

**PICTON HIGH SCHOOL
YEAR 10 GEOGRAPHY
ENVIRONMENTAL CHANGE AND MANAGEMENT**

Due Date: Friday 13th March 2020 Term 1, Week 7	Assessment Name: Environmental Change and Management Task
Mark: /25	Weighting: 25%

SYLLABUS OUTCOMES TO BE ASSESSED:

GE5.2 Explains processes and influence 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

DIRECTIVES TO BE ASSESSED:

Explains: Relate cause and effect; make the relationships between things evident; provide why and/or how
Assesses: Make a judgement of value, quality, outcomes, results or size.
Communicates: Share information

TASK DESCRIPTION:

In groups students are to compose a PechaKucha that addresses the following statement:

“How do we stop Bushfires on the scale that we have seen in the summer of 2019-2020 from happening again”

Part 1 – Collaboration

You will be marked on your ability to collaborate as a group. As part of your task you must submit the following:

- Group Contract – Outlining the expectations of all members of the group
- Task Allocation – Outlining which member/s of the group will be responsible for which part of the task
- Proposed Time Line

Part 2 – PechaKucha

Your group will be required to present their PechaKucha to the class. Your PechaKucha must be 5 minutes long and address the following key questions:

- What is it about the current Australian Landscape that made the current bushfire season so severe?
- Has the Australian environment changed and has this contributed to the severity of the current bushfire season?
- How did the environment contribute to the cause and spread of bushfires?
- What impact has the current bushfire season had on the Australian environment and ecosystem
- Were there other factors that contributed to the severity of the current bushfire season?
- What can be done going forward in an attempt to stop bushfires like this occurring?
- How do bushfires such as the ones we have seen impact on future sustainability?

Below are two websites that will explain what a PechaKucha is and how to compose one.

- <https://www.pechakucha.com/presentations/how-to-create-slides>

- <https://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html>

The PechaKucha should include a range of the following:

- Maps – Topographic, Synoptic
- Graphs – Climate Graphs, Rainfall
- Statistics
- Spatial Technology – Satellite Maps
- Visual Representation – Photographs and Illustrations

All images, maps and information should be referenced within the PechaKucha.

Part 3 - Reflection

Each individual student will be required to submit a 250 word reflection on the task, assessing both their own input to the task and that of the other group members. (No one but you teacher will see this)

**MARKING CRITERIA – PART A GROUP MARK - COLLABORATION
(5 MARKS)**

Guideline	Mark/Grade
<ul style="list-style-type: none"> Group submits a well-detailed Group Contract, Task Allocation and Timeline that clearly communicates the roles and responsibilities of each team member. 	5
<ul style="list-style-type: none"> Group submits a Group Contract, Task Allocation and Timeline that communicates the roles and responsibilities of each team member. 	4
<ul style="list-style-type: none"> Group submits Group Contract, Task Allocation and Timeline that attempts to communicate the roles and responsibilities of each team member. 	3
<ul style="list-style-type: none"> Group submits an incomplete Group Contract, Task Allocation and/or Timeline that may or may not communicate the roles and responsibilities of each team member. 	2
<ul style="list-style-type: none"> Group Contract, Task Allocation or Timeline is not submitted. 	1

**MARKING CRITERIA – PART C INDIVIDUAL MARK - REFLECTION
(5 MARKS)**

Guideline	Mark/Grade
<ul style="list-style-type: none"> Individual reflection is highly detailed and assesses the role of each individual in the group, addressing elements which are both positive and negative. Reflection clearly communicates and explains the student's own input to the PechaKucha as well as other students within the group and meets the required word count. 	5
<ul style="list-style-type: none"> Individual reflection is detailed and assesses the role of each individual in the group, addressing elements which are both positive and/or negative. Reflection communicates and explains the student's own input to the PechaKucha as well as other students within the group and meets the required word count. 	4
<ul style="list-style-type: none"> Individual reflection assesses the role of each individual in the group. Reflection communicates and explains the student's own input to the PechaKucha as well as other students within the group and meets the required word count. 	3
<ul style="list-style-type: none"> Individual reflection attempts to assess the role of each individual in the group. Reflection may communicate the student's own input to the PechaKucha as well as other students within the group. 	2
<ul style="list-style-type: none"> Individual reflection is lacking in detail. Does not meet the required word count. 	1

MARKING CRITERIA – PART B GROUP MARK - PECHA KUCHA (15 MARKS)

Guideline	Mark/Grade
<ul style="list-style-type: none"> • Sustained and well developed PechaKucha that explains and assesses the environmental and sustainable factors that influence bushfires. • Sophisticated integration of all spatial technologies, maps, graphs and statistics, that successfully support the presentation being made. • Outstanding use of technology to compose a clear and concise presentation, which clearly communicates geographical information and student understanding of the question. • Students successfully uses a range of geographical terms and concepts. • No spelling and grammatical mistakes are evident within the PechaKucha. 	13-15
<ul style="list-style-type: none"> • Highly developed PechaKucha that explains and assesses the environmental and sustainable factors that influence bushfires. • Highly effective integration of all spatial technologies, maps, graphs and statistics, that support the presentation being made. • High use of technology to compose a clear presentation, which communicates geographical information and student understanding of the question. • Students successfully uses a range of geographical terms and concepts. • Minimal spelling and grammatical mistakes are evident within the PechaKucha. 	10-12
<ul style="list-style-type: none"> • Sound PechaKucha that explain the environmental and/or sustainable factors that influence bushfires. • Sound integration of some spatial technologies, maps, graphs and statistics, that may support the presentation being made. • Sound use of technology to compose a presentation, which communicates geographical information and/or student understanding of the question. • Student attempt to uses a range of geographical terms and concepts. • Some spelling and grammatical mistakes are evident within the PechaKucha. 	7-9
<ul style="list-style-type: none"> • Basic PechaKucha that attempts to explain the environmental factors that influence bushfires. • Some integration spatial technologies, maps, graphs and statistics. • Basic use of technology to compose a presentation. • Students use a basic range of geographical terms and concepts. • Numerous spelling and grammatical mistakes are evident within the PechaKucha. 	4-6
<ul style="list-style-type: none"> • Limited presentation that looks at Bushfires. • Some pictures may be included. • Limited use of technology to compose a presentation. • Large amount of spelling and grammatical mistakes are evident within the PechaKucha. 	1-3

