

Unit Description	Unit Objectives
<p>In Unit 3, students develop an understanding of changes to the biophysical environment over time, with a particular focus on land cover transformation and climate change. Through a case study and fieldwork, students investigate the geographical processes, natural and anthropogenic, that have resulted in change to Earth's land cover and climate change and the resulting impacts and challenges posed at global, regional and local scales. Students propose action for sustainable management of land cover change for a fieldwork location. Fieldwork plays a central role in Topic 2 of this unit. Through experiential learning, students apply a range of geographic skills to collect, manipulate and explain the meaning of data. Through this field study, students understand that managing land cover change at the local level is required for resilient and sustainable futures.</p> <p>The learning for this unit consists of two separate and interrelated topics. Each is of equal importance in providing students with the required knowledge and skills.</p> <p>The table below outlines the notional time between topics, including assessments.</p> <p>There are two assessment instruments in this unit.</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 land cover change of Earth's surface and a changing climate 2. comprehend geographic patterns by recognising spatial patterns of land cover change and indications of climate change at global, regional and local scales of study and identifying relationships and implications for people and places 3. analyse geographic data by selecting and interpreting climate and land cover data and information to infer how patterns, trends and relationships represent a geographical challenge for a specific place in Australia, and in relation to climate change for a selected land cover type 4. apply geographic understanding by extrapolating from their analysis to generalise about the impacts of land cover and climate change on biophysical and anthropogenic environments 5. synthesise information from their analysis to propose justified action/s in response to the sustainable management of land cover change for the fieldwork location 6. Communicate geographical understanding of land cover change and climate change at a variety of scales, and ways of managing the impacts for sustainable outcomes, by selecting and using cartographic, graphic, written and mathematical skills in short and extended responses, including a fieldwork report.

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 process by describing the features, elements and interactions between biophysical and anthropogenic processes that shape the identity of places and result in land cover change of the earth’s surface and a changing climate 2. comprehend geographic patterns by recognising spatial patterns of land cover change and indications of climate change at global, regional and local scales of study, identifying relationships and implications for people and places 3. analyse geographic data and information by selecting and interpreting climate and land cover data to infer how patterns, trends and relationships represent a geographical challenge in relation to climate change for a selected land cover type 4. apply geographic understanding by extrapolating from their analysis to generalise about the impacts of climate change on biophysical and anthropogenic environments 6. communicate geographical understanding of the impacts of land cover change and climate change at a variety of scales, by selecting and using cartographic, graphic, written and mathematical skills in short and extended responses 	<p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> • Length: short-response items (approximately 50–150 words per item) <p>extended-response item (approximately 450–600 words)</p> <p>examination in its entirety 800–1000 words</p>	Term 1, Week 6
Task	%	Objectives to be assessed	Conditions	Date
<p>Investigation – Field Report</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 land cover change 2. comprehend geographic patterns by recognising spatial patterns of land cover change at a local scale, identifying relationships and implications for people and places 3. analyse geographic data and information by selecting and interpreting fieldwork data to infer how patterns, trends and relationships represent a geographical challenge for the fieldwork location 	<p>Written: 1500–2000 words</p> <ul style="list-style-type: none"> • Time: approximately 15 hours of the time allocated for Unit 3 <p>students may use class time and their own time to develop a response</p> <ul style="list-style-type: none"> • Other: spatial technologies and/or ICT must be used to 	Term 2, Week 5

		<p>4. apply geographic understanding by extrapolating from their analysis to generalise about the impacts of land cover change on biophysical and anthropogenic environments</p> <p>5. synthesise information from their analysis to propose justified action/s in response to the sustainable management of land cover change for the fieldwork location</p> <p>6. communicate geographical understanding of the impacts of land cover change at a local scale, and ways of managing the impacts for sustainable outcomes, by selecting and using cartographic, graphic, written and mathematical skills in a fieldwork report</p>	<p>visually represent data, which must be fully integrated into the field report</p> <p>Authentication strategies as implemented by the school are required to ensure student authorship.</p>	
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