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| **GOOD COUNSEL COLLEGE** | |  |  |
| **HUMANITIES & SOCIAL SCIENCES DEPARTMENT** | |
| STUDENT’S NAME: |  |
| TEACHER’S CODE: | SNGT, LEOH, HART |

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| **ASSESSMENT CONDITIONS** | |  | **9 GEOGRAPHY**  **GEOGRAPHY OF INTERCONNECTIONS** |
| Date Received: | Week 5: |  |
| Research Planner due: | Week 6: |  |
| Draft due: | Week 7: |  |
| Final copy due: | Week 8: |  |

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| Assessment Instructions:   1. Research Planner – Handwritten 2. Written response – Typed in Calibri size 11 font, 1.5 line spacing, justified margins | | | | | |  | **Year 9 - Term 3, 2021**  **INSTRUMENT NUMBER:**  **3**  **INSTRUMENT: Research Task- Report**  **LENGTH: 600-800words**  **CONDITIONS:**  **Class and student’s own time,**  **4 weeks**  **CRITERIA ASSESSED:**   * **Geographical Knowledge and Understanding** * **Geographical Inquiry and Skills** |
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| **SUMMARY OF RESULTS** | | | | | |
| **CRITERIA ASSESSED** | **STANDARD** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Geographical Knowledge & Understanding |  |  |  |  |  |
| Geographical Inquiry & Skills |  |  |  |  |  |

## Year 9 Geography standard elaborations

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| **Criteria** | **Standard A** | **Standard B** | **Standard C** | **Standard D** | **Standard E** |
| **The folio of student work has the following characteristics:** | | | | |
| **KNOWLEDGE & UNDERSTANDING** | comprehensive explanation of how geographical processes change the characteristics of places (Intro, hypothesis) | detailed explanation of how geographical processes change the characteristics of places | explanation of how geographical processes change the characteristics of places | description of how geographical processes change the characteristics of places | statements about geographical processes changing the characteristics of places |
| * comprehensive analysis of the interconnections between people, places and environments   (The Supply Chain)   * comprehensive explanation of how these interconnections influence people, and change places and environments   (Benefits and drawbacks) | * detailed analysis of the interconnections between people, places and environments * detailed explanation of how these interconnections influence people, and change places and environments | * analysis of the interconnections between people, places and environments * explanation of how these interconnections influence people, and change places and environments | * explanation of the interconnections between people, places and environments * description of how these interconnections influence people, and change places and environments | * description of the interconnections between people, places and environments * statements about change |
| **OVERALL STANDARD** | | | | |  |

## Year 9 Geography standard elaborations

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| **Criteria** | **Standard A** | **Standard B** | **Standard C** | **Standard D** | **Standard E** |
| **The folio of student work has the following characteristics:** | | | | |
| **SKILLS** | discerning use of initial research for development of geographically significant questions to frame an inquiry (RP) | effective use of initial research for development of geographically significant questions to frame an inquiry | use of initial research for identification of geographically significant questions to frame an inquiry | use of initial research for identification of geographical questions related to an inquiry | identification of geographical questions related to an inquiry |
| discerning evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data (RP) | informed evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data | evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data | explanation of a range of primary and secondary sources to select and collect aspects of relevant geographical information and data | use of aspects of sources to select and collect geographical information and data |
| discerning analysis and interpretation of information from primary and secondary sources to effectively answer inquiry questions (RP) | logical analysis and interpretation of information from primary and secondary sources to effectively answer inquiry questions | relevant analysis and interpretation of information from primary and secondary sources to answer inquiry questions | narrow explanation of information from sources as evidence to answer inquiry questions | comprehension of some of the explicit meaning of sources to answer aspects of inquiry questions |
| Research Planner comprehensively completed | Research Planner completed in detail | Research Planner mostly completed | Research Planner incomplete | Research Planner superficially completed |
| recording and accurate and detailed representation of data in a range of appropriate forms, including a range of maps that comply with cartographic conventions | recording and detailed representation of data in a range of appropriate forms, including a range of maps that comply with cartographic conventions | recording and representation of data in a range of appropriate forms, including a range of maps that comply with cartographic conventions | recording and partial representation of data in appropriate forms, including a range of maps that comply with aspects of cartographic conventions | recording and fragmented representation of data in appropriate forms |
| synthesis of data and information to draw discerning and reasoned conclusions (Fairtrade) | synthesis of data and information to draw effective and reasoned conclusions | synthesis of data and information to draw reasoned conclusions | synthesis of aspects of data and information to draw conclusions | use of data and information to make statements |
| purposeful presentation of findings, arguments and explanations using:   * relevant geographical terminology * digital representations in a range of appropriate communication forms | effective presentation of findings, arguments and explanations using:   * relevant geographical terminology * digital representations in a range of appropriate communication forms | presentation of findings, arguments and explanations using:   * relevant geographical terminology * digital representations in a range of appropriate communication forms | partial presentation of findings, arguments and explanations using:   * geographical terminology * aspects of digital representations in appropriate communication forms | fragmented presentation of findings using:   * everyday language * fragmented digital representations |
| **OVERALL STANDARD** | | | | |  |

**TASK**

This unit has focussed on interconnections between people, places and environments. We have studied both the benefits and drawbacks of global trade, and we have considered the social, economic and environmental impacts of consumer choices.

Your task is to research **ONE** product that is traded globally and **explore** how the trade and production of this product reflects the benefits and drawbacks of global interconnections.

Some possible products include (but are not limited to):

|  |  |
| --- | --- |
| * Chocolate | * Coffee |
| * Gold | * Vanilla |
| * Cotton | * Tea |

You will be required to complete a **Research Planner**. Completing each section of the planner will aid in constructing your report. As part of the research process, you will:

* **develop** five questions to frame a geographical inquiry about the product you have selected
* **develop** a hypothesis about your chosen product that responds to the task
* **select** a range of relevant geographical sources
* **interpret and analyse** information in sources to answer inquiry questions
* **use** the answers to these inquiry questions to **develop** your report

**Report requirements**

* The report should be fully referenced (in-text referencing and Reference List) and follow **APA** format.
* If you include illustrations from primary source material, they should be included in the Reference List and appropriately labelled (e.g. ‘Figure 1’).
* Include maps, graphs AND photos which must be labelled, captioned and referred to in-text.
* Use report format with a Title page, Contents page, headings, Reference List.
* An assignment checklist is attached. You will be required to complete components of the task according to the dates listed. It is **YOUR** responsibility to ensure your teacher signs off on your checklist.
* Your research planner is an assessable component of this task. You need to demonstrate the research process you have undertaken, and as such, an empty planner will adversely affect your final grade!
* The Research Planner is available in an electronic format for you to input research more efficiently. It is your responsibility to print this and submit it on the due date.

**submission requirements**

On the due date submit your work in this order to your teacher:

* Assessment Task
* Title Page
* Table of Contents
* Report (Calibri, 1.5 line spacing) Intro, Body (answers to research questions), conclusion
* Reference List (from your Research Planner)
* Completed Research Planner
* Marked drafts of script

**Assignment Progress Checklist**

Use the following checklist to ensure you have completed the necessary components of your assignment. You **MUST** have your teacher sign off when you have completed each section. It is **YOUR** responsibility to keep track of this, not your teacher!

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| **Component** | **Date Due** | **Teacher Signature (w/date)** |
| Choose a product |  |  |
| Develop a hypothesis |  |
| Develop inquiry questions |  |
| Locate and organise sources |  |  |
| Analysis and synthesis of information |  |
| Reflecting on research (Research P) |  |  |
| Draft |  |  |
| Final Submission |  |  |

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| Assignments will be submitted on the due date at the BEGINNING of the lesson.  There will be no time in the lesson given to complete the assignment or for printing.  Printing is to be done in your own time.  Technology failure or no ink in your home printer is NOT considered grounds for an extension.  You have access to computers and printers at school.  It is your responsibility to sort out computer related problems BEFORE the lesson on the due date. |