Gymea Technology High School

INSPIRE. LEARN. SUCCEED.

Date Distributed: 21st of March   **Task Weighting: 35%**

Outcomes

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

Students will be assessed on how well they:

- Acquire and process geographical information.
- Communicate geographical information using written text, diagrams and maps.
- Identify and evaluate the strategies to improve the agricultural yields of a crop used for food production.
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2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task enables students to demonstrate their knowledge and understanding of the geographical inquiry process and to give students the experience of researching and writing a formal report on factors that influence food production and challenges to food security.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task:

You are to write a **report** for The Department of Agriculture
Context:

> You have been asked to develop a case study based report for the Department of Agriculture about the factors that influence food production in Australia and throughout the world and how these factors have the potential to increase or decrease food security (challenges to food production). You will use a specific product as an example. The Department of Agriculture has asked that the report focus particularly on technological factors and climatic challenges related to food production. This report will be provided to inform future generations of farmers not just in Australia, but throughout the world.

To complete your report you will need to do a case study of one crop grown in Australia.

- *Identify* an **agricultural crop** (e.g. rice, wheat, oranges) that is grown in Australia.
- *Describe* **where in Australia** the crop is produced, and used, including giving an overall case study of the geography of the specific crop you have chosen (map of the region, statistical data).
- *Describe* the **supply chain** of the crop from the farm to the table in written or graphical form.
- *Explain* **Australia's use** of the crop (e.g. Export/domestic consumption).
- *Identify* and *explains* the **environmental challenges** of producing this crop (climate, water, soil, topography).
- *Identify and analyse* how **technology** is assisting to address the challenges being faced by the agricultural sector in producing this crop.
- *Evaluate* the various **strategies** that have been introduced to **improve the agricultural yields** of the crop.

Your report must be very succinct (concise and to-the-point) and should be no longer than 1500 words, excluding graphs and maps, and must use the following structure:
- introduction to the report - what does this report aim to tell farmers?
- sub-headings –such as "Use of technology in the production of [chosen crop]" and "Environmental challenges of producing [chosen crop]".
- references – a list of the information sources that you used in the report (ensure you check for validity and bias before you using them)
- appendix – any additional information that is not used in your report but is still vital.

Refer to the **ALARM matrix and PEEL diagram** to assist you in addressing each part of the report in the correct way. (Attached) Your teacher will assist you with this during your Geography lessons.

Details for Submission

This is a hand- in-task. You must hand it in to your Geography teacher during your timetabled Geography lesson on the due date- Thursday 5th of April 2019. Late submissions will be dealt with according to school policies.

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4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

Students will be awarded marks for both the content and literacy elements of the report. Please see marking criteria on the following pages.

Year 9 Geography: Geographical Inquiry

25 marks + **5** marks from literacy criteria= **30 marks**

You have been asked to develop a case study based report for the Department of Agriculture about the factors that influence food production in Australia and throughout the world and how these factors have the potential to increase or decrease food security (challenges to food production). You will use a specific product as an example. The Department of Agriculture has asked that the report focus particularly on technological factors and climatic challenges related to food production. This report will be provided to inform future generations of farmers not just in Australia, but throughout the world.

Criteria	1	2	3	4	5
Selects a crop and describes location of production, supply chain and use.	Provides limited geographical information about Australian locations of production and use.	Provides basic geographical information about Australian locations of production and use.	Provides some geographical information about Australian locations of production and use.	Provides detailed geographical information about Australian locations of production and use.	Provides comprehensive geographical information about Australian locations of production and use.
Explains the environmental challenges in producing this crop.	Identifies limited environmental challenges facing producers	Identifies environmental challenges facing producers and provides limited supporting evidence.	Explains environmental challenges facing producers	Explains environmental challenges facing producers in detail and provides supporting evidence.	Explains environmental challenges facing producers in great detail and provides supporting evidence.
Analyses how technology is used to address challenges being faced in producing the crop.	Identifies a current technology that has been introduced to improve agricultural yields of the product.	Identifies a variety of appropriate and current technology that has been introduced to improve agricultural yields of the product.	Analyses a technology that has been introduced to improve agricultural yields of the product.	Analyses a variety of and technology that has been introduced to improve agricultural yields of the product.	Analyses a variety of appropriate and current technology that has been introduced to improve agricultural yields of the product.
Evaluates strategies to improve agricultural yields of the crop.	Identifies a strategy used to improve crop yields in the agricultural sector.	Explains a strategy used to improve crop yields in the agricultural sector.	Explains a number of strategies used to improve crop yields in the agricultural sector.	Evaluates a strategy used to improve crop yields in the agricultural sector.	Evaluates a number of strategies used to improve crop yields in the agricultural sector.
Provides a reference list of information sources.	Provides a limited list of information sources.	Provides a basic list of information sources.	Provides a sketchy list of information sources from a variety of sources.	Lists information sources from a variety of appropriate sources.	Accurately lists information sources from a variety of appropriate sources.

LITERACY MARKING CRITERIA	Descriptors				
	0	**1**	**2**	**3**	**4**
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and *at least two* examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

A mark out of 20, then divided by 4 to give a **mark out of 5**

Junior ALARM Steps 7 – 9

Which verb is used in the question?
Follow the steps in the column that correspond to that verb.

IDENTIFY (Main Concept)	DESCRIBE	EXPLAIN	ANALYSE	EVALUATE
				To what extent is the effect/impact effective?
			What is the effect and/or impact of the component?	What is the effect and/or impact of the component?
		What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.
	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?
What is the main component?	What is the main component?	What is the main component?	What is the main component?	What is the main component?

Designed and developed by Blaxland High's A.L.A.R.M. team

The art of PEELING!!!

P	E	E	L
Point	**Evidence**	**Explanation**	**Link**
Make a clear and relevant point.	Back it up!: Support your point with examples or evidence from the text. Use quotes or events from the text.	Explain your point and how the evidence or examples supports your point.	Link this point to the following point in the next paragraph, as well as the essay question.

PEEL is a strategy you can use to help not only outline your essay paragraphs but give your reader an easy way to follow your essay.