# **logo Year 7 Humanities and Social Sciences – Semester 1, 2018**

*Knowledge and Understanding and Humanities and Social Sciences Skills*

Content: **Geography** (Water in the World & Place and Liveability **Economics and Business** (Producing and Consuming)

| **Assessment  Type** | Assessment  task  weighting | **When**  **(Subject to change)** | **Assessment task** | **Student Score & Weighting** |
| --- | --- | --- | --- | --- |
| Visual  Representation &  Written  Work | **5%** | **Distributed Week 3, Due Week 5** | **Task 1: Inquiry Task**  Students are to create a fact sheet which aims to educate people about water scarcity. The fact sheet must provide an overview on the issue and then focus on a particular country in the world and the strategies that are used to manage scarcity. The fact sheet must include an introduction, key facts and figures, images and must be accompanied by a correctly referenced bibliography. |  |
| Written Work/Test | **5%** | **Week 5** | **Task 2: In-class Test (Key Topic: Water in the World)**  Students will complete an in-class test based on content from weeks 1-5. This will include applying the key geographical skills and concepts to the content and analysing and interpreting graphs. |  |
| Written Work/Test | **2.5%** | **Week 9** | **Task 3: In-class Assessment (Key Topic: Place and Liveability)**  Students will complete an in-class test on the topics covered in Weeks 6-9. This will include applying the key geographical skills and concepts to the content. Students will also address validation questions from the virtual fieldwork task. |  |
| Written Work (Inquiry) | **7.5%** | **Distributed Week 6 Due: Week 11** | **Task 4: How liveable is your town? Inquiry Task**  Students will apply information and knowledge from fieldwork and class content knowledge and also conduct research on the liveability of their town of residence. The task will focus on the strategies used to enhance the [liveability](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/liveability) of places, especially for young people, including examples from Australia and Europe. Students will complete an inquiry task which will include developing a survey, plus survey 6 people and complete an inquiry booklet (individually). |  |
| Model or Visual Representation | **5%** | **Distributed Week 6 Due: Week 11** | **Task 5: How liveable is your town?**  Present a strategy using the findings from Task 4 through the use of a visual representation such as a Model, PowerPoint, Computer Assisted Design, hand drawn design or Prezi presentation. Other methods of presentation may be possible but will need to be discussed with the teacher. |  |
| Written Work & Visual Representation | **5%** | **Distributed Week 2**  **Due: Week 3** | **Task 6: Case study of an Entrepreneur (Documentary task)**  **Part A: Summative**  Students will compile notes while watching a documentary on a chosen entrepreneur which will be submitted at the end of the lesson. Notes will focus on the characteristics which entrepreneurs possess.  **Part B: In Class Validation**  Students will complete short answer questions/responses focusing on the documentary that they have watched in class. To be completed in-class. Timed/Test conditions. |  |
| Written Work & Visual Representation | **7.5%** | **Distributed Week 1**  **Due: Week 5** | **Task 7: ‘Shark Tank’ Task (In Pairs)**  **Part A: Inquiry Task**  Design an adaptation to a good that will either solve a problem or make life easier. This task will be completed in pairs and students will complete an inquiry/design booklet.  **Part B: Panel discussion**  Students will use their findings from their design booklet to complete a presentation to a panel. *Please note that this task will not be assessed as part of formal assessment.* |  |
| Graphic Organiser | **2.5%** | **Distributed Week 4 Due: Week 4** | **Task 8: Homework Task (Venn diagram)**  Complete a Venn diagram to show similarities and differences and examples on a chosen economics topic. |  |
| Written Work/Test | **10%** | **Week 6** | **Task 9: In-class Test (Topics: Work, Types of work, Sources of Income, Producers and Consumers, Simple circular flow of income, Changing demand, price and demand, Entrepreneurs)**  Students will complete an in-class test on the content covered in Weeks 1-6. This will include applying the key economic and business concepts to the content. |  |
| **Total** | **50%** |  |  |  |