



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Geography
Topic	Production of Food
Class Teacher	Sutherland / Nonnenmacher / Gray / Walton
Head Teacher	Paine
Year	9
Date Given	Week 4
Date Due	Friday Week 7
Weighting	25%

Assessment Outline

You are going to write a report about one food crop or fibre that is grown within Australia. The food or fibre can be anything you want such as potatoes, apples, wheat, rice or grapes for food, and cotton or paper as fibre examples. Just ensure the product is grown here in Australia!

INSTRUCTIONS

Your report will be broken up into three specific topics regarding the food, organised into paragraphs.

1. Introduction

- You must have an introduction.
- This paragraph is about stating the food/fibre you will investigate.
- Quickly state the importance or role this food/fibre has within Australia
- Very briefly mention what each following body paragraph will discuss

2. Describing the food/fibre product

- Discuss the types and varieties – examples for apples; red delicious, pink lady, granny smith
- Uses for the food or fibre – examples for cotton; clothing, furniture, industrial uses
- Nutritional Value (for food)

3. Spatial distribution of the food/fibre

- Address the question - where is it grown within Australia?
- Discover the kind of biome is it grown in – hot and wet environment? Cool and dry?
- Research how much of this product Australia produces annually

4. Challenges of producing the food or fibre

- Describe any environmental damage that may occur when producing this food/fibre – Example with rice; heavily flooded landscapes, drained soils
- Determine any economic issues surrounding its production – examples for bananas; cyclones can cause vast damage to banana crops, raising the price
- Any other challenges like insects, plagues or diseases (banana trees globally are fighting a disease)

5. Conclusion

- You must have a conclusion.
- Review the topics you discussed briefly
- Connect the topic with the product's importance to Australia for food or production

More Advice –

- You must have an introduction and a conclusion!
- A table of contents would be a great addition.
- Other good ideas would be a cover page, numbered pages and clean formatting.
- Adding pictures and graphs would be excellent
- At minimum a typed A4 page at 12 font while meeting the requirements (but there is no length limit)

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

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| GE5.1 | explains the diverse features and characteristics of a range of places and environments |
| GE5.5 | assesses management strategies for places and environments for their sustainability |

GE5.1

Range	A Student in this range:
9-10	<ul style="list-style-type: none"> • Great detail about the varieties of products for their chosen food or fibre • Exceptionally accurate assessment for the uses of the food or fibre within Australia • Complete research on the nutritional or commercial value of the food or fibre • Fully developed introduction, conclusion and paragraph structure • No errors in spelling and grammar
7-8	<ul style="list-style-type: none"> • Very good detail about the varieties of products for their chosen food or fibre • Mostly accurate assessment for the uses of the food or fibre within Australia • Nearly complete research on the nutritional or commercial value of the food or fibre • Well developed introduction, conclusion and paragraph structure • Very few errors in spelling and grammar
4-6	<ul style="list-style-type: none"> • Some detail about the varieties of products for their chosen food or fibre • Generally accurate assessment for the uses of the food or fibre within Australia • Reasonable research on the nutritional or commercial value of the food or fibre • An introduction, conclusion, and some paragraphs may exist but could be improved • Some errors in spelling and grammar
2-3	<ul style="list-style-type: none"> • Few detail about the varieties of products for their chosen food or fibre • Partially accurate assessment for the uses of the food or fibre within Australia • Basic research on the nutritional or commercial value of the food or fibre • An introduction, conclusion, and some paragraphs may NOT exist or be partially complete • Numerous errors in spelling and grammar
0-1	<ul style="list-style-type: none"> • Lacks detail about the varieties of products for their chosen food or fibre • Inaccurate assessment for the uses of the food or fibre within Australia • Little research on the nutritional or commercial value of the food or fibre • Missing an introduction and conclusion, and no paragraph structure • Many errors in spelling and grammar

GE5.5

Range	A Student in this range:
9-10	<ul style="list-style-type: none"> • Complete description of where the crops are grown within the country • Exceptionally detailed about the kind of biome it is grown in • Completed research on the quantities of the crop that are produced • Strong assessment of the environmental challenges • Collected numerous facts and statistics on the economic challenges • Deep detail on any insect, plague or diseases effecting its production
7-8	<ul style="list-style-type: none"> • Strong description of where the crops are grown within the country • Very detailed about the kind of biome it is grown in • Significant research on the quantities of the crop that are produced • Very good assessment of the environmental challenges • Collected many facts and statistics on the economic challenges • Decent detail on any insect, plague or diseases effecting its production
4-6	<ul style="list-style-type: none"> • Partial description of where the crops are grown within the country • Modestly detailed about the kind of biome it is grown in • Started research on the quantities of the crop that are produced • Moderate assessment of the environmental challenges • Collected some facts and statistics on the economic challenges • Some detail on any insect, plague or diseases effecting its production
2-3	<ul style="list-style-type: none"> • Little description of where the crops are grown within the country • Partially detailed about the kind of biome it is grown in • Basic research on the quantities of the crop that are produced • May be no assessment of the environmental challenges • Collected few facts and statistics on the economic challenges • Little detail on any insect, plague or diseases effecting its production
0-1	<ul style="list-style-type: none"> • Lacking description of where the crops are grown within the country • Missing details about the kind of biome it is grown in • No research on the quantities of the crop that are produced • No assessment of the environmental challenges • Collected zero facts and statistics on the economic challenges • Little detail on any insect, plague or diseases effecting its production

