

# Year 9 Geography Curriculum and assessment plan

## Example

Level description	Context and cohort considerations
<p>The Year 9 curriculum involves the study of 2 sub-strands.</p> <p><b>Biomes and food security</b> — focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p><b>Geographies of interconnections</b> — focuses on 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. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.</p> <p>It is suggested that the study of this topic draws on studies from Australia and other countries.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> <li>• What are the causes and consequences of change in places and environments, and how can this change be managed?</li> <li>• What are the future implications of changes to places and environments?</li> <li>• Why are interconnections and interdependencies important for the future of places and environments?</li> </ul>	<p>In Year 9, Geography is taught as a standalone elective subject in Semester 2 and has been written for a 40-hour time allocation.</p> <p>The sub-strand Biomes and food security will be taught in Unit 1 and the sub-strand Geographies of interconnections will be taught in Unit 2.</p> <p>In Year 8, the focus of learning in Geography has been on landscapes and landforms and settlement patterns and urbanisation.</p>

Unit 1 — Food fight: the challenges of food security	Unit 2 — From trade routes to tourist destinations: navigating our interconnected world
<p>Timing: Term 3 Duration: 10 weeks</p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What are the world's major biomes that support all life on the planet?</li> <li>• How does agricultural activity differ between Australia and a country in Asia?</li> <li>• What management strategies make agriculture more sustainable and improve food security?</li> </ul> <p>Human activities alter biomes to produce food, industrial material and fibres. Increasing agricultural activity to feed the world's people must be done in a way that is ecologically sustainable to ensure food security.</p> <p>Students begin this unit by exploring the major biomes of the world. Through a collaborative inquiry approach informed by digital literacy strategies, they prepare a presentation about a selected biome that includes locations, climate, soils, dominant vegetation and level of productivity. Students examine data and maps to analyse global land use and draw inferences about the effects of the production of food, fibres and industrial materials on natural biomes. Students develop and practise their critical and creative thinking skills as they compare the biomes of Australia and a country in Asia and the populations to be fed from agricultural activity. Students analyse data and information related to a particular food crop to compare environmental, economic and technical factors that influence agricultural productivity, e.g. rice production in Australia and Thailand or wheat production in Northern India and Australia.</p> <p>Through structured small group discussions that allow them to develop and practise their social and personal skills, students define food security and examine global data on food insecurity. They investigate an Australian case study, such as the Murray-Darling basin, to examine challenges to sustainable food production and food security. Possible areas of focus are climate patterns and sufficiency of fresh water, soil degradation and salinity. Students draw evidence-based conclusions about the impacts of these challenges and analyse management strategies that are being employed to make food production more sustainable, considering environmental, social and economic criteria. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>	<p>Timing: Term 4 Duration: 10 weeks</p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How are we interconnected nationally and globally by transport, technology and trade systems?</li> <li>• How does the production and consumption of goods impact people and environments?</li> <li>• How do tourism and leisure activities impact places and environments?</li> <li>• What strategies support sustainable tourism?</li> </ul> <p>A network of connections and interdependencies, including trade and tourism, characterise life in the 21st century. Geographies of interconnections such as these demonstrate the impacts people can have on places and environments.</p> <p>To begin this unit, students develop and practise their critical and creative thinking skills and apply digital literacy strategies by creating digital representations that explore the nature of interconnections between people and places (e.g. how transportation and technologies connect people to services, information and other people, examining maps of global shipping and aircraft movements). Using a case study, students then trace a product (e.g. chocolate, coffee, smart phones or fast fashion) through its supply chain, analysing the impacts on people and environments of the production, use and disposal of the product. They evaluate strategies to make the production and consumption of the product more sustainable and consider how consumer choices and actions make a difference, including any ethical considerations.</p> <p>Moving to a focus on tourism and leisure, students brainstorm the benefits of tourism and leisure activities for individuals and communities. In preparation for their assessment task, they participate in a virtual field trip or local field trip to investigate the interconnections between people and places and environments (e.g. tourism at locations on the Great Barrier Reef, Tamborine National Park or Mossman Gorge National Park). Students collect, represent and compare data and information from virtual or on-site fieldwork to draw conclusions about potential environmental impacts of tourism and make a recommendation to enhance sustainable tourism at the fieldwork site.</p>

Unit 1 — Food fight: the challenges of food security		Unit 2 — From trade routes to tourist destinations: navigating our interconnected world		
Assessment 1 — Examination		Term/week	Assessment 2 — Investigation	
Term/week			Term/week	
Assessment	<p><b>Description:</b> Students respond to a range of questions about biomes and food security. A number of short items require the interpretation and analysis of data and information to explain patterns and trends and an extended response item requires students to analyse strategies to address a geographical challenge related to sustainable food production. Stimulus is provided for each question.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• supervised</li> <li>• up to 90 minutes, plus 10 minutes planning</li> <li>• 600–800 words, comprising <ul style="list-style-type: none"> <li>– short responses 50–150 words per item</li> <li>– extended responses 300–400 words per item</li> </ul> </li> </ul>	Term 3 Week 8	<p><b>Description:</b> Students investigate the potential impacts of tourism on a natural environment, e.g. impact of tourism on rainforest ecosystems in Tamborine National Park. Students create a digital interactive map for presentation to a relevant authority, recommending a strategy that promotes sustainable tourism.</p> <p>The annotations accompanying the map show:</p> <ul style="list-style-type: none"> <li>• representations of data from field work and secondary research materials</li> <li>• interpretation and analysis of data and information to explain patterns and trends in tourism and infer relationships between tourism activities and environments</li> <li>• conclusions about potential impacts of tourism</li> <li>• development and evaluation of strategies to mitigate risks</li> <li>• a recommendation to promote sustainable tourism.</li> </ul> <p><b>Technique:</b> Investigation</p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• map annotations total 600–800 words</li> </ul>	Term 4 Weeks 7-9
Achievement standard	<p>By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.</p> <p>Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.</p>		<p>By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.</p> <p>Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.</p>	
Moderation	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>		<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>	

Content descriptions	Units		Content descriptions	Units	
Knowledge and understanding	1	2	Skills	1	2
<b>Biomes and food security</b> the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity AC9HG9K01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Questioning and researching using geographical methods</b> develop a range of questions for a geographical inquiry related to a phenomenon or challenge AC9HG9S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the effects on environments of human alteration of biomes to produce food, industrial materials and fibres AC9HG9K02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate AC9HG9S02	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia AC9HG9K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Interpreting and analysing geographical data and information</b> evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships AC9HG9S03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
challenges to sustainable food production and food security in Australia and appropriate management strategies AC9HG9K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Concluding and decision-making</b> evaluate data and information to justify conclusions AC9HG9S04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Geographies of interconnections</b> the ways changing transportation and technologies are used to connect people to services, information and people in other places AC9HG9K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts AC9HG9S05	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places AC9HG9K06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Communicating</b> create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings AC9HG9S06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the ways that places and people are interconnected with other places through trade in goods and services, at all scales AC9HG9K07	<input type="checkbox"/>	<input type="checkbox"/>			
the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places AC9HG9K08	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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