



**HSIE Faculty**

Task Number: 1

Task Name: Sustainable Biomes Task

Date Due: 9AM Monday 22<sup>nd</sup> September 2025 on CANVAS

**Outcomes to be Assessed:**

**GE5.2** - Explains processes and influences that form and transform 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.

**Description of Task:**

The world's population is growing which means we need to produce more food in a sustainable way. In this task you will write a report investigating a food product that you consume regularly. For example: you could choose beef, chocolate, rice or another food of your choice.

You will be assessed on your ability to include geographical tools in your report and your ability to explain the meaning of each geographical tool. Geographical tools can include maps, photographs, hand drawn sketches, graphs, tables or diagrams.

Your written report should include the following headings:

1. **Title:** Identify one food product you have selected to research
2. **Location and biome type:** Identify and describe a location where this food product is produced. Include maps to support your description.
3. **Human alterations:** Explain how humans have altered the biome to produce this type of food product.  
*Examples of ways that people change biomes could include land clearing, irrigation, land terracing or excavation work and construction of buildings or other structures on land.*
4. **Environmental impacts:** Explain impacts to the environment of producing this type of food product.  
*Examples of environmental impacts could include climate change, habitat loss, erosion, soil salinity and pollution.*
5. **Sustainability measures:** Explain how this food product can be produced in a more sustainable way or substituted with more sustainable products.
6. **Bibliography:** a correctly formatted bibliography. An example of correctly formatted reference is found below:

Codrops (no date) *Przemysl, Poland, 1962, A building that housed the Judenrat during the war, Yad Vashem.*  
Available at: <https://photos.yadvashem.org/photo-details.html?language=en> (Accessed: 27 May 2023).

**A scaffold will be provided to all students to assist in the completion of this task.**

You will submit your submission using CANVAS.

## Year 9 Geography

Grade	Marking guideline descriptors
<b>A</b>	<ul style="list-style-type: none"> <li>• Demonstrates an extensive knowledge and understanding of places and environments, and the human processes that form and transform them</li> <li>• Demonstrates extensive knowledge and understanding of environmental impacts of producing food and the sustainability measures that could be taken</li> <li>• Exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation</li> <li>• Displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of places and environments, and the human processes that form and transform them.</li> <li>• Demonstrates thorough knowledge and understanding of the environmental impacts of producing food and the sustainability measures that could be taken</li> <li>• Exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation.</li> <li>• Displays high level skills to select, acquire, process and communicate geographical information using a broad range of strategies.</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding of places and environments, and the human processes that form and transform them</li> <li>• Demonstrates sound knowledge and understanding of the environmental impacts of producing food and the sustainability measures that could be taken</li> <li>• Exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation</li> <li>• Displays sound skills to select, acquire, process and communicate geographical information using a range of strategies</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge of places and environments and some understanding of the human processes that form and transform them</li> <li>• Demonstrates basic knowledge of the environmental impacts of producing food and the sustainability measures that could be taken</li> <li>• Exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation</li> <li>• Displays basic skills to select, acquire, process and communicate geographical information using a range of strategies</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of places and environments and identifies some human processes that form and transform them</li> <li>• Identifies some environmental impacts and/or sustainability measures.</li> <li>• Exhibits elementary skills to select and apply geographical concepts and tools to the investigation</li> <li>• Displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies</li> </ul>