

Unit Description:	Unit Objectives:
<p>In Unit 1, students develop an understanding of how natural and ecological hazards represent potential sources of harm to human life, health, income and property, and how such hazards may affect elements of the built and natural environments.</p> <p>Through two case studies, students investigate the risk/s posed by specific hazards in recognised hazard zones and analyse the vulnerability of local communities and identify ways to respond. Students propose action to eliminate or minimise harm to people and the environment in ecological hazard zones.</p> <p>The use of technologies (including spatial technology) is an integral part of learning for this unit and allows students to develop a range of transferable skills necessary to research, manipulate and represent data.</p>	<p>By the end of this unit students will:</p> <ol style="list-style-type: none"> 1. Explain geographical processes by describing the features, elements and interactions between biophysical and anthropogenic processes that shape the identity of places and result in hazard zones 2. Comprehend geographic patterns by recognising spatial patterns of hazard zones at global, regional and local scales of study, identifying relationships and implications for people and places in these zones 3. Analyse geographical data and information by selecting and interpreting vulnerability data to infer how patterns, trends and relationships represent risk for people and environments in hazard zones 4. apply geographical understanding by extrapolating from their analysis to generalise about the potential impacts for environments and/or people in hazard zones 5. synthesise information from their analysis to propose justified action/s in response to the challenge of sustainable risk management 6. communicate geographical understanding of vulnerability and risk for environments and/or people in hazard zones by selecting and using cartographic, graphic, written and mathematical skills

Assessment Plan:				
Task	%	Objectives to be assessed	Conditions	Date
<p>Examination – Combined Response The examination includes a combination of short and extended response items. Part A: 5-8 short response items that assess the breadth of learning and depth of comprehension PART B: One extended response item to assess analytical skills.</p>	25%	<ol style="list-style-type: none"> 1. explain geographical processes by describing the features, elements and interactions between biophysical and anthropogenic processes that shape the identity of places and result in hazard zones at global, regional and local scales 2. comprehend geographic patterns by recognising spatial patterns of hazard zones at global, regional and local scales of study, identifying relationships and implications for people and places in these zones 3. analyse geographical data and information by 	<p>Time: 2 hours plus 15 minutes planning time.</p> <p>Length: Short-response items (approximately 50–150 words per item) Extended-response item (approximately 450–600</p>	<p>-----</p>

		<p>selecting and interpreting vulnerability data to infer how patterns, trends and relationships represent risk for people and environments in hazard zones</p> <ol style="list-style-type: none"> 4. apply geographical understanding by extrapolating from their analysis to generalise about the potential impacts for environments and/or people in hazard zones 5. communicate geographical understanding of vulnerability and risk for environments and/or people in hazard zones and identify adaptation and/or mitigation strategies by selecting and using written, cartographic, graphic, written and mathematical skills <p>Note: Objective 5 is not assessed in this instrument.</p>	<p>words) - examination in its entirety approximately 800–1000 words</p>	
Task	%	Objectives to be assessed	Conditions	Date
Investigation – Data Report	25%	<ol style="list-style-type: none"> 1. explain geographical processes by describing the features, elements and interactions between biophysical and anthropogenic processes that shape the identity of places and result in hazard zones 2. comprehend geographic patterns by recognising spatial patterns of hazard zones at global, regional and local scales of study, identifying relationships and implications for people and places in these zones 3. analyse geographical data and information by selecting and interpreting vulnerability data to infer how patterns, trends and relationships represent risk for people and environments in hazard zones 4. apply geographical understanding by extrapolating from their analysis to generalise about the potential impacts for environments and/or people in hazard zones 5. synthesise information from their analysis to propose justified action/s in response to the challenge of sustainable risk management 6. communicate geographical understanding of vulnerability and risk for environments and/or people in hazard zones by selecting and using cartographic, graphic, written and mathematical skills 	<p>Written: 1500–2000 words Time: approximately 15 hours of the time allocation for Unit 2</p>	-----