

# SOSE TIPS

## WORDS TO KNOW

**Agriculture**



the growing of crops and raising of livestock.

**Archaeologist**

someone who uncovers evidence such as ruins, artefacts or bones, from the past.

**B.O.L.T.S.**

a way to remember all of the elements needed for a map: Border, Orientation, Legend, Title and Scale.

**Civilisation**

a society that has an established way of governing itself.



**Contours**

lines on a map that connect places of the same height above sea level.

**Democracy**

a form of government in which the political power lies with the people.

**Drought**

a prolonged period of lower than average rainfall.

**Erosion**

the wearing away of the land's surface by wind, water, waves and people.

**G.I.S.**

Geographic Information Systems – information and spatial technologies are used to process data that informs us about the best use of earth's resources.

**Global Warming**

the heating of the earth's atmosphere.

**Human Environment**

includes anything that has been built or altered by people.

**Legend**

explanation of the meaning of signs and symbols used on a map.

**Map reference**

a combination of letters and numbers that locate points on a map.

**Natural environment**

natural features of the land (eg. vegetation, wildlife and climate).

**Primary Sources**

existed or were made or written during the period being studied.

**Scale**

the ratio of a distance on the map to the corresponding distance on the ground.

**Secondary Sources**

were made or written after the period being studied.

**Sustainable Practices**

practices that ensure resources are available for future generations.

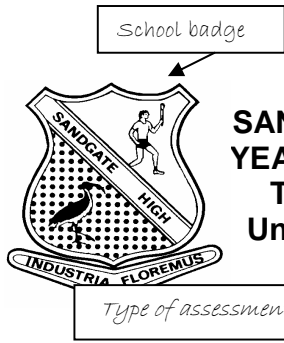
**Timeline**

a diagram that sets out in chronological order the key events that occurred over a period of time.

**Topographic Map**

a map showing natural landforms and human features of an area.





School motto



**Assessment Title Pages – What they Show!**  
**SANDGATE DISTRICT STATE HIGH SCHOOL**  
**YEAR 8 – Study of Society and Environments**  
**THEME: AUSTRALIAN ENVIRONMENTS**  
**Unit: Endangered Australian Environments**  
**Term 2, 2007**  
**ORAL PRESENTATION**

All of these headings on top of the page are used to identify where and when this piece of assessment fits in - year level/subject, theme/unit topic and assessment period.

Everyone across the school, in all subject areas, relates what they are doing in assessment to literacy elements.

- Whole School Literacy Focus**
- Research a set topic - includes using various sources, note-taking and constructing a bibliography
  - Present information orally – includes selecting and organizing appropriate information and visual aids.

**TASK**

Complete an oral presentation, with visual images in support, which focuses on an Australian environment or species.

This section gives you a clear statement on what your assessment task requires.

**CONDITIONS**

**Purpose:** To complete an oral presentation based on an investigation of threats to the Australian environment.

**Audience:** Class teacher and students

**Genre:** Seminar/Oral presentation (includes written text with visual aids to be used)

**Length:** 3 minutes (A **script** of your presentation is to be submitted with your presentation.)

**Time allowed:** 2 weeks (includes lessons in class for research and preparation.)

**Teacher checking stages:**

1. \_\_\_\_\_ 2. \_\_\_\_\_

**Presentation**

Monitoring/checking of your work at various stages is done to ensure you are on the right track.

Due dates need to be copied down as soon as they are given. You must make sure your work is done on time.

The conditions section gives you more information, directions and a focus for your task.

<p><b>KEY WORDS/SKILLS</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Endangered</li> <li>• Threat</li> <li>• Species</li> <li>• Region</li> <li>• Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Sources</li> <li>• Bibliography</li> <li>• Strategy</li> <li>• Recommendation</li> </ul>	<p><b>Important Notes:</b></p> <ul style="list-style-type: none"> <li>• Avoid the use of "I think..." Present your information objectively and formally.</li> <li>• Make sure your visual aids are clear and able to be seen by your audience.</li> <li>• Do not leave all your visual aids until the end of your presentation. Refer to them throughout your oral.</li> </ul>
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Student's Name: \_\_\_\_\_ Access class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ SOSE class: \_\_\_\_\_