be categorised as follows:

CATEGORY	ITEM TYPES AND DEFINITIONS
The format of response	<p><b>Short response format</b></p> <p>These items are composed of a brief prompt that demands a response to some stimulus material that varies from a single response to a few written points.</p> <p>This sort of item is suited to assessing the student's ability to:</p> <ul style="list-style-type: none"> <li>• recall specific information and methods related to key content</li> <li>• apply rehearsed methods to familiar situations</li> <li>• demonstrate understanding of key concepts in previously unseen stimulus material.</li> </ul>
	<p><b>Extended response format</b></p> <p>These items involve lengthy structured responses. Greater complexity may be due to one or more of, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• a greater cognitive demand of English language concepts</li> <li>• the necessity to select appropriate information</li> <li>• justification of a response via a logical line of reasoning.</li> </ul>
	<p><b>Essay response</b></p> <p>These are items that require responses that follow essay writing principles; included that responses:</p> <ul style="list-style-type: none"> <li>• have an introduction (general statement related to item, brief summary of the main topics/arguments/points to be made in the essay)</li> <li>• have body paragraphs (with topic sentences to start followed by supporting sentences)</li> <li>• have a conclusion (restatement or summary of the main points made in the body paragraphs and a final comment.</li> </ul>
Assessment of response	<p><b>Closed-ended response</b></p> <p>These are items for which there is a single 'correct' or 'best' response.</p>
	<p><b>Open-ended response</b></p> <p>These are items for which there may be multiple correct responses OR in which the quality of the argument and/or the expression is being assessed.</p>