

YEAR 9 GEOGRAPHY SUSTAINABLE BIOMES ASSESSMENT TASK NOTIFICATION



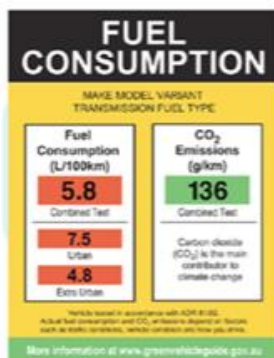
Due Date: Week 10, Term 1- Friday 5 April-
9am on CANVAS

Assessment Name:
Sustainable Biomes

Grade: A, B, C, D or E

Task Description:

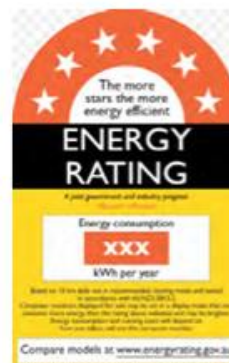
Scenario: The Australian Government, through the Department of Agriculture and Water Resources, wishes to implement a Sustainable Food Production Rating system for all food and clothing sold in Australia.



Fuel Consumption



Water Rating



Energy Rating



Sustainable Food

The Rating System must be devised to incorporate the following three factors:

1. *Changing Biomes- How has the natural biome been altered to grow/process the food/clothing? What has been the environmental effects of these alterations?*
2. *Challenges to Food Production- What environmental challenges are created in growing/producing the food/clothing item?*
3. *Food Security- How sustainable is the growing/processing of this food/clothing item for future generation?*

You are to submit a report that includes the following headings:

1. **Rating Label-** A completed example of the 'Rating Label' with an extensive description of the rating system. (150-200 words)
2. **How the rating is determined-** Include an explanation of how a rating is determined by taking into account the three key factors. This needs to include an extensive analysis of each of the three factors supported with examples of both imported and local foods from a range of biomes (900 words)
3. **Demonstration of a Rating-** Demonstrate how the rating would work by rating two food/clothing items; one made in Australia, the other imported.

SYLLABUS OUTCOMES TO BE ASSESSED:

GE5-2: Explains processes and influences that form and transform places and environments.

GE5-3: Analyses the effect of interactions and connections between people, places and environments

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.

Overall Grade: _____

Marking Guidelines	Grade
<p>The student has extensive knowledge and understanding demonstrated through:</p> <ul style="list-style-type: none"> • A very high quality rating with an extensive description of the rating system. • Extensive explanation of how a rating is determined based on three key factors, changing biomes, challenges to food production and food security supported with three or more examples of both imported and local food from a range of biomes. • Application of the rating on two food/clothing items; one imported, one local with extensive explanation. • Extensive use of the editing process, including structure, word choice, spelling, punctuation and grammar. 	A
<p>The student has a thorough knowledge and understanding demonstrated through:</p> <ul style="list-style-type: none"> • A high-quality rating label with a thorough description. • Thorough explanation of how a rating is determined based on the three key factors, changing biomes, challenges to food production and food security supported with two or three examples of both imported and local food from a range of biomes. • Application of the rating on one or two food/clothing items with a thorough explanation. • Thorough use of the editing process, including structure, word choice, spelling, punctuation and grammar. 	B
<p>The student has a sound knowledge and understanding demonstrated through:</p> <ul style="list-style-type: none"> • A rating label of sound quality with an adequate description. • A sound explanation of how a rating is determined based on the three key factors, changing biomes, challenging to food production and food security supported with one or two examples of imported and/or local food/clothing from a range of biomes. • Application of the rating on one or two food/clothing items with an adequate explanation. • Adequate use of the editing process, including structure, word choice, spelling, punctuation and grammar. 	C
<p>The student has some knowledge and understanding demonstrated through:</p> <ul style="list-style-type: none"> • A basic rating label with a limited description. • Some explanation of how a rating is determined based on some of the three key factors, changing biomes, challenges to food production and food security supported with limited examples of food/clothing from a limited range of biomes. • Application of the rating on one food/clothing items with a limited explanation. • Limited use of the editing process including structure, word choice, spelling, punctuation and grammar. 	D
<p>The student has basic knowledge and understanding demonstrated through:</p> <ul style="list-style-type: none"> • A basic rating label with a very limited description. • A very limited explanation of how a rating is determined based on some of the key factors, changing biomes, challenges to food production and food security supported with a very limited array of examples of food/clothing from a very limited range of biomes. • No or very limited application of the rating on a food/clothing item; with a very limited explanation. • Very limited use of the editing process, including structure, word choice, spelling, punctuation and grammar. 	E