NSW Education Standards Authority

NSW Syllabus

Geography Elective

Years 7–10
Syllabus

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Contents

Introduction

The K–10 curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines 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.

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

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Geography Elective Years 7–10 Syllabus* contributes to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with special education needs

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from Years 7–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate Stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate Stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- HSIE
- Special education
- Life Skills.

Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students learning English as an additional language or dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

Geography Elective Key

The following codes and icons are used in the *Geography Elective Years 7–10 Syllabus*.

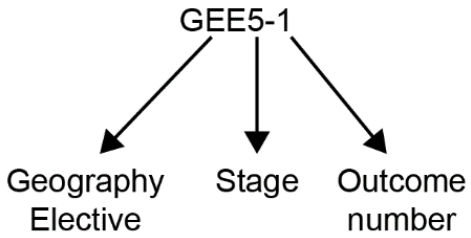
Outcome coding

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Stage 4, Stage 5 and Life Skills are represented by the following codes:

Stage	Code
Stage 4	4
Stage 5	5
Life Skills	LS

In the Geography Elective syllabus, outcome codes indicate subject, Stage and outcome number. For example:



Outcome code	Interpretation
GEE5-1	Geography Elective, Stage 5 – Outcome number 1
GEELS-6	Geography Elective, Life Skills – Outcome number 6

Geographical tools

Geographical tools are used by geographers during an inquiry to acquire, process and communicate geographical information.

Students are to be provided with opportunities to engage with each of the geographical tools during each Stage of learning. Teachers will make decisions about the specific geographical tools appropriate to support the intended learning for the Stage.

The Years 7–10 Geographical Tools Continuum provides examples of tools students may use in each Stage of learning.

It is intended that students progressively move from using tools to interpret geographical data and information in earlier Stages of learning, to being able to develop and create tools for representing, synthesising and communicating the findings of geographical inquiry.

Code type	**Code**
Maps	**M**
Fieldwork	**F**
Graphs and statistics	**GS**
Spatial technologies	**ST**
Visual representations	**VR**

For example:

- explanation of distinctive landforms **M VR**

Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Other learning across the curriculum areas

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Rationale

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

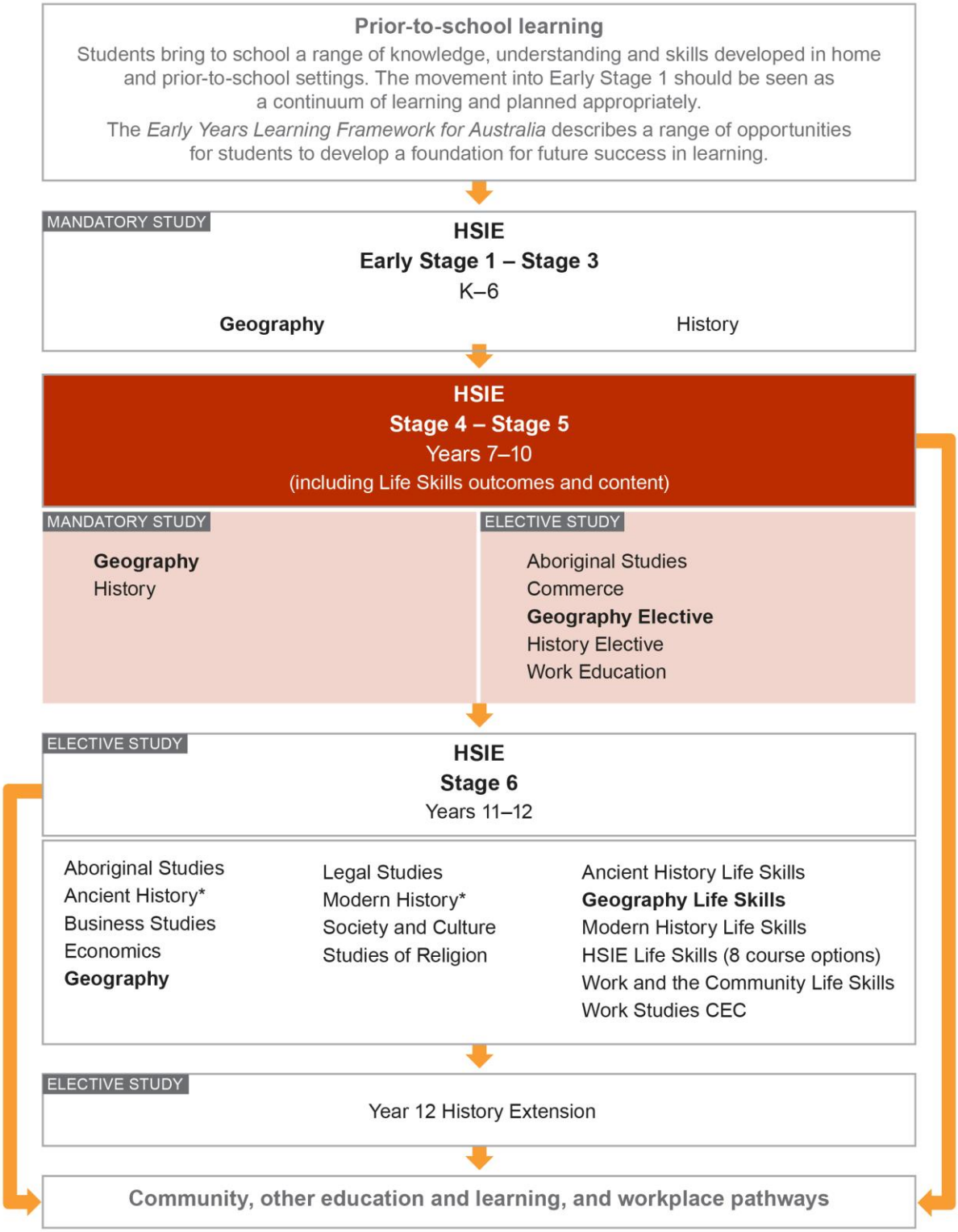
Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry, including understanding and observing ethical practices.

The study of Geography Elective enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

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 of study through a range of flexible approaches.

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



* Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Aim

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

Objectives

Knowledge and understanding

Students develop knowledge and understanding of:

- the features and characteristics of places and environments across a range of scales
- interactions between people, places and environments
- contemporary geographical issues and their management.

Skills

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Values and attitudes

Students value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

Outcomes

Table of objectives and outcomes – continuum of learning

Knowledge and understanding

Objectives

Students develop knowledge and understanding of:

- the features and characteristics of places and environments across a range of scales
- interactions between people, places and environments
- contemporary geographical issues and their management.

Stage 4 outcomes A student:	**Stage 5 outcomes** A student:
GEE4-1 describes the diverse features and characteristics of a range of places, environments and activities	**GEE5-1** explains the diverse features and characteristics of a range of places, environments and activities
GEE4-2 describes geographical processes and influences that form and transform places and environments	**GEE5-2** explains geographical processes and influences that form and transform places and environments
GEE4-3 explains patterns associated with natural phenomena and human activity	**GEE5-3** analyses patterns associated with natural phenomena and human activity at a range of scales
GEE4-4 describes the interactions and connections between people, places and environments that impact on sustainability	**GEE5-4** assesses the interactions and connections between people, places and environments that impact on sustainability
GEE4-5 describes contemporary geographical issues and events	**GEE5-5** accounts for contemporary geographical issues and events that impact on places and environments
GEE4-6 discusses perspectives of people and organisations on a range of geographical issues	**GEE5-6** explains how perspectives of people and organisations influence a range of geographical issues
GEE4-7 examines the management strategies of individuals, groups and governments	**GEE5-7** analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues

Skills

Objectives

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Stage 4 outcomes A student:	**Stage 5 outcomes** A student:
GEE4-8 acquires and processes geographical information by selecting and using geographical tools for inquiry	**GEE5-8** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GEE4-9 communicates geographical information using a variety of strategies and geographical tools	**GEE5-9** communicates geographical information to a range of audiences using a variety of strategies and geographical tools

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.

Stage Statements

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

Stage 4

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They explain interconnections within environments and between people, places and environments. Students discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors. They describe the influence of individuals, groups and governments.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities, ethical understanding and workplace skills.

Stage 5

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students assess strategies to address geographical challenges and the role of individuals, groups and governments.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They analyse significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities, ethical understanding and workplace skills.

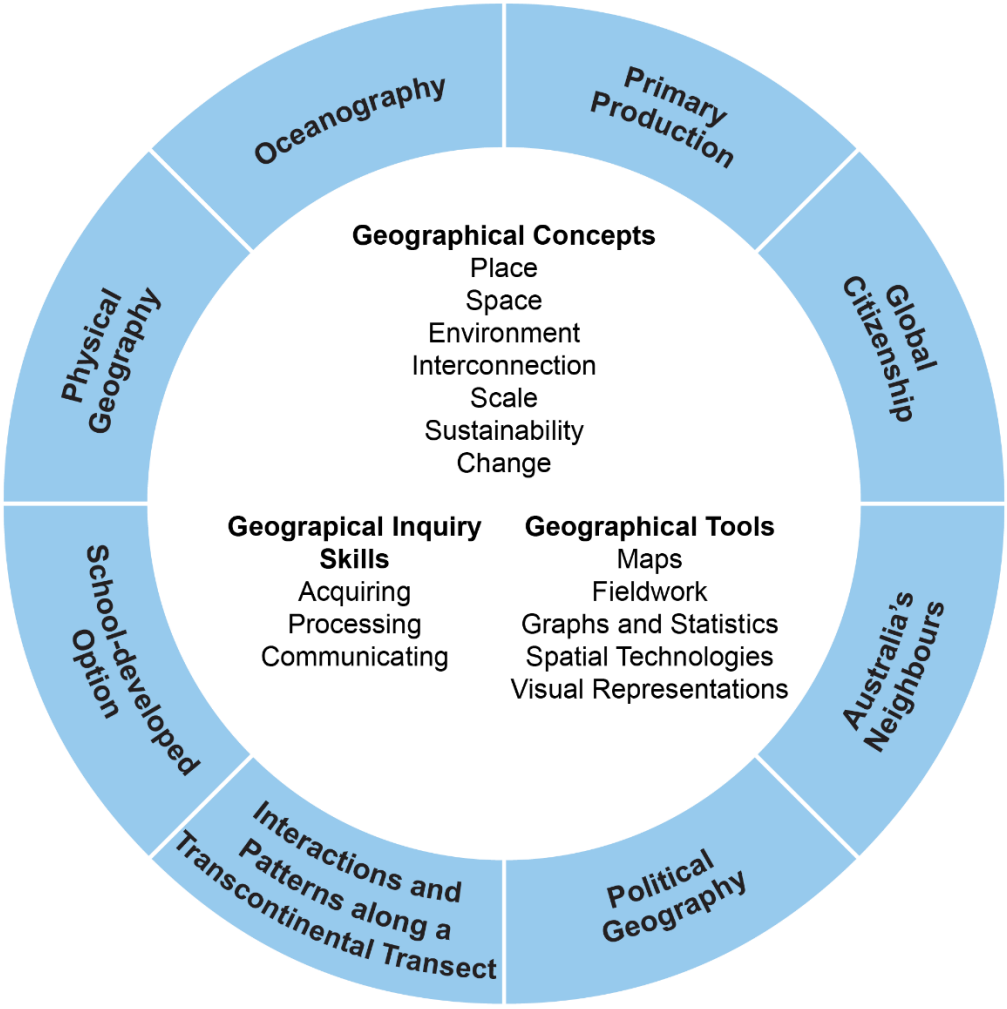
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required, based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next Stage of learning.

Organisation of content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Course structure and requirements

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

Courses are structured in the following ways:

- 100 hours with a minimum of THREE topics
- 200 hours with a minimum of FIVE topics.

Across a 100-hour course or a 200-hour course students may study only ONE School-developed Option.

Topics

25–40 indicative hours each

1. Physical Geography
2. Oceanography
3. Primary Production
4. Global Citizenship
5. Australia's Neighbours
6. Political Geography
7. Interactions and Patterns along a Transcontinental Transect
8. School-developed Option

Geographical concepts, skills and tools
The geographical concepts, skills and tools are to be integrated with the content of the Geography Elective course.

The contexts chosen in the Geography Elective topics must not overlap or duplicate significantly any of the contexts studied in the *Geography K–10 Syllabus* or the *Geography Stage 6 Syllabus*.

Overview of teaching and learning

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

All students must undertake fieldwork in Stage 4 and Stage 5. Some students with special education needs may require adjustments and/or additional support in order to engage in fieldwork.

Geographical concepts

NSW syllabuses provide a context within which to develop core knowledge and understanding and skills considered important for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, communication and information technology skills.

The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically.

The Years 7–10 Geographical Concepts Continuum provides an overview of when each concept is introduced to students and examples of how students' understanding of concepts may be developed across Stage 4 and Stage 5.

Place

The concept of place is about the significance of places and what they are like.

An understanding of the concept of place may be developed in the following ways:

- Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example landforms and people, while others are intangible, for example scenic quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.
- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example: natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource; and environmental degradation.

Space

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.

An understanding of the concept of space may be developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.
- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.

Environment

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

An understanding of the concept of environment may be developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
- The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be managed but not eliminated by prevention, mitigation and preparedness.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

An understanding of the concept of interconnection may be developed in the following ways:

- People and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, for example the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.

Scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

An understanding of the concept of scale may be developed in the following ways:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale, but soil and drainage may be the main factors at the local scale.
- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

Sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

An understanding of the concept of sustainability may be developed in the following ways:

- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).
- An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

Change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

An understanding of the concept of change may be developed in the following ways:

- Environmental change can occur over both short and long-term timeframes, and both timescales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects places differently.
- An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

Years 7–10 geographical concepts continuum

Concept	Stage 4	Stage 5
Place *the significance of places and what they are like*	• factors influencing people's perceptions of places • the special significance place has to some people	• the effect of local and global geographical processes on tangible places such as a country as well as less tangible places such as a community
Space *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in*	• how location influences the ways people organise places	• conflicts arising from competing uses of space and resources
Environment *the significance of the environment in human life, and the important interrelationships between humans and the environment*	• processes that form and transform environments across the world • the aesthetic, cultural, spiritual and economic value of environments to people • the effect of human activities on natural and human environments	• the function and importance of the environment • the quality of the environment • significant environmental challenges
Interconnection *no object of geographical study can be viewed in isolation*	• how people are affected by the environment • how people affect the environment	• the economic, social and environmental factors influencing spatial variations in primary production
Scale *the way that geographical phenomena and problems can be examined at different spatial levels*	• management of geographical challenges across a range of scales from local to global • responses and actions undertaken by governments, organisations and individuals • communities operating at local and global scales	• interactions between geographical processes at different scales • local alterations to environments can have global consequences • changes at a global level can affect local environments • management and protection of places and environments at local, regional, national and global scales

Concept	Stage 4	Stage 5
Sustainability *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*	• the need to manage environments for a long-term future • sustainable management approaches	• short and long-term implications of environmental change • the importance of sustainable practices • sustainable environmental management approaches • the protection of places and environments as a result of sustainable management practices
Change *explaining geographical phenomena by investigating how they have developed over time*	• changes to places over time through natural and human geographical processes and events • the effect of management strategies in reducing the impact of natural and human processes	• the protection of places and environments as a result of sustainable management practices

Geographical inquiry skills

Geographical inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or collaborative investigations that start with geographical questions and proceed through the collection, evaluation, interpretation and analysis of information to the development of conclusions and proposals for actions. Students apply their geographical skills and use geographical tools during an inquiry process to acquire, process and communicate geographical information and form proposals and, where appropriate, act upon them. Inquiries may vary in scale and geographical context. Fieldwork provides opportunities for students to be involved in an active inquiry outside the classroom.

It is not intended that students would always undertake a complete inquiry process. For example, teachers could provide students with data to represent or analyse rather than have students acquire or collect the information themselves. Throughout the years of schooling, inquiry will progressively move from more teacher-centred to more student-centred as students develop skills and experience with inquiry processes.

The stages of a complete inquiry are:

Acquiring geographical information

- identify an issue or problem
- develop geographical questions to investigate the issue or problem
- collect primary geographical data
- gather geographical information from secondary sources
- record information

Processing geographical information

- evaluate data and information for reliability and bias
- represent data and information in appropriate forms
- interpret data and information gathered
- analyse findings and results
- draw conclusions

Communicating geographical information

- communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience
- reflect on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry
- propose actions and predict outcomes
- where appropriate, take action.

Years 7–10 geographical inquiry skills continuum

Stage	Acquiring geographical information	Processing geographical information	Communicating geographical information
Stage 4	Students: • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources	Students: • evaluate information sources for their reliability and usefulness • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships • apply geographical concepts to draw conclusions based on the analysis of the data and information collected	Students: • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal

Stage	Acquiring geographical information	Processing geographical information	Communicating geographical information
Stage 5	Students: • develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts • collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources	Students: • evaluate information sources for their reliability, bias and usefulness • represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies • represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate • evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes • apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives • identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions	Students: • present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate • reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal

Geographical tools

Geographical tools are used by geographers during an inquiry to acquire, process and communicate geographical information.

Students are to be provided with opportunities to engage with each of the geographical tools during each Stage of learning. Teachers will make decisions about the specific geographical tools appropriate to support the intended learning for the Stage. Some students with special education needs may require adjustments to access the selected geographical tool.

The Years 7–10 Geographical Tools Continuum provides examples of tools students may use in each Stage of learning.

It is intended that students progressively move from using tools to interpret geographical data and information in earlier Stages of learning, to being able to develop and create tools for representing, synthesising and communicating the findings of geographical inquiry.

Maps – M

Maps take many forms and include digital and non-digital mediums. Examples include, but are not limited to, pictorial maps, large-scale and small-scale maps, relief maps, choropleth maps, flowline maps, cadastral maps, isoline maps, land use maps, physical maps, political maps, précis maps, cultural mapping, road maps, thematic maps, tactile maps, topographic maps and special-purpose maps. Maps are used to locate, visualise, represent, display and record spatial data.

Fieldwork – F

Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry. Fieldwork can enhance learning opportunities for all students because it caters for a variety of teaching and learning approaches. The enjoyable experience of active engagement in fieldwork helps to create and nurture a lifelong interest in and enthusiasm for the world students live in.

Fieldwork involves observing, measuring, collecting and recording information outside the classroom. Fieldwork can be undertaken within the school grounds, around local neighbouring areas or at more distant locations. In some instances, it may be necessary to use information and communication technology to undertake virtual fieldwork.

When conducting fieldwork, there are ethical issues to consider such as impacts on environments, implications for plants and animals, or Intellectual Property (IP) where fieldwork involves people. If the fieldwork is proposed for Aboriginal sites or about Aboriginal Peoples, Indigenous intellectual and cultural property is an ethical consideration.

In those cases, participants should be familiar with a range of cultural protocols for working with Aboriginal communities and ensure appropriate consultation with local communities and education consultants occurs. (Further information on these protocols can be found in *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols* on the NESA website.)

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 geographical processes that form and transform environments
- use a range of geographical tools 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. Fieldwork activities should be integrated with the teaching and learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, field measurements and inquiry learning. Fieldwork activities may be specific to a topic or may be integrated across the Geography curriculum.

Students must undertake and participate in fieldwork in each Stage of learning. In the early years of learning students should be guided to observe their local area such as weather and vegetation or interviewing family and community members about connections to other places. Some students with special education needs may require adjustments and/or additional support in order to engage in fieldwork.

There will be an increasing emphasis on independent observation and analysis of data in Stages 4–5. There are many opportunities for fieldwork in Stages 4–5 such as investigating geomorphic processes that create local landscapes, investigating the characteristics of a local place or observing aspects of human-induced environmental changes that challenge sustainability in local or regional landscapes.

Graphs and statistics – GS

Graphs, also called charts, take many forms and include digital and non-digital mediums. Examples include, but are not limited to, tally charts, pictographs, column graphs, line graphs, pie graphs, weather charts, climate graphs and population profiles.

Statistics also take many forms and include digital and non-digital mediums. Students begin with basic data tables and progress to complex representations of statistics on common themes. Graphs and statistics are used to collate, organise, illustrate, summarise and compare patterns, relationships and trends in geographical data and information.

Spatial technologies – ST

Spatial technologies include any software or hardware that interacts with real world locations. Examples include, but are not limited to, virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing and augmented reality. Spatial technologies are used to visualise, manipulate, analyse, display and record spatial data.

Visual representations – VR

Visual representations take many forms and include digital and non-digital mediums. Examples include, but are not limited to, diagrams, images, photographs, paintings, illustrations, symbols, models, posters, collages, cartoons, multimedia, infographics and mind maps. Visual representations are used to display, visualise, analyse and communicate geographical data and information.

Years 7–10 geographical tools continuum

Geographical tools	Stage 4	Stage 5
Maps (M)	• sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cultural mapping, cartograms, synoptic charts • maps to identify transects, direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief	• relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, cultural mapping, special-purpose maps, cartograms, synoptic charts • maps to identify transects, direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief
Fieldwork (F)	• observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, global positioning systems (GPS), geographic information systems (GIS)	• observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, global positioning systems (GPS), geographic information systems (GIS) or remote sensing
Graphs and statistics (GS)	• data tables • pie graphs • column graphs • compound column graphs • line graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends	• data tables • pie graphs • column graphs • compound column graphs • line graphs • scatter graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends; and to account for change

Geographical tools	Stage 4	Stage 5
Spatial technologies (ST)	• virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS)	• virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS) • remote sensing data • augmented reality
Visual representations (VR)	• photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field sketches • cartoons • web and app tools	• photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field and photo sketches • cartoons • mind maps • web and app tools

Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the syllabus in the following ways.

Aboriginal and Torres Strait Islander histories and cultures

The study of Geography Elective provides valuable opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. It emphasises the relationships people have with places and their interconnections with the environments in which they live. The study of Geography Elective integrates Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on places, including in environmental management and local and regional economies. Students learn that there are different ways of thinking about and interacting with the environment and how this can influence sustainable development. Geography Elective provides opportunities for students to explore how the practices of Aboriginal Peoples, as the oldest, continuous cultures in the world, support the sustainable use of environments.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the *Principles and Protocols* relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's engagement with Asia

Students learn about and recognise the diversity within and between the countries of the Asia region and how this diversity influences the way people perceive and interact with places and environments. Through the study of Geography Elective, students have opportunities to develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Students are provided with opportunities to recognise Asia as an important region of the world.

Sustainability

The study of Geography Elective provides students with opportunities to develop the knowledge, understanding, skills, values and attitudes necessary for them to act in ways that contribute to more sustainable ways of living. Students have opportunities to develop an understanding that sustainability is focused on environmental protection to create a more ecologically and socially just world and that sustainable living requires environmental, social, cultural and economic considerations, and informed action.

In Geography Elective, students examine the effects of human challenges to sustainability, and strategies to address these. Students evaluate the effects of strategies on environments, economies and societies, and recognise that they can contribute to actions that support more sustainable ways of living.

Critical and creative thinking

In Geography Elective, students are provided with opportunities to develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and practise critical and creative thinking by using strategies that help them think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers. Students develop an understanding of the value and process of developing creative questions and the importance of speculation. Students are encouraged to be curious and imaginative in investigations and fieldwork and to think creatively about the ways that the places and spaces they use might be better designed, and about possible, probable and preferable futures.

Ethical understanding

Geography Elective provides students with opportunities to develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and how reasoning can assist ethical judgement. The investigation of current geographical issues and evaluation of findings against the criteria of environmental protection, economic prosperity and social advancement raises ethical questions that students explore to develop informed values and attitudes. They become aware of their own roles and responsibilities as citizens and develop an awareness of the influence that values and behaviour have on others. When undertaking fieldwork, students have opportunities to learn about ethical procedures for investigating and working with people and places. When thinking about the environment, students consider their responsibilities to protect other forms of life that share the environment.

Information and communication technology capability

Students develop information and communication technology (ICT) capability by maximising use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment. Geography Elective provides students with opportunities to locate, select, evaluate, communicate and share geographical information using digital and spatial technologies. They explore the effects of technologies on places, on the location of economic activities and on people's lives and develop an understanding of the geographical changes produced by the increasing use of technology.

Intercultural understanding

The study of Geography Elective provides students with opportunities to develop their intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others and understand the variable and changing nature of culture. Students engage with and develop an understanding of diverse cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect.

Students are provided with opportunities to learn about the diversity of the world's peoples, places and environments and investigate interconnections between them. They are encouraged to learn the meaning and significance that places hold, to appreciate how various cultural identities are shaped, to interpret different perspectives and challenge stereotypical or prejudiced representations of social and cultural groups. Through studying people in diverse places, they are provided with opportunities to recognise their similarities with other people, better understand their differences, and demonstrate respect for cultural diversity and the human rights of all people in local, national, regional and global settings.

Literacy

The study of Geography Elective provides students with opportunities to develop literacy capability as they explore, discuss, analyse and communicate geographical information, concepts and ideas. They use a wide range of informational and literary texts, for example interviews, reports, stories, photographs and maps, to help them understand the people, places and environments that make up the world. They learn to evaluate texts and recognise how language and images can be used to make and manipulate meaning.

Students are provided with opportunities to develop literacy skills as they use language to pose distinctively geographical questions and use geographical vocabulary. They plan a geographical inquiry, acquire and process information, communicate their findings, reflect on their inquiry and respond to what they have learned. They are provided with opportunities to comprehend and compose graphical and visual texts through working with maps, visual representations and remotely sensed and satellite images.

Numeracy

Students have opportunities in Geography Elective to develop numeracy capability as they investigate concepts fundamental to Geography, including the effects of location and distance, spatial distributions and the organisation and management of space within places. They apply numeracy skills in geographical analysis by counting and measuring, constructing and interpreting tables and graphs, calculating and interpreting statistics and using statistical analysis to test relationships between variables. In constructing and interpreting maps, students work with numerical concepts of scale, distance and area.

Personal and social capability

In studying Geography Elective, students are provided with opportunities to develop personal and social capability as they engage in geographical inquiry, and develop an understanding of how geographical knowledge informs their personal identity, sense of belonging and capacity to empathise with others, as well as offering opportunities for contributing to their communities. Inquiry-based learning in Geography Elective provides opportunities for students to develop their capacity for self-management and independent learning, enabling them to apply geographical understanding to decisions they will have to make in the future. Through working collaboratively in the classroom and in the field, students are encouraged to develop their interpersonal and social skills, and to appreciate the different insights and perspectives of other group members.

Civics and citizenship

As students engage in learning in Geography Elective, they have opportunities to develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens. Students explore ways they can shape their lives, value their belonging in a diverse and dynamic society, and positively contribute at a range of scales. 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. Students examine the role of citizens and have opportunities to participate in decision-making and to exercise critical judgement as Australian and global citizens.

Difference and diversity

Geography Elective is well placed to develop students' knowledge and understanding of the difference and diversity amongst people within and between communities. They are provided with opportunities to identify and empathise with the varying perspectives of individuals and groups and attempt to understand the actions, values, attitudes and motives of people. Students are encouraged to value difference and to challenge social injustice that is caused by attitudes to difference. Students are encouraged to investigate how diversity contributes to a sense of community and identity, including national identity.

Work and enterprise

Geography Elective provides students with opportunities to develop knowledge and understanding of employment as a factor contributing to spatial distributions of human activity. Students explore the sustainability of human practices and their impact on work and enterprises. Students are also provided with opportunities to learn how organisations in Australia and overseas have a role in community action, such as environmental protection and conflict over resources.

Content for Years 7–10

Geographical concepts

The following geographical concepts are to be integrated throughout Stage 4 and Stage 5.

- **Place:** *the significance of places and what they are like*
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in*
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment*
- **Interconnection:** *no object of geographical study can be viewed in isolation*
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels*
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*
- **Change:** *explaining geographical phenomena by investigating how they have developed over time*

Geographical inquiry skills

The following geographical inquiry skills are to be integrated throughout Stage 4.

Acquiring geographical information

- develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts
- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources

Processing geographical information

- evaluate information sources for their reliability and usefulness
- represent data in a range of appropriate forms, with and without the use of digital and spatial technologies
- represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
- analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships
- apply geographical concepts to draw conclusions based on the analysis of the data and information collected

Communicating geographical information

- present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal

The following geographical inquiry skills are to be integrated throughout Stage 5.

Acquiring geographical information

- develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources

Processing geographical information

- evaluate information sources for their reliability, bias and usefulness
- represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies
- represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives
- identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions

Communicating geographical information

- present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate
- reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal

Geographical tools

The following geographical tools are to be integrated throughout Stage 4.

Maps – M

- sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cultural mapping, cartograms, synoptic charts
- maps to identify transects, direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief

Fieldwork – F

- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
- fieldwork instruments such as weather instruments, vegetation identification charts, compasses, global positioning systems (GPS), geographic information systems (GIS)

Graphs and statistics – GS

- data tables
- pie graphs
- column graphs
- compound column graphs
- line graphs
- climate graphs
- population profiles
- multiple tables and graphs presented on a geographical theme
- statistics to find patterns and trends

Spatial technologies – ST

- virtual maps
- satellite images
- global positioning systems (GPS)
- geographic information systems (GIS)

Visual representations – VR

- photographs
- aerial photographs
- illustrations
- flow charts
- annotated diagrams
- multimedia
- field sketches
- cartoons
- web and app tools

The following geographical tools are to be integrated throughout Stage 5.

Maps – M

- relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, cultural mapping, special-purpose maps, cartograms, synoptic charts
- maps to identify transects, direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief

Fieldwork – F

- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
- fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, global positioning systems (GPS), geographic information systems (GIS) or remote sensing

Graphs and statistics – GS

- data tables
- pie graphs
- column graphs
- compound column graphs
- line graphs
- scatter graphs
- climate graphs
- population profiles
- multiple tables and graphs presented on a geographical theme
- statistics to find patterns and trends; and to account for change

Spatial technologies – ST

- virtual maps
- satellite images
- global positioning systems (GPS)
- geographic information systems (GIS)
- remote sensing data
- augmented reality

Visual representations – VR

- photographs
- aerial photographs
- illustrations
- flow charts
- annotated diagrams
- multimedia
- field and photo sketches
- cartoons
- mind maps
- web and app tools

Some students with special education needs may require adjustments to access geographical tools, eg tactile maps.

Physical Geography

Outcomes

A student:

- explains the diverse features and characteristics of a range of places, environments and activities GEE5-1
- explains geographical processes and influences that form and transform places and environments GEE5-2
- analyses patterns associated with natural phenomena and human activity at a range of scales GEE5-3
- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-1, GEE4-2, GEE4-3, GEE4-4, GEE4-5, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-1, GEELS-2, GEELS-3, GEELS-4, GEELS-5, GEELS-8, GEELS-9

Content focus

The geographical processes that form and transform the physical world.

The content provides opportunities for students to investigate learning across the curriculum content including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Plate tectonics

Students:

- investigate the processes involved in volcanic and earthquake activity, folding and faulting, for example:
  - location of major tectonic plates and their boundaries **M ST**
  - discussion of evidence of tectonic plate movement **GS VR**
  - explanation of the relationships between plate boundaries and major physical features **VR**

Physical processes

Students:

- investigate the processes of weathering, erosion, deposition and mass movement, for example:
  - explanation of physical and chemical weathering processes and the role of weathering in shaping the landscape **VR**
  - description of types of mass movement **VR**
  - discussion of the role played by humans in mass movement
  - examination of erosion and deposition including the role of water, wind and ice in transforming the land **F**

Climate

Students:

- investigate patterns and processes associated with climate, for example:
  - explanation of global atmospheric circulations: insolation, pressure, wind, temperature, precipitation **M**
  - description of global climatic patterns **M**
  - examination of factors affecting climate: latitude, altitude, maritime and continental influences **F VR**
  - explanation of issues resulting from climate change **ST**

Weather

Students:

- investigate patterns and processes associated with weather and weather events, for example:
  - discussion of factors affecting temperature and humidity **GS VR**
  - description of meteorological processes that produce different types of rainfall and extreme weather events: droughts, floods, storms **M VR**
  - assessment of the impact of an extreme weather event on a community
  - examination of Aboriginal, Torres Strait Islander and/or international Indigenous perspectives on patterns and processes associated with weather and climate

Biogeography

Students:

- investigate the biogeography of one vegetation community, for example:
  - identification of ways vegetation is classified **VR**
  - explanation of soil-forming processes and the relationship between soil and vegetation **VR**
  - examination of the spatial distribution and physical characteristics of one vegetation community **M VR F**
  - analysis of human impact on the selected vegetation community, including that of Aboriginal Peoples **VR**

Investigative study

Students:

- investigate at least one environment produced by biophysical processes and human interactions in a particular location, for example:
  - identification of the main biophysical processes in the selected study **F VR**
  - explanation of the processes that create the features of the environment
  - description of human interactions with the environment **VR**

Examples that could be used to illustrate aspects of the content include:

- *Tracts of Wiradjuri Country, New South Wales*
- *The Ok Tedi Mine, Papua New Guinea*
- *Towra Point Nature Reserve, Sydney*
- *The Mekong Delta, Vietnam*
- *The Grand Canyon, USA*
- *Franz Josef Glacier, New Zealand*
- *The Bolivian Glaciers, Bolivia*

Teachers may develop their own examples.

The contexts chosen in the Geography Elective topics must not overlap or duplicate significantly any of the contexts studied in the *Geography K–10 Syllabus or Geography Stage 6 Syllabus.*

Oceanography

Outcomes

A student:

- explains geographical processes and influences that form and transform places and environments GEE5-2
- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues GEE5-7
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-2, GEE4-4, GEE4-5, GEE4-7, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-2, GEELS-4, GEELS-5, GEELS-7, GEELS-8, GEELS-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

The world's oceans

Students:

- investigate features of the world's oceans, for example:
  - description of the spatial distribution of the world's oceans and ocean currents **M**
  - examination of the major physical features of the ocean floor **VR**
  - comparison of contrasting ocean ecosystems **VR**

Value of the oceans

Students:

- investigate the importance of the world's oceans, for example:
  - explanation of the link between ocean currents and global climate **M**
  - examination of El Niño and La Niña and influences on weather and climate **VR**
  - discussion of the value of the ocean as a habitat for marine species **GS VR**
  - analysis of the economic value of ocean resources **GS**

Ownership and control

Students:

- investigate the ownership of and control over ocean waters and resources, for example:
  - explanation of patterns of ownership and exploitation of ocean resources **M GS**
  - discussion of the value of oceans as part of the 'global commons'
  - examination of international treaties and agreements that deal with ocean resources
  - discussion of Aboriginal, Torres Strait Islander and other Indigenous Peoples' rights in relation to oceans

Investigative study

Select at least ONE issue relating to the use of oceans, for example whaling, fishing, waste disposal, nuclear testing, rights of Indigenous Peoples, oil and mineral exploitation, shipping, tourism.

Students:

- investigate the nature and spatial distribution of the issue:
  - description of the issue **GS**
  - examination of the spatial distribution of the issue **M ST**
  - explanation of contributing causes to the issue

- investigate geographical processes related to the issue:
  - identification of relevant geographical processes **F VR**
  - explanation of the importance of the identified processes to the ocean

- investigate the role of individuals, groups and governments involved in the issue:
  - examination of different perspectives on the issue
  - description of contemporary management practices and conflict-resolution processes relevant to the issue **VR**
  - evaluation of contemporary management practices in terms of ecological sustainability

Examples that could be used to illustrate aspects of the content include:

- *Aboriginal Peoples' rights to lands and waters (rights of Indigenous Peoples)*
- *Impact of microplastics on the marine environment (waste disposal)*
- *Offshore oil exploration (oil and mineral exploitation)*
- *Whaling in the Southern Ocean (whaling)*

Teachers may develop their own examples.

Primary Production

Outcomes

A student:

- explains the diverse features and characteristics of a range of places, environments and activities GEE5-1
- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- explains how perspectives of people and organisations influence a range of geographical issues GEE5-6
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-1, GEE4-4, GEE4-5, GEE4-6, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-1, GEELS-4, GEELS-5, GEELS-6, GEELS-8, GEELS-9

Content focus

The patterns, functions and issues associated with primary production.

The content provides opportunities for students to investigate learning across the curriculum content including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Primary production

Students:

- investigate the nature and spatial distribution of primary production, for example:
  - identification of different types of primary production and associated characteristics: agriculture (intensive, extensive, subsistence, commercial); mining (open-cut, underground, drilling); fishing (driftnet, longline, aquaculture) and forestry (selective logging, clear-felling, plantation farming) **VR**
  - analysis of global patterns of agricultural, mining, fishing and forestry production **M**

Role of primary production

Students:

- investigate the importance of primary production across a range of scales, for example:
  - description of the importance of primary production to the local, national and global community
  - analysis of current trends in primary production, eg the changing role of technology **GS**
  - examination of the involvement of multinationals in primary production
  - prediction of future patterns of primary production at different scales

Investigative study

Select at least ONE activity relating to primary production operating at a local, regional or global scale.

Students:

- investigate the nature and characteristics of the selected primary production in operation:
  - description of its location at a local, regional or global scale **M ST**
  - examination of the characteristics of the primary production **F**
  - description of the relevant geographical processes **VR**

- investigate the impact of the primary production:
  - examination of environmental, social and economic impacts of the activity **F**
  - discussion of strategies to achieve sustainability

- investigate contemporary issues related to the primary production:
  - identification of relevant contemporary issues **GS VR**
  - analysis of one contemporary issue including the perspectives and influence of individuals, groups and governments in relation to the issue

Examples that could be used to illustrate aspects of the content include:

- *Agriculture and the Murray-Darling Basin*
- *Sustainable rice irrigation in Bali*
- *Palm oil production in Indonesia*
- *Fishing and sustainability in the Galapagos*

Teachers may develop their own examples.

Global Citizenship

Outcomes

A student:

- explains geographical processes and influences that form and transform places and environments GEE5-2
- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- explains how perspectives of people and organisations influence a range of geographical issues GEE5-6
- analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues GEE5-7
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-2, GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-2, GEELS-4, GEELS-5, GEELS-6, GEELS-7, GEELS-8, GEELS-9

Content focus

The role of informed, responsible and active global citizenship.

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Nature of citizenship

Students:

- investigate citizenship across a range of scales, for example:
  - discussion of the roles and responsibilities of Australian citizens
  - identification of connections between Australian citizens and the world **M GS**
  - explanation of differences between national and global citizenship

Global citizenship

Students:

- investigate the values, attitudes and ideas of global citizens:
  - examination of values and attitudes underpinning global citizenship
  - discussion of ideas associated with global citizenship, eg global awareness, understanding varying perspectives, mutual dependency, intercultural understanding, shared responsibility for the world and reciprocal learning
  - explanation of connections between global citizenship and sustainability
  - discussion of varying perspectives about global citizenship

Global challenges

Students:

- investigate how global challenges are addressed through action at a global scale, for example:
  - identification of global environmental, social or economic challenges such as human wellbeing, human rights, conflict, disease and climate change **GS**
  - description of ways the global community addresses these challenges such as treaties, aid, investment, international response and preparedness, community projects and partnerships **VR GS**
  - examination of the roles of individuals, groups and governments in discussing issues of global concern, examining their causes, proposing and planning action, taking action and reflecting on outcomes

Investigative study

Australians as global citizens

Students select ONE environmental, social or economic challenge at a global scale in which Australians play a global citizenship role.

Students:

- investigate the actions of the Australian government in addressing the selected challenge:
  - discussion of Australia's role as a global citizen such as membership of Intergovernmental Organisations (IGOs), multilateral and bilateral treaties, eg the Universal Declaration of Human Rights and government programs
  - examination of ONE Australian government program demonstrating global citizenship, eg promoting improved quality of life for people with disability in developing countries **M GS**

- investigate the actions of individuals, groups and community organisations in addressing the selected challenge:
  - identification of Non-Government Organisations (NGOs), business and community groups involved in the challenge
  - description of the actions taken by one group or community organisation
  - assessment of the success of the action for all parties involved **VR**

- investigate the potential of students to be active global citizens, for example:
  - proposal of ways individual students can take action in relation to the issue
  - participation in one individual action to demonstrate global citizenship

Examples that could be used to illustrate aspects of the content include:

- *Climate change and the role of a Non-Government Organisation (environmental challenge)*
- *Landmines in South East Asia (social challenge)*
- *Sustainable fishing in the Pacific (economic challenge)*
- *Improving quality of life for people with disability in developing countries (social challenge)*

Teachers may develop their own examples.

Australia's Neighbours

Outcomes

A student:

- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- explains how perspectives of people and organisations influence a range of geographical issues GEE5-6
- analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues GEE5-7
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-4, GEELS-5, GEELS-6, GEELS-7, GEELS-8, GEELS-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

The Asia–Pacific region

Students:

- investigate characteristics of the Asia–Pacific region, for example:
  - description of the spatial distribution of countries and major physical features within the region **M VR**
  - explanation of factors shaping diversity in the physical environment
  - analysis of human settlement patterns within the region, eg arising from past colonial influences **ST**
  - examination of cultural diversity within the region **VR**

Investigative study

Select at least ONE country from the Asia–Pacific region.

Students:

- investigate the nature of the physical environment, for example:
  - location of the country within the region **M**
  - description of features of the physical environment **VR**
  - identification of geographical regions within the country **M ST**

- investigate the nature of the human environment, for example:
  - analysis of demographic features
  - examination of settlement patterns **M ST**
  - identification of key economic and cultural characteristics **GS**
  - discussion of contemporary international relations

- investigate ONE contemporary geographical issue in the selected country, for example:
  - identification of an issue relevant to the selected country such as population growth, population ageing, modernisation and economic growth, economic dependency, urbanisation, migration, political and human rights, access to resources, the role of transnational corporations, international aid, refugees, gender equality, health, environmental degradation, tourism, social cohesion **GS VR**
  - examination of the roles of individuals, groups and governments in addressing the issue
  - assessment of the success of one strategy in addressing the selected issue

- investigate future directions for the selected country, for example:
  - analysis of current trends and events **GS**
  - prediction of future directions for the country
  - propose action in response to the directions identified

Examples that could be used to illustrate aspects of the content include:

- *Air pollution in Indonesia (health)*
- *Urbanisation challenges faced by China (urbanisation)*
- *Māori rights (political and human rights)*
- *The changing nature of tourism in an Asian country (tourism)*
- *The geography of disability and inclusion (human rights)*

Teachers may develop their own examples.

Political Geography

Outcomes

A student:

- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- explains how perspectives of people and organisations influence a range of geographical issues GEE5-6
- analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues GEE5-7
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-4, GEELS-5, GEELS-6, GEELS-7, GEELS-8, GEELS-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

World politics

Students:

- investigate key political features of the world, for example:
  - identification and location of nation-states **M**
  - discussion of the sovereignty of nation-states
  - explanation of different political systems **VR**
  - examination of changing political boundaries and alliances at a global scale, including trade blocs **M**
  - discussion of the dynamic nature of political, economic and military power **GS**

Political tension and conflict

Students:

- investigate political tension and conflict across a range of scales, for example:
  - identification of causes of political tension and conflict **VR**
  - examination of areas of conflict in the world **M**
  - evaluation of the perspectives of groups involved in areas of political tension and conflict

Conflict resolution

Students:

- investigate the roles of individuals, groups and governments in conflict resolution, for example:
  - discussion of the responsibility of individuals, groups such as the UN and NGOs, and governments in creating a better world by promoting intercultural understanding and cooperation and social cohesion
  - description of successful conflict management strategies, including provision of humanitarian aid and peacekeeping forces, fostering development and creating sustainable environments **M GS**
  - proposal of methods for the resolution to political tensions and conflict

Investigative study

Select at least ONE area of political tension and conflict.

Students:

- investigate the location, nature, causes and impact of the political tension and conflict, for example:
  - location of the area affected by the political tension and conflict **M**
  - description of the nature of the political tension and conflict
  - outline of the events and causes leading to the political tension and conflict **VR**
  - examination of the impact of the political tension and conflict, eg environmental, social, cultural and political **VR**

- investigate perspectives of different groups and resolution of the conflict or tension, for example:
  - examination of the perspectives of groups involved in the political tension and conflict
  - evaluate the effectiveness of attempts at conflict resolution
  - proposal of alternative actions

Examples that could be used to illustrate aspects of the content include:

- *Impact of colonisation on Aboriginal Peoples and the Land Rights movement*
- *South China Sea*
- *Papua New Guinea*
- *East Timor*
- *Displaced peoples within and across national borders*

Teachers may develop their own examples.

Interactions and Patterns along a Transcontinental Transect

Outcomes

A student:

› explains the diverse features and characteristics of a range of places, environments and activities GEE5-1
› explains geographical processes and influences that form and transform places and environments GEE5-2
› analyses patterns associated with natural phenomena and human activity at a range of scales GEE5-3
› assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
› accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
› acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
› communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-1, GEE4-2, GEE4-3, GEE4-4, GEE4-5, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-1, GEELS-2, GEELS-3, GEELS-4, GEELS-5, GEELS-8, GEELS-9

Content focus

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

Students study ONE transcontinental transect, for example:

- Australia from Adelaide to Darwin
- Australia from Sydney to Darwin
- Australia from the Indian Ocean to the Pacific Ocean along the Tropic of Capricorn
- Africa along the Equator
- the Nile from source to mouth
- North America from Los Angeles to New York
- the Trans-Siberian Railway
- India from north to south
- China from West to East
- Antarctica through the South Pole

Teachers may select an alternative transect.

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Broad continental patterns

Students:

- investigate changes in physical and human characteristics along the chosen transect, for example:
  - account for changes in the physical environment along the selected transect, including climate, topography, vegetation and fauna **M VR**
  - examination of changes in the human environment along the transect, including land use, population, settlement and resource use **ST**
  - the identification of Aboriginal or Indigenous land/language groups **ST**
  - identification of natural hazards experienced at places along the transect **M VR**

Places and events of significance

Students:

- investigate places and events of geographical significance along the transect, for example:
  - explanation of distinctive landforms **M VR**
  - discussion of the nature of custodianship or human settlement
  - examination of places of cultural, spiritual or religious significance

A geographical issue

Students:

- investigate at least ONE geographical issue relevant to the study area such as land degradation, urbanisation, loss of biodiversity, deforestation, resource depletion, hazard preparedness, human wellbeing, Aboriginal rights to lands and waters, Indigenous land rights **GS VR**

School-developed Option

Outcomes

A student:

- explains the diverse features and characteristics of a range of places, environments and activities GEE5-1
- explains geographical processes and influences that form and transform places and environments GEE5-2
- analyses patterns associated with natural phenomena and human activity at a range of scales GEE5-3
- assesses the interactions and connections between people, places and environments that impact on sustainability GEE5-4
- accounts for contemporary geographical issues and events that impact on places and environments GEE5-5
- explains how perspectives of people and organisations influence a range of geographical issues GEE5-6
- analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues GEE5-7
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GEE5-8
- communicates geographical information to a range of audiences using a variety of strategies and geographical tools GEE5-9

Related Stage 4 outcomes: GEE4-1, GEE4-2, GEE4-3, GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9

Related Life Skills outcomes: GEELS-1, GEELS-2, GEELS-3, GEELS-4, GEELS-5, GEELS-6, GEELS-7, GEELS-8, GEELS-9

Content focus

The ways in which people and environments interact and the role of informed, responsible and active citizenship in the interaction.

For the School-developed Option, schools may address some or all of the outcomes identified, as relevant to the study developed.

This option 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. This study also provides an opportunity to investigate a geographical issue in-depth and to undertake fieldwork within the local area or at an accessible location. Students use geographical inquiry to investigate the interactions between people and environments and the citizenship aspects of a selected study.

The School-developed Option provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

The contexts chosen in the School-developed Option must not overlap or duplicate significantly any of the contexts studied in the *Geography K–10 Syllabus* or *Geography Stage 6 Syllabus*.

Content

Area of interest

- investigate a specific area of interest in the field of Geography, and:
  - develop geographical questions using appropriate geographical concepts
  - conduct research using a variety of appropriate sources of information, including primary geographical data and secondary information sources **F**
  - evaluate and represent the data and information collected
  - analyse research findings **ST**
  - communicate findings using a variety of appropriate strategies, eg information and communication technologies **GS VR**
  - reflect on the findings of the investigation
  - propose actions and, where appropriate, take action

Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Geography Elective Years 7–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- HSIE
- Special education
- Life Skills.

Years 7–10 Life Skills Outcomes

Knowledge and understanding

Objectives

Students develop knowledge and understanding of:

- the features and characteristics of places and environments across a range of scales
- interactions between people, places and environments
- contemporary geographical issues and their management.

Life Skills outcomes A student:
GEELS-1 recognises features and characteristics of places and environments **GEELS-2** demonstrates an understanding that places and environments change **GEELS-3** identifies patterns in natural and human environments **GEELS-4** explores interactions and connections between people, places and environments **GEELS-5** explores contemporary geographical issues and events **GEELS-6** recognises perspectives of people and organisations on a range of geographical issues **GEELS-7** explores management of places and environments

Skills

Objectives

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Life Skills outcomes A student:
GEELS-8 collects and uses geographical information for inquiry **GEELS-9** communicates geographical information

Values and attitudes

Objectives

Students value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge and understanding

Objectives

Students develop knowledge and understanding of:

- the features and characteristics of places and environments across a range of scales
- interactions between people, places and environments
- contemporary geographical issues and their management.

Life Skills outcomes A student:	**Related Stage 4 and 5 outcomes** A student:
GEELS-1 recognises features and characteristics of places and environments	**GEE4-1** describes the diverse features and characteristics of a range of places, environments and activities **GEE5-1** explains the diverse features and characteristics of a range of places, environments and activities
GEELS-2 demonstrates an understanding that places and environments change	**GEE4-2** describes geographical processes and influences that form and transform places and environments **GEE5-2** explains geographical processes and influences that form and transform places and environments
GEELS-3 identifies patterns in natural and human environments	**GEE4-3** explains patterns associated with natural phenomena and human activity **GEE5-3** analyses patterns associated with natural phenomena and human activity at a range of scales
GEELS-4 explores interactions and connections between people, places and environments	**GEE4-4** describes the interactions and connections between people, places and environments that impact on sustainability **GEE5-4** assesses the interactions and connections between people, places and environments that impact on sustainability

Life Skills outcomes A student:	**Related Stage 4 and 5 outcomes** A student:
GEELS-5 explores contemporary geographical issues and events	**GEE4-5** describes contemporary geographical issues and events **GEE5-5** accounts for contemporary geographical issues and events that impact on places and environments
GEELS-6 recognises perspectives of people and organisations on a range of geographical issues	**GEE4-6** discusses perspectives of people and organisations on a range of geographical issues **GEE5-6** explains how perspectives of people and organisations influence a range of geographical issues
GEELS-7 explores management of places and environments	**GEE4-7** examines the management strategies of individuals, groups and governments **GEE5-7** analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues

Skills

Objectives

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Life Skills outcomes A student:	**Related Stage 4 and 5 outcomes** A student:
GEELS-8 collects and uses geographical information for inquiry	**GEE4-8** acquires and processes geographical information by selecting and using geographical tools for inquiry **GEE5-8** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GEELS-9 communicates geographical information	**GEE4-9** communicates geographical information using a variety of strategies and geographical tools **GEE5-9** communicates geographical information to a range of audiences using a variety of strategies and geographical tools

Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next Stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Topics

The following topics provide possible frameworks for addressing the Life Skills outcomes and content and are suggestions only. Teachers have the flexibility to develop topics that will meet the needs, strengths, goals, interests and prior learning of their students.

1. Physical Geography
2. Oceanography
3. Primary Production
4. Global Citizenship
5. Australia's Neighbours
6. Political Geography
7. Interactions and Patterns along a Transcontinental Transect
8. School-developed Option

Overview of teaching and learning

Where appropriate, a range of places and environments from local to global scales can be explored through the Geography Elective Years 7–10 Life Skills outcomes and content.

The Geography Elective Years 7–10 Life Skills outcomes and content should be integrated with:

- **Geographical concepts** presented in the Geography Elective Years 7–10 Geographical Concepts Continuum
- **Geographical inquiry skills** presented in the Geography Elective Years 7–10 Geographical Inquiry Skills Continuum
- **Geographical tools** presented in the Geography Elective Years 7–10 Geographical Tools Continuum.

Teachers refer to these continuums to identify a student's current level of learning in relation to concepts, inquiry skills and tools and to plan for their further development through the Life Skills content.

An integrated approach to the teaching of geographical content, concepts, skills and tools provides meaningful learning experiences for all students.

Fieldwork

Where appropriate, students should have the opportunity to participate in fieldwork to develop their understanding and demonstrate achievement of Geography Elective Years 7–10 Life Skills outcomes. Fieldwork provides students with meaningful opportunities to engage in geographical inquiry processes where they use a variety of strategies to locate, gather, select, organise and communicate geographical information through the application of geographical skills and tools. Some students with special education needs may require adjustments and/or additional support in order to engage in fieldwork.

Physical Geography

Outcomes

A student:

› recognises features and characteristics of places and environments GEELS-1
› demonstrates an understanding that places and environments change GEELS-2
› identifies patterns in natural and human environments GEELS-3
› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-1, GEE4-2, GEE4-3, GEE4-4, GEE4-5, GEE4-8, GEE4-9, GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-8, GEE5-9

Content focus

The geographical processes that form and transform the physical world.

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Earth's crust

Students:

- recognise that the Earth's crust consists of tectonic plates **M VR**
- share ideas about how tectonic plates move
- identify natural landforms associated with plate boundaries **VR**

Physical processes

Students:

- identify processes that shape the land, eg how wind and rain shape coastal headlands, and rivers erode valleys **VR**
- recognise that wind, water and ice play a role in creating landforms **VR**
- share ideas about the ways people contribute to landform processes

Weather and climate

Students:

- recognise that weather and climate are different **GS VR**
- identify factors affecting temperature, humidity, rainfall and extreme weather events, eg droughts, floods and storms **GS VR**
- investigate global climate patterns such as temperature and precipitation **M**
- share ideas about the impacts of climate change

Biogeography

Students:

- identify different vegetation types **VR**
- explore how soils form and the connection between soil and vegetation
- investigate the location and physical characteristics of one vegetation community **F**
- share ideas about human impact on the selected vegetation community

Investigative study

Students:

- explore different features of an environment in a particular location
- examine the formation of one of the features identified **VR**
- share ideas about how people interact with the environment

The contexts chosen in the Geography Elective topics must not overlap or duplicate significantly any of the contexts studied in the *Geography K–10 Syllabus* or the *Geography Life Skills Stage 6* course.

Oceanography

Outcomes

A student:

› demonstrates an understanding that places and environments change GEELS-2
› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› explores management of places and environments GEELS-7
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-2, GEE4-4, GEE4-5, GEE4-7, GEE4-8, GEE4-9, GEE5-2, GEE5-4, GEE5-5, GEE5-7, GEE5-8, GEE5-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

The world's oceans

Students:

- locate the world's oceans and ocean currents **M**
- examine major physical features of the ocean floor
- explore two different ocean ecosystems **VR**
- identify similarities or differences in two different ocean ecosystems **VR**

Value of the oceans

Students:

- recognise the link between ocean currents and global climate
- examine El Niño and La Niña and influences on weather and climate **M VR**
- share ideas about the value of the ocean as a habitat for marine species
- investigate of the economic value of ocean resources **GS**

Ownership and control

Students:

- share ideas about the ownership and exploitation of ocean resources **VR**
- recognise the value of oceans as part of the 'global commons' **GS**
- demonstrate understanding of Indigenous rights in relation to oceans
- explore international treaties and agreements that deal with ocean resources

Investigative study

Select at least ONE issue relating to the use of oceans, for example whaling, fishing, waste disposal, nuclear testing, Aboriginal Peoples' rights to waters, oil and mineral exploitation, shipping, tourism.

Location and nature of the issue

Students:

- recognise the location and nature of the issue **M**
- explore the causes of the issue **VR**
- identify relevant geographical processes **VR**
- share ideas about the importance of the identified processes to the ocean

Management of the issue

Students:

- explore different perspectives on the issue
- explore contemporary management practices and conflict-resolution processes **VR**
- share ideas about the ecological sustainability of management practices **VR**

Primary Production

Outcomes

A student:

› recognises features and characteristics of places and environments GEELS-1
› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› recognises perspectives of people and organisations on a range of geographical issues GEELS-6
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-1, GEE4-4, GEE4-5, GEE4-6, GEE4-8, GEE4-9, GEE5-1, GEE5-4, GEE5-5, GEE5-6, GEE5-8, GEE5-9

Content focus

The patterns, functions and issues associated with primary production.

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Primary production

Students:

- identify different types of primary production and associated characteristics: agriculture (intensive, extensive, subsistence, commercial); mining (open-cut, underground, drilling); fishing (driftnet, longline, aquaculture) and forestry (selective logging, clear-felling, plantation farming) **VR**
- explore global patterns of agricultural, mining, fishing and forestry production **M**

Role of primary production

Students:

- recognise the importance of primary production to the local, national and global community **GS**
- examine the involvement of multinationals in primary production
- share ideas about the future of primary production

Investigative study

Select at least ONE activity relating to primary production operating at a local, regional or global scale.

Location and nature of the selected activity

Students:

- recognise the location of the selected activity at a local, regional or global scale **M**
- examine characteristics of the primary production **F VR**
- share ideas about the relevant geographical processes

Impacts of the activity

Students:

- recognise environmental, social and economic impacts of the activity
- share ideas about how to reduce negative impacts of the activity and make it sustainable

Issues

Students:

- identify relevant contemporary issues
- investigate one contemporary issue including the views of individuals, groups and governments

Global Citizenship

Outcomes

A student:

› demonstrates an understanding that places and environments change GEELS-2
› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› recognises perspectives of people and organisations on a range of geographical issues GEELS-6
explores management of places and environments GEELS-7
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-2, GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9, GEE5-2, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9

Content focus

The role of informed, responsible and active global citizenship.

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Nature of citizenship

Students:

- share ideas about citizenship
- define what it means to be a citizen
- participate in citizenship activities in the classroom, school or local community
- explore the roles and responsibilities of Australian citizens
- identify what it means to be a global citizen **VR**
- discuss how global action can improve quality of life, eg access to education, inclusion of people with disability, gender equality, poverty
- share ideas about the values and attitudes of global citizenship

Global challenges

Students:

- identify global challenges such as human wellbeing, human rights, equality, conflict, disease and climate change **M VR**
- explore ways of addressing global challenges such as treaties, aid, investment, community projects and volunteerism
- share ideas about the responsibilities of individuals, groups and governments to make the world a better place

Investigative study

Australians as global citizens

Students study ONE environmental, social or economic challenge at a global scale.

Students:

- recognise that action is taken by the Australian government and other non-government groups to address the global issue
- investigate ONE example of action taken by a government or non-government group to address the issue and the success of those actions
- share ideas about the actions of individuals to address the issue
- identify one way they can act as a global citizen

Australia's Neighbours

Outcomes

A student:

› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› recognises perspectives of people and organisations on a range of geographical issues GEELS-6
› explores management of places and environments GEELS-7
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

The Asia–Pacific region

Students:

- explore the spatial distribution of countries and major physical features **M ST VR**
- identify factors responsible for diversity in the physical environment
- investigate human settlement patterns within the region, eg arising from past colonial influences **ST**
- share information about cultural diversity within the region

Investigative study

Select at least ONE country from the Asia–Pacific region.

Natural environment

Students:

- examine the location of the country within the region **M**
- investigate features of the physical environment **M VR**
- identify geographical regions within the country **ST**

Human environment

Students:

- examine population features and settlement patterns **GS ST**
- identify key cultural and economic characteristics
- explore the relationships between the selected country and other countries in the world **M GS**

Contemporary geographical issue

Students:

- identify a contemporary geographical issue in the selected country, for example population growth, political and human rights, health, economic growth, tourism, environmental degradation, gender equality, social cohesion
- examine the roles of individuals, groups and governments in addressing the issue
- share ideas about the success of one strategy in addressing the selected issue

The future

Students:

- explore current trends and events **GS VR**
- share predictions about the future of the country
- propose an action in response

The contexts chosen in the Geography Elective topics must not overlap or duplicate significantly any of the contexts studied in the *Geography K–10 Syllabus* or the *Geography Life Skills Stage 6* course.

Political Geography

Outcomes

A student:

› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› recognises perspectives of people and organisations on a range of geographical issues GEELS-6
› explores management of places and environments GEELS-7
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

World politics

Students:

- identify the world's nation-states **M**
- recognise that nation-states have sovereignty within their borders
- recognise that the world has a number of different political systems **VR**
- recognise that the political, economic and military power of nation-states and groups of nation-states changes over time

Political tension and conflict

Students:

- identify causes of political tension and conflict
- recognise areas of conflict in the world **M**
- demonstrate understanding that political tension and conflict involves people and groups with different perspectives

Conflict resolution

Students:

- explore the responsibility of individuals, groups such as the UN and NGOs, and governments in creating a better world by promoting intercultural understanding and social cohesion
- investigate successful conflict management strategies including provision of humanitarian aid and peacekeeping forces, fostering development and creating sustainable environments, promoting the rights of various groups, eg Indigenous Peoples, women, children, people with disability
- propose methods for the resolution to political tensions and conflict

Investigative study

Select at least ONE area of political tension and conflict.

Students:

- identify and locate ONE area affected by political tension and conflict **M**
- examine the nature of the political tension and conflict **VR**
- outline events and causes leading to the political tension and conflict **M**
- recognise the perspectives of groups involved in the political tension and conflict
- explore attempts at conflict resolution and their effectiveness
- propose an alternative action

Interactions and Patterns along a Transcontinental Transect

Outcomes

A student:

› recognises features and characteristics of places and environments GEELS-1
› demonstrates an understanding that places and environments change GEELS-2
› identifies patterns in natural and human environments GEELS-3
› explores interactions and connections between people, places and environments GEELS-4
› explores contemporary geographical issues and events GEELS-5
› collects and uses geographical information for inquiry GEELS-8
› communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-1, GEE4-2, GEE4-3, GEE4-4, GEE4-5, GEE4-8, GEE4-9, GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-8, GEE5-9

Content focus

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

The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Students study one transcontinental transect, for example:

- Australia from Adelaide to Darwin
- Australia from Sydney to Perth
- Australia from the Indian Ocean to the Pacific Ocean along the Tropic of Capricorn
- Africa along the Equator
- the Nile from source to mouth
- North America from Los Angeles to New York
- the Trans-Siberian Railway
- India from north to south
- China from West to East
- Antarctica through the South Pole

Teachers may select an alternative transect.

Content

Broad continental patterns

Students:

- investigate changes in the physical environment along the selected transect including climate, topography, vegetation and fauna **M VR**
- explore changes in the human environment along the transect, including land use, population, settlement and resource use **GS ST**
- identify Aboriginal or Indigenous land and/or language groups along the transect **GS ST**
- identify natural hazards experienced at places along the transect

Places of significance

Students:

- identify distinctive landforms **VR**
- explore custodianship or human settlement at places along the transect **M**
- identify places of cultural, spiritual or religious significance

A geographical issue

Students:

- investigate at least ONE geographical issue or event relevant to the study area

School-developed Option

Outcomes

A student:

- recognises features and characteristics of places and environments GEELS-1
- demonstrates an understanding that places and environments change GEELS-2
- identifies patterns in natural and human environments GEELS-3
- explores interactions and connections between people, places and environments GEELS-4
- explores contemporary geographical issues and events GEELS-5
- recognises perspectives of people and organisations on a range of geographical issues GEELS-6
- explores management of places and environments GEELS-7
- collects and uses geographical information for inquiry GEELS-8
- communicates geographical information GEELS-9

Related Stage 4/5 outcomes: GEE4-1, GEE4-2, GEE4-3, GEE4-4, GEE4-5, GEE4-6, GEE4-7, GEE4-8, GEE4-9, GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9

Content focus

The ways in which people and environments interact and the role of informed, responsible and active citizenship in the interaction.

This option 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. This study also provides an opportunity to investigate a geographical issue in-depth and to undertake fieldwork within the local area or at an accessible location. Students will use geographical inquiry to investigate the interactions between people and environments and the citizenship aspects of a selected study.

The School-developed Option provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Content

Area of interest

Students:

- identify a geographical area of interest
- conduct research using appropriate primary geographical data and secondary information sources **F**
- explore the usefulness of relevant material
- share ideas about their research findings
- communicate findings using appropriate strategies, for example information and communication technologies
- propose an action and, where appropriate, take action

The contexts chosen in the School-developed Option must not overlap or duplicate significantly any of the contexts studied in the *Geography K–10 Syllabus* or the *Geography Life Skills Stage 6* course.

Assessment

Standards

The NSW Education Standards Authority (NESA) *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 three interrelated elements:

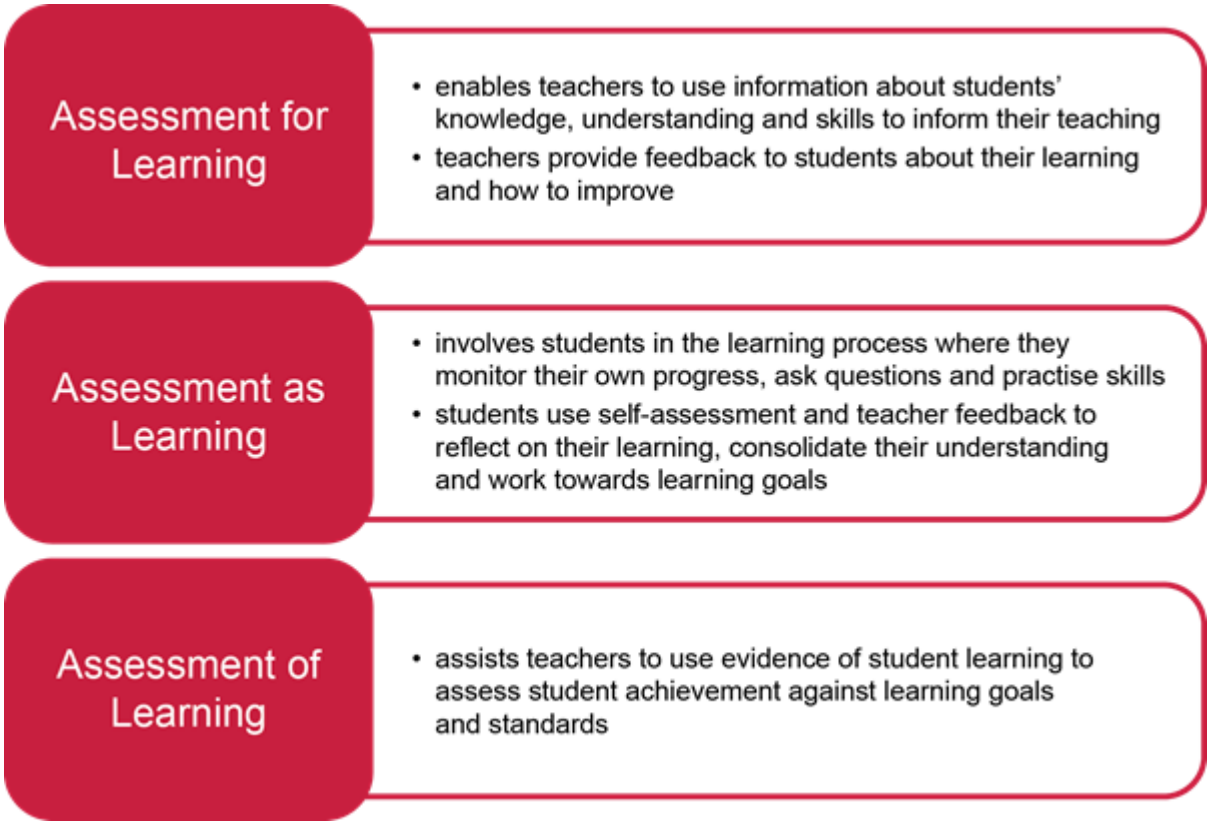
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA Assessment Resource Centre (ARC) website that provide examples of levels of achievement within a Stage.

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

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- HSIE
- Special education
- Life Skills.

Reporting

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

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points 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 student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who: • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
accessibility	The extent to which a system, environment or object may be used irrespective of a user's capabilities or abilities. For example, the use of assistive technologies to allow people with disability to use computer systems, or the use of icons in place of words to allow young children to use a system.
aerial photograph	Image taken from the air showing characteristics of an area. It may be at an oblique angle (slanting angle) or a vertical angle (straight down).
altitude	Height of a feature above sea level.
aspect	The direction a slope faces.
augmented reality	An enhanced image or environment as viewed on a screen or other display, produced by overlaying computer-generated images, sounds or other data on a real-world environment.
bearing	A compass point measured in degrees from 0 to 360.
biodiversity	The variety of living organisms and the environments they form.
cadastral map	A map showing property boundaries.
cartogram	A map in which the size of countries is adjusted to illustrate the distribution of a feature or statistic, eg population size, hunger, poverty.
characteristics	The tangible and intangible elements of a place or environment.
choropleth map	A map with shading to provide quantitative information about different areas or regions, eg population density.
climate	The average types of weather, including seasonal variations, experienced by a place or region over a long period of time.

Glossary term	Definition
climate change	A long-term change in regional or global climate patterns, eg annual precipitation, frequency of weather events.
climate graph	A graph showing average monthly temperature (by a line) and precipitation (by columns) for a location.
clinometer	An instrument for measuring inclination or slope.
collaboration/ collaboratively	Working with others towards a shared goal, through a variety of modes of communication. This may be achieved using a range of technologies, tools and processes.
contour lines	Lines on a map that indicate altitude.
copyright	The protection provided to the creators of original works that offers a legal framework for the control and reproduction or transmission of their creations. Copyright protects written works, computer programs and artistic works such as: architecture, broadcasts, computer programs, drawings, films, music, paintings, photographs, sound recordings and videos.
Country/Place	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality. Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
cultural groups	People belonging to or identifying with a nationality, ethnic group, religion or social group with a distinct culture.
culture	The customs, habits, beliefs, social organisation and ways of life that characterise different groups and communities.
development	Economic, social and political changes that improve the wellbeing of people.
disability	An umbrella term for any or all of the following components: • impairments: challenges in body function or structure • activity limitations: difficulties in executing activities • participation restrictions: challenges an individual may experience in involvement in life situations.
diversity	Differences that exist within a group, eg age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion, learning differences, socioeconomic background, values and experience.
environment	The living and non-living elements of the Earth's surface and atmosphere. Where unqualified, it includes human changes to the Earth's surface, eg croplands, planted forests, buildings and roads.
ethical protocols	The application of fundamental ethical principles when undertaking research and collecting information, eg confidentiality, informed consent, citation and integrity of data.

Glossary term	Definition
features	The tangible elements of a place or environment.
field sketches	Annotated line drawings created to record features of an environment during fieldwork activities.
flowline map	Map showing the flows of people, goods, information or ideas between places.
geographic information systems (GIS)	Systems for storing, managing, analysing and portraying spatial data.
geographical challenges	Issues and problems arising from interactions between people, places and environments that threaten sustainability, eg biodiversity loss, food insecurity, inequality.
geographical data	Quantitative or qualitative information about people, places and environments.
geographical processes	The physical and human forces that work in combination to form and transform the world, eg erosion, the water cycle, migration and urbanisation. Geographical processes can operate within and between places.
geographical questions	Questions that inquire into the spatial and environmental dimensions of places and environments.
global positioning systems (GPS)	Navigation systems that provide location and time information anywhere there is a line of sight to GPS satellites.
gradient	The steepness of a slope.
grid reference	A six-digit reference, using easting and northing grid lines, to locate the exact location of a place or feature on a topographic map.
Indigenous	Internationally recognised term for the first people of a land. In New South Wales the term 'Aboriginal person/Peoples' is preferred.
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory (*see* intellectual property).
intellectual property	Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights refer to the rights that the law grants to individuals for the protection of creative, intellectual, scientific and industrial activity, such as inventions (*see* Indigenous cultural and intellectual property, and copyright).
isoline map	A map which has lines joining places having the same value of any selected element, eg rainfall.
landform	The individual surface features of the Earth identified by their shape, eg dunes, plateaus, canyons, beaches, plains, hills, rivers, valleys.

Glossary term	Definition
landscape	A landscape is an area, created by a combination of geological, geomorphological, biological and cultural layers that have evolved over time, eg riverine, coastal or urban landscapes.
latitude	Distance from the equator measured in degrees north or south.
local relief	The difference in altitude between the highest and lowest points in a small geographical area.
longitude	Degrees east or west of Greenwich.
natural hazard	When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities, eg bushfires, tropical cyclones, floods, earthquakes.
perception	People's assessment of places and environments.
pictograph	A graph using picture symbols to represent statistical information.
pictorial map	A map using illustrations to represent information on a map.
political map	A map showing territorial boundaries between or within countries, eg states and territories.
précis map	A simple sketch map, drawn from a topographic map or photograph, showing the key patterns and features of an area by omitting minor details.
primary data	Original materials collected by someone, eg field notes, measurements, responses to a survey or questionnaire.
quantitative methods	Statistical and other methods used to analyse quantitative data.
relative location	Location relative to other places, eg the distance of a town from other towns.
relief map	A three-dimensional map showing the shape of the land and distinctive landforms (terrain) or a two-dimensional map representing 3D terrain.
remote sensing	The collection of information about a geographical feature from a distance, eg via aircraft or satellite.
scatter graph	A graph which plots the relationship between two variables, eg rainfall and height above sea level.
secondary information sources	Sources of information that have been collected, processed, interpreted and published by others, eg census data, newspaper articles, and images or information in a published report.
settlement pattern	The spatial distribution of different types of human settlement, eg isolated houses, towns, cities.
sketch map	A labelled drawing outlining the main geographical features of a place.
spatial distribution	The location and arrangement of particular phenomena or activities across the surface of the Earth.

Glossary term	Definition
spatial technologies	Any software or hardware that interacts with real-world locations. A use of *spatial technologies* forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.
spatial variation	The difference or variation in natural and human features over an area of the Earth's surface, eg water, population, Gross Domestic Product (GDP), life expectancy.
synoptic chart	A map showing atmospheric conditions at the Earth's surface at a point in time, eg air pressure, winds, precipitation. Also known as a weather map.
thematic map	A map portraying a specific type of information, eg rainfall, transport routes, climatic zones or population distribution.
topographic map	A detailed, large-scale map of part of the Earth's surface which illustrates the shape of the land and selected natural and human features from the surrounding environment.
topography	The relief and configuration of a landscape, including its natural and human features.
transect	A line or path across the Earth's surface along which observations are made or measurements taken.
urbanisation	The process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.
vegetation identification chart	A pictorial resource used to identify plant types and biomes during fieldwork.
weather	The condition of the atmosphere at a point in time, eg temperature, humidity.