

....Educating Global Citizens

Craigslea
State High School


**Social Sciences
and Languages**

Geography

Year 10



An Independent Public School

Year Level Plan	Year 10	Geography	Social Sciences and Languages	 Australian CURRICULUM
		Term 1/3	Term 2/4	
		Unit 1	Unit 2	
		<p>Geographies of Human Wellbeing</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> How can the spatial variation between places and changes in environments be explained? What management options exist for sustaining human and natural systems into the future? How do world views influence decisions on how to manage environmental and social change? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at a range of scales, including the geographical contexts in Australia Africa and a country in the Asia region discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus select, record and organise relevant geographical data and information, from a range of appropriate sources to identify causes of global differences in the measures of human well-being between countries evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to predict outcomes about changes represent multi-variable data in a range of appropriate forms, for example, spatial differences in well-being within and between countries in arrange of appropriate forms represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate apply geographical concepts to synthesise information from various sources to explore programs designed to reduce the gap between differences in well-being within and between countries draw conclusions based on the analysis of data information taking into account alternative points of view on differences in well-being within and between countries, and evaluate programs designed to reduce the gap between differences in well-being within and between countries present arguments and explanations using geographical terms 	<p>Environmental Change and Management</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> How can the spatial variation between places and changes in environments be explained? What management options exist for sustaining human and natural systems into the future? How do world views influence decisions on how to manage environmental and social change? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at a range of scales, including the geographical contexts of Australia and one other country develop geographically significant questions and plan an inquiry for a for a selected environment and the challenges it faces that follows geographical methods and applies geographical concepts select and record relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources to investigate how environmental functions support life and the major challenges to sustainability apply geographical concepts to synthesise information from various sources to identify environmental worldviews that influence how people perceive and respond to an environmental issue, including those of Aboriginal peoples and Torres Strait Islander peoples collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of primary and secondary sources for selected environment evaluate sources for their reliability, bias and usefulness evaluate sources for their reliability, bias, usefulness and taking into account alternative points of view present findings in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal 	
Assessment Tasks				
<p>Assessment Task 1</p> <p><i>Supervised Assessment: Short Response Exam</i></p> <p>The purpose of this assessment is to assess student responses that are produced independently, under supervision and in a set time frame. Students interpret, analyse and form conclusions about data and information, and respond to questions using representations, short answers and paragraph responses.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain how geographical processes at different scales change the characteristics of places predict changes in the characteristics of places and environments over time, across space and a different scales explain the predicted consequences of change present arguments and explanations using appropriate relevant geographical terminology and appropriate communication forms <p>Students demonstrate in 2 x 60 minute short response exams (Part A: Data Manipulation / Part B: Data Analysis) how to manipulate and represent data in order to analyse, explain and predict patterns of human wellbeing. All sources provide within exam.</p>		<p>Assessment Task 2</p> <p><i>Supervised Assessment: Response to Stimulus Exam</i></p> <p>The purpose of this assessment is to assess student responses that are produced independently, under supervision and in a set time frame. Students interpret, analyse and form conclusions about data and information, and respond to questions using paragraph responses.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes represent multi-variable data in a range of appropriate forms and construct graphic representations, selected to suit purpose, including special purpose maps that use a suitable scale and comply with cartographic conventions use a range of methods to interpret and analyse maps, data and other geographical information to make generalisations and inferences evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic, political and social considerations explain the predicted outcomes and consequences of their proposal <p>In 3 x 60 minute sessions, students synthesise data and information about wellbeing in the Democratic Republic of the Congo, evaluate alternative proposals and complete a decision-making matrix, and draw reasoned conclusions by writing a 700 - 800 word response on the selected proposal, including predicted outcomes and why the other proposal would not be as beneficial. All sources provided within exam.</p>		<p>Assessment Task 3</p> <p><i>Research Assignment (Research Report)</i></p> <p>The purpose of this technique is to assess students' abilities to observe, collect, record, and represent geographical data and findings to respond to inquiry questions. Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using digital and non-digital communication forms specific to the study of geography.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain how interactions between geographical processes at different scales change the characteristics of places identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences predict changes in the characteristics of places over time, across space and at different scales and explain the predicted consequences of change evaluate alternative views and strategies to address a geographical challenge using environmental, economic, political and social criteria and draw a reasoned conclusion use initial research to identify, develop and modify geographically significant questions to frame an inquiry critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data record multi-variable data analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives evaluate findings and propose action taking account of environmental, economic, political and social considerations and explain the predicted outcomes and consequences of their proposal represent multi-variable data in the most appropriate digital and non-digital forms present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms <p>Students assess how the interaction of geographical processes and human actions has changed the characteristics of a place over time and how these changes can be managed into the future, and presented in a 700-800 word research report.</p>
Achievement Standard - Elements Assessed				
<p>By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.</p> <p>Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. 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Geographical Knowledge and Understanding	Units	
	1	2
Geographical Knowledge and Understanding		
Environmental Change and Management		
Human-induced environmental changes that challenge sustainability (ACHGK070)		✓
Environmental world views of people and their implications for environmental management (ACHGK071)		✓
The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)		✓
The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)		✓
The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)		✓
The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)		✓
Geographies of Wellbeing		
Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)	✓	
Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)	✓	
Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)	✓	
Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)	✓	
Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080)	✓	
The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)	✓	

Geographical Knowledge and Understanding	Units	
	1	2
Concepts for Geographical Understanding		
Place		
Places are parts of the earth's surface and can be described by location, shape, boundaries, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality. <i>In Years 7-10, students extend their focus beyond their own communities to a wider exploration of the world. They explore how the interaction between geographical processes changes the characteristics of places over time.</i>	✓	✓
Space		
Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales. <i>In Years 7-10, students investigate the spatial distributions, patterns, trends and relationships among phenomena over time. For example, students can investigate population patterns over time to determine how urban planning organises the space within cities or regions.</i>	✓	✓
Environment		
Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, croplands, buildings and roads. <i>In Year 7-10, units have an applied focus on the significance of the environment and how different views of places and environments influence decisions about their management.</i>	✓	✓
Interconnection		
Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection. <i>In Years 7-10, students investigate how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments.</i>	✓	✓
Sustainability		
Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing. <i>In Years 7-10, sustainability is a continuing theme and is progressively developed to become the major focus in Year 10.</i>		✓
Scale		
Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue. <i>In Years 7-10, students continue to develop geographical knowledge of the world through the investigation of selective studies of world regions and specific countries. By Year 10, students explore the interaction between geographical processes on a range of scales.</i>	✓	✓
Change		
Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift. <i>In Years 7-10, students apply human-environment systems thinking to understand the causes and consequences of environmental change and geographical concepts and methods to evaluate and select strategies to manage the change. In Years 7-10, students apply human-environment systems thinking to understand the causes and consequences of environmental change and geographical concepts and methods to evaluate and select strategies to manage the change.</i>		✓

Geographical Inquiry and Skills	Units	
	1	2
Geographical Inquiry and Skills		
Observing, Questioning and Planning		
Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)	✓	✓
Collecting, Recording, Evaluating and Representing		
Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)	✓	✓
Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS074)	✓	✓
Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075)	✓	✓
Interpreting, Analysing and Concluding		
Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)	✓	✓
Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking in to account alternative points of view (ACHGS077)	✓	✓
Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078)	✓	✓
Communicating		
Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology, and digital technologies as appropriate (ACHGS079)	✓	✓
Reflecting and Responding		
Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)	✓	✓