



Chifley College, Dunheved Campus

ASSESSMENT TASK COVER SHEET

Student's name: _____ Class: _____

Assessment Task Title: Sustainable Biomes: Staple Food Research Report

Students will research and report on future food security

Date Due: _____ Class Teacher: _____

- All assignments should be submitted to your classroom teacher during class time on the due date given.
- Late assignments will be penalized by 20% each day for five days. After five days a zero mark will be awarded.
- If you are absent on the due date of the assignment due to illness you must submit the task on your first day back at school (even if you do not have a lesson on that day) accompanied by a note from your parents explaining your absence.
- If you are absent on the due date of the assignment due to a sporting commitment or excursion you need to make prior arrangements with your teacher regarding the submission of the task.
- Application for an extension must be discussed with the classroom teacher BEFORE the due date.

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Chifley College, Dunheved Campus

ASSIGNMENT RECEIPT

THIS RECEIPT MUST BE RETAINED BY THE STUDENTS UNTIL THE ASSIGNMENT IS RETURNED.

Student's Name: _____ Class: _____

Assessment Task Title: Sustainable Biomes: Staple Food Research Report

Date Due: _____

Received by: _____ (Teacher's Signature) Date Received: _____



ASSESSMENT TASK NOTIFICATION

STUDENT:	SUBJECT: HSIE
TASK NAME: Sustainable Biomes: Staple Food Research Report	WEIGHTING: 25%
YEAR/CLASS: Stage 5 Geography	DATE ISSUED: 19.3.18
TEACHER:	DATE DUE: 3.4.18

OUTCOMES ASSESSED:

- GE5-5 - assesses management strategies for places and environments for their sustainability
- 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 ACTIVITY:

1. Research sustainable food security for the world and develop your own **hand-written research notes**. You will be given opportunity during class time to work on your research. If you do not complete adequate notes in this time they must be completed at home and then submitted for marking.
2. After your research has been marked, with feedback provided, the scaffold will be returned to you. You will then be required to write an essay in class on the following question:

Assess (make a judgment on) the capacity of the world's biomes to achieve sustainable food security for the world.

3. You will be able to use this scaffold to assist you to write up your response in class, however it is your responsibility to ensure that you bring it with you.

Your in class response will **NOT** be postponed if you forget to bring your scaffold.

Assessment Guidelines:

THESE POINTS MAY HELP TO STRUCTURE YOUR RESEARCH

- Name the different biomes that are available to supply food for the world.
- Outline the basic climatic conditions needed for these biomes to be sustainable.
- (Look at water, temperature, light, latitude, etc.)
- Which continents could experience issues in providing food for future populations?
- Continents experiencing issues and examples.
- Outline possible issues in relation to future food security.

MARKING CRITERIA

9 - 10	<ul style="list-style-type: none">• Provides thorough geographical information about Australian locations of production and use.• Thoroughly investigates environmental challenges facing producers and provides supporting evidence.• Thoroughly identifies current strategies that have been introduced to improve agricultural yields of the product.• Thoroughly discusses the advances used to address challenges facing the agricultural sector.
7 - 8	<ul style="list-style-type: none">• Provides substantial geographical information about Australian locations of production and use.• Substantially investigates environmental challenges facing producers in detail and provides supporting evidence.• Substantially identifies current strategies that have been introduced to improve agricultural yields of the product.• Substantially discusses the advances used to address challenges facing the agricultural sector.
5-6	<ul style="list-style-type: none">• Provides satisfactory geographical information about Australian locations of production and use.• Satisfactorily investigates environmental challenges facing producers in detail and provides supporting evidence.• Satisfactorily identifies current strategies that have been introduced to improve agricultural yields of the product.• Satisfactorily discusses the advances used to address challenges facing the agricultural sector.
3-4	<ul style="list-style-type: none">• Provides basic geographical information about Australian locations of production and use.• Basic investigation of some environmental challenges facing producers and provides limited supporting evidence.• Basic identification of a few current strategies that have been introduced to improve agricultural yields of the product.• Basic discussion of a few of the advances used to address challenges facing the agricultural sector.
1-2	<ul style="list-style-type: none">• Provides limited geographical information about Australian locations of production and use.• Limited identification some environmental challenges facing producers.• Limited identification of strategies that have been introduced to improve agricultural yields of the product.• Limited information about advances used to address challenges facing the agricultural sector.