

# Geography - Below satisfactory - Year 9

## Portfolio summary

This portfolio of student work shows that the student can analyse the interconnections between people and environments. Through an examination of the relationships between biomes and food scarcity (WS1), and trading patterns (WS2), and between human and physical environments (WS3), the student gives simple explanations for how these interconnections influence people, and change places and environments (WS1, WS2, WS3).

The student work shows an ability to select, interpret and analyse multi-variable geographical data and information to answer inquiry questions (WS1, WS2, WS3). The student proposes simple explanations for relationships, distributions, patterns, trends and anomalies over time and across space (WS1, WS2). The student analyses alternative strategies to respond to a geographical challenge; proposes and justifies a response using some environmental, social and economic criteria (WS1, WS2, WS3); and predicts the outcomes of the proposal. They synthesise data and information to draw simple reasoned conclusions (WS1, WS2, WS3), presenting findings and explanations using some geographical terminology (WS1, WS2, WS3).

## Data analysis: Food scarcity

### Sample summary

Over a period of six weeks, students examined the biomes of the world, how humans have altered environments for food production, and the main challenges of providing food security. Various case studies were used from Australia and other parts of the world throughout the unit of study. Students were assessed under supervised conditions in class over three 40-minute lessons. They were required to interpret a range of data and information and provide short responses to demonstrate their skills and understandings. Finally, the concept of food miles was explored to understand how local human activity influences global systems. Students were asked to create a presentation proposing local actions that could reduce the impact of food miles, and evaluated the sustainability of their strategies from economic, environmental and social perspectives.

## Achievement standard

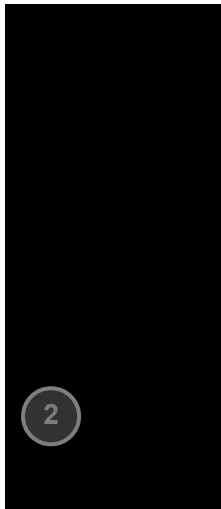
### Subject

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of

appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### Report



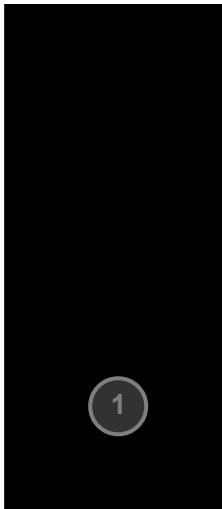
**Year 9: Biomes and Food Scarcity**  
 There are many interconnected causes of food insecurity for different people in different places and environments throughout the world.

Figure 1 shows the relationship between income and food supply for countries of the world in 2007.

Source: data generated using Gapminder

1. Using evidence from the graph in Figure 1, explain how a person's daily food supply can be influenced by their income.

A person's daily income can influence the amount of food that they get and the quality of food that they get because you need to have the money to afford reliable food. In the graph it shows that the more wealthy countries like parts of Russia and places in Africa, which have a good food supply and a good income.



### Annotations

- 1 **Annotation 1**  
 Develops a simple synthesis of place and income data from the source without citing data
- 2 **Annotation 2**  
 Uses an example as a simple form of conclusion
- 3 **Annotation 3**  
 Uses a few simple examples to describe how food supply is influenced by place and income

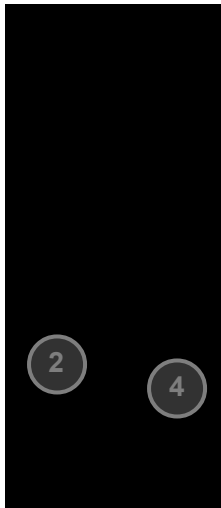
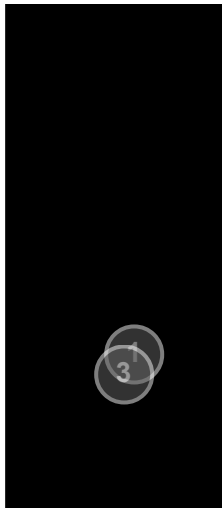


Figure 2 shows the relationship between population and food supply for countries of the world in 2007.

Source: data generated using Gapminder

2. Using evidence from the graph in Figure 2, explain how which country/region a person lives in and/or whether they live in a rural or urban area can affect how much food they eat.

Countries with higher urban populations have the economic access to better food supplies to sustain the population. In urban areas it is much easier to get cash, meaning access to more money to buy food. Food is also readily available in urban areas with high numbers of supermarkets and other food outlets with easy access. This shows as the highest urban populations also have the largest food supply on the graph.



### Annotations

- 1 **Annotation 1**  
 Briefly connects population, economy and food supply
- 2 **Annotation 2**  
 Uses some geographical terminology
- 3 **Annotation 3**  
 Makes broad, inferred statements about food supply and place
- 4 **Annotation 4**  
 Synthesises inference to draw a conclusion about food supply and population

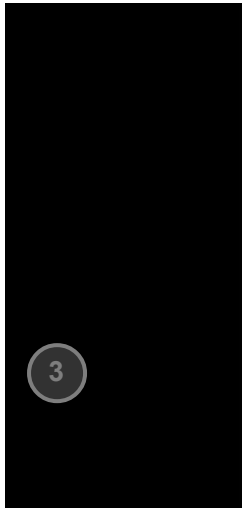


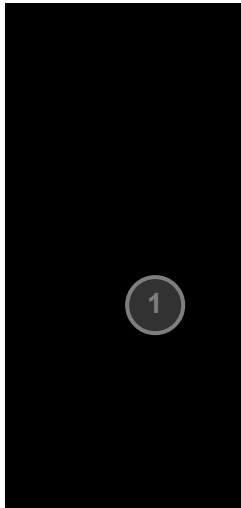
Figure 3 Image showing large scale clearing of tropical rainforests

8. Explain how large scale deforestation of tropical rainforests has impacts on:

- a) the local natural environments in those places.
- b) the global natural environment.

Large scale deforestation has a huge impact on environments because it takes away a lot of the natural world that you would find a lot of in places like it shows in the photo. Deforestation also has a big effect on the people who live on parts of the land because for most of them they use the land to feed their families and they are being forced off of it and getting paid a very small wage.

Deforestation is a global issue, it's not good because it destroys animals homes and for more developing countries it's not good, it's also because big companies come in and take over and destroy their local farms, cutting off local jobs paths off.



## Annotations

- 1 Annotation 1**  
Describes simple effects of deforestation on people
- 2 Annotation 2**  
Describes simple chain of effects of deforestation on local natural environment
- 3 Annotation 3**  
Uses a few geographical terms
- 4 Annotation 4**  
Provides a brief explanation about the changes caused by deforestation to people and environments

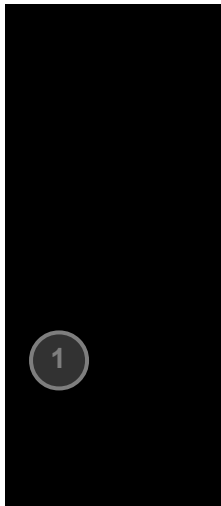
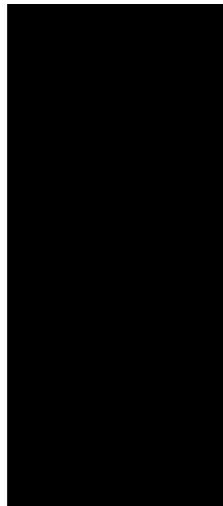


Figure 4 Global Forests (Source: FAO, 2012) (Source: FAO, 2012)

Source: Data generated using ArcMap

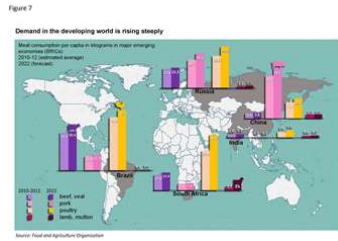
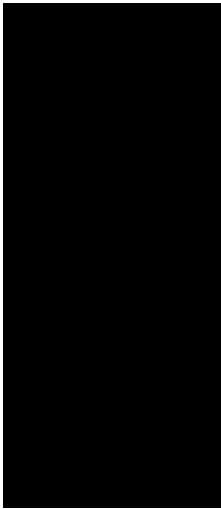
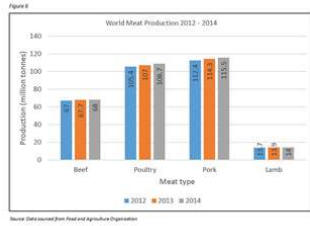
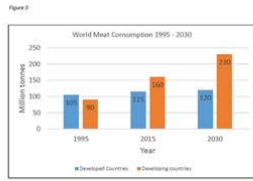
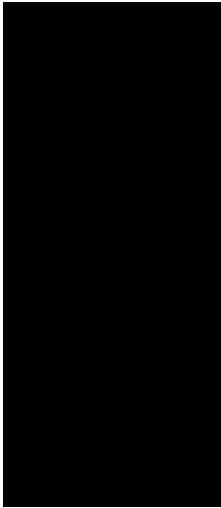
1) Indonesia had 44% of the country covered by forests, mainly rainforests, in 1990. Land clearing reduced the amount of forest cover to 49% in 2005. Predict and explain what you think will happen to the ratio of rainforest clearing in Indonesia in the future.

As the graph shows in figure 4 Indonesia has a low amount of forest cover and the forests are being cleared for farms like palm oil. If it is like that, deforestation is going like it is my prediction is that by 2022 more than 60% of the forest would be destroyed.



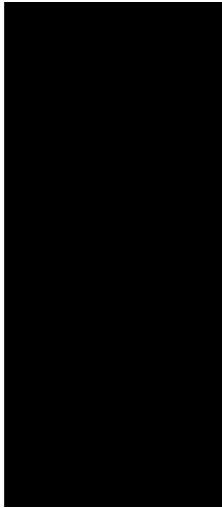
## Annotations

- 1 Annotation 1**  
Infers reasons for a geographical outcome
- 2 Annotation 2**  
Makes a simple prediction about a geographical outcome
- 3 Annotation 3**  
Uses some geographical terms drawn from the data



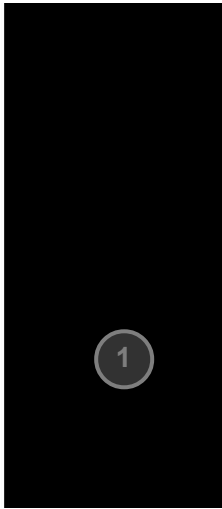
Study Figures 5, 6 and 7

4. From the data sources, what reasoned conclusion can you draw about the future impacts of meat production on rainforest biomes in Brazil?  
 The future impacts of meat production in Brazil is that there won't be much sheep or pig meat to eat. When there is not much sheep or pig meat to eat the people living in Brazil will eat a lot more beef and poultry.

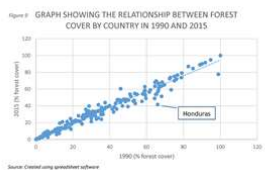
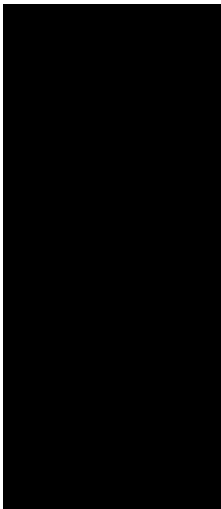


### Annotations

- 1 Annotation 1 Provides an inferred conclusion using one context

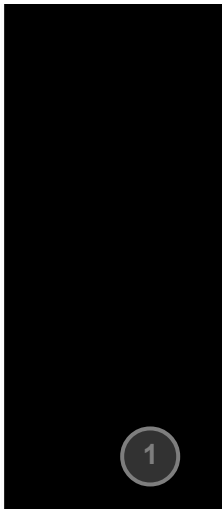


1



Study Figures 8 and 9

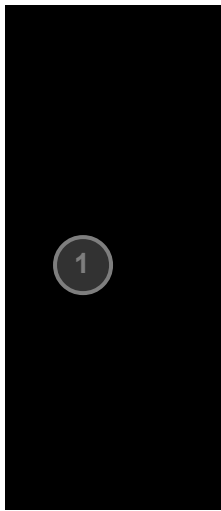
5. Describe the general trend of changes in forest coverage between 1990 and 2015 and suggest reasons why.  
 The trend in the forest clearing is that as the years increase the larger number of forest clearing there is.



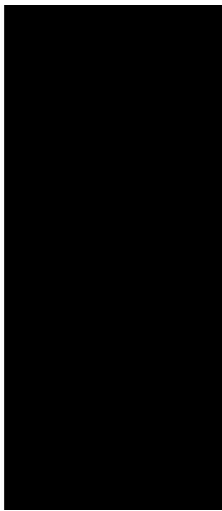
### Annotations

- 1 Annotation 1 Identifies a trend

1



6. Explain how Honduras is an anomaly in the trend (in Figure 10) and suggest possible reasons why.  
Honduras is an anomaly in the trend shown in Figure 10 because it is one of the countries that has lost most forest cover in the last 25 years. Possible reasons why this happened could be because Honduras is a underdeveloped country and it is also a really poor country, so to be able to get some money Honduras could have been chopping down forests to be able to get wood and then sell it.



### Annotations

- 1 **Annotation 1**  
Gives a simple reason for an anomaly

### Presentation

A presentation slide with a black header. On the left is the AC logo and the text 'Geography 9 WS1 B A2'. On the right are icons for 'Watch later' and 'Share'. The main content area is white and features a large grey speaker icon with a play button in the center, indicating audio content.

## Research inquiry: Interconnections

### Sample summary

Students were required to select one product that is purchased by their household and investigate how the production and demand for this product creates networks of trade and economic interdependence at and across different scales. The inquiry took place over four weeks during class time and students were

asked to present their findings in a written report. Students were given the following questions to help them with their inquiry:

- Where is the product produced and/or manufactured?
- What is the supply chain for the product?
- What is the spatial distribution of production and consumption?
- How does the product connect places?

They were asked to design and investigate a further research question based on what they had learned.

## Achievement standard

### Subject

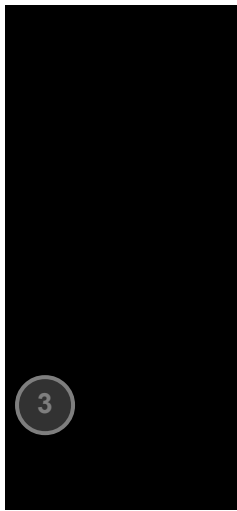
By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### Report

#### Annotations overview

In this sample, the student has developed questions to frame an inquiry and presented answers in the form of a simple report. The student presents findings and explanations using some appropriate geographical terminology. The student demonstrates a limited understanding of spatial patterns and networks of trade and appreciates the local impact of production.



**Year 9 – Interconnections**  
**Inquiry: Exploring interconnections through the leather footwear trade**

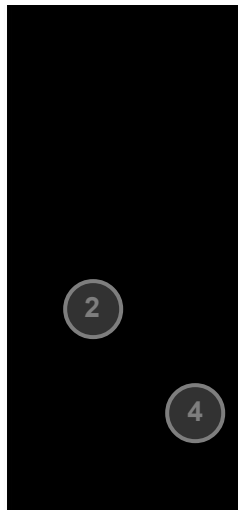
**Where is leather footwear produced?**

The top 10 leather shoe producing countries are:

- China (23.2%)
- Italy (14.2%)
- Vietnam (11.2%)
- Indonesia (7%)
- Germany (6.6%)
- Hong Kong (5.3%)
- Spain (5.2%)
- Belgium (4.6%)
- India (3.7%)
- Portugal (3.4%)

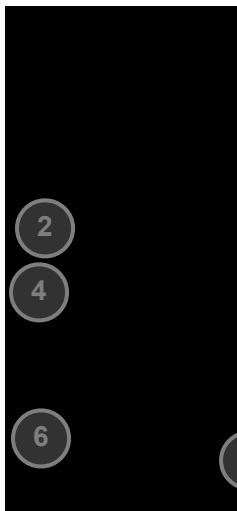
Map of World with Footwear Production

There is no pattern of production as there are countries from different continents that produce leather shoes. Europe and Asia are the most popular. There are no leather shoes produced in Africa, Australia, Russia or America.



## Annotations

- 1 Annotation 1**  
Identifies the top footwear-producing countries in the world
- 2 Annotation 2**  
Constructs a map identifying the location of some footwear-producing countries
- 3 Annotation 3**  
States there are no spatial patterns to footwear production
- 4 Annotation 4**  
Identifies some of the countries and regions that do not produce footwear



**What is the supply chain of leather shoes?**

The supply chain for leather shoes has stages of production for parts of the shoe and for getting the shoe to people to buy:

**Supply Chain of Leather Shoes**

- Raw materials – leather, cotton and rubber
- Production of upper shoe
- Production of insole
- Lasting and bottoming
- Finishing and packing
- Wholesalers
- Retailers and consumers

Leather shoes are made in parts. First the sole, then the insole, then the sole and then the finishing. After the shoes are finished, they are sent to wholesalers to send to retail stores so customers can buy them.

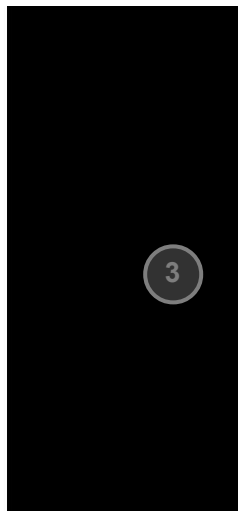
**Who buys leather shoes?**

Leather shoes are bought by many countries in the developed world. The graph below shows that the biggest buyers of leather shoes are the United States of America, countries in Europe, and Russia and some other countries in Asia like Spain and Hong Kong.

Country	Value (€)
Spain	~1,000
Netherlands	~1,000
Belgium	~1,000
Russia	~1,000
Hong Kong	~1,000
Italy	~1,000
United Kingdom	~1,000
France	~1,000
Germany	~1,000
United States	~14,000

€ 2,000 4,000 6,000 8,000 10,000 12,000 14,000

Most countries buy leather shoes. Africa is not there, most of Asia is not there and South America is not there. It's mainly not there either, but it has a small population so even though it's a rich country, the population is too small to buy enough shoes.



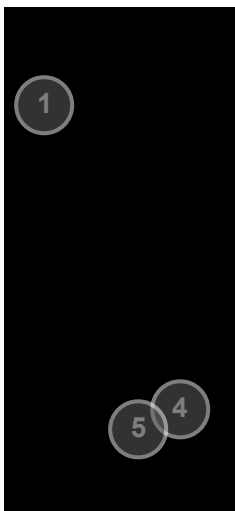
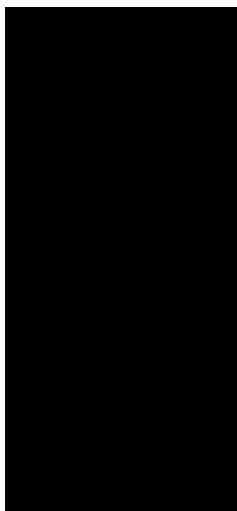
## Annotations

- 1 Annotation 1**  
Draws a simple supply chain that focuses on the steps of production
- 2 Annotation 2**  
Makes reference to the distribution process of the supply chain
- 3 Annotation 3**  
Identifies a pattern of consumption
- 4 Annotation 4**  
Synthesises data to draw simple conclusions about footwear consumption patterns
- 5 Annotation 5**  
Sorts data and constructs a bar graph to

show the top footwear-consuming countries in the world

**6 Annotation 6**  
 Makes an unsubstantiated generalisation to explain patterns of consumption

**7 Annotation 7**  
 Provides a simple explanation to support anomalies in own generalisations



**Annotations**

**1 Annotation 1**  
 Represents the spatial distribution of leather footwear consumption without the use of shading or a legend to denote average values

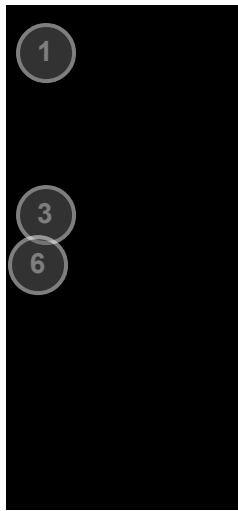
**2 Annotation 2**  
 Uses basic cartographic conventions (border, title, north point)

**3 Annotation 3**  
 Represents simple connections between exporting and importing countries

**4 Annotation 4**  
 Identifies that trade connects people and places

**5 Annotation 5**  
 Refers to participants in the supply chain and identifies some of the processes involved





**Should we buy leather shoes that are produced somewhere else?**

Australia produces leather shoes, but not many. There are not enough shoes produced in Australia at a cheap enough price to meet demand. The question is then, should we buy from other countries?

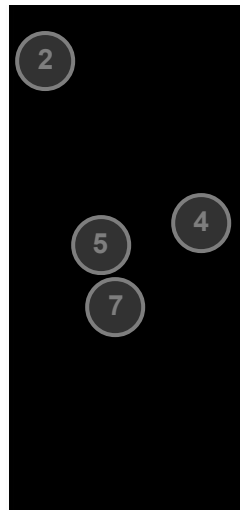
This investigation has led me to understand that the production of leather shoes, especially in Asia, does not look after people and affects the environment. The production of leather footwear takes a long time. The processes in Asia is that different people do different steps of the process. There are four steps that different people might do:

Production of upper shoe
Production of insole
Lasting and bottoming
Finishing and packing

This means that factories are not needed for the production process. People can work from home. They use their own equipment and own electricity. Because they work from home, they do not get 55¢ a day for wages or have any job security. There are some cases where people actually get their children to do some of the work. There is no way of monitoring the conditions people work under and this has led to a lot of abuses. The outsourcing of parts of the production process has also affected families and changed practices. For example, women who used to do farm work are now working in shoe production. It has changed people's lives and the places they live in.

There is also health and environmental issues with the tanning process – that is getting the leather ready to make shoes. The chemical that is used to do this is (Chromium) very toxic. There are safer ways, but chromium is used in Asia because it is cheaper.

Buyers in Australia need to be made aware of the problems with the production of leather shoes. They should only buy sustainable shoes that are produced with the protection of workers' rights and the environment. They should also choose shoes to protect their own health, shoes that do not contain toxic chrome and chemicals.



## Annotations

- 1 **Annotation 1**  
Draws an unsubstantiated conclusion
- 2 **Annotation 2**  
Uses initial research to frame a simple inquiry question
- 3 **Annotation 3**  
Explains the effects of outsourcing the steps of production on working conditions
- 4 **Annotation 4**  
Provides a reason for abuses associated with outsourcing production
- 5 **Annotation 5**  
Gives a simple explanation of how interconnections change people and places
- 6 **Annotation 6**  
Identifies health and environmental issues associated with the production of leather footwear
- 7 **Annotation 7**  
Proposes a simple solution to addressing the issues associated with the production of footwear

## Interconnections: Magnetic Island

### Sample summary

Over a two-week period, students completed a staged investigative inquiry into how people connect with Magnetic Island, and the impacts of these interconnections.

The scaffolded stages of the inquiry were:

- Identify and list the main questions that need to be answered to complete this inquiry.
- Analyse the main reasons why people go to Magnetic Island and the effects of these interconnections on the natural environment.
- Create an original map/s, using BOLTSS, to show the location of the main human settlements on the island today and changes over time.
- Describe the spatial distribution of settlements on the island today and suggest reasons for these locations and why there have been changes over time.
- Propose a strategy to improve accessibility to Magnetic Island (e.g. build a bridge or lower ferry prices).
- Predict the possible social, economic and environmental outcomes and consequences of this proposal.

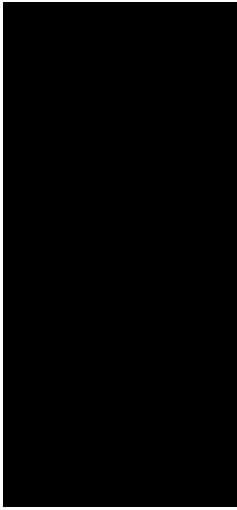
## Achievement standard

### Subject

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### Report



**Year 9 – Magnetic Island Inquiry**

**Inquiry topic:**  
Investigate how people connect with Magnetic Island and the impacts of these interconnections.

**Stages of inquiry:**

1. Identify and list the main questions that need to be answered to complete this inquiry.
2. Analyse the main reasons why people go to Magnetic Island and the effects of these choices on the island's environment.
3. Create an original map, using GIS, to show the location of the main human settlements on the island today and changes over time.
4. Describe the spatial distribution of settlements on the island today and suggest reasons for these locations and why there have been changes over time.
5. Propose a strategy to improve accessibility to Magnetic Island (e.g. build a bridge or causeway across).
6. Predict the possible social, economic and environmental outcomes and consequences of this proposal.

The types of people are the tourists and the residents.

The spatial distribution of the settlements on Magnetic Island spans across the whole island.

6. Social [positive] more people will go to Magnetic Island, more people will consider living there. Negative [some people will not go there because the amount of people and the existing will places will die].

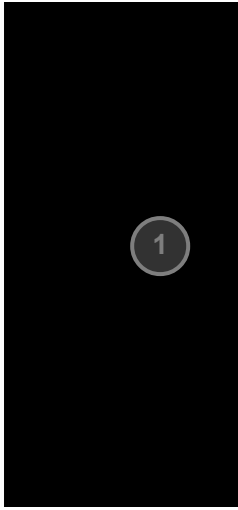
Economic [positive] more shops, more housing, more jobs, more transport, land being bought. Negative [the cost of roads and building and loss of human, the farm stocking system will not be operational and will die].

Environmental [positive].

Negative [more land being cut down].



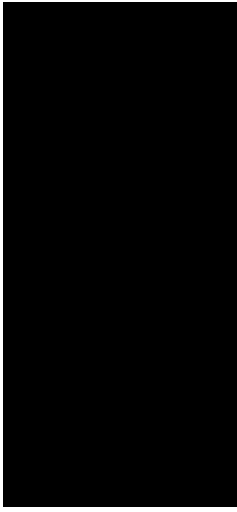
2



## Annotations

1 **Annotation 1**  
Makes simple statements about the interconnections between people, places and environments

2 **Annotation 2**  
Represents information to indicate the characteristics of places over time



**Year 9 – Magnetic Island Inquiry**

**Inquiry topic:**  
Investigate how people connect with Magnetic Island and the impacts of these interconnections.

**Stages of inquiry:**

1. Identify and list the main questions that need to be answered to complete this inquiry.
2. Analyse the main reasons why people go to Magnetic Island and the effects of these choices on the island's environment.
3. Create an original map, using GIS, to show the location of the main human settlements on the island today and changes over time.
4. Describe the spatial distribution of settlements on the island today and suggest reasons for these locations and why there have been changes over time.
5. Propose a strategy to improve accessibility to Magnetic Island (e.g. build a bridge or causeway across).
6. Predict the possible social, economic and environmental outcomes and consequences of this proposal.

The types of people are the tourists and the residents.

The spatial distribution of the settlements on Magnetic Island spans across the whole island.

6. Social [positive] more people will go to Magnetic Island, more people will consider living there. Negative [some people will not go there because the amount of people and the existing will places will die].

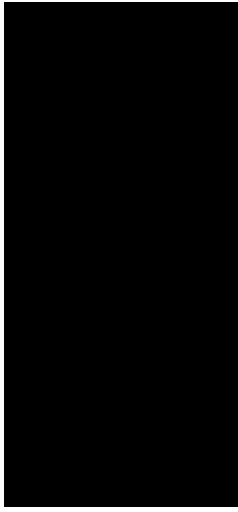
Economic [positive] more shops, more housing, more jobs, more transport, land being bought. Negative [the cost of roads and building and loss of human, the farm stocking system will not be operational and will die].

Environmental [positive].

Negative [more land being cut down].

You can see significant growth especially around the bay area this is probably because of the change in 2006 where the main settlement moved closer to the bay and has seen large growth since then and the whole southeast region of the island. The growth from 2012 to now 1000 houses that bay with only a small amount of growth.

I think some sort of way way to get to the island or would run the reason of the reason people had their jobs there for holidays and other things like party if you built a bridge it would run what many people like to do which is connecting to the wild and if a bridge was built then what you would see is a bridge and sign houses and other massive structures and it would be a big in getting to the island.



## Annotations

1 **Annotation 1**  
Draws simple conclusions regarding the changes to places over time

2 **Annotation 2**  
Presents simple predictions in response to an action associated with a geographical challenge