



Chifley College, Dunheved Campus

# ASSESSMENT TASK COVER SHEET

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_

Assessment Task Title: Year 9 Biomes Survival Task

Students are to complete an ongoing survival project, and present their findings through this assessment.

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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# ASSIGNMENT RECEIPT

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

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Assessment Task Title: Biomes Survival Task

Date Due: \_\_\_\_\_

Received by: \_\_\_\_\_ (Teacher's Signature) Date Received: \_\_\_\_\_

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## ASSESSMENT TASK NOTIFICATION

<b>STUDENT:</b>	<b>SUBJECT:</b> HSIE
<b>TASK NAME:</b> Biomes Survival Task	<b>WEIGHTING:</b> 25%
<b>YEAR/CLASS:</b> Stage 5 geography	<b>DATE ISSUED:</b> 14.2.18
<b>TEACHER:</b>	<b>DATE DUE:</b> 28.2.18

### OUTCOMES ASSESSED:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- 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

### DESCRIPTION OF ACTIVITY:

Students have been completing an ongoing research (survival) task within class on one specific location from one specific biome. Students are to complete this assessment by placing the information that they have gathered into this booklet format and submit it to their teacher by the due date

This ongoing class project will see student air dropped (hypothetically) into a non-familiar biome. Students must prepare, adapt and survive through this task and prove that they can survive in any environment.

Students will demonstrate their understanding of Biomes; explain the interactions that humans share with them, and how we can sustainably manage them for generations to come.

# Research your Biome:

Abstract: this is where you are given an idea (coordinates) of the location and biome you will be venturing in. Use this time to research the Biome and learn anything (and everything) there is to survive there.

**(29 marks)**

Name and type of Biome (1 mark):

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World Location (1 mark):

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Climate (1 mark):

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Season (1 mark):

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Weather expectation (1 mark):

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Date (should correlate with season/temperature) (1 mark):

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Flora (useful/dangerous) (3 marks):

Name	Description/use/danger

Fauna (predator/prey (3 marks):

Name	Description/use/danger

Abiotic Environmental Factors (soil, tides, salinity, etc.) (3 marks):

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Local peoples/culture (3 marks):

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Potential threats/complications (natural, circumstantial, etc.)

(3 marks):

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Plan for survival

(3 marks)

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Ways humans have impacted this Biome

(2 marks)

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Sphere/Systems interactions? In your biomes, there are several interactions between the Earth's spheres (geosphere, biosphere, atmosphere, and hydrosphere). These interactions are driven by transfers of matter and energy. Describe at least 3 interactions (3 marks):

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Total amount spent \_\_\_\_\_

Total weight: \_\_\_\_\_



# Class Discussion:

Abstract: this is where you will share your plan with your classmates. You will inform them of your allocated biome, how you plan to survive and what you have purchased. You can use the space below to create a well-organised presentation:

**(10 marks)**

Description of where you will be dropped:

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Your plan for survival:

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Items you have purchased and why:

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Potential complications:

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Flora and fauna

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How you think you will go:

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# The Drop:

Abstract: This is where your survival task will begin; you must outline where you have been dropped, what you see and what your plan for survival is.

**(16 marks)**

Latitude of location (1 mark):

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Longitude of location (1 mark):

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Topography (2 marks):

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Distance and direction you will travel (scale) (2 marks):

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What is your plan for survival (updated)? (3 marks):

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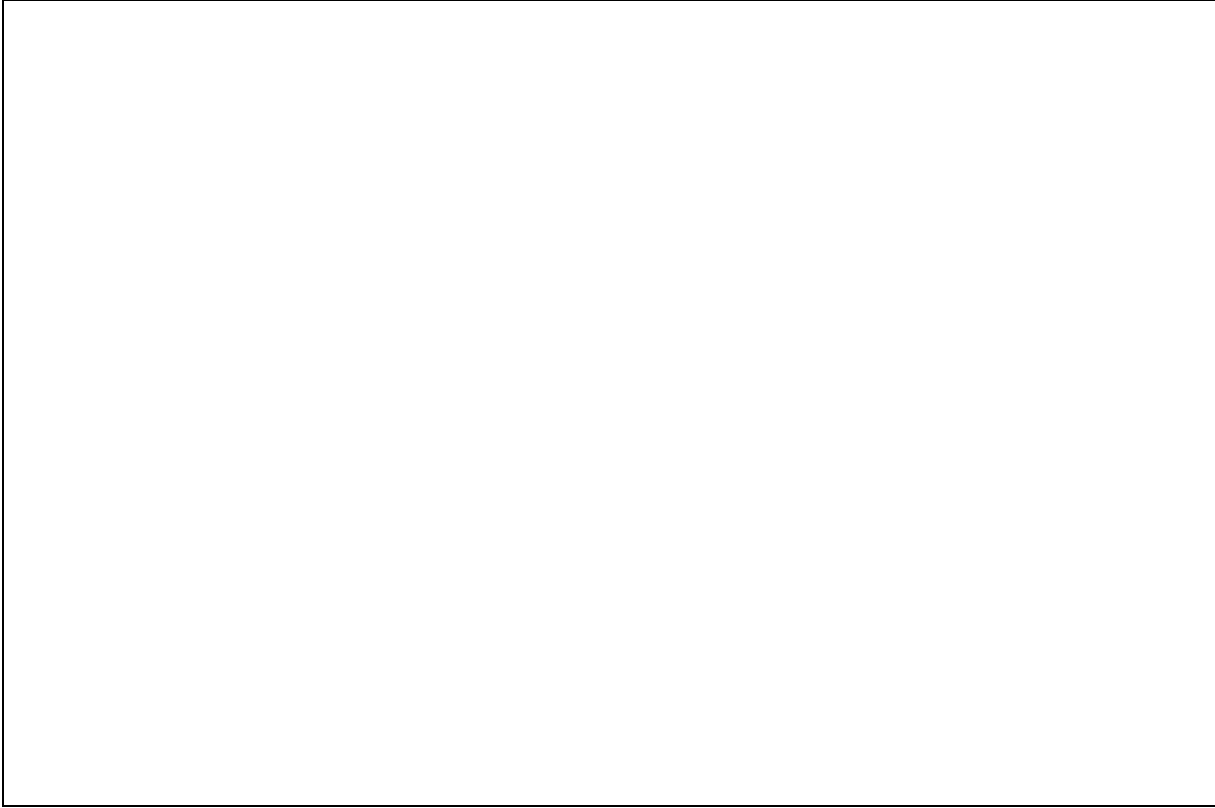
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Map your location and route

(4 marks):

A large, empty rectangular box with a thin black border, intended for a student to draw a map showing their location and a route.

Outline on a world map where the world major biomes are located

(3 marks):

A large, empty rectangular box with a thin black border, intended for a student to outline the locations of major world biomes on a world map.



# Review and report:

Abstract: now that you have returned from your expedition, you must share some more information about your biome.

**(25 marks)**

Task:

From the table below, pick one of each type of question. That means you need to have 5 questions at least for you biome study, 1 from each of the top categories. Please highlight your choices from the table and answer them in the spaces provided in full sentence.

Event (5 marks):

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Situation (5 marks):

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Choice (5 marks):

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Person (5 marks):

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Reason (5 marks):

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	Event	Situation	Choice	Person	Reason
Present A	What is the benefit of keeping this biome healthy?	How do humans and nature interact in this biome?	Which is the greater user of this biome? Nature or man? Why?	Who is responsible for looking after this area? Are they local, regional or international?	Why is this biome interesting to people?
Past B	What has this biome been used for in the past by humans?	When did this biome form?	Name 5 threats and rank them in order from most threatening to least.	Who manages this biome? What do they do?	Why did indigenous peoples live in this biome in the past?
Possibility C	What can threaten this biome?	Can this biome be used for food production? Why/why not?	Which would be most threatened from change, food production or natural habitat?	Who can benefit from the destruction of this area? How?	Why can money outweigh natural beauty in decision making?
Probability D	What would happen if this biome was destroyed?	Where would animals that live in this biome be able to go if it became unliveable?	Which would be more profitable for humans, resources from this biome, or natural beauty? Why?	Who would suffer from the destruction of this biome? How?	Why would people choose to live in this biome above other places? (Include the other places in you answer).
Imagination F	<b>What</b> might happen to this biome if the climate warmed greatly?	<b>Where</b> might this biome exist in 150 years if the climate continues to warm?	In 150 years, <b>will</b> this biome still exist? Why/why not?	<b>Who</b> might live in this biome in 150 years? Why do you think this?	<b>Why</b> might this biome be hard to protect in the future?



