



Term	Week	Topic and key teaching points	Syllabus content	WALT / WILF	Assessment
1	Semester 1 Unit 1 Term 1 Weeks 1-2	<p>Mapping & Data Interpretation Topographic Mapping</p> <p><u>Week 1</u></p> <p>Lesson 1- Go through unit outline, assessment outline, flag readers and hand out mapping booklet and explain Connect page</p> <p>Lesson 2- Site and situation, natural and cultural features, BOLTSS and spatial distribution land use</p> <p>Lesson 3- Scale, ratio, linear, write into words, spot height, contour intervals. Recap site and situation and natural and cultural features bearing and photographs</p> <p>Lesson 4 – revision with map</p> <p><u>Week 2</u></p> <p>Lesson 5 – Revision with map</p> <p>Lesson 6 – Task 1 - Mapping & Data Interpretation - Topographic Mapping Test</p>	<p>The development of Geographical skills is intrinsic to the teaching of this unit. This content follows this table.</p>	<p>End of Week 1</p> <p>WALT – Examine various mapping skills</p> <p>WILF- Practice mapping skills in preparation for a test</p> <p>End of Week 2</p> <p>WALT – Examine various mapping skills</p> <p>WILF – Practice mapping skills in preparation for a test</p>	<p>Task 1 - Mapping & Data Interpretation - Topographic Mapping (10%) due Week 2 Term 1</p>

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COURSE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

		<p>Lesson 7- Go through mapping test and annotated cross sections</p> <p>Lesson 8- Revision with map</p>			
1	Term 1 Weeks 3-5	<p>Overview of Geography of environments at risks</p> <ul style="list-style-type: none"> What is geography? <p>Week 3</p> <p>Lesson 9- Revision with map</p> <p>Lesson 10- Task 2 - Mapping & Data Interpretation - Topographic Mapping Test</p> <p>Lesson 11- Go through mapping test, What is geography, environment, biome and ecosystems</p> <p>Colour and label biomes and describe them computers</p> <p>Lesson 12 – Define natural and cultural features, biotic and abiotic – label and describe</p>	<p>Overview of environments at risk</p> <ul style="list-style-type: none"> the concepts of environment, biome and ecosystem biotic and abiotic elements of environments, biomes and ecosystems the following ecosystem concepts: <ul style="list-style-type: none"> biodiversity food chains and webs biomass trophic levels pyramid of numbers pyramid of energy flows of matter and energy the differences between natural and cultural features of environments the concept of sustainability 	<p>End of Week 3</p> <p>WALT – Examine various mapping skills Identify biomes, define a variety of terms</p> <p>WILF – Practice mapping skills in preparation for a test Describe and explain biomes in relation to location, climate and flora and fauna</p>	<p>Task 2 - Mapping & Data Interpretation - Topographic Mapping (10%) due Week 4 Term 1</p>

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COURSE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

	<p>Week 4</p> <p>Lesson 13- Define biodiversity, food chains, food webs, trophic levels and biomass</p> <p>Lesson 14- label interaction between the spheres, food chains, food webs, create and explain</p> <p>Lesson 15- Define ecological pyramid and create, biomass, endemic, biodiversity and threats and protecting</p> <p>Lesson 16 – Define sustainability – brainstorm and explain, Ecosystem crossword</p> <p>Week 5</p> <p>Lesson 17- Labour Day Public Holiday (Monday) start revision for End of unit test.</p> <p>Lesson 18- Revision for mid unit test</p> <p>Lesson 19- Revision for mid unit test</p> <p>Lesson 20 – Task 3 - Short Answer response test questions based on the key concepts from Unit 1 Overview</p>	<p>Overview of environments at risk</p> <ul style="list-style-type: none"> the concepts of environment, biome and ecosystem biotic and abiotic elements of environments, biomes and ecosystems the following ecosystem concepts: <ul style="list-style-type: none"> biodiversity food chains and webs biomass trophic levels pyramid of numbers pyramid of energy flows of matter and energy the differences between natural and cultural features of environments the concept of sustainability 	<p>End of Week 4</p> <p>WALT – Define a variety of geographical terms</p> <p>WILF – Describe and explain the following terms with examples eg biodiversity, food chains, food webs,</p> <p>End of Week 5</p> <p>WALT – Complete revision sheet locating notes from the information cover in the course</p> <p>WILF – Complete mid unit test by applying information and notes from revision sheet</p>	<p>Task 3 - Short Answer response test questions based on the key concepts from Unit 1 Overview Week 6 (20%)</p>
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COURSE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

1	Term 1 Week 6	<p>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><u>Week 6</u></p> <p>Lesson 21- Explain Task 4 – Geographical Inquiry: The Sclerophyllous forest (an environment at risk)</p> <p>Lesson 22- Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 23- Students work on their research for their Geographical Inquiry.</p> <p>Lesson 24 – Students work on their research for their Geographical Inquiry.</p>	<p>Students explore the following aspects of the sclerophyllous forest</p> <ul style="list-style-type: none"> • biotic and abiotic elements of the sclerophyllous forest location and • distribution of sclerophyllous forest • characteristics of the following elements of the environment, biome or ecosystem: <ul style="list-style-type: none"> ▪ climate, including temperature and rainfall ▪ soils and landforms, including soil structure and topography ▪ flora and fauna, including dominant species and community structures • the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chains and webs ▪ biomass ▪ trophic levels ▪ pyramid of numbers ▪ pyramid of energy ▪ 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 	<p>End of Week 6</p> <p>WALT – Participate and attend the fieldwork excursion</p> <p>WILF – Complete and submit fieldwork booklet</p>	<p>Task 4 – Geographical Inquiry: The Sclerophyllous forest (an environment at risk) due Week 2 Term 2 (30%)</p>
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COURSE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022
UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST



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| | <ul style="list-style-type: none">• human activity and land use impacts upon patterns and processes within the sclerophyllous forest• cultural landscapes associated with the sclerophyllous forest• economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest• the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest• benefits of implementing sustainable practices within the sclerophyllous forest• 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. | | |
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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

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GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

Lesson 31- Students submit Task 5# Fieldwork booklet

Students continue work on their research for their Geographical Inquiry – Computers

Lesson 32 – Students work on their research for their Geographical Inquiry – Computers

Week 9

Lesson 33- - Students work on their research for their Geographical Inquiry – Computers

Lesson 34- Students work on their research for their Geographical Inquiry – Computers

Lesson 35- PTO (Wednesday)
Students work on their research for their Geographical Inquiry.

Lesson 36- Students work on their research for their Geographical Inquiry.

Week 10

Lesson 37- - Students work on their research for their Geographical Inquiry – Computers

- soils and landforms, including soil structure and topography
- flora and fauna, including dominant species and community structures
- the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts:
 - biodiversity
 - food chains and webs
 - biomass
 - trophic levels
 - pyramid of numbers
 - pyramid of energy
 - 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
- human activity and land use impacts upon patterns and processes within the sclerophyllous forest
- cultural landscapes associated with the sclerophyllous forest
- economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest

End of Week 9

WALT – Students research their elements of their geographical inquiry

WILF - Students complete notes of their sections of their geographical report

End of Week 10

WALT – Students research their elements of their geographical inquiry

WILF - Students complete notes of their sections of their geographical report

COURSE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

		<p>Lesson 38- Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 39- Students work on their research for their Geographical Inquiry.</p> <p>Lesson 40- Students work on their research for their Geographical Inquiry.</p>	<ul style="list-style-type: none"> the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest benefits of implementing sustainable practices within the sclerophyllous forest 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. 		
		School Holidays Fri 9 April - Sun 24 April			
2	Term 2 Weeks 1-3 Wk 11-	<p><u>Week 11 (Wk 1)</u></p> <p>Lesson 41 - ANZAC Day (Monday)</p> <p>Lesson 42- Staff Development Day (Tuesday) Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 43- Students work on their research for their Geographical Inquiry – Computers</p>	<p>Students explore the following aspects of the sclerophyllous forest</p> <ul style="list-style-type: none"> biotic and abiotic elements of the sclerophyllous forest location and distribution of sclerophyllous forest characteristics of the following elements of the environment, biome or ecosystem: <ul style="list-style-type: none"> climate, including temperature and rainfall 	<p>End of Week 11 (Wk 1)</p> <p>WALT – Students research their elements of their geographical inquiry</p> <p>WILF – Students complete notes of their sections of their geographical report ready for submission at the end of the week</p>	

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GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

Lesson 44 – Students work on their research for their Geographical Inquiry – Computers

Week 12 (Wk 2)

Lesson 45 - Students work on their research for their Geographical Inquiry – Computers

Lesson 46- Students work on their research for their Geographical Inquiry – Computers

Lesson 47- Students work on their research for their Geographical Inquiry – Computers

Lesson 48 – Task 4 – Geographical Inquiry: The Sclerophyllous forest (an environment at risk) due Week 2 Term 2 (30%)

Week 13 (Wk 3)

Lesson 49- Identify the economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest

Lesson 50- Identify the different values and viewpoints

- soils and landforms, including soil structure and topography
- flora and fauna, including dominant species and community structures

- the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts:
 - biodiversity
 - food chains and webs
 - biomass
 - trophic levels
 - pyramid of numbers
 - pyramid of energy
 - 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
- human activity and land use impacts upon patterns and processes within the sclerophyllous forest
- cultural landscapes associated with the sclerophyllous forest
- economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest
- the different values and viewpoints (environmental, economic and social) that

End of Week 12 (Wk 2)

WALT – Students research their elements of their geographical inquiry

WILF – Students complete notes of their sections of their geographical report

End of Week 13 (Wk 3)

WALT – Students examine the questions in lesson 45 – 48 with reference to their geographical inquiry

WILF – Students discuss as a group and make notes on the topics mentioned in lesson 45-48

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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

		<p>(environmental, economic and social) that shape the human use of the sclerophyllous forest</p> <p>Lesson 51- Benefits of implementing sustainable practices within the sclerophyllous forest The extent to which current land use practices are sustainable within a sclerophyllous forest</p> <p>Lesson 52 – Measures by which humans are caring for the sclerophyllous forest: and the extent to which these measures have been successful</p>	<p>shape the human use of the sclerophyllous forest</p> <ul style="list-style-type: none"> • benefits of implementing sustainable practices within the sclerophyllous forest • 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. 		
2	<p>Term 2 Week 4 Wk 14</p>	<p>Revision <u>Week 14 (Wk 4)</u></p> <p>Lesson 53- Revision sheet for Task 6</p> <p>Lesson 46- Revision sheet for Task 6</p> <p>Lesson 47- Revision sheet for Task 6</p> <p>Lesson 48 – Revision sheet for Task 6</p>		<p>End of Week 14 (Wk 4)</p> <p>WALT – Students locate information from their reader to complete the revision sheet</p> <p>WILF –Students complete notes on their revision sheets which helps them prepare for their end on unit test</p>	

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GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

2	<p style="text-align: center;">Term 2 Week 5 Wk 15</p>	<p>Week 15(Wk 5)</p> <p>Lesson 49- Task 6 - A series of short response questions based on a sampling of the content from Unit 1 (20%) – Complete in class</p> <p>Lesson 50- View the click view clip living with fire and complete the during questions https://clickv.ie/w/clxm</p> <p>Lesson 51- Click view clip living with fire during questions https://clickv.ie/w/clxm</p> <p>Lesson 52 – Click view Australia's Diverse environments. https://clickv.ie/w/TNW0 Complete the before questions .</p>	<ul style="list-style-type: none"> • biotic and abiotic elements of the selected environment, biome or ecosystem • location and distribution of the environment, biome or ecosystem • characteristics of the following elements of the environment, biome or ecosystem: <ul style="list-style-type: none"> ▪ climate, including temperature and rainfall ▪ soils and landforms, including soil structure and topography ▪ flora and fauna, including dominant species and community structures 	<p>End of Week 14 (Wk 5)</p> <p>WALT – Students view the click view video on living with fire and Australia's diverse environments</p> <p>WILF – Students complete questions related to the videos above.</p>	<p>Task 6 - A series of short response questions based on a sampling of the content from Unit 1 (20%) Term 2 Week 5</p>
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GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

2	Week 6 Wk 16	<p>Week 16 (Wk 6)</p> <p>Lesson 53- WA Day (Public holiday) (Monday)What is a region, Perth as a region. Page 2-3, How Perth has changed over time – computers page 4-6</p> <p>Lesson 54- How Perth has changed over time – computers page 4-6, Describing Perth and Perth's Natural Environment. Page 7 and 8</p> <p>Lesson 55- Perth's Climate and creating climate graphs – Page 9-10</p> <p>Lesson 56 – Characteristics of the cultural environment Page 23, colour and label the different land uses Page 24</p>	<p>Overview of people and places</p> <ul style="list-style-type: none"> the concept of a region the natural and cultural features of regions the four natural spheres of regions: <ul style="list-style-type: none"> lithosphere atmosphere hydrosphere biosphere the three types of cultural features of regions (land use, settlement, transport) how regions can change over time the concept of sustainability factors that impact upon the implementation of sustainable practices the location of, and spatial variation within, the region characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise the regional weather and climate vegetation and factors affecting the vegetation patterns 	<p>End of Week 16 (Wk 6)</p> <p>WALT –. View the Power point on Perth as a region and extract information</p> <p>WILF – Students complete pages 2-8 , 9- 10 and 23-24 in their booklets using the Power point to locate information</p>	
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GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022
UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST



			<ul style="list-style-type: none">▪ soil characteristics and patterns of soil distribution• the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography• changing patterns of the natural environments of the region over time, such as changes in soil fertility, climatic variations, changes in topography as a result of fluvial action		
2	Unit 2 Semester 2 Week 1 Wk 7 - 8	<u>Week 1 - 2 (Wk 7- 8)</u> Year 11 Exams	Year 11 Exams	Year 11 Exams	Year 11 Exams

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COURSE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 11 SEMESTER 1: 2022

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus content
Geographical Inquiry (30%)		30% 61 marks	Term 1 Week 8- 9 Term 2 Week 2 – Due Semester 1	<p>Task 4 Jarrah Forest Investigation Task</p> <p>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>Depth study: The Sclerophyllous forest (an environment at risk)</p> <p>Students explore the following aspects of the sclerophyllous forest</p> <ul style="list-style-type: none"> • biotic and abiotic elements of the sclerophyllous forest location and • distribution of sclerophyllous forest • characteristics of the following elements of the environment, biome or ecosystem: <ul style="list-style-type: none"> ▪ climate, including temperature and rainfall ▪ soils and landforms, including soil structure and topography ▪ flora and fauna, including dominant species and community structures • the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chains and webs ▪ biomass ▪ trophic levels ▪ pyramid of numbers ▪ pyramid of energy ▪ flows of matter and energy • interrelationships between biotic elements and abiotic elements of the sclerophyllous

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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

				<p>forest, such as xerophytic adaptations of plants to drought conditions</p> <ul style="list-style-type: none"> human activity and land use impacts upon patterns and processes within the sclerophyllous forest the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest benefits of implementing sustainable practices within the sclerophyllous forest the extent to which current land use practices are sustainable within the sclerophyllous forest
Fieldwork/ Practical Skills (30%)	10% 30 marks	Term 1 Week 2 Semester 1	Task 1 Mapping & Data Interpretation - Topographic Mapping	<p>Mapping skills (use of maps and atlases)</p> <ul style="list-style-type: none"> 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"> understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales) establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references,

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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST



				<p>six figure grid references, and latitude and longitude expressed in degrees and minutes</p> <ul style="list-style-type: none">• establish direction on a map using general compass directions (8 points) and bearings• interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another• apply the map scale to basic calculations to determine distance and area• interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)• identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features• construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)• identify and interpret natural features and cultural features on a map• describe the site and situation of places
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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST



				<ul style="list-style-type: none"> • identify and describe spatial patterns, including land use, settlement and transport • identify and describe spatial relationships between natural and cultural features •
	10% 20 marks	Term 1 Week 4 Semester 1	Task 2 Mapping & Data Interpretation - Topographic Mapping	Mapping skills (use of maps and atlases) <ul style="list-style-type: none"> • 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) • understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales) • 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 • establish direction on a map using general compass directions (8 points) and bearings • interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another • apply the map scale to basic calculations to determine distance and area

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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

				<ul style="list-style-type: none"> interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform) identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale) identify and interpret natural features and cultural features on a map describe the site and situation of places identify and describe spatial patterns, including land use, settlement and transport identify and describe spatial relationships between natural and cultural features
	10% 25 marks	Term 1 Week 7 Fieldwork Semester 1	Task 5 PART A - Perth Hills Discovery Centre (5%) Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills. PART B - Students complete a fieldwork booklet.(10%)	Fieldwork skills (use of field observations and measurements) <ul style="list-style-type: none"> 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 collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping

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				<ul style="list-style-type: none"> analyse and interpret primary data
Tests (40%)	20% 20 marks	Term 1 Week 6 Semester 1	Task 3 Short Answer response questions based on the key concepts from Unit 1 Overview	<ul style="list-style-type: none"> the concepts of environment, biome and ecosystem biotic and abiotic elements of environments, biomes and ecosystems the following ecosystem concepts: <ul style="list-style-type: none"> biodiversity food chains and webs biomass trophic levels pyramid of numbers pyramid of energy flows of matter and energy the differences between natural and cultural features of environments the concept of sustainability
	20% 37 marks	Term 2 Week 5 Semester 1	Task 6 A series of short response questions based on a sampling of the content from Unit 1	<ul style="list-style-type: none"> The interactions between the flora and fauna of biotic and abiotic elements of the sclerophyllous forest, biome or ecosystem location and distribution of the sclerophyllous forest characteristics of the following elements of the sclerophyllous forest: <ul style="list-style-type: none"> climate, including temperature and rainfall soils and landforms, including soil structure and topography flora and fauna, including dominant species and community structures

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				<ul style="list-style-type: none">the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts:<ul style="list-style-type: none">biodiversityfood chains and websbiomasstrophic levelspyramid of numberspyramid of energyflows of matter and energyinterrelationships between biotic elements and abiotic elements of the sclerophyllous forest, such as xerophytic adaptations of plants to drought conditionshuman activity and land use impacts upon patterns and processes within the sclerophyllous forestcultural landscapes associated with the sclerophyllous foresteconomic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forestthe different values and viewpoints (environmental, economic and social) that shape the human use of sclerophyllous forestbenefits of implementing sustainable practices within the sclerophyllous forestthe extent to which current land use practices are sustainable within the sclerophyllous forest
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				<ul style="list-style-type: none">measures by which humans are caring for the sclerophyllous forest; and the extent to which these measures have been successful.
Total	100%	100%		

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

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Geographical inquiry skills

Observing, questioning and planning

- formulate geographical inquiry questions
- plan a geographical inquiry with clearly defined aims and appropriate methodology

Collecting, recording, evaluating and representing

- collect geographical information incorporating ethical protocols from a range of primary (interviews, questionnaires, student's own experiences, and field observations) and secondary sources (online maps, websites, spatial software applications, print resources and visual media)
- record observations in a range of graphic representations using spatial technologies and information and communication technologies
- evaluate the reliability, validity and usefulness of geographical sources and information
- acknowledge sources of information and use an approved referencing technique

Interpreting, analysing and concluding

- analyse geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations
- identify and analyse relationships, spatial patterns and trends and makes predictions and inferences

Communicating

- communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms
- use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding

Reflecting and responding

- apply generalisations to evaluate alternative responses to geographical issues at a variety of scales
 - propose individual and collective action, taking into account environmental, social and economic factors and predict the outcomes of the proposed action
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Geographical skills

Mapping skills (use of maps and atlases)

- 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)
- understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)
- 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
- establish direction on a map using general compass directions (8 points) and bearings
- interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another
- apply the map scale to basic calculations to determine distance and area
- interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)
- identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features
- construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)
- identify and interpret natural features and cultural features on a map
- describe the site and situation of places
- identify and describe spatial patterns, including land use, settlement and transport
- identify and describe spatial relationships between natural and cultural features

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Remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery)

- identify and describe natural and cultural features and their patterns on the Earth's surface using ground level photographs, aerial photographs (vertical and oblique), radar imagery and satellite imagery (Landsat, weather satellites and Google Earth)
- compare the different types of information available from remote sensing products with the information depicted on a topographic map
- use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps
- determine direction on remote sensing products
- apply scale to the calculation of distance on remote sensing products
- interpret the difference in scale between a photograph and a topographic map of the same place

Geographical and statistical data skills (use of geographical and statistical data in formats, such as maps, tables, graphs and diagrams)

- calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode) and variation (maximum, minimum and range)
- interpret and apply data from different types of statistical maps (isopleth/isoline, choropleth, proportional circle and dot distribution maps)
- interpret and construct tables and graphs, including: picture graphs; line and bar graphs; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- use simple systems and flow diagrams to organise thinking about relationships
- extrapolate trends over time to forecast future conditions

Skills in the use of information and communications technology and geographical information systems

(in a geographic context)

- use the internet as a tool for geographical research
- use simple applications, software and online resources (including Google Earth and Google Maps) to access atlases and remote sensing products (photographs, radar imagery and satellite imagery) for the purpose of identifying and describing spatial patterns and relationships
- access databases, such as the Bureau of Meteorology, for spatial and statistical information

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- use geospatial technologies, including global positioning systems (GPS), to collect and map spatial data
- use simple geographical information systems (GIS) products in description and analysis

Fieldwork skills (use of field observations and measurements)

- 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
- collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- analyse and interpret primary data

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