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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 10 – Humanities and Social Sciences (Geography)**

**Term 1, 2019**

**Task 2– Environmental Change for Australia**

**Task 2: (PART A) Environmental Change and Management Task (4%)– (Inquiry Booklet)**

Students conduct an inquiry, both in class and in their own time (homework), which investigates an environment (land) in Australia (3 cases studies to select from – local/regional environments as the focus) that has been changed. Students investigate *causes and likely consequences of the environmental change (land) in their selected area; the strategies to manage the environmental change being investigated and the application of environmental, economic and social criteria in evaluating management responses to the change being investigated. Includes HASS Skills*

**Task 2: (PART B) Environmental Change and Management – (Informative Poster, including technology aspects, such as QR codes)**

Students present the inquiry findings as an informative A3 poster incorporating technology such as QR codes, which addresses the information above (PART A)

**Due: Week 6, Friday 15 March**

**Type of Environment - LAND**

For **‘land’** as a type of environment, as the context for a comparative study of an environmental change between Australia and another country. ***(Please note: Another country will be studied in class as a case study – You do not need to include this information on your poster).*** Thisinquiry will focus on environmental change in Australia, such as land and soil degradation, particularly using a case study selected from the three options. Local/regional environments are the focus.

***Key Focus Areas to research:***

**Focus Research Area 1 (FRA1):** Select a case study from the list and investigate this area. Include information such as site (physical/natural) and situation (cultural/location), a map, current and past land use information.

**Focus Research Area 2 (FRA2):** The **causes** and **likely consequences** of the environmental change being investigated. (Syllabus Point)

**Focus Research Area 3 (FRA 3):** The **strategies** to **manage** the environmental change being investigated. (Syllabus Point)

**Focus Research Area 4 (FRA4):** The **application** of **environmental, economic and social criteria** in **evaluating management responses** to the change being investigated. (Syllabus Point)

***Please Note: Planning documents – including the inquiry documents (notes and graphic organisers), which you will hand to your teacher as an ‘inquiry booklet’ developed by you with assistance from your teacher, including a cover page and the marking keys. It will be your responsibility to create some of your own planning documents and submit these documents on time.***

**Inquiry Process –**

**What do I need to focus on…?**

*You will have class time plus you are expected to complete work in your own time to research and collect notes that address the following:*

**Key Areas of Research broken down and in more detail:**

🞎 Select a case study area. **(FRA1)**

🞎 Describe the site and situation of the case study area.

Including a map of the location. **(FRA 1)**

🞎 Define the environmental change from the selected case study area, e.g. deforestation, degrading the land **(FRA2)**

🞎 A detailed description of your chosen environmental change for the case study area. **(FRA2)**

🞎 A sketch diagram of your chosen environmental change, such as a before and after of salinity or before and after deforestation. **(FRA2)**

🞎 A map and/or explanation showing the spatial distribution and extent of the environmental change in the case study area. **(FRA2)**

🞎 The causes of the environmental changes and how it has evolved over time (temporal distribution) in the case study area. **(FRA2)**

🞎 The consequences of the environmental changes in the case study area. **(FRA2)**

🞎 The strategies to manage the environmental change being investigated in the case study area. **(FRA 3)**

🞎 The application of environmental, economic and social criteria (sustainability) in evaluating management responses in the case study area. This includes costs and benefits – social costs and benefits; economic costs and benefits; environmental costs and benefits. **(FRA4)**

**INQUIRY: What do I need to complete? The Checklist!!**

**□ Brainstorm –** What do you need to find out? Or what do you know?

**□ Develop focus questions -** based on the focus research areas.

**□ Notes –** Collect and record information and/or data in note form on the focus

research areas. Use graphic organisers to organise your notes.

**□ Graphic Organisers –** Students to develop their own format to

record notes. In class we will go through ideas.

Think of appropriate graphic organisers.

**□ Bibliography** – Make sure you reference using the correct and appropriate

Format.

**□ Reflection Sheet –** Reflecting on your work. Will be handed out in class.

**□ Task 2 (PART B) – Informative Poster –** Present all your key and important information on an informative poster, which includes the use of technology (QR Codes). Make sure you address all focus research areas for Australia, in particular your selected case study area.

**CASE STUDY AREAS – 3 Options**

**Option ➊ - Toolibin Lake and the surrounding area**

**Option ➋ - Mining area within 90 kilometres of Narrogin.**

**Option ➌ - An Area of farming land within 80 kilometres of Narrogin.**

*(You may negotiate with your teacher about this distance, for example if you are from a location which is more than 80 or 90 kilometres from Narrogin and would like to use a different case study area).*

Selected case study area:

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Reasons for selection:

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**MARKING KEY – TASK 2 (PART A) (Inquiry) (4%)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Description** | **Possible Marks** | **Your Mark** |
| Selects relevant and detailed geographical information and/or data from a number of sources which address all of the focus research areas.  Uses appropriate recording techniques to collect and present the geographical information and/or data required by the task  Records sufficient information and/or data to support the inquiry of all focus research areas.  Develops clear and concise focus questions in relation to the focus research areas.  Uses headings and sub-headings to organise notes for each focus research area.  Provides comprehensive and detailed notes and includes a clear and concise links to all focus research areas.  Brainstorm is comprehensive and detailed and includes what you know and what you need to know.  Selects and uses appropriate and an extensive range and/or variety of graphic organisers to organise notes.  Considers all elements of the task and provides a detailed reflection sheet. | **7 - 8** |  |
| Selects relevant geographical information and/or data from a number of sources which address most of the focus research areas.  Uses mostly appropriate recording techniques to collect and present the geographical information and/or data required by the task.  Records sufficient information and/or data to support the inquiry of most focus research areas.  Provides mostly detailed notes and includes key links to most focus research areas.  Develops some focus questions in relation to the focus research areas.  Brainstorm is mostly detailed and includes references to what you know and what you need to know.  Selects and uses a range of appropriate graphic organisers to organise notes, however, the organisers are completed in some detail, and some sections are brief.  Provides some detail on the reflection sheet, yet does not address all areas of the task. | **5 - 6** |  |
| Selects some relevant geographical information and/or data from a limited number of sources which address some of the focus research areas.  Uses a simple, incomplete recording technique to collect and present the geographical information and/or data required by the task.  Records insufficient information and/or data to support the inquiry of the focus research areas.  Limited focus questions are developed in relation to the focus research areas.  Brainstorm is incomplete and uses limited detail about what you know and what you want to know.  Uses 1-2 graphic organisers, yet they are incomplete and information is limited in some sections.  Demonstrates limited detail on the reflection sheet and does not consider the whole task, including some sections may be incomplete. | **3 - 4** |  |
| Selects mostly irrelevant geographical information and/or data from a limited number of sources which only provides a basic reference to the focus research areas.  Uses no logical or organised recording techniques to collect and present the geographical information and/or data required by the task  Records insufficient information and/or data that provides little support for the inquiry.  Basic focus questions developed in relation to the research.  Brainstorm is basic and/or not submitted.  Uses basic information on graphic organisers and/or does not submit. Graphic organisers may be incomplete.  Reflection sheet is limited and/or incomplete or not submitted. | **1 – 2** |  |

**Bibliography**

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| **Description** | **Possible Marks** | **Your Mark** |
| Presents a bibliography which includes a comprehensive and detailed list of sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the referencing technique approved by the school. | **4** |  |
| Presents a bibliography which includes some sources (e.g. online maps, websites, and textbooks) which generally follows the referencing technique approved by the school. | **3** |  |
| Presents a bibliography which includes a limited list of sources which may follow the referencing technique approved by the school. | **2** |  |
| Presents a bibliography which includes a limited list of sources which does not follow the referencing technique approved by the school. | **1** |  |
| No bibliography submitted. | **0** |  |

**TOTAL MARK = / 12**

**Teacher Comment:**

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