# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **G** | **H** | **Y** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Geography – 20 credits

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 1: Geographical Skills and Applications – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | AE | Ap |
| Fieldwork techniquesStudents participate in a class excursion to a local site or several sites to familiarise themselves with a variety of data collection techniques. They present a multimodal report outlining the data collection techniques they used and evaluating the usefulness and accuracy of the fieldwork techniques they carried out. |  |  | 1,2 | Multimodal presentation.  Presentation to a maximum of 800 words or 5 minutes. |
| Climate ChangeStudent use a variety of internet sites such as <http://whatsyourimpact.org/enhanced-greenhouse-effect> and <http://www.nova.org.au/earth-environment/enhanced-greenhouse-effect> to investigate the natural greenhouse effect and the enhanced greenhouse effect. They examine the key causes of the enhanced greenhouse effect and the current and future impacts of global warming for Australia as a nation. Students present their findings as a movie clip or webpage. | 1,2 | 2 |  | Movie clip or web page.  Maximum of 1000 words or 6 minutes. |
| GlobalisationStudents examine the influence of global brands and branding around the world by studying in detail one global company which has influence on products and marketing. Students research the growth history, global distribution of the brand, the influence in host countries, and the sustainability of production and marketing. As part of their research students identify any environmental, social, economic, and/or political issues that may be present. Students present an illustrated A3 broadsheet highlighting their findings. | 2 | 2 | 2 | Illustrated Broadsheet  Maximum of 1000 words. |
| Transforming global inequality Students research the issues associated with political instability, conflict, and/or war in a region of the world that creates inequality. Students focus on one of: access to health care, food security, access to education, or sustainable development goals. Students present a multimodal presentation, such as a Voki (avatar), PowerPoint or Prezi presentation, highlighting the issues faced in achieving sustainable goals. | 1,2 | 1 |  | Multimodal presentation  Issues analysis  Maximum of 1000 words or 6 minutes. |

Assessment Type 2: Fieldwork Report – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | AE | Ap |
| Students complete an individual fieldwork on a local topic or geographical issue of their choice. They devise a hypothesis or inquiry question, and use a wide range of fieldwork techniques to collect data. Students analyse, interpret and evaluate the data to elicit patterns and draw conclusions. Students integrate the graphic presentation of data collected throughout their findings and produce a comprehensive report with appropriate recommendations or proposed future actions. |  | 1,2 | 1,2 | Fieldwork report in written, oral and/or multimodal format.  Maximum of 2000 words, or 12 minutes |

Assessment Type 3: Examination – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students undertake one 2–hour written exam consisting of two parts. Part A focuses on geographical skills and Part B focuses on the application of skills developed through the study of Topic 1: Ecosystems and ecological footprints, and Topic 3: Population Change. The geographic skills assessed are fieldwork techniques, and the use and interpretation of geographic data, including maps and other visual representations. Part B consists of open-ended questions, allowing students to use examples from case studies and interpret and analyse sources provided in the exam paper. |

*Six assessments.**Please refer to the Stage 2 Geography subject outline.*