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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| SACESchool 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.
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**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%** | **Urban Places:** Students demonstrate knowledge and understanding of the concept of liveability in urban places. Undertaken at a local scale, comparing suburbs, they analyse and evaluate information from maps, photographs, environmental quality surveys, traffic data and economic surveys including employment, to rank 4 locations according to their liveability. Students generate their own liveability map, either by hand or using GIS, devising a legend to illustrate the differences in liveability for each location. This map should reflect all factors contributing to liveability. Students select the locations they think are the most and least liveable places and give reasons to justify their choices. Students should suggest ways to improve the liveability of the least liveable place. Student responses can be written, oral or multimodal.  | KU1KU2 | AE2 | Ap1 | 2 weeks class time to analyse data and prepare presentation.Map and maximum 800 words or 5 minutes for oral or multimodal response. |
| **Megacities:** Through a case study of Dharavi or another informal settlement, students examine the environmental, social and economic challenges to living there. They analyse and evaluate the challenges to, and make recommendations to improve, the quality of life of the inhabitants.Students can choose to report their recommendations as an Indian government or NGO spokesperson and can do this as a web page, broadsheet, written report, multimodal presentation or built model (with annotations) of the informal settlement. | KU2 | AE2 | Ap2 | 2 weeks class time to analyse data and prepare presentation.Maximum 800 words or 5 minutes for oral or multimodal response. |
| **Urban Places: Aligns with Geographical Skills and Applications Task 2** Students collaboratively investigate how land use in an urban place is organised. Students observe, identify and record fieldwork data along a teacher selected transect. Prior to the collection of data, students devise a suitable land use classification key, based on the type of land use (residential, commercial etc.) and sub-divided according to the age, function, and building materials of individual buildings. Students work in pairs on an allocated section of the transect. Students observe and record land use, using the land use classification key, onto a base map showing their transect area. Individually, students critically analyse their fieldwork data and redraw their transect either by hand or using a GIS package to show land use. Students present a written report summarising their findings and detailing the land use pattern. | KU2 | AE1 | Ap1Ap2 | Supervised teacher led fieldwork trips.1 week class time prior to excursions to devise land use classification key and generate base maps2 weeks class time to finalise land use map and report.Map and maximum 600 words for report. |
| **Assessment Type 2: Fieldwork****Weighting****30%** | **Contemporary Issues (local): Aligns with Fieldwork Task 1** Working in small groups,students investigate the environmental characteristics of an individual section of sand dunes along a coastline. Using a range of methods to observe, measure and record fieldwork data, including soil pH, soil moisture content, vegetation type and amount, number of beach users and litter, students analyse the environmental characteristics of the sand dune and the impact of people on the natural environment. They make recommendations on possible environmental strategies for protection of the coastline.Individually, students report their findings and recommendations in either written or multimodal format, including at least one map and an annotated transect in their report. This is an individual report and will include a variety of visual representations to communicate their findings and recommendations. |  | AE1AE2 | Ap1Ap2 | 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. |

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