

Year Level Plan		Year 8	Geography	Social Sciences and Languages	
Term 1			Term 2		
Unit 1			Unit 2		
<p><b>Landforms and landscapes</b></p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> <li>How do environmental processes affect the characteristics of landscapes and their distinctive landform features?</li> <li>How do the interconnections between people and environments affect the value, degradation or protection of landscapes?</li> <li>What are the consequences of changes to landscapes as a result of geomorphic hazards and how can these changes be managed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>use geographical tools to identify and describe examples of different types of landscapes and landforms (e.g. coastal, riverine, mountain and karst) from Australia and throughout the world.</li> <li>use geographical tools to identify some iconic landscapes in Australia and the world</li> <li>explore the aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal peoples and Torres Strait Islander peoples</li> <li>develop geographically significant questions and plan an inquiry to investigate the geomorphic processes that produce landforms, including a case study of at least one landform</li> <li>collect and record relevant data and information about the landform, using ethical protocols</li> <li>evaluate sources for their reliability and usefulness and represent data in appropriate forms, e.g. topographic maps, photographs, field sketches, annotated diagrams and cross-sections</li> <li>explain the spatial distribution of the landform by interpreting topographic maps at different scales</li> <li>investigate the human causes and effects of landscape degradation and ways of protecting significant landscapes</li> <li>investigate the causes, impacts and responses to a geomorphological hazard, such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, using case studies from the Asia region</li> <li>reflect on their learning to propose individual and collective action in response to a landscape challenge and predict outcomes for their proposal</li> <li>present findings, arguments and ideas in a range of communication forms, using geographical terminology and digital technologies where appropriate</li> </ul>			<p><b>Changing Nations</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>How do human processes, such as urbanisation and migration, affect the characteristics of places?</li> <li>How do the interconnections between places and people (e.g. through production, consumption, transport and technology) affect the lives of people?</li> <li>What are the consequences of changes to places from urbanisation and migration and how can these changes be managed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>develop geographically significant questions about urbanisation in an Asian country</li> <li>examine the causes and consequences of urbanisation, drawing on a study from Indonesia or another country in the Asian region</li> <li>represent data in appropriate forms, (e.g. compound column graphs, population pyramids annotated diagrams and population maps) at different scales, using cartographic conventions</li> <li>use geographical tools to compare the distributions, patterns and trends in urban concentration in Australia and the United States of America</li> <li>identify reasons for, and effects of, internal migration in Australia, including the population mobility of Aboriginal peoples and Torres Strait Islander peoples, compared with the reasons for, and effects of, internal migration in China.</li> <li>identify and explain the reasons for, and effects of, international migration to Australia</li> <li>explain the spatial distribution of urban centres and population using digital and spatial technologies where appropriate</li> <li>infer relationships to draw conclusions</li> <li>present findings, arguments and ideas in a range of communication forms, using geographical terminology and digital technologies where appropriate</li> <li>investigate ways of managing and planning Australia's cities and regional urban centres using case studies, and predict their consequences</li> </ul>		
Assessment Tasks					
<p><b>Assessment Task 1</b></p> <p><i>Supervised Assessment: Short Response Exam</i></p> <p>The purpose of this type of 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 explain interconnections within environments. All sources provided within exam.</p>		<p><b>Assessment Task 2</b></p> <p><i>Supervised Assessment: Response to Stimulus Exam</i></p> <p>The purpose of this type of 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 3 x 60 minute sessions, students analyse stimulus materials and complete a decision-making matrix; and write paragraph responses that includes background, alternate strategies, and conclusion. All sources provided within exam.</p>		<p><b>Assessment Task 3</b></p> <p><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 how migration within and into Australia has changed urban communities and how urban developments can be managed sustainably, and present in a multimodal format.</p>	