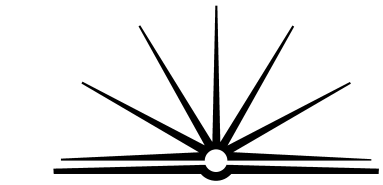

Geography
Years 7–10

Syllabus

June 2003

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework.* This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Geography Years 7–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Geography Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by

which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in Geography through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills
For most students with special education needs, the outcomes and content in sections 7 and 8 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 9 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10
A decision to allow a student to access the Geography Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Geography Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Geography Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and

strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Geography Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a Geography Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Geography Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

Geography is a rich and complex discipline involving two key dimensions:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

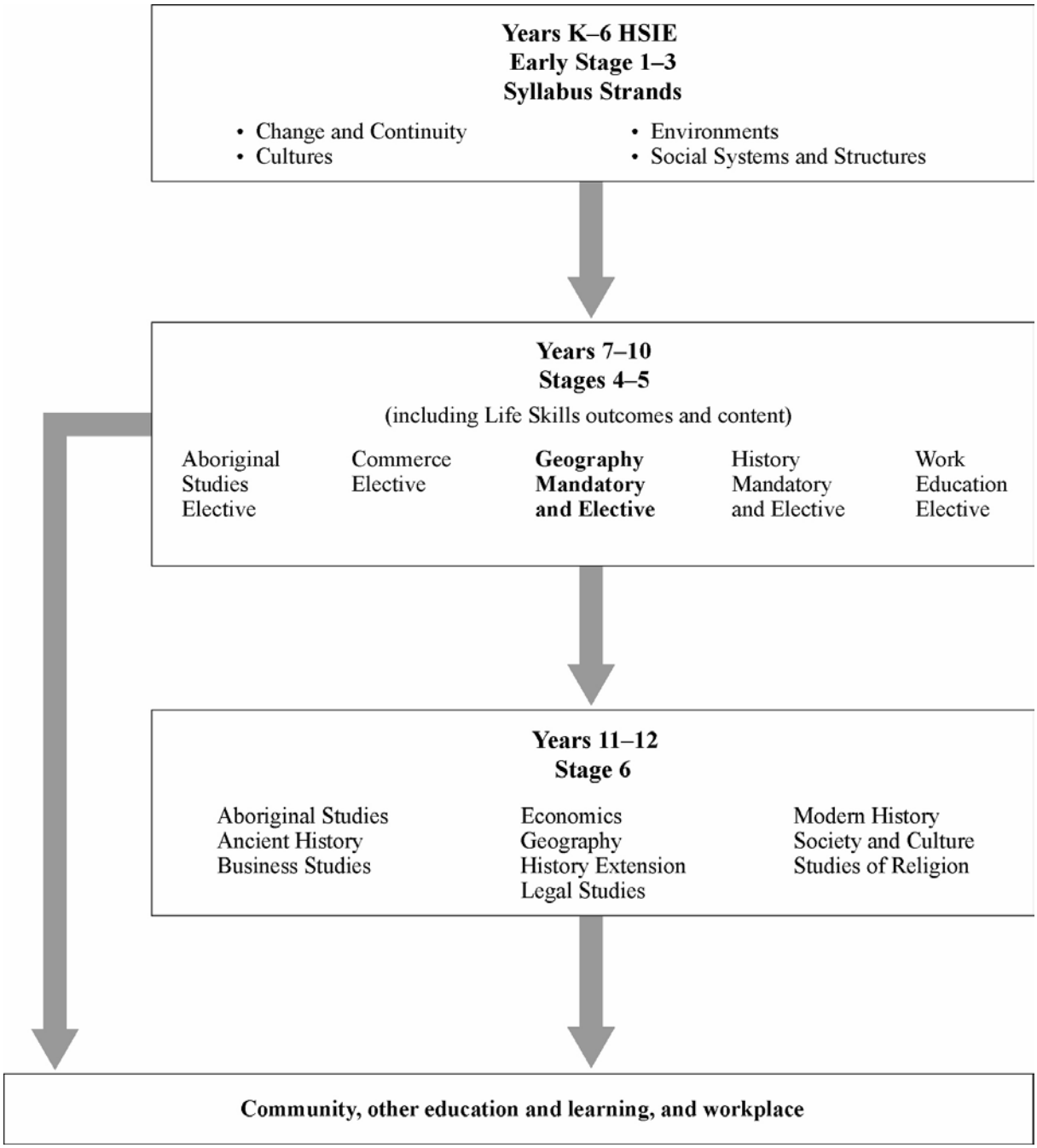
A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments. Geography does this by:

- focusing objectively on the physical components of environments – this enables students to view a community as part of the wider global environment
- providing a basis for recognising and responding to the constant changes taking place in environments at local, regional, national and global scales
- providing geographical methodologies that contribute to an understanding of the world
- examining the various perspectives of people in communities and the consequences of their actions on environments
- developing an appreciation of the intrinsic value of environments – this may enrich the lives of those who experience them
- empowering students with a knowledge of civics that enables them to exercise citizenship.

The study of Geography develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Through the spatial dimension, geography enables students to identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. The ecological dimension requires students to identify and analyse the ways humans interact with environments and in so doing develops students' skills in evaluating arguments and problem-solving. Culture is a key determinant of people's lives and worldview and through the study of Geography students develop knowledge and understanding of different cultures and develop perspectives that enhance their understanding of the world.

The study of Geography enables students to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning. Through the study of civics and citizenship students develop knowledge of the decision-making processes that exist at a variety of scales, which informs them of ways they can participate as responsible and informed members of society.

3 The Place of the Geography Years 7–10 Syllabus in the HSIE K–12 Curriculum



4 Aim

The aim of the *Geography Years 7–10 Syllabus* is to stimulate students' enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens.

5 Objectives

Skills
Through the study of Geography, students will develop skills in:
- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools.

Knowledge and understanding
Through the study of Geography, students will develop knowledge and understanding about:
- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship.

Values and attitudes
Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:
- ecological sustainability
- a just society
- intercultural understanding
- informed and active citizenship
- lifelong learning.

6 Features of Geography Learning

Geography Years 7–10 consists of:
- Geography (Mandatory) Stage 4
- Geography (Mandatory) Stage 5
- Geography Elective
- Geography Life Skills.

In this section, features of Geography learning that apply to all these courses are described. They are:
- cross-curriculum content
- foundational knowledge and skills
- prior learning from Human Society and Its Environment K–6
- values and attitudes
- fieldwork
- geographical issues
- geographical tools
- geographical skills.

Cross-curriculum content
Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It is incorporated in the content of the *Geography Years 7–10 Syllabus* in the following ways:

Information and Communication Technologies (ICT)
The study of Geography requires students to have the skills to access and use a range of information and communication technologies. Exercising the following ICT skills in Geography will assist students in the formal and informal assessment of computing skills.

Geography (Mandatory) Stage 4 requires students to:
- create a desktop-published document for a specific audience
- develop and refine search techniques using the internet
- collect and interpret electronic information
- design and create a multimedia presentation
- use email for a specific geographical purpose
- practise ethical behaviour when using email and the internet
- use a range of digital images, maps, sound and other appropriate multimedia sources to develop a multimedia presentation or webpage.

Geography (Mandatory) Stage 5 requires students to:
- create a formatted, multiple-paged document containing web-links to communicate geographical information
- design and create a simple database from student research
- import data from other ICT applications into student research findings
- design and create a multimedia presentation or webpage to communicate geographical information to a particular audience, including maps and diagrams as appropriate
- critically analyse a website, including the ethics of the site
- access, collect and interpret electronic information.

Geography (Elective) requires students to incorporate appropriate ICT in each focus area and, depending on the focus area chosen, requires students to:

- create a multimedia presentation
- conduct research using appropriate primary and secondary sources and relevant information and communication technologies
- communicate findings using appropriate written, graphic and oral forms using a variety of information and communication technologies
- use word-processing software to communicate findings about a geographical issue.

Work, Employment and Enterprise

Each course in the Geography syllabus develops knowledge and understanding of demographic and geographic patterns of employment and unemployment and an understanding of global linkages created through work and employment. Students also learn how unions and other organisations in Australia and overseas have a role in community action, conflict resolution and a wide range of issues affecting workers and communities, such as environmental protection, land rights and conflict over land use.

Aboriginal and Indigenous

Students have opportunities in all courses to study indigenous people. In the mandatory Geography courses students consider the importance of land to Aboriginal and other indigenous people in contemporary society, for cultural and economic reasons. By gaining an understanding of the unique relationship that Aboriginal and other indigenous people have to the land, students are able to view contemporary social and political issues involving indigenous people locally and globally from a range of points of view.

Civics and Citizenship

Civics and citizenship education is not a separate entity within the *Geography Years 7–10 Syllabus*. Civics and citizenship knowledge and understanding are embedded in the objectives, outcomes and content in this syllabus. As students engage in learning in Geography they will be equipped with the knowledge, skills, values and attitudes for informed and active participation in Australian society and as global citizens.

Knowledge of civics is essential for effective citizenship. Informed and active citizens support democratic participation, foster individual and group involvement in civil society, critically question existing political institutions and social, economic and political arrangements, and facilitate democratic change. Informed and active citizenship means that the individual not only participates through formal political channels but also exercises critical judgement about political issues and participates in decision-making.

Students in Stage 4 have opportunities to develop knowledge and understanding of:

- how decision-making processes operate at local, national and global levels
- how they can become involved as individuals in decision-making processes
- how they can exercise their rights and responsibilities as citizens
- the roles of individuals, groups and governments in identifying and protecting environments, including World Heritage sites
- the strategies and processes that individuals, groups and governments use to influence change
- the responsibilities and responses of individuals, groups and governments to the community and the environment
- a group involved in reducing global inequalities and/or a group involved in promoting sustainability.

Students in Stage 5 have opportunities to develop knowledge and understanding of:

- how decision-making processes operate at local and national levels
- how they can become involved as individuals in decision-making processes
- how they can exercise their rights and responsibilities as citizens
- how individuals, groups and levels of government are involved in the process of change in Australian communities
- the purposes, structures and actions of community groups responding to change in Australian communities
- individual, group and government responsibilities and responses to geographical issues
- decision-making processes involved in the management of geographical issues in Australia and implications for sustainability, social justice and equity
- informed and active citizenship by proposing individual and/or group action to address a geographical issue in Australia
- the roles of the government and of non-government organisations, and related treaties and/or agreements for specific Australian–global links
- government population policies in terms of growth, migration and refugees
- the responses of individuals, groups and governments in Australia and other nations to reconciliation and human rights
- human rights agreements and implications for the international community
- strategies that Australia can adopt to address the future challenges of population, human rights and reconciliation.

Students in Elective Geography have opportunities to develop knowledge and understanding of:

- individual, group and government responsibilities and responses to geographical issues
- the ways individuals participate as informed and active citizens
- indigenous rights and formal treaties and agreements related to world resources
- conflict and conflict-resolution processes related to specific geographical issues and studies
- decision-making processes of individuals, groups and governments
- government and community group initiatives to promote development, quality of life and environmental sustainability
- the sovereignty of nations and changing world political alliances.

Difference and Diversity

In each Geography course students examine the importance of social and cultural practices for individuals and groups. Students are encouraged to value difference and to challenge social injustice that is caused by attitudes to difference. A central focus of the Stage 5 mandatory Australian Geography course is an investigation of the ways in which diversity contributes to a sense of community and identity, including national identity.

Environment

Environmental cross-curriculum content is an integral part of the Geography syllabus in all courses. It is explicit in the objectives and outcomes as well as being the focus of several sections of the syllabus. Students of Geography examine the spatial and ecological dimensions of a range of environments, both Australian and global. They learn to apply the knowledge that they have gained to develop their own opinions and to act responsibly with regard to the environment.

Students in Stage 4 have opportunities to develop knowledge and understanding of:

- a sense of place about global environments
- the processes that form and transform global environments
- the interrelationships between people and global environments
- the physical and human elements of global environments
- the location of global environments
- the use of natural resources and sustainability
- environmental management and ecological sustainability
- contemporary environmental issues
- the responsibilities and responses of individuals, groups and government to issues in the environment
- informed and active citizenship in relation to global environments.

Students in Stage 5 have opportunities to develop knowledge and understanding of:

- a sense of place about Australian environments
- the processes that form and transform Australian environments
- the interrelationships between people and Australian environments
- the physical and human elements of Australian environments
- the location of Australian environments
- environmental management, biodiversity and ecological sustainability
- the responsibilities and responses of individuals, groups and different levels of government to issues in the environment
- informed and active citizenship in relation to Australian environments.

Students in Elective Geography have opportunities to develop knowledge and understanding of:

- the processes that form and transform environments
- the importance of the environment and issues associated with the environment
- the importance of habitats to species
- the environmental impacts of various forms of production
- positive and negative changes in environments, and sustainable environments.

Gender

In each course in Geography the content includes opportunities for students to investigate how life opportunities may differ according to gender. Students consider human rights and the inequalities that exist in opportunities for females and males in Australia and globally. They are also encouraged to consider contemporary geographical issues from a range of views. The wide range of teaching and learning experiences available in Geography ensures that all students can be catered for equally.

Key Competencies

Geography provides a powerful context within which to develop competencies essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in all Geography courses and form an essential part of student learning. The key competencies of ***collecting, analysing and organising information*** and ***communicating ideas and information*** reflect core processes of geographical inquiry and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct geographical inquiries

and, through this, the key competencies ***planning and organising activities*** and ***working with others and in teams*** are developed. When students construct, read and interpret maps, analyse statistical evidence and construct tables and graphs, they are developing the key competency ***using mathematical ideas and techniques***. During investigations, students will need to use appropriate information technologies and so develop the key competency of ***using technology***. Finally, the exploration of issues and investigation of the nature of spatial and ecological problems contributes towards students' development of the key competency ***solving problems***.

Literacy

Literacy skills in reading, writing, talking, listening and viewing are essential to the acquisition of geographical skills and knowledge. In all courses, acquiring, processing and communicating geographical information provide explicit links to the development of literacy skills. Acquiring and processing geographical information require reading, listening to and viewing a range of geographical information sources; communicating requires students to present information using a variety of oral, written and nonverbal text types. Furthermore, these skill areas, and the literacy skills inherent in them, link directly to the development of the key competencies of collecting, analysing and organising information and communicating ideas and information.

Multicultural

Content within the study of Geography develops students' knowledge and understanding of the multicultural nature of Australian society and how this shapes Australia's changing identity. Each course enables students to develop an appreciation of other cultures and builds understanding that is essential to a multicultural society.

Numeracy

Content within the study of all Geography courses requires students to analyse statistical data, construct and interpret graphs and maps, and use latitude and longitude. In this way, students are developing skills in numeracy in a range of practical ways.

Foundational knowledge and skills

The study of Global Geography (in Stage 4) and Australian Geography (in Stage 5), which incorporate civics and citizenship, contributes to the development of the following foundational knowledge and skills:

- analysing and using geographical tools
- gathering, analysing and evaluating data from a variety of sources
- critically assessing the ideas and opinions of others, evaluating arguments, expressing their own ideas and arguments, and presenting geographical information to different audiences
- understanding geographical processes and inquiry through fieldwork.

Through study of the Stages 4 and 5 Mandatory Geography courses and if studied, the Elective Geography course, students develop these foundational knowledge and skills for current and future learning. Content related to civics and citizenship in the Geography syllabus is also foundational to students' informed and active participation as citizens.

Prior learning from Human Society and Its Environment K–6
Many students enter Stage 4 Geography with substantial prior learning from Stages 1–3. This is especially the case for students who have engaged with the outcomes and content in the *Human Society and Its Environment K–6 Syllabus* (1998). The outcomes from HSIE K–6 are in section 10.1 (pp 74–75) and stage statements from Stage 1 (which includes Early Stage 1) to Stage 5 are in section 10.2 (pp 77–80).

Values and attitudes
Values and attitudes form a significant and critical part of the Geography syllabus and underpin the content, helping students to develop informed and responsible attitudes towards people, cultures, societies and environments and to appreciate their rights and responsibilities as citizens of Australia and as global citizens. In particular, students are able to develop a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship, and lifelong learning.

Fieldwork
Fieldwork is an essential part of the study of Geography. It is a geographical tool that facilitates the understanding of geographical processes and geographical inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles.

Fieldwork enables students to:
- acquire knowledge about environments by observing, mapping, measuring and recording phenomena in the real world in a variety of places, including the school
- explore the geographical processes that form and transform environments
- use different kinds of geographical tools including information and communication technology to assist in the interpretation of, and decision-making about, geographical phenomena
- locate, select, organise and communicate geographical information
- explore different perspectives on geographical issues.

Fieldwork activities should be carefully planned to achieve syllabus outcomes. Whether they are undertaken locally, at more distant sites or by using information and communication technology, fieldwork activities should be integrated with the teaching/learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, field measurements and inquiry learning.

The mandatory, elective and life skills courses contain outcomes that will be more easily achieved within a relevant context provided by fieldwork. Fieldwork activities may be specific to a focus area or may be integrated to encompass a number of focus areas.

There are many opportunities for fieldwork in Stages 4 and 5. In the mandatory Stage 4 course, fieldwork uses Australian examples in teaching/learning programs to facilitate understanding of global issues and environments. Information and communication technology provides an avenue for students to undertake virtual fieldwork activities.

In the mandatory Stage 5 course, students undertake significant fieldwork activities. In one such activity, students in Focus Area 5A3 develop and implement a Research Action Plan as follows.

Research Action Plan

To develop a Research Action Plan the following steps should be taken:

Step 1 Identify the aim/purpose of the investigation.
Step 2 Generate a number of focus questions to be addressed by the investigation.
Step 3 Decide which primary and secondary data are needed to answer the focus questions.
Step 4 Identify the techniques that will be used to collect the data.
Step 5 Collect primary and secondary data.
Step 6 Process and analyse the data collected.
Step 7 Select presentation methods to communicate the research findings effectively.
Step 8 Propose individual or group action in response to the research findings and, where appropriate, take such action.

Geographical issues

Students gain an awareness of, and develop attitudes and values about, a range of geographical issues of concern to people at different times and places. The variety of scale and time enables previously acquired knowledge and skills to be applied in different contexts. The issues assist in acquiring, clarifying, analysing and judging values. They allow students to suggest possible solutions and participate in problem-solving.

As an entry point to the teaching and learning of geographical processes, geographical issues engage students' interest and enable them to build on prior knowledge and experiences. The selection and use of issues in any geographical study must take into account the extent to which the information source demonstrates the spatial, ecological and civics and citizenship aspects of the issue.

Teachers should make reference to a variety of information sources, including professional journals, television documentaries, a variety of newspapers and magazines, CD-ROMs, the internet, databases, library information services, government departments and non-government agencies. The selection and analysis of geographical issues should take into account the agenda-setting role of the media, including the selection of issues, the way they are reported and the print space or air time devoted to the issue.

Geographical tools

Geographical tools are to be integrated in teaching and learning in the mandatory courses and in the elective course. The use of information and communication technologies (ICT) with geographical tools will assist students to gather, analyse and communicate geographical information in appropriate formats.

Note: In Stage 5 students learn to use the Stage 5 geographical tools while continuing to incorporate the Stage 4 geographical tools.

Stage 4 (Note: * indicates geographical tool targeted in focus area)

Tool	**Content** In working towards Stage 4 outcomes, students learn to:	**Focus Area**			
		4G1	**4G2**	**4G3**	**4G4**
Maps	• use an atlas	*		*	
	• use various types of maps: physical, political, topographic, thematic	*	*		
	• identify and use elements of maps, including legend, direction, title, scale, border	*		*	
	• distinguish between different types of map projections	*		*	
	• locate features on a map using:				
	– latitude and longitude	*	*		
	– area and grid references		*		*
	• identify physical and cultural features on a map	*	*		
	• measure distances on a map using a linear scale		*	*	
	• identify scale as written, linear or representative fraction		*	*	
	• use the points of a compass to determine direction	*	*		
	• identify and interpret relief using shading, spot heights, colour and contour lines		*		*
	• construct a sketch map	*	*	*	
	• read synoptic charts: wind direction and speed, pressure patterns, fronts and rainfall	*			
Fieldwork	• use geographical instruments, including:	*			*
	– a compass to determine direction	*			*
	– a clinometer and tape	*			*
	– weather instruments, a Beaufort wind scale and cloud identification charts	*			*
	– vegetation identification charts	*			*
	• collect and record data in the field, including:	*			*
	– design and conduct interviews	*			*
	– construct and implement surveys	*			*
	– field sketch, diagram	*			*
Graphs and Statistics	• identify and calculate maximum, minimum, total, range, rank and average		*	*	
	• construct and interpret bar, column, line, climatic and proportional graphs		*	*	
Photographs	• draw a line drawing	*	*		
	• distinguish between oblique, aerial, ground-level photographs and satellite imagery		*	*	
	• collect and interpret photographic images	*	*	*	

Stage 5 (Note: * indicates geographical tool targeted in focus area)

Tool	Content In working towards Stage 5 outcomes, students continue to incorporate the Stage 4 tools and also learn to:	Focus Area			
		5A1	**5A2**	**5A3**	**5A4**
Maps	• use various types of maps and flow charts	*	*		*
	• locate features using degrees and minutes of latitude and longitude	*	*		*
	• calculate the area of a feature	*	*		
	• calculate the density of a feature		*	*	
	• measure bearings on a map	*		*	
	• calculate local relief	*		*	
	• identify the aspect of a slope	*		*	
	• construct a cross-section	*		*	
	• calculate the gradient of a slope	*		*	
	• construct a transect	*		*	
	• construct a land-use map		*	*	
	• describe and explain relationships on maps	*	*		*
	• read and interpret synoptic charts	*		*	
	• distinguish between large-scale and small-scale maps		*		*
Fieldwork	• develop a research action plan			*	
	• use fieldwork techniques to collect primary and secondary data		*	*	
Graphs and Statistics	• construct and interpret population pyramids		*		*
	• construct and interpret divided bar and column graphs, and composite line graphs		*		*
	• recognise and account for change using statistical data		*	*	*
Photographs	• interpret satellite images	*	*		
	• collect and use digital images			*	*

Note: When using geographical tools teachers could also use geographical information systems (GIS) as appropriate to support student learning in Geography.

Geographical skills

Geographical skills are an integral aspect of learning in Geography. The following geographical skills relate specifically to Stage 4 outcomes 4.1, 4.2 and 4.3 and Stage 5 outcomes 5.1, 5.2 and 5.3. They are to be integrated into teaching and learning across all focus areas.

Stages 4–5

Skills **Students develop skills in:**	**Content** *The content described below should be integrated with the content in the focus areas.* **Students learn to:**
• acquiring geographical information – by reflecting on prior learning	• consider: – what do I already know/understand? – what skills do I bring to this inquiry? – what written and graphical resources do I already have?
– by asking geographical questions	• ask: – what is there? where is it? why is it there? – what are the effects of it being there? how is it changing over time? should it be like this? – what groups are involved? what do different groups think? what action is appropriate?
– by identifying and gathering geographical information	• locate and gather information from a variety of primary and secondary sources, including maps, globes, plans, fieldwork, information and communication technology, books, 3D models, videos, photographs • make and record observations about environments in written and graphical form • evaluate the appropriateness of information gathered • reflect on the appropriateness of information-gathering processes
• processing geographical information – by analysing geographical information	• observe and interpret geographical relationships in maps • observe and interpret geographical trends and relationships in tables and graphs • analyse geographical data using simple mathematics • process, present and analyse geographical information using information and communication technology (census data on a computer database, CD-ROMs)
– by organising and synthesising geographical information	• prepare maps and plans of real or imaginary places using pictures and/or symbols at a variety of scales, eg mind maps • select and use appropriate graphical methods (incorporating information and communication technology) to present information in maps and diagrams • draw conclusions and make generalisations

Students develop skills in:	**Students learn to:**
• communicating geographical information – by answering geographical questions	• present geographical information in the form of both oral and written reports accompanied by maps and graphs, including databases, flow charts, multimedia presentations, debates, role-plays, models and simulations • communicate a logical argument/opinion in oral/written form to a variety of audiences, peers, teachers, parents and carers • reflect on the appropriateness of different forms of communication
– by applying geographical information	• apply generalisations to solve geographical problems and make reasoned decisions, reflect on sequences of activities undertaken during learning and at the culmination of learning and propose ways of applying this learning to new learning situations • practise extended writing activities based on extended reading and research
• participating as informed and active citizens – by acquiring knowledge about civics	• gather knowledge of civics and decision-making processes • reflect on the meaning of citizenship and how this varies between groups
– by applying this knowledge for active citizenship	• propose and, where appropriate, take individual action about contemporary geographical issues, participate in community action about contemporary geographical issues (eg Streamwatch, Clean Up Australia) • review and modify individual and group participation

7 Content – Geography (Mandatory)

The content is expressed in the form of *learn about* and *learn to* statements connected to the course outcomes.

The Geography (Mandatory) outcomes are listed on page 23 and the content of Geography (Mandatory) is described in section 7. The Geography (Elective) outcomes are listed on page 45 and the content of Geography (Elective) is described in section 8. Life Skills outcomes and content are in section 9 (beginning page 59).

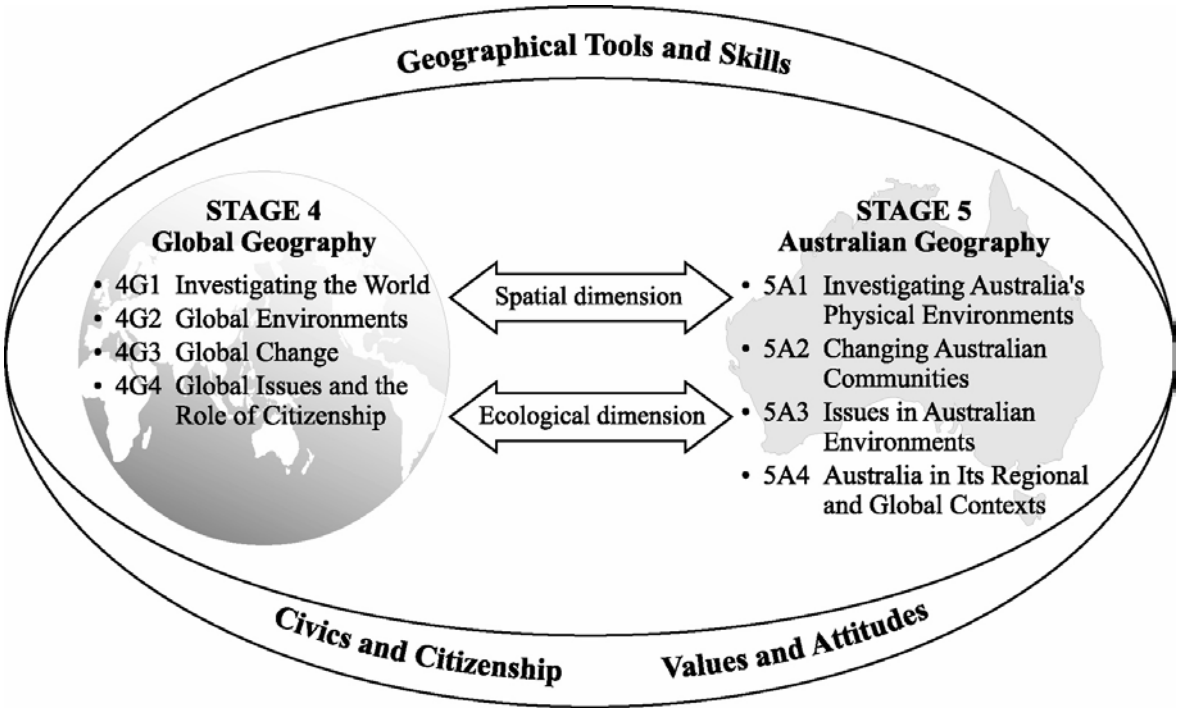
7.1 Organisation of Content

The mandatory Geography course is divided into Global Geography (Stage 4) and Australian Geography (Stage 5). Each stage has four focus areas.

Essential content
Students must undertake 100 hours of study in Global Geography and 100 hours of study in Australian Geography.

The Geography syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.



Additional content
To allow students to broaden and deepen their geographical skills, knowledge and understanding, the focus areas in Stages 4 and 5 provide opportunities for additional studies of relevant environments or communities or geographical issues. Where the syllabus indicates 'At least ONE' or 'At least TWO' studies, students can undertake additional studies depending on their interest and expertise.

7.2 Geography (Mandatory) Outcomes

Objectives Students will develop:	**Stage 4 Outcomes** A student:	**Stage 5 Outcomes** A student:
skills in acquiring, processing and communicating geographical information	4.1 identifies and gathers geographical information	5.1 identifies, gathers and evaluates geographical information
	4.2 organises and interprets geographical information	5.2 analyses, organises and synthesises geographical information
	4.3 uses a range of written, oral and graphic forms to communicate geographical information	5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
skills in choosing and applying appropriate geographical tools	4.4 uses a range of geographical tools	5.4 selects and applies appropriate geographical tools
knowledge and understanding about the characteristics and spatial distribution of environments	4.5 demonstrates a sense of place about global environments	5.5 demonstrates a sense of place about Australian environments
knowledge and understanding about how people and communities modify, and are affected by, the environment	4.6 describes the geographical processes that form and transform environments	5.6 explains the geographical processes that form and transform Australian environments
	4.7 identifies and discusses geographical issues from a range of perspectives	5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
knowledge and understanding about how physical, social, cultural, economic and political factors shape communities, including the global community	4.8 describes the interrelationships between people and environments	5.8 accounts for differences within and between Australian communities
	4.9 describes differences in life opportunities throughout the world	5.9 explains Australia's links with other countries and its role in the global community
knowledge and understanding about civics for informed and active citizenship	4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship	5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 9.


STAGE 4
Global Geography
• 4G1 Investigating the World
• 4G2 Global Environments
• 4G3 Global Change
• 4G4 Global Issues and the Role of Citizenship

7.3 Geography (Mandatory) – Content for Stage 4

Stage 4 Geography incorporates learning related to global geography and the interaction of human and physical elements of the environment in a global context.

The study of Geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork.

The study of Geography also provides opportunities for students to use a wide range of geographical tools including information and communication technologies (ICT). Teachers need to ensure that ICT are incorporated into teaching and learning programs so that students have the opportunity to become competent, discriminating and creative users of ICT. Students will be better able to demonstrate achievement of syllabus outcomes if they can use ICT effectively.

Information and Communication Technologies (ICT)
When implementing the content for Stage 4 the following information and communication technologies (ICT) are to be integrated into teaching and learning activities by the end of the stage.

Geography (Mandatory) Stage 4 requires students to:
- create a desktop-published document for a specific audience
- develop and refine search techniques using the internet
- collect and interpret electronic information
- design and create a multimedia presentation
- use email for a specific geographical purpose
- practise ethical behaviour when using email and the internet
- use a range of digital images, sound and other appropriate multimedia sources to develop a multimedia presentation or webpage.

Note: In addition to the required ICT listed above teachers may integrate other ICT as appropriate.

Focus Area 4G1 Investigating the World

Focus: An introduction to the discipline of Geography and the nature of geographical inquiry.

Outcomes

A student:

4.1 identifies and gathers geographical information
4.2 organises and interprets geographical information
4.3 uses a range of written, oral and graphic forms to communicate geographical information
4.4 uses a range of geographical tools
4.5 demonstrates a sense of place about global environments
4.6 describes the geographical processes that form and transform environments
4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use an atlas
- use various types of maps: physical, political, topographic and thematic
- identify and use elements of maps: legend, north point, title, scale and border
- distinguish between different map projections
- locate features on a map using latitude and longitude, and grid and area references
- identify physical and cultural features on a map
- use the points of a compass to determine direction
- construct a sketch map
- read synoptic charts

Fieldwork

- use geographical instruments
- collect and record data in the field

Photographs

- draw a line drawing
- collect and interpret photographic images

The following ICT are suggested for integration in teaching and learning in 4G1:

– create a desktop-published document for a specific audience
– develop and refine search techniques using the internet

Students learn about:	**Students learn to:**
The nature of Geography	
• the physical elements of environments: – air – flora and fauna – soil – solar energy (heat and light) – water	• classify features of the environment as physical or human elements
• the human elements of environments: – agricultural – industrial – settlements – economic – political – sociocultural	• record patterns of physical and human elements of environments
• the interaction of the physical and human elements	• identify patterns resulting from the interaction of the physical and human environments
Our world	
• global representation using maps	• recognise continents using different map projections
• the importance and use of latitude	• use latitude to describe the global pattern of climate, including the spatial and seasonal change in insolation
• the importance and use of longitude	• use longitude to explain world time zones
• global patterns of physical and human features	• describe global patterns of physical and human features
Geographical research	
• key geographical questions	• apply key geographical questions to a local environment
• fieldwork: – the use of geographical tools in investigating the physical and human environment	• use geographical tools to measure and record elements of the local environment • present geographical information about the local environment using a range of written, oral and graphic forms
World Heritage sites	
• natural (physical) and cultural (human) sites	• identify and locate natural and cultural World Heritage sites
• the criteria and process for World Heritage listing	• use geographical questions to investigate a World Heritage site
• international treaties and agreements related to World Heritage sites	• explain the importance of World Heritage listing • legal obligations of governments to the preservation of World Heritage sites
• organisations responsible for World Heritage sites	• outline the role of individuals, groups and governments in identifying and protecting World Heritage sites

Focus Area 4G2 Global Environments

Focus: The geographical processes that form and transform global environments, and human interactions within environments.

Outcomes

A student:

4.1 identifies and gathers geographical information
4.2 organises and interprets geographical information
4.3 uses a range of written, oral and graphic forms to communicate geographical information
4.4 uses a range of geographical tools
4.6 describes the geographical processes that form and transform environments
4.8 describes the interrelationships between people and environments
4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use various types of maps
- locate features using latitude and longitude, area and grid references
- identify physical and cultural features on a map
- measure distances on a map using linear scale
- identify scale as written, linear or representative fraction
- use the points of a compass to determine direction
- identify and interpret relief
- construct a sketch map

Graphs and Statistics

- identify and calculate maximum and minimum, total, range, rank and average
- construct and interpret bar, column, line, climatic and proportional graphs

Photographs

- draw a line drawing
- collect and interpret photographic images
- distinguish between oblique, aerial, ground-level photographs and satellite imagery

The following ICT are suggested for integration in teaching and learning in 4G2:

- collect and interpret electronic information
- design and create a multimedia presentation

Students learn about:	**Students learn to:**
Global environments	
• types of global environments and their location: – coasts – coral reefs – deserts – grasslands – mountains – polar lands – rainforests – rivers – tundra – wetlands	• locate different global environments
At least ONE global environment selected from the list above:	
• the spatial distribution of the selected global environment	• recognise the spatial distribution of a global environment
• the major geographical processes that operate within the chosen environment: – atmospheric processes – biotic processes – geomorphic processes – hydrologic processes	• describe the geographical processes that shape the selected environment • draw and describe the operation of a simple ecosystem
• the way humans, including indigenous groups, interact with the environment	• describe the interaction of humans with the environment
At least ONE community and the way it interacts with the selected global environment:	
• the way the environment influences the community	• describe the interrelationship of the environment and a specific community
• the way the relationship between the community and the environment is changing	• explain how individuals, community organisations and government actions are contributing to the current management of the environment
• strategies and processes that individuals, groups and governments use to influence change	• identify the responsibility of government to the community and its environment
• the way the community is responding to these changes	• describe current use of the environment and suggest strategies for future ecological sustainability

Focus Area 4G3 Global Change

Focus: The changing nature of the world and responses to these changes.

Outcomes

A student:

4.1 identifies and gathers geographical information
4.2 organises and interprets geographical information
4.3 uses a range of written, oral and graphic forms to communicate geographical information
4.4 uses a range of geographical tools
4.5 demonstrates a sense of place about global environments
4.7 identifies and discusses geographical issues from a range of perspectives
4.9 describes differences in life opportunities throughout the world
4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use an atlas
- identify and use elements of maps, including legend, direction, title, scale, border
- distinguish between different types of map projection
- measure distances on a map using linear scale
- identify scale as written, linear or representative fraction
- construct a sketch map

Graphs and Statistics

- identify and calculate maximum, total, range, rank and average
- construct and interpret bar column, line, climatic and proportional graphs

Photographs

- distinguish between oblique, aerial, ground-level photographs and satellite imagery
- collect and interpret photographic images

The following ICT are suggested for integration in teaching and learning in 4G3:

- use email for a specific geographical purpose
- practise ethical behaviour when using email and the internet

Students learn about:	**Students learn to:**
The changing nature of the world	
• globalisation: – the globalisation process – changes in technology – impacts of globalisation	• outline the process of globalisation • recognise the role of technology in the globalisation process • identify examples of economic and cultural factors that are part of globalisation • identify the impact of globalisation at an individual, local, national and global scale
• changing global relationships: – business – nations – organisations	• describe ways in which global relationships are changing as a result of globalisation
Global inequalities	
• extremes of poverty and wealth	• identify global patterns of poverty and wealth
• variations in the access of people to essential aspects of life including: – education – food – health – shelter – water	• describe global variations in the access of people to a range of essential aspects of life
• variations in the distribution, access and use of natural resources: – use of natural resources – sustainability of natural resources	• identify global patterns of resource use • explain the link between resource use and sustainability
• different life opportunities and quality of life throughout the world	• describe different global life opportunities and quality of life, including those based on gender
Global organisations	
• global organisations by investigating either: – a group involved in reducing global inequalities OR – a group involved in promoting ecological sustainability	• discuss methods used by groups to influence the global community

Focus Area 4G4 Global Issues and the Role of Citizenship

Focus: Global geographical issues and appropriate methods of citizenship for their management.

Outcomes

A student:

4.2 organises and interprets geographical information
4.3 uses a range of written, oral and graphic forms to communicate geographical information
4.4 uses a range of geographical tools
4.7 identifies and discusses geographical issues from a range of perspectives
4.8 describes the interrelationships between people and environments
4.9 describes differences in life opportunities throughout the world
4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use an atlas
- use various types of maps: physical, political, topographic, thematic
- locate features on a map using latitude and longitude, area and grid references
- use the points of a compass to determine direction
- construct a sketch map

Fieldwork

- use geographical instruments
- collect and record data in the field

Graphs and Statistics

- identify and calculate maximum, total, range, rank, and average
- construct and interpret bar column, line, climatic and proportional graphs

Photographs

- draw a line drawing
- collect and interpret photographic images

The following ICT are suggested for integration in teaching and learning in 4G4:

– use a range of digital images, maps, sound and other appropriate multimedia sources to develop a multimedia presentation or webpage

Students learn about:	**Students learn to:**
Global geographical issues	
• global geographical issues, which must include: – access to fresh water – climate change – energy use – human rights – indigenous people and self-determination – land degradation – threatened habitats – tourism – urbanisation – use of ocean resources	• recognise global geographical issues • describe the nature of global geographical issues
• the need to promote ecological sustainability	• explain the links between human actions and the consequences for ecological sustainability on a global scale
At least TWO global geographical issues selected from the list above:	
• the nature of the issue	• describe the spatial dimensions of the issue • describe the ecological dimensions of the issue
• different perspectives relevant to the issue	• identify perspectives and bias about the issue, including in media reports
• the responsibility of governments to the issue • the actions of individuals, groups and governments	• describe the actions of individuals, groups and governments in relation to the issue
• implications for social justice and equity	• communicate appropriately with organisations to participate as a global citizen

STAGE 5
Australian Geography

- 5A1 Investigating Australia's Physical Environments
- 5A2 Changing Australian Communities
- 5A3 Issues in Australian Environments
- 5A4 Australia in Its Regional and Global Contexts

7.4 Geography (Mandatory) – Content for Stage 5

Stage 5 Geography incorporates learning related to Australian geography and the interaction of human and physical geography in a local context.

The study of Geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork.

The study of Geography also provides opportunities for students to use a wide range of geographical tools including information and communication technologies (ICT). Teachers need to ensure that ICT are incorporated into teaching and learning programs so that students have the opportunity to become competent, discriminating and creative users of ICT. Students will be better able to demonstrate achievement of syllabus outcomes if they can use ICT effectively.

Information and Communication Technologies (ICT)
When implementing the content for Stage 5 the following information and communication technologies (ICT) are to be integrated into teaching and learning activities by the end of the stage.

Geography (Mandatory) Stage 5 requires students to:

- create a formatted, multiple-paged document containing web-links to communicate geographical information
- design and create a simple database from student research
- import data from other ICT applications into student research findings
- design and create a multimedia presentation or webpage to communicate geographical information to a particular audience
- critically analyse a website, including the ethics of the site
- access, collect and interpret electronic information.

Note: In addition to the required ICT listed above teachers may integrate other ICT as appropriate.

Focus Area 5A1 Investigating Australia's Physical Environments

Focus: The unique characteristics of Australia's physical environments and the responses of people to the challenges they present.

Outcomes

A student:

5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.5 demonstrates a sense of place about Australian environments
5.6 explains the geographical processes that form and transform Australian environments
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use various types of maps and flow charts
- locate features using degrees and minutes of latitude and longitude
- calculate the area of a feature
- measure bearings on a map
- calculate local relief
- identify the aspect of a slope
- construct a cross-section
- calculate the gradient of a slope
- construct a transect
- describe and explain relationships on a map
- read and interpret synoptic charts

Photographs

- interpret satellite images

The following ICT are suggested for integration in teaching and learning in 5A1:

– create a formatted, multiple-paged document containing web-links to communicate geographical information

Students learn about:	**Students learn to:**
The Australian continent	
• Australia's geographical dimensions: – relative size and shape – latitude and longitude	• compare Australia's size and shape with other continents and countries • locate and recognise Australia on a world map using latitude and longitude
• the origins of the continent: – Aboriginal perspective – geographical perspective	• explain the origins of the continent from an Aboriginal and geographical perspective
Physical characteristics that make Australia unique	
• major landforms and drainage basins	• identify and represent Australia's major physical features and patterns on a variety of maps
• patterns of: – climate – natural resources – weather – vegetation	• describe Australia's major physical features and patterns • explain the interrelationships that exist in the physical environment of Australia
• unique flora and fauna	• explain adaptations of flora and fauna to the Australian environment
• natural hazards in Australia including: – bushfires – floods – droughts – storms – earthquakes – tropical cyclones	• describe the range of natural hazards in Australia and their consequences
At least ONE natural hazard from the list above:	
• the nature of the natural hazard in Australia	
• the geographical processes involved	• describe the geographical processes associated with the natural hazard
• the impacts of the natural hazard: – economic – environmental – social	• describe the economic, environmental and social impacts of the natural hazard in Australia
• the responsibility and responses of individuals, groups and various levels of government to the impact of the natural hazard	• investigate responses of individuals, community-based groups and different levels of government to the hazard

Focus Area 5A2 Changing Australian Communities

Focus: Ways in which communities in Australia are responding to change.

Outcomes

A student:

5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8 accounts for differences within and between Australian communities
5.9 explains Australia's links with other countries and its role in the global community
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use various types of maps and flow charts
- locate features using degrees and minutes of latitude and longitude
- calculate the area of a feature
- calculate the density of a feature
- construct a land use map
- describe and explain relationships on a map
- distinguish between large-scale and small-scale maps

Graphs and Statistics

- construct and interpret population pyramids
- construct and interpret divided bar and column graphs, and composite line graphs
- recognise and account for change using statistical data

Fieldwork

- use fieldwork techniques to collect primary and secondary data

Photographs

- interpret satellite images

The following ICT are suggested for integration in teaching and learning in 5A2:

– design and create a simple database from student research
– import data from other ICT applications into student research findings

Students learn about:	**Students learn to:**
Human characteristics that make Australia unique	
• demographic characteristics: – age structure – distribution – ethnic composition – gender – growth rates – population size	• describe past and current population patterns in Australia • describe trends in Australia's demographic characteristics, incorporating the use of graphs and statistics • explain how Australia's changing demographic characteristics are influencing the nature and identity of Australian society
Types of communities	
• types of communities in Australia including indigenous communities • differences within and between Australian communities	• identify a range of Australian communities based on shared space and/or social organisation
Factors causing change in Australian communities	
• factors causing change including an overview of: – changing nature and patterns of work – cultural integration – demographic change – globalisation of economic activity – lifestyle expectations – new technologies – recognition of native title – resource depletion	• describe the factors causing change in Australian communities
At least ONE Australian community:	
• factors that contribute to the community's sense of identity	• define the community in terms of its shared space and/or social organisation
• factors causing change in the community	• describe the factors causing change and the impacts of change on the community
• individuals, groups and levels of government involved in the process of change	• analyse the strategies and actions of individuals, groups and different levels of government in responding to change
• community responses to change	• explain the impacts of change on the community
• purpose, structure and actions of community groups responding to change	• identify a community group and describe how it responds to change

Focus Area 5A3 Issues in Australian Environments

Focus: Ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment.

Outcomes

A student:

5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.5 demonstrates a sense of place about Australian environments
5.6 explains the geographical processes that form and transform Australian environments
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- calculate the density of a feature
- calculate local relief
- identify the aspect of a slope
- measure bearings on a map
- construct a cross-section
- calculate the gradient of a slope
- construct a transect
- construct a land use map
- read and interpret synoptic charts

Fieldwork

- develop a research action plan
- use a variety of techniques to collect and record primary and secondary data

Graphs and Statistics

- recognise and account for change using statistical data

Photographs

- collect and use digital images

The following ICT are suggested for integration in teaching and learning in 5A3:

– design and create a multimedia presentation or webpage to communicate geographical information to a particular audience, including maps and diagrams as appropriate

Students learn about:	**Students learn to:**
Geographical issues • geographical issues affecting Australian environments including: – air quality – coastal management – land and water management – spatial inequality – urban growth and decline – waste management	• describe each geographical issue in relation to: – its nature – its impacts – the responses by individuals, groups and governments to the issue • outline how a range of geographical issues are affecting Australian environments
At least TWO geographical issues affecting Australian environments, selected from the list above (one study must include fieldwork): – the geographical processes relevant to the issue – the perceptions of different groups about the issue – individual, group and government responses to the issue – decision-making processes involved in the management of the issue – management of the issue and implications for sustainability, social justice and equity	• explain the interaction of the physical and human elements of the environment • recognise the responsibility of the levels of government to the issue • propose actions that promote: – sustainability – social justice – equity • evaluate the success of individuals, groups and the levels of government in managing the issue
• investigate a geographical issue through fieldwork by developing and implementing a research action plan (as outlined on page 17)	• develop a research action plan • apply fieldwork techniques • present geographical information in an appropriate format • demonstrate active citizenship by proposing individual/group action to address the issue

Focus Area 5A4 Australia in Its Regional and Global Contexts

Focus: Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future.

Outcomes

A student:

5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8 accounts for differences within and between Australian communities
5.9 explains Australia's links with other countries and its role in the global community
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

Geographical tools in this focus area

The geographical tools listed below are to be integrated into teaching and learning activities in this focus area. (For details of all tools see pages 18–19.)

Maps

- use various types of maps and flow charts
- locate features using degrees and minutes of latitude and longitude
- describe and explain relationships on a map
- distinguish between large-scale and small-scale maps

Graphs and Statistics

- construct and interpret population pyramids
- construct and interpret divided bar and column graphs, and composite line graphs
- recognise and account for change using statistical data

Photographs

- collect and use digital images

The following ICT are suggested for integration in teaching and learning in 5A4:

– critically analyse a website, including the ethics of the site
– access, collect and interpret electronic information

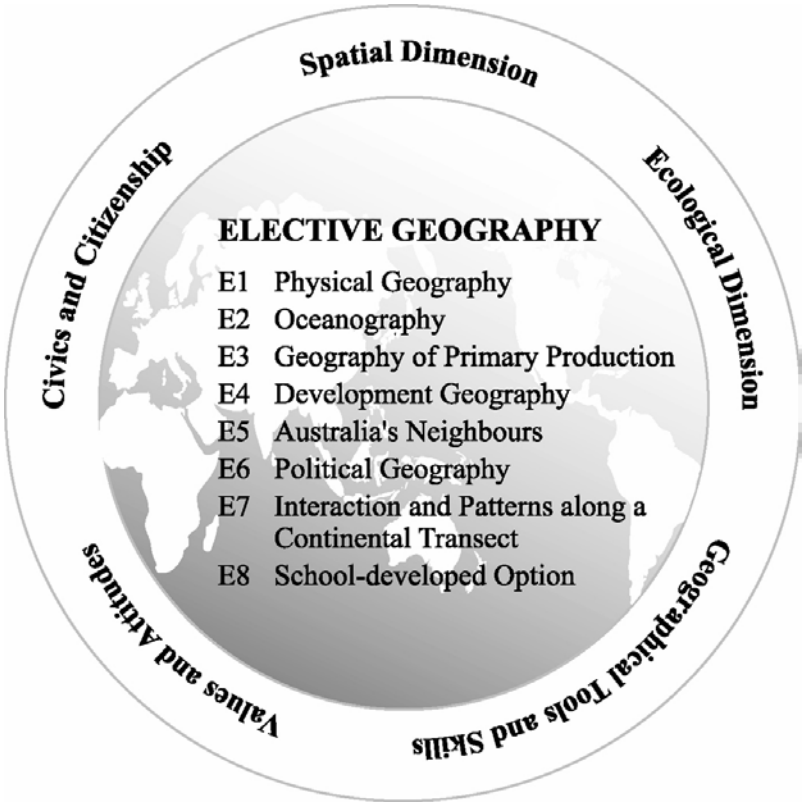
Students learn about:	**Students learn to:**
The place of Australia in the world	
• Australia's location in relation to its near neighbours and their territorial boundaries	• locate Australia in the Asia–Pacific region and the world
Australia's regional and global links	
• the ways Australia interacts with other nations including: – aid – communication – culture – defence – migration – tourism – trade – sport	• collect data to identify and locate nations with which Australia has regional and global links and describe the nature of the links • communicate findings that demonstrate Australia's links in its regional and global context
At least ONE regional and global link chosen from aid, defence, migration or trade:	
• the nature of the link	• describe the link and identify countries involved
• the roles of the government and of non-government organisations in relation to the link	• explain the roles and actions of different levels of government in relation to the link • discuss the importance of relevant non-government organisations in relation to the link
• treaties and/or agreements relevant to the link	• identify and describe the purpose of a treaty and/or agreement relevant to the link • outline the importance of the treaty and/or agreement to the countries involved in the link
• cultural, economic and geopolitical advantages and disadvantages to Australia	• analyse the advantages and disadvantages of the link to Australia
• social justice and equity issues in Australia and other countries	• recognise implications for social justice and equity in relation to the link
Future challenges for Australia: Population	
• current and future population trends: – growth rates, age structure and spatial distribution – government population policies to manage population growth	• identify and discuss government population policies: – growth rates – refugees – migration
• implications of population trends: – ecological sustainability – population movement and urban planning	• analyse current and future population trends and their implications
Human rights and reconciliation	
• future challenges for Australia in relation to: – human rights – reconciliation	• identify human rights agreements • describe responses of individuals, groups and governments in Australia to these challenges
• how other nations have responded to these challenges	• compare the responses of Australia and other nations to the challenges • recognise implications for the international community
• strategies to address the challenges	• suggest strategies Australia can adopt to address the challenges better in the future

8 Content – Geography (Elective)

8.1 Organisation of Content

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

Students may undertake *either* 100 hours *or* 200 hours of study in Geography (Elective) in Stage 4 and/or Stage 5.



Programs must be developed from at least THREE of the eight focus areas in Geography (Elective) for 100 hours and from at least FIVE of the eight focus areas for 200 hours.

8.2 Geography (Elective) Outcomes

Objectives Students will develop:	**Stage 4 Outcomes** A student:	**Stage 5 Outcomes** A student:
skills in acquiring, processing and communicating geographical information	E4.1 identifies and gathers geographical information	E5.1 identifies, gathers and evaluates geographical information
	E4.2 organises and interprets geographical information	E5.2 analyses, organises and synthesises geographical information
skills in choosing and applying appropriate geographical tools	E4.3 uses a range of written, oral and graphic forms to communicate geographical information	E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
knowledge and understanding about the characteristics and spatial distribution of environments	E4.4 uses a range of geographical tools	E5.4 selects and applies appropriate geographical tools
	E4.5 describes the geographical processes that form and transform environments	E5.5 explains the geographical processes that form and transform environments
knowledge and understanding about how people and communities modify, and are affected by, the environment	E4.6 describes the importance of the world's environments and issues associated with them	E5.6 analyses the importance of the world's environments and issues associated with them
	E4.7 identifies the causes and consequences of tensions and conflicts at local, national and global scales	E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
knowledge and understanding about how physical, social, cultural, economic and political factors shape communities, including the global community	E4.8 describes contemporary world events and issues in terms of their ecological and spatial dimensions	E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
	E4.9 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship	E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
knowledge and understanding about civics for informed and active citizenship	E4.10 describes patterns, functions and issues associated with human activity at a range of scales	E5.10 explains patterns, processes and issues associated with human activity at a range of scales
	E4.11 identifies physical, social, cultural, economic and political issues at a range of scales	E5.11 describes physical, social, cultural, economic and political issues at a range of scales

Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9. Teachers are advised to select from the elective course content to target the specific needs of students who commence study in Stage 4.

8.3 Geography (Elective) – Content for Years 7–10

Focus Area E1 Physical Geography (25–40 indicative hours)
Focus: The geographical processes that form and transform the physical world.

Stage 5 Outcomes
A student:
E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.5 explains the geographical processes that form and transform environments
E5.6 analyses the importance of the world's environments and issues associated with them
E5.10 explains patterns, processes and issues associated with human activity at a range of scales
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT
Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
• plate tectonics: – theory – evidence – types of plate margins – volcanic and earthquake activity – folding and faulting	• locate the major tectonic plates and their boundaries • interpret geographical information about the plates from a variety of sources • explain the relationships between plate boundaries and major physical features • investigate the impacts of current tectonic processes on the environment
• weathering: – mechanical – chemical	• describe mechanical and chemical weathering • explain the role of weathering in shaping the landscape
• mass movement	• examine the role of humans in the process of mass movement
• erosion and deposition: – agents of erosion and deposition: wind, water, ice	• identify the agents of erosion and deposition • distinguish between weathering and erosion
• at least ONE landscape produced by one of the following: – landform processes – human interactions	• recognise the main landforms in the selected study • explain the processes that create landforms • describe human interactions with the landscape

Students learn about:	**Students learn to:**
• climate: – global circulation: insolation, pressure, wind, temperature, rainfall – global climatic patterns – factors affecting climate: latitude, altitude, maritime and continental influences – climate change	• distinguish between weather and climate • explain the global circulation of the atmosphere • describe global climatic patterns • analyse climate data from a variety of sources • examine issues resulting from climate change
• weather: – types of rainfall – factors affecting temperature and humidity – extreme weather events: droughts, floods, storms	• collect and record weather data • describe meteorological processes • create a multimedia presentation assessing the impacts of an extreme weather event on a community
• biogeography	
• at least ONE vegetation community: – location of the community – soil-forming processes – development of vegetation – human impacts	• classify vegetation • explain the relationships between soil and vegetation • collect and record soil and vegetation data in the field • analyse the impact of humans on a specific vegetation community

Focus Area E2 Oceanography (25–40 indicative hours)

Focus: The features and importance of the world's oceans and issues associated with them.

Stage 5 Outcomes

A student:

E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.5 explains the geographical processes that form and transform environments
E5.6 analyses the importance of the world's environments and issues associated with them
E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.10 explains patterns, processes and issues associated with human activity at a range of scales
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT

Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
The features of the world's oceans	
• location of the world's oceans	• identify and locate the world's oceans
• physical features of the ocean floor	• describe the major physical features of the world's ocean basins
• major ocean currents	• identify the major ocean currents
• ocean ecosystems	• contrast different ocean ecosystems using diagrams
The importance of the world's oceans	
• influence on climate	• explain the interrelationship of ocean currents and global climate
• El Niño and La Niña	• identify features of El Niño and La Niña
• habitat for species	• describe the importance of the ocean as a habitat for marine species
• ocean resources	• identify resources that the ocean provides
	• outline the economic importance of oceans as a resource
Ownership and control	• account for patterns of ownership and exploitation of ocean resources
• the oceans as a global common	• discuss the importance of oceans as global commons
• international treaties and agreements	• identify treaties and agreements that deal with ocean resources
• indigenous rights	• examine indigenous rights in relation to oceans

Students learn about:	**Students learn to:**
At least ONE of the following issues relating to the use of oceans: – whaling – fishing – waste disposal – nuclear testing – indigenous rights – oil and mineral exploitation – shipping – tourism	• describe the geographical processes related to the issue • identify individuals, groups and governments involved in the issue • investigate conflict resolution processes in relation to the issue • analyse different perspectives in relation to the issue • evaluate contemporary management practices related to the issue in terms of ecological sustainability

Focus Area E3 Geography of Primary Production (25–40 indicative hours)
Focus: The patterns, functions and issues associated with primary production.

Stage Outcomes
A student:
E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.5 explains the geographical processes that form and transform environments
E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.10 explains patterns, processes and issues associated with human activity at a range of scales
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT
Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
Primary production	
• types of primary production: – agriculture: intensive, extensive, subsistence, commercial – mining: open-cut, underground, drilling – fishing: driftnet, longline, aquaculture – forestry: selective logging, clear-felling, plantation farming	• identify different types of primary production
• global patterns of primary production: – agriculture – mining – fishing – forestry	• locate different types of primary production at a global scale • describe the global patterns of primary production
• multinationals' involvement in primary production	• examine the role of multinationals in primary production
At least ONE primary production at either local, regional or global scale:	
• the nature of the primary production	• describe the characteristics of the primary production
• the geographical processes involved	• explain the geographical processes involved
• the environmental, social and economic impacts	• discuss environmental, social and economic impacts of the primary production

Students learn about:	**Students learn to:**
• contemporary issues related to the primary production	• discuss decision-making associated with the chosen study and the way in which individuals, groups and governments can influence the decision-making • identify different perspectives and views associated with the chosen contemporary issue
• current and future primary production	• describe the current importance of primary production to the local, national and global community • propose future patterns of primary production at a variety of scales

Focus Area E4 Development Geography (25–40 indicative hours)

Focus: The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.

Stage 5 Outcomes

A student:

E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.10 explains patterns, processes and issues associated with human activity at a range of scales
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT

Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
Development	
• definitions of development • indicators of development	• discuss various definitions of development • compare levels of development using indicators
At least ONE country in the developing world:	
• factors contributing to the country's level of development • regional variations in the level and rate of development • government initiatives to promote development • community-based initiatives to enhance the life opportunities of people in the country	• prepare a profile of the country containing qualitative and quantitative data • identify causes of inequalities in development within the country • investigate government and community initiatives and how they contribute to the quality of life of the people
At least ONE contemporary development issue selected from: – population growth – economic dependency – political and human rights – access to resources – the role of transnational corporations – international aid – refugees – the role and status of women – health – environmental degradation	• identify contemporary development issues relevant to the selected country • examine the roles of individuals, groups and governments • describe ways in which individuals and citizens participate as informed and active citizens

Focus Area E5 Australia's Neighbours (25–40 indicative hours)

Focus: The environments of Australia's neighbours and specific geographical issues within the Asia–Pacific Region.

Stage 5 Outcomes

A student:

E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.5 explains the geographical processes that form and transform environments
E5.6 analyses the importance of the world's environments and issues associated with them
E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.10 explains patterns, processes and issues associated with human activity at a range of scales
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT

Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
The Asia–Pacific Region	
• the major physical features	• locate the major physical features • explain the factors shaping the diversity of the physical environment
• settlement patterns	• describe settlement patterns
• cultural diversity	• examine aspects of cultural diversity
At least ONE country from the Asia–Pacific region:	
• nature of the physical environment	• locate the country • recognise geographical regions
• population characteristics	• collect and process population statistics
• settlement patterns	• describe and explain settlement patterns
• economy	• identify key economic characteristics
• international relations	• discuss contemporary international relations
• future directions	• predict future directions

Focus Area E6 Political Geography (25–40 indicative hours)

Focus: The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.

Stage 5 Outcomes

A student:

E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.6 analyses the importance of the world's environments and issues associated with them
E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT

Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
World political divisions	
• nation-states and sovereignty	• recognise the sovereignty of nation-states
• changing world political divisions and alliances	• identify different political systems
	• identify world trade blocs
	• examine the dynamic nature of political, economic and military power
Political tension and conflict at a variety of scales	
• locations of political tension and conflict	• identify sources of political tension and conflict
• groups involved in political tensions and conflict	• investigate areas of conflict in the world using a variety of media including the internet
	• evaluate the different perspectives of groups involved
The roles of individuals, groups and governments in conflict resolution	
• promotion of cultural tolerance and social justice	• discuss how individuals, groups and governments share responsibilities for a better world
• provision of humanitarian aid	
• development and sustainable environments	• describe successful management of conflict
• provision of peace-keeping forces	• propose methods for resolution of political tensions and conflict

Students learn about:	**Students learn to:**
• the roles of nation-states and international organisations	• communicate appropriately with individuals, groups and governments involved in political tensions and conflicts
At least ONE area of political tension and conflict:	
• the location of the political tension and conflict	• locate the area affected by political tension and conflict
• the nature of the political tension and conflict	• describe the nature of the political tension and conflict
• causes of the political tension and conflict	• outline the events leading to the political tension and conflict
• groups involved and their different perspectives	• evaluate the perspectives of groups involved in the political tension and conflict
• methods of conflict resolution	• identify attempts at conflict resolution and evaluate their effectiveness
	• propose alternative solutions

Focus Area E7 Interactions and Patterns along a Continental Transect

(25–40 indicative hours)

Focus: The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.

Stage 5 Outcomes

A student:

E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.5 explains the geographical processes that form and transform environments
E5.6 analyses the importance of the world's environments and issues associated with them
E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.10 explains patterns, processes and issues associated with human activity at a range of scales.

Geographical tools and ICT

Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
Broad continental patterns • at least ONE study chosen from the list below: – Adelaide to Darwin railway – Indian to Pacific Oceans along the Tropic of Capricorn – the Nile from source to mouth – the Andes from coastal Peru to Amazon rainforest – the Trans-Siberian Railway – India from north to south – North America from Los Angeles to New York – Antarctica through the South Pole – school-developed study	• conduct a geographical inquiry along a transect from one specific location to another: – construct a transect – identify the locations on a map
Features along transects • this study is to include changes in: – climate – topography – vegetation – fauna – land use – population – settlement – resource use	• describe and explain changes along the selected transect in relation to specific features of the: – physical environment – human environment • discuss decisions by individuals, groups and governments in relation to specific features along the transect

Students learn about:	**Students learn to:**
• places of significance along the transect: – distinctive landforms – human occupation – places of religious or cultural significance	
A geographical issue	
• students investigate at least ONE geographical issue relevant to the study area	• use word-processing software to communicate findings about a geographical issue

Focus Area E8 School-developed Option (25–40 indicative hours)

This elective provides students with the opportunity to develop their geographical knowledge and understanding of a particular location and/or area of inquiry that caters for their interests, needs and resources. Students will use geographical inquiry methodologies and investigate the spatial, ecological and civics and citizenship aspects of a selected study.

Focus: Ways in which the spatial and ecological dimensions interact and the role of informed and active citizenship in the interaction.

Stage 5 Outcomes

A student:

E5.1 identifies, gathers and evaluates geographical information
E5.2 analyses, organises and synthesises geographical information
E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
E5.4 selects and applies appropriate geographical tools
E5.5 explains the geographical processes that form and transform environments
E5.6 analyses the importance of the world's environments and issues associated with them
E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
E5.10 explains patterns, processes and issues associated with human activity at a range of scales
E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

Geographical tools and ICT

Appropriate geographical tools (selected from those listed on pages 18–19) and ICT are to be integrated into the teaching and learning activities in this focus area.

Students learn about:	**Students learn to:**
A specific area of interest in the field of geography:	
• the variety of sources of information available	• conduct research using appropriate primary and secondary sources and relevant information and communication technologies
• the spatial, ecological and civics and citizenship aspects of the study	• investigate the spatial, ecological and civics and citizenship aspects of the study
	• evaluate relevant material
• ICT available for research and communication	• communicate findings using appropriate written, graphic and oral forms using a variety of information and communication technologies

9 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Geography by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Geography Life Skills outcomes and content across a variety of school and community contexts.

The course of study for those students who will fulfil the mandatory requirements for HSIE through the study of Life Skills outcomes and content for both Geography and History:

- must include Geography and History outcomes and content that relate to Australia
- may be drawn from the Life Skills outcomes and content in the courses offered across the key learning area
- will be undertaken in each of Years 7–10
- will incorporate appropriate geographical tools and skills (see pages 18–21) and ICT (see page 11)
- will reflect the learning needs and priorities of students.

9.1 Outcomes

Objectives Students will develop:	**Outcomes** A student:
knowledge and understanding about the characteristics and spatial distribution of environments	LS.1 experiences a range of environments LS.2 moves around in the environment LS.3 recognises the features of a range of environments
knowledge and understanding about how people and communities modify, and are affected by, the environment	LS.4 explores the effects of the physical environment on people's activities LS.5 explores the effects of people's activities on the physical environment LS.6 investigates environmental issues and challenges LS.7 explores the diversity of Australian communities LS.8 recognises different perspectives about events and issues
knowledge and understanding about how physical, social, cultural, economic and political factors shape communities, including the global community	LS.9 investigates differences in life opportunities across a range of environments
knowledge and understanding about civics for informed and active citizenship	LS.10 recognises the importance of active and informed citizenship
skills in acquiring, processing and communicating geographical information	LS.11 uses a variety of strategies to locate and select information
skills in choosing and applying appropriate geographical tools	LS.12 uses a variety of strategies to organise and communicate information

9.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all the content to demonstrate achievement of an outcome.

The content for Geography Life Skills reflects the Focus Areas of the Mandatory Geography Stage 4 and Stage 5 content. The examples provided are suggestions only.

Focus Area LSG1 Investigating the World

Outcomes
A student:
LS.1 experiences a range of environments
LS.2 moves around in the environment
LS.3 recognises the features of a range of environments
LS.4 explores the effects of the physical environment on people's activities
LS.10 recognises the importance of active and informed citizenship
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• geographical features of the immediate environment: – school – community	• experience and participate in activities that focus on the immediate environment – school: classroom, canteen, playground, assembly areas – community: shops, library, swimming pool, park
• geographical language used to describe features of the environment	• respond to geographical language, eg 'put your bag in the locker on the top floor', 'turn left at the end of the corridor', 'meet the teacher at the western end of the park' • identify features of the local environment using geographical language, eg 'the traffic lights are located next to the service station', 'the creek in our town is likely to flood after heavy rain' • identify features of the environment beyond their local community using geographical language, eg 'there is a rainforest 100 kilometres to the west', 'the nearest coastline is 70 kilometres to the east'
• geographical tools that can be used to explore the environment: – maps – thermometers – graphs and statistics – photographs – compasses – models – fieldwork	• use geographical tools for a range of activities, eg use maps, a compass and brochures to determine a suitable location for a bushwalk or camp • use geographical tools to use public or private transport, eg street directory, route maps • locate themselves in relation to features of the local environment, eg use a shopping centre directory to identify current position and locate a specific shop, use a community noticeboard to locate the position of a park, use a noticeboard in a national park to locate a walking track
• moving around the environment using safe practice as: – a pedestrian – a transport user – a traveller	• identify assistance needed to move around the immediate environment, eg help in negotiating steps, assistance in using a wheelchair

Students learn about:	**Students learn to:**
	• identify people who can provide assistance to move around the immediate environment, eg peers, parents, carers
	• use modes of travel to meet individual needs in the immediate environment, eg bike, wheelchair, car, bus
	• recognise and use appropriate modes of travel to access facilities in the local community
	• demonstrate safe practice as a pedestrian, eg obey signals, stop signs and traffic lights, identify places to cross roads safely, walk on footpaths wherever possible, walk toward rather than away from oncoming traffic when there is no footpath
	• demonstrate safe practice when travelling in a vehicle, eg when entering or leaving a vehicle, using safety restraints, appropriate behaviour towards other passengers
	• use a range of public and private transport
• physical features of the world: – continents – oceans – river systems – mountain ranges	• recognise physical features of the world, eg land or oceans on a globe or map
	• locate physical features of the world, eg use a map or globe to locate mountain ranges and deserts
• human features of the world: – towns – major cities	• recognise human features of the world, eg identify well-known cities of the world from photographs, pictures, video
	• locate human features of the world, eg locate well-known cities on a map or globe
• World Heritage sites	• locate Australian World Heritage sites, eg use a map of Australia to locate areas that have World Heritage listings such as the Greater Blue Mountains, visit a World Heritage site
	• gather information on a World Heritage site
	• communicate information related to a World Heritage site, eg presentation, display, project

Focus Area LSG2 Global Environments

Outcomes
A student:
LS.3 recognises the features of a range of environments
LS.4 explores the effects of the physical environment on people's activities
LS.5 explores the effects of people's activities on the physical environment
LS.9 investigates differences in life opportunities across a range of environments
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• types of global environments: – coasts – wetlands – grasslands – polar lands – mountains – tundra – deserts – tropical rainforests – coral reefs	• participate in a case study of one or more environments • select and locate an environment for study • gather geographical information related to the environment • identify features of the environment, eg climate, altitude, weather, water cycle • recognise processes that shape the landforms in the chosen environment, eg weathering, erosion • explore aspects of the environment, eg participate in the making of a model of the chosen environment which could be small-scale or large-scale (eg turn a classroom into a coral reef); include music, colours, textures • explore the effects of the climate on the lives of people in the environment chosen for study, eg the effect the chosen environment has on housing, clothing, food, agriculture, transport, recreation; match the appropriate housing, clothing, food, agriculture, transport, recreation to the environment • organise and communicate information related to the environment, eg computer presentation, display, model, project, stories, case study, discussion

Focus Area LSG3 Global Change

Outcomes
A student:
LS.3 recognises the features of a range of environments
LS.4 explores the effects of the physical environment on people's activities
LS.5 explores the effects of people's activities on the physical environment
LS.6 investigates environmental issues and challenges
LS.9 investigates differences in life opportunities across a range of environments
LS.10 recognises the importance of active and informed citizenship
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• fundamental human rights	• recognise the rights of people to food, shelter, water, clean air, health, education
• global human inequalities	• recognise that some people do not have access to basic human rights • locate areas on a map or globe where people may not have access to basic human rights • explore factors that deny access to basic human rights, eg war, flood, famine, other natural disasters, political practice, overpopulation
• how citizenship protects fundamental human rights	• explore the ways in which individuals, groups and governments can contribute to the preservation of human rights: – individuals, eg students can assist with fundraising, write letters, join a group – groups, eg a class might sponsor a child, write a letter, organise a petition, raise funds – governments, eg foreign aid

Focus Area LSG4 Global Issues and the Role of Citizenship

Outcomes

A student:

LS.4 explores the effects of the physical environment on people's activities
LS.5 explores the effects of people's activities on the physical environment
LS.6 investigates environmental issues and challenges
LS.8 recognises different perspectives about events and issues
LS.9 investigates differences in life opportunities across a range of environments
LS.10 recognises the importance of active and informed citizenship
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• how human activities influence or affect the climate	• identify human activities that impact on the climate, eg motor vehicles, industry emissions, fires, fossil fuels • investigate strategies that can reduce the impact of human activity on the climate, eg using public transport, selecting solar heating, promoting public awareness, providing incentives
• the importance of clean water for people, animals and crops	• explore the factors that limit access to clean fresh water, eg drought, floods, pollution, water management • explore strategies that increase the availability of clean fresh water, eg restricting pollution, using bore water and wells, promoting public awareness
• the importance of land protection and management	• recognise the importance of trees, and the roles they play in the protection of the land, eg preventing land degradation, providing habitats, providing clean air • explore the factors that lead to land degradation, eg mining fossil fuels, land development, tourism, waste management, industry • explore the consequences of land clearing, eg soil erosion, air quality, high salinity levels, destruction of habitats • investigate strategies to prevent land degradation: – individuals, eg plant trees, dispose of waste appropriately, recycle, respect natural environments, act as an informed consumer in the purchase of products – groups, eg raise awareness, lobby, organise community activities – governments, eg provide effective waste management programs, legislate to maintain a balanced environment, provide incentives

Students learn about:	**Students learn to:**
• environmental threats to oceans, coastlines and their geographical features	• identify the potential threats to oceans and coastlines, eg pollution and waste disposal, over-fishing, over-culling, tourism
• effective management of ocean resources	• recognise that there are different perspectives in relation to the effective management of ocean resources, eg pollution and waste disposal, fishing, whaling, tourism • explore ways in which competing interests can be managed to achieve a sound environmental balance, eg re-stocking oceans, use of quotas
• the land and oceans as a legacy and a trust	• recognise the roles of individuals, groups, communities and governments in the preservation and maintenance of land and oceans • explore the connections of indigenous peoples to the land and oceans
• the need to protect and preserve global environments	• explore the ways in which individuals, groups and governments can protect and preserve the environment: – individuals, eg recycling, effective disposal of rubbish, conserving water and electricity – groups, eg Greenpeace, Clean Up Australia, Landcare – governments, eg legislation to reduce habitat destruction, promotion of sustainability

Focus Area LSG5 Investigating Australia's Physical Environments

Outcomes
A student:
LS.1 experiences a range of environments
LS.2 moves around in the environment
LS.3 recognises the features of a range of environments
LS.4 explores the effects of the physical environment on people's activities
LS.5 explores the effects of people's activities on the physical environment
LS.6 investigates environmental issues and challenges
LS.7 explores the diversity of Australian communities
LS.8 recognises different perspectives about events and issues
LS.9 investigates differences in life opportunities across a range of environments
LS.10 recognises the importance of active and informed citizenship
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• Australia's geographical dimensions:	• trace, draw or model the shape of Australia, eg using a template, drawing, painting or modelling with plasticine or clay
– shape	• recognise the shape of Australia, eg select the shape of Australia from a range of shapes, use a world map or atlas to locate Australia
– relative size	• compare the size of Australia to other continents, eg place a relief map of Australia on top of other continents and compare size
– latitude and longitude	• explore the use of horizontal lines (latitude) and vertical lines (longitude) on maps to establish position, eg locate on a map of Australia the lines of latitude and longitude, use a spherical shape and place ribbons in latitudinal and longitudinal directions
• geological processes which have shaped the land	• identify specific geological processes (continental drift and plate tectonics) that have shaped Australia, eg use relief plates of Australia and surrounding continents to demonstrate physical changes and movement
• Aboriginal perspectives on the origin of the continent	• explore Aboriginal perspectives on the origin of the continent, eg use Dreaming stories and/or a conventional timeline to recognise the length of time Aboriginal people have lived in Australia
	• recognise the cultural and economic importance of land for Aboriginal people in contemporary society, eg invite an Aboriginal person to talk about the importance of land to Aboriginal people

Students learn about:	**Students learn to:**
• patterns of: – landforms – drainage basins – climate, rainfall, temperature – vegetation – natural resources – soils	• recognise that there are varied types of landforms, climates, vegetation and natural resources in Australia, eg identify, gather and display pictures of mountains, forests, coral reefs: – locate on a map the area where these occur – gather information on one of these – communicate information, eg place pictures on a map to show location
• distinctive features of Australian flora	• recognise well-known Australian trees and flowers, eg wattle, bottlebrush, banksia, gum tree • recognise the distinctive features of native Australian trees and flowers, eg flowers that bloom in the desert • investigate the impact of introduced species of flora on native species, eg blackberry, privet, lantana
• distinctive features of Australian fauna	• recognise well-known Australian animals, eg kangaroo, possum, koala, wombat, platypus • recognise the distinctive features of Australian animals, eg habitat, diet, reproduction, care for young • investigate the impact of introduced species of fauna on native species, eg cats, rabbits, foxes
• effects of aspects of the physical environment on people's activities: – climate – topography – natural resources	• recognise that people's activities are influenced by climate, topography and natural resources • explore activities that are influenced by the climate, eg agriculture, recreation, travel • explore activities that are influenced by topography, eg agriculture, industry, recreation, transport • explore activities that are influenced by natural resources, eg agriculture, mining, industry, transport
• natural hazards that affect people's lives and activities: – cyclones – storms – bushfires – landslides – floods – droughts – earthquakes	• explore the impact of natural hazards on people and their activities, eg on homes, industry, farm animals, agricultural crops, recreation opportunities • participate in a study of one or more natural hazards • gather information in relation to one or more natural hazards

(continued)

Students learn about:	**Students learn to:**
	• investigate the impact of the natural hazards, eg environmental (destruction of bush), personal and social (destruction of property, deaths), economic (loss of income, loss of governmental revenue, cost of replacement) • recognise individuals, groups and government departments/agencies that respond to disasters caused by natural hazards, eg SES, fire brigades, ambulance, police • identify strategies that individuals can use to respond to natural hazards, eg dial 000, remain indoors during storms, wear protective clothing • explore the strategies that individuals, groups and governments can implement to prevent and reduce the impact of natural hazards: – individuals, eg clean gutters, remove build-up of combustible material from around houses, follow evacuation procedures, keep houses in good repair – groups, eg remove combustible material from public areas and parks, establish evacuation procedures – governments, eg implement legislation regarding the building of houses in bushland areas, develop and monitor building standards to reduce the impact of a natural disaster

Focus Area LSG6 Changing Australian Communities

Outcomes
A student:
LS.1 experiences a range of environments
LS.2 moves around in the environment
LS.3 recognises the features of a range of environments
LS.4 explores the effects of the physical environment on people's activities
LS.6 investigates environmental issues and challenges
LS.7 explores the diversity of Australian communities
LS.8 recognises different perspectives about events and issues
LS.9 investigates differences in life opportunities across a range of environments
LS.10 recognises the importance of active and informed citizenship
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• settlement in Australia	• investigate settlement features that are significant in Australia, eg where people choose to live, agriculture, industry
• Australia's cultural identity: – lifestyle, multiculturalism	• recognise the range of cultures represented in the class, school and wider community
	• explore the ways that cultural diversity has contributed to Australia's identity, eg celebrations, food, music and dance, art and craft, customs, beliefs
• factors contributing to a sense of identity in Australian communities	• recognise that they are members of a variety of communities, eg school, clubs, neighbourhoods, cultural and religious groups
	• explore the features of communities, eg common interest, geographical location, beliefs, cultures
• types of changes that can occur within individual communities	• investigate changes that have taken place in their immediate communities, eg greater access to computers and the internet, opening or closure of shops or services, land or industry development in the local community
• factors that have caused changes in Australian communities	• explore factors that have resulted in changes in communities, eg new technologies, demographic change, lifestyle expectations, changing nature and patterns of work

Focus Area LSG7 Issues in Australian Environments

Outcomes

A student:

LS.1 experiences a range of environments
LS.2 moves around in the environment
LS.3 recognises the features of a range of environments
LS.4 explores the effects of the physical environment on people's activities
LS.5 explores the effects of people's activities on the physical environment
LS.6 investigates environmental issues and challenges
LS.9 investigates differences in life opportunities across a range of environments
LS.10 recognises the importance of active and informed citizenship
LS.11 uses a variety of strategies to locate and select information
LS.12 uses a variety of strategies to organise and communicate information.

Students learn about:	**Students learn to:**
• a range of geographical issues affecting Australian environments	• explore issues affecting Australian environments, eg management of land, water, coastline, resources, air quality, tourism, population change, urban growth and decline, disposal and recycling of waste, bushfire prevention
• the importance of clean water for people, animals and crops in Australia	• investigate the factors that limit the access to clean fresh water in Australia, eg drought, floods, pollution, water management • explore strategies that will increase the availability of clean fresh water, eg restricting pollution, using bore water and wells, promoting public awareness, caring for water supply catchment areas
• the importance of land protection and management in Australia	• recognise the importance of trees and the roles they play in the local environment, eg preventing land degradation, providing habitats, providing clean air • explore the factors that lead to land degradation in Australia, eg mining fossil fuels, land development, tourism, waste management, industry • investigate the consequences of land clearing in Australia, eg soil erosion, reduced air quality, run-off, salinity, destruction of habitats • investigate strategies to prevent land degradation in Australia: – individuals, eg plant trees, dispose of waste appropriately, recycle, respect natural environments, act as an informed consumer in the purchase of products – groups, eg raise awareness, lobby, organise community activities

Students learn about:	**Students learn to:**
	– governments, eg provide effective waste management programs, legislate to maintain a balanced environment, provide incentives
• the potential threat to oceans and coastlines and their geographical features	• recognise the potential threats to oceans and coastlines of Australia, eg pollution and waste disposal, over-fishing, tourism • recognise the impact of oil spills on birds, fish and other sea creatures • investigate the impact of tourism on a significant natural site, eg Great Barrier Reef
• factors that contribute to population changes in cities and towns	• explore factors that contribute to population change, eg industry – expansion or reduction, transport – access and affordability, housing – availability and affordability

Focus Area LSG8 Australia in Its Regional and Global Contexts

Outcomes A student: LS.3 recognises the features of a range of environments LS.8 recognises different perspectives about events and issues LS.9 investigates differences in life opportunities across a range of environments LS.10 recognises the importance of active and informed citizenship LS.11 uses a variety of strategies to locate and select information LS.12 uses a variety of strategies to organise and communicate information.	
Students learn about:	**Students learn to:**
• Australia's location in relation to the world	• locate Australia on a map, globe or atlas • recognise and locate Australia's near neighbours • recognise and locate countries with which Australia has important connections and friendships
• the types of links Australia has with its near neighbours and with other countries: – trade – defence – aid – sport – migration – environment – tourism	• explore ways in which Australia establishes links with other countries, eg humanitarian aid, sporting links, tourism links

10 Continuum of Learning in Geography K–10

Stage outcomes and stage statements illustrate the continuum of learning in the *Geography Years 7–10 Syllabus*.

10.1 Stage Outcomes

Early Stage 1 to Stage 3 Outcomes (Human Society and Its Environment)

	Early Stage 1	Stage 1	Stage 2	Stage 3
Change and Continuity				
Significant Events and People	CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others	CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities	CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences	CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage
Time and Change	(Outcome CCES1 also applies here)	CCS1.2 Identifies changes and continuities in their own life and in the local community	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments	CCS3.2 Explains the development of the principles of Australian democracy
Cultures				
Identities	CUES1 Communicates some common characteristics that all people share, as well as some of the differences	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities	CUS3.3 Describes different cultural influences and their contribution to Australian identities
Cultural Diversity	(Outcome CUES1 also applies here)	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities	CUS3.4 Examines how cultures change through interactions with other cultures and the environment

	Early Stage 1	Stage 1	Stage 2	Stage 3
Environments				
Patterns of Place and Location	ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features	ENS2.5 Describes places in the local area and other parts of Australia and explains their significance	ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner
Relationships with Places	(Outcome ENES1 also applies here)	ENS1.6 Demonstrates an understanding of the relationship between environments and people	ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment
Social Systems and Structures				
Resource Systems	SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities
Roles, Rights and Responsibilities	(Outcome SSES1 also applies here)	SSS1.8 Identifies roles and responsibilities within families, schools and the local community and determines ways in which they should interact with others	SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles

Stage 4 and Stage 5 Outcomes (Geography Mandatory)

Stage 4 Outcomes A student:		**Stage 5 Outcomes** A student:	
4.1	identifies and gathers geographical information	5.1	identifies, gathers and evaluates geographical information
4.2	organises and interprets geographical information	5.2	analyses, organises and synthesises geographical information
4.3	uses a range of written, oral and graphic forms to communicate geographical information	5.3	selects and uses appropriate written, oral and graphic forms to communicate geographical information
4.4	uses a range of geographical tools	5.4	selects and applies appropriate geographical tools
4.5	demonstrates a sense of place about global environments	5.5	demonstrates a sense of place about Australian environments
4.6	describes the geographical processes that form and transform environments	5.6	explains the geographical processes that form and transform Australian environments
4.7	identifies and discusses geographical issues from a range of perspectives	5.7	analyses the impacts of different perspectives on geographical issues at local, national and global scales
4.8	describes the interrelationships between people and environments	5.8	accounts for differences within and between Australian communities
4.9	describes differences in life opportunities throughout the world	5.9	explains Australia's links with other countries and its role in the global community
4.10	explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship	5.10	applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

10.2 Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Geography in Stage 4 builds on students' prior learning from Stages 1–3. Students in these stages begin their study in an integrated way as they develop understanding of language and numeracy, learn about natural and human environments in Science and Technology, and learn about the interactions of people with one another and with the social, cultural and physical environments in Human Society and Its Environment.

The content in the *Human Society and Its Environment K–6 Syllabus* has been split into four interrelated strands: *Change and Continuity, Cultures, Environments* and *Social Systems and Structures.* A brief overview of these strands is provided below.

Change and Continuity

Students learn that human societies and environments are affected by change and continuity. Emphasis is placed on the importance of knowing about the past in order to understand the present and hypothesise about the future. By studying the past students develop an understanding about what it means to be an Australian.

Cultures

In learning about cultures, students develop an understanding of themselves, and an appreciation of human similarities and differences which enables them to relate to others in appropriate and socially just ways. They also appreciate that in democratic and culturally diverse societies there are a range of viewpoints that influence behaviours. Students develop an understanding of the diverse cultures that make up Australia, including its Aboriginal heritage, and they appreciate that cultures are dynamic and evolve over time.

Environments

In learning about the environment students develop an ability to identify features, places, sites and environments and they develop knowledge of the relationships between them. They learn about the impact of human activity and the need to protect living standards by promoting ecologically sustainable lifestyles. They learn of the balance between protection and use of our environment and natural resources.

Students develop a commitment to participate in environmental management and improvement activities and a commitment to the development of personal lifestyles compatible with ecological sustainability.

Social Systems and Structures

Students develop understanding about roles, rights and responsibilities within social systems and structures and how interacting with others in economic and social systems contributes to society. Students explore how the democratic, political and legal systems of Australia are constructed to incorporate changing values and practices.

Early Stage 1

At Early Stage 1, students draw connections between their own lives and the lives of students around them. They identify physical and other changes in their own lives and talk about events that have happened and the people involved. They have explored their immediate environment and associate places important to them with activities that occur there. They participate in activities to maintain and care for their personal and class environment and are beginning to be environmentally responsible.

Students are becoming aware of their own unique characteristics as well as those that they may share with others. They identify some of their basic needs and ways of satisfying these needs. They accept responsibility for classroom tasks and roles. They have participated in activities designed to help them understand basic assumptions of mapping.

Students use language associated with time, change and place. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts. They communicate their understandings orally and through writing and drawing, and by constructing models.

Stage 1

At Stage 1, students identify the groups to which they belong as well as their own roles in various group situations, eg student, family member, school member, peer group member. They recount important family and community traditions and practices. They sequence a number of events in the past and put forward ideas about future events. They explain changes in their lives, in their community and other communities, including when special days occur.

Students differentiate between and describe natural and built features in their community. They understand that feelings can be associated with particular places. They identify and discuss changes in the environment of their community.

Students have explored the composition of a number of groups in their community and recognise that groups have specific identifying features. They communicate their knowledge of the customs, practices, symbols, religion, language and traditions of some community groups, including those of their own family. Students demonstrate their understandings, using strategies such as flow charts and descriptions. They display an understanding of rules in their community and of their roles in obeying such rules.

Students discern the land and the sea on a globe and construct and use pictorial maps and models of areas familiar to them. They use the language of location in relative terms in statements such as ‘The school is next to the park’. Students acquire information about their local community by direct and indirect experience. In doing so, they examine photographs, read literary and factual texts, communicate with others and use various forms of electronic media.

Stage 2

At Stage 2, students understand that their lives are influenced by local, national and global events, both past and present.

They have investigated the environment and history of their local community and can make comparisons with other areas. Students understand the roles of individuals, families, groups and events in maintaining, developing, strengthening and changing communities. They are aware of the world's major religions. Students are aware of the structure, role and significance of local government and of opportunities for civic action.

Students are proficient in the use of maps to identify key features of natural and built environments in areas of Australia. They can locate the four compass points and other significant features, including oceans, poles and significant lines of latitude such as the Equator. On a map of New South Wales, they can locate key cities, towns, rivers and mountains. Students recognise ecologically sustainable development as being part of human interactions with environments.

Students have developed skills in the location and evaluation of information from a variety of sources, including encyclopedias and electronic databases. They use information reports, family trees, timelines, models, matrices and diagrams to communicate information and data.

Stage 3

At Stage 3, students identify examples of Australia's global role in social and economic interconnections and make judgements about their own, and Australia's, contribution to global society and its environment.

They have an understanding of the principles of Australian parliamentary democracy, and of State and federal systems of government. They have investigated the development of Australian identity through symbols and the influence of individuals and groups, with an emphasis on cultural diversity. They appreciate the unique role of Aboriginal people in shaping Australia's identity.

Students have explored some Australian environments and are aware of Australian, regional and global environmental issues, problems and possible courses of action aimed at solving these. They have map-reading skills, including basic knowledge of coordinates and latitude and longitude. They can accurately sketch and label maps using appropriate conventions and terminology.

Students competently locate information from a variety of primary and secondary sources and present this information in a variety of ways, including through detailed timelines, computer databases, tables and information reports. They use their knowledge of participatory democracy to formulate plans, and show leadership in attempting to remedy possible school, local, national and global problems.

Stage 4

Students who have achieved Stage 4 have been introduced to the discipline of Geography for the first time. They have an understanding of the inquiry-based nature of Geography and are equipped to investigate global environments and communities using a variety of geographical tools and skills. They are able to use these tools and skills to analyse the spatial and ecological dimensions of the environment. Through their knowledge of global civics and citizenship they are aware of the importance of managing the global environment at a variety of scales.

Students have a broad understanding of the location of the globe's major environments and are able to explain the geographical processes that have formed and continue to shape the environment. They have studied examples of communities that inhabit different environments – including an indigenous community. They are able to discuss the implications, evaluate the sustainability and suggest alternative strategies for the future use and management of global environments.

Students have studied contemporary geographical issues, and understand that it is the geographer's role to manage global issues and make judgments and decisions that will have implications for equity, social justice and the future sustainability of life on earth. Students recognise that as part of the global population there are things they share and that the future of the population on earth is reliant on people taking considered action to ensure the future sustainability of life on earth. Students have knowledge of civics and understand how individuals, groups and governments influence global issues.

Stage 5

Students who have achieved Stage 5 Geography have built on their knowledge of geographical tools and skills established in Stage 4 and have used these skills to investigate Australia's identity and its role in the world. They have investigated the natural and cultural environment of Australia as well as the demographic characteristics that give Australia its unique identity. They are aware of the challenges that living in the Australian environment presents, and of the responses of groups, individuals and different levels of government to these challenges.

In their study of Australian communities, students have developed knowledge of the diversity of Australian communities and of the forces causing change in these communities. They have knowledge about the effects of these forces and are familiar with ways that Australian communities are responding to them. They are able to evaluate the methods that communities use to manage change.

Students have developed a broad knowledge of geographical issues affecting the physical and human environments of Australia and of responses to these issues. In their analysis of contemporary geographical issues, students have developed the ability to undertake geographical research, to collect and use primary and secondary data, to consider and analyse a range of opinions and to evaluate solutions to complex geographical issues.

Students have an understanding of the ways in which Australia is linked to its region and the global community and how these links affect the responsibilities and roles of Australia in the regional and global contexts. They have knowledge of future challenges that Australia is facing and can propose and participate in appropriate responses to these challenges.

At the completion of Stage 5 Geography, students are able to use their knowledge of civics to influence and direct decision-makers, and to take considered social action on issues related to ecological sustainability, their community, equity and social justice.

11 Assessment

11.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:
- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Geography contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning
Teachers will be able to use standards in Geography as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Geography will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

11.2 Assessment for Learning

Assessment for learning in Geography is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Geography will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:
- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**
  In practice, this means:
  – teachers reflect on the purposes of assessment and on their assessment strategies
  – assessment activities allow for demonstration of learning outcomes
  – assessment is embedded in learning activities and informs the planning of future learning activities
  – teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**
  In practice, this means:
  – students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  – students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**
  In practice, this means:
  – teachers use tasks that assess, and therefore encourage, deeper learning
  – feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  – assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**
  In practice, this means:
  – feedback is directed to the achievement of standards and away from comparisons with peers
  – feedback is clear and constructive about strengths and weaknesses
  – feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**
  In practice, this means:
  – assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**
  In practice, this means:
  – assessment against standards provides opportunities for all learners to achieve their best
  – assessment activities are free of bias.

11.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Geography have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Geography Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgements to report student progress in relation to individual learning goals.

11.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of Geography should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Geography it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Geography need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Geography to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Geography particularly lends itself to the following assessment techniques:

Inquiry-based research assignments and projects
Assessment activities might include an independent geographical research task to investigate geographical issues and processes, a web-based research assignment, or the development of a media portfolio.

When this technique is used for assessment purposes, students could be assessed on their ability to:
- gather and analyse geographical information
- research geographical information
- communicate geographical information.

Fieldwork activities
Assessment activities might include pre-fieldwork and post-fieldwork tasks as well as the actual fieldwork itself (eg the development of a questionnaire to be used in the fieldwork, the collection of information in the field, and the writing up of a report to communicate the fieldwork findings).

When this technique is used for assessment purposes students could be assessed on their ability to:
- investigate key geographical questions
- develop geographical tools to be used in fieldwork tasks
- use geographical tools while on fieldwork
- communicate geographical information collected through fieldwork.

Presentations
Assessment activities might include prepared and impromptu oral presentations, role-plays, poster presentations, prepared video/audio tapes and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:
- participate in scenarios
- communicate geographical information effectively using oral and graphical forms.

Peer assessment
Geography encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contributions of individuals to a group task, and reflecting on a peer presentation.

Self-assessment
In Geography, students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

12 Glossary

For the purposes of this syllabus the following terms and definitions are supplied.

Asia–Pacific	The region that includes north-east and south-east Asia, Australasia, Melanesia and Polynesia.
biodiversity	The variety of living organisms on earth, including diversity within and between species.
biosphere	The realm of earth that includes all plant and animal life forms.
citizenship	Membership of a nation-state that entails certain rights and responsibilities. Informed and active citizenship involves individuals and groups influencing decision-making at local, state, federal and global scales, and actively participating in community activities and public affairs.
civics	An identifiable body of knowledge, skills and understanding relating to the interactions of individuals, groups and governments in society, including a country's political and social heritage, democratic processes, government, public administration and judicial system.
community	An identifiable group interacting on the basis of shared space and/or social organisation.
culture	The body of beliefs, attitudes, skills and tools with which members of a community structure their lives and interact with their environment.
democratic processes	The processes through which individuals and groups participate in decision-making about governance, rights and values.
developed world	Countries, such as the US, UK, France, Germany, Japan and Australia, that have high economic productivity, relatively high standards of living and relatively democratic systems of government.
developing world	A term used to describe and group the world's poorest countries – which surpass the developed world in terms of population and area of the earth's surface they occupy. Previously referred to as 'South' and 'Third World' countries.
ecological sustainability	The ability to meet the needs of the present generation without compromising the ability of future generations to meet their needs.
ecosystem	A system formed by the interactions of the living organisms (plants, animals and humans) and physical elements of an environment.
environment	The total physical and biotic features and influences surrounding a place or organism.
geographical issues	Areas of concern that arise due to changes in environments and which can be investigated in spatial and ecological dimensions.
geographical processes	The combinations of physical and human forces that form and transform the world.
habitat	The environment in which an organism lives; the land and resources (food and shelter) required to support an organism.
heritage	The assets, traditions and/or culture that belong to an individual, group,

	community or nation as a result of birth, inheritance or membership.
human environment	Those parts of the total environment altered or created by people.
human rights	Universal rights of individuals such as freedom of speech and religion and equality before the law that cannot be overridden by the public interest.
ICT	Information and communication technologies including word-processing, graphics, audio, multimedia and other computer applications.
local scale	A scale of human organisation large enough to include distinct social, cultural and economic activity, yet small enough to provide familiar study.
nation-state	The political unit of people living in a defined territory, with government authority over their economy, political organisation and external security.
perspective	A way of viewing the world, the people in it, their relationships with each other and with their environments. For example, people might have different perspectives because of their Aboriginal background, gender, culture, socio-economic status or religion.
physical environment	Includes water, air, living things, sunlight and natural features of the earth's surface.
political organisation	A body of people organised for political activity. Its scale may be local (eg a residents' action group), regional, statewide, national or international.
primary material	Original material collected by the author. It includes measurements, survey responses, photographs, digital images, maps and sketches.
research action plan	A plan for achieving a research task. It involves identifying an aim, asking specific geographical questions, identifying the data needed and the time and resources available.
secondary sources	Sources of data collected by someone other than the author, eg maps, sketches and images.
social justice	Fair and just treatment by a society of individuals and groups within it.
World Heritage sites	The sites that have been added to the United Nations' World Heritage register because of universal historical, cultural, ecological or geological significance.