



My Target: _____/100



(Circle when your assignment is handed back)

Name: _____

Year 9 Humanities and Social Sciences: Geography

Task 1 – Biomes, World Population and Food Security In-class and homework research task

Total for Part A Inquiry Booklet /50	Total for Part B Feature Article /50	Subtotal /100	%	Weighting 7.5%

Due Date: Week 5 Friday 2nd March 2018

Task:

You will select one of the biomes from the list below, this will be the biome you focus on for this task. As a part of a survival experiment called “Survivor”, imagine you have been dropped into an unknown part of the world via a parachute. Once you land you realize you have no idea where you are, but thanks to **Geography class**, you are able to recognize your surroundings as one of the world’s biomes. You have to adapt and find ways to survive in your biome and are collected after a period of 3 months. National Geographic hears about your amazing survival skills and offers you \$100,000 to create a **National Geographic Special Feature Article** educating the public on how to survive in that biome. Your main objective is to explain how life would be if you were to live in a biome such as the arctic tundra or the tropical rainforest. How would you survive? What would you eat? Where would you live? What would you see?

National Geographic has learned that you have knowledge about **Food Security**, and as this is an issue facing the world today, they want you to include a section in your Special that talks about the challenge of food security. It’s an important issue so they feel people can be educated on this as well as your experience of survival in your chosen biome. To obtain your goal, you will complete the attached inquiry booklet. You must list at least 5 sources, two of which must be books (e.g. textbook, library book). Upon completion of the inquiry booklet, you will create a **Feature Article** of life in the biome and food security.

You must submit the following:

- Biomes and Food Security “Survivor” Research Project Inquiry Booklet.
- Completed feature article for the National Geographic Special (this should be printed or handed in on a USB on the due date).

World’s Biomes you may choose from:

- Tundra
- Mountains
- Desert
- Tropical Rainforest
- Tropical Savannah
- Temperate Grassland
- Broadleaf (Evergreen) Forest
- Coniferous (Taiga) Forest
- Deciduous Forest
- Mediterranean shrub-land

Biome Project Assessment Checklist

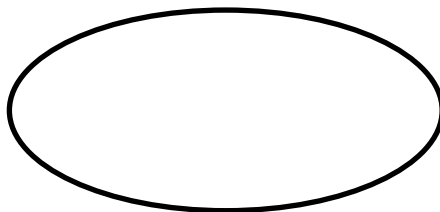
Your presentation should include all of the following criteria:

- Map of world showing all areas where your biome is located.
- Explanation of the climate characteristics (temperature range, rainfall, etc.)
- Examples of animals and plants (the *biodiversity*) found in your biome with pictures.
- Geography (explain what the landscape is like, soil quality, etc.)
- Other unique factors about your biome.
- Show how the living conditions would be if you were to live in this biome
- Explain how you were able to survive using the resources that were available
 - What did you eat?
 - How did you find water?
 - What did your shelter look like? (Include pictures)
- Explain the problem of food security and how this relates to your biome:
 - What is food security?
 - How is food produced in your biome?
 - What are some challenges to food security? (Use some specific examples of places from around the world for your biome).
 - What are some solutions to these challenges which aim to improve food security in your biome? (New technologies, practices or policies).
 - You will need to include a graph, map or table which includes some statistics relating to food security.

NOTE: All pictures, maps and sources need to follow ethical protocols and be referenced in a correctly formatted bibliography.

Part One - Planning

1. Brainstorm all that you know about the topic and the task in the space below:



Teacher Sign Off ☒ ☐

Date: _____

2. KWL

What you Know	What you Want to Know	What you have Learnt

Teacher Sign Off	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Date:	<hr/>	

- [illegible]

Teacher Sign Off ☒ ☐

Date: _____

- [illegible]

Blank lined area for writing.

Teacher Sign Off ☒ ☐

Date: _____

5. PMI Chart – Complete the PMI charts below by reflecting on both the TASK and the TOPIC

(THE TASK)

P – Plus	M - Minus	I - Interesting
Positives (Pluses) about the task	Negatives (Minuses) about the task	Interesting parts of the task
* *	* *	* *

(THE TOPIC)

P – Plus	M - Minus	I - Interesting
Positives (Pluses) about the topic	Negatives (Minuses) about the topic	Interesting parts of the topic
* *	* *	* *

Teacher Sign Off ☒ ☐

Date: _____

6. Student Reflection

Please respond to the following four questions – be specific:

I learned ...

I was surprised ...

I discovered ...

I wonder ...

Teacher Sign Off <input checked="" type="checkbox"/>	<input type="checkbox"/>
Date: _____	



Name: _____

PLEASE SUBMIT THIS SHEET WITH YOUR NOTES ON THE DUE DATE!

DETAILED MARKING GUIDE/RUBIRC (PLANNING)

Year 9– Geography - Task 1 – Biomes, World Population and Food Security

In-class and homework research task (7.5%)

Task ↓ & Marks Allocation →			5 - 6	3 - 4	0 - 2
Brainstorm / 6			Provides detailed and comprehensive examples of the topic (Biomes, Food Security) and the task. Expands on examples by stating more than one word. Provides specific information.	Provides some examples of the topic (Biomes, Food Security) and the task. States basic examples, with limited specific information.	Only 1-2 examples of the topic (Biomes, Food Security) and the task. No detail is used. No Brainstorm is submitted (0)
KWL Chart / 6			Presents a very detailed and comprehensive chart, through the use of a well-structured KWL Chart. Comprehensive detail is used in each section of the KWL chart, which relates clearly to the task and the key areas.	Presents a less detailed KWL chart. Less comprehensive reference to key areas. Some sections are incomplete or the chart is not finished, with sections missing.	Presents a generalised plan and/or limited chart. Limited references are made to key areas. Sections are missed. No KWL Chart is submitted (0)
		7 - 8	5 - 6	3 - 4	0 - 2
Focus Questions /8		Devises a set of focus questions which clearly identifies the information needed to research the task. 8 or more questions.	Devises a set of questions which identifies some information needed to address the research the task.	Lists some simple questions which identify limited information. 4 questions.	Devises a few simple questions, which identify very limited information. Less than 4 questions.
	9 - 10	7 - 8	5 - 6	3 - 4	0 - 2
Extra notes / 10	Provides very detailed, comprehensive and accurate extra notes for the characteristics of the chosen biomes, survival in the biome and food security. Addresses research areas in detail and uses extensive examples for supporting evidence. Uses evidence from a range of sources.	Provides less detailed and mostly accurate extra notes for the characteristics of the chosen biomes, survival in the biome and food security. Addresses research areas mostly in detail and uses various examples for supporting evidence.	Provides generalised extra notes for the characteristics of the chosen biomes, survival in the biome and food security. Addresses research areas in some detail and uses some examples for supporting evidence.	Provides basic extra notes for the characteristics of the chosen biomes, survival in the biome and food security. Addresses research areas in limited detail and uses a few examples for supporting evidence.	Provides limited and/or no extra notes. Does not complete the section. Examples are not demonstrated throughout. No extra notes are submitted (0)

			5 - 6	3 - 4	0 - 2
Bibliography / 6			Uses the minimum 5 sources (2 books) and collects information from a comprehensive number of sources and records a variety of key information which relates to strategies to reduce water consumption in their chosen location. Incorporating ethical protocols, which correctly follow the referencing technique approved by the school.	Uses the minimum 5 sources (2 books) and bibliography includes a smaller range of sources which mostly follow the referencing technique approved by the school.	No bibliography submitted (0) Bibliography includes a limited list of sources which may follow the referencing technique approved by the school.
			5 - 6	3 - 4	0 - 2
PMI Chart / 6			Presents a very detailed and comprehensive chart, through the use of a well-structured PMI Chart. Comprehensive detail is used in each section of the PMI chart, which relates clearly to the task and the key areas. Includes detail on task and topic.	Presents a less detailed PMI chart. Less comprehensive reference to key areas. Some sections are incomplete or the chart is not finished, with sections missing, including basic information on task and/or topic.	Presents a generalised plan and/or limited chart. Limited references are made to key areas. Sections are missed. No KWL Chart is submitted (0)
		7 - 8	5 - 6	3 - 4	0 - 2
Self-Reflection /8		Completes all four sections of the self-reflection using full sentences and uses detailed examples. (Each section worth 2 marks)	Completes parts of the self-reflection using full sentences and uses some detailed examples. (Each section worth 2 marks)	Completes all four sections of the self-reflection but with less detail. (Each section worth 2 marks)	Does not complete all sections of the self-reflection. (Each section worth 2 marks) No self –reflection submitted(0)

Overall Comment by Teacher:

Total mark for Inquiry Booklet = / 50 marks