

BOARD OF STUDIES
NEW SOUTH WALES

Geography Stages 4–5

Syllabus



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Introduction

The key learning area of Human Society and Its Environment involves the study of people, cultures, societies and environments in different places and at different times. Students develop knowledge and understanding about diverse societies, local and global environments, and relationships between these environments and societies.

The study of Geography is an essential part of this key learning area, as it provides a unique opportunity for an integrated study of the spatial and ecological dimensions of the world. It requires an understanding of the significance of interrelationships on different scales, including local, regional, national, continental and global. It takes account of changes over time and space.

This syllabus is a revision of the 1992 Geography Years 7–10 Syllabus. It reflects several developments in curriculum writing since the implementation of the 1992 syllabus. In particular, it provides an explicit focus on civics and citizenship education, and the development of key competencies and literacy in the study of Geography.

Geography K–12 provides a framework that makes the world more understandable and enjoyable and which allows students to build an overall view of the world.

Stages 1, 2 and 3

Students in these stages begin their studies of Geography in an integrated way as they develop spatial understanding in Mathematics, as they learn about natural and human environments in Science and Technology, and as they learn about the interactions of people with one another and with the social, cultural and physical environments in Human Society and Its Environment.

Stages 4 and 5

Students in Stage 4 are formally introduced to the discipline of Geography. They learn about what geographers do and about the tools geographers use to investigate the distribution of human and natural phenomena on the earth's surface. In Stages 4 and 5, students build on their developing spatial understanding by using geographical tools to investigate global and Australian environments and how people manage these environments.

In Stages 4 and 5, teachers have opportunities to develop units of work that encourage students to form positive attitudes towards Geography and their responsibilities as citizens. From these experiences, students should acquire a lifelong interest in Geography and understand its impact on the present and the future.

Stage 6

Geography in Stage 6 increases students' knowledge, understanding, skills, attitudes and values related to people and their natural, social, cultural and built environments. Students develop more sophisticated understanding and skills to explain the spatial interactions and interdependence between human and natural phenomena, so that they may be more informed, active and responsible members of society.

Board of Studies Requirements

All students must study at least 100 hours of a course in the key learning area of Human Society and Its Environment in each year from Year 7 to Year 10.

Students commencing secondary school in 1999 and thereafter will be required to study 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5. These students will be required to sit a two-hour test in aspects of Australian History and Australian Geography, incorporating Civics and Citizenship, in November of their School Certificate year.

Rationale

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

- the **spatial** dimension, which focuses on where things are and why they are there;
- the **ecological** dimension, which considers how humans interact with environments.

From prior learning and experiences, students have knowledge and understanding of their world, the people, cultures and communities they have experienced or learned about. They have ideas about place and location, scale and environments, and how these change over time and space.

A study of Geography builds on this prior learning and experience to enable students to make generalisations to explain patterns, evaluate consequences and solve problems associated with the human use of physical, social, cultural and built environments.

Geography does this by:

- focusing objectively on the physical components of environments which enables students to view a society as part of the wider global environment;
- providing a basis for recognising and responding to the constant changes taking place in environments at local, regional, national and global scales;
- providing a unique geographical methodology that contributes to an understanding of the world. This methodology includes the development of a wide range of skills such as acquiring and organising geographical information from a variety of sources, including fieldwork, communicating this knowledge to others and participating as active and informed citizens;
- examining the various perspectives of people in communities and the consequences of their actions on environments;
- developing an appreciation of the intrinsic value of environments, which may enrich the lives of those who experience them.

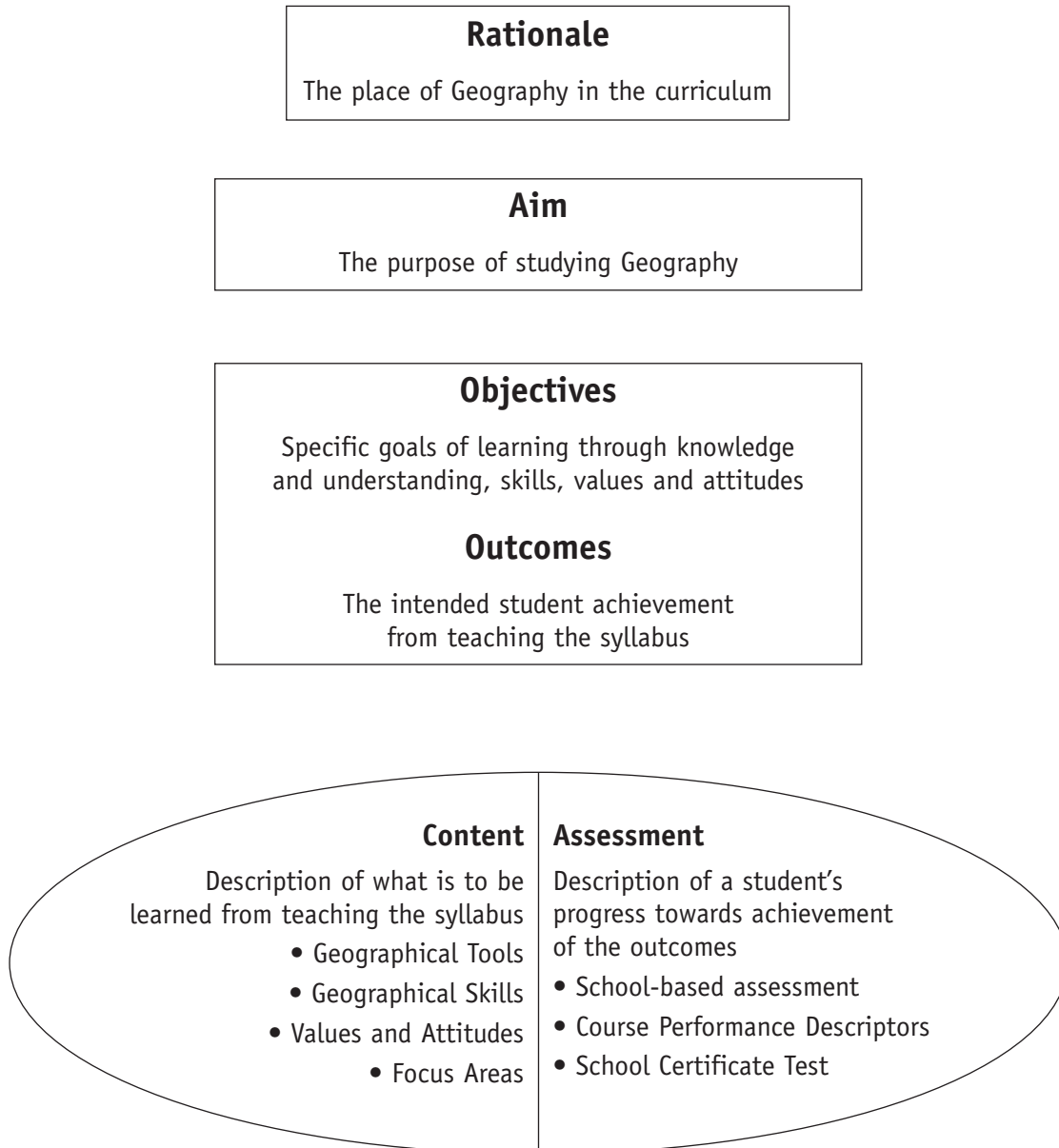
Through its unique spatial dimension, Geography enables students to identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. Its ecological dimension enables students to identify and analyse how humans interact with environments. Culture is a key determinant of people's world view. A knowledge and understanding of different cultures and perspectives enhance our understanding of the world.

The study of Geography prepares students for adult life by developing in them an informed perspective on local, regional, national and global issues. In so doing, it forms a basis for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

Geography is an essential part of lifelong education because it provides citizens with a means to plan for the future and to create policies that guide how to best use and manage the planet's precious resources. It also provides citizens with a means to make socially just and ecologically sustainable environmental decisions.

Stages 4–5 Geography

The following diagram summarises the various elements of the syllabus.



Aim

The aim of Geography Stages 4–5 is to develop students' knowledge, understanding, skills, values and attitudes essential to an appreciation of geographical phenomena and to prepare students for informed and active citizenship in a changing world.

Objectives

Knowledge and Understanding

Through the study of Geography, students will develop knowledge and understanding about:

- the natural and human characteristics of environments;
- how culture and experience influence people's perceptions of places and geographical issues;
- the natural and human processes that form and transform the features and patterns of the earth's surface;
- the characteristics and spatial distribution of environments on the earth's surface;
- how people and communities modify, and are affected by, the natural environment;
- how to apply geographical knowledge, understanding and skills necessary for active and informed citizenship.

Skills

Through the study of Geography, students will develop skills in:

- acquiring geographical information
 - reflecting on prior learning
 - asking geographical questions
 - identifying and gathering geographical information
- processing geographical information
 - analysing geographical information
 - organising and synthesising geographical information
- communicating geographical information
 - answering geographical questions
 - applying geographical information
- participating as active and informed citizens
 - acquiring knowledge about citizenship
 - applying this knowledge to take action.

Values and Attitudes

Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:

- ecological sustainability
- a just society
- intercultural understanding
- informed and active citizenship
- lifelong learning.

Features of the Syllabus

Fieldwork

Fieldwork is an essential part of the study of Geography. It is a means to understanding geographical environments and the nature of geographical inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles.

Fieldwork enables students to:

- acquire knowledge about environments by observing, mapping and recording phenomena in the real world in a variety of places, including the environs of the school;
- understand the spatial and ecological dimensions of geographical phenomena;
- explore the geographical processes that form and transform environments;
- use different kinds of geographical tools including information technology to assist in interpretation of and decision-making about geographical phenomena;
- locate, select and organise geographical information;
- explore different perspectives on geographical issues.

Students will undertake at least one significant Fieldwork Task in Stage 5. In Stage 4, fieldwork about Australian sample studies may be included in teaching/learning programs to facilitate understanding of global environments.

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

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

Contemporary Geographical Issues

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

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

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

Perspectives

Geography presents a variety of perspectives on the world through time, space and place.

A 'perspective' is a way of viewing the world, the people in it, their relationships with each other and with their environments. The ability to recognise and employ a variety of perspectives adds other dimensions to knowledge of environments and increases geographical understanding.

The perspectives specifically identified in the syllabus for analysis, where appropriate and relevant, are those of indigenous peoples, especially Aboriginal peoples in the Stage 5 Mandatory course; gender; intercultural; socio-economic and religious perspectives.

Specific studies should be selected to increase students' understanding of these perspectives.

Civics and Citizenship Education

Civics and citizenship education is not a separate entity within the syllabus but flows from the study of key features of Australia's physical and human geography. The citizenship education terms and concepts outlined in the Board of Studies' *Citizenship Education Framework for K–12* are listed below. Those appearing in bold type are embedded in the Geography syllabus content. There are different concepts of citizenship and teachers must recognise and be sensitive to students' experiences about these concepts.

Australian Identity

- **Identity — self, family, community**
- Significant Australians, national symbols, celebrations, popular images
- Conventions: religious, linguistic, cultural
- **Cultural identities**
- **Cultural diversity**
- **National heritage: natural and built environments**
- **Population composition and changes**
- **Work**
- **Citizenship**
- **Global citizenship**

Rights and Responsibilities

- Rights: human, civil and legal rights
- Freedom of speech and action
- **Responsibilities:** human, civic, legal, economic, **environmental**
- **Ethics**
- **Equality**
- Prior occupation

Decision-making and Democratic Processes

- Rules and laws
- The importation of European Law
- Law courts: local, state, federal, international
- **Justice**
- Law enforcement
- **Changes to rules and laws: lobby groups, popular protests, referenda**
- **Conflict**
- **Democracy** — elections, mandates
- Government — types, democratic and non-democratic
- Federation, the Constitution of the Commonwealth of Australia
- Government functions
- Politics

Through a focus on the spatial and ecological dimensions of geographical phenomena, students consider how individuals, groups and governments make decisions and the role they can play as active citizens in a democracy. Students investigate contemporary geographical issues to explore why spatial and ecological differences exist and how they may take an active role in shaping a fairer society in the future.

Key Competencies

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

Key competencies are embedded in the Geography syllabus to enhance student learning. The key competencies of *Collecting, analysing and organising information* and *Communicating ideas and information* reflect core processes of geographical inquiry and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct geographical inquiries and, through this, the key competencies *Planning and organising activities* and *Working with others and in teams* are developed. When students construct, read and interpret maps, analyse statistical evidence and construct tables and graphs, they are developing the key competency *Using mathematical ideas and techniques*. During investigations, students will need to use appropriate information technologies and so develop the key competency of *Using technology*. Finally, the exploration of issues and investigation of the nature of spatial and ecological problems contributes towards students' development of the key competency, *Solving problems*.

Literacy in Geography

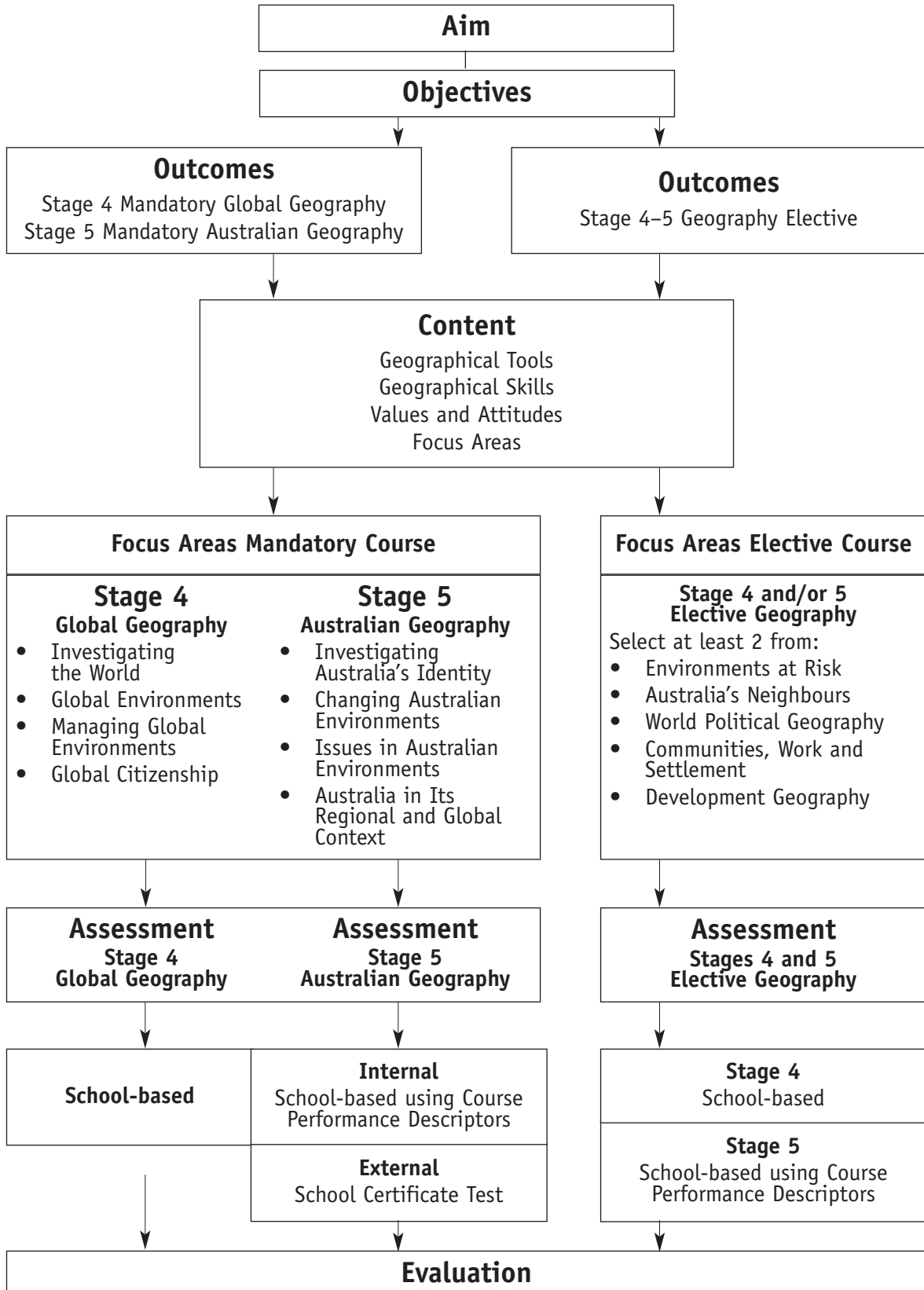
Literacy skills in reading, writing, talking, listening and viewing are essential to the acquisition of geographical skills and knowledge. In this syllabus, the areas of acquiring, processing and communicating geographical information provide explicit links to the development of literacy skills. Acquiring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

Text Types	Forms	Tasks
Reports describing geographical phenomena	(written, oral and visual)	(putting text types into practice)
Explanations of geographical phenomena	maps, atlases, globe	note-making in sentences and paragraphs
Discussions about geographical issues and phenomena	multimedia	maps
Expositions outlining a stated position on geographical issues and phenomena	video	diagrams, charts and graphs
	audio tape	reports
	performance	timelines
	two or three-dimensional model	mind maps
	photography and satellite imagery	extended research tasks
	cartoon	oral tasks
	textbook	locating
	first-hand account	note-taking
	painting	formal essays
	newspaper	structured essays
	interview	extended reading
	debate	extended research
	discussion	extended writing
	database	

Course Structure

There are two courses in the *Geography Stages 4–5 Syllabus*:

- Geography (Mandatory): Global Geography in Stage 4 and Australian Geography in Stage 5
- Geography (Elective).



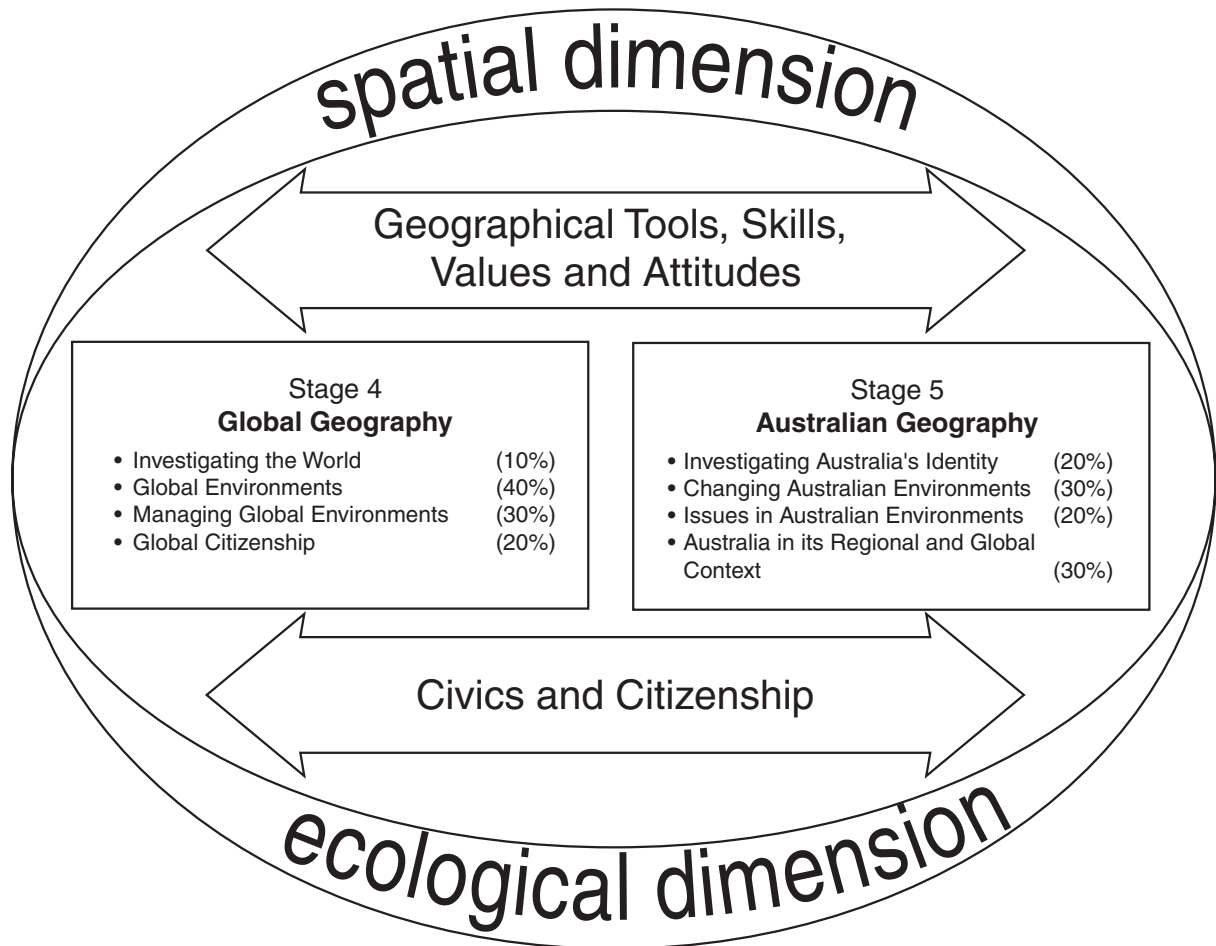


Geography

Mandatory

Geography (Mandatory)

The mandatory Geography course of 200 indicative hours is divided into Global Geography (Stage 4) and Australian Geography (Stage 5). Students must undertake 100 hours of study in each of Global Geography and Australian Geography. The course includes components of civics and citizenship education.



Outcomes

Outcomes express the specific intended results of the teaching of the syllabus. They are derived from the content of the syllabus and arranged in Stages. The outcomes are placed before the content relating to geographical tools, skills, values and attitudes and before the content of each focus area to indicate their importance in guiding teaching and learning.

The outcomes for the Mandatory course are listed below. Teaching/learning programs developed from this syllabus will integrate learning about the content relating to geographical tools, skills, values and attitudes and the content of focus areas. In a programmed unit of work students will work towards achieving several outcomes. It is not expected that students will achieve any one outcome in any single unit of work.

Stage 4 Global Geography Outcomes	Focus Areas	Tools	Skills	Values
<i>A student:</i>				
4.1 identifies and gathers geographical information	4G1, 4G2, 4G3, 4G4	✓	✓	
4.2 organises and interprets geographical information	4G1, 4G2, 4G3, 4G4	✓	✓	
4.3 uses a range of written, oral and graphic forms to communicate geographical information	4G1, 4G2, 4G3, 4G4	✓	✓	
4.4 demonstrates a sense of place about environments outside Australia	4G1, 4G2, 4G4	✓	✓	✓
4.5 describes the geographical processes that form and transform environments	4G1, 4G2, 4G3	✓	✓	✓
4.6 identifies and discusses geographical issues from a range of perspectives	4G1, 4G2, 4G3,	✓	✓	✓
4.7 describes the interrelationships between people and environments	4G1, 4G2, 4G3, 4G4	✓	✓	✓
4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments	4G3, 4G4	✓	✓	✓
4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.	4G1, 4G2, 4G3, 4G4	✓	✓	✓
Stage 5 Australian Geography Outcomes				
<i>A student:</i>				
5.1 identifies, gathers and evaluates geographical information	5A1, 5A2, 5A3, 5A4	✓	✓	
5.2 analyses, organises and synthesises geographical information	5A1, 5A2, 5A3, 5A4	✓	✓	
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information	5A1, 5A2, 5A3, 5A4	✓	✓	
5.4 demonstrates a sense of place about Australian environments	5A1, 5A2, 5A3, 5A4	✓	✓	✓
5.5 explains the geographical processes that form and transform Australian environments	5A1, 5A2, 5A3	✓	✓	✓
5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales	5A2, 5A3, 5A4	✓	✓	✓
5.7 explains Australia's links with other countries and its role in the global community	5A1, 5A2, 5A4	✓	✓	✓
5.8 accounts for differences within and between Australian communities	5A1, 5A2, 5A3, 5A4	✓	✓	✓
5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.	5A2, 5A3, 5A4	✓	✓	✓

Prior Learning from Human Society and Its Environment Stage 3

Students in primary school begin their studies of Geography in an integrated way as they develop spatial understanding in Mathematics, as they learn about natural and human environments in Science and Technology, and as they learn about the interactions of people with one another and with the social, cultural and physical environments in Human Society and Its Environment.

Geography in Stage 4 should build on students' prior learning from Stage 1 to 3. In coming years, Geography teachers can expect that students will have achieved the following outcomes from the *Human Society and Its Environment K–6 Syllabus* (1998). Advice about prior learning in Science and Technology and in Mathematics will be contained in the Support Document for this syllabus.

Strands	Stage 3 Outcomes from the Human Society and Its Environment K–6 Syllabus
Change and Continuity	<p>Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage</p> <p>Explains the development of the principles of Australian democracy</p>
Cultures	<p>Describes different cultural influences and their contribution to Australian identities</p> <p>Examines how cultures change through interactions with other cultures and the environment</p>
Environments	<p>Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner</p> <p>Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment</p>
Social Systems and Structures	<p>Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities</p> <p>Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.</p>

Content

The content of the Mandatory course comprises:

- Geographical Tools
- Geographical Skills
- Values and Attitudes
- Focus Areas.

The content described in Geographical Tools, Geographical Skills, and Values and Attitudes is to be integrated with the content in the Focus Areas.

Geographical Tools

The discipline of Geography provides a unique opportunity for an integrated study of the spatial and ecological dimensions of the world. Geographers have a set of tools they use in undertaking this study. In both the Mandatory and Elective courses in Geography Stages 4–5, students are expected to learn about these tools and how to use them as they develop the skills of geographical inquiry.

In learning about geographical tools, a student will work towards the following Stage 4 outcomes:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 demonstrates a sense of place about environments outside Australia
- 4.5 describes the geographical processes that form and transform environments
- 4.6 identifies and discusses geographical issues from a range of perspectives
- 4.7 describes the interrelationships between people and environments
- 4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

In learning about geographical tools, a student will work towards the following Stage 5 outcomes:

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 demonstrates a sense of place about Australian environments
- 5.5 explains the geographical processes that form and transform Australian environments
- 5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales
- 5.7 explains Australia's links with other countries and its role in the global community
- 5.8 accounts for differences within and between Australian communities
- 5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Geographical Tool Stage 4 Content

Note: The content described below should be integrated with the content in the focus areas.

In working towards Stage 4 outcomes, students will learn to:

Maps

use an atlas
 use various types of maps: physical, political, topographic, thematic and flow charts
 identify and use elements of maps, including legend, direction, title, scale
 distinguish between different types of map projections
 locate features on a map using:
 latitude and longitude
 area and grid references
 measure distances on a map using a linear scale
 use the points of a compass and divide maps into quadrants
 identify and interpret relief using hachures, shading, spot heights, colour and contour lines
 identify the aspect of a slope
 construct a sketch map
 divide a map into geographical regions, listing and describing the key features
 and identifying spatial associations
 read and interpret weather maps.

Fieldwork

use geographical instruments, including:
 a compass to determine direction
 a field sketch to record data
 a thermometer, barometer, rain gauge, anemometer, wind vane, hygrometer, light meter
 to measure and record weather data
 a Beaufort wind scale and cloud identification chart to interpret weather conditions
 collect and record data in the field, including:
 design and conduct interviews
 construct and implement surveys
 use photography to record data in the field.

Graphs and Statistics

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

Photographs

draw a photo sketch
 distinguish between oblique, aerial, ground scale photographs and satellite imagery
 use and interpret photographic images.

Geographical Tool Stage 5 Content

Note: The content described below should be integrated with the content in the focus areas.

In working towards Stage 5 outcomes, students will continue to learn the Stage 4 content about Geographical Tools and will also learn to:

Maps

estimate the area of a feature
 identify bearings on a map
 calculate local relief
 construct a cross section
 construct a transect and use evidence to explain changes along the transect
 describe and explain relationships on maps
 read, interpret and predict changing weather patterns
 identify scale as a representative fraction
 distinguish between large and small maps.

Fieldwork

devise a plan of investigation
 interpret and analyse field data
 develop a research plan
 evaluate alternative solutions
 communicate research findings
 take action to demonstrate active citizenship.

Graphs and Statistics

describe and interpret population pyramids
 calculate percentage change using statistical data
 recognise and account for change using statistical data.

Photographs

interpret satellite images.

Geographical Skills

Both courses in this syllabus are composed of focus areas for geographical inquiry. The applied nature of these focus areas requires a particular methodological approach. Students should be proficient in the understanding and application of a range of geographical skills so that they can become critical and creative thinkers about the world and its environment.

In learning geographical skills, a student will work towards the following Stage 4 outcomes:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 demonstrates a sense of place about environments outside Australia
- 4.5 describes the geographical processes that form and transform environments
- 4.6 identifies and discusses geographical issues from a range of perspectives
- 4.7 describes the interrelationships between people and environments
- 4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

In learning geographical skills, a student will work towards the following Stage 5 outcomes:

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 demonstrates a sense of place about Australian environments
- 5.5 explains the geographical processes that form and transform Australian environments
- 5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales
- 5.7 explains Australia's links with other countries and its role in the global community
- 5.8 accounts for differences within and between Australian communities
- 5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Geographical Skill

Through the study of Geography, students will develop skills in:

acquiring geographical information

by reflecting on prior learning

by asking geographical questions

by identifying and gathering geographical information

processing geographical information

by analysing geographical information

by organising and synthesising geographical information

communicating geographical information

by answering geographical questions

by applying geographical information

participating as active and informed citizens

by acquiring knowledge about citizenship

by applying this knowledge to take action

Stages 4–5 Content

Note: The content described below should be integrated with the content in the focus areas.

Students will learn to:

consider:

What do I already know/understand? What skills do I bring to this inquiry?

What written and graphical resources do I already have?

What information technology can I use?

ask:

What is there? Where is it? Why is it there?

What are the effects of it being there?

How is it changing over time? Should it be like this? What action is appropriate? What will it be like in the future?

locate and gather information from a variety of primary and secondary sources, including maps, globes, plans, fieldwork, information technology, books, 3D models, videos, photographs

make and record observations about environments in written and graphical form

evaluate the appropriateness of information gathered

reflect on the appropriateness of information-gathering processes.

use maps to observe and interpret geographical relationships

use tables and graphs to observe and interpret geographical trends and relationships

use simple mathematics to analyse geographical data

use information technology to process, present and analyse geographical evidence, eg a computer database using local census data, CD ROMs on geographical phenomena and issues

prepare maps and plans of real or imaginary places using pictures and/or symbols at a variety of scales, eg mind maps

select and use appropriate graphical methods (incorporating information technology) to present evidence in maps and diagrams

draw conclusions and make generalisations.

present geographical information in the form of both oral and written reports accompanied by maps and graphs, including databases, flow charts, multimedia presentations, debates, role-plays, models and simulations

communicate a logical argument/opinion in oral/written form to a variety of audiences, peers, teachers, parents and carers

reflect on the appropriateness of communication processes

apply generalisations to solve geographical problems and make reasoned decisions

reflect on sequences of activities undertaken throughout learning and at the culmination of learning and propose ways of applying this learning to new learning situations

practise extended writing activities based on extended reading and research.

reflect on the meaning of citizenship and how this varies between groups

describe different concepts of citizenship.

propose and, where appropriate, take individual action about contemporary geographical issues

participate in community action about contemporary geographical issues, eg Streamwatch, Clean Up Australia

review and modify individual and group participation.

Values and Attitudes

Values and attitudes permeate people's interactions with each other and the environment. In the key learning area of Human Society and Its Environment, they are inherent in the subject matter that is investigated and the skills that are developed. They result from learning experiences and reflection.

Students need to develop:

- skills in identifying, clarifying, analysing and evaluating values and attitudes that they and others hold;
- values and attitudes that promote a democratic and socially just society in a sustainable environment.

Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments at local, national, regional and global scales.

In learning values and attitudes, a student will work towards the following Stage 4 outcomes:

- 4.4 demonstrates a sense of place about environments outside Australia
- 4.5 describes the geographical processes that form and transform environments
- 4.6 identifies and discusses geographical issues from a range of perspectives
- 4.7 describes the interrelationships between people and environments
- 4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

In learning values and attitudes, a student will work towards the following Stage 5 outcomes:

- 5.4 demonstrates a sense of place about Australian environments
- 5.5 explains the geographical processes that form and transform environments
- 5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales
- 5.7 explains Australia's links with other countries and its role in the global community
- 5.8 accounts for differences within and between Australian communities
- 5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Values and Attitudes

Through the study of Geography, students will develop skills in:

ecological sustainability**a just society****intercultural understanding****informed and active citizenship****lifelong learning****Stages 4–5 Content**

Note: The content described below should be integrated with the content in the focus areas.

Students will develop:

appreciation of environments

responsibility for the future of environments

appreciation of indigenous peoples' knowledge of the land and their relationship with the land

commitment to the use of renewable resources and a concern for the resource needs of future generations

commitment to act locally for a better global future.

concern for the welfare, rights and dignity of all people

respect for the rights of all people

commitment to redressing disadvantage and changing discriminatory practices, eg racism and sexism

appreciation of and respect for human life

commitment to act in a fair and responsible manner.

appreciation of the cultural heritage of themselves and others

empathy with people of different cultures and societies

respect for different viewpoints, ways of living, belief systems and languages

commitment to examining geographical ideas and information from a variety of perspectives

support for cultural diversity within Australia.

a sense of responsibility to be an informed, contributing member of society

commitment to participate responsibly in society as individuals and members of groups

appreciation of the importance of the law to people and environments

commitment to peaceful ways of resolving conflict within and between communities

a resolve to evaluate information, decisions or outcomes

commitment to individual freedom and to the rights and responsibilities of citizens in a democracy.

lifelong interest in learning about people and environments

appreciation of the importance of lifelong learning in a constantly changing world.

Stage 4 Focus Areas

The Stage 4 Global Geography section of the Mandatory course comprises four focus areas:

- Investigating the World (10%)
- Global Environments (40%)
- Managing Global Environments (30%)
- Global Citizenship (20%).

4G1 Investigating the World

Time allocation 10% of course time

Principal focus

To describe the nature and role of Geography in investigating the diversity of environments throughout the world.

Stage 4 outcomes

In this focus area a student will work towards the following Stage 4 outcomes:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 demonstrates a sense of place about environments outside Australia
- 4.5 describes the geographical processes that form and transform environments
- 4.6 identifies and discusses geographical issues from a range of perspectives
- 4.7 describes the interrelationships between people and environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

Content

In working towards Stage 4 outcomes, students will learn about:

The nature of Geography

- Geography as a discipline and the role of geographers
 - the spatial dimension: where things are and why they are there
 - the ecological dimension: how humans interact with their environment
- the tools geographers use
 - fieldwork techniques and data collection
 - secondary sources including maps, photographs, graphs and statistics

Characteristics and distribution of environments

- physical elements of environments
 - water, air, earth, living things and sunlight
- human elements of environments
 - human-altered landscapes
 - social, cultural, economic and political systems
 - global distribution of environments
 - interactions between people and environments

Geographical sites

- sacred and significant sites, including World Heritage sites
- the roles and responsibilities of individuals, groups and governments in the management of these sites for future generations.

4G2 Global Environments

Time allocation 40% of course time

Principal focus

To understand the geographical processes that form and transform diverse global environments and to identify types of human communities and their interactions within environments.

Stage 4 outcomes

In this focus area a student will work towards the following Stage 4 outcomes:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 demonstrates a sense of place about environments outside Australia
- 4.5 describes the geographical processes that form and transform environments
- 4.6 identifies and discusses geographical issues from a range of perspectives
- 4.7 describes the interrelationships between people and environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

Content

In working towards Stage 4 outcomes, students will learn about:

Geographical processes contributing to diverse global physical environments

- geomorphologic processes
 - plate tectonics
 - weathering and erosion
 - topography (altitude, aspect, gradient)
- atmospheric processes
 - weather and climate
 - seasonal changes in insolation
 - continental and maritime influences
 - global climate patterns
 - global climatic change, including greenhouse gas emissions, ozone depletion and acid rain
- biotic processes
 - ecosystems and food webs

Types of human communities

- shared spaces such as an urban community or neighbourhood, rural town, farming district, outstation, mining centre
- shared social organisations such as ethnic, indigenous language group areas, sporting, religious, occupational
- interactions between human communities and their physical environment

At least TWO studies of the interactions between a physical environment and a related human community outside Australia. One of the studies must include study of an indigenous community. These studies are to be selected from the following.

- rainforests, river catchments, deserts, coasts, wetlands, mountains, grasslands, coral reefs, polar lands, tundra.

Each study should focus on:

- the global distribution of the ecosystem
- the nature of the physical environment of the ecosystem
- the effect of the physical environment on the related human community
- relevant contemporary geographical issues
- changing management strategies and peoples' relationships to the land
- individual and community action, and conflict resolution.

4G3 Managing Global Environments

Time allocation 30% of course time

Principal focus

To understand the impacts of global geographical issues on environments and the need for appropriate management.

Stage 4 outcomes

In this focus area a student will work towards the following Stage 4 outcomes:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.5 describes the geographical processes that form and transform environments
- 4.6 identifies and discusses geographical issues from a range of perspectives
- 4.7 describes the interrelationships between people and environments
- 4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

Content

In working towards Stage 4 outcomes, students will learn about:

The need to protect and conserve changing global environments

- the competition for space and resources (habitat destruction)
- preserving environments for the future (sustainability)
- maintaining the variety of living organisms (biodiversity)

Brief overview of global geographical issues such as

- management of waste
- urban growth and decline
- deforestation
- access to fresh water
- declining air quality
- threatened habitats
- land degradation
- carbon emissions and the effect on climatic change
- impacts of tourism
- use of ocean resources
- land rights struggles and conflicts over land use

At least TWO studies of global geographical issues, selected from the above list. Each study should investigate:

- the spatial and ecological dimensions of the issue
- the influence of geographical processes on the issue
- the uneven impacts of the issue on environments outside Australia
- conflict within and between communities and different approaches to the management of the issue
- implications for social justice and equity.

4G4 Global Citizenship

Time allocation 20% of course time

Principal focus

To understand the characteristics of global citizenship and examine how individuals and groups affect the quality of global environments and the wellbeing of people.

Stage 4 outcomes

In this focus area a student will work towards the following Stage 4 outcomes:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 demonstrates a sense of place about environments outside Australia
- 4.7 describes the interrelationships between people and environments
- 4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments
- 4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship.

Content

In working towards Stage 4 outcomes, students will learn about:

Defining citizenship

- a process that facilitates participation in community activities and public affairs

Global citizenship

- what we share:
 - global commons — oceans, air, polar lands
 - fundamental human rights, including those of indigenous people
- rights and responsibilities of individuals and groups

Global linkages

- people: migration, tourism, employment
- movement of commodities, capital, services, information
- international aid

Spatial variations in life opportunities throughout the world, such as:

- global patterns of poverty and wealth
- access to food, shelter and clean water
- the provision of health care and education
- work and technology
- access to and ownership of natural resources
- human rights, self-determination
- dispossession of land

The actions of individuals and groups to improve the quality of environments and the wellbeing of people

- global: eg government and non government organisations such as the United Nations and Amnesty International
- national: eg Landcare, Clean Up Australia
- local: eg resident action groups, lobby groups, individuals.

Stage 5 Focus Areas

The Stage 5 Australian Geography section of the Mandatory course comprises four focus areas:

- Investigating Australia's Identity (20%)
- Changing Australian Environments (30%)
- Issues in Australian Environments (20%)
- Australia in Its Regional and Global Context (30%).

5A1 Investigating Australia's Identity

Time allocation 20% of course time

Principal focus

To describe the location, size and other unique characteristics of Australia that influence Australian identity at local, national and global scales.

Stage 5 outcomes

In this focus area a student will work towards the following Stage 5 outcomes:

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 demonstrates a sense of place about Australian environments
- 5.5 explains the geographical processes that form and transform Australian environments
- 5.7 explains Australia's links with other countries and its role in the global community
- 5.8 accounts for differences within and between Australian communities.

Content

In working towards Stage 5 outcomes, students will learn about:

Australia's location in the Asia-Pacific region and the world

- Australia, near neighbours and their territorial boundaries
- major oceans, seas, river systems and mountain ranges of the world
- major cities of the world

Australia's geographical dimensions

- relative size and shape
- latitude and longitude

Characteristics that make Australia unique

- Australia and its Aboriginal heritage including concepts of the origins of the continent
- Australia's diverse physical environments
 - geological processes which have shaped the continent
 - major topographical features: drainage basins, distinctive landforms
 - climatic diversity, rainfall and temperature patterns
 - flora and fauna
 - soils
 - natural resources and world heritage
- Australia's diverse human environments
 - built: major cities and towns, specialised urban centres, agricultural land uses, major industrial centres, mining landscapes
 - social/cultural: political divisions; population size, distribution and composition; patterns of work; lifestyle; cultural identity

Australian communities and the factors contributing to a sense of identity

- the diversity of Australian communities based on shared space and social organisation
- factors contributing to a sense of community, such as:
 - ethnicity
 - culture
 - religion and belief
 - sporting allegiance
 - interest groups
 - socio-economic status
 - popular culture
 - neighbourhood
 - affiliation with land, country, place
 - Aboriginality
 - gender and sexuality
 - kinship
 - work/occupation
 - heritage
 - governance
 - demographic characteristics
 - rural/urban identity

5A2 Changing Australian Environments

Time allocation 30% of course time

Principal focus

To explain how and why environments in Australia are changing.

Stage 5 outcomes

In this focus area a student will work towards the following Stage 5 outcomes:

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 demonstrates a sense of place about Australian environments
- 5.5 explains the geographical processes that form and transform Australian environments
- 5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales
- 5.7 explains Australia's links with other countries and its role in the global community
- 5.8 accounts for differences within and between Australian communities
- 5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Content

In working towards Stage 5 outcomes, students will learn about:

The effects of the physical environment on people's activities

- climate, weather and topography
- incidence of natural hazards (storms, droughts, fires, floods, earthquakes)

The effects of people on the physical environment

- maintenance and promotion of biodiversity, conservation and preservation
- impacts of urban growth and resource exploitation
- traditional and contemporary land and water management

Changing Australian communities

- a brief historical geography of human occupation, settlement and land use in Australia
- processes causing change in Australian communities such as:
 - new technologies
 - globalisation of economic activity
 - demographic changes
 - lifestyle expectations
 - impact of natural disasters
 - intercultural exchanges
 - global media networks
 - changing nature and patterns of work
 - recognition of native title
 - resource depletion
- concepts and experiences of citizenship for Australian Aboriginal communities
- decision-making and conflict resolution in Australian communities
 - the role of community-based groups and the methods used to shape the decision-making processes of local, State and federal governments

ONE study of the changing interactions between an Australian community and its environment:

- name and locate the community and its associated environment
- identify the factors that contribute to the community's sense of identity
- identify the factors creating change in the both the environment and the community
- describe the spatial and ecological impacts of the changes
- state how the community has responded to the changes, including the policy-forming and decision-making processes involved

5A3 Issues in Australian Environments

Time allocation 20% of course time

Principal focus

To understand a range of geographical issues in Australian environments and investigate how these issues are being managed.

Stage 5 outcomes

In this focus area a student will work towards the following Stage 5 outcomes:

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 demonstrates a sense of place about Australian environments
- 5.5 explains the geographical processes that form and transform Australian environments
- 5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales
- 5.8 accounts for differences within and between Australian communities
- 5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship.

Content

In working towards Stage 5 outcomes, students will learn about:

Review the need to protect and manage environments (see focus area 4G3)

The nature of contemporary geographical issues

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

An overview of the spatial and ecological dimensions of a range of contemporary geographical issues affecting Australian environments

GROUP A

Issues relating to physical elements of environments

- land management
- biodiversity
- water management
- air quality
- coastal management

GROUP B

Issues relating to human elements of environments

- waste management
- urban growth and decline
- spatial inequality
- population change
- tourism

At least TWO studies of contemporary geographical issues affecting Australian environments. One issue must be selected from Group A and one from Group B.

- In each study, investigate:
 - the geographical processes relevant to the issue
 - the perceptions of different groups about the issue
 - the decision-making processes involved in addressing the issue
 - the consequences of these processes
 - any implications for social justice and equity

Fieldwork task:

- Select ONE issue from Group A or Group B and investigate its spatial and ecological dimensions. In this investigation students are to:
 - develop a research action plan
 - gather and process relevant data
 - evaluate alternative solutions regarding the management of the issue
 - communicate research findings
 - propose individual/group actions to address the issue
 - demonstrate active citizenship.

5A4 Australia in Its Regional and Global Context

Time allocation 30% of course time

Principal focus

To understand Australia in its regional and global context and examine the role of individuals and groups in planning for a better future.

Stage 5 outcomes

In this focus area a student will work towards the following Stage 5 outcomes:

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

Content

In working towards Stage 5 outcomes, students will learn about:

Australia's regional and global context

- The physical, cultural and economic diversity of the Asia-Pacific region
- Regional and global trends
 - population growth and migration
 - recognition of indigenous nations and indigenous rights
 - transport and communication technologies
 - economic and cultural integration: eg transnational corporations, mobility of capital, employment and global media networks, resource allocation
- Regional and global links such as:

<ul style="list-style-type: none"> – tourism – political relations – trade and finance – culture – technology 	<ul style="list-style-type: none"> – foreign aid and investment – defence – sport – education and employment – resource use – communications
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Australia's future

- Australia's changing national identity
- Australia's changing regional and global role

<ul style="list-style-type: none"> – international treaties – role of non-government organisations 	<ul style="list-style-type: none"> – human rights – international aid
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Strategies for a better future

- reconciliation between Aboriginal and non-Aboriginal Australians
- urban planning and provision of infrastructure
- environmental management
- ecologically sustainable development
- trading agreements and treaties
- responsible citizenship
- other strategies suggested by students

The role of Geography in developing skills for a variety of occupations which contribute to Australia's future



Geography

Elective

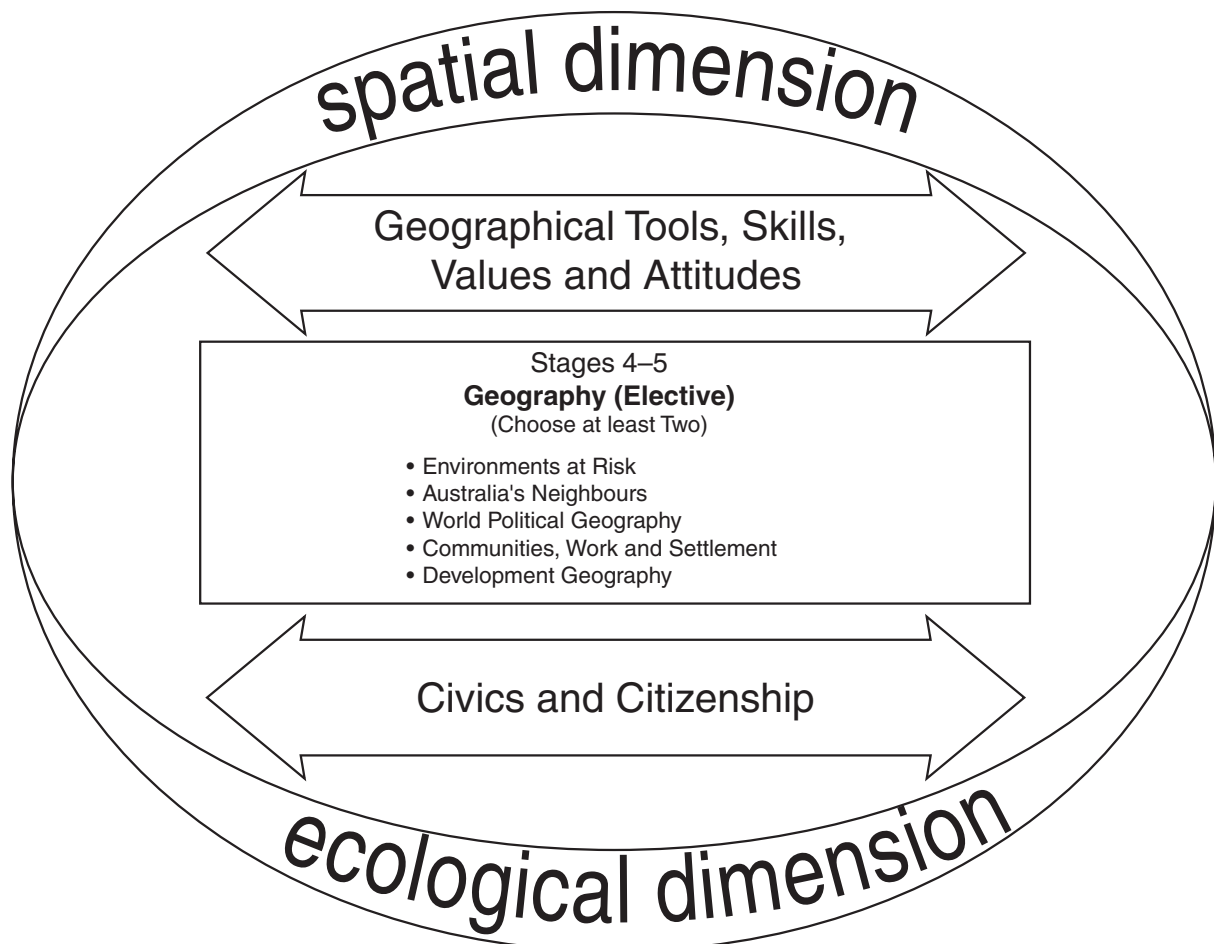
Geography (Elective)

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

Students may undertake either 100 hours or 200 hours of study in Geography (Elective) in Stage 4 and/or Stage 5. There must be no significant overlap between the content and focus issues chosen for study in Geography (Elective) and those studied in Global Geography (Mandatory) and Australian Geography (Mandatory) or those topics which students will study in Stage 6 Geography.

Programs must be developed from at least TWO of the five focus areas in Geography (Elective).

Where students undertake 100 or more hours of Geography (Elective) in Stage 5 in addition to the 100 hours of Australian Geography (Mandatory), they will receive a School Certificate grade for Geography (Elective) as well as a grade for Geography (Mandatory).



Outcomes

Outcomes express the specific intended results of the teaching of the syllabus. They are derived from the content of the syllabus and arranged in Stages. The outcomes are placed before the content relating to geographical tools, skills, values and attitudes and before the content of each focus area to indicate their importance in guiding teaching and learning.

The outcomes for the elective course are listed below. Teaching/learning programs must be developed from at least TWO of the five focus areas in Geography (Elective) and should integrate learning about the content relating to geographical tools, skills, values and attitudes with the content of the chosen focus areas. In a programmed unit of work, students will work towards achieving several outcomes. It is not expected that students will achieve any one outcome in any single unit of work.

Stage 4 Elective Geography Outcomes	Focus Areas	Tools	Skills	Values
<i>A student:</i>				
E 4.1 identifies and gathers geographical information	E1, E2, E3, E4, E5	✓	✓	
E 4.2 organises and interprets geographical information	E1, E2, E3, E4, E5	✓	✓	
E 4.3 uses a range of written, oral and graphic forms to communicate geographical information	E1, E2, E3, E4, E5	✓	✓	
E 4.4 demonstrates a sense of place about environments outside Australia	E1, E2, E3, E4, E5	✓	✓	✓
E 4.5 describes the geographical processes that form and transform environments	E1	✓	✓	✓
E 4.6 describes the physical, cultural and economic diversity of the Asia-Pacific region	E2	✓	✓	✓
E 4.7 identifies the causes and consequences of political tensions and conflicts at local, national and global scales	E3	✓	✓	✓
E 4.8 identifies and describes the interrelationships between communities, work and settlement	E4	✓	✓	✓
E 4.9 identifies and describes spatial patterns of economic and social wellbeing at a global scale.	E5	✓	✓	✓

Stage 4 Elective Geography Outcomes	Focus Areas	Tools	Skills	Values
<i>A student:</i>				
E 5.1 identifies, gathers and evaluates geographical information	E1, E2, E3, E4, E5	✓	✓	
E 5.2 analyses, organises and synthesises geographical information	E1, E2, E3, E4, E5	✓	✓	
E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information	E1, E2, E3, E4, E5	✓	✓	
E 5.4 demonstrates a sense of place about environments	E1, E2, E3, E4, E5	✓	✓	✓
E 5.5 analyses the impacts of physical processes on environments	E1	✓	✓	✓
E 5.6 accounts for the physical, cultural and economic diversity of the Asia-Pacific region	E2	✓	✓	✓
E 5.7 explains the roles and responsibilities of individuals, groups and governments in resolving political tensions and conflicts	E3	✓	✓	✓
E 5.8 analyses the interrelationships between communities, work and settlement	E4	✓	✓	✓
E 5.9 explains the spatial patterns of economic and social wellbeing at a global scale.	E5	✓	✓	✓

Content

The content of the Elective course comprises:

- Geographical Tools
- Geographical Skills
- Values and Attitudes
- Focus Areas.

The content described in Geographical Tools, Geographical Skills, and Values and Attitudes is to be integrated with the content in the Focus Areas.

Geographical Tools

The discipline of Geography provides a unique opportunity for an integrated study of the spatial and ecological dimensions of the world. Geographers have a set of tools they use in undertaking this study. In both the Mandatory and Elective courses in Geography Stages 4–5, students are expected to learn about these tools and how to use them as they develop the skills of geographical inquiry.

In learning about geographical tools, a student will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 organises and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.5 describes the geographical processes that form and transform environments
- E 4.6 describes the physical, cultural and economic diversity of the Asia-Pacific region
- E 4.7 identifies the causes and consequences of political tensions and conflicts at local, national and global scales
- E 4.8 identifies and describes the interrelationships between communities, work and settlement
- E 4.9 identifies and describes spatial patterns of economic and social wellbeing at a global scale.

In learning about geographical tools, a student will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.5 analyses the impacts of physical processes on environments
- E 5.6 accounts for the physical, cultural and economic diversity of the Asia-Pacific region
- E 5.7 explains the roles and responsibilities of individuals, groups and governments in resolving political tensions and conflicts
- E 5.8 analyses the interrelationships between communities, work and settlement
- E 5.9 explains the spatial patterns of economic and social wellbeing at a global scale.

Geographical Tool Stage 4 Content

Note: The content described below should be integrated with the content in the focus areas. In working towards Stage 4 outcomes, students will learn to:

- Maps**
- use an atlas
 - identify and use various types of maps: physical, political, topographic, thematic and flow charts
 - identify and use elements of maps including, legend, direction, title, scale
 - distinguish between different types of map projections
 - locate features on a map using
 - latitude and longitude
 - area and grid references
 - measure distances on a map using a linear scale
 - use the points of a compass and divide maps into quadrants
 - identify and interpret relief using hachures, shading, spot heights, colour and contour lines
 - identify the aspect of a slope
 - construct a sketch map
 - divide a map into geographical regions, listing and describing the key features and identifying spatial associations
 - read and interpret weather maps
- Fieldwork**
- use geographical instruments including:
 - a compass to determine direction
 - a field sketch to record data
 - a thermometer, barometer, rain gauge, anemometer, wind vane, hygrometer, light meter to measure and record weather data
 - a Beaufort wind scale and cloud identification chart to interpret weather conditions
 - collect and record data in the field including:
 - design and conduct interviews
 - construct and implement surveys
 - use photography to record data in the field.
- Graphs and Statistics**
- identify and calculate maximum, minimum, total, range, rank and average
 - construct and interpret bar, column, line, climatic and proportional graphs.
- Photographs**
- draw a photo sketch
 - distinguish between oblique, aerial, ground scale photographs and satellite imagery
 - use and interpret photographic images.

Geographical Tool Stage 5 Content

Note: The content described below should be integrated with the content in the focus areas. In working towards Stage 5 outcomes, students will continue to learn the Stage 4 content about Geographical Tools and will also learn to:

- Maps**
- estimate the area of a feature
 - identify bearings on a map
 - calculate local relief
 - construct a cross section
 - construct a transect and use evidence to explain changes along the transect
 - describe and explain relationships on maps
 - read, interpret and predict changing weather patterns
 - identify scale as a representative fraction
 - distinguish between large and small maps.
- Fieldwork**
- devise a plan of investigation
 - interpret and analyse field data
 - develop a research plan
 - evaluate alternative solutions
 - communicate research findings
 - take action to demonstrate active citizenship.
- Graphs and Statistics**
- describe and interpret population pyramids
 - calculate percentage change using statistical data
 - recognise and account for change using statistical data.
- Photographs**
- interpret satellite images.

Geographical Skills

Both courses in this syllabus are composed of focus areas for geographical inquiry. The applied nature of these focus areas requires a particular methodological approach. Students should be proficient in the understanding and application of a range of geographical skills so that they can become critical and creative thinkers about the world and its environments.

In learning geographical skills, a student will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 organises and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.5 describes the geographical processes that form and transform environments
- E 4.6 describes the physical, cultural and economic diversity of the Asia-Pacific region
- E 4.7 identifies the causes and consequences of political tensions and conflicts at local, national and global scales
- E 4.8 identifies and describes the interrelationships between communities, work and settlement
- E 4.9 identifies and describes spatial patterns of economic and social wellbeing at a global scale.

In learning geographical skills, a student will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.5 analyses the impacts of physical processes on environments
- E 5.6 accounts for the physical, cultural and economic diversity of the Asia-Pacific region
- E 5.7 explains the roles and responsibilities of individuals, groups and governments in resolving political tensions and conflicts
- E 5.8 analyses the interrelationships between communities, work and settlement
- E 5.9 explains the spatial patterns of economic and social wellbeing at a global scale.

Geographical Skill

Through the study of Geography, students will develop skills in:

acquiring geographical information

by reflecting on prior learning

by asking geographical questions

by identifying and gathering geographical information

processing geographical information

by analysing geographical information

by organising and synthesising geographical information

communicating geographical information

by answering geographical questions

by applying geographical information

participating as active and informed citizens

by acquiring knowledge about citizenship

by applying this knowledge to take action

Stages 4–5 Content

Note: The content described below should be integrated with the content in the focus areas.

Students will learn to:

consider:

What do I already know/understand? What skills do I bring to this inquiry?

What written and graphical resources do I already have?

What information technology can I use?

ask:

What is there? Where is it?

Why is it there?

What are the effects of it being there?

How is it changing over time? Should it be like this? What action is appropriate? What will it be like in the future?

locate and gather information from a variety of primary and secondary sources, including maps, globes, plans, fieldwork, information technology, books, 3D models, videos, photographs

make and record observations about environments in written and graphical form

evaluate the appropriateness of information gathered

reflect on the appropriateness of information-gathering processes.

use maps to observe and interpret geographical relationships

use tables and graphs to observe and interpret geographical trends and relationships

use simple mathematics to analyse geographical data

use information technology to process, present and analyse geographical evidence, eg computer database using local census data, CD ROMs on geographical phenomena and issues

prepare maps and plans of real/imaginary places using pictures and/or symbols at a variety of scales, eg mind maps

select and use appropriate graphical methods (incorporating information technology) to present evidence in maps and diagrams

draw conclusions and make generalisations.

present geographical information in the form of both oral and written reports accompanied by maps and graphs, including databases, flow charts, multimedia presentations, debates, role-plays, models, simulations

communicate a logical argument/opinion in oral/written form to a variety of audiences, peers, teachers, parents and carers

reflect on the appropriateness of communication processes

apply generalisations to solve geographical problems and make reasoned decisions

reflect on sequences of activities undertaken throughout learning and at the culmination of learning and propose ways of applying this learning to new learning situations

practise extended writing activities based on extended reading and research.

reflect on the meaning of citizenship and how this varies between groups

describe different concepts of citizenship

propose and, where appropriate, take individual action about contemporary geographical issues

participate in community action about a contemporary geographical issue, eg Streamwatch, Clean Up Australia

review and modify individual and group participation.

Values and Attitudes

Values and attitudes permeate people's interactions with each other and the environment. In the key learning area of Human Society and Its Environment, they are inherent in the subject matter that is investigated and the skills that are developed. They result from learning experiences and reflection.

Students need to develop:

- skills in identifying, clarifying, analysing and evaluating values and attitudes that they and others hold;
- values and attitudes that promote a democratic and socially just society in a sustainable environment.

Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, at local, national, regional and global scales.

In learning values and attitudes, a student will work towards the following Stage 4 outcomes:

- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.5 describes the geographical processes that form and transform environments
- E 4.6 describes the physical, cultural and economic diversity of the Asia-Pacific region
- E 4.7 identifies the causes and consequences of political tensions and conflicts at local, national and global scales
- E 4.8 identifies and describes the interrelationships between communities, work and settlement
- E 4.9 identifies and describes spatial patterns of economic and social wellbeing at a global scale.

In learning values and attitudes, a student will work towards the following Stage 5 outcomes:

- E 5.4 demonstrates a sense of place about environments
- E 5.5 analyses the impacts of physical processes on environments
- E 5.6 accounts for the physical, cultural and economic diversity of the Asia-Pacific region
- E 5.7 explains the roles and responsibilities of individuals, groups and governments in resolving political tensions and conflicts
- E 5.8 analyses the interrelationships between communities, work and settlement
- E 5.9 explains the spatial patterns of economic and social wellbeing at a global scale.

Values and Attitudes

Through the study of Geography, students will develop interest in, and informed responsible attitudes with a commitment to:

ecological sustainability**a just society****intercultural understanding****informed and active citizenship****lifelong learning****Stages 4–5 Content**

Note: The content described below should be integrated with the content in the focus areas.

Students will develop:

appreciation of environments

responsibility for the future of environments

appreciation of indigenous peoples' knowledge of the land and their relationship with the land

commitment to the use of renewable resources and a concern for the resource needs of future generations

commitment to act locally for a better global future.

concern for the welfare, rights and dignity of all people

respect for the rights of all people

commitment to redressing disadvantage and changing discriminatory practices, eg racism and sexism

appreciation of and respect for human life

commitment to act in a fair and responsible manner.

appreciation of the cultural heritage of themselves and others including those of indigenous peoples

empathy with people of different cultures and societies

respect for different viewpoints, ways of living, belief systems and languages

commitment to examining geographical ideas and information from a variety of perspectives

support for cultural diversity within Australia.

a sense of responsibility to be an informed, contributing member of society

commitment to participate actively and responsibly in society as individuals and members of groups

appreciation of the importance of the law to people and environments

commitment to peaceful ways of resolving conflict within and between communities

a resolve to evaluate information, decisions or outcomes

commitment to individual freedom and to the rights and responsibilities of citizens in a democracy.

lifelong interest in learning about people and environments

appreciation of the importance of lifelong learning in a constantly changing world.

Elective Course Focus Areas

The Elective Geography course comprises five focus areas from which at least two must be selected for study:

- Environments at Risk
- Australia's Neighbours
- World Political Geography
- Communities, Work and Settlement
- Development Geography.

E1 Environments at Risk

Time allocation *Varies depending on the number of focus areas chosen*

Principal focus

To understand the impacts of physical processes on environments.

The studies chosen in this unit should complement, rather than duplicate, those chosen in unit 4G3 and those studied in Science Stages 4–5.

Outcomes

When students undertake studies in this focus area in Stage 4 they will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 observes and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.5 describes the physical processes that form and transform environments.

When students undertake studies in this focus area in Stage 5 they will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.5 analyses the impacts of physical processes on environments.

E1 Environments at Risk

Content

In working towards Stage 4 or Stage 5 Outcomes, students will learn about:

Plate tectonics, earthquakes and volcanoes

- plate tectonics and continental drift
- mountain building and sea-floor spreading
- volcanoes and associated landform features
- earthquakes and tsunamis
- sample studies of the effects of earthquakes and volcanic activities on environments

Weathering

- mechanical and chemical weathering
- mass movement and associated landform features
- sample studies of the effects of weathering and mass movement on environments

Erosion and deposition

- agents of erosion
- rivers and associated landforms
- coastal processes and associated landform features
- wind and associated landform features
- glaciation and associated landform features
- sample studies of the effects of erosion and deposition on environments

Weather and climate

- differences between weather and climate
- elements of weather
 - atmospheric pressure
 - wind
 - air masses and fronts
 - precipitation
- factors affecting climate
 - insolation
 - topography
 - maritime/continental influences
- world patterns of climate, greenhouse gas emissions and climate change
- sample studies of the effects on environments of weather and climate such as:
 - droughts, famine and bushfires
 - storms, floods, tropical cyclones and tornadoes

Responses of people to environments at risk.

E2 Australia's Neighbours

Time allocation *Varies depending on the number of focus areas chosen*

Principal focus

To understand the environments of Australia's neighbours and examine specific geographical issues within the Asia-Pacific region.

Outcomes

When students undertake studies in this focus area in Stage 4 they will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 observes and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.6 describes the physical, cultural and economic diversity of the Asia-Pacific region.

When students undertake studies in this focus area in Stage 5 they will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.6 accounts for the physical, cultural and economic diversity of the Asia-Pacific region.

Content

In working towards Stage 4 or Stage 5 outcomes, students will learn about:

Australia's neighbours

- location of Australia's neighbours in the Asia-Pacific region
- overview of the physical, cultural and economic diversity of the region
- factors shaping the diversity of physical environments such as:
 - island-building processes: tectonic, depositional
 - climate
 - ecosystems and biodiversity
 - weathering and erosion: terrestrial and marine
 - land and ocean resource use
- factors shaping the diversity of human environments such as:
 - climate
 - landforms
 - natural resources
 - natural hazards
 - migration and culture contact
 - major cultural groupings and cultural diversity
 - technology

Sample studies of the ways Australia's neighbours are affected by at least TWO of the following geographical issues:

- economic change
- migration and culture contact
- resource exploitation
- variations in living standards and quality of life
- interventions by other countries and organisations
- ecosystem change
- conflict
- climate change
- urban growth
- environmental degradation.

E3 World Political Geography

Time allocation *Varies depending on the number of focus areas chosen*

Principal focus

To understand the nature and distribution of political tensions and conflicts, and investigate strategies towards effective resolutions.

Outcomes

When students undertake studies in this focus area in Stage 4 they will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 observes and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.7 identifies the causes and consequences of political tensions and conflicts at local, national and global scales.

When students undertake studies in this focus area in Stage 5 they will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.7 explains the roles and responsibilities of individuals, groups and governments in resolving political tensions and conflicts.

Content

In working towards Stage 4 or Stage 5 outcomes, students will learn about:

The changing nature of the nation-state:

- nation-states and sovereignty
- changing world political map
- different political systems
- emergence of world trade blocs
- nationalism and disintegration of states

Causes of political tensions and conflict at local, national and global scales:

- problems created by the artificial nature of boundaries and borders
- competing claims for natural resources
- ethnic and religious differences
- territorial arrangements originating from the colonial era
- growth of nationalism

Sample studies of TWO contemporary geographical issues, such as:

- human rights abuses
- conflict
- migration
- refugees
- role of the World Bank and the International Monetary Fund
- resource exploitation
- political and economic elite
- use of aid

The role and responsibilities of individuals, groups and governments to resolve conflict:

- political and economic stability
- cultural tolerance and social justice
- provision of peacekeeping forces
- provision of humanitarian aid
- environmental policies to sustain the earth.

E4 Communities, Work and Settlement

Time allocation *Varies depending on the number of focus areas chosen*

Principal focus

To understand the complex interrelationships between communities, work and settlement.

Outcomes

When students undertake studies in this focus area in Stage 4 they will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 observes and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.8 identifies and describes the interrelationships between communities, work and settlement.

When students undertake studies in this focus area in Stage 5 they will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.8 analyses the interrelationships between communities, work and settlement.

Content

In working towards Stage 4 or Stage 5 outcomes, students will learn about:

Settlements:

- functions of settlements
- types of settlements, eg rural, urban
- the relationship between settlements and their hinterland
- urbanisation
- spatial distribution of settlements at a variety of scales

Work:

- the nature of work — paid and unpaid
- the changing nature of work in the majority and minority worlds
- access to work by various groups within the labour force

Sample studies that illustrate the interrelationships between communities and types of production.

These sample studies should consider:

- the nature of work organisation
- the influence of gender, age and ethnicity
- the resource base
- human occupancy, including that of Indigenous peoples

A major study of the impacts of changes to settlement and work organisation on communities and groups.

Factors causing change may include:

- population movements
- culture contact
- the changing physical environment
- technological change
- the nature and role of government
- changing workplace cultures
- changing national identity
- national and global economic change.

E5 Development Geography

Time allocation *Varies depending on the number of focus areas chosen*

Principal focus

To understand the spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.

Outcomes

When students undertake studies in this focus area in Stage 4 they will work towards the following Stage 4 outcomes:

- E 4.1 identifies and gathers geographical information
- E 4.2 observes and interprets geographical information
- E 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- E 4.4 demonstrates a sense of place about environments outside Australia
- E 4.9 identifies and describes spatial patterns of economic and social wellbeing at a global scale.

When students undertake studies in this focus area in Stage 5 they will work towards the following Stage 5 outcomes:

- E 5.1 identifies, gathers and evaluates geographical information
- E 5.2 analyses, organises and synthesises geographical information
- E 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E 5.4 demonstrates a sense of place about environments
- E 5.9 explains the spatial patterns of economic and social wellbeing at a global scale.

Content

In working towards Stage 4 or Stage 5 outcomes, students will learn about:

Development

- definitions of development
- differing perceptions of development
- terms used for countries in the majority world
- development indicators
 - quantitative
 - qualitative

Spatial patterns of economic and social wellbeing at a global scale

- quantitative indicators of poverty and wealth
- access to food, shelter and clean water
- demographic factors such as population growth rates and structure, life expectancy, infant mortality, employment structure
- access to education and health care
- scale and rate of urbanisation
- energy consumption
- political and human rights

A major study of a country in the majority world. This study must include an overview of:

- the physical and human aspects of the environment
- development indicators
- factors contributing to the country's scale of development
- regional variations in the scale and rate of development
- government initiatives to promote development
- community-based initiatives to enhance the life opportunities of people in the country
- contemporary development issues such as:

<ul style="list-style-type: none"> – rapid population growth – economic dependency – political and human rights – ownership of and access to resources – the role of transnational corporations – effectiveness of international aid – the number and movement of refugees 	<ul style="list-style-type: none"> – urbanisation and urban growth – the role and status of women – debt crisis – corruption – exploitation of labour – environmental degradation – the role of international organisations.
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Assessment

Assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. The main purpose of assessment is to improve student learning and the quality of learning programs. Assessment should therefore be undertaken: before the commencement of a teaching/learning program (diagnostic); during the program (formative); and at the end of the program (summative).

Diagnostic assessment is the process of discovering what students know and can do so that teachers can identify difficulties and target problems in the teaching and learning process. Establishing individual students' prior knowledge and skills before commencing a teaching/learning program will identify where each student is on their learning continuum, ie the starting point for each student in the teaching/learning program.

Formative assessment is the practice of building a cumulative profile of student achievement. In Geography, this means informal and systematic observation of students as they engage with the course content during day-to-day class activities. Feedback should be provided to students as a means of indicating their successes and shortfalls. Establishing assessment criteria will assist in assessing the particular outcomes achieved and in providing feedback to students.

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the conclusion of a topic, a program of study, a stage, a term or a school year. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may address a single outcome or a number of outcomes.

Assessment should be structured so that students can demonstrate a range of outcomes through a variety of assessment tools and measurement techniques during the course time. The selected method of gathering and measuring this information is the responsibility of schools and teachers. Teachers should endeavour to select instruments based on the principles of effective assessment and the purpose for which the gathered information will be used.

Principles of Effective Assessment

- Assessment is integral to teaching and learning. It should be based on the Geography stage outcomes that specify what students should know, understand and be able to do at the end of a stage in Geography.
- A variety of assessment strategies should be used and students should be given opportunities, in varying contexts, to demonstrate in an authentic manner what they know, understand and can do.
- Assessment strategies should be sensitive to gender, disability, culture, background language, socioeconomic status and geographical location.
- Values and attitudes are an integral part of learning. Assessment and reporting of them, however, should be distinct from the assessment and reporting of knowledge, understanding and skills.
- Reporting of student achievement has a number of purposes for a range of audiences, and it may take a variety of forms. The form of a report must relate to its intended purpose and audience.

Planning Assessment

When planning assessment activities, teachers need to consider the following issues:

- a program of assessment in Geography must include measurement of student achievement of the nine knowledge and skills outcomes for each stage
- there should be a balance of activities over the stage program with respect to:
 - the variety of assessment techniques used
 - the timing of assessment tasks
- how assessment activities are to be administered
- how the assessment results will be collected, recorded and analysed
- how the assessment task will be effectively evaluated to ensure that it measures what was intended
- the way in which feedback will be given and what the results suggest for the students' next stage of learning.

Planning is best undertaken systematically using a process that considers all of the above assessment issues. A suggested planning model is outlined below.

An Assessment Planning Process Model

Assessment Purpose and Targeted Outcomes

Which syllabus objectives are to be assessed by the task?
 What are the associated outcomes that will provide evidence of whether the student has met the objectives?

Group knowledge and/or skills outcomes to match the selected objective(s).

Assessment Technique

What type of task should be used?

There are a variety of assessment tasks. Use a task that will assess the chosen objectives most effectively. For instance, a written examination would not be the ideal instrument to test oral communication, practical or research skills.

Assessment Considerations

What needs to be considered when designing a task?

A single task can often measure achievement in relation to several objectives. Consider the nature and structure of the task so that:

- the requirements of the task are as clear as possible
- questions or activities are chosen which assess the relevant objectives and allow students to demonstrate appropriate outcomes
- any sources or stimulus material used are clear and appropriate to the task
- the likely range of student responses is anticipated.

Assessment Criteria

Does the task measure what was intended? (validity)

Validity is the extent to which the task measures what it is intended to measure.

The validity of a task can be improved by:

- ensuring that it assesses a balanced selection of the knowledge and skills objectives from the parts of the syllabus being assessed
- ensuring that the outcomes chosen may be adequately demonstrated
- assessing only performance relevant to the task
- allocating marks or grades which reflect the relative importance of each part of the task.

Assessment Construction

How can the task be designed to produce consistent results? (reliability)

A task is likely to give reliable results if:

- the instructions are unambiguous
- the language level is appropriate
- it is an appropriate length
- the items are not too difficult or too easy
- it does not contain bias (eg gender or cultural)
- the marking scheme is applied consistently.

Recording and Marking

What should be considered when devising a marking scheme?

A marking scheme should be devised as a task is set. Teachers should:

- allocate marks or appropriate comments to each section of the task
- consider any weighting which is to be applied
- adjust the marking scheme when the student responses are unexpected.

Assessment Techniques

When developing an assessment framework for the mandatory course, teachers should foster an integrated understanding of Global Geography in Stage 4 and Australian Geography in Stage 5. This requires students to demonstrate knowledge and understanding as well as display an ability to collect, process and communicate geographical information, and to participate as active and informed citizens.

School-based assessment in each stage should contain a range of tasks. Each task should be designed to enable judgements to be made about student achievement of more than one outcome. Test techniques do not provide adequate information about student performance on the full range of outcomes. For example, outcomes 5.1, 5.2, 5.3 and 5.9 are best assessed using non-test techniques. The table below suggests the weightings that may be assigned to assessment techniques to enable judgements about student performance on the full range of outcomes.

Suggested School-based Assessment for Stage 5

Focus Areas	Assessment Technique Weightings		
	Non-test	Test type	Total
5A1 Investigating Australia's Identity	10	10	20
5A2 Changing Australian Environments	15	15	30
5A3 Issues in Australian Environments	10	10	20
5A4 Australia in Its Regional and Global Context	15	15	30
	50	50	100

In the above schedule, the following should be noted:

- The Stage 5 focus areas relate to the range of knowledge and skills outcomes. Accordingly, the nature of the school-based assessment techniques used needs to reflect a broad coverage of the range of knowledge and skills outcomes applicable to the given focus area being assessed.
- Non-test type techniques can include:
 - inquiry-based research assignments and projects
 - fieldwork activities
 - oral presentations (eg seminars, debates, tutorials)
 - performance activities (eg role-play, dramatic presentation, video, computer simulation).

It is preferable that a detailed criteria sheet that includes evidence of the skills demonstrated accompany all non-test type techniques.

- In addition to these summative non-test type assessment techniques, there are specific formative assessment procedures that should be considered, including:
 - teacher observation — either casual monitoring or using a standardised observation schedule
 - self-assessment processes
 - peer assessment
 - conferencing — discussions/interviews between the teacher and the student.

Assessment of Students with Special Needs

The process of assessing students in Geography who have special needs or a disability should follow the principles outlined for assessing all students. This will often mean the completion of an individual education plan that details how achievement for that student is measured.

All students, wherever practicable, should complete the same assessment task. For some students with special education needs, teachers should consider whether the same assessment task can be performed under different conditions. Such conditions may include:

- providing a separate time and/or place to carry out the task;
- the use of a competent student or adult to help carry out aspects of the task under instruction from the student;
- providing longer periods of time;
- providing specialised equipment to assist in the task.

There are a number of options that can be used to allow students with disabilities to fully participate in appropriate assessment tasks. For example:

- a student with a physical disability who cannot carry out fieldwork may be given a simulation of the environment. This may best be accomplished by providing photographs and videos of the environment along with recorded details of the important aspects to be noted by the student. It is important that the student has the opportunity to make the relevant observations and record the details required for the assessment. When the student can be transported to the general vicinity of the fieldwork site, but cannot fully access all areas involved, the student may use a 'buddy' to carry out detailed observations according to the directions of the student.
- a student with significant fine motor difficulties may be able to make notes using voice activated word processing software or a tape recorder.
- a student with low vision may need to have sections of a broadsheet enlarged with colour highlighting used on 'busy' visual material. In some cases, the diagrams may be reworked to eliminate unnecessary material. Newspaper material can be retyped and enlarged.

For further advice, refer to the Board of Studies' document, *Assessing Students with Special Education Needs*.

Record-keeping Procedures

Keeping records of assessment activities in a methodical way will provide a direct link to reporting.

Record-keeping procedures could include:

- observation notes
- running records
- time sampling
- checklists
- rating levels
- marks and grades
- comments and descriptions
- tracking sheets
- portfolios
- student profiles.

The School Certificate

Course Performance Descriptors and School-based Assessment

Assessment for the Stage 5 Mandatory Australian Geography course will involve both school-based assessment and a School Certificate Test. Assessment for the Geography Stage 5 Elective course will involve school-based assessment only. The school-based assessment program needs to take the School Certificate grading system into account.

The School Certificate grading system is concerned with describing student achievement at the completion of a Stage 5 course. The grades A, B, C, D and E summarise levels of achievement ranging from Excellent (grade A) to Elementary (grade E). By applying the Geography Course Performance Descriptor statements to the available evidence of student achievement, teachers are able to make a summative judgement of the grade achieved by a student at the end of a course.

Where tasks are scheduled throughout the course, greater emphasis would generally be given to those tasks held towards the end of the course. For example, in a Stage 5 course extending over Years 9 and 10, the assessment information collected in Year 10 provides the fullest and latest picture of student achievement. In this case, a student's performance in Year 9 would not be included in determining their grade unless that student had exited the course at the end of Year 9.

Information on achievement of Stage 4 outcomes is not to be used for the purpose of determining a grade for the School Certificate for formative and summative purposes. However, the tasks undertaken in Stage 4 should provide useful information about student progress. In this way, a student's performance should benefit when similar techniques are applied in the assessment of the course during Stage 5.

AREAS FOR ASSESSMENT

Assessment of achievement should focus on the students’ development of knowledge, understanding and skills appropriate for understanding geographical phenomena and for informed, active citizenship in a changing world through:

Knowledge and understanding about:

- how natural and human process interact to influence the characteristics and spatial distribution of physical and human environments;
- how culture and experience influence people’s perceptions of places and geographical issues.

Skills in:

- acquiring, processing and communicating geographical information;
- applying geographical knowledge and understanding necessary for active and informed citizenship.

Course Performance Descriptors

ELEMENTARY ACHIEVEMENT

The typical student:

- identifies spatial and ecological dimensions with guidance
- locates geographical information with guidance
- carries out simple investigations, including fieldwork with guidance
- identifies changes in environments and communities
- describes the diversity of environments
- communicates some geographical information in simple oral, written and graphic forms
- identifies some contemporary geographical issues
- demonstrates limited knowledge and understanding of civics and citizenship necessary for active and informed citizenship

SATISFACTORY ACHIEVEMENT

The typical student:

- identifies spatial and ecological dimensions
- locates and gathers relevant geographical information from a limited range of sources
- uses some strategies, tools and technology in undertaking geographical investigations including fieldwork
- outlines the changing nature of environments and communities demonstrating some understanding of a sense of place
- uses basic geographical processes to describe the diversity of environments
- communicates geographical information clearly in oral, written and graphic forms
- identifies contemporary geographical issues from some perspectives and/or scales
- demonstrates some knowledge and understanding of civics and citizenship necessary for active and informed citizenship

SUBSTANTIAL ACHIEVEMENT

The typical student:

- describes spatial and ecological dimensions
- selects, organises and draws conclusions from geographical information from a variety of sources
- uses some strategies, tools and technology in planning and undertaking geographical investigations including fieldwork, both individually and in groups
- describes the changing nature of the interactions between communities and environments to demonstrate an understanding of a sense of place
- describes geographical processes to explain the diversity of environments
- communicates geographical information coherently in oral, written and graphic forms using some appropriate terminology
- describes contemporary geographical issues from some perspectives at a variety of scales
- demonstrates knowledge and some understanding of civics and citizenship necessary for active and informed citizenship

HIGH ACHIEVEMENT

The typical student:

- describes and accounts for spatial and ecological dimensions
- selects, analyses and interprets relevant geographical information from a wide variety of sources
- selects and uses some strategies, tools and technology in planning and undertaking geographical investigations including fieldwork, both individually and in groups
- accounts for and explains the changing nature of the interactions within and between communities and environments to demonstrate an understanding of a sense of place
- analyses geographical processes to explain the diversity of environments
- communicates geographical information effectively in oral, written and graphic forms using appropriate terminology
- explains contemporary geographical issues from a range of perspectives at a variety of scales
- demonstrates knowledge and some conceptual understanding of civics and citizenship necessary for active and informed citizenship

EXCELLENT ACHIEVEMENT

The typical student:

- analyses changes in spatial and ecological dimensions
- selects, synthesises and analyses geographical information from a wide variety of sources
- selects and uses a variety of strategies, tools and technology in planning and undertaking geographical investigations including fieldwork, both individually and in groups
- analyses complex geographical processes to explain the changing nature of the interaction within and between communities and environments to demonstrate an understanding of a sense of place
- evaluates complex geographical processes to explain the diversity of environments
- communicates complex geographical information critically and confidently in oral, written and graphic forms using appropriate terminology
- analyses contemporary geographical issues from a range of perspectives at a variety of scales
- demonstrates knowledge and conceptual understanding of civics and citizenship necessary for active and informed citizenship

These Course Performance Descriptors apply to both the GEOGRAPHY (MANDATORY) and GEOGRAPHY (ELECTIVE) Stage 5 courses

Using the Course Performance Descriptors

The set of Course Performance Descriptors is the point of reference for teachers in determining students' grades. The descriptors exemplify the main features of a typical student's performance at each level of achievement at the end of the Mandatory and/or Elective Geography courses, based on the Stages 4–5 Syllabus (1998). The same set of Course Performance Descriptors apply to both 100-hour and 200-hour courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.

The Areas for Assessment

Assessment of achievement should focus on the students' development of knowledge, understanding and skills appropriate for understanding geographical phenomena and for informed, active citizenship in a changing world through:

Knowledge and understanding about

- how natural and human process interact to influence the characteristics and spatial distribution of physical and human environments;
- how culture and experience influence people's perceptions of places and geographical issues;

Skills in

- acquiring, processing and communicating geographical information; and
- applying geographical knowledge and understanding necessary for active and informed citizenship.

Assessment should aim to collect information that supports an overall description of each student's achievement at the end of Year 10. Not all components of the descriptors need be met for the award of a particular grade. Teachers should not assume that any area of assessment has a greater weighting than any other area.

It may be necessary for schools to review their methods of assessing and recording results with a view to ensuring that there is sufficient and appropriate information collected for allocating a grade to each student, and, where necessary, to allow comparisons to be made between students in different classes.

When planning assessments teachers should ensure that:

- assessment activities are clearly related to the outcomes using the Course Performance Descriptors as a guide;
- each assessment activity or series of activities allows for discrimination of student achievement across the full range from Elementary to Excellent Achievement;
- activities and tasks provide authentic opportunities (eg an oral presentation to assess oral skills) for students to demonstrate their levels of achievement in each area of assessment;
- a variety of assessment strategies is used so that students have the opportunity to show in different ways what they know and can do.

Some suggested strategies for assessment include:

audio visual presentations	fieldwork reports	problem solving activities
classroom observations	mapping exercises	research assignments
debates	oral presentations	role plays
extended writing based on different text types	portfolios – learning log	student diagrams
	portfolios – media file	

Additional examples of assessment strategies for Geography can be found in the *Geography Support Materials* on the Board of Studies' website, and *Assessing and Reporting Using Stage Outcomes, Part 1 Assessing* (1996), pages 15-16.

Further information about assessing and grading student achievement using Course Performance Descriptors may be found in the Board of Studies' document *The School Certificate Grading System – A Guide for Teachers* (1998).

School Certificate Test

Pilot tests based on this syllabus will occur in 2000 and 2001. From 2002 it will be mandatory for all candidates for the School Certificate to sit a two-hour test in Australian History, Geography, Civics and Citizenship. The test will be divided into two sections: Section 1 — Australian History, and Section 2 — Australian Geography.

From 2000, the Australian Geography section of the School Certificate Test will be based on the Stage 5 Geography (Mandatory) course described in this syllabus. Section 2 — Australian Geography will require students to demonstrate achievement of the outcomes relating to the content about:

- geographical tools
- geographical skills
- the four Australian Geography focus areas.

The test will comprise machine scored and free response questions. A stimulus booklet will accompany each test. Details about the nature of the test will be contained in the test specifications.

Evaluation

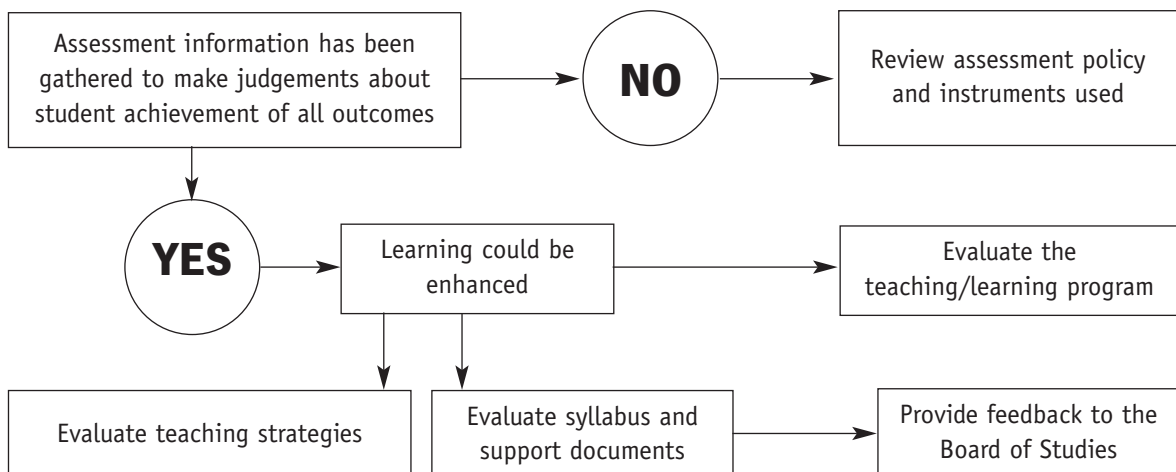
The purpose of evaluation is to provide information and insights so that all stakeholders in the education process can make decisions about the worth of that process.

The richest source of data about the output of the teaching/learning process is assessment information.

To evaluate assessment information, there are two key questions that can be asked:

- Did the assessment techniques provide information about student achievement of outcomes (separately or in clusters)?
- How can successes be repeated and/or poor performances improved?

The following diagram provides an outline of an approach to ongoing evaluation to enhance quality outcomes from this syllabus.



Glossary

biodiversity	The variety of living organisms on earth and the recognition of the need to maintain and protect this diversity.
biosphere	The realm of earth that includes all plant and animal life forms.
citizenship	Formally defined as membership of a nation-state that brings certain rights and privileges. Active and informed citizenship involves participation in community activities and public affairs.
civics	An identifiable body of knowledge, skills and understanding relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial system.
communities	Refers to two human elements of environments: shared space and shared social organisation.
culture	Body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environments.
democratic processes	The strategies whereby individuals and groups participate in decision-making about governance, rights and values.
ecological dimension	Describes the relationship between people and the environment and the effect that they have on each other.
ecosystem	A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical elements of the environment in which they live.
environment	Includes the physical and biotic elements of the earth together with those features altered by people.
geographical issues	Areas of concern which arise due to changes resulting from the interaction within environments which can be investigated from spatial and/or ecological dimensions.
geographical processes	The combination of physical and human forces that form and transform our world.
human environment	Includes those parts of the total environment altered or created by people.
local scale	A scale of human organisation large enough to include distinct social, cultural and economic activity, yet small enough to provide familiar study.
majority world	A term used to describe and group the world's poorest countries which dominate in terms of population and the area of the earth's surface they occupy (previously referred to as 'developing', 'South' and 'Third World' countries).
physical environment	Includes water, air, living things, earth and sunlight.
nation-state	The political unit of people living in a defined territory, with government authority in their economy, political organisation and external security.
political organisation	Refers to the formal scales of the state, from local and regional to national and international, and to other structures where people are organised into political activity, eg a residents' action group.
social/cultural factors	Includes individuals, groups and all social/cultural institutions, practices and processes, such as technological, political, economic, aesthetic, religious.
spatial dimension	Describes where things are and why they are there.
spatial interdependence	The degree to which phenomena depend on each other for development and/or survival. Spatial interdependence implies that a spatial association exists.
sustainability	The ability to meet the needs of the present generation without compromising the ability of future generations to meet their needs.

