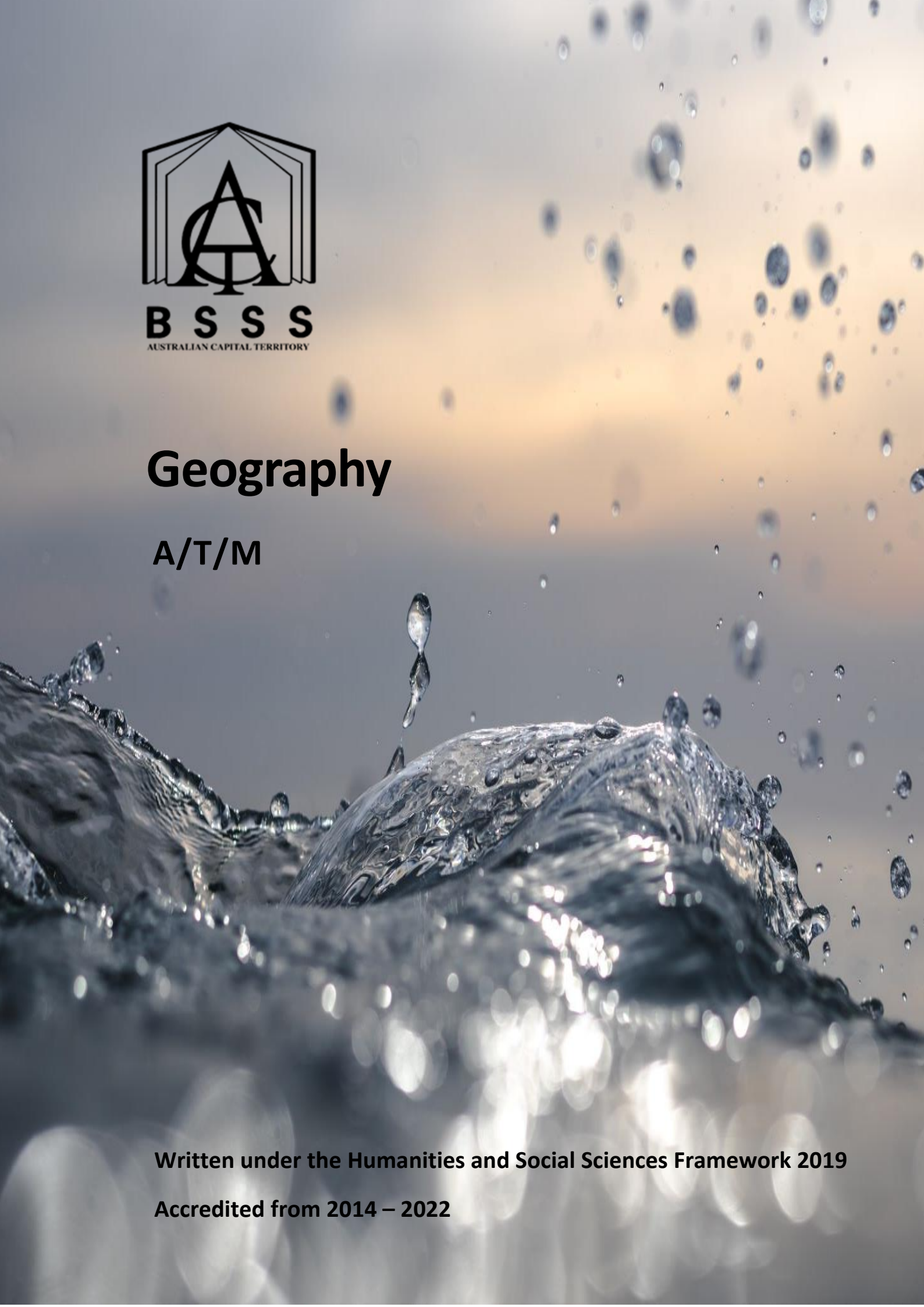

BSSS
AUSTRALIAN CAPITAL TERRITORY

Geography

A/T/M

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

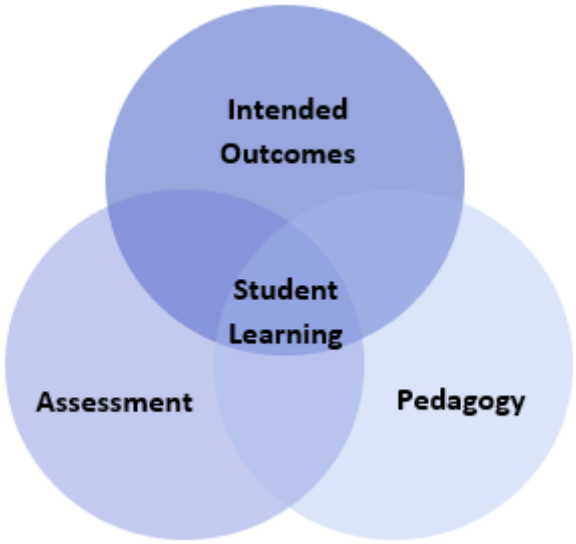
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Literacy involves students using their literacy skills to explore, interpret and evaluate geographical phenomena and issues and communicate geographically. Students work with oral, print, visual and digital texts to gather, synthesise and analyse information from a range of sources, and present and justify ideas, conclusions and opinions within a broad range of geographical contexts. They understand how language is used and modified for specific purposes, and question attitudes and assumptions embedded in texts.

Geography students also develop visual literacy skills as they make meaning of information communicated through modes including maps, graphs, cartoons and other images.

Numeracy

Numeracy involves students using numeracy skills to identify and describe a wide range of patterns and relationships, including those that can be visually represented on a graph or map. Geography students also apply their numeracy skills to interpret and manipulate data. These skills help students to realise and describe change as it occurs over time. Students demonstrate numeracy capability by making connections between apparently diverse facts and suggesting solutions to problems in a range of circumstances, for example, the relationship between weather patterns and the likelihood of natural hazards such as drought or landslides.

Information and Communication Technology (ICT) Capability

Information and Communication Technology (ICT) capability involves students using ICT to develop geographical understanding and support the application of geographical skills. Students use digital tools, including spatial technologies, to support their inquiries into geographical phenomena and issues. They also use these tools to collect and analyse data, represent it in a digital form, access and manipulate databases, and model conceptual constructs. In addition, students critically analyse the quality of digital information and sources of information. They also create multimodal and multifaceted reports and presentations to represent and communicate the results of geographical inquiry.

Students recognise the relative possibilities, limitations and consequences of using different forms of digital information and methods of distributing this information, and apply sophisticated understandings of social and ethical practices in the use of digital information and communications. In particular, they consider how geographical and demographic data may be used and the ethical considerations involved.

Critical and Creative Thinking

Critical and creative thinking processes and skills are used by students when examining diverse interactions between people, perspectives, interpretations, phenomena and environments. Through multifaceted problem posing and solving they explore the interconnections, uncertainty and consequences of these relationships.

Thinking laterally, visualising possibilities, testing options using criteria, and making judgments are essential skills for conducting geographical investigations connected with the environment, space, sustainability, scale and change. When seeking answers to questions students think holistically and spatially using skills such as analysis, interpretation, extrapolation from trends, synthesis of relationships and exploration of anomalies evident in patterns.

Through developing dispositions such as intellectual openness, curiosity and initiative they investigate biophysical and human phenomena. As independent and autonomous thinkers who seek explanations and value discovery, students turn creativity and innovation into action, apply new knowledge to identified gaps, and justify their action.

Personal and Social Capability

Personal and social capability involves students taking responsible personal, social and environmental action against, or in support of, decisions by organisations, governments or other bodies. Through the study of Geography, students are provided with learning opportunities to help them to develop, rehearse and refine their skills in listening to, respecting and acknowledging diverse perspectives and opinions. Students participate in collaborative investigative group-work to make ethical, rational social decisions and solve problems that relate to their social and environmental contexts. Developing these personal and social capabilities positions them positively to advocate for opportunities and methods for change in a democratic society.

Personal and social capability occurs when responsible social and environmental actions and participation are promoted and this should be a logical outcome of many geographical investigations.

Ethical Understanding

Ethical understanding plays an important role in geographical inquiry. Students uncover and assess ethical considerations such as the links between human rights and responsibilities and the ways diverse perspectives, values and cultures impact on geographical issues. Through geographical inquiry students have opportunities to analyse, qualify and test their own attitudes, values and beliefs and explore how people's knowledge, attitudes and values affect judgments, decisions and actions as they apply to their interactions with environments. They become aware of the need for social responsibility when confronted with alternative opinions and when seeking to resolve problems. Students apply ethical standards to guide their use of digital representations of phenomena and statistics associated with biophysical and environmental factors and relationships.

Intercultural Understanding

Students deepen their intercultural understanding as they examine geographical issues in a broad range of cultural contexts. This involves students in developing their understanding of the complexity and diversity of the world's cultures and evaluating alternative responses to the world's environments and challenges. It enables students to find interconnections and sustainable solutions in an internationally integrated world, and consider the implications of their responses from different cultural responses.

Cross-Curriculum Priorities

While the significance of the cross-curriculum priorities for Geography varies, there are opportunities for teachers to select contexts that incorporate the key concepts from each priority.

Aboriginal and Torres Strait Islander Histories and Cultures

Students are provided with a range of opportunities to learn about *Aboriginal and Torres Strait Islander histories and cultures* in Geography. They can, for example, investigate how Aboriginal and Torres Strait Islander People may be unequally affected by natural and ecological hazards, are represented in the challenges faced by places, have contributed to land cover change in Australia through their land management practices over time, and have been affected by land cover change and the process of international cultural integration. More broadly, students develop a range of capabilities that enable them to independently construct informed responses to the range of geographical issues involving Aboriginal and Torres Strait Islander Peoples.

Asia and Australia's Engagement with Asia

Students could investigate a wide range of contexts that draw on *Asia and Australia's engagement with Asia* through Geography. This priority can be addressed through: the study of natural and ecological hazards and how the risks associated with such occurrences can be managed to eliminate or minimise harm to people and the environment; the challenges faced by megacities in developing countries, particularly those from the Asia region; human-related land cover transformations; and other transformations taking place as a result of economic and cultural integration.

Sustainability

Students can explicitly address *Sustainability* in Geography through an investigation of the approaches to sustainability and through an evaluation of alternative responses to geographical issues and phenomena. In doing so, they use economic, social and environmental criteria to frame investigative questions and to measure the capacity of something to be maintained indefinitely into the future

Geography
A/T/M

Rationale

Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics, to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

The subject builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

Through the study of Geography students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the Humanities and Social Sciences, Geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a Science, Geography develops an appreciation of the role of the biophysical environment in human life and an understanding of the effects of human activities on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially when seeking answers to questions. Students are encouraged to investigate geographical issues and phenomena from a range of perspectives including those of Aboriginal and Torres Strait Islander Peoples.

In Geography, students investigate geographical issues and phenomena at a variety of scales and contexts. This may include: doing comparative studies at the same scale, studying the same issue or phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied. The ability to perform multiscale and hierarchical analysis is developed in the senior years.

Students apply geographical inquiry through a more advanced study of geographical methods and skills in the senior years. They learn how to collect information from primary and secondary sources such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to such inquiries as it enables students to develop their understanding of the world through direct experience.

Geography promotes students' communication abilities by building their skills of spatial and visual representation, and interpretation, through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms. In addition, students communicate their conclusions by traditional written and oral means

Goals

This course aims to develop students:

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards; the challenges affecting the sustainability of places; land cover transformations; and international integration in a range of spatial contexts
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

Student Group

The senior secondary Geography curriculum builds on the knowledge, conceptual understandings and inquiry skills developed in the Foundation to Year 10 Australian Curriculum: Geography.

Through a carefully selected series of units and their associated depth studies, the senior secondary Geography curriculum further develops students' ability to explore, analyse and apply the concepts of place, space, environment, interconnection, sustainability, scale and change using the same strands used in the Foundation to Year 10 curriculum. It does, however, feature a wider range of geographical contexts and introduces students to a more diverse, and increasingly sophisticated, range of geographical tools and skills.

Unit Titles

- Natural and Ecological Hazards
- Sustainable Places
- Land Cover Transformations
- Global Transformations

Organisation of Content

Units 1 & 2 - Natural and Ecological Hazards / Sustainable Places

In Units 1 and 2 students are provided with a sound foundation for the study of the subject at the senior level. They are introduced to natural and ecological hazards, and challenges related to the liveability of places. In Unit 1, students examine the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention. In Unit 2, students investigate how the outcomes of processes, for example, population growth and decline, and economic restructuring, vary depending on local responses and adaptations. In this unit students also examine the causes and consequences of urbanisation with specific reference to the megacities of the developing world.

Units 3 & 4 - Land Cover Transformations / Global Transformations

In Units 3 and 4 students apply the understandings and skills of Geography with greater rigour. They focus on human-initiated changes to biophysical cover of the earth's surface, leading to the creation of anthropogenic biomes, and the processes of international integration (globalisation). In Unit 3, students assess the impacts of land cover transformations with particular reference to climate change. In Unit 4, students evaluate the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences. Through this study, students will be better able to understand the dynamic nature of the world in which they live.

The Australian Curriculum

Geography has two interrelated strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are used to organise the geography learning from Foundation to Year 12. In the senior secondary Australian Curriculum: Geography the two strands build on students' learning from the Foundation to Year 10 Australian Curriculum: Geography. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Geographical knowledge and understanding

Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. This knowledge is dynamic and its interpretation can be contested. Opinions and conclusions must be supported by evidence and logical argument.

Geographical understanding is the ability to see the relationships between items of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical inquiry and skills

Geographical inquiry is a process by which students learn and deepen their understanding. It involves individual or group investigations that start with geographical questions and proceed through the collection, interpretation, analysis and evaluation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographic context.

Geographical skills are the techniques that geographers use in their investigations undertaken during fieldwork and in classrooms. Students learn to think critically about the methods used to get information and represent, analyse and interpret it and communicate findings. Key skills developed through the Australian Curriculum: Geography include formulating a question and research plan; and recording and representing data, using a variety of spatial technologies including, where appropriate, geographic information systems. Students also learn to communicate using geographical terminology.

Relationships between the strands

The two strands are interrelated and the content has been written in a way that enables integration of the strands in the development of a teaching and learning program. The Geographical Knowledge and Understanding strand provides the contexts through which particular inquiries and skills are to be developed. The same set of geographical skills has been included in each of the four units to provide a common focus for the teaching and learning of content in the Geographical Knowledge and Understanding strand.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Assessment Task Types

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

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- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Humanities and Social Sciences A Course - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses histories, environments, systems, data and cultures • analyses the significance of issues/events • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture • analyses concepts in personal, cultural, social and/or historical contexts	• explains histories, environments, systems, data and cultures • explains the significance of issues/events • explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture • explains concepts and principles in personal, cultural, social and/or historical contexts	• describes histories, environments, systems, data and cultures • describes the significance of issues/events • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture • describes concepts and principles in personal, cultural, social and/or historical contexts	• describes some histories, environments, systems, data and cultures • identifies issues/events and their significance • describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/cult ure • describes some concepts and principles in personal, cultural, social and/or historical contexts	• identifies histories, environments, systems, data and cultures • identifies issues/events with little to no reference to their significance • recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/ society/culture • identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources • applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge • analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing • reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing • reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing • reflects on own thinking and learning and the significance of the Humanities and Social Sciences	• undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources • applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and arguments using some evidence, appropriate language and referencing • reflects on own learning with some reference to the significance of the Humanities and Social Sciences	• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources • applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem • communicates basic ideas and arguments using minimal evidence, language and referencing • reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Achievement Standards Humanities and Social Sciences T Course - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour • evaluates the significance of issues/events with the use of evidence • critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture • critically analyses processes of change to understand our world and our place in the world • critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context	• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour • analyses the significance of issues/events with the use of evidence • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture • analyses processes of change to understand our world and our place in the world • analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context	• explains histories, environments, systems, data and cultures to understand individual and collective behaviour • explains the significance of issues/events with the use of evidence • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture • explains processes of change to understand our world and our place in the world • explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context	• describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour • describes issues/events and identifies its significance with some use of evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture • describes processes of change to understand our world and our place in the world • describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context	• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour • identifies issues/events with little to no reference to its significance and minimal use of evidence • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture • identifies processes of change with little to no reference our world and our place in the world • identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources • applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect • synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing • reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing • reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect • explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing • reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect • describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments using some evidence, appropriate language and accurate referencing • reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good	• undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence • applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect • identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas and arguments using minimal evidence, language and accurate referencing • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good

Achievement Standards Humanities and Social Sciences A Course - Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour • analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and their relationship to a fair, secure, resilient society • analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • analyses and evaluates processes of change to understand our world and our place in the world	• explains histories, environments, systems, data and cultures to understand individual and collective behaviour • explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains the relationship to a fair, secure, resilient society • explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • analyses processes of change to understand our world and our place in the world	• describes histories, environments, systems, data and cultures to understand individual and collective behaviour • describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes the relationship to a fair, secure, resilient society • describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • explains processes of change to understand our world and our place in the world	• describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour • describes issues/events and identifies their significance and impacts with some use of evidence • identifies the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture with some reference to its relationship with a fair, secure, resilient society • describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • describes processes of change to understand our world and our place in the world	• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour • identifies issues/events with little to no reference to their significance and impact with minimal use of evidence • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society • identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • identifies processes of change with little to no reference to our world and our place in the world
Skills	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources • applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect • reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences • analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences • explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing	• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences • describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing	• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect • reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences • uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making • communicates ideas and arguments in modes using some evidence, appropriate language and referencing	• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect • reflects with little or no thought on own learning or the significance of Humanities and Social Sciences • identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making • communicates basic ideas and arguments in modes using minimal evidence, language or referencing

Achievement Standards Humanities and Social Sciences T Course - Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour • evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures • critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and evaluates their relationships to a fair, secure, resilient society • critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation • critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts	• analyses histories, environments, systems, data and cultures to understand individual and collective behaviour • analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains their relationships to a fair, secure, resilient society • analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation • analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts	• explains histories, environments, systems, data and cultures to understand individual and collective behaviour • explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes their relationships to a fair, secure, resilient society • explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation • explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts	• describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour • describes issues/events and identifies their significance and impact with some use of evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture with some reference to their relationships with a fair, secure, resilient society • describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation • describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts	• describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour • identifies issues/events with little to no reference to their significance and impact with minimal use of evidence • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society • identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation • identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts
Skills	• applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect • reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing	• applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing	• applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing	• applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good • describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas in modes and arguments using some evidence, appropriate language and referencing	• applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good • identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas in modes and arguments using minimal evidence, language and referencing

Achievement Standards Humanities and Social Sciences M Course – Years 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• describes a significant issue/event with independence • describes different perspectives and interpretations of an issue/event with independence	• describes a significant issue/event with some independence • describes different perspectives and interpretations of an issue/event with some independence	• describes a significant issue/event with assistance • describes different perspectives and interpretations of an issue/event with assistance	• describes a significant issue/event with repeated cueing • describes different perspectives and interpretations of an issue/event with repeated cueing	• describes a significant issue/event with direct instruction • describes different perspectives and interpretations of an issue/event with direct instruction
Skills	• undertakes an inquiry, self-managing the process with independence • applies appropriate methodology to investigate a need, problem or challenge with independence • describes relationships such as cause and effect with independence • draws ideas from different disciplines to propose a solution to a problem with independence • communicates ideas using appropriate language with independence	• undertakes an inquiry, self-managing the process with some independence • applies appropriate methodology to investigate a need, problem or challenge with some independence • describes relationships such as cause and effect with some independence • draws ideas from different disciplines to propose a solution to a problem with some independence • communicates ideas using appropriate language with some independence	• undertakes an inquiry, self-managing the process with assistance • applies appropriate methodology to investigate a need, problem or challenge with assistance • describes relationships such as cause and effect with assistance • draws ideas from different disciplines to propose a solution to a problem with assistance • communicates ideas using appropriate language with assistance	• undertakes an inquiry, self-managing the process with repeated cueing • applies appropriate methodology to investigate a need, problem or challenge with repeated cueing • describes relationships such as cause and effect with repeated cueing • draws ideas from different disciplines to propose a solution to a problem with repeated cueing • communicates ideas using appropriate language with repeated cueing	• undertakes an inquiry with direct instruction • applies appropriate methodology to investigate a need, problem or challenge with direct instruction • describes relationships such as cause and effect with direct instruction • draws ideas from different disciplines to propose a solution to a problem with direct instruction • communicates ideas using appropriate language with direct instruction

Natural and Ecological Hazards — Value: 1.0

Natural and Ecological Hazards a — **Value: 0.5**

Natural and Ecological Hazards b — **Value: 0.5**

Unit Description

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is about things we can do to prevent a hazard from happening. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions taken to create and maintain the capacity of communities to respond to, and recover from, natural disasters, through measures such as planning, community education, information management, communications and warning systems.

Building on their existing geographical knowledge and understandings, students examine natural hazards including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

This unit includes an overview of natural and ecological hazards and two depth studies: one focusing on a natural hazard and one focusing on an ecological hazard. The scale of study for this unit, unless specified, can range from local to global, as appropriate. The potential for fieldwork will depend on the hazards selected. In undertaking these depth studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills, to model, assess and forecast risk, and to investigate the risks associated with natural and ecological hazards.

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
• understand that places and environments can be influenced by both natural and ecological hazards • understand some aspects of human–environment interdependence in relation to natural and ecological hazards	• understand that places and environments can be influenced by both natural and ecological hazards • understand the complexity of human–environment interdependence in relation to natural and ecological hazards	• understand places and environments that are influenced by both natural and ecological hazards • understand basic aspects of human–environment interdependence in relation to natural and ecological hazards

A course	T course	M course
• demonstrate some knowledge of the concept of risk management • understand key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry • apply geographical inquiry and skills, including spatial technologies and fieldwork, to investigate natural and ecological hazards • explain Australian and international risk management policies, procedures and practices • classify Australian and international risk management policies, procedures and practices	• demonstrate knowledge of the concept of risk management • understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry • apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate natural and ecological hazards • compare Australian and international risk management policies, procedures and practices • evaluate Australian and international risk management policies, procedures and practices	• demonstrate some knowledge of natural and ecological hazards • understand some key geographical concepts as part of a geographical inquiry • use spatial technologies and fieldwork to identify natural and ecological hazards • identify some Australian management practices

Content Descriptions

Geographical Inquiry and Skills

A course	T course	M course
Observing, questioning and planning • select geographical inquiry questions • plans a geographical inquiry with clear aims and methodology	**Observing, questioning and planning** • formulates geographical inquiry questions • plans a geographical inquiry with clearly defined aims and appropriate methodology	**Observing, questioning and planning** • select a geographical inquiry question • plans a geographical inquiry question

A course	T course	M course
Collecting, recording, evaluating and representing • collects geographical information incorporating ethical protocols from primary and secondary sources • records observations in graphic representations using spatial technologies and information and communication technologies • describes the reliability and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information incorporating ethical protocols from a range of primary and secondary sources • records observations in a range of graphic representations using spatial technologies and information and communication technologies • evaluates the reliability, validity and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information • records observations
Communicating • communicates geographical information, ideas, issues and arguments using written and/or oral, cartographic and graphic forms • uses geographical language in context to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms • uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information • uses some geographical language
Reflecting and responding • applies generalisations to describe alternative responses to geographical issues at a variety of scales • proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • applies generalisations to evaluate alternative responses to geographical issues at a variety of scales • proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • responses to geographical issues • propose individual action taking into account environmental factors

Geographical Knowledge and Understanding

A course	T course	M course
Overview of natural and ecological hazards • an overview of the nature of natural hazards (atmospheric, hydrological, and geomorphic) and ecological hazards • the concept of risk as applied in natural and ecological hazards • the temporal and spatial distribution, randomness, magnitude, frequency and scale of spatial impact of natural and ecological hazards at a global scale • the role of spatial technologies in the study of natural and ecological hazards	**Overview of natural and ecological hazards** • an overview of the nature of natural hazards (atmospheric, hydrological, and geomorphic) and ecological hazards • the concept of risk as applied to natural and ecological hazards • the temporal and spatial distribution, randomness, magnitude, frequency and scale of spatial impact of natural and ecological hazards at a global scale • the role of spatial technologies in the study of natural and ecological hazards	**Overview of natural and ecological hazards** • an overview of one natural hazard (atmospheric, hydrological, and geomorphic) and one ecological hazard • managing natural and ecological hazards • the role of some spatial technologies in the study of natural and ecological hazards (for example Google Earth and GPS)

Students complete both depth studies which are to be taught with the requisite geographical inquiry and skills described as part of this unit:

Depth study of a natural hazard

A depth study, using fieldwork and/or secondary sources, to investigate one natural hazard, and how the risks associated with the hazard are being managed. The scale of study is determined by the nature of the natural hazard selected.

Students select ONE natural hazard to investigate:

- the nature and causes of the selected hazard and explain how the activities of people can intensify its impacts
- the magnitude, frequency, duration, temporal spacing and effects of the hazard
- the spatial distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain the patterns that are identified
- the physical and human factors that explain why some places are more vulnerable than others
- the environmental, economic and social impacts of the hazard in a developed country such as Australia compared with at least one developing country or region
- the sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Depth study of an ecological hazard

A depth study, using fieldwork and/or secondary sources, to investigate one ecological hazard, and how the risks associated with the hazard are being managed. The scale of study is determined by the nature of the ecological hazard selected.

Students select ONE ecological hazard to investigate:

- the nature and causes of the selected hazard and how the activities of people can intensify its impacts
- the magnitude, frequency, duration, temporal spacing and effects of the hazard
- the diffusion and resulting spatial distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain its spread
- the physical and human factors that explain why some places are more vulnerable than others
- the environmental, economic and social impacts of the hazard in a developed country such as Australia compared with at least one developing country or region
- the sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Sustainable Places — Value: 1.0

Sustainable Places a — **Value: 0.5**

Sustainable Places b — **Value: 0.5**

Unit Description

This unit examines the economic, social and environmental sustainability of places. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses and adaptations.

At a global scale, the process of urbanisation is not only affecting the rate of world population growth and human wellbeing, it has created a range of challenges for both urban and rural places. How people respond to these challenges, individually and collectively, will determine the sustainability and liveability of places into the future.

The interconnected challenges faced in places, including population growth and decline, employment, economic restructuring, transport infrastructure needs, housing, demands for improved health and education services, and other matters related to liveability, are a particular focus of this unit.

In Australia's metropolitan and regional cities, the challenges may also include managing economic growth, urban sprawl, car dependency, environmental degradation, abandoned land, and deficiencies in urban planning, service provision and management. In rural and remote places the challenges may include lack of employment for young people, lack of educational services, poor transportation connections to major centres, closure of a major industry, lack of service provision, isolation and remoteness.

Students examine how governments, planners, communities, interest groups and individuals try to address these challenges to ensure that places are sustainable. They also investigate the ways that geographical knowledge and skills can be applied to identify and address these challenges.

This unit includes an overview of places and the challenges faced by cities in the developed and developing world. The unit also includes two depth studies: one focusing on challenges faced by a place in Australia, and one focusing on challenges faced by a megacity in a developing country. The scale of study for this unit, unless specified, can range from local to global, as appropriate.

The scale of study in this unit begins at the global, through an examination of the process of urbanisation and its consequences, before focusing on the challenges facing places in Australia, with the opportunity to undertake a local area study. The scale of study then shifts to national and regional to investigate megacities in developing countries. This approach enables students to develop an understanding of the challenges for places in both the developed and developing worlds. It also enables them to compare and contrast the way in which the challenges are addressed at a variety of scales and in different contexts.

In undertaking these depth studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills, to investigate the sustainability of places

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
• understand the processes resulting in change in places and how the places investigated can be made more sustainable	• understand the processes resulting in change in places and how the places investigated can be made more sustainable	• understand how the places investigated can be made more sustainable
• understand some outcomes of the processes creating change in different communities	• understand the outcomes of the processes creating change in different communities	• understand some changes in communities
• understand key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry	• understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry	• understand some key geographical concepts as part of a geographical inquiry
• gather and explain primary and secondary data to reveal trends	• gather and analyse primary and secondary data to reveal trends in and relationships between the processes resulting in changes in places	• gather primary and secondary data and record observations
• apply geographical inquiry and skills, including spatial technologies and fieldwork, to investigate a challenge associated with the sustainability of places	• apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate a challenge associated with the sustainability of places	• use spatial technologies and fieldwork to identify sustainable places
• classify alternative strategies or proposals to manage the selected challenge	• evaluate alternative strategies or proposals to manage the selected challenge	• describe a sustainable practice

Content Descriptions

Geographical Inquiry and Skills

A course	T course	M course
Observing, questioning and planning • select geographical inquiry questions • plans a geographical inquiry with clear aims and methodology	**Observing, questioning and planning** • formulates geographical inquiry questions • plans a geographical inquiry with clearly defined aims and appropriate methodology	**Observing, questioning and planning** • select a geographical inquiry question • plans a geographical inquiry question
Collecting, recording, evaluating and representing • collects geographical information incorporating ethical protocols from primary and secondary sources • records observations in graphic representations using spatial technologies and information and communication technologies • describes the reliability, validity and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information incorporating ethical protocols from a range of primary and secondary sources • records observations in a range of graphic representations using spatial technologies and information and communication technologies • evaluates the reliability, validity and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information • records observations
Interpreting, analysing and concluding • explain geographical information and data from primary and secondary sources and a variety of perspectives to draw conclusions and make generalisations • identifies and describes trends and patterns and makes predictions	**Interpreting, analysing and concluding** • analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations • identifies and analyses relationships, spatial patterns and trends and makes predictions and inferences	**Interpreting, analysing and concluding** • selects geographical information and data • identifies trends and patterns

A Course	T course	M course
Communicating • communicates geographical information, ideas, issues and arguments using written and/or oral, cartographic and graphic forms • uses geographical language in context to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information, ideas, issues and arguments using written and/or oral, cartographic and graphic forms • uses geographical language in context to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information • uses some geographical language
Reflecting and responding • applies generalisations to describe alternative responses to geographical issues at a variety of scales • proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • applies generalisations to evaluate alternative responses to geographical issues at a variety of scales • proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • responses to geographical issues • proposes individual action taking into account environmental factors

Geographical Knowledge and Understanding

A course	T course	M course
Overview of places and their challenges **Places:** • the process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places • the economic and environmental interdependence of urban and rural places • the spatial distribution of metropolitan, regional, rural and remote places in Australia, and the factors that have contributed to this	**Overview of places and their challenges** **Places:** • the process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places • the economic and environmental interdependence of urban and rural places • the spatial distribution of metropolitan, regional, rural and remote places in Australia, and the factors that have contributed to this	**Overview of places and their challenges** **Places:** • world population growth and human wellbeing • urban and rural places • reasons for location of places in Australia

A course	T course	M course
• the changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia	• the changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia	• key characteristics of places in Australia
Challenges facing places: • an overview of some challenges for rural and remote places in Australia, including indigenous communities • an overview of some challenges in a metropolitan and a regional city in Australia • an overview of some challenges faced in megacities in a developing country	**Challenges facing places:** • an overview of challenges for rural and remote places in Australia, including indigenous communities • an overview of challenges in metropolitan and regional cities in Australia • an overview of the challenges faced in megacities in developing countries	**Challenges facing places:** • a challenge facing an indigenous community in Australia (• a challenge for a city in Australia • a challenge for a mega city in a developing country

Students complete both depth studies which are to be taught with the requisite geographical inquiry and skills described as part of this unit:

Depth study of challenges facing a place in Australia

A depth study, using fieldwork and/or secondary sources, to investigate significant related challenges faced in **one** Australian place and how these challenges are being addressed.

Students select significant related challenges in a metropolitan, regional, rural or remote place, to investigate:

- the nature, scope and causes of the selected challenges being confronted and the implication for the place
- the range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other places both within and outside of Australia
- the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability
- the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the place.

Depth study of challenges facing a megacity in a developing country

A depth study investigating significant challenges faced by **one** megacity in a developing country. Students select significant selected challenges in a megacity to investigate:

- the nature, scope and causes of the selected challenges being addressed and the implications for the selected megacity
- the range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other developing and developed world megacities
- the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability
- the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the megacity.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Land Cover Transformations Value: 1.0

Land Cover Transformations a **Value: 0.5**

Land Cover Transformations b **Value: 0.5**

Unit Description

This unit focuses on the changing biophysical cover of the earth's surface, its impact on global climate and biodiversity, and the creation of anthropogenic biomes. In doing so, it examines the processes causing change in the earth's land cover. These processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining.

These processes have altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity, and altered soils. The scale at which these processes now occur is so extensive that there no longer exist any truly 'natural' environments. All environments are, to a greater or lesser extent, modified by human activity. This focus on anthropogenic biomes differentiates Geography from Earth and Environmental Science. The processes of land cover transformation have also changed the global climate through their interaction with atmospheric processes, and climate change is, in turn, producing further transformations in land cover.

The unit integrates aspects of physical and environmental Geography to provide students with a comprehensive and integrated understanding of processes related to land cover change, and their local and global environmental consequences. It also examines and evaluates the ways people seek to reverse the negative effects of land cover change.

This unit includes an overview of land cover change and two depth studies: one focusing on the interrelationship between land cover and either global climate change *or* biodiversity loss, and one focusing on a program designed to address land cover change.

The scale of study for this unit, unless specified, can range from local to global, as appropriate. There is, for example, the requirement that students investigate the impacts of land cover change on local and regional environments; a local land cover change initiative designed to address the issue of climate change of biodiversity loss; and the evaluation of program to address land cover change. Each of these provides opportunities for fieldwork.

In undertaking these depth studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills to investigate human–environment systems

Specific Unit Goals

This unit should enable students to:

A course	T course	M course
• understand the nature of the changing land cover of the earth's surface, including the presence of anthropogenic biomes	• understand the nature, extent and causes of the changing land cover of the earth's surface, including the presence of anthropogenic biomes, and evaluate projections of future changes in global land cover	• understand the nature of the changing land cover of the earth's surface
• understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and global climate change or biodiversity loss	• understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and global climate change or biodiversity loss	• understand the land cover change on ecosystems
• understand key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry	• understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry	• understand some key geographical concepts as part of a geographical inquiry
• apply geographical inquiry and skills, including spatial technologies and fieldwork, to investigate land cover change	• apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate land cover change and its consequences	• use spatial technologies and fieldwork to identify land cover
• classify the environmental, economic and social benefits and costs of a program aimed at responding to the negative impacts of land cover change	• evaluate the environmental, economic and social benefits and costs of a program aimed at responding to the negative impacts of land cover change	• identify programs to improve land cover

Content Descriptions

Geographical Inquiry and Skills

A course	T course	M course
Observing, questioning and planning • select geographical inquiry questions • plans a geographical inquiry with clear aims and methodology	**Observing, questioning and planning** • formulates geographical inquiry questions • plans a geographical inquiry with clearly defined aims and appropriate methodology	**Observing, questioning and planning** • select a geographical inquiry question • plans a geographical inquiry question
Collecting, recording, evaluating and representing • collects geographical information incorporating ethical protocols from primary and secondary sources • records observations in graphic representations and using spatial technologies and information and communication technologies • describes the reliability, validity and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information incorporating ethical protocols from a range of primary and secondary sources • records observations in a range of graphic representations using spatial technologies and information and communication technologies • evaluates the reliability, validity and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information • records observations
Interpreting, analysing and concluding • explains geographical information and data from primary and secondary sources and a variety of perspectives to draw conclusions and make generalisations • analyses trends and patterns and makes predictions	**Interpreting, analysing and concluding** • analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations • identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences	**Interpreting, analysing and concluding** • select geographical information and data • identifies trends and patterns

A course	T course	M course
Communicating • communicates geographical information, ideas, issues and arguments using written and/or oral, cartographic and graphic forms • uses geographical language in context to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms • uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information • uses some geographical language
Reflecting and responding • applies generalisations to describe alternative responses to geographical issues at a variety of scales • proposes individual and collective action taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • applies generalisations to evaluate alternative responses to geographical issues at a variety of scales • proposes individual and collective action taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • identifies responses to geographical issues • propose individual action taking into account environmental factors

Geographical Knowledge and Understanding

A course	T course	M course
Overview: nature, extent, causes and consequences of land cover change • reference should be made to global forests, cropland, rangelands, pasture and urban land cover using illustrative examples drawn from different regions or countries and at different scales	**Overview: nature, extent, causes and consequences of land cover change** • reference should be made to global forests, cropland, rangelands, pasture and urban land cover using illustrative examples drawn from different regions and countries and at different scales	**Overview: nature, extent, causes and consequences of land cover change** • reference should be made to one of; global forests, cropland, rangelands, pasture and urban land

A Course	T course	M course
• the identification and classification of land cover change using remotely sensed images and aerial photographs	• the identification and classification of land cover change using remotely sensed images and aerial photographs	• the identification of land cover change
• the interpretation of data sourced from spatial technologies and fieldwork to describe the nature, rate and extent of land cover change	• the interpretation of data sourced from spatial technologies and fieldwork to explain the nature, rate, extent and consequences of land cover change	• classify data sourced from spatial technologies and fieldwork
• world population growth, growing affluence, advances in technology and their impact on land cover change and biodiversity	• world population growth, growing affluence, advances in technology and their impact on the rate and extent of land cover change and biodiversity	• interpret world population growth and the impact on land cover change or biodiversity
• the differences in land cover changes between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture	• the differences in the process of land cover change between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture, in addition to the range of physical factors	• the differences in land cover between two countries
• project changes in land cover incorporating both environmental and socioeconomic variables	• methods of projecting changes in land cover using spatial modelling, incorporating both environmental and socioeconomic variables	
• indigenous peoples' land management practices and their impact on land cover over time including those of Aboriginal and Torres Strait Islander peoples	• indigenous peoples' land management practices and their impact on land cover over time including those of Aboriginal and Torres Strait Islander peoples	• indigenous peoples' land management practices over time

A Course	T course	M course
• the relationship between land cover change and climate change and the impact of climate change on land cover	• the relationship between land cover change and climate change and the long-term impact of climate change on land cover	• the relationship between land cover change and climate change
• the impacts of land cover change on local environments	• the impacts of land cover change on local and regional environments	• an example of land cover change to local environment
• human-generated land cover change and its consequences including: the competitive advantages of indigenous and introduced species; and the effects such changes might have on land cover changes and biodiversity	• human-generated land cover change and its consequences including: the competitive advantages of indigenous and introduced species; the balance within each of these groups; and the effects such changes might have on land cover changes and biodiversity	• indigenous land cover change
• the concept of anthropogenic biomes and the functioning of the world's ecosystems	• the concept of anthropogenic biomes and its implications for our understanding of the functioning of the world's ecosystems	• identification of the world's biomes and ecosystems

Students complete BOTH depth studies which are to be taught with the requisite geographical inquiry ad skills described as part of this unit:

Depth study of the interrelationship between land cover change and changes in either global climate or biodiversity

A depth study to investigate the links between changes in land cover and changes in global climate or biodiversity:

Climate change

- The causes, rate and projected impacts of global climate change.
- The interrelationships between land cover change and climate change, for example, the impacts of land cover loss on surface reflectivity (albedo) and the process of natural carbon sequestration.
- The effects of climate change on land cover, for example, vegetation, ice sheets, glaciers and coral reefs.
- A local initiative designed to address the effects of global climate change on land cover.

Biodiversity

- The causes, rate and projected impacts of declining biodiversity.
- The interrelationships between land cover change and biodiversity loss, for example, the processes of evolutionary diversification and species extinction and their implications for land cover in the future.
- The effects of biodiversity loss on ecosystem services and species, and ecosystem and genetic diversity.
- A local initiative designed to address the effects of biodiversity loss or change.

Depth study of a program to address land cover change

A depth study, using fieldwork and/or secondary sources, to investigate how land cover change is being addressed and evaluated.

Students select ONE existing program that addresses land cover change in order to investigate:

- approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, for example, debt-for-nature swaps and preservation strategies
- a program designed to address the issue of land cover change and its consequences at a local scale (for example, coast dune rehabilitation, urban zoning regulations)
- the selected program's environmental, economic, and social benefits and costs
- an assessment of the program's effectiveness
- an evaluation of alternative approaches to the restoration and rehabilitation of the area being studied using the concept of sustainability to determine which approach has the potential to address the issue into the future.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Global Transformations Value: 1.0

Global Transformations a **Value: 0.5**

Global Transformations b **Value: 0.5**

Unit Description

This unit focuses on the process of international integration (globalisation) as a conceptual 'lens' through which to investigate issues in human geography. In doing so, it integrates the sub disciplines of economic and cultural geography, and political geography. Economic geography involves study of the changing location, distribution and spatial organisation of economic activities across the world, while cultural geography focuses on the patterns and interactions of human culture, both material and non-material. Both sub disciplines make an important contribution to our understanding of the human organisation of space. Political geography examines the spatial consequences of power at all scales from the personal to global.

The topic provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. It will better enable them to make sense of the dynamic world in which they will live and work. It will also allow them to be active participants in the public discourses and debate related to such matters.

The unit is based on the reality that we live in an increasingly interconnected world. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and cultures. Of particular interest is the ways in which people adapt and respond to these changes.

Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service or the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people either embrace, adapt to, or resist the forces of international integration.

This unit includes an overview of international integration (globalisation) and a choice of depth studies: one focusing on economic integration, and one focusing on international cultural integration.

While the scale of study in this unit begins with the global, locally based examples can be used to enhance students' conceptual understanding. The scale of study for the selected depth study, unless specified, can range from local to global, as appropriate.

In undertaking these studies, students develop an understanding about using and applying geographical inquiry, tools such as spatial technologies, and skills to investigate the transformations taking place throughout the world.

Specific Unit Goals

By the end of this unit, students will:

A course	T course	M course
• understand the nature of international integration and its spatial, economic, political and social consequences	• understand the nature and causes of international integration and its spatial, economic, political and social consequences	• understand examples of international integration
• understand the ways people adapt to international integration	• understand the ways people adapt to and resist the forces of international integration	• understand the ways people adapt to international integration
• understand key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change as part of a geographical inquiry	• understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry	• understand some key geographical concepts as part of a geographical inquiry
• think geographically, based on an understanding of an increasingly interdependent world	• think geographically, based on an understanding of the complexities of an increasingly interdependent world	• think geographically, about an interdependent world
• apply geographical inquiry and skills, including spatial technologies and fieldwork, to investigate the integrated world	• apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate the complexity of the integrated world	• use spatial technologies and fieldwork to identify an example of the integrated world
• analyse alternative futures drawing on an understanding of an integrated global society	• evaluate alternative futures drawing on an understanding of an integrated global society	

Content Descriptions

Geographical Inquiry and Skills

A course	T course	M course
Observing, questioning and planning • select geographical inquiry questions • plans a geographical inquiry with clear aims and methodology	**Observing, questioning and planning** • formulates geographical inquiry questions • plans a geographical inquiry with clearly defined aims and appropriate methodology	**Observing, questioning and planning** • select a geographical inquiry question • seek to answer inquiry question
Collecting, recording, evaluating and representing • collects geographical information incorporating ethical protocols from of primary and secondary sources • records observations in graphic representations and using spatial technologies and information and communication technologies • describes the reliability and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information incorporating ethical protocols from a range of primary and secondary sources • records observations in a range of graphic representations using spatial technologies and information and communication technologies • evaluates the reliability, validity and usefulness of geographical sources and information	**Collecting, recording, evaluating and representing** • collects geographical information • records observations
Interpreting, analysing and concluding • explain geographical information and data from primary and secondary sources and a variety of perspectives to draw conclusions and make generalisations • identifies and describes trends and patterns, infers relationships, and makes predictions	**Interpreting, analysing and concluding** • analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations • identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences	**Interpreting, analysing and concluding** • select geographical information and data • identifies trends and patterns

A course	T course	M course
Communicating • communicates geographical information, ideas, issues and arguments using written and/or oral, cartographic and graphic forms • uses geographical language in context to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms • uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding	**Communicating** • communicates geographical information • use some geographical language
Reflecting and responding • applies generalisations to evaluate alternative responses to geographical issues at a variety of scales • proposes individual and collective action, taking into account environmental, social and economic factors	**Reflecting and responding** • applies generalisations to evaluate alternative responses to geographical issues at a variety of scales • proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action	**Reflecting and responding** • applies generalisations to geographical issues • proposes individual action, taking into account environmental, factors

Geographical Knowledge and Understanding

A course	T course	M course
Overview of international integration • the process of international integration and the diffusion and adaptation of ideas, meanings and values transform and renew cultures	**Overview of international integration** • the process of international integration, especially as it relates to the transformations taking place in the spatial distribution of production and consumption of commodities and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures	**Overview of international integration** • the process of international integration

A course	T course	M course
• advances in transport and telecommunications technologies as a facilitator of international integration and the dissemination of ideas and culture	• advances in transport and telecommunications technologies as a facilitator of international integration including their role in the expansion of world trade, the emergence of global financial markets and the dissemination of ideas and culture through corporate, retail outlets, and the hubs of international literature, music, film and media	• role of transport or telecommunication technologies
• the economic and cultural importance of world cities in the integrated global economy	• the economic and cultural importance of world cities in the integrated global economy and their emergence as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world	• the cultural importance of a world city
• the re-emergence of China or India as global economic powers and the relative economic decline but sustained cultural influence of the United States of America or Europe (	• the re-emergence of China and India as global economic powers and the relative economic decline but sustained cultural influence of the United States of America and Europe	

Students complete ONE of the depth studies which is to be taught with the requisite geographical inquiry and skills described as part of this unit:

A. International economic integration

A depth study, using fieldwork and/or secondary sources, to investigate the changing spatial distribution of production and consumption (and, where appropriate, re-use) of a selected commodity, good or service.

Students should make reference to ONE of the following:

- a mineral ore or fossil-based energy resource
- a food or fibre-based commodity
- a complex manufactured commodity
- a commodity typical of the 'weightless' or service-based economy.

For the selected commodity, good or service, investigate:

- the changes occurring in the spatial distribution of its production and consumption, and the geographical factors responsible for these changes
- the role played by technological advances in transport and/or telecommunications in facilitating these changes
- the role played by the reduction or elimination of the barriers to its movement between countries
- the role played by enterprises in the internationalisation of its production and consumption
- implications of these changes for people, places and the biophysical environment at a variety of scales including the local
- likely future changes in the nature and spatial distribution of its production and consumption
- the ways people and places embrace, adapt to, or resist the forces of international economic integration
- the spatial, economic, social and geopolitical consequences of these responses.

B. International cultural integration

A depth study, using fieldwork and/or secondary sources, to investigate an example of cultural diffusion, adoption and adaptation, and its consequences for the cultural geography of places.

Reference should be made to ONE element of culture such as fashion, a sport or leisure activity, music, religion, language, architecture, or political ideas.

For the selected element of culture investigate the following as applicable:

- the process of diffusion and its spatial outcomes
- the role played by technological advances in transport and/or telecommunications in its diffusion
- the role played by transnational institutions and/or corporations in its dispersion
- the role played by media and emerging technologies in its generation and dispersion
- implications of these changes for peoples and places at a range of scales including the local
- likely future changes in its nature and spatial distribution
- the ways people embrace, adapt to, or resist international cultural integration
- the spatial, economic, social and geopolitical consequences of these responses.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Nil.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	**College**
Sarah Rittner	Daramalan College
Alison Steven	Radford College
Tony D'Abrera	Trinity Christian School

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Glossary of Terms

Anthropocene

An informal term commonly used to define the most recent period of geologic time. It is used to highlight the extent to which human activities have impacted on the Earth's ecosystems. Evidence of human impact such as the proliferation and spread of managed and constructed elements of environments – together with climate change, habitat loss and species extinctions – are cited by scientists as evidence that human impact has significantly changed the nature of the earth's biodiversity. There is not, however, a consensus on when the anthropocene commenced. Some scientists identify the Industrial Revolution as the start date. Others trace its beginnings to the rise of agriculture and the Neolithic Revolution some 12,000 years ago.

Anthropogenic biomes

Biomes that are the result of sustained direct human interactions with ecosystems.

Biophysical processes

The atmospheric, biological, chemical and physical processes that take place in the lithosphere, hydrosphere, atmosphere and biosphere. They can be further broken down, for example, soil- forming processes, mass wasting, cloud-forming processes, fluvial processes, marine processes, glacial processes and biogeochemical cycling.

Change

The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands of years. This is important in helping students to understand what is happening around them and to see their world as dynamic.

Cultural internationalisation

The increasing integration of the different cultures found throughout the world and the diffusion of a dominant 'global culture'. It can be argued that the hybridisation of cultures is an outcome of the process.

Ecological hazard

A biological or chemical hazard that has the potential to impact adversely on the wellbeing of people or the environment more generally. Ecological hazards include biological and chemical agents. Biological factors can lead to infectious diseases. While many of these diseases have proven difficult to eradicate, enough is known about them to use interventions that drastically reduce their incidence. Chemical hazards can cause immediate, dangerous health effects and can also contribute to chronic, or long-term, problems. In contrast to infectious diseases, our understanding of the consequences of chemical exposure for people's health, especially very low-level exposures typically found in the environment, remains incomplete.

Economic integration

An outcome of the reduction or elimination of the barriers to the flow of goods, services and factors of production between nations. The stated aims of economic integration are to reduce costs incurred by consumers and producers, and to increase trade between countries.

Economic restructuring

Significant and enduring changes to the nature and structure of an economy.

Enterprise

An enterprise is an activity that produces goods and/or services. Enterprises are run for the benefit of an individual or a group of individuals. They can range in scale from a transnational corporation to home-based economic activities.

Environment/environments

The term 'environment', where unqualified, means the living and non-living elements of the earth's surface and atmosphere. It includes human changes to the earth's surface, for example, croplands, planted forests, buildings and roads.

Fieldwork

Fieldwork is an integral part of geographical learning. It provides a planned opportunity for students to engage with the environment – to observe and investigate in the 'real world' the geographical phenomena, issues and processes studied in the classroom. It also enables students to explore different perspectives or points of view on important geographical issues. There are multiple approaches to fieldwork ranging from the observational to the fully participatory. Fieldwork can be undertaken in a range of settings including school grounds. It includes 'virtual fieldwork' – the use of the Internet to virtually visit a site and engage in a guided geographical inquiry. A virtual field trip gives students the opportunity to investigate geographical phenomena not normally accessible due to distance or cost.

Geographical inquiry methodologies

An approach to the study focused on the development of a wide variety of skills such as observing, reading, gathering, organising, preparing, presenting, analysing, interpreting and synthesising geographic information from a variety of sources including spatial technologies and fieldwork. In short, it involves the skills needed to formulate questions and initiate, plan and implement an inquiry relevant to a geographical issue, process or phenomenon.

Geographical processes

The combination of physical and human forces that form and transform our world.

Global distribution

The spatial distribution of geographical phenomena throughout the world, for example, megacities, earthquake hazards, deforestation and fashion design.

Globalisation

In its broad sense, the term 'globalisation' refers to the diffusion of manufacturing, services, markets, culture, lifestyle, capital, technology and ideas across national boundaries and around the world. It also refers to the integration of these geographically dispersed economic and social activities. The particular character of individual countries, regions and even localities interacts with the larger scale general processes of change to produce quite specific outcomes (P. Dicken - Global Shift, 1992)

Hazards

When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.

Hybridisation of cultures

The process by which cultures around the world adopt a certain degree of homogenised global culture while clinging to aspects of their own traditional culture.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking and helps students to see the various aspects of Geography as connected rather than separate bodies of knowledge.

International integration

The term international integration refers to a process whereby the nature of the relationship among economic or cultural entities changes in ways that erode the autonomy or uniqueness of each and make them part of a larger aggregate.

Liveability

Liveability is concerned with the quality of space and the built environment. The concept of liveability has been linked to a range of factors, for example, quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation.

Megacity

Typically defined as a metropolitan area with a total population in excess of 10 million.

Natural carbon sequestration

The process of capture and long-term storage of atmospheric carbon dioxide by the natural biogeochemical cycling of carbon.

Natural hazard

Atmospheric, hydrological and geomorphic processes and events in our environment that have the potential to affect people adversely.

Perspective

A way of viewing the world, the people in it, their relationship to each other and their relationship to communities and environments.

Place

Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features such as the centre of a large city. Places are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities. Places are, therefore, cultural constructs. They are sites of biodiversity; locations for economic activity; centres of decision-making and administration; sites for the transmission and exchange of knowledge and ideas; meeting places for social interaction; sources of identity, belonging and enjoyment; and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events.

Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places.

The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.

Risk management

In the Australian Curriculum: Geography, risk management is defined in terms of preparedness, mitigation and/or prevention of a natural or ecological hazard. Preparedness involves planning the interventions needed to prevent or mitigate the effects of a hazard. Mitigation involves the implementation of strategies to eliminate or minimise the effects of these hazards. Adaptation involves adjusting to the changed environmental circumstances.

Rural and remote

The Australian Bureau of Statistics defines 'rural' as any area which is not part of any urban area. Urban areas in Australia are defined as population clusters of 1,000 or more people, with a density of at least 200 people per square kilometre. The remoteness of a place is determined by the physical distance of a location from the nearest urban centre.

Scale

The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales. For example, in studies of vegetation, climate is the main factor at the global scale, but soil and drainage may be the main factors at the local scale. Deciding on the appropriate scale for an inquiry is therefore important.

Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes. For example, the effects of local actions such as permanent vegetation removal on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies.

Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue, for example, by labelling it as local or global.

Social exclusion

The processes by which individuals and even entire communities are systematically blocked from rights, opportunities and resources (for example, housing, employment, healthcare, civic engagement, democratic participation and due process) that are normally available to members of society and which are key to social integration.

Social justice

The concept that all people have the right to fair treatment and equal access to the benefits of society.

Socio-spatial inequality

Social and economic inequalities across space. It includes unequal access to essential goods and services depending on the area or location in which a person lives.

Space

The concept of space includes location, spatial distribution and the organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and technology that link places, and the way these are managed by businesses and governments.

Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the causes of these characteristics and of the form they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences. (Students learn to identify and evaluate these consequences and the policies that could be adopted to respond to them.)

The organisation of space concerns how it is perceived, structured, organised and managed by people within specific cultural contexts, and how this creates particular types of spaces.

Spatial distribution

The arrangement of geographical phenomena or activities across the surface of the Earth.

Spatial technologies

Any software or hardware that interacts with real-world locations. The use of spatial technologies forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and the use of satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

The use of spatial technologies is integral to the inquiry and skills process. The spatial technology application links geographic locations to information about them so you can:

find information about places across the globe or locally

analyse relationships between locations

make decisions on the location of facilities

map the demographics of target markets

integrate maps with information from a variety of sources.

Sustainability

The concept of sustainability is used as a way to evaluate decisions and proposals as well as to measure the capacity of something to be maintained indefinitely into the future. It is used to frame questions, evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.

Temporal distribution

The distribution of geographical phenomena over time.

Thinking geographically

To think geographically involves the application of the discipline's organising concepts to investigation of geographical issues and phenomena. It involves conceptual knowledge – the ideas we use to enhance our knowledge and understanding of the world. The organising concepts in senior secondary Geography are place, space, environment, interconnection, sustainability, scale and change.

Transformation

In the context of this curriculum the term transformation refers to the processes of change from which forms of environmental, social, cultural and economic relationships and patterns emerge.

Urbanisation

The increasing percentage, or proportion of a population, living in urban areas of a country. The term 'level of urbanisation' is often used.

Variety of scales

The geographical view of processes and phenomena at different levels on a continuum from the local to the international and global scales. It may include: comparative studies at the same scale, studying the same issue and phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied.

World city

World cities (sometimes referred to as global cities) are centres of global economic and cultural authority. They are the places where the world's most important financial and corporate institutions are based and where decisions that 'drive' the global economy are made. They also play a globally significant role in the production and dissemination of knowledge (for example, news, entertainment) and art. They are centres of research and innovation.

Appendix G – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:					
Course Title:	**Geography**				
Classification/s:	**A**	**T**	**M**		
Framework:	Humanities and Social Sciences Framework 2019				
Dates of Course Accreditation:		**from**	2014	**to**	2022