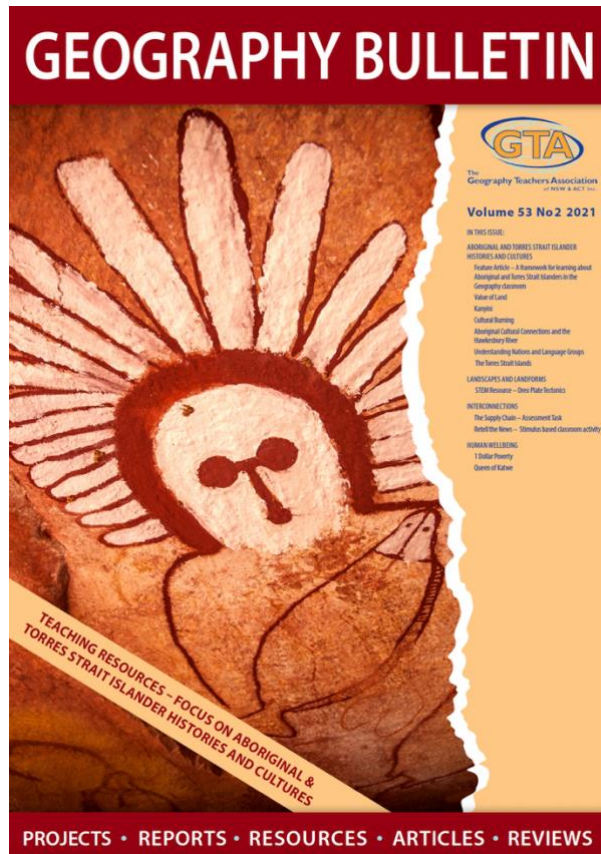


**2021 Volume 53 No 2 Appendices 1 – 4**



Appendix 1: Improving Human Wellbeing

Appendix 2: Interconnections Assessment Task ( Workbook is separate)

Appendix 3: 4 Guys – 28 days - \$1 Worksheet

Appendix 4: Queen Katwe Worksheet

## TASK 8 - IMPROVING HUMAN WELLBEING

How effective are government and non-government strategies that aim to improve human wellbeing in Aboriginal Australian communities?

	<b>NGO Initiative</b> Name and outline of initiative.	<b>Has it been effective in improving wellbeing? Evidence?</b>
<b>Life Expectancy</b>	<a href="https://www.bilamuujihhealthservices.org.au/close-the-gap-campaign.htm">https://www.bilamuujihhealthservices.org.au/close-the-gap-campaign.htm</a>	
<b>Education</b>	<a href="https://www.socialventures.com.au/work/australian-indigenous-mentoring-experience-aime/">https://www.socialventures.com.au/work/australian-indigenous-mentoring-experience-aime/</a>	
<b>Employment</b>	<a href="https://aes.org.au/">https://aes.org.au/</a>	
<b>Health Care</b>	<a href="https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/">https://www.oxfam.org.au/what-we-do/indigenous-australia/close-the-gap/</a>	
<b>Land and Environment Management</b>	<a href="https://www.recreatingthecountry.com.au/blog/2016-national-landcare-conference">https://www.recreatingthecountry.com.au/blog/2016-national-landcare-conference</a>	

	<b>Government initiative</b> Name and outline of initiative.	<b>Has it been effective in improving wellbeing? Evidence?</b>
<b>Life Expectancy</b>	<a href="https://www1.health.gov.au/internet/main/publishing.nsf/content/b92e980680486c3bca257bf0001baf01/\$file/health-plan.pdf">https://www1.health.gov.au/internet/main/publishing.nsf/content/b92e980680486c3bca257bf0001baf01/\$file/health-plan.pdf</a>	
<b>Education</b>	<a href="https://www.dese.gov.au/indigenous-education/national-aboriginal-and-torres-strait-islander-education-strategy">https://www.dese.gov.au/indigenous-education/national-aboriginal-and-torres-strait-islander-education-strategy</a>	
<b>Employment</b>	<a href="https://ctgreport.niaa.gov.au/employment">https://ctgreport.niaa.gov.au/employment</a> <a href="https://pmc.gov.au/sites/default/files/reports/closing-the-gap-2018/employment.html">https://pmc.gov.au/sites/default/files/reports/closing-the-gap-2018/employment.html</a>	
<b>Health Care</b>	<a href="https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BriefingBook45p/ClosingTheGap">https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BriefingBook45p/ClosingTheGap</a>	
<b>Land and Environment Management</b>	<a href="https://aiatsis.gov.au/explore/land-rights">https://aiatsis.gov.au/explore/land-rights</a>	

David Latimer

# Assessment Task

## HSIE Department

<b>Date of issue:</b>	n/a
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<b>Due date:</b>	n/a
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<b>Weight:</b>	30%
<b>Course:</b>	Geography
<b>Task number:</b>	2

<b>Nature of task:</b>	In-class Writing Task
<b>Topic:</b>	Interconnections (Stage 4 Geography)
<b>Year group:</b>	Year 8

<b>Outcomes Assessed:</b>
<p>GE-1 locates and describes the diverse features and characteristics of a range of places and environments.</p> <p>GE4-3 explains how interactions and connections between people, places and environments result in change.</p> <p>GE4-4 examines perspectives of people and organisations on a range of geographical issues.</p> <p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.</p> <p>GE4-8 communicates geographical information using a variety of strategies.</p>

<b>Assessment Location</b>
<p>Students will complete the assessment in their regular classroom.</p> <p><b>Specific learning needs adjustments:</b>          Student will be supplied with a scaffolded version where appropriate.</p>

### Academic honesty and extensions on due dates

Students are reminded that all work submitted for assessment must be original and one's own work, except where acknowledgement is made to the original author (using the APA referencing method) or where collaboration with another student is a mandated requirement of the task. Students must submit any Hand-In assessment through *Turn-it-in* in order to validate the authenticity and integrity of the student's material.

The school's assessment policy requires all extensions on the due date be coordinated by the Director of Curriculum. Students applying for leave will be required to complete the task on the due date or, if this is not possible, before the due date unless there are exceptional circumstances.

The school applies a standard penalty for late submission of assessments of 10% of the total per day.

### Context and description of assessment activity

Geographies of interconnection demonstrate how people and their product choices and/or actions, are connected to places throughout the world in a variety of ways. Interconnections help to change people, places and their environments on a global scale.

In this assessment task, students will select and research the impacts resulting from the life cycle of **ONE PRODUCT** and produce a visual report. Students may select from the products listed in the boxes below. Students should investigate the impacts on people, places and environments resulting from the supply chain of the selected product. Students may present information from the product's raw materials, through to its production, consumption and its disposal.

Phone (iPhone)	Cars (Tesla)	Snacks (Tim Tam)	Clothing (Levi Jeans)
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### In-Class Visual Report

In a 45-minute period, students will write an introduction about their product and annotate a world map with detailed descriptions about the impacts of a product on people, places and environments. The annotations that students make can also refer to two relevant 10cm x 10 cm photographs that students may bring into the assessment.

Students will be provided with an A3 scaffold for this visual report.

Students will be required to locate their annotations on a political world map using an appropriate legend. Students should describe 2 impacts on each of the topics of people, places or environments. It would be ideal if these descriptions cover the entire life cycle of a product from raw material production through to disposal.

### Performance criteria for assessing learning

Students will be marked on the quality of geographic detail and the clarity of their communication of geographic ideas.

### Feedback

Verbal feedback may be given to students to aid their research prior to the task submission.

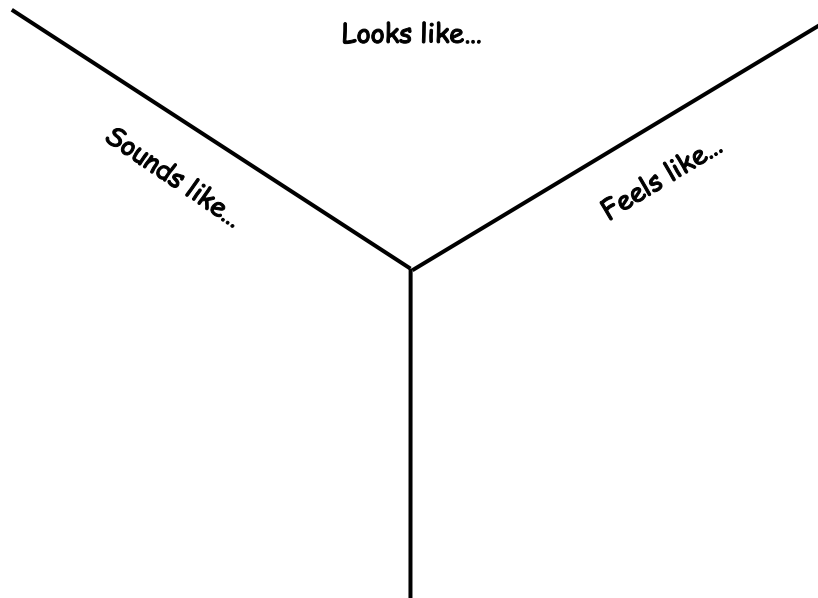
An annotated marking criteria and annotations on the task will be presented with the task when it is returned.



	<b>A Grade</b> Extensive knowledge and very high competence	<b>B Grade</b> Thorough knowledge and high competence	<b>C Grade</b> Sound knowledge and adequate competence	<b>D Grade</b> Basic knowledge and limited competence	<b>E Grade</b> Elementary knowledge and very limited competence
GE-1 locates and describes the diverse features and characteristics of a range of places and environments.					
GE4-3 explains how interactions and connections between people, places and environments result in change					
GE4-4 examines perspectives of people and organisations on a range of geographical issues.					
GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.					
GE4-8 communicates geographical information using a variety of strategies.					

# 4 Guys-28 Days-\$1

Complete the Y-chart while viewing... <https://www.youtube.com/watch?v=VGeFpz10baw>



- 1) Identify the geomorphic hazard that struck Haiti. \_\_\_\_\_
- 2) Record two (2) examples of quantitative data that highlights the impact of the geomorphic hazard on Haiti.
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_

## STOP AND DISCUSS!

*Why might living in poverty be a good first step in helping those less fortunate?*

- 3) List the six (6) rules the four men decided to live by.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_

**STOP AND DISCUSS!**

*On average, how much money would you need to survive per day?*

4) Briefly describe Monfred's experiences AND current housing situation.

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5) How much water is required for one person living in the Haitian climate? \_\_\_\_\_

EXTENSION- Convert your answer into litres: \_\_\_\_\_

6) Outline the four men's typical daily meal(s) and average cost.

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7) Haitian NBA player Samuel Dalembert offers his perspective of how Haitian people cope with feeling hungry. Outline his perspective.

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8) Make ONE quantitative AND qualitative statement about Cite Soleil (Sun City).

QUANTITATIVE: \_\_\_\_\_

QUALITATIVE: \_\_\_\_\_

**STOP AND DISCUSS!**

*The greatest problem in Haiti was not the earthquake itself- it was poverty. Why is poverty the greater challenge?*

9) Outline the health and hygiene of the four men.

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10) How long does it take to wash ONE item of clothing? \_\_\_\_\_

11) How long does a typical meal in Haiti take to prepare? \_\_\_\_\_

12) Describe the impact the rain season has on a Haitian's daily life.

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**STOP AND DISCUSS!**

*Can a person "just work harder" to get out of poverty? Why/Why not?*

13) Briefly outline Bennett the rubble workers' home life.

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14) Briefly outline the occupation of a 'box carrier'.

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**EXTENSION-** How heavy is a typical box? \_\_\_\_\_  
Convert this into kilograms: \_\_\_\_\_

15) Margalia, a mother of four cannot afford to educate her children.

a) Identify how Margalia's child Marvid spends his day.

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b) Explain the impact a lack of education will have on a child's future.

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16) How many Haitian children attend primary school? \_\_\_\_\_

How much does this cost per month? \_\_\_\_\_

17) According to the local school principal, what impact did the earthquake have on the school and its students?

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18) Briefly describe the conditions of the Haitian hospital. [Make specific reference to the number of Haitians who have access to basic healthcare]

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19) Describe the attitudes of the Haitian people despite living in difficult circumstances.

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20) Outline how these four men have spread the word of poverty since their 28-day experience.

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21) Identify several examples for how these four men with the support of others have made a difference to the people of Haiti.

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22) List three (3) ways you as an individual can help immediately.

- i. 

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- ii. 

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- iii. 

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*"The world is very different now for man holds in his mortal hands the power to abolish all forms of human poverty"*


*~ John F. Kennedy*

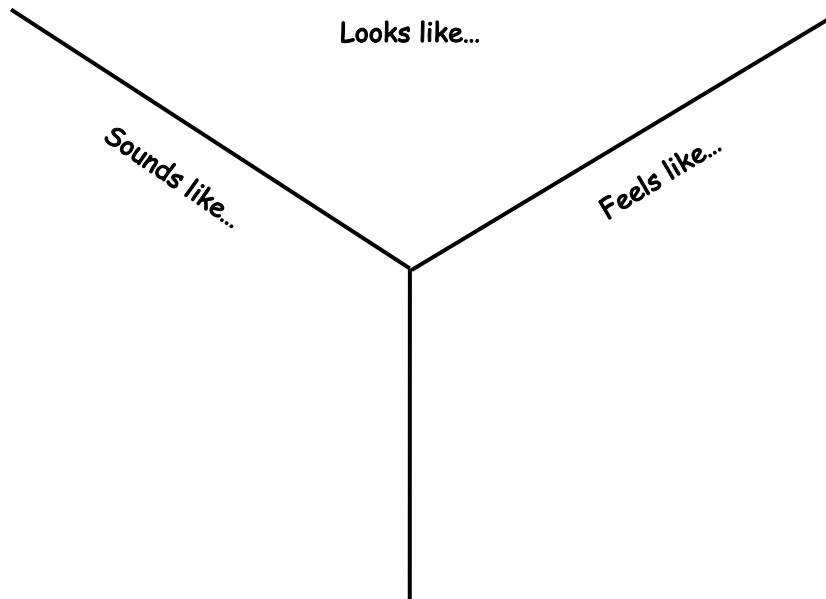
# FILM STUDY: *Queen of Katwe* (2016)

## BEFORE VIEWING:

Katwe is the largest of eight slums in Kampala, Uganda.

### GOOGLE EARTH:

1. Launch Google Earth at: <https://earth.google.com/web/> to visit Katwe, Kampala, Uganda.
2. Change to *Street View* by clicking on . Take a virtual walk along the main streets and record your observations in the Y-chart below.



Disney's *Queen of Katwe* (2016) is based on a true story.

### THE TRUE STORY BEHIND *QUEEN OF KATWE* (2016)

Watch and/or read ABC News' *Phiona Mutesi, 'Queen of Katwe', Rises from Uganda Slums to become Inspirational Chess Prodigy* at:

<https://abcnews.go.com/International/phiona-mutesi-queen-katwe-rises-uganda-slums-inspirational/story?id=42206223> to complete the following questions.

1. How old was Phiona Mutesi when she first saw people play chess? What were her initial thoughts surrounding chess?

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2. Why did Phiona and her family become homeless in Katwe?

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3. How does Phiona describe Katwe?

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4. Record TWO quantitative facts about poverty and access to education.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

5. Recount Phiona's experiences while at the SOM Chess Academy.




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6. What was one of the most important things Phiona gained from playing chess?

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7. What are Phiona's future aspirations?

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WATCH *Queen of Katwe* (2016) via ClickView Exchange at:  
<https://online.clickview.com.au/exchange/videos/6873178/queen-of-katwe>.

WHILE VIEWING:

1. [3:06] Describe the marketplace- *how is food purchased/bargained for?*

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2.

a) [5:26] What does the Mutsei family sell to earn money?

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b) [6:32] Describe how the Mutsei children sell their produce?

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c) [6:47] What other goods or services are offered in this environment?

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3. [7:26] Why do some of the children refuse to play football?

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4.

- a) [9:18] Where do children go to play chess? What else is offered to children at this location?

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- b) [10:317 & 13:12] Why do the other children respond negatively to Phiona?

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5. [14:34] Why do Phiona and her brother not eat their dinner? What does their mother suspect they have eaten?

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6. [15:30] STOP AND DISCUSS:



*"In chess, the small one becomes the big one. That's why I like it."*

What do you think the statement above symbolises for the young girl?

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7. [16:50] Outline the children's perceptions of God since their father passed away.

Phiona	<hr/> <hr/> <hr/>
Night	<hr/> <hr/> <hr/>

8.

- a) [17:24] The Chess coach asks the children about their strategies to fetch water each day. Outline their water fetching strategies.

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- b) [17:55] How does the Chess coach use this analogy to teach the children about chess?

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9.

- a) [22:50] How do the boys at the Chess group respond to Phiona winning a game of chess?

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- b) Phiona cannot read. Therefore, how did she learn to be so strategic in chess?

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10.

- a) [24:28] Why are the "slum children" not welcome at the upcoming chess tournament at King's College?

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- b) How does the Chess coach get the money to pay for the chess tournament fees? Why is his wife upset by this?

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11.

- a) [31:15] Why does the Mutsei children's mother remove her children from the chess group?

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- b) [32:08] The children are able to return to chess. How does the chess coach convince their mother?




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12. [35:00] Describe the underprivileged children's reactions to King's College.

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13. [37:26] On the morning of the chess tournament, the chess coach finds some of the children distressed. To calm the children, he gives an analogy. Outline the analogy he used and explain its meaning.

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14. [40:50] How does the privileged student react to shaking Phiona's hand?

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15. [45:20] How does the Ugandan Chess Federation describe Phiona's chess technique?

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16.

a) [48:20] Phiona's brother is hurt. How does she convince somebody to help her?

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b) [50:01] Why does the family leave the hospital in a hurry?

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c) [51:12] What problem is the Mutsei family faced with when they return home from the hospital?




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17.

a) [54:30] Why does Phiona not want to come back to chess?

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b) [55:04] What advice does the Chess coach try to give Phiona when he says:

*"Never tip your King so quick".*

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18. [56:25] Phiona's sister Night returns momentarily with a "new look" and some money. Why does their mother not approve?

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19.

a) [1:04:04] What news does the Chess coach receive concerning his chess students?

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b) [1:04:23] Who sponsors the tournament the children have been invited to?

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c) [1:04:32] How will Phiona get to this chess tournament?

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d) [1:05:10] What opportunity awaits for Phiona and her brother? How does their mother react to this?

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20. [1:10:13] How does the children's access to food and diet change at the chess tournament?




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21. [1:11:59] Phiona starts to become well known in the Katwe community. Provide examples to demonstrate this.

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22. [1:12:32] Phiona's mother becomes concerned- since returning from Sudan, Phiona has refused to do many of her family tasks. Why do you think Phiona has changed? Why is this change "dangerous"?




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23. [1:21:51] Why does Phiona want to go to the Chess Olympiad in Russia?

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24. [1:27:16]. Why do you think Phiona's dreams and identity are challenged when she "gives up" on a chess game.

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25. [1:30:40] Phiona arrives at the home of her Chess coach and says:

*"Coach, you told us to make a plan for when the rain came. But how can I plan when there is no roof and there are no walls. The water does not care about my plan. The water takes anything it wants. Tell me how I should have played coach.*

*Very soon, men will start coming after me- where is my safe square coach?"*

What advise does the Chess coach give Phiona?

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26. [1:37:35] Where do the Mutsei siblings find themselves in 2011?

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27. [1:39:40] According to Phiona, what does losing at chess teach her?

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28.

a) [1:50:35] Where do the Mutsei children take their mother?

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b) [1:51:51] Compare this home (see image below), to other homes the Mutsei family have lived in.




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29. [1:53:05] Outline what Phiona achieved in 2016.

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30. [1:53:26] What has Robert (the real life chess coach) achieved?

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31. [1:53:42] What does Phiona's mother, Nakku Hariet do in real life?

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32. [1:53:56] Outline what Phiona's brother Brian does in real life.

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33. [1:54:10] What does Phiona's sister Night do?

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#### AFTER VIEWING:

In small groups of 3-4:

1. Discuss the following questions. Record key points from your discussion in the table below.

*What can be done to enable every child, currently living in poverty, to use their talents to fulfil their potential.*

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*What is the role and responsibility of individuals, charitable and voluntary organisations and governments?*

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*How can tackling gender inequality help?*

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Suggest ONE strategy to improve the wellbeing for people living in Katwe, Uganda. Present your strategy to the class using 1x PPT slide.