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| Year 10 Geography curriculum and assessment planExample |

# Curriculum overview

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| Year level description | Cohort description  |
| There are two units of study in the Year 10 curriculum for Geography: ‘Environmental change and management’ and ‘Geographies of human wellbeing’.‘Environmental change and management’ focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change. *‘*Geographies of human wellbeing’ focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.**Key inquiry questions** A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.The key inquiry questions for Year 10 are:* How can the spatial variation between places and changes in environments be explained?
* What management options exist for sustaining human and natural systems into the future?
* How do world views influence decisions on how to manage environmental and social change?
 | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: Geography, and reflective of QCAA advice and resources. |
| Course organisation  |
| This year level plan is written with the consideration that all school scenarios for delivery of Geography are unique. It is written to:* offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources
* consider different types of assessment that are suitable for Geography
* provide examples for schools to adapt to their own contexts.

**Senior pathways**Consideration of the Geography pathway is necessary when designing a course of work — opportunities to develop the knowledge and skills necessary to succeed in this pathway should be evident across a course of study.Senior pathways include: Geography. |

# Unit overview

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| Term 1 | Term 2 |
| Unit 1 — Environment, place and change | Unit 2 — Wellbeing in the world |
| Inquiry question: How does development have an impact on the environment?In this unit, students will develop an understanding of human-induced environmental changes that challenge sustainability. Through this lens, students will identify those environmental changes that pose significant challenges to the environment while the needs of present generations are being met. Examples of changes include water pollution; atmospheric pollution; loss of biodiversity; and degradation of land and inland and coastal aquatic environments. Within this broad context, students will discuss the possible impacts on future generations, the ways in which to manage or respond to environmental change and the differences in people’s views about the causes of environmental issues in Australia and across the world. The context for study will then narrow to investigate the impact of human development on Minjerribah’s (North Stradbroke Island’s) mangrove forests (Quandamooka Country — Moreton Bay, Queensland). The investigation will focus on describing the nature of change, examining the consequences of development on the mangrove forests’ sustainability and evaluating management responses using environmental, economic and social criteria. Students will research the role of Aboriginal Traditional Owners in environmental management, as well as the views of a range of other people, e.g. residents, conservationists, holiday makers, local businesses, developers, local government and state government. Relevant primary data will also be interpreted, analysed and evaluated in order to support arguments and explanations. This geographical data will be collected and recorded by students on a one-day field trip to Minjerribah. To conclude the unit, students will compare the management of environmental change on Minjerribah to a similar challenge in another country. This will be discussed and explained using an example from the Asia–Pacific region, e.g. mangrove management in the Solomon Islands, or coastal resource management in Cogtong Bay, Philippines. | Inquiry question: How do we explain global patterns of human wellbeing?In this unit, students begin by focusing on different ways to measure human wellbeing. Students will develop an understanding of objective indicators including birth rates, death rates, life expectancy, educational attainment, gross domestic product (GDP) per capita and income, and subjective measures including how people perceive the quality of their life as revealed by surveys of happiness. Students will also focus on different measures of development such as economic, social and political changes that improve the wellbeing of people. After identifying trends in indicators for different countries, students will investigate the reasons for spatial variations, the impact on human wellbeing and the issues that affect development. This will involve using three case studies. The first case study will consider the reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale. It will focus on interpreting and analysing geographical data associated with homelessness in a rural, urban or remote place. The second case study will focus on spatial variations in human wellbeing between India and Vietnam. This will be through the lens of the clothing manufacturing industry in these two Asian countries (regional scale). The final case study will be on the issue of fairer international trading arrangements for developing countries in Africa’s cocoa producing region, e.g. **Côte d'Ivoire, Ghana and Nigeria. In addressing this issue economically and politically, there is** the potential for a better distribution of wealth to workers when a ‘fair price’ is received by cocoa producers in these countries, and to improve human wellbeing through an improved access to services, e.g. health, clean water, sanitation.  |

# Assessment overview

|  | Term 1 | Term 2 |
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|  | Unit 1 — Environment, place and change  | Week/s | Unit 2 — Wellbeing in the world  | Week |
| Assessment | Technique: InvestigationStudents will construct a field trip report that presents findings in response to an inquiry question on the management of environmental change on Minjerribah (North Stradbroke Island). Format: WrittenConditions:* Fieldwork: 5 hours
* Compiling report: 4 weeks in class
* 600–800 words
 | 5–9 | Technique: ExaminationStudents will construct short and extended responses to unseen questions under supervised conditions. Questions will focus on different ways to measure human wellbeing and the three case studies examined throughout the unit.Format: WrittenConditions**:*** 90 minutes, plus 10 minutes
* 600–800 words
	+ short response 50–100 words per item
	+ extended response 300–400 words per item
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| Achievement standard | By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal. | By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal. |
| Moderation | Conferencing: Teachers will individually grade samples selected by the HOD, which are representative of the five-point scale described in the task-specific standards. At a follow-up meeting time nominated by the HOD, teachers will compare their judgments with the nominated level of achievement, engaging in professional conversations to reach consensus on the level of achievement to be awarded for each sample. Discussions will be based on evidence in student responses, using the language of the task-specific standards.  | Calibration: Before grading all student responses, teachers will examine A and C sample responses selected by the HOD. Teachers will then apply their shared understanding of the task-specific standards for A and C sample responses to the grading of all subsequent student responses.  |

# Teaching and learning focus

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| Content descriptions |
| Geographical knowledge and understanding | Unit 1 | Unit 2 | Geographical inquiry and skills | Unit 1 | Unit 2 |
| Unit 1: Environmental change and managementHuman-induced environmental changes that challenge sustainability  | 🗸 |  | Observing, questioning and planningDevelop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts  | 🗸 | 🗸 |
| Environmental world views of people and their implications for environmental management  | 🗸 |  | Collecting, recording, evaluating and representingEvaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources  | 🗸 | 🗸 |
| The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia  | 🗸 |  | Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies  | 🗸 | 🗸 |
| The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated  | 🗸 |  | Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate  | 🗸 | 🗸 |
| The application of geographical concepts and methods to the management of the environmental change being investigated  | 🗸 |  | Interpreting, analysing and concludingInterpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes  | 🗸 | 🗸 |
| The application of environmental, economic and social criteria in evaluating management responses to the change  | 🗸 |  | Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view  | 🗸 | 🗸 |
| Unit 2: Geographies of human wellbeingDifferent ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places  |  | 🗸 | Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions  | 🗸 | 🗸 |
| Reasons for spatial variations between countries in selected indicators of human wellbeing |  | 🗸 | **Communicating**Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate  | 🗸 | 🗸 |
| Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands  |  | 🗸 | Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal  | 🗸 |  |
| Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region  |  | 🗸 |  |  |  |
| Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale  |  | 🗸 |  |  |  |
| The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries  |  | 🗸 |  |  |  |

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| General capabilities | Year 10 |  | Cross-curriculum priorities | Year 10 |
|  | Unit 1 | Unit 2 |  |  | Unit 1 | Unit 2 |
| Literacy | 🗸 | 🗸 |  | Aboriginal and Torres Strait Islander histories and cultures | 🗸 |  |
| Numeracy | 🗸 | 🗸 |  | Asia and Australia’s engagement with Asia | 🗸 | 🗸 |
| Information and communication technology | 🗸 | 🗸 |  | Sustainability | 🗸 |  |
| Critical and creative thinking | 🗸 | 🗸 |  |  |
| Personal and social capability |  |  |  |
| Intercultural understanding |  | 🗸 |  |
| Ethical understanding | 🗸 | 🗸 |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:* Where has prior and future learning across the year level/band been reflected in the plan?
* Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band?
* Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band?
* Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year?
* Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>.
* Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included?
* What moderation processes will be used? When will assessment and moderation occur?
* Is the planned teaching, learning and assessment sequence appropriate for reporting purposes?
* Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence?
* How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans?
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| Following implementation, the teaching team will consider questions such as:* Was the teaching, learning and assessment effective?
* Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what?
* Were there any common student misconceptions that need, or needed, to be clarified?
* How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans?
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