WORK SAMPLE PORTFOLIO

The 2013 portfolios are a resource to support teachers in the planning and implementation of the Foundation to Year 10 Australian Curriculum: Geography. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard.

Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 8 Geography

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1 Inquiry – Riverine landscapes
Sample 2 Data response – Changing nations
Sample 3 Data response – Population distribution

This portfolio of student work shows that the student can explain the human and physical processes that influence the characteristics of places (WS1, WS2, WS3) and explain how places such as the Ross Creek are perceived and valued differently by different people (WS1). The student explains interconnections within environments and between people and places (WS1, WS2, WS3) and how these interconnections change places (WS3) and environments (WS1, WS2). The student proposes explanations for spatial distributions and patterns among phenomena and identifies associations between distribution patterns (WS1, WS2, WS3). The student compares alternative strategies to a geographical challenge and proposes a response, taking into account environmental, economic and social factors (WS1).

The student’s work shows an ability to identify geographically significant questions from observations to frame an inquiry. The student locates relevant information from a range of primary and secondary sources to answer inquiry questions (WS1). The student represents data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps (WS1). The student analyses geographical data and other information to propose explanations for spatial patterns (WS1, WS2, WS3), trends and relationships (WS2, WS3) and draw reasoned conclusions (WS1, WS2, WS3). The student presents findings, arguments and ideas using relevant geographical terminology and graphic representations (WS1, WS2) in a range of appropriate communication forms (WS1, WS2, WS3). The student proposes action in response to a geographical challenge taking account of...
environmental, economic and social considerations and predicts the outcomes of their proposal (WS1).

The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspect of the standard is not evident in this portfolio:

- represent data on maps at different scales that conform to cartographic conventions
Inquiry – Riverine landscapes

Relevant part of the achievement standard

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

Summary of task

As part of an inquiry, students visited a local riverine landscape and studied four sites. They were provided with the following instructions to guide their inquiry:

- take a series of photographs at each site that illustrate the features, land use and the geomorphic, biotic and cultural processes
- record these detailed observations in a table
- identify and explain the processes at work at each site
- annotate selected photographs with observations
- illustrate the land use patterns on a map using appropriate geographic conventions
- conduct a survey to determine the value of the Ross Creek to different groups of people and summarise these findings
- propose three options for development of the vacant land on ross creek and use criteria to evaluate these options
- draw a conclusion and make a recommendation on the best land use for the site.

This inquiry was completed over a term and the fieldtrip was conducted on a full-school day.
Inquiry – Riverine landscapes

The sites studied

Site A
Site B
Site C
Site D

Image © 2013 Aerometrex Pty Ltd/Google Earth

Acknowledgement
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Inquiry – Riverine landscapes

Annotated photographs from fieldwork

Photograph showing: Site A

Biotic features
- Mangroves
- Fish
- Crabs
- Small bush animals
- Different kinds of flora

The source of Ross

Photograph showing: Site A

Rocks placed to keep road in place during floodwater

Photograph showing: Site A

Care and Management:
- Rocks set up to protect road from flood
- Paths and residential area built around source of river

Biotic features
- Mangroves
- Fish
- Crabs
- Small bush animals
- Different kinds of flora

1. Possibly still water, not causing erosion.

Photograph showing: Site A

Annotations

Identifies the main geographical features of the environment at each study site using annotated photographs.

Makes observations in the field to identify geographically significant features and land use patterns and processes.

Uses relevant geographical terminology, for example biotic features.
Inquiry – Riverine landscapes

Annotations

*Identifies different land uses at one site.*

*Identifies strategies to prevent the process of erosion.*
Inquiry – Riverine landscapes

Annotations

Recognises geographical processes that influence the characteristics of the environment.

Identifies how interconnections within and between environments cause change.

Identifies ways in which people change environments.

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Inquiry – Riverine landscapes

Photograph showing: Site C

Land use: Transportation (train tracks)
Care and management: Bridge

Photograph showing: Site C

High density Residential

Geomorphic processes: Deposition forms point bar on the inside of a river, water moving at high velocity which causes erosion.

Photograph showing: Site C

High commercial and recreational land use - parks, ovals etc.

Water moving at high velocity, carrying sediment and causing

Annotations

Explains how geomorphic processes change the characteristics of environments.
Inquiry – Riverine landscapes

Photograph showing: Site D

Annotations

Identities strategies used to prevent change caused by the process of erosion.

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## Inquiry – Riverine landscapes

### Summary of observations

<table>
<thead>
<tr>
<th>Site A</th>
<th>Site B</th>
<th>Site C</th>
<th>Site D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong>&lt;br&gt;This site is located in a residential area (Hermit Park) approximately 2 kilometres from Castle Hill, and is the source of Ross Creek.</td>
<td>Located on the border of Hermit Park, in a more commercial part of Townsville.</td>
<td>This site is located in the central business district (CBD) and is East of Castle Hill.</td>
<td>This is the part of Ross Creek that exits toward the sea. It is located at the harbour of Townsville</td>
</tr>
<tr>
<td><strong>Land use</strong>&lt;br&gt;This land site is located around a residential land use area (houses, apartments) there is also some recreational land use.</td>
<td>There is a large amount of commercial land use in this area. There is also some industrial land use further from the bank.</td>
<td>Since the this site is close to the Port of Townsville, there is a lot of transportation land use occurring on the water, Other land uses occurring include, Urban, commercial and industrial use.</td>
<td>There is always building and renovating going on in this area, so there is industrial land use occurring. Also, other land use occurring in this area is Transportation and commercial. Because of the huge industrial use, this is not a residential area. Surprisingly, there is also recreational land use.</td>
</tr>
</tbody>
</table>

### Annotations

- Records observations in a table.
- Describes the location of each study site using relevant geographical terminology.
- Explains how characteristics of the environment influence land use patterns.
## Inquiry – Riverine landscapes

### Summary of observations

<table>
<thead>
<tr>
<th>Site A</th>
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<th>Site C</th>
<th>Site D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geomorphic processes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a high amount of sediment evident in this part of the creek, as the velocity in the water is quite low. There is barely any erosion occurring. Because of this, deposition is occurring and forming the mouth of Ross Creek.</td>
<td>There is transportation in this part of the creek and the velocity of the water is high. Erosion occurs in this part of the creek. The high velocity washes away all deposition.</td>
<td>There is enough velocity in the water to cause a sizeable amount of erosion in the bank, which over the years has formed a meander bend. Deposition has helped form this bend.</td>
<td>There is a low amount of sediment in the water, because the high velocity causes the water to be flushed into the sea. There is transportation occurring.</td>
</tr>
<tr>
<td><strong>Biotic processes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because of the still water, marine life roams this part of the river. These animals include fish, crabs and maybe crocodiles. There are mangroves in this area.</td>
<td>Site B has nearly the same biotic features as site A, although because of the higher velocity, there will be no crabs or larger fish.</td>
<td>Pollution would have caused slight problems with the marine life, but there were crab sightings, small fish, mangroves, insects and other small bushes and trees.</td>
<td>The boats and other transportation uses in the water will keep larger marine life out of the harbour, although there will still be smaller fish and possibly crabs.</td>
</tr>
<tr>
<td><strong>Care and management evident</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levies have been set up along the banks in case of flood water.</td>
<td>There are rocks placed along the banks to reduce erosion.</td>
<td>There were concrete levies placed along the outside edge of the meander bend.</td>
<td>Rocks piled up along the side of the harbour to prevent erosion.</td>
</tr>
</tbody>
</table>

### Annotations

- **Explains the processes that influence the characteristics of the creek at each study site.**

- **Identifies and explains ways in which people influence the environment through management.**
Acknowledgement

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Geography

Inquiry – Riverine landscapes

**Land use at the study sites**

**Key**
- Residential land use
- Transportation land use
- Recreational land use
- High Density Residential land use
- Dark Green: Commercial land use
- Marine
- Industrial
- Mound south of the mouth of Ross creek.
- Vacant block of Land

Orthophoto showing land uses of site A

Orthophoto showing land uses of site B

**Annotations**

*Identifies the distribution of the main land uses at each study site using secondary sources.*

*Represents the main land uses on an orthophoto for each study site.*
Geography

Inquiry – Riverine landscapes

Orthophoto showing land uses of site

Annotations

Locates and records data from a range of primary and secondary sources.

Orthophoto showing land uses of site D

Annotates a photograph to present findings.

Communicates observations and findings from field observations in a range of forms (photos and text).

Acknowledgement

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Inquiry – Riverine landscapes

The value of the Ross Creel to different groups of people

Annotations

Collects primary data by interviewing representatives of different community groups.

Constructs a graph using appropriate conventions.

Graphically represents the primary data gathered.

Acknowledgement

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Analysis of survey

This analysis relates to the data gathered and presented above, showing how different community groups in Townsville value Ross Creek.

After analysis of the graph, it was discovered that the highest value was the environmental value. This value was rated the highest by the Conservationists. The lowest value was given by developers to the spiritual value of Ross creek. This is probably because developers focus on the economic value of Ross Creek, and push for more commercial and Industrial land use. The Developers, Government officials and Residents push for economic development, while the Aboriginals and conservationists rated the economic value quite poorly. This shows that people that use the river for residential purposes care about the economic value of Ross creek, while other community groups do not find this value important.

Another pattern shows that all the members of the city council value the environmental aspects of Ross Creek very highly. Most of the Groups rated the Aesthetic value slightly over the average which show that visual importance occurs to them, while the Government Officials rated the Aesthetic value as unimportant. This is strange, because the Council is supposed to take in all values of Ross Creek, and aesthetically appealing worth is important in all the values.

The patterns shown in the data could be explained by the preferences of the people being surveyed. For example, because the residents live around Ross Creek they obviously spend a lot of time around the creek with their family and friends, and find the economic value important as they can sometimes find themselves in troublesome position involving money and sales. Also, the anomaly can be explained by the position of a government official. In their position, they would need to focus on the economic values and developing matters, and aesthetically appealing worth is not part of their job. In summary, the above data shows more its environmental aspects than its spiritual aspects. This can be justified by the different levels of significance that these values have with the different groups that were interviewed.

Annotations

Analyses the data to explain how different groups within a community perceive and value places differently.

Identifies patterns in primary data and offers an explanation for these patterns.
## Inquiry – Riverine landscapes

### Decision making

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Environmental</th>
<th>Aesthetic</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Botanic Gardens</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Positive</strong></td>
<td>Stabilises soil and prevents erosion near creek. The gardens will provide sufficient space for rare botanical life. Botanical life acts as storage for the CO2 in our atmosphere, which can reduce greenhouse gases. Botanical life produces more oxygen for the earth. Creates a habitat for appealing animal species. Environmental value gives people a chance to get away from the city and enjoy the environment. The gardens might help people to value botanical life and care for the environment.</td>
<td>Beautiful trees and plants naturally attract people. Appealing animal species will benefit the Aesthetic value of the gardens. Trees and plants will have bright and natural colours. The garden will have an aura of natural beauty.</td>
<td>Will attract people to the CBD, because after people have a walk around and enjoy the natural environment of the Gardens, they might decide to walk around a more commercial area of Townsville. Can become a tourist attraction, tourist will need to purchase accommodation, food etc. When people see the plants, they might decide on purchasing botanical life for their own homes.</td>
<td>Great place for people to have fun and socialise with each other. The paths in the gardens might encourage people to exercise while enjoying the botanical life. Plenty of space for children to run around and play together. Birthdays and parties can be held in the vast area and parkland. Children can become more involved in the wildlife by watching the animals and studying the plants.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Botanical life can attract unwanted pest species such as toads and black cockatoos. Unwanted plants and weed will also grow in the soil, becoming a danger for the smaller trees and flowers. Throughout a drought, some trees will use up all the water, which can cause others to die. Some people may not care for the environment and destroy the exposed plants.</td>
<td>The aesthetic value of the gardens will be hard to maintain throughout floods, droughts and water restrictions. Children and young adults can become uninterested in the Aesthetic value of the garden. Weeds can destroy the beautiful plants, which will not be very Aesthetically pleasing.</td>
<td>Plants will need extra water during water restrictions, which can cost a fair amount of money. Cost a lot of money to insert the right soil for the botanical life. Planting and adding aesthetic value to the gardens will cost a lot of time and money. Since the gardens will be close to the highway and CBD, so the gardens will pick up piles of unwanted litter.</td>
<td></td>
</tr>
</tbody>
</table>

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**Annotations**

Identifies the positive and negative impacts of the proposal for a Botanic garden.

Evaluates the proposed land use for the Ross Creek using a range of appropriate criteria.

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Inquiry – Riverine landscapes

Decision making

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<thead>
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<th>Environmental</th>
<th>Aesthetic</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southbank</td>
<td>Positive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plenty of parkland and natural life in some parts of the area. As well as having commercial and recreational use, because of the large area, a South Bank will also be environmentally friendly. Some of the larger plant life in the South bank will produce oxygen and store the Co2 in our atmosphere.</td>
<td>Positive</td>
<td>The mixture between commercial and environmental will make the park Aesthetically appealing. The beach that will be inserted into the park will also add Aesthetic value. Many people will be attracted to the park as the Aesthetic value and recreational value combine.</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All of the commercial use in the South bank will extinguish the environmental purpose of the parkland. Since there is going to be a fake beach in South Bank it is not environmentally friendly. During a flood the beach can wash onto the grass and destroy the soil.</td>
<td>Negative</td>
<td>The Aesthetic value will be hard to maintain during droughts, Floods etc. The commercial value of the park may also have a non-desired effect on the Aesthetic</td>
<td>Negative</td>
</tr>
</tbody>
</table>

Annotations

Identifies the positive and negative impacts of the proposal for a development like Southbank.

Evaluates the proposed land use for the Ross Creek using a range of appropriate criteria.
Geography

Inquiry – Riverine landscapes

Decision making

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Environmental</th>
<th>Aesthetic</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamilton Wharves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Ship owners have to pay a fee every time they dock. The money they pay is used to maintain the dock and the channel which the ship uses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>The ships and boats will cause pollution in the water. Litter will affect sea creatures. Ships Propellers will cause sediment to rise making which is not good for the environment. Making the channel deeper to accommodate larger ships, impacts on the environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Being a new construction in an older city it would be very appealing. Make Ross creek more appealing. Big ships such as Queen Mary 2 will attract new buildings and big crowds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>Ships Propellers will cause sediment to rise making the water a murky colour.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Hamilton Wharves will bring money into Townsville’s economy. It would boost Townsville’s tourism. It would attract international tourist. It would be key attraction in Townsville.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Ships will bring different variety of people from different cultures to Townsville which will bring them into social places in Townsville.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>Large volumes of people from the ships, will flood into social places such as restaurants that don’t have the staff and food to feed the people and that will be a negative impact on Townsville.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Annotations

Identifies the positive and negative impacts of the proposal for a development like that at the Hamilton Wharves.

Evaluates the proposed land use for the Ross Creek using a range of appropriate criteria.
Geography

Inquiry – Riverine landscapes

Conclusion and recommendations

The following information will evaluate three proposed developments for vacant land located in the riverine landscape of Ross Creek. The social value of the Ross Creek landscape has mainly influenced the decision for a South Bank development in this area.

This development will have high social value as many people in Townsville enjoy recreational activities and communal events that the complex can offer. Economic development in this area will not be as promising as a wharf complex, but it can generate more jobs and income than botanical gardens, as the council will not appreciate a low salary from the Botanical gardens. The botanical gardens will only offer environmental value to Townsville, while a South Bank will contain recreational and economic complexes as well as parks and botanical life, which can help the environment and have a positive natural effect on the riverine landscape. Furthermore, if Hamilton wharf facilities were arranged in this space, it will have a heavy impact on the environment as the river will be dug out and have a devastating impact on marine life.

The South Bank option can also influence the aesthetic value of the Townsville community. For example, imagine a resident driving along the highway, and sees a visually appealing complex on the side of the road. This can brighten up the day and make the Earth a much happier place. Finally, this evaluation shows, although it may not be easy to see, that a South bank will support spiritual development and values. This is because people from all countries will be able to enjoy the environment. The South bank will contain beautiful parks and buildings, as well as recreational activities that have visually positive effects on the tourists in Townsville. Many factors influenced the decision of the vacant land being used for social and recreational purposes, so the concluding choice is a South Bank.

I would recommend that the council should invite developers to build a development like South Back on the vacant site. This is the best option and would give people a lot of enjoyment.

Annotations

- Makes a justified decision about the most appropriate land use for the site.
- Considers economic, social and environmental costs and benefits for each proposal.
- Predicts expected outcomes of the proposal for a development like South Bank.
- Proposes collective action to improve the value of the vacant site for Townsville residents.

Annotations (Overview)

The student planned and undertook an extensive inquiry to explain the complex interconnections within and between environments and between people and places. They communicated findings, explanations and reasoned conclusions using appropriate geographical terminology and a range of graphic forms.

Acknowledgement

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Data response – Changing nations

Relevant part of the achievement standard

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

Summary of task

Students were introduced to the topic of human migration both within and between countries and its impact on the concentration of populations in major cities of the world. For this task students were provided with maps showing global population distribution over time and a table containing statistics of internal migration in Australia. They were asked to interpret, analyse and present this data and respond to a number of questions.

This task was completed during class time over four lessons. Students recorded their answers using a computer and constructed their graphs on Microsoft Excel.
Data response – Changing nations

1. Examine the following maps:
   - Map showing total world population by country in 1800
   - Map showing total world population by country in 2000

   a) Describe and explain the spatial distribution of world population in 1800.

   The population was mainly situated in the European countries. The largest populations were in China and India. The concentration of people was in central western Africa. It is seen that more people chose to live in the northern hemisphere than the southern hemisphere. The reason why the population was located throughout these particular countries was the industrial revolution in the United Kingdom and Europe during the late 1700’s and 1800’s improved people’s life quality of life. Also the climate in the northern hemisphere is more pleasant to live in and there are more countries to choose from in the northern hemisphere.

   b) Describe and explain the trend in world population growth between 1800 and 2000.

   The countries that have grown are China and India and they are still the most populated countries. The most significant growth has occurred in the south east Asian countries. Also north and south America’s population has grown significantly over 1800-2000, this is including U.S.A, Mexico and Brazil in particular. There are the same trends in country population growth from the 1800-2000. The European population has remained stable. The main reason for the changes in world population growth between 1800 and 2000 is the level of development of each country. The general trend has been that the highest growth has occurred in the less developed countries.

Annotations

Analyses geographical data from a map to answer questions.

Identifies countries, regions and hemispheres with the highest population.

Proposes simple explanations for some aspects of this pattern of population distribution.

Identifies the relationship between population distribution and climate.

Analyses geographical data from a map to identify where population change has occurred.

Proposes explanations for trends identified.

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Data response – Changing nations

2. Examine the table showing Australia’s internal migration numbers by state and territory in 2011.
   a) Represent the data in at least two conventionally appropriate graphic formats.

**Annotations**

- Represents data in a bar graph following appropriate conventions.
- Represents data in a column graph following appropriate conventions.

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Work sample 2

Data response – Changing nations

b) Interpret and analyse the Australian internal migration data.

The state with the most people departed to other states/territories in 2011 was NSW with 97,488. TAS had the least people leaving with 12,358 departures. QLD and WA are the two highest gaining states in 2011 with population increase of 9,608 and 8,460 respectively.

The general trend is that people are leaving the states/territories with the lowest population (e.g. NT, SA, TAS) and are moving to states with the highest populations (e.g. WA, QLD, VIC). However, there are two anomalies to this trend: NSW and ACT. NSW is an anomaly because it is losing people even though it is the most populated state in Australia. ACT is an anomaly because it is gaining people when other states/territories with low population are losing people.

Possible reasons why people are moving from states/territories with low population to those with high populations would be:
- Leaving because of natural disasters
- Moving for a better climate
- More jobs available in more populated states
- Following other family to be together

Analyses internal migration data.

Identifies flows of migration between states and territories.

Proposes explanations for identified trends in the movement of people.

Explains geographical processes that cause the movement of people between places.

Uses relevant geographical terminology when presenting findings and ideas.

Analyses data to draw reasoned conclusions about the effects of people moving between states and territories.

c) What conclusions can be drawn from the 2011 Australian internal migration data by governments and planners?

- NSW is losing people
- QLD and WA have the highest population growth
- People are/want to move to bigger and more populated cities (like WA, VIC, QLD and NSW)
- There is always constant movement in Australia’s states and territories whether it’s arrivals or departures
- This will have impacts on future planning decisions by governments such as where to build more schools or hospitals.
- There will also be more demand for housing and other public services in states with population growth and less demand in the states with declining population.

Annotations (Overview)

The student uses geographical terminology and different graphic forms to communicate findings, explanations and ideas.

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Data response – Population distribution

Relevant part of the achievement standard

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

Summary of task

Students were provided with a copy of the following maps:

- Population of Australia’s main cities in 2010
- Population in the USA in 2010.

They were given time to examine the maps and were then asked to identify and explain the following based on their interpretation:

- the population distribution of each country
- the effects of this distribution
- the similarities and/or differences between the population distribution of each country.

This task was completed during class time over two lessons.
Data response – Population distribution

Annotations

Annotations (Overview)
The student has verbally communicated findings and ideas using geographical terminology.

Acknowledgement
ACARA acknowledges the contribution of Australian teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.