



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Stage 5 Geography – Year 9
<b>Topic</b>	Sustainable Biomes
<b>Class Teacher</b>	Hunt, Paine, Sutherland, Walton
<b>Head Teacher</b>	Paine
<b>Stage</b>	5
<b>Task Weighting</b>	25%
<b>Date Given</b>	Week 5
<b>Date Due</b>	Week 7

### Assessment Outline

#### Outcomes to be Assessed

- **GE5-1**-explains the diverse features and characteristics of a range of places and environments
- **GE5-2**-explains processes and influences that form and transform places and environments
- **GE5-5** -assesses management strategies for places and environments for their sustainability
- **GE5- 8**-communicates geographical information to a range of audiences using a variety of strategies

#### TASK DESCRIPTION

*You find yourself stranded in a strange biome and you need to survive in your designated biome for 5 days before help arrives! You only have the clothes on your back, you will have to rely on your environment for all food, water and tools you will need. Once you are rescued how could you turn your chosen biome into a successful new settlement?*

**Part A** – Model, Field Sketch or BOLTS Map of your Biome. You will need include *landscapes of their biome, examples of Flora and Fauna, Shelter*

**Part B** – Surviving (PowerPoint, Prezi, Canva etc.)

1) **Identify/Describe** your Biome: *Where is it located? What types of Flora & Fauna is available? What is the climate like?*

2) **Explain** how you will survive for five days in the conditions of your chosen biome. *What type of shelter and materials will you use? Where will you set up your shelter? You must include a meal plan of what you will eat over the 5 days before being rescued. You can only eat “off the land”. Meaning only Flora and Fauna. Explain how you will obtain the food. I.e. Hunting, gathering, cooking etc.!*

**Part C**- Future Challenges

3) **Evaluate**: *If you were to remain in your biome long term what impact would an increased human population have on the environment? Consider the following: water consumption, food production, possible land degradation and competing land use concerns (housing, agriculture, recreation).*

- **Absences:** 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 cases
- **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 in the Assessment booklet will be followed regarding the non-completion of assessment tasks.

### Scaffold

#### **Part A: Model/Field Sketch of Your Biome**

You need to either create a model, a field sketch or a **BOLTS** Map (*Border, Orientation, Legend, Title and Scale*) of your allocated Biome. The biome needs to be realistic. Ensure you include everything outlined below.

**Flora and Fauna** – You must include Flora and Fauna that you would normally find in your Biome. Ensure you label the different Flora and Fauna with relevant information.

**Shelter** – You must design a shelter in your model/field sketch/map so you can sleep and eat in relative safety. You can only use materials that you can find in your Biome. No human made materials!

#### **Part B – Surviving**

- 1) Identify/Describe your Biome: Where is it located? What types of Flora & Fauna is available? What is the climate like?
- 2) Explain how you will survive in your biome for five days. What type of shelter and materials will you use? Where will you set up your shelter? How will you cook and stay warm or cool?
- 3) What will you eat over the 5 days before being rescued. You can only eat “off the land”. Meaning only Flora and Fauna. How will you obtain the food? i.e. Hunting, gathering, cooking etc. How could excessive gathering and hunting impact your biome?

#### **Part C-Future Challenges**

- 1) *If you were to remain in your biome long term what impact would an increased human population have the environment? (What damage could be done to the biome and how could it be prevented?)*
- 2) *How would you ensure that there was enough water? (drinking, cooking, cleaning, waste).*
- 3) *What changes would you have to make to the biome to produce more food?*
- 4) *What land degradation challenges would arise from an increased population in your biome? (loss of nutrients, erosion, over grazing of animal, deforestation)*
- 5) *How could excessive food production and resource gathering impact your biome? Could you manage this?*

### Marking Criteria

#### **GE5-1-explains the diverse features and characteristics of a range of places and environments**

(Location, climate, flora and fauna of chosen biome)

1	2	3	4	5
Limited to no understanding of the diverse features and characteristics of a range of places and environments	Basic understanding of the diverse features and characteristics of a range of places and environments	Sound understanding of the diverse features and characteristics of a range of places and environments	Well-developed understanding of the diverse features and characteristics of a range of places and environments	Outstanding assessment of the diverse features and characteristics of a range of places and environments

#### **GE5-2-explains processes and influences that form and transform places and environments**

(Survival strategies)

1	2	3	4	5
Limited to no understanding of the processes and influences that form and transform places and environments	Basic understanding of the processes and influences that form and transform places and environments	Sound understanding of the processes and influences that form and transform places and environments	Well-developed understanding of the processes and influences that form and transform places and environments	Outstanding assessment of the processes and influences that form and transform places and environments

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

(Evaluation of Future Challenges)

1	2-3	4-5	6-7	8-10
Limited to no explanation of management strategies for places and environments for their sustainability	Basic explanation of management strategies for places and environments for their sustainability	Sound explanation of management strategies for places and environments for their sustainability	Well-developed explanation of management strategies for places and environments for their sustainability	Outstanding explanation of management strategies for places and environments for their sustainability

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

(report structure, grammar, terms and concepts etc.)

1	2	3	4	5
Limited to no ability to communicate effectively.	Basic use of appropriate oral, written and other forms, including ICT, to communicate effectively about the geographical information	Sound use of appropriate oral, written and other forms, including ICT, to communicate effectively about geographical information	Well-developed use of appropriate oral, written and other forms, including ICT, to communicate effectively about geographical information	Sophisticated selection of appropriate oral, written and other forms, including ICT, to communicate effectively about the geographical information

**Total /25**

**Feedback:**

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