



Rooty Hill High School  
HSIE Faculty  
Year 7 Geography: Notification of Assessment

<b>Subject: Geography</b>	<b>Year Group: 7</b>
<b>Assessment Task No: 3</b>	<b>Weighting: 35%</b>
<b>Date of Notification:</b>	<b>Due Date:</b> <b>Draft Paragraph 1&amp;2 - Friday, wk 3 (10%)</b> <b>Draft Paragraph 3 - Friday, wk 4 (5%)</b> <b>Draft Paragraph 4 &amp; 5 - Friday wk 6 (10%)</b> <b>Webpage product completed - Friday wk 8 (10%)</b>
<b>Teacher:</b>	<b>Student:</b>

**Outcomes Assessed:**

- GE4.1 - Locates and describes the diverse features and characteristics of a range of places and environments
- GE4.2 - Describes processes and influences that form and transform places and environments
- GE4.4 - Examines perspectives of people and organisations on a range of geographical issues
- GE4.5 - Discusses management of places and environments for their sustainability
- GE4.7 - Acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4.8 - Communicates geographical information using a variety of strategies

**Problem:**

**NEWSFLASH!** The World Travel and Tourism Council has just announced a global decline of 30% visitation of tourists aged 18-25 to natural landforms such as Mt Everest (Nepal), Mt Fuji (Japan) and Kata Tjuta (Australia). The council has said that “young people are not as attracted to visiting remote landscapes or unique landforms compared to urban areas that offer a party and city atmosphere. This is highly concerning as there is a possibility that youth will miss out on appreciating landforms and therefore not support their management or protection of them for future generations. This places these extraordinary, unique and significant landforms in danger of not being sustained, managed or protected. They will ultimately change and deteriorate to the point of no return. How can we convince young people to visit natural landscapes and landforms?”



**Driving question:** How might landscapes and landforms be appreciated, managed and protected?

**Scenario:**

You work at Contiki, a travel company that organises ‘group travel’ for young people, aged 18-35 years. You are a Contiki Tourist Education Coordinator and work in a team with other Coordinators. Contiki is concerned about the decline in young people visiting natural landforms. They’re worried because they know if young people don’t visit landforms that they may not value them, which has big implications (problems) for the future sustainability and support of these landforms.

Contiki does not want this to happen for two reasons:

- 1) They want to make money (profit) from organising tour groups to natural landscapes/landforms
- 2) They want to be ‘good’ corporate citizens and ensure the ecological sustainability of landscapes/landforms for future generations of travellers.

**Your job is to persuade young people to visit natural landforms/landscapes. Why you ask?**

- It will ensure these landforms are valued which increases the likelihood of them being protected.
- It will help surrounding communities to sustain their economy which is focused on making money from tourist dollars (from people visiting their local landform/landscape).
- It will place pressure on governments to ensure that they are protecting and managing landforms/landscapes.

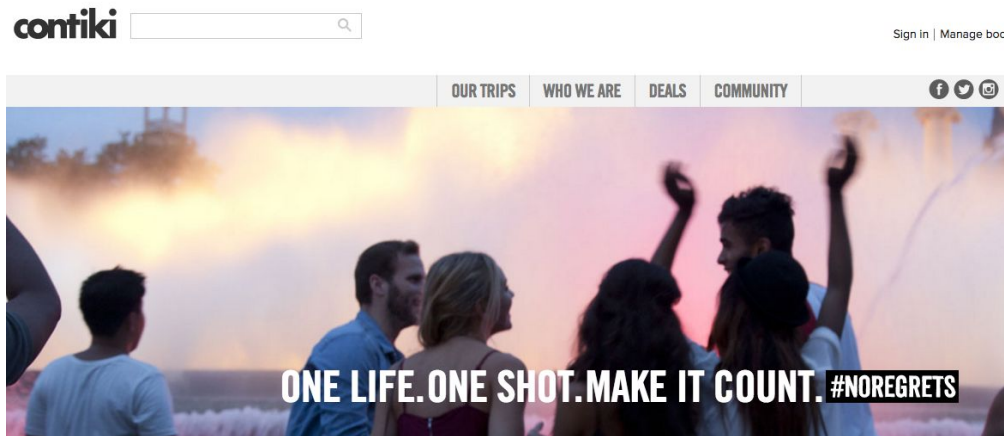
- It will sustain the landform/landscapes for the people who place huge amounts of intrinsic (spiritual) value on them (such as indigenous peoples or those who are connected to the landform/landscape through history and culture).

### The project:

Your team has strategically created a plan of action to convince youth to visit natural landscapes and landforms. A campaign promoting the value of landscapes/landforms and why they must be appreciated, managed and protected will work to increase numbers of youth to visit these natural wonders! One component of the campaign is to create a webpage which is focused on one particular landscape/landform. Your team will research your chosen landform/landscape and create a persuasive webpage to encourage youth to go on a tour to this landscape/landform.

### Some ideas for your webpage:

- Include a catchy slogan - 'To visit is to value', 'Get involved', '
- Think about engaging potential tourists in a story
- Can you increase engagement through a competition



*Example of Contiki's website - notice how the website is aimed to attract young travellers and presents the idea of travelling as exciting and interesting.*

### Project outline:

**Part 1 - Planning:** You will plan your webpage's look, feel and content in order to convince youth to visit your chosen landscape/landform. The planning phase will also help you to **create draft SEXE paragraphs** and enable you to practise being inquisitive, imaginative, collaborative and persistent. These drafts are an opportunity for you to obtain teacher/peer or self evaluation that you can use to enhance your final product.

**Step 1: You are to choose one of the following landforms/landscapes that you think you could convince young travellers to visit.**

Uluru and the landscape of the Red Centre, Northern Territory, Australia



Mauna Loa Volcano and the landscape of Hawaii, United States of America



Coral landforms within the coral reef landscape, Fijian Archipelago (group of islands)



Our team has chosen:  
Because (add your inquiry questions):

**Step 2: Follow the activities in the planning journal. Research your chosen landform/landscape by investigating the textbook, fact sheets and internet research. Remember that you're in the position of trying to convince youth to visit the landform/landscape, so take note of what makes the place 'interesting', 'compelling', 'urgent to see'. Write A DRAFT paragraph for each of the following ideas in your planning journal:**

### **Inquisitive section:**

**Paragraph 1: Location and description of the diverse (different) features and characteristics of your chosen landscape and/or landform.**

#### **Need an idea?**

- Choose images/statistics/graphs/maps to support the paragraph
- Explain why the features are interesting (cultural, active sport, wildlife, what can you do there that is unique because of the landform/landscape?)

**Paragraph 2: Explain geomorphological processes that made the landscape and/or landform. (*A process is how a landscape or landform has changed or transformed over time*)**

#### **Need an idea?**

- Incorporate 'did you know' facts
- Compare to other landscapes and landforms - what makes this one different?
- Is the landscape/landform disappearing/changing/going to be lost forever?
- How can we help save it?
- Link to how a visit can contribute to its sustainability

### **Imaginative section:**

**Paragraph 3: Examine at least one perspective of a person and/or organisation and/or government about the value of the landform/landscape to them**

#### **Need an idea?**

- Find out the stories of people who live near the landform or within the landscape
- Use quotes
- Connect to potential travellers by using the stories of travellers who have visited the landform/landscapes
- Invite potential travellers to take a stance/campaign to save/sustain the landform/landscape

### **Persistent section:**

**Paragraph 4: Explain a problematic issue facing the landform/landscape. (*This could be problematic erosion, chemical weathering, increase in population or urbanisation, tourism, global warming - anything that impacts the landscape or landform*)**

#### **Need an idea?**

- Are there any current solutions to problems?
- What are some possible solutions?
- Is there an activity travellers could get involved in or make a choice about?

**Paragraph 5: Discuss at least one way that the landscape or landform is managed to ensure its long term sustainability.** (*Sustainability means that the landscape or landform will still be intact or healthy for future generations to enjoy. Managed refers to what actions, plans or strategies are used to make sure that the landscape/landform is maintained*).

**Need an idea?**

- How can you get travellers to commit to visit?
- Is there a catchy slogan designed to attract travellers?
- Can travellers attend education programs at the landforms/landscapes which will inspire them to live sustainably?

**Part 2 - The product:** Your draft SEXE paragraphs will now be edited and published on a web page that you will create. This web page will persuade the traveller to visit your unique landform/landscape.

**Step 1: In pairs, create your webpage using wix.com, weebly.com OR set out the final version of your webpage on a piece of A3 paper.**

[CLICK HERE](#) for a completed model of how your webpage may look and what type of information it should include, visit:

**Step 2: Create your webpage!**

- Polish your draft SEXE paragraphs by using feedback from the teacher, your peers and self-reflection.
- You should include diagrams/drawings/maps/images/photos to highlight the main message/ideas in each paragraph
- There should be at least 5 paragraphs, addressing each idea in part 1 of this assessment
- Include references on your webpage, sourcing where you found the information/evidence you used

**Resources:**

- Factsheets that provide general information about the landforms/landscapes
- Geography text book
- Your planning sheet
- The internet - reputable websites, such as National Geographic, Lonely Planet, Government and Science websites.
- [Model product](#)
- [www.wix.com](http://www.wix.com), [www.weebly.com](http://www.weebly.com)

# Part 1 - The Planning Journal

Before you start, have you:

- Read the assessment notification?
- Understood the purpose of the assessment?
- Found a partner?
- Chosen your landform/landscape?

## Practise being inquisitive

Geography is all about asking questions and exploring issues that impact on humans, society and the environment. Geographical inquiry is the process of asking questions to extend your current knowledge and acquiring (getting), processes (sorting) and communicating information to answer these questions. You need to be creative to ask questions, and that comes with practise!

An example of geographical inquiry questions might be:

- Why is there a diversity of landscapes and landforms on Earth?
- What environmental and human processes form and transform landscapes and landforms?
- Why do people value landscapes and landforms?
- To what extent are landscapes and landforms sustainably managed and protected?

Think - what do you think you know about your landscape/landform?	Puzzle - What questions or puzzles do you have about this topic? (Construct your inquiry questions here)	Explore - How will you explore (find out answers) to your questions?
<p><b>Eg: Geomorphological process of erosion is occurring in ice sheets and glaciers by melting ice</b></p> <p>-</p> <p>-</p> <p>-</p>	<p><b>Eg: Why is the ice melting more than normal and what is being done to stop the erosion of glaciers?</b></p> <p>-</p> <p>-</p> <p>-</p>	<p><b>Eg: Look up websites about glacier management.</b></p> <p>-</p> <p>-</p>

**Research time:**

**Paragraph 1** Location and description of the diverse (different) features and characteristics of your chosen landscape and/or landform

**Purpose of paragraph:** You're looking to highlight unique (different) features and characteristics of the landform/landscape to convince them to visit and value the landform/landscape (refer to page X for more ideas)

Search phrases you might use (think about your inquiry questions):
Record ideas/statistics/examples/information gems!
Find a map/images and copy/paste here:

<i>Remember SEXE!</i>	<b>Paragraph 1:</b> Location and description of the diverse (different) features and characteristics of your chosen landscape and/or landform.	<b>Valuable vocab/ Metalanguage</b> Add some key term/concepts that you want to get across to the reader
<b>S</b> ate What is your answer to the question?	_____ _____ _____ _____	
<b>E</b> xplain your answer! Look at your opening	_____ _____	

<p>statement and then ask yourself questions such as why or how.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><b>eX</b>ample</p> <p>Use a relevant example which reinforces your statement and explanation</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><b>E</b>laborate</p> <p>discuss how the example you've chosen proves your answer. As yourself <i>What makes you say that?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Make sure you **edit** your work for:

- Spelling
- Correct use of full stops and commas
- Capital letters to begin sentences
- Words used in their correct context
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<b>Marking Criteria: Outcome GE4-1:</b> Locate (say where it is in the world) and describes the diverse (different) features and characteristics of a range of places and environments (in this case, your specific landform/landscape)				
<b>Are you there yet? Using google maps, other maps, images, research, an atlas, understanding of spatial distribution, how well did you?:</b>	<b>Not there yet</b>	<b>Getting there</b>	<b>Got it</b>	<b>Recommendations/ feedback (from teacher and self)</b>
Use a world map or local map to show the location of the landform/landscape				
Describe the features and characteristics of the landform/landscape				
Use descriptive and geographical terms to communicate the different features and characteristics				
Refer to images/maps or other tools used to convey information about the landscape/landform on the webpage				
Use a relevant example to describe the features and characteristics of the landform/landscape				
<b>Overall grade</b>				<b>A- Excellent</b> <b>B- Thorough</b> <b>C- Highly Accomplished</b> <b>C- Sound</b> <b>D- Basic</b> <b>E - Elementary</b>

**Research time for:**

**Paragraph 2:** Describe geomorphological processes that made the landscape and/or landform. (*A process is how a landscape or landform has changed or transformed over time*).

**Purpose of paragraph:** You're looking to highlight how this landscape/landform was created and how it might change in the future. At the Tourist Education Coordinator you want to make the reader feel as though they must visit the landform/landscape before it's too late! (refer to page X for more ideas)

Search phrases you might use (think about your inquiry questions):
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Record ideas/statistics/examples/information gems!

Find a map/images and copy/paste here:

<i>Remember SEXE!</i>	Paragraph 2: Explain geomorphological processes that made the landscape and/or landform. <i>(A process is how a landscape or landform has changed or transformed over time).</i>	<b>Valuable vocab/ Metalanguage</b> Add some key term/concepts that you want to get across to the reader
<b>S</b> tate What is your answer to the question? -	<hr/> <hr/> <hr/> <hr/>	
<b>E</b> xplain your answer! Look at your opening statement and then ask yourself questions such as why or how	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>e</b> Xample Use a relevant example which reinforces your	<hr/> <hr/> <hr/>	

statement and explanation	<hr/> <hr/>	
<b>E</b> laborate discuss how the example you've chosen proves your answer. As yourself <i>What makes you say that?</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<b>Marking Criteria: Outcome GE4-2:</b> Describes processes (geomorphological) and influences (changes) that form and transform places and environment (in this case your chosen landform/landscape)				
Are you there yet? Using google maps, other maps, images, research, understanding of geographical processes/influences and change, how well did you?:	Not there yet	Getting there	Got it	Recommendations/ feedback (from teacher and self)
Clearly describe the geomorphological processes that created/formed the landscape/landform				
Use 'cause and effect' language to explain the influences (changes) that transform the landscape/landform				
Use descriptive and geographical terms to communicate processes and influences				
Refer to images/maps or other tools used to convey information about the landscape/landform on the webpage				
Use a relevant example to explain the geomorphological processes and influences that transform a landscape/landform				
<b>Overall grade</b>				<b>A- Excellent</b> <b>B- Thorough</b> <b>C- Highly Accomplished</b> <b>C- Sound</b> <b>D- Basic</b> <b>E - Elementary</b>

# Practise being imaginative

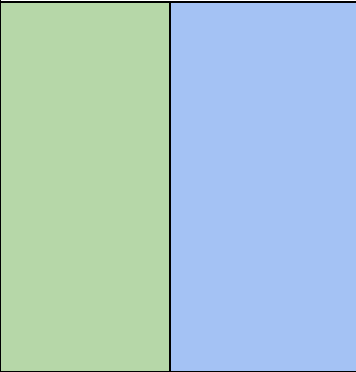


Being an imaginative person means that you can make connections between ideas. The task is asking you to make connections between information about landscapes/landforms and creating a webpage for tourists. This is very sophisticated thinking. To help you make connections between information and presentation, complete 'colour, symbol and image'.

## Steps:

1. Select a colour that you think represents your landscape/landform and can be used on your webpage.
2. A symbol is a thing that stands for something else. For example of a dove represents peace. Select a symbol that you think represents the content being explored about your landform/landscape, that can be used on your webpage.
3. Select an image/picture/diagram that represents your landform/landscape and can be used on your webpage.

Colour	Symbol	Image
Explanation	Explanation	Explanation

## Model answer based on creating a webpage about The Rooty Hill Hill

Colour	Symbol	Image
		
The brilliant blue skies which are often seen as a backdrop to the grassy	A group of diverse people holding hands is a symbol used to convey community. The Rooty Hill Hill is a landform that encourages the	Image of the Rooty Hill Hill will act as the backdrop to the website. It is perfect as it shows the viewer the

<p>green Rooty Hill are reflected in these colour choices. This colour scheme will be present on the webpage to engage viewers in the beauty of the hill and entice them to visit the landform and find out more about the hill.</p>	<p>community to come together at special events which helps create a sense of belonging and identity. This means that the hill needs to be sustained for the future as it is very special and significant to locals and Aboriginal people in the area. The webpage will have a community feel to it and be inviting and warm as it discusses the Rooty Hill landform.</p>	<p>landform - its shape, form and setting. It also gives a visual indication as to what geomorphological processes, such as folding and faulting, may have occurred to give this landscape its form. The geomorphic processes will be investigated and presented on the webpage.</p>
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**RESEARCH TIME:**

**Paragraph 3:** Examine at least one perspective of a person and/or organisation and/or government about the value of the landform/landscape to them and why it is important for it to be protected and managed for future generations.

**Purpose of paragraph:** You're looking to highlight the value of this landform/landscape. This will create empathy and recognition of cultural significance that is held for this landform/landscape (refer to page X for more ideas).

Search phrases you might use (think about your inquiry questions):
Record ideas/statistics/examples/information gems!
Find a map/images and copy/paste here:

<p><i>Remember SEXE!</i></p>	<p><b>Paragraph 3:</b> Examine at least one perspective of a person and/or organisation and/or government about the value of the landform/landscape <b>to them</b></p>	<p><b>Valuable vocab/ Metalanguage</b> Add some key term/concepts that you want to get across to the reader</p>
<p><b>S</b> State What is your answer to the question?</p>	<p>_____</p> <p>_____</p> <p>_____</p>	

	<hr/>	
<p><b>E</b>xplain your answer! Look at your opening statement and then ask yourself questions such as why or how</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>e<b>X</b>ample</p> <p>Use a relevant example which reinforces your statement and explanation</p>	<hr/> <hr/> <hr/> <hr/>	
<p><b>E</b>laborate</p> <p>discuss how the example you've chosen proves your answer. As yourself <i>What makes you say that?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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**Marking Criteria: Outcome GE4-4:** Examine at least one perspective of a person and/or organisation and/or government about the value of the landform/landscape **to them**

Are you there yet? Using google maps, other maps, images, research, understanding of perspective and value of landforms/landscapes to people, how well did you?:	Not there yet	Getting there	Got it	Recommendations/ feedback (from teacher and self)
Inquire into the perspectives of individuals, groups OR governments and convey the value of the landscape/landform to them				
Use descriptive and geographical terms to communicate perspective and value of landforms/landscapes				
Refer to images/maps or other tools used to convey information about the landscape/landform in preparation for the webpage				
Use a relevant example report on the perspective of a person, organisation or government on the value of the landscape/landform to them				
<b>Overall grade</b>				<b>A- Excellent</b> <b>B- Thorough</b> <b>C- Highly Accomplished</b> <b>C- Sound</b> <b>D- Basic</b> <b>E - Elementary</b>

# Practise being collaborative

Being a collaborative person means that you can work in a team (cooperate appropriately), give and receive feedback and share ideas. If collaboration is not planned, there is a potential for challenges in getting the job done. No matter what job you do, you will need to be collaborative. Practise this skill by talking to your partner and planning out what needs to be done to complete your learning.

When you have completed your product (the webpage), reflect on your collaboration by completing this google form:

\*\*\*\* Self reflection google form\*\*\*\*\*

# Practise being persistent

Being a persistent person means that you can stick with difficulty, tolerate uncertainty and dare to be different. If you're starting to feel tired with this project, now is the time to be persistent. Recall what the purpose of this project is all about. Practise being persistent by remembering your goals and develop your skills in persistence by becoming resilient, innovative and finding the inner strength to overcome demotivation!

## RESEARCH TIME:

**Paragraph 4: Explain a problematic issue facing the landform/landscape.** (*This could be problematic erosion, chemical weathering, increase in population or urbanisation, tourism, global warming - anything that impacts the landscape or landform*).

**Purpose of paragraph:** You're looking to highlight the problems faced by the landform/landscape. Convince travellers that they should visit the landform/landscape so that they can be involved in sustaining the landform/landscape.

Search phrases you might use (think about your inquiry questions):
Record ideas/statistics/examples/information gems!
Find a map/images and copy/paste here:



<p><i>Remember SEXE!</i></p>	<p><b>Paragraph 4: Explain a problematic issue facing the landform/landscape.</b> <i>(This could be problematic erosion, chemical weathering, increase in population or urbanisation, tourism, global warming - anything that impacts the landscape or landform).</i></p>	<p><b>Valuable vocab/ Metalanguage</b> Add some key term/concepts that you want to get across to the reader</p>
<p><b>S</b>ate What is your answer to the question?</p>	<hr/> <hr/> <hr/> <hr/>	
<p><b>E</b>xplain your answer! Look at your opening statement and then ask yourself questions such as why or how,</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>e<b>X</b>ample Use a relevant example which reinforces your statement and explanation</p>	<hr/> <hr/> <hr/> <hr/>	
<p><b>E</b>laborate discuss how the example you've chosen proves your answer. As yourself <i>What makes you say that?</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/>	

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<b>Marking Criteria: Outcome GE4-5:</b> Discusses management of places and environments for their sustainability (keeping the landscape/landform protected for future generations)				
<b>Are you there yet? Using google maps, other maps, images, research, understanding of problematic issues facing landforms/landscapes, how well did you?:</b>	<b>Not there yet</b>	<b>Getting there</b>	<b>Got it</b>	<b>Recommendations/ feedback (from teacher and self)</b>
Identify and explain the problematic issue faced by the landscape/landform				
Use cause-effect language to communicate the problematic issue(s) faced by the landforms/landscapes				
Refer to images/maps or other tools used to convey information about the landscape/landform in preparation for the webpage				
Use a relevant example highlight the extent of the problematic issue faced by the landscape/landform				
<b>Overall grade</b>				<b>A- Excellent</b> <b>B- Thorough</b> <b>C- Highly Accomplished</b> <b>C- Sound</b> <b>D- Basic</b> <b>E - Elementary</b>

RESEARCH TIME:

**Paragraph 5: Discuss at least one way that the landscape or landform is managed to ensure its long term sustainability.** (*Sustainability means that the landscape or landform will still be intact or healthy for future generations to enjoy. Managed refers to what actions, plans or strategies are used to make sure that the landscape/landform is maintained*).

**Purpose of paragraph:** You're looking to get the young travellers involved in convincing their friends to visit the landform/landscape so that it can be sustained in the future. How can they become involved in its sustainability?

Search phrases you might use (think about your inquiry questions):

Record ideas/statistics/examples/information gems!

Find map/images and copy/paste here and note down implications/ideas:

How could young people get involved in the sustainability of this landform/landscape?

Why is this landform/landscape important to value/visit?

<p><i>Remember!</i></p>	<p><b>Paragraph 5:</b> Discuss at least one way that the landscape or landform is managed to ensure its long term sustainability.</p>	<p><b>Valuable vocab/ Metalanguage</b> Add some key term/concepts that you want to get across to the reader</p>
<p><b>S</b>tate What is your answer to the question?</p>	<hr/> <hr/> <hr/> <hr/>	
<p><b>E</b>xplain your answer! Look at your opening statement and then ask yourself questions such as why or how</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>e<b>X</b>ample Use a relevant example which reinforces your statement and explanation</p>	<hr/> <hr/> <hr/> <hr/>	
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<b>Marking Criteria: Outcome GE4-5:</b> Discusses management of places and environments for their sustainability (keeping the landscape/landform protected for future generations)				
<b>Are you there yet? Using google maps, other maps, images, research, understanding of management strategies to sustain the landform/landscape, how well did you?:</b>	<b>Not there yet</b>	<b>Getting there</b>	<b>Got it</b>	<b>Recommendations/ feedback (from teacher and self)</b>
Discuss the positives or negatives of the management strategy used to sustain landscape/landform				
Convey your understanding of sustainability through the use of geographical terms				
Refer to images/maps or other tools used to convey information about the landscape/landform in preparation for the webpage				
Use a relevant example highlight the need for sustainable management practices to protect the landscape/landform				
<b>Overall grade</b>				<b>A- Excellent</b> <b>B- Thorough</b> <b>C- Highly Accomplished</b> <b>C - Sound</b> <b>D- Basic</b> <b>E - Elementary</b>

**End of planning sheet**

## Part 2 - The Polished Product

### Check in questions for reflection/discussion:

- 1) What is the purpose of the webpage that you're about to create?
- 2) How well are you and your partner working together?
- 3) How might this project help you develop skills for other subjects, life in general and/or the workplace?

**The product:** Create **one** web page that will provide the traveller with information about your chosen landform and/or landscape.

### Create your webpage!

- In pairs, create your webpage using [www.wix.com](http://www.wix.com), <https://www.weebly.com/au>, OR set out the final version of your webpage on a piece of A3 paper.
- For a completed model of how your webpage may look and what information it should include [CLICK HERE](#)
- Polish your draft SEXE paragraphs by using feedback from the teacher your peers and self-reflection.
- There should be at least 5 paragraphs on your webpage
- You should include diagrams/drawings/maps/images/photos
- Check the marking criteria to know exactly what you have to do:

<b>Marking Criteria:</b>				
<b>Outcome GE4-7 and GE4-8:</b> Acquires (finds) and processes (analyses) geographical information by selecting and using geographical tools (maps, images, fieldwork, visual representations, graphs/statistics) for inquiry (questions) and communicates geographical information using a variety of strategies (such as a web page)!				
<b>Are you there yet? Using inquiry questions, research and communication skills, how well did you?:</b>	<b>Not there yet</b>	<b>Getting there</b>	<b>Got it</b>	<b>Recommendations/ feedback (from teacher and self)</b>
Uses relevant research to support ideas				
Use images to visually communicate geomorphological processes OR relevant information about the landform/landscape				
Refer to images/maps or other tools used to convey information about the landscape/landform on the webpage				
Clearly link to inquiry questions (clear elaboration in the paragraph)				
Structure the paragraphs to create a logical flow				
Use sophisticated, professional language and geographical terms				

Design the website to fulfil the original scenario and communicate the idea that landforms/landscapes make us who we are (appropriate colours, language and format are used).				
Reference sources of information on the webpage				
<b>Overall grade</b>				<b>A- Excellent</b> <b>B- Thorough</b> <b>C- Highly Accomplished</b> <b>C- Sound</b> <b>D- Basic</b> <b>E - Elementary</b>

**Time to reflect on whether you have developed and practised your creativity and inquiry skills**

What do grades actually mean:

<b>Grade A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>Grade B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>Grade C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>Grade D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>Grade E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.