Tip: Click on the BOOKMARKS TAB to show / hide navigation

BOARD OF STUDIES
NEW SOUTH WALES

Geography Stages 4–5
Support Material Part B

October 2001

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: http://www.boardofstudies.nsw.edu.au

ISBN 0 7313 4915 6

2001412

FOREWORD

Purposes of the support material

This document is Part B of material provided by the Office of the Board of Studies and is designed to support teachers in the effective implementation of the Stages 4–5 Geography Syllabus.

Part A was designed to clarify specific features of the syllabus and provided advice as a starting point to assist teachers as they develop teaching and learning programs from the syllabus.

Part B provides additional information about:

- Programming geographical tools
- The integral relationship between assessment and programming
- The Australian History, Geography, Civics and Citizenship School Certificate Test.

The advice provided in the material is intended to complement other activities supporting the implementation of the syllabus conducted by school sectors and professional associations. Parts A and B are not designed as specific programs or units of work.

Part B of the Support Material is structured in the following way:

Section 1 Programming geographical tools

A delineation of skills relating to the application of geographical tools.

Section 2 A sample approach to programming and assessment

2.1 A sample program overview of the Stage 5 course
2.1 A sample assessment schedule for Year 10 provided in Part A of the Support Document (p 22)
2.1 A sample of a teaching approach to a topic from the Stage 5 course
2.1 A sample assessment task developed from the sample assessment schedule for Year 10
2.1 A sample student self-assessment sheet
2.1 A sample set of marking guidelines
2.1 A sample of activities related to the fieldwork excursion
2.1 A checklist for assessment

Section 3 2000 School Certificate Trial Test

3.1 Trialling of the School Certificate Test
3.1 Sample responses from the 2000 Trial Test

1 Programming geographical tools

Geographers have a set of tools they use in undertaking an integrated study of the spatial and ecological dimensions of the world. Students are expected to learn about these tools and how to use them as they develop the skills of geographical inquiry within the context of the K–6 HSIE syllabus, the Stages 4–5 Geography syllabus and the Stage 6 Geography syllabus.

The tables of geographical tools below are designed to assist teachers in the delineation of skills in relation to the application of the four geographical tools (Maps, Fieldwork, Graphs and Statistics, and Photographs), providing teachers with information relating to students' prior knowledge. For example, a teacher wishing to develop students' statistical skills in Year 7 will see at a glance that students have been introduced during Stage 3 to the skill of identification of the maximum and minimum number. Further development of this skill would be building on prior knowledge. However, calculating the range in a set of numbers will not necessarily have been encountered before; the teacher will therefore need to treat the introduction of this skill as new knowledge.

Because of the integrated nature of geographical tools and the skills associated with them, it is important that teachers introduce tools within a geographical context (that is, within an appropriate unit of work) and that students be then given the opportunity to develop the skill associated with that tool. Teaching about the tool in isolation reduces the likelihood of students achieving the course outcomes which require them to demonstrate geographical skills within specific geographical contexts. However, students *will* need to learn about the tools before they can apply them appropriately.

As the table indicates, while some skills are reserved for the later stages of schooling, in most cases students develop an ability to apply skills in increasingly demanding contexts as they work towards syllabus outcomes in a number of stages.

Geographical tool: Maps

Stage	3	4	5	6
General				
• Use an atlas	✔	✔	✔	✔
• Identify various types of maps: political, topographic, thematic		✔	✔	✔
• Copy a map outline	✔	✔	✔	✔
• Transfer information to the map outline	✔	✔	✔	✔
• Read map title	✔	✔	✔	✔
• Read map edition and sheet number			✔	✔
• Read magnetic variation diagram			✔	✔
• Read grid reference block			✔	✔
• Read conventional signs block			✔	✔
• Recognise the projection of a map – Mercator, Mollweide, Polar, Peters		✔	✔	✔
• Identify symbols on a map using a key or legend	✔	✔	✔	✔

Stage	3	4	5	6
• Identify the north point of a map	✔	✔	✔	✔
• Identify features on a map, eg headlands, hills, valleys, landuse, vegetation		✔	✔	✔
• Identify the distortions on a two-dimensional world map compared with a globe		✔	✔	✔
Location				
• Read an alphanumeric grid	✔	✔	✔	✔
• Find latitude and longitude	✔	✔	✔	✔
• Distinguish between northings and eastings		✔	✔	✔
• Give a four-figure area reference		✔	✔	✔
• Give a six-figure grid reference		✔	✔	✔
• Locate a point from a six-figure grid reference		✔	✔	✔
• Describe the location of a feature on a map		✔	✔	✔
Scale and distance				
• Identify the scale on a map		✔	✔	✔
• Distinguish between vertical and horizontal scale			✔	✔
• Express the scale in words		✔	✔	✔
• Express the scale as a representative fraction			✔	✔
• Measure distance using ruler, paper, dividers, thread		✔	✔	✔
• Draw and use a linear scale		✔	✔	✔
• Distinguish between large- and small-scale maps			✔	✔
Area and density				
• Estimate the area of a feature			✔	✔
• Calculate the density of a particular item				✔
Direction				
• Give cardinal direction, simple composite direction and complex composite direction	✔	✔	✔	✔
• Divide a map into quadrants		✔	✔	✔
• Orientate a map		✔	✔	✔
• Use a protractor to identify the bearing of one place from another			✔	✔
Relief				
• Identify relief using hachures, shading, spot heights, benchmarks and colour		✔	✔	✔
• State the contour interval of a map		✔	✔	✔
• State the height of a point on a contour line		✔	✔	✔
• Estimate the height of a point between two contour lines		✔	✔	✔
• Use contour lines to identify the type of slope			✔	✔
• Use contour lines to identify the aspect of a slope		✔	✔	✔
• Calculate the gradient of a slope as a ratio				✔
• Use contour patterns to identify landforms		✔	✔	✔
• Use contour lines to construct a cross-section			✔	✔
• Calculate the vertical exaggeration of a cross-section				✔
• Sketch an approximate side view of relief			✔	✔
• Determine intervisibility between two points				✔
• Construct a transect from A to B and describe the changes along it				✔
• Construct a transect and use evidence to explain changes between two points			✔	✔

Stage	3	4	5	6
Sketch				
• Construct a single-feature sketch map		✔	✔	✔
• Construct a multi-feature sketch map			✔	✔
• Describe the features and patterns shown on a map		✔	✔	✔
• Describe relationships between features shown on a map			✔	✔
• Account for the pattern on one map by using evidence from another map				✔
• Compare or contrast the features on two or more maps			✔	✔
Distribution and change				
• Divide a map into its geographical regions	✔	✔	✔	✔
• Describe the key features of each geographical region		✔	✔	✔
• Identify spatial association using maps		✔	✔	✔
• Identify spatial interaction and change using a variety of sources				✔
• Describe patterns, relationships, networks, linkages, evidence of change within regions				✔
• Compare or contrast two regions			✔	✔
Distribution and density				
• Recognise methods of representing quantities on maps – dot, proportional symbols and circles			✔	✔
• Read, construct and interpret choropleth maps – quantitative and non-quantitative				✔
• Read, construct and interpret dot maps			✔	✔
• Recognise, read and interpret isoline maps including isohyets, isobars, isotherms		✔	✔	✔
Weather maps				
• State the highest and lowest air pressure on the chart		✔	✔	✔
• State the air pressure at a place on an isobar or at a place between two isobars		✔	✔	✔
• Identify the ‘highs’ and ‘lows’ on the chart		✔	✔	✔
• Identify any ridges or troughs of pressure			✔	✔
• Identify any special pressure systems such as tropical cyclones		✔	✔	✔
• Recognise the key features of summer and winter pressure patterns			✔	✔
• Determine wind speed and direction using the wind symbols on the chart		✔	✔	✔
• Determine the likely wind direction at a place by referring to the patterns of isobars			✔	✔
• Indicate an area of possible high wind speed		✔	✔	✔
• Identify the fronts on the chart		✔	✔	✔
• Describe the location of these fronts		✔	✔	✔
• Indicate the expected movement of these fronts over a period of time		✔	✔	✔
• Identify the areas which have received precipitation		✔	✔	✔
• Suggest reasons for this precipitation		✔	✔	✔
• Read and interpret a wind rose		✔	✔	✔

Geographical tool: Field work

Stage	3	4	5	6
• Use a compass to determine direction		✔	✔	✔
• Draw field sketches to record data	✔	✔	✔	✔
• Measure and record weather data using thermometer, barometer, rain gauge, anemometer, wind vane, hygrometer, light meter		✔	✔	✔
• Apply data to interpret weather conditions such as Beaufort wind scale, a cloud chart		✔	✔	✔
• Use a clinometer to measure the angle of a slope				✔
• Measure distance using a tape measure, opisometer, pacing, metre rule	✔	✔	✔	✔
• Use a stopwatch in estimating speed of water flows, traffic		✔	✔	✔
• Identify and describe a soil sample and soil profile		✔	✔	✔

Geographical tool: Graphs and statistics

Stage	3	4	5	6
Bar and column graphs				
• Identify the longest bar or highest column (the maximum) and the shortest bar or lowest column (the minimum)	✔	✔	✔	✔
• State the value of a particular bar or column	✔	✔	✔	✔
• Compare one bar or column with others	✔	✔	✔	✔
• Place the bars or columns in order of size/magnitude	✔	✔	✔	✔
• Calculate the value of a particular bar or column		✔	✔	✔
• Calculate the difference between two bars or columns		✔	✔	✔
• Calculate the sum of several bars of columns		✔	✔	✔
• Identify all bars or columns above/below a certain value		✔	✔	✔
• Identify a trend			✔	✔
• Draw bar and column graphs		✔	✔	✔
• Describe what a bar or column graph shows		✔	✔	✔
• Compare one bar or column in a group with others in that same group			✔	✔
• Compare one bar or column in a group with the same bar or column in other groups			✔	✔
• Compare one cluster of bars or columns in a group with that same cluster in other groups			✔	✔
Line graphs				
• Identify the highest point on the line (the maximum) and the lowest point on the line (the minimum)	✔	✔	✔	✔
• Compare one point with others on the line	✔	✔	✔	✔
• Calculate the difference between two points on the line	✔	✔	✔	✔
• Identify the area of greatest increase or decrease		✔	✔	✔
• Calculate the rate of increase/decrease between two points				✔
• Identify a trend from the line		✔	✔	✔
• Relate rises and falls in a line to their cause such as baby booms, depressions, droughts			✔	✔
• Compare the difference between two lines over time			✔	✔
• Describe in words what the line graph shows		✔	✔	✔
• Identify what each line on a multiple line graph represents			✔	✔
• Compare one line with the others			✔	✔
• Compare the rise/fall of one line with the rise/fall of others			✔	✔

Stage	3	4	5	6
Climatic graphs				
• State maximum and minimum temperatures	✔	✔	✔	✔
• Identify the seasons of the year	✔	✔	✔	✔
• State the highest and lowest and total annual precipitation	✔	✔	✔	✔
• Identify wet/dry seasons	✔	✔	✔	✔
• Describe the annual distribution of rainfall		✔	✔	✔
• Identify general location based on temperature and precipitation		✔	✔	✔
• Calculate temperature range: diurnal, annual		✔	✔	✔
• Identify similarities/differences between two sets of climatic statistics		✔	✔	✔
• Write a standard climatic description		✔	✔	✔
• Construct a standard climatic graph		✔	✔	✔
• Read and interpret circular climatic graphs			✔	✔
Pie graphs				
• Distinguish between a percentage pie graph and a quantity pie graph			✔	✔
• Identify the largest and smallest segment in the graph	✔	✔	✔	✔
• Measure segments with a protractor			✔	✔
• Compare the size of one segment with others		✔	✔	✔
• Estimate the value of each segment in quantity by percentage			✔	✔
• Calculate the difference between two of the segments			✔	✔
• Calculate the sum of several segments			✔	✔
• Convert the segments in a quantity pie graph to percentages			✔	✔
• Convert the segments in a percentage pie graph to quantities			✔	✔
• Estimate the value of a pie graphs of different size using a key				✔
• Estimate the value of particular segments in pie graphs of different size				✔
• Identify trends from pie graphs				✔
Triangular (ternary) graphs				
• Identify the three elements depicted in the graph and the line scale of each				✔
• State the ‘mix’ of elements at any point on the graph				✔
• Identify points which have a high or low percentage of any nominated element				✔
• Identify clusters and patterns on the graph				✔
Other types of graphs				
• Read scatter graph or diagram			✔	✔
• Construct and interpret proportional divided circles				✔
• Interpret frequency distributions and diagrams, eg histograms, frequency polygons, cumulative frequency curve or ogive				✔
• Read and interpret logarithmic and semi-logarithmic graphs				✔
Population pyramids				
• Distinguish between a quantity population pyramid and a percentage population pyramid			✔	✔
• Estimate the number of people or percentage of the population in a particular age group (eg males, females, males and females)			✔	✔
• Compare the size of one age group with others			✔	✔

Stage	3	4	5	6
• Calculate the sum of several age groups			✔	✔
• Calculate the ratio of males to females				✔
• Calculate the dependent population				✔
• Identify bulges and dips in the pyramid			✔	✔
• Relate bulges and dips to historical events			✔	✔
• Compare population pyramids for different times and places			✔	✔
• Describe the age structure of a place from its population pyramid			✔	✔
• Describe changes in the age structure between two years			✔	✔
Statistics				
• Identify the highest (maximum) and lowest (minimum) number	✔	✔	✔	✔
• State and calculate the range in a set of numbers		✔	✔	✔
• Calculate the mean or average		✔	✔	✔
• Compare and rank figures horizontally and vertically in a table		✔	✔	✔
• Compare two or more columns of numbers		✔	✔	✔
• Identify similarities/differences between two sets of numbers		✔	✔	✔
• Describe these similarities/differences		✔	✔	✔
• Calculate fractions, ratios, proportions			✔	✔
• Convert a fraction into a percentage			✔	✔
• Convert a percentage into a fraction			✔	✔
• Compare two fractions or percentages			✔	✔
• Calculate the percentage increase/decrease between two points			✔	✔

Geographical tool: Photographs

Stage	3	4	5	6
• Read and interpret ground level photographs	✔	✔	✔	✔
• Read and interpret orthophotomaps and remote sensing imagery		✔	✔	✔
• Read and interpret oblique and vertical aerial photographs	✔	✔	✔	✔
• Read marginal information on aerial photographs, orthophotomaps and remote sensing imagery, eg run, date, time, altitude direction, scale			✔	✔
• Identify pattern/s on photographs – natural and built		✔	✔	✔
• Estimate the scale of an aerial photograph using the ground distance between two points				✔
• Orient a photo to a map			✔	✔
• Use a stereoscope				✔
• Calculate the time of day the photo was taken			✔	✔
• Draw a line drawing or sketch from a photo		✔	✔	✔
• Identify foreground, middleground and background of ground level and oblique photos		✔	✔	✔
• Calculate areas of landuse as a ratio				✔
• Identify spatial associations, interactions and change			✔	✔
• Construct a single-feature map from a vertical aerial photograph or satellite image				✔
• Identify weather patterns using visual and satellite photos			✔	✔

Geographical communication: Geographical reports

Stage	3	4	5	6
• State a geographical problem or issue		✔	✔	✔
• Devise a plan of investigation		✔	✔	✔
• Identify, collect and record data from primary sources		✔	✔	✔
• Identify, collect and record data from secondary sources		✔	✔	✔
• Identify bias in data sources		✔	✔	✔
• Construct a log of events	✔	✔	✔	✔
• Organise findings into a logical sequence	✔	✔	✔	✔
• Synthesise data		✔	✔	✔
• Evaluate a plan			✔	✔
• Produce a report		✔	✔	✔
• Design and implement a questionnaire or survey related to a geographical problem or issue		✔	✔	✔
• Design and conduct an interview related to a geographical problem or issue		✔	✔	✔
• Draw and interpret flowcharts		✔	✔	✔

2 A sample approach to programming and assessment

Making the links between programming, assessment and grading

The syllabus (pp 51–4) provides detailed information on the following aspects of assessment:

- principles of effective assessment
- planning assessment
- an assessment planning process model
- assessment techniques
- assessment of students with special needs
- record-keeping procedures.

Part A of the Support Material (pp 12–17) provides some assessment guidance for teachers. *Issues to consider when planning a teaching and learning program from the syllabus for the Stage 5 Mandatory Course* outlines the steps from programming to developing an assessment schedule and devising assessment tasks (p 19).

Part A of the Support Material stresses the relationship between programming and assessment. It explains the primary place of outcomes in programming and the necessity for each unit of work to target outcomes that will provide the focus for the teaching and learning activities. It is this approach which enables teachers to make a clear link between syllabus outcomes and content, and assessment. It is also this approach which ensures that the Course Performance Descriptors can be effectively applied to assessment findings. (Course Performance Descriptors for the 1998 syllabus can be accessed through the School Certificate page of the Board website: www.boardofstudies.nsw.edu.au)

This section of Part B of the Support Material provides an example of an approach that teachers may find useful when developing teaching/learning and assessment programs. The approach demonstrates how integrated programs can be developed to address all syllabus outcomes. Such an approach facilitates the application of the Course Performance Descriptors.

The approach consists of:

2.1 A sample program overview of the Stage 5 course
2.1 A sample assessment schedule for Year 10 as provided in Part A of the Support Document (p 22)
2.1 A sample of a teaching approach to a topic from the Stage 5 course
2.1 A sample assessment task developed from the sample assessment schedule for Year 10
2.1 A student self-assessment sheet
2.1 A sample set of marking guidelines
2.1 A sample of activities related to fieldwork
2.1 An assessment checklist.

The approach clearly reflects the links between:

- the targeting of outcomes for explicit teaching and learning across the whole course
- the development of a unit of work where teaching and learning strategies enable students to achieve targeted outcomes
- the development of an assessment schedule and assessment tasks that enable students to demonstrate achievement of explicitly taught outcomes
- the development of marking guidelines which provide descriptions of achievement which can inform the application of the Course Performance Descriptors to award student grades.

2.1 A sample Program Overview of the Stage 5 course

The sample Program Overview provides a model that enables teachers to see at a glance:

- the outcomes to be addressed in each topic (✓)
- how understanding of each outcome will be developed by explicit teaching through the course (**T**)
- in which topics the outcomes are to be assessed.

Geography – Stage 5 – Program Overview
Total hours: 100

	5A1 Investigating Australia's Identity	5A2 Changing Australian Environ-ments	5A3 Issues in Australian Environ-ments	5A4 Australia in its Regional and Global Context
OUTCOMES **A Student:**	**TIME:** **20 Hours**	**TIME:** **30 Hours**	**TIME:** **20 Hours**	**TIME:** **30 Hours**
5.1 identifies, gathers and evaluates geographical information	✓**T**	**T**	✓ **T** **AT 2**	✓ **T** **AT 3**
5.2 analyses, organises and synthesises geographical information	✓**T**	✓ **T**	✓ **T** **AT 1**	✓ **T**
5.2 selects and uses appropriate written, oral and graphic forms to communicate geographical information	✓**T**	✓ **T**	✓ **T** **AT 2**	✓ **T** **AT 3**
5.2 demonstrates a sense of place about Australian environments	✓ **T**	✓ **T**	✓ **AT 2**	✓
5.2 explains the geographical processes that form and transform Australian environments	✓	✓ **T**	✓ **T** **AT 1**	
5.2 analyses the impact of different perspectives on geographical issues at local, national and global scales		✓ **T**	✓ **T** **AT 2**	✓ **AT 3**
5.2 explains Australia's links with other countries and its role in the global community	✓ **T**	✓		✓ **T** **AT 3**
5.8 accounts for differences within and between Australian communities	✓ **T**	✓	✓ **T** **AT1**	✓
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.		✓ **T**	✓ **T** **AT2**	✓ **T** **AT 3**

AT = Assessment tasks taken from the Sample Year 10 assessment schedule. All outcomes assessed in the Year 10 Final Examination
✓ = Outcomes addressed
T = Targeted for teaching and learning

2.2 A sample assessment schedule for Year 10

The Sample Assessment Schedule set out in Part A of the Support Document (p 22) provides suggestions on how:

- all outcomes can be assessed in Year 10 in both non-test and test-type tasks
- assessment tasks can be limited to 3–5 tasks to avoid over-assessment
- tasks can be weighted to ensure greater emphasis is given to those tasks held towards the end of the year
- the type of assessment task enables achievement on selected outcomes to be demonstrated.

Viewed together, the Program Overview and the Sample Assessment Schedule illustrate how:

- outcomes are assessed after they have been targeted for explicit teaching and learning
- not all outcomes need to be assessed in the context in which they have been targeted

Sample Assessment Schedule for Year 10
(taken from Part A of the Support Document, p 22)

	Task 1	Task 2	Task 3	Task 4
Outcomes	5.2; 5.5; 5.8	5.1; 5.3; 5.4; 5.6; 5.9	5.1; 5.3; 5.6; 5.7; 5.9	5.1: 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9
Time of Task	Late Term 1	Late Term 2	Late Term 3	Early Term 4
Nature of Task	Skills Task – using the geographical tools of maps, climatic graphs and statistics, and photographs	Fieldwork Task and Oral Presentation Issue-based study – for example, coastal management	Research Task (with Group and Individual components) – Australia's changing regional and global role	Final Exam: all topics. Mapping exercise and Graphs questions – both based on a broadsheet Short answer questions Extended response (essay)
Task Weighting	15%	25%	25%	35%

2.3 A sample approach linking teaching and assessment

The following sample approach addresses Focus Area 5A3: *Issues in Australian Environments.* It aims to demonstrate the link between teaching and learning strategies and the outcomes targeted for assessment. It provides an outline of:

- the issue selected for teaching and learning
- the fieldwork focus
- the geographical tools students will learn to use during the course of the topic
- the geographical skills to be developed during the topic
- strategies which could be used to assist student learning of particular aspects of the content and which contribute to the achievement of course outcomes
- an assessment task, including a fieldwork component

Focus Area 5A3: Issues in Australian Environments

Total indicative hours: 20 hours
Sample issue*:* Coastal Management
Fieldwork focus: Coastal Management

Topic outcomes*:*
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9

Geographical tools:

Maps:
- calculate local relief
- construct a cross-section
- construct a transect and use evidence to explain changes along the transect
- describe and explain relationships on maps
- read, interpret and predict changing weather patterns.

Fieldwork:
See Syllabus p 19.
Graphs and Statistics:
Recognise and account for change using statistical data.
Photographs:
Use and interpret photographic and satellite images.

Geographical skills:

Acquiring geographical information

Processing geographical information

Communicating geographical information

Participating as active and informed citizens.

In teaching a unit on *Issues in Australian Environments*, teachers might choose any of the following teaching/learning activities, designed to develop students' ability to achieve the targeted outcomes. These activities are only samples of possible tasks – teachers may wish to adopt a range of these tasks and/or develop their own.

- Review the need to protect and manage coastal environments – teacher-led discussion, brainstorming, mind mapping as follow-up from Focus Area 4G3 *The need to protect and conserve changing global environments* and 5A2 *The effects of the physical environment on people's activities; The effects of people on the physical environment.* (Outcome: 5.3)

- Teacher provides reference material that covers geographical processes related to coasts. Students engage through comprehension and cloze exercises, note-making etc. (Outcome: 5.5)

- In groups, they evaluate the references using the criteria of usefulness, accuracy and bias. Students then find their own material (eg an article or a report) on a coastal management issue of interest to them. This research could form the basis of their fieldwork research.

- Students use reference material to develop role-plays that reflect the perceptions of different groups, decision-making processes and the consequences of geographical and decision-making processes, including the implications for social justice and equity. Role-plays are prepared and performed and the class questions those students in role to clarify and explore alternative solutions. (Outcomes: 5.3; 5.5; 5.6; 5.8, 5.9)

- Teachers give students input on civics and citizenship-related information, for example information on government agencies responsible for decision-making on coastal management issues, and how and where to access these agencies. In groups, students relate information on coastal issues to Outcome 5.9 regarding the need to be informed about civics and citizenship so that they might become active citizens and contribute to improvement in coastal management.

- Individually, students write sample letters from the perspective of coastal interest groups, addressed to NSW Minister for the Environment. (Outcome: 5.9)

Fieldwork: (Outcomes: 5.1; 5.2; 5.3; 5.6; 5.8)

- Students are explicitly taught geographical terms, concepts and tools required by the assessment task through teacher explanation and exercises.

- The teacher explains the need for a research issue to be something that can be feasibly and meaningfully researched.

- Students engage in pre-excursion and post-excursion activities outlined in Section 3.6 of this document.

Resources:
Examples of websites providing useful information on coastal issues and management are:
http://www.environment.gov.au/marine/index.html
http://www.coastalcouncil.nsw.gov.au/
http://www.waterways.nsw.gov.au/
http://www.epa.nsw.gov.au/

2.4 A sample assessment task

The Year 10 sample assessment schedule (Support Material Part A) indicates that Task 2 will assess fieldwork and oral presentation skills, and will be based on an issue such as coastal management.

The following sample assessment task illustrates how such a task might be developed. It uses fieldwork to introduce students to the spatial and ecological dimensions associated with a specific place (see syllabus p 31).

Students use geographical tools to record observations on the spatial and ecological dimensions of an area by means of an activity sheet. A sample activity sheet is provided in section 2.7.

Students' engagement with fieldwork is facilitated by:
- the development of a relevant coastal geographical issue for research
- their investigation of the issue using appropriate fieldwork techniques
- a written report on the findings and supporting evidence.

Students' reflection on the implications of their research findings provides the basis for the oral task, designed to assess both content and oral presentation skills. So that students do not simply repeat the content they developed for their written reports, the oral report has a different content focus. It requires students to develop a scenario relevant to their research. Individual oral presentations will outline the scenario (based on the issue that the student has chosen to research) and examine alternative strategies to resolve the issue.

Sample Fieldwork Task

Outcomes assessed:

5.1 identifies, gathers and evaluates geographical information

5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

5.4 demonstrates a sense of place about Australian environments

5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales

5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Task weighting: 25%

Task overview:

The task will have two parts:

Part 1: Research and report writing. (Weighting of Part 1 is 15%.)

Part 2: An oral presentation of a scenario associated with the geographical issue researched in Part 1 of the task. (Weighting of Part 2 is 10%.)

Part 1: Research and report writing (Outcomes: 5.1, 5.4, 5.6)

You will be assessed on your ability to:

- identify a geographical issue relating to coastal management and, using a number of geographical tools, gather and record information about the issue
- analyse the evidence and relate the implications of the findings to the issue
- effectively communicate your research findings in a written report.

The research

1 Choose a geographical issue related to aspects of coastal management for research in the field. You should read at least two resources/references related to coasts in order to help you determine an appropriate geographical issue. Check your issue with your teacher for suitability.

1 Design a set of questions or series of steps that will allow you to investigate the geographical issue you have chosen to research as part of your fieldwork.

1 During the class fieldwork excursion, complete the fieldwork activity sheet and investigate your geographical issue.

The report

In approximately 500 words write a report on your findings regarding the geographical issue associated with the management of your research area. Include appropriate maps, pictures, photos, diagrams, graphs etc. While the quality of the research will directly affect the quality of the report, it is only the written report that will be assessed for this task. The completed fieldwork activity sheet and the set of questions or series of steps that you used/followed to observe and record information should be attached as an appendix to the report.

Part 2: The oral presentation (Outcomes: 5.3, 5.6, 5.9)

You will be assessed on your ability to:

- develop and explain a scenario involving change associated with your research issue
- consider the different views of interest groups, including government agencies, associated with your scenario, and develop strategies for resolving potential conflict
- communicate geographical information using relevant material to support your points
- use appropriate voice volume and pacing, make eye-contact, and interact with the audience.

Prepare and present an oral presentation of approximately 5–7 minutes in which you outline a scenario of change in the area associated with the issue you researched. Explain the different perspectives of interest groups associated with the issue and outline the role of government agencies within the area. Determine and explain possible strategies to resolve the issue.

2.5 A student self-assessment sheet

Students benefit from personal engagement in the assessment process. They can:

- record their reflections on what the processes revealed about their knowledge of the topic and their skills in organising, interpreting and communicating this knowledge
- be given assessment criteria related to particular tasks and asked to write reflectively in a journal on the extent to which their work has met these criteria
- complete self- and peer-assessment sheets that accompany a specific task.

Providing students with a self-assessment sheet:

- assists them to clarify their understanding of the outcomes being assessed
- assists them in focusing on the requirements of the task
- encourages them to reflect on their own performance before they submit their task
- facilitates a student's reflection on the teacher's judgement of his/her task.

Student Self-assessment Sheet

This sheet provides you with an opportunity to reflect on your work before you begin and also before you submit your final product for assessment. You are not required to submit this sheet. You can use it as a tool to help you to develop your ability to achieve the outcomes being assessed in the task.

The research

1 Have you carefully thought through the geographical issue you have chosen so that it focuses on specific, relevant coastal management issue/s?

1 Have you checked the geographical issue with your teacher? Is the investigation required to answer it practicable when you consider the time you will have, and the resources you can use, during the fieldwork?

1 Have you completed your fieldwork activity sheet in sufficient detail to allow you to draw relevant conclusions about aspects of coastal management in the area under study? Have you used geographical tools such as field sketches, maps and photographs where these are appropriate to a specific question?

1 Have you recorded the details of your research (including observations) in sufficient detail to ensure you have all the information you need to prepare your report and oral presentation?

1 Have you used the evidence you gained from your research to support the findings written up in your report?

The oral presentation

1 Have you developed a scenario associated with the issue you researched during the fieldwork? Does the scenario reflect the impact of the issue at the local scale?

1 Have you investigated the perspectives of interest groups associated with the issue? Have you investigated the role of relevant government agencies that might impact on the issue?

1 Have you devised realistic strategies for resolving the issue?

1 Have you structured your speech so that the audience listening to it will be able to follow what you are saying?

1 Have you considered using appropriate technologies as part of your oral presentation? (eg PowerPoint, slides, charts or maps)?

1 Have you prepared material (eg PowerPoint, graphs, diagrams, slides, overheads etc) to illustrate the points you want to make?

1 Have you used vocabulary that is appropriate for your audience and purpose? For example, have you used geographical terms where appropriate? Is your language sufficiently formal without being difficult for your classmates to understand?

1 Will your presentation be within the set time frame?

1 Are you aware that if you speak too quickly or too quietly many in the audience may have difficulty in following what you have to say? How will you pace yourself when you find yourself in front of the audience? Have you practised your delivery to ensure correct pace and volume?

1 Have you considered how you will stand and when you will make eye-contact with the audience? At what points during your presentation will you refer to your maps, graphs etc? How will you ensure that everything will happen smoothly, especially if you are going to use a computer, video or overhead projector?

2.6 A set of marking guidelines for the sample fieldwork task

Marking guidelines: Report

Outcomes assessed: 5.1, 5.4, 5.6

Criteria	Marks
• For an appropriate geographical issue, uses a range of geographical tools to clearly identify, gather and record information relating to the coastal management of an area chosen for investigation • Analyses the evidence to draw accurate and logical conclusions and relates the implications to the coastal management issue under study • Presents a detailed written report that clearly identifies and communicates geographical information associated with the coastal management of an area chosen for investigation	13–15
• For an appropriate geographical issue, uses geographical tools to identify and gather information relating to coastal management of an area chosen for investigation • Identifies evidence and draws some accurate conclusions, relating the implications of this evidence to the coastal management issue under study • Presents a written report that clearly identifies and communicates geographical information associated with the coastal management of an area chosen for investigation	10–12
• For a geographical issue, uses some geographical tools to gather information associated with coastal management of an area chosen for investigation • Collects some evidence and makes some deductions from the evidence which relate to the coastal management issue under study • Presents a written report that identifies and communicates some geographical information about coastal management of an area chosen for investigation	7–9
• For a geographical issue, records some information which may or may not relate to coastal management, demonstrating limited use of geographical tools • Makes some observations about coastal management and draws simple conclusions about the geographical issue from the information collected • Presents a written report that describes the research undertaken and/or the area chosen for investigation	4–6
• Records some information about a coastal area being investigated • Makes limited observations of a coastal area being investigated • Presents a report that provides a description of a coastal area	1–3

Marking guidelines: Oral Presentation

Outcomes assessed: 5.3, 5.6, 5.9

Criteria	Marks
• Clearly indicates the main features of a scenario that is relevant to change in the area under study and to the issue being researched • Demonstrates a thorough understanding of the perspectives of different groups and the roles of government agencies associated with the area • Explains strategies for resolution of the issue which are logical and achievable, based on geographical information gathered and recorded from fieldwork and other research • Uses appropriate voice volume and makes eye-contact with audience, engaging and interacting with them throughout the presentation • Integrates relevant material throughout the presentation to effectively communicate information and/or illustrate to the audience within the time allocated	9–10
• Indicates the main features of a scenario associated with change in the area under study and to the issue being researched • Demonstrates a sound understanding of the perspectives of different groups and the roles of government agencies associated with the area • Explains at least one strategy for resolution of the issue which is achievable, given the geographical information gathered and recorded during fieldwork and from other research • Maintains appropriate voice volume and eye-contact during the presentation, engaging and interacting with audience at times • Uses some relevant material in an integrated way, to communicate and illustrate information to the audience within the time allocated	7–8
• Briefly indicates some features of a scenario related to change associated with a geographical issue related to the fieldwork area • Demonstrates some understanding of the perspectives of different groups, including government agencies, associated with the area • Explains an achievable strategy for resolution of the issue and supports this strategy using some geographical information collected during fieldwork • Maintains voice volume and some eye-contact during the presentation, attempting to engage and interact with the audience • Refers audience to evidence and some illustrative material but does not integrate this material into the presentation	5–6

• Describes a situation related to change associated with a geographical issue • Describes at least two different points of view about the area and may make limited reference to government agencies • Describes a way or ways the issue could be resolved which may or may not be feasible, and which may or may not be supported by evidence • Attempts limited eye-contact with audience; little or no attempt to engage them in the presentation • Limited use of evidence and support material which may or may not be relevant	3–4
• Refers to change which may or may not relate to a geographical issue associated with the fieldwork area • Expresses a point or points of view about the area • Refers to a solution, unsupported by appropriate knowledge and understanding, that may or may not be feasible • Attempts little or no eye-contact with audience and may rush presentation, finishing well before time allocated • Little or no use of supporting evidence or relevant support material	1–2

2.7 A sample of activities related to the fieldwork excursion

Activities to be completed before the excursion

- On a map, locate the area to be visited.
- Describe the spatial dimensions of the area.
- In groups of four, brainstorm what is considered to be the ecological dimensions of the area.
- In groups of two, brainstorm the contemporary geographical issues associated with this area.

Tasks to be completed on the excursion

Fieldwork Activity Sheet

Part A – Physical Features

1 Draw a field sketch of the area.

2 Identify the main features of the area.

3 Complete the following table by measuring and recording weather data using the tools the teacher has provided.

Aspect of environment/area	**Recorded observational data**
Air temperature (2 recordings)	Geographical tool used: Reading 1: Reading 2: Average:
Water temperature (1 recording)	Geographical tool used: Reading:
Wind direction (2 recordings)	Geographical tool used: Reading 1: Reading 2:
Wind speed (2 recordings)	Geographical tool used: Reading 1: Reading 2: Average:
Beach conditions – sand, debris, rocks	
Vegetation	
Evidence of animal life	
Evidence of human impact	

a. Stand with your back to the surf zone and locate your position on the area map provided (label it Point A) and record the grid reference.

b. Keeping your back to the surf zone, imagine you have walked 100m away from the surf zone. Locate your new position on the map (label it Point B). Record the grid reference.

c. Draw and label a cross-section from Point A to Point B.

d. Describe the physical features of the area from Point A to Point B.

4 Construct a transect from Point A to Point B. Record information along the transect where applicable (height, landforms, vegetation).

Part B – Human Environment

(NB. Depending on the area chosen for the fieldwork excursion, some or all of the following questions may not be applicable. Teachers should design their own set of questions for this section of the task according to the area chosen for the fieldwork.)

Walk around the area and use observation and your geographical knowledge to answer the following questions.

1 List the different land uses in the area.

2 Locate one example of major change in the area. Describe the change.

3 Outline the impact of the change on the area.

4 Suggest three factors that have caused this change.

5 Which organisations might have an interest in the management of this area? Why?

6 What evidence of management can you see?

7 How effective are the management practices in this area?

Individual research component

For this part of the fieldwork, you will need to research the geographical issues associated with the management of the coastal area you have chosen, using the questions or set of steps you devised prior to the excursion.

Activities to be completed in class after the excursion

1 As a result of the fieldwork, have you identified any new geographical issues associated with coastal management? List the new issues.

2 How has your understanding of the implications of previously identified issues changed as a result of the fieldwork?

3 List at least three issues that could be the focus of further research.

2.8 An assessment checklist

The checklist set out below is a tool which teachers may choose to use when designing assessment schedules and assessment tasks.

Points to Check	**Yes/No**
For each assessment task: 1 Each outcome has been targeted for explicit teaching before assessment in any task.	
2 Each task is the kind that allows demonstration of outcomes to be assessed.	
3 The requirements of each task are clear.	
4 Students are allowed enough time for each task to demonstrate how well they have achieved the outcomes being assessed.	
5. Source and/or stimulus material used is clear, appropriate and intrinsic to the task.	
6 Each task has a set of marking guidelines which: • describes levels of achievement on assessed outcomes • allocate marks in proportion to the relative importance of each part of the task • can be applied consistently.	
7 Each task is designed to produce consistent results, that is: • the language level is appropriate • the task is an appropriate length • the task does not contain gender or cultural bias.	
For the assessment schedule: 8 Each outcome is assessed at least once.	
9 A variety of assessment instruments are used.	
10 Values and attitudes are not assessed.	
11 Course Performance Descriptors are able to be allocated as a result of the assessment program.	

3 The 2000 School Certificate Trial Test

3.1 Trialling of the School Certificate Test

Trial tests in Australian History, Geography, Civics and Citizenship have been conducted each year since 1998, although the 2000 Test was the first to be based on the new (1998) History and Geography syllabuses.

To develop the Geography section of the 2000 Trial Test the committee was required to:

1 follow the general test specifications provided on p 58 of the Geography Stages 4–5 Syllabus (1998)

2 address a representative sample of the Stage 5 History (Mandatory) outcomes

3 ensure each question was clearly derived from the syllabus content

4 incorporate questions that explicitly focused on the Civics and Citizenship Education aspects of the syllabus outcomes and content.

The 2001 trial test will be developed within the same parameters. Information about the 2001 test was published in the *Board Bulletin* vol 10 No 1 (March 2001).

It is expected that, following evaluation and minor amendment, the 2001 trial test will be the specimen paper for the 2002 School Certificate Test. The specimen paper will be made available to schools during Term 1, 2002.

3.2 Sample responses from the 2000 Trial Test

The following section is provided to give teachers an indication of the nature and range of student answers in the Geography section of the trial test.

It provides:
- the question
- the outcomes assessed in each question
- the marking guidelines applied to each question
- a selection of student answers to each question.

Sample answers have been selected for each question. The answers have been typed as they were written; errors in spelling or grammar have not been corrected.

Question 44 (6 marks)
Refer to Source N and Source O of the stimulus booklet.

(a) Compare the distribution of rural and industrial lands in the Flinders catchment.

Outcomes assessed:
5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information

Marking Guidelines

Criteria	Marks
Correctly identifies the different locations of rural and industrial lands by direction and/or place name Indicates different patterns of rural and industrial lands (eg narrow corridor and scattered pockets of rural lands and fragmented industrial areas of urban lands)	4
Correctly identifies the different locations of rural and industrial lands by direction and/or place name Gives some indication of the different patterns of rural and industrial lands	3
Correctly locates rural and industrial lands	2
Correctly locates either rural OR industrial lands	1

Sample 1 (4 marks)
The distribution of rural land in the Flinder's catchment is not very even. There is a stretch of approx. 8 km on the North-Western corner. Industrial land is also not distributed evenly, with small patches on the Northern boundry and a few patches in the centre.

Sample 2 (2 marks)
The industrial land in the flinders catchment is more scattered than the Rural and that is just in one large area.

Sample 3 (1 mark)
Rural has more land on the west side than industrial.

(b) The people shown in the cartoon are responding to different questions about catchment issues. Design TWO survey questions which could have led to these responses.

Outcome assessed:

5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Marking Guidelines

Criteria	Marks
• States TWO appropriate questions related to catchment issues in response to each of the answers in Source O.	2
• States ONE appropriate question related to catchment issues in response to each of the answers in Source O	1

Sample 1 (2 marks)

Survey Question 1

How would you best describe the state of the creek?

Survey Question 2

Do you know of any land care groups around your suburb?

Sample 2 (1 mark)

Survey Question 1

Do you need to test the caster or just look at it to justify the quality?

Survey Question 2

How much can you tell about the water quality from your findings?

Question 45 (7 marks)
Refer to the stimulus statement in the box.

(a) With reference to an Australian community you have studied, outline how culture contributes to its sense of identity.

Outcomes assessed:
5.8 accounts for differences within and between Australian communities
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Marking Guidelines

Criteria	Marks
• Indicates, using specific examples, the links between the culture and the identity of a specific Australian community	3
• Makes a link between the culture and the identity of a specific Australian community	2
• Identifies one cultural feature of a specific Australian community	1

Sample 1 (3 marks)
One such community is the indigenous Aboriginal community scattered all around Australia. Although justice has not always been served to them fairly and widespread prejudice is apparent, the rich culture and traditions eg Dreaming have kept their spirit alive and contributed to their sense of identity. Customs and traditions of their community are easily recognised, and are individual and different to other cultures. It makes Aborigines proud of their heritage, and encourages them to stand up for themselves and the identity and individuality they feel.

Sample 2 (1 mark)
Ulladulla – large Italian population. Therefore the fishing fleet is quiet large and there are many Italian resturants.

(b) State another factor that has contributed to this community's sense of identity.

Outcomes assessed:
5.8 accounts for differences within and between Australian communities
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship

Marking Guidelines

Criteria	Marks
• Identify one appropriate factor other than culture such as: - location - physical - ethnicity - economic	1

Sample 1 (1 mark)
Community involvement.

(c) Outline how the factor you stated in (b) contributes to this community's sense of identity.

Outcomes assessed:
5.8 accounts for differences within and between Australian communities
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship

Marking Guidelines

Criteria	Marks
• Indicates, using specific examples, how the factor stated in (b) links to the sense of identity of the community identified in (a)	3
• Makes a link between the factor stated in (b) and the sense of identity of the community identified in (a)	2
• Identifies one feature of the factor stated in (b) of a specific Australian community	1

Note: Where the Australian community is different from that in (a), no more than 2 marks are possible

Sample 1 (3 marks)
They have traditional food which they associate with themselves and is different to food of other cultures. Certain 'bush tucker' is unique to these people, especially historically. Before Europeans came to Australia, they maintained a hunting and gathering form of achieving food. They feel a sense of belonging to their food source, as depicted in cave drawings.

Sample 2 (2 marks)
Special events for one community brings the community together as one and marks a contribution to society or individualises one community from another.

Question 46 (8 marks)
Refer to Source Q and Source N in the Stimulus Booklet.

The Dangar and Taragon communities have different perspectives (viewpoints) about catchment management.

Account for these different perspectives.

Outcomes assessed:
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship

Marking Guidelines

Criteria	Marks
• Draws evidence from Sources N and Q to identify the characteristics of the Dangar and Taragon communities • Identifies the different perspectives about catchment management between the two communities • States a range of valid reasons why the two communities have different perspectives related to catchment management	7–8
• Draws evidence from Sources N and Q to identify some characteristics of the Dangar and Taragon communities • Identifies some of the different perspectives about catchment management between the two communities • States some valid reasons why the two communities have different perspectives related to catchment management	5–6
• Outlines the different perspectives about catchment management drawn from Sources N and Q	3–4
• Identifies some of the features of Sources N and/or Q.	1–2

Sample 1 (8 marks)
The Dangar community is located in the south-western region of the map. Their area has three rivers flowing through. The majority of the region is made up of National Parks, with small pockets of rural sectors spread out on either side of one river. The rural community views the rivers as very important because it is their primary source of water. Their views towards the catchment management is not as important as most of this water is used in the urban areas. The rest of the

water is distributed within the pockets in the Dangar community. This water is used for farming purposed.

The Taragon community is quite the opposite. Situated in the north-est of the amp, it is made up of a majority of urban lands. There are pockets of industrial lands spread out within the region. The primary source of water, Bob's Creek is located on the boarder of Taragon and Marel. It would be justifiable for the community not to place a lot of importance on rivers because it does not have any. Therefore, the community place most of its importance on the catchment management. Water from the catchment areas in neighbouring communities is collected and distributed within the industrial and urban lands. Therefore, most of its importance is placed on catchment management. Without water, the community will not survive for very long.

Sample 2 (5 marks)

Dangar

The Dangar communities differ from Taragon due to its geographical areas. Dangar is south of the catchment, next to the national park . It is mainly surrounded by bush. Dangar is an rural town with its main source of water coming from the river. To them water is vital for the crops and cattle that they farm unlike their city cousins, this is their income.

Taragon

Taragon is practically is the heartland of the urban sprawl. They are by far the largest industrial suburb on the map. To them the river is more for use in industrial works, possibly sewrage disposal.

Their industrial works could be steel, aluminium, car manufacturing or other works which needs water to process, carry products and products waste. To them the water catchment is needed to keep the jobs alive.

Sample 3 (3 marks)

The Dangar community places more emphasis on the sense of community and belonging. They do not see people power or catchment group involvement as important as firstly having a close unit community and a good harmonious relationship with one's surroundings. The importance of a river is given a huge dot because it is linked with community and mother nature. Both, the Dangar people believe should be number one in our hears. A tiny dot is given to 'expertise and knowledge' symbolising that it does not hold as large a place in their hearts as the larger dots.

The Taragon people are completely contrasting. They see the feeling of involvement and a drive towards the achievement of community goals as most valuable. These people do not see a sense of place as very important. This is because they live in the urban area where life is more busy and there's less time to bond with neighbours. The Dangar people live in a national park and rural lands which suggests small community where everyone knows everyone else. Skills and expense is not as important in these rural areas.

Question 47 (9 Marks)
Refer to Source R in the stimulus booklet.

(a) Identify TWO geographical issues faced by people living in Geotown in 2002.

Outcome assessed:
5.2 analyses, organises and synthesises geographical information

Marking Guidelines

Criteria	Marks
• Identifies two geographical issues, which could include: - transport (car, public transport) - pollution - social issues (graffiti, litter, vegetation, greenspace, congestion)	2
• Identifies one geographical issue	1

Sample 1 (2 marks)
Issue 1
Traffic congestion – people are running around dodging cars. Traffic is both ways and there are cars parked on the sides of the road.

Issue 2
Pollution garbages are overflowing and the smoke coming out of the trucks is causing air pollution.

Sample 2 (2 marks)
Issue 1
Very few trees or plants

Issue 2
Bad ground planning causing traffic congestion

(b) Describe ONE strategy adopted in Geotown by 2020 to achieve a better future for its inhabitants

Outcomes assessed:
5.8 accounts for differences within and between Australian communities
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship

Marking Guidelines

Criteria	Marks
• Provides characteristics and features of a strategy that has led to the improvement in the quality of life of the inhabitants of Geotown between 2002 and 2020 and provides evidence from the source that this strategy is in place	3
• Identifies a strategy and provides some description of its impact on Geotown between 2002 and 2020.	2
• Identifies one improvement for the inhabitants of Geotown between 2002 and 2020	1

Sample 1 (3 marks)
Public transport in Geotown has led to less traffic congestion, less noise and air pollution, and a happier safer, cleaner environment.

Sample 2 (2 marks)
Geotown 2020 has planted a lot of trees and has created some parkland to beautify the city, and reduce pollution in the air.

(c) Outline TWO difficulties urban planners face in achieving a better future.

Outcomes assessed:
5.8 accounts for differences within and between Australian communities
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship

Marking Guidelines

Criteria	Marks
• Identifies two difficulties and indicates the main features of each.	4
• Identifies two difficulties and indicates the main features of one.	3
• Identifies two difficulties only OR • Identifies one difficulty and indicates the main features of that difficulty	2
• Identifies one difficulty	1

Sample 1 (4 marks)
The main difficulty urban planners face is budget. Often they have have good ideas and plans but the government cannot find or raise significant fundings. Another difficulty is urban planners may not get government and citizen support for new features. The plan may involve something certain people disapprove due to the large scale of many developments.

Sample 2 (3 marks)
Battle with land and environment conservationist.
- Agreements with Transport Authorities if plans are considered (unfit or land destroying)
- Approval of redevelopment, and finance.

Sample 3 (2 marks)
First difficulty – making people understand the importance of changing urban areas in order for a better future.
Second difficulty – funding from the government in order to change things.