

## Stage 3 Factors That Shape Places Geographical Inquiry Assessment Rubric

| <b>E</b>  | <b>D</b>   | <b>C</b>   | <b>B</b>  | <b>A</b>   |
|---|--|--|---|--|
| 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 <b>identify</b> various land uses around Brewongle EEC using:<br>- 1 historical example (Darug or European) and<br>- 1 current example | Students are able to <b>identify</b> various land uses around Brewongle EEC using:<br>- 2 historical examples (1 Darug and 1 European) and<br>- 1 current examples | Students are able to <b>describe</b> various land uses around Brewongle EEC using:<br>- 2 historical examples (1 Darug and 1 European) and<br>- 2 current examples | Students are able to <b>describe</b> various land uses around Brewongle EEC using:<br>- 3 historical examples (2 Darug and 1 European) and<br>- 2 current examples  | Students are able to <b>describe</b> various land uses around Brewongle EEC using:<br>- 4 historical examples (2 Darug and 2 European) and<br>- 3 current examples   |
| Students are able to <b>identify</b> the consequences of one of the current land uses with assistance.  | Students are able to <b>identify</b> the consequences of one of the current land uses.   | Students are able to <b>describe</b> (provide pro OR con) the consequences of one of the current land uses.  | Students are able to <b>describe</b> (provide pro and con) the consequences of one of the current land uses.  | Students are able to <b>evaluate</b> (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 <b>outline</b> the role of government in managing the space around Brewongle EEC and Sackville North.                 | Students are able to <b>outline</b> the role of government in managing the space around Brewongle EEC and Sackville North.   | Students are able to <b>describe</b> the role of government in organising and managing the space around Brewongle EEC and Sackville North.                         | Students are able to <b>describe</b> the role of government in organising and managing the space around Brewongle EEC and Sackville North and <b>outline</b> the role/interests/opinions of 1 other stakeholder groups. | Students are able to <b>explain</b> the role of government in organising and managing the space around Brewongle EEC and Sackville North and <b>outline</b> the role/interests/opinions of 2 other stakeholder groups. |

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|---|---|---|--|--|
| Students are able to <b>outline</b> the potential impact of bushfire on the local area.                                 | Students are able to <b>discuss</b> the potential impact of bushfire on the local area.             | Students are able to <b>describe</b> the potential impact of bushfire on the local area.                              | Students are able to <b>evaluate</b> the potential impact of bushfire on the local area.   | Students are able to <b>evaluate</b> in detail the potential impact of bushfire on the local area.   |
| With assistance, students are able to <b>outline</b> ways to decrease the impact of changes to the natural environment. | Students are able to <b>list</b> ways to decrease the impact of changes to the natural environment. | Students are able to <b>describe</b> a course of action to decrease the impact of changes to the natural environment. | Students are able to <b>describe</b> and <b>justify</b> a course of action to decrease the impact of changes to the natural environment. | Students are able to use detail to <b>describe</b> and <b>justify</b> 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