

Australian Curriculum: Geography — Year 9

CURRICULUM	SEMESTER	
	Unit 1	Unit 2
Unit name	Biomes and Food Security	Geography of Interconnection
Unit description	<p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity. Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations. Environmental, economic and technological factors that influence crop yields in Australia and across the world. Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world. The capacity of the world's environments to sustainably feed the projected future global population. 	<p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> The perceptions people have of place, and how these influence their connections to different places. The way transportation and information and communication technologies are used to connect people to services, information and people in other places. The ways that places and people are interconnected with other places through trade in goods and services, at all scales. The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia. The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

ASSESSMENT		SEMESTER		
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3
Range and balance of summative assessment conventions	Technique	Project	Examination	Investigation
	Type of text	Field Report	Short Answer Knowledge & Skills Test	Written Research Report
	Mode	Written	Written	Multimodal
	Conditions	<ul style="list-style-type: none"> Primary data collection based on excursion All research, note-taking and responses to be completed in the research booklet provided 3 weeks notification of task 	<ul style="list-style-type: none"> Supervised exam Minimal teacher assistance with questions (not sources) 	<ul style="list-style-type: none"> 4 weeks notification of task Format of presentation negotiated with teacher Length 3 – 5 minutes
Aspects of the achievement standard				
explain how geographical processes change the characteristics of places				
analyse interconnections between people, places and environments				
explain how these interconnections influence people, and change places and environments				
predict changes in the characteristics of places over time				
identify the possible implications of change for the future				
analyse alternative strategies to a geographical challenge using environmental, social and economic criteria				
use initial research to identify geographically significant questions to frame an inquiry				
evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data				
record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions				
use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space and to predict outcomes				
synthesise data and information to draw reasoned conclusions				
present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communications forms				
propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

