 **Year 9 (HASS) GEOGRAPHY 2017– Weighting 5 %**

My Target: / 34 or \_\_\_\_% 👍 👎

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

**In-class Fieldwork Assessment – Total = 34 marks**

**School Site Based Fieldwork - One Period Task**

***Curriculum Focus:***

* Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. tables, field sketches, annotated diagrams), with and without the use of digital and [spatial technologies](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/spatial-technologies)
* The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and [productivity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/productivity) ([ACHGK060](http://www.scootle.edu.au/ec/search?accContentId=ACHGK060)) – ***Focus ‘Woodland Biome’.***

***Key Focus:***

* Integrating tools and inquiry skills to create learning activities, such as *observing and recording through field sketches.*
* Incorporating *‘What if’* type thinking skills.
* Using specific geography skills and techniques, such as *field techniques.*
* Use of ICT skills, in particular QR codes.

**SITE ONE: South of the Textiles Room, South West of Art Rooms.**

**Activity 1: Complete an annotated field sketch of Site One.**

**Purpose:** *Sketching helps to develop observation skills. Assists in recording geographical phenomena in the cultural (human made) and physical (natural) landscape*

**Equipment:** *Clipboard, sheet with grid on it (see below), pencil, compass (1 per group), phone/iPad (to read the QR codes)*

1. Using the compass, state the direction you are facing.

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1. List six main features you will draw and label in your sketch.

*Using your mobile phone if you have access to the QR code reader/scanner, scan the QR codes attached to vegetation species found within the fieldwork site. This will help you to identify the names of vegetation types.* (6)

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1. Construct and label a field sketch of Site One. *(See Rubric Sheet)*

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**Title:**

**Remember to use a pencil!**

**Date of Observation:**

**SITE TWO: South of Science Rooms**

**Activity 2: Complete an annotated field sketch of Site Two.**

**Purpose:** *Sketching helps to develop observation skills. Assists in recording geographical phenomena in the cultural (human made) and physical (natural) landscape*

**Equipment:** *Clipboard, sheet with grid on it (see below), pencil, compass (1 per group), phone/iPad (to read the QR codes)*

1. Using the compass, state the direction you are facing.

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1. List six main features you will draw and label in your sketch.

*Using your mobile phone if you have access to the QR code reader/scanner, scan the QR codes attached to vegetation species found within the fieldwork site. This will help you to identify the names of vegetation types.* (6)

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1. Construct and label a field sketch of Site Two. *(See Rubric Sheet)*

**Activity 3: Comparing Site One and Site Two**

Outline one similarity for Site One and Site Two. (2)

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Outline one difference between Site One and Site Two. (2)

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**Title:**

**Date of Observation:**

**Remember to use a pencil!**

**Date of Observation:**

**Activity 4: Thinking Skills – What if?**

Address the following question based on the field sketches and observations you have made for both Site One and Site Two. Make sure you address the questions using an *‘explain’* response.

1. *What if* the school was not built north of Site One and Site Two how would the surrounding environment be different? (4)

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**Rubric for Activity 1 & Activity 2**

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|  | Excellent (5-6) | Average (3-4) | Poor (0-2) |
| **Sketch 1**  Detail and Presentation | Sketch 1 detailed and clearly drawn and most main features labelled/ annotated. Appropriate title is used. Pencil is used on sketch. | Sketch 1 lacks some detail or not clearly drawn and some main features are labelled. A basic title is provided and pencil may be used. | Sketch 1 lacks detail or is too messy or incomplete; limited labels and some are difficult to interpret the labels. Title is used, however may not be appropriate. Pencil may be used. |
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| **Sketch 2**  Detail and Presentation | Sketch 2 detailed and clearly drawn and most main features labelled/annotated. Appropriate title is used. Pencil is used on sketch. | Sketch 2 lacks some detail or not clearly drawn n and some main features are labelled. A basic title is provided and pencil may be used. | Sketch 2 lacks detail or is too messy or incomplete; limited labels and some are difficult to interpret the labels. Title is used, however may not be appropriate. Pencil may be used. |