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) |
|  |  |  | **2017** | **1** | **G** | **G** | **Y** | **10** | **A** |

**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 75%** | **Natural Hazards** Students research one natural hazard that occurs in Australia, for example: tropical cyclones, floods, droughts, bushfires, and earthquakes. The students investigate: the characteristics and causes of the hazard; distribution and vulnerability of the hazard, nationally and globally; examples of risk management of the hazard; examples of impacts and responses to particular hazard events of this type.  | KU1KU2 | AE1 | Ap2 | Infographic with annotated graphical information explaining the distribution, cause and effects of the selected natural hazard. Maximum of 500 words.1 week lesson time / homework |
| **Natural Hazards** As a class, students visit a local conservation park or area of native vegetation to collect field data for a Fire Fuel Hazard assessment. Data is measured and collected, and recorded in a spreadsheet and then uploaded to a GIS platform (e.g. Google My Map, ArcGIS online, Spatial Genie). Using spatial data analysis techniques, students manipulate the data in order to identify the areas with highest level of risk to future bushfires.  |  | AE1AE2 | Ap1 | Fire Risk Map identifying fire hazards and assesses the fuel load in the chosen area of study.Written report describing and explaining the pattern of risk. Maximum of 500 words.2 weeks lesson time / homework  |
| **Urban Places** Students research a city from the Arcadis Sustainable Cities Index (<http://www.sustainablecitiesindex.com/>) for their case study of sustainable urban places. Students investigate a variety of sources in order to:* explain the characteristics of this urban place;
* identify and analyse the social, economic & environmental factors which have contributed to the city’s ranking;
* make recommendations for ways the city can improve on its current ranking.
 | KU1KU2 | AE2 | Ap2 | Oral presentation with visual representations about their chosen sustainable city.Maximum of 5 minutes.1 week lesson time/ homework |
| **Assessment Type 2: Fieldwork****Weighting****25%** | **Urban Places** Students undertake guided fieldwork as a class. In a full-day field trip students will visit 2-3 different sites of urban development (e.g. Lochiel Park, Lights View, Bowden).During their field trip students gather data through surveys, sketches, bipolar analysis, mapping etc. Fieldwork will focus on assessing one of the following priorities (as set down in *The 30-year plan for Greater Adelaide*): liveability, competitiveness, or sustainability.In addition to the field trip, students use supporting statistical data (e.g. information from Australian Bureau of Statistics [www.abs.gov.au](http://www.abs.gov.au) ) to support their field data. |  | AE1AE2 | Ap1Ap2 | Written report with appropriate maps, graphs, annotated diagrams, that addresses the question: *Which urban development is the most liveable/ competitive/ sustainable?*Maximum of 1000 words.Students have 2 weeks to complete the task, plus pre-fieldwork preparation time. |

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