**YEAR 7 GEOGRAPHY INSTRUCTIONAL & ASSESSMENT RUBRIC “*WATER IN THE WORLD”***

***Name***

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| ***Criteria*** | ***Exit 1: Working towards the level (Pass)*** | ***Exit 2: At the level (Credit / Distinction)*** | | ***Exit 3: Above the level (Distinction / High Distinction)*** |
| Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify)  geographically significant questions to frame an inquiry | Student was supported to develop geographical questions to work towards an inquiry. | Student was able to develop inquiry questions, plan an inquiry and collect and record geographical information and data. | | Student was able to develop inquiry questions and plan an inquiry. They were able to collect and interpret geographical data and information to identify and propose explanations for spatial distributions, patterns and trends. |
| Student [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain)s  interconnections between people and places and environments | With assistance, students identify how fresh water is used in Australia. | Student identifies how fresh water is used in Australia. Student provides links about water usage, people and place. | | Student explains how fresh water is used in Australia. Student clearly explains water usage and its affect on people and place. |
| Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe)  geographical processes | Student provides basic annotation of the water cycle. They identify the flow of water from forest catchments to homes. | Student provides accurate and logical annotation of the water cycle. They accurately identify the flow of water from forest catchments to homes. | | Student provides accurate, in depth and logical annotation of the water cycle. They accurately identify and give basic explanation of the flow of water from forest catchments to homes. |
| Students [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data and the location and distribution of geographical phenomena in a map that conform to cartographic conventions | Student completes some the labelling of locations (Q5b, map). Some cartographic conventions (BOLTSS) applied. | Student accurately completes the labelling of locations (Q5b, map). Some cartographic conventions (BOLTSS) applied. | | Student accurately completes the labelling of all locations (Q5b, map). All cartographic conventions (BOLTSS) accurately and neatly applied. |
| Students [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and  [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) geographical data to propose simple explanations for spatial distributions, patterns, trends and relationships, and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions | With assistance, student identifies trends in water storage. They provide basic reasoning for this trend. | Student interprets data and identifies trends in water storage. They compare data and provide clear reasoning for this trend. | | Student interprets data and identifies trends in water storage. They compare data and provide detailed and accurate reasoning for this trend. |
| Students [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) a range of primary and secondary sources to [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) useful information and data. |  | Students navigate provided secondary sources (websites) to accurately interpret and respond to prompts | | Students navigate provided secondary sources (websites) to accurately interpret and respond to prompts. Students conduct their own research to support and strengthen responses. |
| Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe)  geographical processes that influence the characteristics of places |  | Students compare water scarcity in Australia vs. developing countries. They identify similarities and differences. | | |
| Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe)  alternative strategies to a geographical challenge |  |  | Students analyse the Flores solution accurately and provide accurate interpretation of the projects success / failure. Students use evidence to support their explanation. They provide realistic alternatives and explain how these would be sustainable. | |
| Teacher Feedback: | | ***WWW (What went well)*** | | |
| ***EBI (Even better if)*** | | |

By the end of Year 7, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) interconnections between people and places and environments and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how these interconnections change places and environments. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) alternative strategies to a geographical challenge referring to environmental, economic and social factors.

Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) geographically significant questions to frame an inquiry. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) a range of primary and secondary sources to [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) useful information and data. They [record](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Record) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the expected effects of their proposal.

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| **Skills Assessed** | **Emerging Skills** | **Working towards the level** | **At the level - PASS** | **Above the level** | **Well above the level** |
| **Geographical Inquiry Skill** | **Observing, Questioning and Planning**  I was supported to develop geographical questions to work towards an inquiry | **Observing, Questioning and Planning**  I was able to develop geographical significant questions, and plan an inquiry using appropriate geographical methodologies and concepts. | **Collecting, Recording, Evaluating and Representing**  I was able to collect and record geographical information and data, represent this data in different forms and create satisfactory maps (BOLTSS) | **Interpreting, Analysing and Concluding**  I was able to interpret geographical data and information to identify and propose explanations for spatial distributions, patterns and trends.  I was able to apply geographical concepts to draw conclusions based on analysis | **Communicating, Reflecting and Responding**  I was able to present my findings, arguments and ideas in a range of communication forms.  I was able to reflect on my learning to propose action in response to contemporary geographical challenge and describe the expected effects |
| **Geographical Knowledge and Understanding** | The classification of [environmental resources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environmental+resources) | The classification of [environmental resources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environmental+resources) and the forms that water takes as a resource | **In addition to the previous column:**  The quantity and variability of Australia’s water resources compared with those in other continents  The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa | **In addition to the previous column:**  The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa | **In addition to the previous column:**  The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia [region](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Region) |
| **Literacy** Interpret and analyse learning area texts | I was able to interpret information and ideas, from [texts](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=texts) on similar topics or themes using [comprehension strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=comprehension+strategies) | I was able to interpret and analyse information and ideas, comparing [texts](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=texts) on similar topics or themes using [comprehension strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=comprehension+strategies) | I was able to interpret information, identify main ideas and supporting evidence, and consider different perspectives using [comprehension strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=comprehension+strategies) | I was able to interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using [comprehension strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=comprehension+strategies) | I was able to interpret and evaluate information within and between [texts](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=texts), comparing and contrasting information using [comprehension strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=LIT&t=comprehension+strategies) |