

Year Level Plan		Year 7	Geography	Social Sciences and Languages		
			<b>Term 3</b>			
			<b>Unit 1 - Water in the World</b>	<b>Term 4</b>		
			<b>Unit 1 - Water in the World</b>	<b>Unit 2 - Place and Liveability</b>		
<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How do people's reliance on places and environments influence their perception of them?</li> <li>What effect does the uneven distribution of resources and services have on the lives of people?</li> <li>What approaches can be used to improve the availability of resources?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region</li> <li>discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus</li> <li>classify environmental resources and recognise how use of resources changes over time</li> <li>make observations and select and record geographical information from secondary source on the forms water takes and how it is used</li> <li>select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them</li> <li>represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources</li> <li>represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale maps that conform to cartographic conventions</li> <li>interpret distributions, patterns, trends and relationships in the quantity and variability of Australia's water resources and water scarcity and compare with other countries</li> <li>evaluate information for its reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aboriginal peoples and Torres Islander peoples and people in Asia</li> <li>apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards</li> <li>form conclusions about the nature of water scarcity and ways of overcoming it and the ways water is valued and perceived, present in an argument, using geographical terms</li> <li>propose strategies to increase community awareness of the importance of a sustainable supply of water</li> </ul>			<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>How do people's reliance on places and environments influence their perception of them?</li> <li>What effect does the uneven distribution of resources and services have on the lives of people?</li> <li>What approaches can be used to improve the availability of resources and access to services?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies of world region, including the geographical contexts of Australia and Europe</li> <li>discuss unit inquiry questions and geographical methodologies</li> <li>make observations and develop geographically significant questions in response to a geographical challenge, for example, deciding where to live</li> <li>examine measures of liveability and consider perceptions on the liveability of places at national scale</li> <li>collect, select and record relevant geographical data and information from primary and secondary sources to determine the influence of environmental quality and accessibility to services on the liveability of places</li> <li>select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places</li> <li>evaluate the information for its reliability and usefulness</li> <li>interpret and analyse geographical information to form conclusions about which factors affect liveability of places</li> <li>present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe</li> <li>propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria</li> <li>describe the expected effects of their proposal</li> <li>reflect on the inquiry process and their learning</li> </ul>			
<b>Assessment Tasks</b>						
<p><b>Assessment Task 1</b> <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>In a 60 minute short response exam students demonstrate an understanding of geographical processes that influence the characteristics of places and how places are perceived and valued differently.</p>		<p><b>Assessment Task 2</b> <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>In 2 x 60 minute sessions students: analyse stimulus materials and complete a decision-making matrix; and write paragraph responses that include background, alternative strategies, conclusion.</p>		<p><b>Assessment Task 3</b> <i>Collection of work (Multimodal)</i></p> <p>The purpose of this technique is to assess student responses to a series of focused tasks relating to a single cohesive investigative context. Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using written or non-written text-types specific to the study of geography.</p> <p>Students assess the factors influencing liveability in a local area and through observation and research, develop a proposal that improves liveability of the local area, and present in a multimodal format.</p>		