

Australian Curriculum: Geography — Year 9

Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name			Biomes and food security	Tourism Interconnections
Unit description			<p>Students investigate the inquiry question/s</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? <p>This unit is supported by a Virtual Reality Module- <i>Biomes & Food Security</i>. Immersive Pedagogy supporting documentation is available as part of this module.</p>	<p>Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.</p> <p>Students will examine these concepts in the context of the local tourism industry.</p>
ASSESSMENT	SEMESTER 1		SEMESTER 2	
			Biomes and food security- AT1	Daintree National Park Access Proposal-AT2
Range and balance of summative assessment conventions	Technique		Exam	Investigation
	Type of text		Short response	Report
	Mode		Written	Multimodal
	Conditions		<ul style="list-style-type: none"> • up to 90 minutes, plus 10 minutes perusal • 600–800 words -short response 50–100 words per item	<ul style="list-style-type: none"> • written responses 600–800 words • spoken / signed or multimodal responses 3–4 minutes.

Aspects of the achievement standard				
explain how geographical processes change the characteristics of places			✓	
analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments			✓	✓
predict changes in the characteristics of places over time and 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 communication forms			✓	✓
propose action in response to a geographical challenge, taking account of environmental, economic and social factors				✓
predict the outcomes and consequences of their proposal				✓

Term 1 Term 2 Term 3 Term 4 ✓

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