Stage 3 Factors That Shape Places Geographical Inquiry Assessment Rubric

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| **E** | **D** | **C** | **B** | **A** |
| Students create a 1-3 minute documentary. | Students create a clear 3-4 minute documentary. | Students create a clear and engaging 4 minute documentary. | Students create a clear and engaging 5 minute documentary. | Students create a clear and engaging 6 minute documentary. |
| Students are able to **identify** various land uses around Brewongle EEC using:  - 1 historical example (Darug or European) and  - 1 current example | Students are able to **identify** various land uses around Brewongle EEC using:  - 2 historical examples (1 Darug and 1 European) and  - 1 current examples | Students are able to **describe** various land uses around Brewongle EEC using:  - 2 historical examples (1 Darug and 1 European) and  - 2 current examples | Students are able to **describe** various land uses around Brewongle EEC using:  - 3 historical examples (2 Darug and 1 European) and  - 2 current examples | Students are able to **describe** various land uses around Brewongle EEC using:  - 4 historical examples (2 Darug and 2 European) and  - 3 current examples |
| Students are able to **identify** the consequences of one of the current land uses with assistance. | Students are able to **identify** the consequences of one of the current land uses. | Students are able to **describe** (provide pro OR con) the consequences of one of the current land uses. | Students are able to **describe** (provide pro and con) the consequences of one of the current land uses. | Students are able to **evaluate** (provide pro and con and make judgement) the consequences of one of the current land uses. |
| With assistance, students use 1-2 different geographical tools to support their information. | Students use 2 different geographical tools to support their information. | Students use 3-4 different geographical tools to support their information. | Students use 5-6 different geographical tools to support their information. | Students use 6+ different geographical tools to support their information. |
| With assistance, students are able to **outline** the role of government in managing the space around Brewongle EEC and Sackville North. | Students are able to **outline** the role of government in managing the space around Brewongle EEC and Sackville North. | Students are able to **describe** the role of government in organising and managing the space around Brewongle EEC and Sackville North. | Students are able to **describe** the role of government in organising and managing the space around Brewongle EEC and Sackville North and **outline** the role/interests/opinions of 1 other stakeholder groups. | Students are able to **explain** the role of government in organising and managing the space around Brewongle EEC and Sackville North and **outline** the role/interests/opinions of 2 other stakeholder groups. |
| Students are able to **outline** the potential impact of bushfire on the local area. | Students are able to **discuss** the potential impact of bushfire on the local area. | Students are able to **describe** the potential impact of bushfire on the local area. | Students are able to **evaluate** the potential impact of bushfire on the local area. | Students are able to **evaluate** in detail the potential impact of bushfire on the local area. |
| With assistance, students are able to **outline** ways to decrease the impact of changes to the natural environment. | Students are able to **list** ways to decrease the impact of changes to the natural environment. | Students are able to **describe** a course of action to decrease the impact of changes to the natural environment. | Students are able to **describe** and **justify** a course of action to decrease the impact of changes to the natural environment. | Students are able to use detail to **describe** and **justify** a course of action to decrease the impact of changes to the natural environment. |

Glossary of Key Words

**Describe:** Provide characteristics and features

**Discuss:** Identify issues and provide points for and/or against

**Evaluate:** Make a judgement based on criteria; determine the value of

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Identify:** Recognise and name

**Justify:** Support an argument or conclusion

**Outline:** Sketch in general terms; indicate the main features of