



**ASSESSMENT OUTLINE**  
**GENERAL GEOGRAPHY YEAR 11 SEMESTER 1 & SEMESTER 2: 2021**  
**UNIT 1 – GEOGRAPHY OF ENVIRONMENTS AT RISK – SCLEROPHYLLOUS FOREST**  
**UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES - TOURISM PERTH**



Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus content
Geographical Inquiry (30%)		30%	Term 1 Week 8- 9 Term 2 Week 2 – Due Semester 1	<p><b>Task 4</b> Jarrah Forest Investigation Task Depth Study 1 - Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation</p>	<p><b>Depth study: The Sclerophyllous forest (an environment at risk)</b></p> <p>Students explore the following aspects of the sclerophyllous forest</p> <ul style="list-style-type: none"> <li>• biotic and abiotic elements of the sclerophyllous forest location and</li> <li>• distribution of sclerophyllous forest</li> <li>• characteristics of the following elements of the environment, biome or ecosystem: <ul style="list-style-type: none"> <li>▪ climate, including temperature and rainfall</li> <li>▪ soils and landforms, including soil structure and topography</li> </ul> </li> <li>• flora and fauna, including dominant species and community structurethe interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts: <ul style="list-style-type: none"> <li>▪ biodiversity</li> <li>▪ food chains and webs</li> <li>▪ biomass</li> <li>▪ trophic levels</li> <li>▪ pyramid of numbers</li> <li>▪ pyramid of energy</li> </ul> </li> <li>• flows of matter and energy interrelationships between biotic elements and abiotic elements of the sclerophyllous forest, such as xerophytic adaptations of plants to drought conditions</li> </ul>



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				<ul style="list-style-type: none"> <li>human activity and land use impacts upon patterns and processes within the sclerophyllous forest</li> <li>the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest</li> <li>benefits of implementing sustainable practices within the sclerophyllous forest</li> <li>the extent to which current land use practices are sustainable within the sclerophyllous forest</li> </ul>
Fieldwork/ Practical Skills (30%)	10% 61 marks	Term 1 Week 2 Semester 1	<b>Task 1</b> Mapping & Data Interpretation - Topographic Mapping	<p><b>Mapping skills</b> (use of maps and atlases)</p> <ul style="list-style-type: none"> <li>identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global) <ul style="list-style-type: none"> <li>understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)</li> <li>establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes</li> </ul> </li> </ul>



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				<ul style="list-style-type: none"><li>● establish direction on a map using general compass directions (8 points) and bearings</li><li>● interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another</li><li>● apply the map scale to basic calculations to determine distance and area</li><li>● interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)</li><li>● identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features</li><li>● construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)</li><li>● identify and interpret natural features and cultural features on a map</li><li>● describe the site and situation of places</li><li>● identify and describe spatial patterns, including land use, settlement and transport</li></ul>
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				<ul style="list-style-type: none"> <li>• identify and describe spatial relationships between natural and cultural features</li> <li>•</li> </ul>
	10% 20 marks	Term 1 Week 3 Semester 1	<b>Task 2</b> Mapping & Data Interpretation - Topographic Mapping	<p><b>Mapping skills</b> (use of maps and atlases)</p> <ul style="list-style-type: none"> <li>• identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global)</li> <li>• understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)</li> <li>• establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes</li> <li>• establish direction on a map using general compass directions (8 points) and bearings</li> <li>• interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another</li> <li>• apply the map scale to basic calculations to determine distance and area</li> <li>• interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)</li> </ul>



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				<ul style="list-style-type: none"> <li>• identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features</li> <li>• construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)</li> <li>• identify and interpret natural features and cultural features on a map</li> <li>• describe the site and situation of places</li> <li>• identify and describe spatial patterns, including land use, settlement and transport</li> <li>• identify and describe spatial relationships between natural and cultural features</li> </ul>
	10% 25 marks	Term 1 Week 6 Fieldwork Semester 1	<p><b>Task 5</b>  <b>PART A</b> - Perth Hills Discovery Centre (5%)            Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills.  <b>PART B</b> - Students complete a fieldwork booklet.(10%)</p>	<p><b>Fieldwork skills</b> (use of field observations and measurements)</p> <ul style="list-style-type: none"> <li>• collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking</li> <li>• collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping</li> <li>• analyse and interpret primary data</li> </ul>



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Tests (40%)	20% 20 marks	Term 1 Week 6 Semester 1	<b>Task 3</b> Short Answer response questions based on the key concepts from Unit 1 Overview	<ul style="list-style-type: none"><li>• the concepts of environment, biome and ecosystem</li><li>• biotic and abiotic elements of environments, biomes and ecosystems</li><li>• the following ecosystem concepts:<ul style="list-style-type: none"><li>▪ biodiversity</li><li>▪ food chains and webs</li><li>▪ biomass</li><li>▪ trophic levels</li><li>▪ pyramid of numbers</li><li>▪ pyramid of energy</li><li>▪ flows of matter and energy</li></ul></li><li>• the differences between natural and cultural features of environments</li><li>• the concept of sustainability</li></ul>
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	20% 37 marks	Term 2 Week 5 Semester 1	<b>Task 6</b> A series of short response questions based on a sampling of the content from Unit 1	<ul style="list-style-type: none"><li>• The interactions between the flora and fauna of biotic and abiotic elements of the sclerophyllous forest, biome or ecosystem</li><li>• location and distribution of the sclerophyllous forest</li><li>• characteristics of the following elements of the sclerophyllous forest:<ul style="list-style-type: none"><li>▪ climate, including temperature and rainfall</li><li>▪ soils and landforms, including soil structure and topography</li><li>▪ flora and fauna, including dominant species and community structures</li></ul></li><li>• the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts:<ul style="list-style-type: none"><li>▪ biodiversity</li><li>▪ food chains and webs</li><li>▪ biomass</li><li>▪ trophic levels</li><li>▪ pyramid of numbers</li><li>▪ pyramid of energy</li><li>▪ flows of matter and energy</li></ul></li><li>• interrelationships between biotic elements and abiotic elements of the sclerophyllous forest, such as xerophytic adaptations of plants to drought conditions</li><li>• human activity and land use impacts upon patterns and processes within the sclerophyllous forest</li><li>• cultural landscapes associated with the sclerophyllous forest</li></ul>
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				<ul style="list-style-type: none"><li>• economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest</li><li>• the different values and viewpoints (environmental, economic and social) that shape the human use of sclerophyllous forest</li><li>• benefits of implementing sustainable practices within the sclerophyllous forest</li><li>• the extent to which current land use practices are sustainable within the sclerophyllous forest measures by which humans are caring for the sclerophyllous forest; and the extent to which these measures have been successful.</li></ul>
Total	100%	100%		





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Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus content
Geographical Inquiry (30%)		30% 65 marks	Term 3 Week 7- 10 Semester 2	<p><b>Task 9</b>            Tourism Investigation Task            Depth Study 2 - Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation.</p>	<ul style="list-style-type: none"> <li>• the location of, and spatial variation within, the region</li> <li>• characteristics of the natural environment of the region, including:               <ul style="list-style-type: none"> <li>▪ topography and variations in the topography</li> <li>▪ weather and climatic characteristics and factors that characterise the regional weather and climate</li> <li>▪ vegetation and factors affecting the vegetation patterns</li> <li>▪ soil characteristics and patterns of soil distribution</li> </ul> </li> <li>• the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography</li> <li>• characteristics of the cultural environment of the region, including the:               <ul style="list-style-type: none"> <li>▪ spatial characteristics and patterns of settlement</li> <li>▪ land use characteristics, including form, function and land use distribution</li> </ul> </li> <li>• characteristics and associations of the cultural environment of the region, including the:               <ul style="list-style-type: none"> <li>▪ variations in the land use</li> </ul> </li> </ul>



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				<ul style="list-style-type: none"><li>▪ variations in transport systems and networks and flows of people and services</li><li>• the potential of the region to attract increased numbers of people for tourism and/or employment</li><li>• a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region</li><li>• the stakeholders within the region who would be potentially affected by the development issue</li><li>• the views and attitudes of these stakeholders towards the development issue</li><li>• the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices</li><li>• the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region.</li></ul>
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Fieldwork/ Practical Skills (30%)	20% 85 marks	Term 3 Week 4 Semester 2	<p><b>Task 7</b> Perth Tourist Ad Campaign Using i-movie that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far. Complete a validation task.</p>	<ul style="list-style-type: none"> <li>● <b>Perth Tourism Ad Campaign</b></li> <li>● the potential of the region to attract increased numbers of people for tourism and/or employment</li> <li>● a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region</li> </ul>
	10% 25 marks	Term 4 Week 1-2 Semester 2	<p><b>Task 10</b> Tourism Fremantle / Perth <b>PART A</b> -Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills.(10%) <b>PART B</b> - Students complete a fieldwork booklet and extended response (10%)</p>	<p><b>Fieldwork skills</b> (use of field observations and measurements)</p> <ul style="list-style-type: none"> <li>● collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking</li> <li>● collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping</li> <li>● analyse and interpret primary data</li> <li>●</li> </ul>



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Tests (40%)	20% 33 marks	Term 3 Week 6 Semester 2	<p><b>Task 8</b> A series of short response questions based on a sampling of the content:</p>	<ul style="list-style-type: none"> <li>• the concept of a region</li> <li>• the natural and cultural features of regions</li> <li>• the four natural spheres of regions:               <ul style="list-style-type: none"> <li>▪ lithosphere</li> <li>▪ atmosphere</li> <li>▪ hydrosphere</li> <li>▪ biosphere</li> </ul> </li> <li>• the three types of cultural features of regions (land use, settlement, transport)</li> </ul>
	20% 28 marks	Term 4 Week 3-4 Semester 2	<p><b>Task 11</b> Short response questions based on the sampling of the content from Unit 2 with a focus on the depth study.</p>	<ul style="list-style-type: none"> <li>• the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography</li> <li>• characteristics of the cultural environment of the region, including the: land use characteristics, including form, function and land use distribution</li> <li>• the potential of the region to attract increased numbers of people for tourism and/or employment</li> </ul>
Total	<b>100%</b>	<b>100%</b>		



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**PLEASE NOTE:** ASSESSMENT DATES MAY CHANGE DUE TO SCHOOL COMMITMENTS AND CHANGES TO THE SCHOOL CALENDAR