

STAGE 4 PEOPLE, PLACES, ENVIRONMENTS AND MANAGEMENT		STAGE 5 PEOPLE, PLACES, ENVIRONMENTS AND THE FUTURE															
<p><b>STAGE STATEMENT:</b> By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors. Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.</p>																	
<p><b>LANDSCAPES AND LANDFORMS</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>locates and describes the diverse features and characteristics of a range of places and environments (GE4-1)</li> <li>describes processes and influences that form and transform places and environments (GE4-2)</li> <li>examines perspectives of people and organisations on a range of geographical issues (GE4-4)</li> <li>discusses management of places and environments for their sustainability (GE4-5)</li> <li>acquires and processes geographical information by selecting and using geographical tools for inquiry (GE4-7)</li> <li>communicates geographical information using a variety of strategies (GE4-8).</li> </ul>		<p><b>PLACE AND LIVEABILITY</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>locates and describes the diverse features and characteristics of a range of places and environments (GE4-1)</li> <li>explains how interactions and connections between people, places and environments result in change (GE4-3)</li> <li>examines perspectives of people and organisations on a range of geographical issues (GE4-4)</li> <li>explains differences in human wellbeing (GE4-6)</li> <li>acquires and processes geographical information by selecting and using geographical tools for inquiry (GE4-7)</li> <li>communicates geographical information using a variety of strategies (GE4-8).</li> </ul>															
<p><b>OUTCOMES</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>locates and describes the diverse features and characteristics of a range of places and environments (GE4-1)</li> <li>describes processes and influences that form and transform places and environments (GE4-2)</li> <li>examines perspectives of people and organisations on a range of geographical issues (GE4-4)</li> <li>discusses management of places and environments for their sustainability (GE4-5)</li> <li>acquires and processes geographical information by selecting and using geographical tools for inquiry (GE4-7)</li> <li>communicates geographical information using a variety of strategies (GE4-8).</li> </ul>		<p><b>INTERCONNECTIONS</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>describes processes and influences that form and transform places and environments (GE4-2)</li> <li>explains how interactions and connections between people, places and environments result in change (GE4-3)</li> <li>examines perspectives of people and organisations on a range of geographical issues (GE4-4)</li> <li>discusses management of places and environments for their sustainability (GE4-5)</li> <li>acquires and processes geographical information by selecting and using geographical tools for inquiry (GE4-7)</li> <li>communicates geographical information using a variety of strategies (GE4-8).</li> </ul>															
<p><b>KEY/INQUIRY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Why is there a diversity of landscapes and landforms on Earth?</li> <li>What environmental and human processes form and transform landscapes and landforms?</li> <li>Why do people value landscapes and landforms?</li> <li>To what extent are landscapes and landforms sustainably managed and protected?</li> </ul>		<p><b>KEY/INQUIRY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Why do people's perceptions of the liveability of places vary?</li> <li>What effect does environmental quality and access to services have on people's wellbeing?</li> <li>How can strong community identity and social connectedness enhance the liveability of places?</li> <li>What approaches can be used to improve the liveability of places?</li> </ul>															
<p><b>CONTENT FOCUS</b></p> <p>Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation also ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.</p>		<p><b>CONTENT FOCUS</b></p> <p>Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.</p>															
<p><b>Landscapes and landforms</b></p> <ul style="list-style-type: none"> <li>investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)                     <ul style="list-style-type: none"> <li>identification of a variety of landscapes and landforms</li> <li>explanation of geomorphic processes that create landforms e.g. weathering, erosion, deposition, tectonic activity</li> <li>examination of ONE landscape and its distinctive landforms</li> </ul> </li> <li><b>Value of landscapes and landforms</b> <ul style="list-style-type: none"> <li>investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049)</li> <li>explanation of the aesthetic value of landscapes and landforms to culture and identity</li> <li>description of the cultural and spiritual value of landscapes or landforms in different places</li> <li>identification of how a landscape can have economic value for different people</li> </ul> </li> <li><b>Changing landscapes</b> <ul style="list-style-type: none"> <li>investigate the human causes and effects of land degradation, for example: (ACHGK051)                             <ul style="list-style-type: none"> <li>identification of the ways people utilise and change landscapes</li> <li>description of the impact of a range of human activities on landscapes</li> <li>examination of ONE type of landscape degradation including its spatial distribution, causes and impact</li> </ul> </li> </ul> </li> <li><b>Landscapes management and protection</b> <ul style="list-style-type: none"> <li>investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052)                             <ul style="list-style-type: none"> <li>description of the nature and extent of landscape protection across a range of scales e.g. locally protected places, national parks, world heritage listing</li> <li>examination of management and protection strategies for ONE landscape</li> <li>assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform</li> </ul> </li> </ul> </li> <li><b>Geomorphic hazard</b> <ul style="list-style-type: none"> <li>investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example: (ACHGK053)                             <ul style="list-style-type: none"> <li>description of the spatial distribution of the disaster</li> <li>explanation of geomorphic processes causing the disaster and its impacts</li> <li>examination of the responses of individuals, groups and government to the impact of the disaster</li> <li>discussion of management strategies to reduce the future impact of similar natural hazard events including the role of technology in monitoring and predicting geomorphic hazards</li> </ul> </li> </ul> </li> </ul>		<p><b>Influences and perceptions</b></p> <ul style="list-style-type: none"> <li>investigate factors influencing perceptions of the liveability of places, for example: (ACHGK043, ACHGK046, ACHGK065)                     <ul style="list-style-type: none"> <li>examination of environmental factors that influence perceptions of liveability e.g. climate, landforms, natural resources</li> <li>discussion of human factors that influence perceptions of liveability e.g. culture, income, employment, crime and safety</li> <li>explanation of ways used to measure, assess or rank the liveability of places e.g. surveys, liveability index</li> <li>development of personal liveability criteria and application to a local place</li> </ul> </li> <li><b>Access to services and facilities</b> <ul style="list-style-type: none"> <li>investigate the influence of accessibility to services and facilities on the liveability of places, for example: (ACHGK044)                             <ul style="list-style-type: none"> <li>identification of services and facilities considered important to people's wellbeing</li> <li>examination of variations in access to services and facilities between urban, rural and remote places</li> <li>explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people e.g. young people, people with disabilities, the aged, rural and remote communities</li> </ul> </li> </ul> </li> <li><b>Environmental quality</b> <ul style="list-style-type: none"> <li>investigate the impact of environmental quality on the liveability of places, for example: (ACHGK045)                             <ul style="list-style-type: none"> <li>discussion of factors that reduce environmental quality e.g. natural hazards, conflict, population pressures, land degradation</li> <li>comparison of the impact of environmental quality on the liveability of places across a range of scales e.g. local neighbourhoods, large cities, countries</li> </ul> </li> </ul> </li> <li><b>Community</b> <ul style="list-style-type: none"> <li>investigate the influence of social connectedness and community identity on the liveability of places, for example: (ACHGK046)                             <ul style="list-style-type: none"> <li>identification of the characteristics of places that influence community identity e.g. culture, environment, public events, religious beliefs</li> <li>discussion of factors that enhance social connectedness eg transport, technology, open spaces, meeting places, employment</li> </ul> </li> </ul> </li> <li><b>Enhancing liveability</b> <ul style="list-style-type: none"> <li>investigate strategies used to enhance the liveability of places using examples from different countries, for example: (ACHGK047)                             <ul style="list-style-type: none"> <li>identification of the characteristics of places considered highly liveable</li> <li>examination of a range of strategies used to enhance liveability</li> <li>assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability</li> <li>proposal of strategies to improve the liveability of a place in Australia</li> </ul> </li> </ul> </li> </ul>		<p><b>Water resources</b></p> <ul style="list-style-type: none"> <li>investigate the characteristics and spatial distribution of global water resources, for example: (ACHGK037)                     <ul style="list-style-type: none"> <li>classification of water resources</li> <li>identification of different forms of water used as resources</li> <li>examination of spatial distribution patterns of water resources</li> </ul> </li> <li><b>The water cycle</b> <ul style="list-style-type: none"> <li>investigate how the operation of the water cycle connects people and places, for example: (ACHGK038)                             <ul style="list-style-type: none"> <li>identification of water cycle processes</li> <li>explanation of water flows within a catchment area</li> <li>examination of factors influencing water flows and the availability of water resources in different places e.g. latitude, altitude, topography, location, climate change</li> </ul> </li> </ul> </li> <li><b>Australia's water resources</b> <ul style="list-style-type: none"> <li>investigate the quantity and variability of water resources in Australia and other places, for example: (ACHGK039)                             <ul style="list-style-type: none"> <li>analysis of spatial variations in Australia's water resources e.g. groundwater, rivers</li> <li>explanation of variations in freshwater water availability across Australia e.g. precipitation, groundwater, runoff</li> <li>assessment of variations in freshwater water availability between continents</li> </ul> </li> </ul> </li> <li><b>Water scarcity and water management</b> <ul style="list-style-type: none"> <li>investigate the nature of water scarcity and ways of overcoming it, for example: (ACHGK040)                             <ul style="list-style-type: none"> <li>description of the nature, extent and causes of water scarcity in different countries</li> <li>assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management</li> <li>proposal of individual actions contributing to water management</li> </ul> </li> </ul> </li> <li><b>The value of water</b> <ul style="list-style-type: none"> <li>investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or people of the Asia region, for example: (ACHGK041)                             <ul style="list-style-type: none"> <li>description of the ways water is used by people e.g. agricultural, commercial, industrial and recreational uses</li> <li>discussion of variations in people's perceptions about the value of water eg economic versus aesthetic</li> <li>comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community and/or ONE Asian country</li> </ul> </li> </ul> </li> <li><b>Natural hazard</b> <ul style="list-style-type: none"> <li>investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example: (ACHGK042)                             <ul style="list-style-type: none"> <li>explanation of the spatial distribution, cause and impact of the disaster</li> <li>examination of responses by individuals, groups and government to the impact of the disaster</li> <li>prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard</li> <li>discussion of management strategies to reduce the future impact of similar hazard events</li> </ul> </li> </ul> </li> </ul>		<p><b>Personal connections</b></p> <ul style="list-style-type: none"> <li>investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069)                     <ul style="list-style-type: none"> <li>analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities</li> <li>examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of places</li> <li>explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability</li> </ul> </li> <li><b>Technology</b> <ul style="list-style-type: none"> <li>investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: (ACHGK066)                             <ul style="list-style-type: none"> <li>explanation of how transport technologies connect people to places</li> <li>examination of how information and communication technologies increases people's connections to services, information and people in other places</li> <li>assessment of the impact of increasing global connectivity on people and places</li> </ul> </li> </ul> </li> <li><b>Trade</b> <ul style="list-style-type: none"> <li>investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067)                             <ul style="list-style-type: none"> <li>identification of trade connections in Australia e.g. local farmers markets, inter-state business</li> <li>examination of a country's trade links with other countries e.g. major trade partners, sources of raw materials</li> <li>analysis of spatial patterns of global trade e.g. countries of production and consumption, global shipping and freight routes</li> </ul> </li> </ul> </li> <li><b>Production and consumption</b> <ul style="list-style-type: none"> <li>investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068)                             <ul style="list-style-type: none"> <li>examination of environmental, social and economic impacts of production and consumption of consumer goods</li> <li>assessment of the effect of production or consumption of goods on ONE place or environment</li> <li>explanation of responses by governments, groups and individuals to minimise the effects of production and consumption</li> </ul> </li> </ul> </li> </ul>		<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>investigate the distribution and physical characteristics of biomes, for example: (ACHGK060)                     <ul style="list-style-type: none"> <li>examination of the spatial distribution of biomes</li> <li>identification of biomes used to produce food, industrial materials and fibres</li> <li>explanation of the impact of the climate, soils and vegetation of a biome on its productivity</li> </ul> </li> <li><b>Changing biomes</b> <ul style="list-style-type: none"> <li>investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: (ACHGK061)                             <ul style="list-style-type: none"> <li>examination of human alterations to the physical characteristics of biomes e.g. vegetation removal, agriculture, land terracing, irrigation, mining</li> <li>assessment of environmental impacts of human alterations to biomes e.g. habitat and biodiversity loss, water pollution, salinity</li> <li>discussion of successful sustainability strategies that minimise environmental impacts</li> </ul> </li> </ul> </li> <li><b>Biomes produce food</b> <ul style="list-style-type: none"> <li>investigate environmental, economic and technological factors that influence agricultural yields in Australia and across the world, for example: (ACHGK062)                             <ul style="list-style-type: none"> <li>examination of how environmental factors influence agricultural yields e.g. temperature, water availability, soil, topography</li> <li>discussion of economic factors affecting agricultural yields e.g. global trade, commercialisation of agriculture</li> <li>explanation of how technology is used to increase agricultural yields e.g. innovations and advancements in farming practices</li> </ul> </li> </ul> </li> <li><b>Challenges to food production</b> <ul style="list-style-type: none"> <li>investigate environmental challenges to food production for Australia and other areas of the world, for example: (ACHGK063)                             <ul style="list-style-type: none"> <li>description of the impact of water scarcity and pollution on food production</li> <li>discussion of the impact of land degradation and competing land uses on food production e.g. urban expansion, biofuel production</li> <li>assessment of the extent to which climate change can affect the capacity of countries to increase food production</li> </ul> </li> </ul> </li> <li><b>Food security</b> <ul style="list-style-type: none"> <li>investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: (ACHGK064)                             <ul style="list-style-type: none"> <li>assessment of the capacity of biomes to produce food into the future</li> <li>analysis of population projections to predict future demand for food</li> <li>examination of sustainable practices used to achieve food security</li> <li>discussion of the potential for Australia to contribute to global food security</li> </ul> </li> </ul> </li> </ul>		<p><b>Sustainable Biomes</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>explains the diverse features and characteristics of a range of places and environments (GE5-1)</li> <li>explains processes and influences that form and transform places and environments (GE5-2)</li> <li>analyses the effect of interactions and connections between people, places and environments (GE5-3)</li> <li>assesses management strategies for places and environments for their sustainability (GE5-5)</li> <li>acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry (GE5-7)</li> <li>communicates geographical information to a range of audiences using a variety of strategies (GE5-8).</li> </ul>		<p><b>Changing Places</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>explains processes and influences that form and transform places and environments (GE5-2)</li> <li>analyses the effect of interactions and connections between people, places and environments (GE5-3)</li> <li>assesses management strategies for places and environments for their sustainability (GE5-5)</li> <li>acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry (GE5-7)</li> <li>communicates geographical information to a range of audiences using a variety of strategies (GE5-8).</li> </ul>		<p><b>Environmental Change &amp; Management</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>explains processes and influences that form and transform places and environments (GE5-2)</li> <li>analyses the effect of interactions and connections between people, places and environments (GE5-3)</li> <li>accounts for perspectives of people and organisations on a range of geographical issues (GE5-4)</li> <li>assesses management strategies for places and environments for their sustainability (GE5-5)</li> <li>acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry (GE5-7)</li> <li>communicates geographical information to a range of audiences using a variety of strategies (GE5-8).</li> </ul>		<p><b>Human Wellbeing</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>explains the diverse features and characteristics of a range of places and environments (GE5-1)</li> <li>explains processes and influences that form and transform places and environments (GE5-2)</li> <li>analyses differences in human wellbeing and ways to improve human wellbeing (GE5-4)</li> <li>acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry (GE5-7)</li> <li>communicates geographical information to a range of audiences using a variety of strategies (GE5-8).</li> </ul>	
<p><b>KEY/INQUIRY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Why has the world become more urbanised?</li> <li>How does migration impact on the concentration of people into urban places?</li> <li>How does urbanisation change environments and places?</li> <li>What strategies are used to manage environmental change in urban places to enhance sustainability?</li> </ul>		<p><b>KEY/INQUIRY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What makes human wellbeing a geographical issue?</li> <li>How can the spatial variations in human wellbeing and development be measured and explained?</li> <li>What are the economic, social and environmental impacts of variations in development and human wellbeing?</li> <li>How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?</li> </ul>															
<p><b>CONTENT FOCUS</b></p> <p>Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.</p>		<p><b>CONTENT FOCUS</b></p> <p>Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.</p>															
<p><b>Causes and consequences of urbanisation</b></p> <ul style="list-style-type: none"> <li>investigate the causes and consequences of urbanisation with reference to ONE Asian country, for example: (ACHGK054)                     <ul style="list-style-type: none"> <li>identification of spatial distribution patterns</li> <li>description of the causes of urbanisation</li> <li>examination of economic, social or environmental consequences of urbanisation</li> </ul> </li> <li><b>Urban settlement patterns</b> <ul style="list-style-type: none"> <li>investigate differences in urban settlement patterns between Australia and another country, for example: (ACHGK055)                             <ul style="list-style-type: none"> <li>examination of urban settlements to determine patterns of concentration</li> <li>explanation of factors influencing urban concentration e.g. climate and topography, transportation networks, land use or perceptions of liveability</li> <li>assessment of the consequences of urban concentrations on the characteristics, liveability and sustainability of places</li> </ul> </li> </ul> </li> <li><b>Internal migration</b> <ul style="list-style-type: none"> <li>investigate reasons for and effects of internal migration in Australia and another country, for example: (ACHGK056, ACHGK057)                             <ul style="list-style-type: none"> <li>analysis of trends in temporary and permanent internal migration</li> <li>discussion of economic, social or environmental consequences of internal migration on places of origin and destination</li> </ul> </li> </ul> </li> <li><b>International migration</b> <ul style="list-style-type: none"> <li>investigate the reasons for and effects of international migration to Australia, for example: (ACHGK058)                             <ul style="list-style-type: none"> <li>analysis of international migration patterns</li> <li>explanation of where and why international migrants settle within Australia</li> <li>examination of characteristics and spatial patterns of Australia's cultural diversity</li> </ul> </li> </ul> </li> <li><b>Australia's urban future</b> <ul style="list-style-type: none"> <li>investigate the management and planning of Australia's urban future, for example: (ACHGK059)                             <ul style="list-style-type: none"> <li>description of Australia's projected population growth</li> <li>discussion of the implication of population forecasts for the future growth and sustainability of urban places</li> <li>explanation of strategies used to create economically, socially and environmentally sustainable urban places</li> <li>proposal of ways for individuals and communities to contribute to a sustainable urban future</li> </ul> </li> </ul> </li> </ul>		<p><b>Environments</b></p> <ul style="list-style-type: none"> <li>investigate the role and importance of natural environments, for example:                     <ul style="list-style-type: none"> <li>identification of the function of natural environments in supporting life e.g. maintaining biodiversity</li> </ul> </li> <li><b>Environmental change</b> <ul style="list-style-type: none"> <li>investigate human-induced environmental changes across a range of scales, for example: (ACHGK070)                             <ul style="list-style-type: none"> <li>brief examination of types, and extent, of environmental change</li> </ul> </li> </ul> </li> <li><b>Environmental management</b> <ul style="list-style-type: none"> <li>investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK071, ACHGK072)                             <ul style="list-style-type: none"> <li>discussion of varying environmental management approaches and perspectives</li> </ul> </li> </ul> </li> <li><b>Investigative study</b> <ul style="list-style-type: none"> <li>Select ONE type of environment in Australia as the context for a comparative study with at least ONE other country.                             <ul style="list-style-type: none"> <li>investigate the biophysical processes essential to the functioning of the selected environment                                     <ul style="list-style-type: none"> <li>explanation of how the biophysical processes operating in the environment maintain its functioning</li> </ul> </li> <li>investigate the causes, extent and consequences of the environmental change (ACHGK073)                                     <ul style="list-style-type: none"> <li>examination of the causes and extent of change to the environment in each country</li> <li>analysis of the short and long-term consequences of the environmental change in each country</li> </ul> </li> <li>investigate the management of the environmental change, for example: (ACHGK074, ACHGK075)                                     <ul style="list-style-type: none"> <li>discussion of the factors influencing the management responses in each country e.g. worldviews, competing demands, technology, climate change</li> <li>comparison and evaluation of the effectiveness of the management responses in achieving environmental sustainability</li> <li>proposal of how individuals could contribute to achieving environmental sustainability for the environment in each country</li> </ul> </li> </ul> </li> </ul> </li> </ul>		<p><b>Human wellbeing and development</b></p> <ul style="list-style-type: none"> <li>investigate ways of measuring and mapping human wellbeing and development, for example: (ACHGK076)                     <ul style="list-style-type: none"> <li>examination of global indicators and benchmarks for human wellbeing</li> <li>description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations</li> <li>analysis of contemporary trends in human wellbeing and development</li> </ul> </li> <li><b>Spatial variations in human wellbeing</b> <ul style="list-style-type: none"> <li>investigate causes, issues and consequences of spatial variations in human wellbeing, for example: (ACHGK077, ACHGK078, ACHGK079)                             <ul style="list-style-type: none"> <li>description of spatial variations in human wellbeing and development between and within countries using selected indicators</li> <li>examination of reasons for and consequences of spatial variations in human wellbeing and development</li> <li>discussion of issues affecting the development of places and their impact on human wellbeing in ONE country or region</li> </ul> </li> </ul> </li> <li><b>Human wellbeing in Australia</b> <ul style="list-style-type: none"> <li>investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)                             <ul style="list-style-type: none"> <li>identification of differences in human wellbeing in Australia using a range of indicators</li> <li>examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia e.g. cultural groups, unemployed, the aged, young people, people with disabilities</li> <li>analysis of how human wellbeing is influenced by where people live in Australia</li> </ul> </li> </ul> </li> <li><b>Improving human wellbeing</b> <ul style="list-style-type: none"> <li>investigate initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081)                             <ul style="list-style-type: none"> <li>evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing</li> <li>discussion of the role individuals play in improving human wellbeing</li> <li>proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia</li> </ul> </li> </ul> </li> </ul>													
<p><b>Geographical Concepts</b></p> <p><b>PLACE</b></p> <ul style="list-style-type: none"> <li>The significance of places and what they are like eg factors influencing people's perceptions of places; the special significance place has to some people; the effect of global trade, transport, information and communication technologies on places across the world.</li> </ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"> <li>The significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg spatial distribution of landscapes, global water resources and natural hazards; how location influences the ways people organise places.</li> </ul> <p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>The significance of the environment in human life, and the important interrelationships between humans and the environment eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments.</li> </ul> <p><b>INTERCONNECTION</b></p> <ul style="list-style-type: none"> <li>No object of geographical study can be viewed in isolation eg how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places; how people affect the environment such as people's use of water on its quality and availability as a resource.</li> </ul> <p><b>SCALE</b></p> <ul style="list-style-type: none"> <li>The way that geographical phenomena and problems can be examined at different spatial levels eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales.</li> </ul> <p><b>SUSTAINABILITY</b></p> <ul style="list-style-type: none"> <li>The capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg pressures on the Earth's water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches.</li> </ul> <p><b>CHANGE</b></p> <ul style="list-style-type: none"> <li>Explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes.</li> </ul>		<p><b>Geographical Concepts</b></p> <p><b>PLACE</b></p> <ul style="list-style-type: none"> <li>The significance of places and what they are like eg the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community.</li> </ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"> <li>The significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing; conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses.</li> </ul> <p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>The significance of the environment in human life, and the important interrelationships between humans and the environment eg the function and importance of the environment; the quality of the environment; significant environmental challenges; approaches to environmental management.</li> </ul> <p><b>INTERCONNECTION</b></p> <ul style="list-style-type: none"> <li>No object of geographical study can be viewed in isolation eg consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing.</li> </ul> <p><b>SCALE</b></p> <ul style="list-style-type: none"> <li>The way that geographical phenomena and problems can be examined at different spatial levels eg interactions between geographical processes at different scales; local alterations to environments can have global consequences; changes at a global level can impact local environments; management and protection of places and environments at local, regional, national and global scales.</li> </ul> <p><b>SUSTAINABILITY</b></p> <ul style="list-style-type: none"> <li>The capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg short and long-term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable environmental worldviews and management approaches.</li> </ul> <p><b>CHANGE</b></p> <ul style="list-style-type: none"> <li>Explaining geographical phenomena by investigating how they have developed over time eg biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations; the consequences of urbanisation; the protection of places and environments as a result of sustainable management practices.</li> </ul>															
<p><b>Geographical Inquiry Skills</b></p> <p><b>ACQUIRING GEOGRAPHICAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)</li> <li>collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)</li> <li>evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057)</li> <li>represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)</li> <li>represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)</li> <li>analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059)</li> <li>apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)</li> </ul> <p><b>PROCESSING GEOGRAPHICAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)</li> <li>reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062)</li> </ul>		<p><b>Geographical Inquiry Skills</b></p> <p><b>ACQUIRING GEOGRAPHICAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072)</li> <li>collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)</li> <li>evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074)</li> <li>represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)</li> <li>represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075)</li> <li>evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)</li> <li>apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)</li> <li>identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)</li> </ul> <p><b>PROCESSING GEOGRAPHICAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)</li> <li>reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)</li> </ul>															
<p><b>Geographical Tools</b></p> <p><b>MAPS</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts</li> <li>maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief.</li> </ul> <p><b>FIELDWORK</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>observing, measuring, collecting and recording data, developing and conducting surveys and interviews</li> <li>fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS.</li> </ul> <p><b>GRAPHS AND STATISTICS</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends.</li> </ul> <p><b>SPATIAL TECHNOLOGIES</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS).</li> </ul> <p><b>VISUAL REPRESENTATIONS</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools.</li> </ul>		<p><b>Geographical Tools</b></p> <p><b>MAPS</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts</li> <li>maps to identify direction, scale and distance, area, and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief.</li> </ul> <p><b>FIELDWORK</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>observing, measuring, collecting and recording data, developing and conducting surveys and interviews</li> <li>fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing.</li> </ul> <p><b>GRAPHS AND STATISTICS</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>data tables, pie graphs, column graphs, compound column graphs, line graphs, scatter graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends, and to account for change.</li> </ul> <p><b>SPATIAL TECHNOLOGIES</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing data, augmented reality.</li> </ul> <p><b>VISUAL REPRESENTATIONS</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field and photo sketches, cartoons, mind maps, web tools.</li> </ul>															
<p><b>ASSESSMENT:</b></p> <p>The Board of Studies, Teaching and Educational Standards NSW (BOSTES) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.</p> <p>Standards in the framework consist of three interrelated elements: outcomes and content in syllabuses showing what is to be learned, Stage statements that summarise student achievement and samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage. Syllabus outcomes in Geography contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.</p>		<p><b>ASSESSMENT:</b></p> <p>Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes. Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 Syllabuses particularly promote Assessment for Learning as an essential component of good teaching.</p>															
<p><b>ASSESSMENT</b></p> <p>enables teachers to use information about students' knowledge, understanding and skills to inform their teaching</p> <p>teachers provide feedback to students about their learning and how to improve</p> <p><b>Assessment as learning:</b></p> <ul style="list-style-type: none"> <li>Involves students in the learning process where they monitor their own progress, ask questions and practice skills</li> <li>students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals</li> </ul>		<p><b>ASSESSMENT</b></p> <p>enables teachers to use evidence of student learning to assess student achievement against learning goals and standards</p> <p>Further advice on programming and appropriate assessment practice in relation to the Geography syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.</p>															