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| **PART B: One-Pager Feature Report = 25 marks** |

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| **Geographical Knowledge and Understanding** | **/10** | **/10** |
| Highly detailed and comprehensive One-Pager Feature Report which provides detailed information. A detailed conclusion is included, with detailed reasons to why their selected factor is significant in impacting on Western Australia’s capacity to remain food secure. | [9-10] |  |
| Detailed and somewhat comprehensive One-Pager Feature Report which provides somewhat detailed information. A somewhat detailed conclusion is included, with somewhat detailed reasons to why their selected factor is significant in impacting on Western Australia’s capacity to remain food secure. | [7-8] |  |
| Completed One-Pager Feature Report with some detail in sections, however, lacks detail in several sections, as well as their final conclusion. | [5-6] |  |
| A basic One-Pager Feature Report with little to possibly dot-point detail, or limited explanation only | [3-4] |  |
| A very simple and basic One-Pager Feature Report with possibly dot-point to no detail. Addresses only some areas and several sections incomplete. | [2–1] |  |
| No reference to geographic content. No Submission. | [0] |  |

**Teachers Comment:**

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| **Evidence used to support extended answer/discussion of Geographical Content:**  ***(Diagrams, Images, Graphs, Statistics, Tables, etc.)*** | **/5** | **/5** |
| Extensive use of detailed and accurate evidence used in a manner that *assists* in a highly detailed and comprehensive One-Pager Feature Report  Uses and cites accurately some quotations, or sources, or statistics, to develop or strengthen extended answer/discussion (Final conclusion). | [5] |  |
| Use of accurate evidence throughout the One-Pager Feature Report. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | [4] |  |
| Mainly accurate evidence is used to support some lines of discussion in their final conclusion. | [3] |  |
| Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence. | [2] |  |
| Very limited use of evidence and the response is mainly a series of generalisations. | [1] |  |
| No supporting evidence, OR  All generalisations and/or statements made without supporting evidence, OR  All evidence is incorrect. | 0 |  |

**Teachers Comment:**

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| **Communication skills – Final One-Pager Feature Report** | **/5** | **/5** |
| A sophisticated, concise, well-written and well-constructed One-Pager Feature Report using appropriate language of geography (terminology). Including a well written and well supported final conclusion. | [5] |  |
| Accurate and relevant use of geographical terms. Literacy enables the construction of an effective response for their final conclusion with well-developed sentences, with some supporting evidence. | [4] |  |
| Has some relevant use of geographical terms, but is unable to express ideas with clarity of meaning, particularly their final conclusion. | [3] |  |
| Limited reference to geographical terms. Poor literacy skills may interfere with the ability of the marker to understand the response (as evidenced by very poor spelling, grammar, failure to use capital letters correctly and poor sentence and paragraph structure). | [2] |  |
| Response is mainly unable to be understood by the marker. | [1] |  |
| **Total** | **/5** | **/5** |

**Teachers Comment:**

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| **Bibliography** | **/5** | **/5** |
| Accurately acknowledges an extensive range of digital and non-digital sources used | [5] |  |
| Accurately acknowledges a range of different sources used | [4] |  |
| Acknowledges a number of similar sources used | [3] |  |
| Acknowledges a limited range of sources used | [1-2] |  |
| Does not acknowledge sources used | [0] |  |

**Teachers Comment:**