MIDDLE YEARS: STUDENT FOCUSED INQUIRY UNIT

Designing a unit of work based on the inquiry-learning model. This integrated unit is developed for the Year 7 Level AusVELS Geography domain and integrates standards from the AusVELS English (Literacy), the AusVELS Mathematics (Numeracy) and the AusVELS Information Communications Technology (ICT) domains.
Learning Inquiry Unit: Place and liveability

AusVELS Learning Focus
The Place and liveability integrated inquiry unit of study is developed for the Year 7 level AusVELS Geography domain and integrates standards from the AusVELS English, AusVELS Mathematics and AusVELS Information Communications Technology (ICT) domains.

The following section presents the strands and elements that will be relevant to the unit. Key elements for each strand are highlighted in bold.

Geography
The Place and liveability unit of study “focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.”

Knowledge and Understanding
The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)

The influence of accessibility to services and facilities on the liveability of places (ACHGK044)

The influence of environmental quality on the liveability of places (ACHGK045)

The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)

The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

AusVels Level 7

Geographical Inquiry and Skills
Collecting, recording, evaluating and representing
Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)

Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)

Interpreting, analysing and concluding
Analyse geographical data and other information using qualitative and quantitative
methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051)

Communicating
Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)

Reflecting and responding
Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)

AusVels Level 7

English

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. [http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Introduction/Introduction](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Introduction/Introduction)

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.
Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)

AusVELS Level 7

Mathematics

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.


The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Investigate, interpret and analyse graphs from authentic data (ACMNA180)

Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)

Recognise and solve problems involving simple ratios (ACMNA173)

AusVELS Level 7
Information Communication Technology

As students work towards the achievement of Level 8 standards in Information and Communications Technology, they learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues.

AusVELS Level 7

Synopsis

This unit will introduce students to the AusVELS level 7 standards for Geography, English, Mathematics and ICT domains through the topic of Place and liveability and focuses on the concept of liveability by looking at how it is perceived and measured, and the responsibilities and impacts of people on the sustainability of liveable places.

The main learning approaches are student focused inquiry and cooperative learning.

Students will engage in self-guided investigations of Place and liveability in their local suburb of Footscray, including:

- Describe how places are perceived and valued differently.
- Explain interconnections between people, places and environments and explain how they change places and environments.
- Describe alternative strategies to geographical challenge and propose a response, taking into account environmental, economic and social factors.
- Identify geographical significant questions to frame an inquiry and locate relevant information from primary and secondary sources to answer inquiry questions.
- Represent data and the distribution of geographical phenomena in a range of graphic forms.
- Analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions.
- Present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms.
- Propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

Students will consider the following aspects of Place and liveability:

- **Place**: The liveability of places and how the interconnections of places, people and environments can result in the changing character and distinctiveness of places.
- **Space**: Urban concentrations and population distribution.
- **Environment**: The influence of environmental quality on the liveability of places.
- **Interconnection**: The influence of social connectedness on the liveability of places.
- **Sustainability**: The sustainability of places.
- **Scale**: The study of landforms and geographic issues at differing scales.
- **Change**: The internal and international migration of people.
Focus Questions
A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at level 7 are:

- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Inquiry Process
The Place and liveability unit of work will offer students with the opportunity to actively engage in student centred learning activities both individually and in groups. Students will participate in identifying information needs, formulate questions to direct inquiry, plan their inquiry process, research and evaluate relevant information and present their findings in various modes and media. In other words, students will create their own inquiry questions and generate pathways to finding out.

The inquiry process will assist the students develop critical thinking skills and enhance their research, problem solving and communication skills through independent and collaborative learning experiences to foster deeper learning through a scaffolded approach to learning activities.

Inclusive curriculum
The Place and liveability unit of study is developed with an understanding that the learning process within a group of students is not homogenous but must cater for differences in learning styles and multiple intelligences. The unit includes a range of learning activities aimed to include all students, such as verbal/linguistic intelligence (individually writing a persuasive text), interpersonal intelligence (group work and discussions), visual/spatial intelligence (interpreting images, maps and creating graphic posters), naturalist intelligence (interpreting the landscape’s impact on the development of the suburb) and bodily/kinaesthetic intelligence (community engagement activities).

Assessment
The Place and liveability unit of study includes several methods of assessment designed to comprehend student’s learning progress and understanding linked to AusVELS standards. During the unit student progress and engagement will be formally assessed by checking work during class, engagement in groups and class discussion and summative assessed with students engaged in essay writing, creating posters and completing question/answer sheets. Whenever summative assessment tasks are involved a rubric will be presented to students to guide their investigation.
## Unit overview

<table>
<thead>
<tr>
<th>Week, lesson and inquiry stage</th>
<th>Lesson outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to week 1, present students with the selection of topics they could investigate for the unit – <em>Water in the world</em> or <em>Place and liveability</em>. Through class discussion of the topics, student interest is determined and the students are given the opportunity to collaboratively decide (vote) upon the topic they wish to pursue. As such, the <em>Place and liveability</em> unit has been created on the pretence that the students have already decided to investigate the topic.</td>
<td>Introduction to topic</td>
</tr>
</tbody>
</table>

**Week 1 – Lesson 1**

**ENGAGE**

**Tuning in**

- Introduce students to topic
- Engage students with the topic
- Uncover prior knowledge and facilitate the sharing of knowledge
- (Assist teacher in planning appropriate learning activities for the unit)

**Activities**

- Listing experiences, posing questions, making predictions, visualisation

**AusVELS links**

Geography: ACHGK043, ACHGS048

Students meet at Footscray Library (group room booked in advance) for introduction to the topic of *Place and liveability*

**Introduce group assessment task: Our suburb**

Create an assessment of what Footscray is like to live in, using the following criteria:

- Environmental quality
- Crime and safety
- Education and health provision
- Access to shops and services
- Recreational facilities
- Cultural activities

Walk via Footscray Plaza, Footscray Station, Footscray Arts Centre back along the Maribyrnong and Vic University to the school (Footscray City). Point out significant landmarks, services, and developments to students.

**Week 1 – Lesson 2**

**ENGAGE**

**Tuning in**

Bring up photos from the Footscray walk (the student’s photos on wikispaces) and introduce the *Liveability* concept and ask students what they like about Footscray, if they live in Footscray, why they like living in Footscray. Also discuss what they don’t like and what they think is missing from Footscray.

Students to observe and record what they notice about the following on the walk:

- Environmental quality
- Crime and safety
- Education and health provision
- Access to shops and services
- Recreational facilities
- Cultural activities

Students use PinDrop ([https://pindropapp.com/](https://pindropapp.com/)) to record walk and places of interest by taking photos and placing pins on a digital map. Students upload their recordings (photos and maps) to the class wiki ([http://www.wikispaces.com/](http://www.wikispaces.com/), referred to as wikispaces).
• Introduce students to the topic
• Engage students with the topic
• Uncover prior knowledge and facilitate the sharing of knowledge
• Assist teacher in planning appropriate learning activities for the unit

Activities
KWL
Mind map
Group task

AusVELS links
Geography: ACHGK043, ACHGK044, ACHGK046
English: ACELY1728, ACELY1725

Engage students in the first two parts of a KWL activity to assist them in articulating their inquiry questions.

KWL: Students discuss what they already know about the topic, sharing experiences and what they would like to know. Get students to categorise the “what I know about... “ and “what I would like to know about... “ statements/questions under the following headings:
• Community (population groups, multiculturalism, social connectedness, crime & safety)
• Development (economic, housing, transport, environment)
• Resources (facilities, health, education, shops & services)
• Recreation and Culture (arts, sports, festivals)

Students will re-visit the KWL chart at the end of the unit to complete the last section (“what have I learned about... “)

Students will individually create a mind map about their prior knowledge of Footscray, the people living in the suburb, the development, etc. and their understanding of liveability based on the following headings:
• Community (population groups, multiculturalism, social connectedness, crime & safety)
• Development (economic, housing, transport, environment)
• Resources (facilities, health, education, shops & services)
• Recreation and Culture (arts, sports, festivals)

Revisit the mind map at the end of the inquiry and get student to ‘redo’ the map - will show the progress made over the unit!

Introduce the assessment tasks:

Individual task: Our home
Multimedia presentation of their street and local environment. - Class presentation, peer graded, rubric

Individual task: Our improvements
Write a letter to the editor of ‘The Leader’ (persuasive text) that request an improvement/addition to the suburb that the student believes will improve the liveability for young people. - Written letter, teacher graded, rubric, graphic organiser

Group task: Our Suburb
Each group will contribute to the creation of a presentation using ICT that includes an assessment of what kind of place Footscray is to live in using these particular criteria: environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities. Give students a hint that the Maribyrnong City Council has expressed interest in a brochure but keep it vague.

The presentation format is determined by the students by majority
Students to choose the topic of their investigation based on the following topics:

- Community (population groups, multiculturalism, social connectedness, crime & safety)
- Development (economic, housing, transport, environment)
- Resources (facilities, health, education, shops & services)
- Recreation and Culture (arts, sports, festivals)

The choice of topic will determine the grouping of students. May have to negotiate with students to ensure even number of students in each group.

Students to go into groups and prepare for next stage: Finding out

Students will discuss and agree on roles and responsibilities (leader, scribe/recorder, timekeeper, researcher and presenter). Group roles will be allocated on a rotation basis so all group members experience the different roles. Various stages of the inquiry will require different roles within the group.

**Week 2 – Lesson 3**

**EXPLORE**

**Finding out**
- Take the topic further than the students already know
- Challenge students’ existing beliefs, ideas and values
- Student collects new information in a variety of ways

**Activities**
- New concepts
- Simulation game
- Planning research
- Project management
- Searching websites
- Reading texts
- Conducting surveys

**AusVELS links**
- Geography: ACHGK044, ACHGK047, ACHGS048,
- Get to know your suburb
  - Introduce and explain the online simulation game: Run That Town ([http://runthatstown.abs.gov.au/](http://runthatstown.abs.gov.au/)). Explain to students that, in groups, they will compete against each other throughout the unit. At the end of the unit, there will be a prize to the winning team.
  - Use the ‘run-through’ of Run That Town to introduce and discuss various concepts such as: demographics, population data, census.
  - Students will continue to engage with RunThatTown in each lesson during unit.
  - In groups, using a graphic organiser, students will create a ‘Investigation plan’, a mini project plan that outlines the tasks, duration, roles & responsibilities and deliverables.
  - Students to begin gathering of data from primary and secondary sources:
### Week 2 – Lesson 4

**EXPLORE**

**Finding out**
- Take the topic further than the students already know
- Challenge students’ existing beliefs, ideas and values
- Student collects new information in a variety of ways

**Activities**
- New concepts
- Simulation game
- Planning research
- Project management
- Searching websites
- Reading texts
- Conducting surveys

**AusVELS links**
- Geography: ACHGK044, ACHGK047, ACHGS048, ACHGS051
- English: ACELY1722
- Maths: ACMNA180, ACELY1723, ACMSP169

**Research**
Students to review their ‘Investigation plan’ and continue gathering of data from primary and secondary sources.

Engage in group conferencing to assess progress, group dynamics and correct misconceptions.

### Week 3 – Lesson 5

**EXPLORE**

**Finding out**
- Take the topic further than the students already know
- Challenge students’ existing beliefs, ideas and values

**Ratio investigation**
How does Footscray compare with national average on *liveability*?

Explain the concept of ratio to students and investigate the ratio of various parameters of liveability (between Footscray and national average):
- Crime
- Health facilities
- Educational facilities
- Recreational facilities
- Bike paths
- Student collects new information in a variety of ways

**Activities**
New concepts  
Simulation game  
Planning research  
Project management  
Searching websites  
Reading texts  
Conducting surveys

**AusVELS links**
Geography: ACHGK043, ACHGK044, ACHGK047, ACHGS051  
English: ACELY1722, ACELY1728  
Maths: ACMNA180, ACMSP169, ACMNA173

Students to review their ‘Investigation plan’ and continue gathering of data from primary and secondary sources.

Engage in individual conferencing to assess progress on individual and group tasks, group dynamics and correct misconceptions.

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<table>
<thead>
<tr>
<th>Week 3 – Lesson 6</th>
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<tbody>
<tr>
<td><strong>EXPLAIN</strong></td>
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<tr>
<td><strong>Sorting out</strong></td>
</tr>
<tr>
<td>- Represent the gathered information in meaningful ways</td>
</tr>
<tr>
<td>- Students organise, represent and present their new knowledge</td>
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<tr>
<td>- Opportunities for students to demonstrate their learning</td>
</tr>
</tbody>
</table>

**Activities**
Presentation of individual task – *Our home*  
Plan presentation of task – *Our suburb*

**AusVELS links**
Geography: ACHGK043, ACHGK046, ACHGS053

**Presentation**
Each student to present their individual task *Our home* to the class.  
Class to provide verbal feedback to the presenter.

The other members of the presenter’s group will collectively peer assess the presentation using the rubric (hand out).
### Week 4 – Lesson 7

#### EXPLAIN

**Sorting out**
- Represent the gathered information in meaningful ways
- Students organise, represent and present their new knowledge
- Opportunities for students to demonstrate their learning

**Activities**
Presentation of group task – *Our suburb*
New task introduced

**AusVELS links**
Geography: ACHGK043, ACHGK046, ACHGS053
English: ACELY1728, ACELY1804

Presentation and ‘Welcome Pack’
Each group to present their contribution to the task *Our suburb* to the class. Class to provide verbal feedback to the presenting group.

Teacher to assess the groups’ presentations using the rubric and mark the presentation before next class.

Briefly mention to students that the class have been asked to produce a little pamphlet for Maribyrnong City Council after they learnt about the work the class were conducting in their research of liveability of Footscray.

### Week 4 – Lesson 8

#### ELABORATE

**Going further**
- Broaden the unit to incorporate students’ area of interest
- Students are given the opportunity to investigate using their preferred learning style
- Present another perspective or dimension on the topic

**Activities**
Community task
Simulation game

‘Welcome Pack’
We’d been asked to produce a little pamphlet by the Maribyrnong City Council.
Based on *Our suburb*, students will create a welcome pack for newly arrived migrants that present the resources and services of the suburb (Footscray) as a way to increase the availability of these resources and service among newly arrived migrants.

**Group task:** Create a welcome pack for newly arrived migrants that present the resources and services of the suburb (Footscray) as a way to increase the availability of these resources and service among newly arrived migrant. The pamphlet must include:
- Description of the services/resources
- The location of the described services/resources on a map
### AusVELS links

Geography: ACHGK043, ACHGK046, ACHGS050, ACHGS053, ACHGS054  
English: ACELY1725, ACELY1728

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### Week 5 – Lesson 9

<table>
<thead>
<tr>
<th><strong>EVALUATE</strong></th>
<th><strong>The great debate</strong></th>
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<tbody>
<tr>
<td><strong>Reflection</strong></td>
<td>In response to conducted investigation, students participate in a debate about the pros and cons of urban renewal from the two perspectives of the developers and of the residents. Students reflect on the different perceptions that people have about the liveability of a particular location and the implications of urban renewal for community connectedness.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Class debate</td>
</tr>
</tbody>
</table>

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### AusVELS links

Geography: ACHGK043, ACHGK044, ACHGK045, ACHGK046, ACHGK047, ACHGS054  
English: ACELY1804

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### Week 5 – Lesson 10

<table>
<thead>
<tr>
<th><strong>EVALUATE</strong></th>
<th><strong>Unit conclusion</strong></th>
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</thead>
</table>
| **Action** | Presentations  
Student presentation of group task – ‘Welcome Pack’  
Present winning group of Run That Town competition with prize.  
Student self-assessment: How did I go answering the key questions?; how did I perform in the group? In class activity.  
Due: Letter to the editor and mind map revisited.  
Students’ **Our improvements** letters to the editor will be sent to the Maribyrnong Leader. |
### Activities
- Writing a letter to the editor
- Persuasive text

### AusVELS links
- Geography: ACHGK043, ACHGK044, ACHGK045, ACHGK046, ACHGK047, ACHGS053, ACHGS054
- English: ACELY1725, ACELY1728, ACELY1804

Throughout the unit, students will have uploaded their work to their online folio on the class wiki: [http://www.wikispaces.com/](http://www.wikispaces.com/)

At the completion of the *Place and liveability* unit, the students will have an understanding of the place and liveability of their suburb. They will have been introduced to the tools and knowledge to research further the issues surrounding place, liveability and community connectedness and feel empowered to participate in debate and effect change in the local community.
**Summative assessment rubrics**

**Individual task: Our home**
Multimedia presentation of their street and local environment.
- Class presentation, peer graded, rubric

In this activity, students respond to the question: ‘What's it like to live where you do?’ by taking photos and videos of their living places, then using these images, recordings and annotations to create a multimedia presentation.

**Student instructions**
You are to answer the question “what is it like to live where you do?” by creating a multimedia presentation that you will present to class. Your presentation must refer to concepts of liveability and include appropriate vocabulary (refer to brainstorm and mind map).

Use Metta (http://www.metta.io) to create your presentation.

Your presentation could include:

- Description of location (including geographical terms as brainstormed when discussing the Liveability concept) – describe the environment of location
- Dominant features of location
- Description of nearby/surrounding area’s environment/features
- What are the attractive features
- What are the less attractive features
- Family reason for choice of location
- Who else live here?
- Interviews with neighbours
- How would you describe the liveability of location?
- Google Map/Earth images included
- Street view images included
- Images, video, audio, text
## Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Description of local area is in-depth with details and examples. Geographic concepts and knowledge of 'liveability' is excellently integrated.</td>
<td>Includes essential description of local area. Geographic concepts and knowledge of 'liveability' is integrated.</td>
<td>Includes essential description of the local area but there are 1-2 factual errors in geographic concepts and knowledge of 'liveability'.</td>
<td>Content is minimal OR there are several factual errors in geographic concepts and knowledge of 'liveability'.</td>
</tr>
<tr>
<td>AusVELS: ACHGK043, ACHGK046</td>
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<tr>
<td><strong>Multimedia integration</strong></td>
<td>Makes excellent use of images, video, audio and text (font, colour, and graphics) to enhance the presentation. Google Earth and Street View images included.</td>
<td>Makes good use of images, video, audio and text (font, colour, and graphics) to enhance the presentation.</td>
<td>Makes use of images, video, audio and text (font, colour, graphics) but occasionally these detract from the presentation content.</td>
<td>Limited or no use of images, video, audio and text (font, colour, graphics).</td>
</tr>
<tr>
<td>AusVELS: ACHGS053</td>
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<tr>
<td><strong>Oral Presentation</strong></td>
<td>Interesting, well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.</td>
<td>Delivery not smooth, but able to hold audience attention most of the time.</td>
<td>Delivery not smooth and audience attention lost.</td>
</tr>
<tr>
<td>AusVELS: ACELY1804</td>
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<tr>
<td><strong>Originality</strong></td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>Product shows some original thought. Work shows new ideas and insights.</td>
<td>Uses other people's ideas (giving them credit), but there is little evidence of original thinking.</td>
<td>Uses other people's ideas, but does not give them credit.</td>
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</table>
Individual task: Our improvements
Students are to write a letter to the editor of ‘The Leader’ (persuasive text) that request an improvement/addition to the suburb of Footscray that the student believes will improve the liveability for young people.
- Written letter, teacher graded, rubric, graphic organiser

Student instructions
You are to write a letter to the editor of ‘The Leader’ (persuasive text) that request an improvement or addition to the suburb of Footscray that you believe will improve the liveability for young people in the area.

Your letter should include a brief introduction of your suburb, local area and include reference to research. A good persuasive argument will be supported by reasons. The reasons should offer solid evidence to support your position.

Your letter should be structured using the Persuasive Planner:

<table>
<thead>
<tr>
<th>Topic:</th>
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<tbody>
<tr>
<td>Argument Order ↓</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>First Reason (to support your opinion)</td>
</tr>
<tr>
<td>Second Reason (environmental considerations)</td>
</tr>
<tr>
<td>Third Reason (economic considerations)</td>
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<tr>
<td>Fourth Reason</td>
</tr>
</tbody>
</table>
Once you have completed your planner you must set out your piece in the style of a letter:

- Date
- Greeting
- Introduction and opening paragraph – your topic, opinion and local
  - Opening sentence—write, why you are writing this letter.
  - Write your daily routine. Use words that show time relationships, such as “First I,” “After that,” etc.
- State your reasons and support statements as individual paragraphs - one paragraph per reason and support statement
- Conclusion – summarise your reasons and your opinion
- Signature

Remember to use

- Present tense—you are writing about something happening now.
- Formal language—no contractions or slang
## Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;Includes clear statement of standpoint and description local environment&lt;br&gt;AusVELS: ACELY1725</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Reasons</strong>&lt;br&gt;Includes a logical flow of reasons and support statements&lt;br&gt;AusVELS: ACELY1725</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong>&lt;br&gt;Summarise reasons and put forward a persuasive argument&lt;br&gt;AusVELS: ACELY1725</td>
<td>/5</td>
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<tr>
<td><strong>Geographical knowledge</strong>&lt;br&gt;Includes factors that influence people’s choice of living and perceptions of liveability; and influence of social connectedness and community identity&lt;br&gt;AusVELS: ACHGK046</td>
<td>/10</td>
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<tr>
<td><strong>Geographical skills</strong>&lt;br&gt;Includes geographical terms and reference to researched data taking into account environmental, economic and social considerations when proposing action (AusVELS: ACHGS054)</td>
<td>/10</td>
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<td><strong>Style</strong>&lt;br&gt;The piece follow the style of a letter&lt;br&gt;AusVELS: ACELY1725</td>
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Teacher:  
Student:  
Date:  
Mark: /40
**Group task: Our Suburb**

Each group will contribute to the creation of a presentation using ICT that includes an assessment of what kind of place Footscray is to live in using these particular criteria: environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.

Students to choose the topic of their investigation based on the following topics:

- Community (population groups, multiculturalism, social connectedness, crime & safety)
- Development (economic, housing, transport, environment)
- Resources (facilities, health, education, shops & services)
- Recreation and Culture (arts, sports, festivals)

The presentation format is determined by the students by majority vote: poster, multimedia presentation, written report or brochure.

- Teacher graded, rubric

**Student instructions**

Your group is to create a presentation of the suburb of Footscray using ICT that describe what kind of place Footscray is to live in. You must include a description and an assessment of the particular criteria of liveability that your group has chosen for your inquiry:

- Group 1 - Community (population groups, multiculturalism, social connectedness, crime & safety)
- Group 2 - Development (economic, housing, transport, environment)
- Group 3 - Resources (facilities, health, education, shops & services)
- Group 4 - Recreation and Culture (arts, sports, festivals)

The presentation must include relevant geographical data and information collected from appropriate primary and secondary sources during your investigation AND analysed to identify and propose explanations for patterns and trends.

The format of your presentation must be that chosen by the class (poster, multimedia presentation, written report or brochure).

You will also be assessed based on your contribution to the group presentation and your group’s contribution to the class presentation.
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of suburb</strong> (linked to topics of investigation: Community, Development, Resources OR Recreation &amp; Culture)</td>
<td>Description of suburb is in-depth with details and examples relevant to topic. Geographic concepts and knowledge of 'liveability' is excellently integrated.</td>
<td>Includes essential description of suburb relevant to topic. Geographic concepts and knowledge of 'liveability' is integrated.</td>
<td>Includes essential description of the suburb relevant to topic but there are 1-2 factual errors in geographic concepts and knowledge of 'liveability'.</td>
<td>Content is minimal or not related to topic OR there are several factual errors in geographic concepts and knowledge of 'liveability'.</td>
</tr>
</tbody>
</table>

AusVELS: ACHGK044

| **Incorporation of geographical concepts on the criteria relevant to topic of investigation** (linked to topic of investigation). | All criteria included. Relevant geographical data and information collected from appropriate primary and secondary sources is presented for each criterion. Geographical data and information analysed to identify and propose explanations for patterns and trends. | Most criteria included. Relevant geographical data and information collected from appropriate primary and secondary sources is presented for all or most criteria. Most geographical data and information analysed to identify and propose explanations for patterns and trends. | Some criteria included. Geographical data and information is presented for some criteria. Some geographical data and information analyse but insufficient to identify and propose explanations for patterns and trend. | A few criteria included. Geographical data and information may be included. Some analysis of data but insufficient to identify and propose explanations for patterns and trend. |

AusVELS: ACHGS048, ACMNA180

| **Assessment of 'liveability' of suburb** (linked to topic of investigation). | Assessment of 'liveability' is clearly stated. Arguments are structured logically and stated using geographical terminology. Arguments are based on researched data. | Assessment of 'liveability' is included. Arguments are mainly stated using geographical terminology. Most arguments are based on researched data. | Assessment of 'liveability' is included. Arguments are rarely stated using geographical terminology. Some arguments are based on researched data. | Assessment of 'liveability' is vague or not included. Arguments are rarely stated using geographical terminology. Some arguments are based on researched data. |

AusVELS: ACHGK044, ACHGK045
| Contribution (individual contribution to the group presentation and the group’s contribution to class presentation) | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
Unit resources

Primary and secondary sources

- Census data
- Maribyrnong Leader (http://leader.newspaperdirect.com/epaper/viewer.aspx)

ICT

PinDrop (https://pindropapp.com/)

Wikispaces (http://www.wikispaces.com/)

Metta (http://www.metta.io)

Microsoft Word

Microsoft Excel

Simulation games

Run That Town (http://runthattown.abs.gov.au/)