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**  **60%** | **Rural and/or Remote Places** Students demonstrate knowledge and understanding of selected geographical characteristics of Whyalla and the surrounding region, or any other regional centre. These characteristics include environmental, economic and social factors. They produce a map, in paper or GIS format, to present this information. Students use layering, or overlays in the case of paper maps, to show topography, water, land use, population centres and industry. In addition to the map, students produce a written report to describe the geographical characteristics of Whyalla and the surrounding region, and discuss any patterns evident from the map. | KU2 |  | Ap1  Ap2 | 2 weeks class time to analyse data and prepare map and report.  Map and written report, maximum 500 words. |
| **Rural and/or Remote Places** Through a case study of Whyalla, or another regional centre, students examine the economic, social and environmental aspects of sustainability, and the opportunities to improve the sustainability of the regional centre. They conduct a case study of the Arrium steel works in Whyalla, or a major economic activity in their selected regional centre, and investigate the impact of receivership on the sustainability of the community. Students analyse the opportunities available to diversify economic activity away from the steel works and compare these with the benefits of a cash injection for the steel works. Students participate in a class debate on diversification in economic activity versus cash injection for the steel works. They present an individual contribution to the debate, which can be in the form of a community meeting. | KU1  KU2 | AE2 |  | 2 weeks class time to analyse and evaluate information and prepare presentation.  Oral presentation maximum 5 minutes. |
| **Contemporary Issues (local) Aligns with Geographical Skills and Applications Task 4** Students select a current local geographical issue facing the population or environment. They devise an appropriate inquiry question or hypothesis, and investigate the geographical context of the issue. Students analyse the causes and impacts of the issue, and different perspectives on the issues. They identify preferred sustainable outcomes. Students produce a web page or newspaper article. They include a location map, a description of the issue, analysis of its causes and impacts, and an analysis of different perspectives on the issue. Maps, graphs, tables and images are integrated throughout the web page or newspaper article. |  | AE1  AE2 | Ap1  Ap2 | 3 weeks class time to collect and analyse information, and prepare web page or newspaper article.  Maximum of 800 words. |
| **Assessment Type 2: Fieldwork**  **Weighting**  **40%** | **Contemporary Issues (local)** Students investigate and evaluate the impact of a proposed shopping centre, or any other economic or infrastructure development proposed for the local area. They use a range of methods to observe, measure and record field data. They conduct an environmental impact assessment of the development and record data on pollution (noise, air and visual), traffic, litter, green space and aesthetic quality. Students map the area of the proposed development and use sketches and photographs to identify the main features. They survey local residents, shoppers and business owners to ascertain perceptions of the proposed development, where appropriate they interview key people involved, for example the developer. Students analyse and evaluate the data to assess the impact of the development and determine possible outcomes.  Individually, students report their findings in either written or multimodal format, including at least one map in their report. The report includes a variety of visual representations to communicate their findings and conclusions. |  | AE2 | Ap1  Ap2 | Supervised teacher led fieldwork trips.  1 week class time for familiarisation with data collection 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.*