# 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 |
| Global climate changeFor a chosen location, students investigate and evaluate the political and community responses to the environmental and socioeconomic consequences of global warming. They evaluate the advantages and disadvantages of the responses and suggest those they think most likely to succeed, giving reasons for their selection. They present a written report or web page, with a map. | 2 | 1,2 |  | Written report or web page  Maximum of 1000 words |
| Population changeStudents select a country and research its current and future population structure. They analyse data using resources such as [www.populationpyramid.net](http://www.populationpyramid.net) and the Geosim program, and run simulations to investigate future population change. Using the CIA database and other resources, students access data to draw a current population pyramid and one for 2050. They describe and explain the changes in population structure, and suggest the likely implications of the changes for the government. Students present their population pyramids and written text in a country fact file. | 1,2 | 2 | 1 | Fact file  Maximum of 750 words |
| Globalisation Students use the globalisation information from the maps and graphs on the [www.globalization.kof.ethz.ch](http://www.globalization.kof.ethz.ch) website to describe the pattern of globalisation between 1970 and 2010. Students access additional information from a range of sources, e.g. [www.globalmapping.tumblr.com](http://www.globalmapping.tumblr.com) to examine the reasons for the changing pattern of globalisation. Students present a broadsheet, including a series of maps, to describe and explain the changing pattern. | 1 | 1 | 1,2 | Broadsheet  Maximum of 1000 words |
| Transforming global inequalityStudents are given a scenario based on limited access to health or education services in a rural community, in an economically developing country. They research and evaluate the programs of a variety of NGOs (such as WHO, UNICEF, Save the Children) in response to global inequalities in access to either education or health services. Students identify strategies, and devise a program to improve access in the scenario community. They compete for funding for their proposed program and present their proposal in a speech, with visual representations, to the Board of an NGO. | 1 | 2 | 2 | Multimodal presentation  Maximum of 7 ½ 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 |
| Students participate in a class excursion to familiarise themselves with data collection techniques and present an evaluation of these 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 fieldwork techniques to collect data. Students analyse, interpret, and evaluate the data to elicit patterns and draw conclusions. 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.*