

ASSESSMENT TASK NOTIFICATION

	<p>SUBJECT: Geography</p> <p>YEAR GROUP: 9</p> <p>TASK TITLE: Assessment Task 1</p>	<p>_____</p> <p>Student Name</p> <p>Submitted To:</p> <p>_____</p>
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Name of Unit:	Sustainable Biomes			
Type of Task:	Research and Presentation Task			
Due Date:	Term:	3	Week:	8
Weight:	50%			

OUTCOMES ASSESSED	<p>GE5-3 Analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-5 Assesses management strategies for places and environments for their sustainability</p> <p>GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 Communicates geographical information to a range of audiences using a variety of strategies</p>
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DESCRIPTION OF ACTIVITIES
<p>You are part of a planning committee on the United Nations Sustainable Development Goals. Working in pairs you need to research and present information/strategies that can ensure food security by 2030.</p> <p>Your presentation will be approximately 5 min in duration, must be shared between the two collaborators and will be made to the class.</p> <p>Visual cues must also be used throughout the presentation. Your presentation must address the following areas:</p> <ul style="list-style-type: none"> What does the concept <i>food security</i> mean? Why is food security a UN goal? What current practices ensure food sustainability? What are the challenges the physical and human environments present to food security? With reference to a particular case study, describe contemporary farming methods used and justify (provide reasons why including statistics) this farming system should be adopted by others to achieve sustainable farming practices. In regards to food security, outline your recommendations to achieve stewardship of the earth's resources? <p>Students who do not wish to work in pairs or present to the whole class should speak to your teacher for an alternative presentation option. Students who chose an alternate presentation may be limited in the scope of potential grade for this assessment.</p>

METHOD OF SUBMISSION	<p>Students will make their presentations to the class as outlined by your teacher. Submission of all presentations is due to your teacher on the due date.</p>
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MARKING RUBRIC

PART A

CRITERIA	GRADE
Outstanding and clear definition of the concept of <i>food security</i> . Comprehensive description that demonstrates extensive understanding of the reasons for food security being a UN goal.	A
Very good and clear definition of the concept of <i>food security</i> . Description that demonstrates thorough understanding of the reasons for food security being a UN goal.	B
Sound definition of the concept of <i>food security</i> . Description that demonstrates sound understanding of the reasons for food security being a UN goal.	C
Basic definition of the concept of <i>food security</i> . Basic outline of the reasons for food security being a UN goal.	D
No definition of the concept of <i>food security</i> . Does not provide reasons for food security being a UN goal.	E

PART B

CRITERIA	GRADE
Outstanding description of current practices being used to ensure food sustainability. Comprehensive description of the challenges of BOTH the physical AND human environments present to food security. Includes relevant and numerous examples and images.	A
High level of understanding demonstrated of current practices being used to ensure food sustainability. Very good description of the challenges of BOTH the physical AND human environments present to food security. Includes relevant examples and images.	B
Adequate level of understanding demonstrated of current practices being used to ensure food sustainability. Good description of the challenges of the physical and human environments present to food security. Includes some examples and images.	C
Limited level of understanding demonstrated of current practices being used to ensure food sustainability. Basic description of the challenges of the physical or human environments present to food security. Includes some images, though they may not always be relevant.	D
Very limited level of understanding demonstrated of current practices being used to ensure food sustainability. Very limited or incorrect description of the challenges of the physical or human environments present to food security. Minimal/irrelevant images used.	E

PART C

CRITERIA	GRADE
Identifies and describes a case study using sustainable practices and provides comprehensive reasons for this method to be used by other farmers. Discussion of case study incorporates numerous relevant statistics and graphs to justify its success. Demonstrates significant synthesis of knowledge and makes relevant and well considered recommendations in regards to sustainability of food and stewardship.	A
Identifies and describes a case study using sustainable practices and provides very good reasons for this method to be used by other farmers. Discussion of case study incorporates relevant statistics and graphs to justify its success. Demonstrates some synthesis of knowledge and makes relevant and well considered recommendations in regards to sustainability of food and stewardship.	B
Identifies and describes a case study using sustainable practices and provides some reasons for this method to be used by other farmers. Discussion of case study incorporates some statistics and a graph to justify its success. Is able to make recommendations in regards to sustainability of food and stewardship and demonstrates some connection between these two concepts.	C
Identifies and attempts to describe a case study using sustainable practices. Discussion of case study does not incorporate statistics and/or graphs. Is able to make recommendations in regards to sustainability of food; however, does not demonstrate connection between food sustainability and stewardship.	D
Does not identify a case study that has been using sustainable practices. Does not make recommendations to achieve food sustainability and stewardship.	E