

Year 9 Geography

Note: Geography in Year 9 is an Elective subject.

Achievement

By the end of Year 9 students have learned to explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They 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. They 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. Students synthesise data and information to draw reasoned conclusions. They present findings, relevant geographical terminology and digital representations in a range of appropriate communication forms. Students 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.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgement of the evidence presented in students' summative assessment across the following:

- Geographical Knowledge and Understanding
- Questioning and researching, analysing and interpreting, communicating

Delivery (mode, time requirements, lessons)

Students have access to scheduled lessons with their teacher each week. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed via our designated Learning Management System.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, audio visual software/devices, exercise book, stationery (including coloured pencils).

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1 or 2	Term 1 or 4	<p>Unit 1: Biomes and food security</p> <p>In this unit students investigate the role of the biotic environment and its role in food and fibre production. They select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world and to examine the environmental challenges and constraints on the need to expand food production in the future. Students learn to construct special purpose maps, to evaluate multi- variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and to predict outcomes. They apply geographical concepts to synthesise information from various sources to determine environmental challenges; draw conclusions based on the analysis of data, taking into account alternative points of view on constraints on expanding food production in the future.</p> <p>Inquiry questions: 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>
		<p>Summative assessment</p> <ul style="list-style-type: none"> • Supervised Exam • Criteria assessed: 1, 3, 4
	Term 2 or 3	<p>Unit 2: Geographies of interconnections</p> <p>In this unit students investigate how people are connected to places throughout the world. They learn to develop questions and plan an inquiry for a geographical challenge. They collect, select, record and organise relevant geographical data and information from a range of primary and secondary sources to identify the connections between people, places and environments. Students learn to represent spatial distribution on maps and to synthesise information from various sources to identify the effects of global production on people and places. They draw conclusions based on the analysis of data taking into account alternative points of view. Students present information using geographical terminology in appropriate forms, selected for their effectiveness and suitability for audience and purpose; reflect on and evaluate findings of the inquiry to propose individual and collective action in response to a geographical challenge, taking account of environmental, economic and social considerations, and predict the outcomes and consequences of that action.</p> <p>Inquiry questions: 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>
		<p>Summative assessment</p> <ul style="list-style-type: none"> • Research (Inquiry) Task • Criteria assessed: 1, 2,3,4

Disclaimer All of the above information is accurate at the time of development.