PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Geography**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **G** | **H** | **Y** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Geography (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **K&U** | **AE** | **Ap** |
| **Assessment Type 1: Geographical Skills and Applications**  **Weighting 70%** | **Contemporary Issues (Local)** Decision-making exercise based on a local issue e.g. the best location for a proposed development of a new fast food drive through restaurant. Students analyse and interpret a variety of geographical data to select the best location for the proposed development. This data, in paper or GIS format, can include maps, economic information on jobs and projected income for the local area, environmental quality surveys, and data on local businesses and organisations such as schools.  Students produce a map identifying their choice of best location for the development and present their justification for this location based on the information provided. Students present their justification in an oral or multimodal format. | KU1  KU2 | AE2 | Ap1 | 1 week of class time to analyse data and prepare map and presentation.  Maximum of 5 minutes for an oral or multimodal presentation. |
| **Natural Hazards** A comparative study of a geomorphic hazard event in a developed country and in a developing country. Students chose from either, a volcanic eruption, earthquake or tsunami to compare. Students research the cause of the hazard in each location and the vulnerability and level of risk, including social factors, of each location to the hazard. Students investigate and compare the local, national and global responses to the disaster at each location.  The comparative study is presented as a news item, either as a newspaper article, TV or radio report, or a news web page. | KU2 | AE1 | Ap2 | 2 week class time and students’ own time to research and compile data and prepare news item.  Maximum of 800 words or 5 minutes for oral or multimodal response. |
| **Biological and Human-induced Hazards** Students select either the Fukushima nuclear power station disaster or a current act of terrorism to research. Students individually investigate the social, economic and environmental impacts of their case study hazard. They will gather and analyse information to determine these impacts on the local population and environment, and examine the national and global consequences including, the effects on travel, trade and global relationships.  Students will present their findings as a written or oral report, PowerPoint or multimodal presentation, a web page or blog. | KU1 | AE1 | Ap2 | 2 weeks class time and students’ own time to research and prepare findings.  Maximum of 800 word or 5 minutes for oral or multimodal response. |
| **Assessment Type 2: Fieldwork**  **Weighting**  **30%** | **Contemporary Issues (Local)/ Natural Hazards** Students participate in supervised field work excursions to 3 bushfire affected locations in the Adelaide Hills. Students collaboratively investigate the regeneration of vegetation in the 3 areas affected by bushfires. Students use a range of fieldwork techniques to observe, measure and record data. This data could include, vegetation type, amount and regrowth levels, and soil pH, moisture and nutrient content.  Individually, students critically analyse the impact of the bushfires on the natural environment and its subsequent recovery in each location, and undertake a comparative analysis of the impacts across the locations.  Students produce an individual report on their findings in the form of a written report, broadsheet , PowerPoint presentation, multimodal presentation or web page. Students should include a variety of visual representations of their geographical data, including at least one map. |  | AE2 | Ap1  Ap2 | Supervised teacher led fieldwork trips.  1 week class time for familiarisation with fieldwork equipment and measurement techniques.  2 weeks class time and students’ own time to finalise report.  Maximum of 1000 words or 6 minutes for oral or multimodal response. |

***Four assessments.*** *Please refer to the Stage 1 Geography subject outline.*