

Year Level Plan		Year 9	Geography	Social Sciences and Languages	
Term 1			Term 2		
Unit 1			Unit 2		
<p>Biomes and food security</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments and how can this change be managed? • What are the future implications of changes to environments? • Why are interconnections and interdependencies important for the future of environments? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the national and global scales, including the geographical context of Australia to investigate the role of biotic environment and its role in food and fibre production • discuss unit inquiry questions and useful sources • select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world, and alteration and significance as a source of food and fibre • select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future • represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate • evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes • apply geographical concepts to synthesise information from various sources to determine environmental challenges • draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future • present information using geographical terms 			<p>Geographies of Interconnections</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and how can this change be managed? • What are the future implications of changes to places? • Why are interconnections and interdependencies important for the future of places? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies of world regions including the geographical contexts of Australia and Asia to investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways • develop geographically significant questions and plan an inquiry for a geographical challenge that follows geographical methods and applies geographical concepts • collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources to identify the connections between people, places and environments • represent the spatial distribution of interconnections between people and places and the products they buy 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 identify the effects of global production on people and places • draw conclusions based on the analysis of data information taking into account alternative points of view on the ways transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally • present information using geographical terminology in appropriate forms, selected for their effectiveness and suitability for audience and purpose • reflect on and evaluate findings of the inquiry to propose individual and collective action in response to a geographical challenge, taking account of environmental, economic and social considerations, and predict the outcomes and consequences of that action 		
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>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>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>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>Assessment Task 3</p> <p><i>Collection of Work (Multimodal)</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 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>	