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|  | Australian Curriculum Year 8 Geography sample assessment ׀ Student booklet  Investigating landscapes and their landforms |

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| Image: *Yukon Delta, Alaska*. NASA’s Earth Observatory. CC BY 2.0. <https://flic.kr/p/azeGX2> |

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| Present findings and representations of data and information about landscapes and their landforms in a collection of work using a range of appropriate communication forms. |
| You will:   * develop a collection of work in class to demonstrate your knowledge, understanding and skills about landforms and landscapes * use a range of sources to complete a series of learning projects. |

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| Section | Topic | Evidence of learning |
| **1** | Landscapes and their landform features | * Labelled line drawing (from a photograph) of one landscape and specific landforms |
| **2** | Spatial distribution of landscapes and landforms | * Special purpose map showing the spatial distribution of one type of landscape and one related landform within that landscape |
| **3** | Geomorphic processes that produce landforms | * Annotated photograph (or sketch) of a landform model you have created to explain geomorphic processes |
| **4** | Geomorphological hazards | * Annotated map including the spatial distribution of one hazard * Diagram showing how the hazard occurs * Summary of the hazard’s effects |
| **5** | Cultural significance of landscapes | * Explanation of an artwork of a landscape or landform by an Aboriginal or Torres Strait Islander artist |
| **6** | Landscape degradation | * Supported explanation and analysis of a selected land degradation issue |
| **7** | Protecting landscapes | * Factsheet with labelled map about one of Australia’s natural World Heritage sites |

Section 1. Landscapes and their landform features

Your teacher will provide you with the resource *Identifying landscapes and their distinctive landform features*.

Choose **one image** of a **landscape**:

* create a [**line drawing or sketch**](http://www.geogspace.edu.au/verve/_resources/2.1.2.3_2_photo_sketching.pdf) of this landscape in the space below
* **label** each of the **different landforms**, and other features, in your drawing.

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Section 2. Spatial distribution of landscapes and landforms

Your teacher will provide you with a glossary of geographical terms and cartographic conventions.

1. On the map of the world, shade in the **spatial distribution** of:
   1. one type of landscape, e.g. desert, coastal
   2. one type of landform found in that landscape, e.g. grassland plain, mountain, wetland, headland
2. Label your map with the appropriate **cartographic conventions** including:

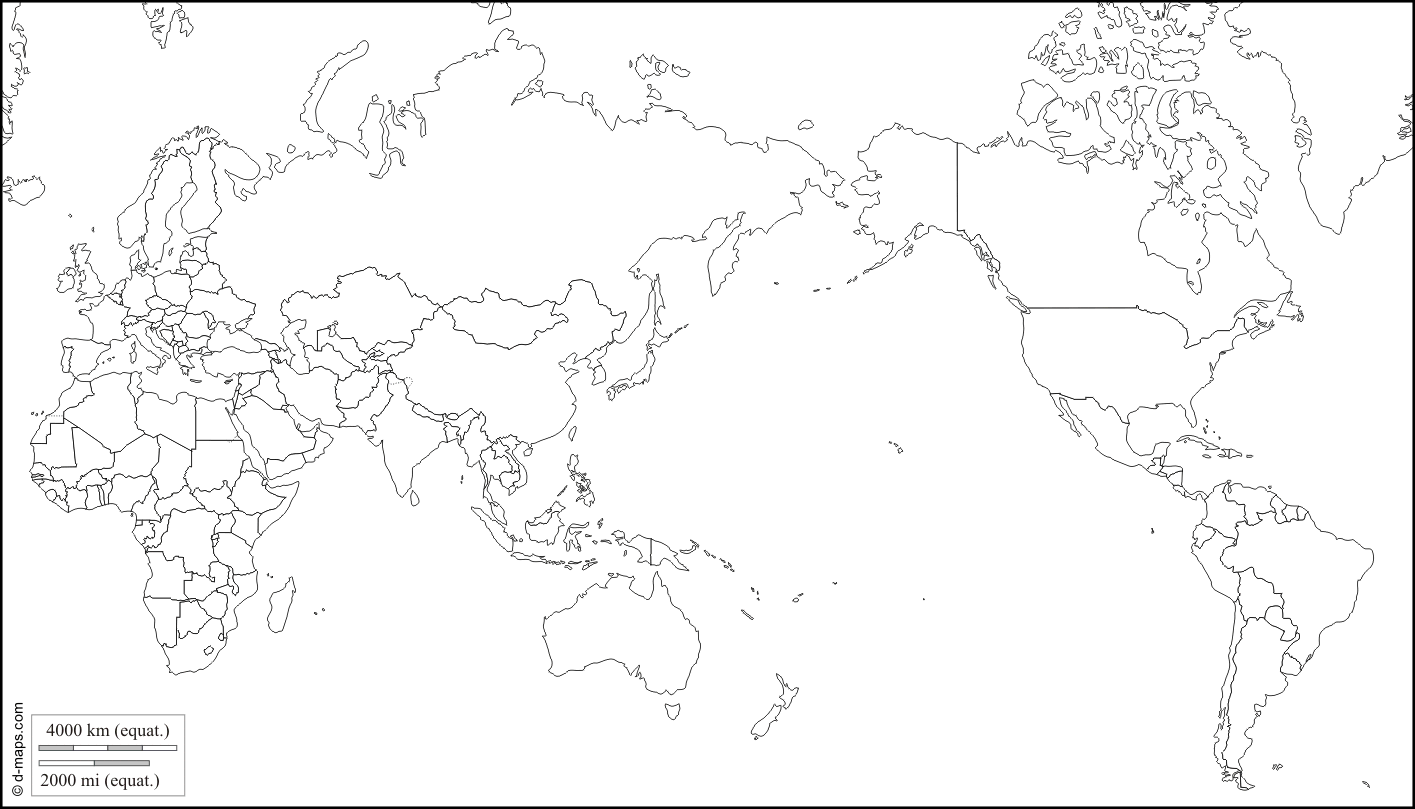
title

legend (key)

border

source

north point.



Section 3. Geomorphic processes that produce landforms

Over time landforms take shape through processes of **weathering** and **erosion**.

A landform that has been created through the process of erosion is a stack. The stacks are formed in stages over long periods of time.

##### The Twelve Apostles in Victoria are an example of a stack

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| Image: *Two of the Twelve Apostles, Martin Coopers photostream, Creative Commons Attribution 2.0.* <https://flic.kr/p/kaguxZ> |

1. Create a **model** to show the process of stack formation, ensuring that you have included all of the following features:

crack

cave

arch

headland

stack

stump.

1. Take a **photograph** or make a **labelled sketch** of your model.
2. **Annotate** your photograph or sketch to explain the process of stack formation.

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Section 4. Geomorphological hazards

Select **one** of the following geomorphological hazards studied in class:

* volcanic eruption
* earthquake
* tsunami.

Create an **annotated map** to include:

* the spatial distribution of one hazard event
* a diagram showing how the hazard occurs
* a summary of effects of this hazard.

Use **cartographic conventions** including:

title

legend (key)

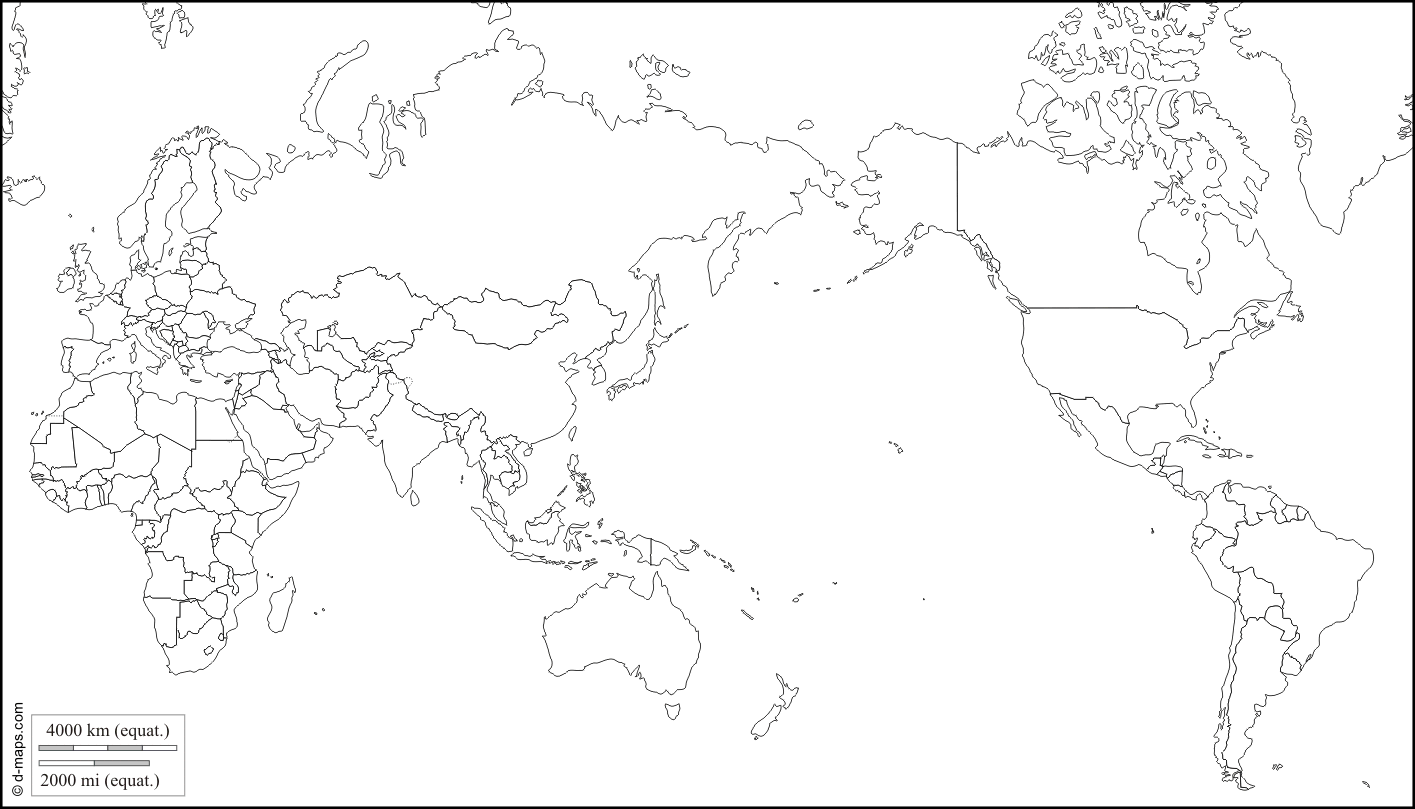
border

source

north point.

Check you have:

* positioned your annotations appropriately on your map
* selected relevant ideas and information
* used relevant geographical terminology
* clearly labelled your diagram/s
* represented information clearly.



Section 5. Cultural significance of landscapes

**View** the video clips:

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| * ***Balgo, Maps of the Country,*** ***Kiwirrkurra***   [http://aso.gov.au/titles/documentaries/painting-country](http://aso.gov.au/titles/documentaries/painting-country/)  From *Painting Country,* 2000, Electric Pictures, Robin Eastwood Productions, SBS Independent & NHK. |
| * ***Dreamings through Indigenous art***   [www.australiansatwork.com.au/dreamings/dreamings\_ar7-8.php](http://www.australiansatwork.com.au/dreamings/dreamings_ar7-8.php)  From Dreamings — the Art of Aboriginal Australia, 1988, Australians At Work, Film Australia, 2005. |

**While viewing, make notes** about:

* who owns the Dreaming stories associated with Country
* the ways these stories are passed on between generations (use examples from the video clips to support your answer).
* how art is used to represent the patterns of the landscape and features of landforms
* how interconnections are made between places and people and their culture in paintings
* how symbols are used to represent ideas in paintings.

**Explain** the importance of Country to Aboriginal peoples and Torres Strait Islander peoples that is represented in artwork.

*Use your notes and examples from the video clips to help you develop the explanation.*

Select a piece of Aboriginal art that **represents a birds-eye view of a landscape**.

* **Annotate** the photograph of the artwork with relevant descriptors before writing your paragraph. (You may need to re-watch the *Painting Country* video clips again and research what some of the symbols mean).
* **Describe** the artist’s representation of the landscape of their Country.
* **Explain** how the symbols are used to tell the story of the landform/landscape.

Annotated photograph

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Describe and explain:

Section 6. Land degradation

**Population growth**, if not managed, might have a negative impact on the quality of the Earth’s resources and cause land degradation.

**Create a line graph**

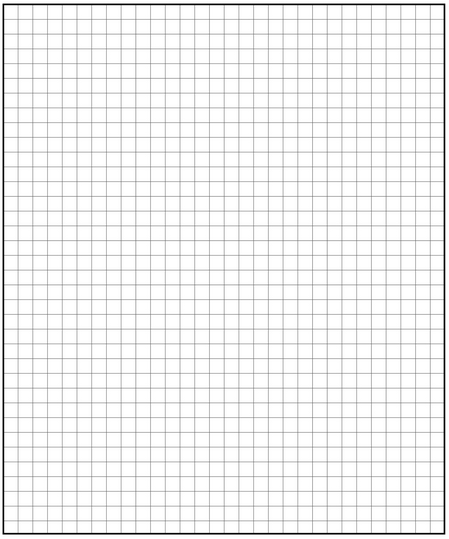
Use the data in Table 1 to **create a simple line graph** representing the rate of global population growth between1950 and 2050.

Remember to use the appropriate labels.

Table 1

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| **Year** | **Population in billions** |
| **1927** | 2 |
| **1950** | 2.55 |
| **1960** | 3 |
| **1974** | 4.5 |
| **1987** | 5 |
| **1999** | 6 |
| **2011** | 7 |
| **2024 (predicted)** | 8 |
| **2040 (predicted)** | 9 |
| **2062 (predicted)** | 10 |
| **Data source:** Worldometers.info. [www.worldometers.info/world-population](http://www.worldometers.info/world-population) | |

Graph 1



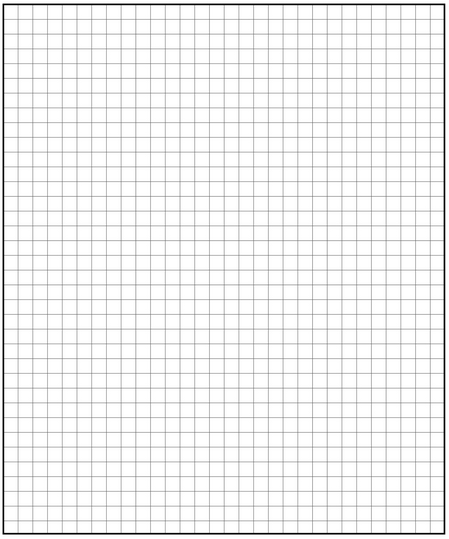
**Describe the pattern** over time of the world’s population growth (as shown in your graph) and **give reasons** for this pattern.

**Choose an appropriate graph and labels** to represent the data in Table 2. (You must choose the type of graph best suited to the type of data). Make sure you use the appropriate conventions.

Table 2

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| **2013 population** | **% of World Pop.** | **Density (p/km²)** |
| **Asia** | 4 298 723 288 | 31 915 446 |
| **Africa** | 1 110 635 062 | 30 955 880 |
| **Europe** | 742 452 170 | 23 048 931 |
| **Latin America and Caribbean** | 616 644 503 | 20 546 598 |
| **Northern America** | 355 360 791 | 21 775 893 |
| **Oceania** | 38 303 620 | 8 563 295 |
| **WORLD** | 7 162 119 434 | 136 806 988 |
| **Data source:** Worldometers.info. [www.worldometers.info/world-population/#top](http://www.worldometers.info/world-population/%23top) | | |

Graph 2



**Describe** the **patterns** of population distribution and density as shown in Graph 2.

What **conclusion**s can you draw from this data about population pressure on the Earth’s resources?

Choose a land degradation issue (e.g. deforestation, salinity, erosion, desertification, toxic pollution) and create:

* **a map** showing where it is occurring
* **data** showing its impact on the landscape over time.

Use your map and data to **propose**:

* an **explanation** about the impact of your chosen land degradation issue
* **action** in response to this issue
* **predicted** outcomes of the action.

Map

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Data

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Section 7. Protecting landscapes

Create a **factsheet** which includes:

* the **location** of one of Australia’s natural World Heritage sites on a **labelled map**, using spatial technology if appropriate
* a **detailed explanation** of the importance of this site and why is it listed as a World Heritage site
* a **detailed explanation** of human use of this site and whether it meets the requirements for sustainable development
* a **proposed action** to protect this site
* a **prediction** of the outcome of this proposal.

