# 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 |
| Ecosystems and ecological footprints Students investigate their individual footprint using the WWF ecological footprint calculator. They identify and explain the reasons for their calculated measurement and recommend personal strategies they could implement to reduce their footprint. Students present their footprint analysis and recommendations in written form supported by visual representations. | 1 | 1,2 | 1 | Written report  Maximum of 500 words |
| Climate changeStudents randomly choose a country from a teacher-provided selection. They investigate the geographical location of the country and environmental factors that may influence the impact of global warming. Students analyse the environmental and socioeconomic impact of global warming, including any positive effects, on their chosen country, and suggest strategies to mitigate negative effects. They present their findings as a TV news report with visual representations, including at least one map. | 2 | 1,2 |  | TV news report  Maximum of 9 minutes |
| GlobalisationUsing the OECD and United Nations Data websites, and any other appropriate resource, students investigate the pattern of global foreign aid. They select either Australia, USA, or UK as a donor country and analyse the amount and type of aid given, and the recipient countries. With one student representing each country, groups of students form a panel, in the style of ‘Q&A’, and answer teacher directed questions to elicit analysis of the foreign aid pattern of each donor country. | 1 | 1 | 1,2 | Oral question and answer panel  Maximum of 6 minutes |
| Transforming global inequalityStudents investigate one aspect of global inequality: food security, access to health services, or access to education. Using [www.worldmapper.org](http://www.worldmapper.org) and other resources, students select and use maps to illustrate and describe the pattern of inequality, and explain the causes of inequality in their chosen aspect. Students complete a multimodal presentation, including a series of maps, using GIS or by hand, to illustrate and explain the global pattern of inequality. | 2 |  | 1,2 | Multimodal presentation  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 |
| Prior to the completion of an individual fieldwork, students participate in a class excursion to practice data collection techniques at different locations and present an evaluation of these fieldwork techniques to the class. Students complete an individual fieldwork on a geographical issue of their choice. They select a hypothesis or inquiry question, and use a wide range of appropriate fieldwork techniques to collect primary data. Students analyse, interpret, and evaluate the data to elicit patterns and draw conclusions in order to address the hypothesis or inquiry question. Students integrate the graphical presentation of the data collected throughout their findings to produce a comprehensive report with appropriate proposed future actions. |  | 1,2 | 1,2 | Fieldwork report: written, oral or multimodal presentation  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 examination based on: the geographical skills; Topic 1: Ecosystems and ecological footprints; and Topic 3: Population change.  Skills assessed are fieldwork techniques, and the use and interpretation of geographical data, including maps and other visual representations. The examination consists of open-ended questions, allowing students to use examples from case studies, fieldwork activities, and the sources provided in the exam paper. |

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