

Geography - Satisfactory - Year 8

Portfolio summary

This portfolio of student work shows that the student can explain the interconnections between people and environments (WS1) and how places are perceived and valued differently (WS2). Through an examination of the factors associated with the movement to and from urban and rural areas (WS1), the student explains how these interconnections influence people and change environments (WS1). Through a series of structured tasks, the student identifies and explains interconnections within environments and between people and places (WS2).

The student work shows an ability to identify and describe a range of social, economic and environmental factors that contribute to internal migration patterns (WS1), proposing explanations for the relationships and resulting distributions over time and across space (WS1). The student compares alternative strategies to a geographical challenge, taking into account environmental, economic and social factors (WS2). The student analyses data to draw reasoned conclusions (WS1, WS2), presents findings and explanations using relevant geographical terminology (WS1, WS2) and proposes action in response to a geographical challenge and predicts the outcomes of their proposal (WS2).

Short response: Changing nations

Sample summary

Students were introduced to the topic of human migration within and between countries and its impact on the concentration of populations in major cities. During this study, comparisons were made between urban and rural environments in Australia and China.

For this task, students were given maps showing the population distribution over time and a table containing statistics of internal migration in Australia. They were asked to interpret, analyse and present these data and respond to a number of questions. The task was completed during class time over four lessons.

Achievement standard

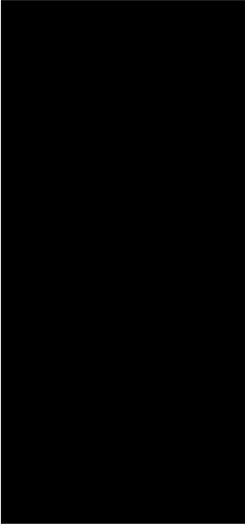
Subject

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings,

arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

Short response



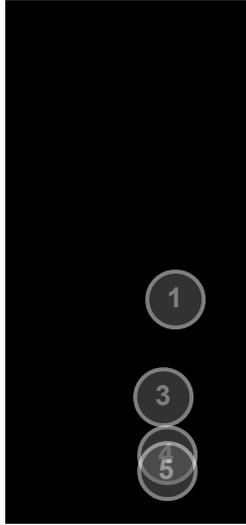
Year 8: Changing Nations

1. In the table below, list and explain the main push and pull factors that cause people to move from rural places to cities, and provide relevant examples.

Push factors	Explanation and examples
War / Conflict	People that live in places with war or conflict they are advised to move to protect their family and loved ones
Jobs	People move to the cities because they have a better chance of getting a job in the city than where they live. This is because there are more businesses in the city than where they live in the rural parts of Australia or anywhere.
Love / Marriage	If you are getting married you would be forced to move if you have a bigger family that would mean for more mouths to feed and look after.
Pull factors	Explanation and examples
Family (Voluntary migration)	When you retire some people choose to move closer to the family
Climate	People move to other places because they don't like the climate. Like how cold or hot it is so they migrate.
Health Care	People that need health care will be forced to move for better health services so they can live longer and happier and better in the long run.

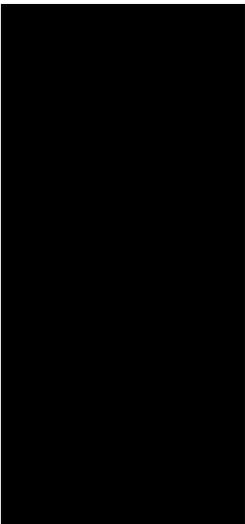
2. Explain how living in a rural place is a totally different experience than living in a rural place in Australia.

3. Identify and explain the main ways that rural and urban places rely on each other.



Annotations

- 1 **Annotation 1**
Identifies and describes a number of push/pull factors associated with the movement of peoples
- 2 **Annotation 2**
Uses a relevant example
- 3 **Annotation 3**
Presents a simple explanation of the differing rural experiences in China and Australia
- 4 **Annotation 4**
Presents a simple explanation of the connections between rural and urban places
- 5 **Annotation 5**
Provides simple examples to show the connection between rural and urban places

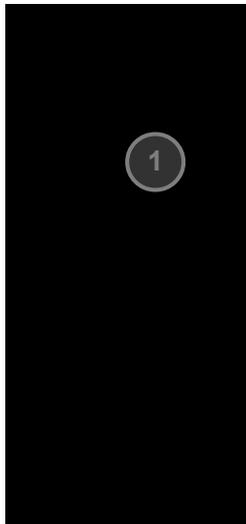


4. The process of urbanisation can improve levels of human wellbeing, particularly in developing countries of the world where there has been growth in the number of megacities. In the table below, identify the main social, economic and environmental impacts of rapid population growth in megacities in developing countries.

The main social impacts of rapid population growth in megacities in developing countries	<ul style="list-style-type: none"> • Could still be in poverty • Population still is • Better services in the megacities like health care, education, doctors, etc etc
The main economic impacts of rapid population growth in megacities in developing countries	<ul style="list-style-type: none"> • More houses will be built • More jobs • More money will be spent to build houses
The main environmental impacts of rapid population growth in megacities in developing countries	<ul style="list-style-type: none"> • More pollution in the air • Forest will be added for the timber for houses

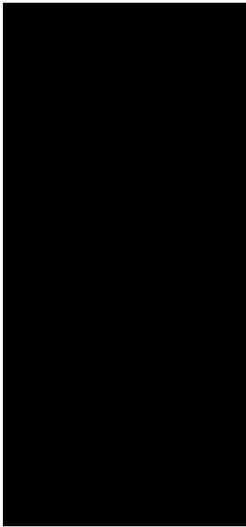
TABLE SHOWING AUSTRALIA'S INTERNAL MIGRATION NUMBERS BY STATE AND TERRITORY IN 2011

2011 ABS/ABSID ID	2011 DEMOGRAPHIC DATA						Total Internal Migration	Total External Migration	Total Migration
	New Births	Deaths	Overseas	South Australia	Western Australia	Tasmania			
ACT	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
NSW	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
NT	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
QLD	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
SA	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
TAS	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
VIC	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
WA	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
NT	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000



Annotations

- 1 **Annotation 1**
Identifies and describes a number of push/pull factors associated with the movement of peoples



3. Use the information in this table to answer the following questions:

a. How many people left Queensland in 2011?

78,184 people left Queensland in 2011

b. How many people came to live in Queensland in 2011?

23,792 people came to live in Queensland in 2011

c. What was the total change in the Queensland population in 2011?

5,600 people is the total change of population in 2011

d. Which Australian State or Territory had the second highest population gain in 2011?

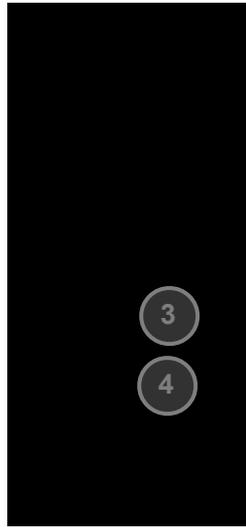
Western Australia

e. Suggest possible reasons for internal migration between states in 2011.

Possible reasons for people to move: (1) Climate: people in the southern parts of Australia can get very cold in winter and people may not like the cold. Family can also get people to migrate like when your parents go into retirement they have the freedom to move closer to their family and home. Some people will move between states for jobs.

f. How would these internal migration numbers be useful to governments for managing and planning places in the future?

The government would use the information if they needed to build more facilities, for houses, just wanting to know the population of the city that they are looking after and to know how many migrants come to the city every year or so.



Annotations

- 1
Annotation 1
 Expresses data findings to show value and context
- 2
Annotation 2
 Locates migration data in a table
- 3
Annotation 3
 Describes some social, economic and environmental reasons for the internal movement of people
- 4
Annotation 4
 Makes a number of predictions based on the interpretation of internal migration data

Landforms and landscapes

Sample summary

Students were required to investigate the economic, social and environmental impacts of human interactions with a key geographical landform in their local area and the impacts of the landform on human interactions. Over the course of two weeks, students visited the location, recorded their observations using maps and annotated images, and presented their findings by answering a series of structured questions.

As part of this inquiry, students conducted an investigation into the way in which the landform and its physical landscape shaped human interactions. They were also asked to compare the environmental, economic and social impacts of potential natural changes to the physical landscape.

Achievement standard

Subject

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

Report

Year 8: Landforms and Landscapes

1. Explain how people connect with Castle Hill and how these connections have changed the natural environment. Include annotated photos as evidence.

How do people connect with Castle Hill?	Explain why	Explain how this has changed the natural environment of Castle Hill	Annotated photo
<p>1</p> <p>People live in houses around the lower sections of Castle Hill.</p>	<p>Because they are in the shade of the mountain and the sea breeze makes the location cooler than others. They also get the previous view of the ocean and Magnetic Island. Lots of people want to live around the base of Castle Hill because of the panoramic views and position near the city, jobs, schools and shops.</p>	<p>2</p> <p>The natural environment of Castle Hill is a grassy outcrop with scattered trees and shrubs. This has been affected by people building and establishing on Castle Hill because they dig and cut into the natural slope of the hill. They also remove the vegetation to build on full ground for properties. This affects the natural flow of water and birds/animals. The animals would be scared away from their habitats and their food supply might have been disrupted by the quarry or buildings built on Castle Hill.</p>	

<p>People walk, run and ride up Castle Hill.</p>	<p>Some citizens use Castle Hill for a high and side, by running, cycling or walking up the hill. It is most effective (by time) to exercise up a slope because you are working harder and burning more calories. When most people exercise they want to have a variety of views and a nice cool breeze. Castle Hill has an ample supply of both conditions. So lots of people use Castle Hill for its great advantage in exercising.</p>	<p>1</p> <p>To exercise up Castle Hill, there needs to be an appropriate track cut into the hill so that people can move without being snagged or having to dodge bushes and trees. The natural landscape is trees, bushes and ground covering plants, like grass and weeds. To make a path through all of this vegetation, requires some removing of the hard features. Also stumps and ground may be added to the hill for a smoother track. This scares away the animals and takes from the natural appearance of the hill.</p>	
<p>People drive vehicles up Castle Hill.</p>	<p>People drive up Castle Hill because of the views of Magnetic Island and the city. It is a great place to take foreigners and visitors because it is a centralised place in a Townsville citizen's life and a great landmark of Townsville. By taking visitors to Castle Hill, you are sharing some of the pride of Townsville's people with others so that they too can enjoy the spectacular sight that Townsville is to the people of other cultures. Also people may want to see the hill itself as it is quite a remarkable feature of the North Queensland. People waiting for something to happen down in the city might drive up to Castle Hill while they wait so that they too can enjoy the views and use their time to do something useful.</p>	<p>2</p> <p>As with the walking tracks on Castle Hill, people driving up Castle Hill requires a road for them to follow. This means that again they have to dig up the natural trees, bushes and grasses that were once part of that landscape. Once again, the road has to be built so the environment has been removed from these areas. Because of the scale of the amount that they had to remove, many trees would have been lost and therefore, the vegetation is not keeping the ground, increasing the risk of land slides on the steeper slopes. When cars drive up Castle Hill, the dust pollutes the air and settles in places that dust, sand and debris aren't wanted.</p>	

Annotations

- 1 **Annotation 1**
Presents findings in an appropriately formatted table
- 2 **Annotation 2**
Explains interconnections between people and places and within environments

Annotations

- 1 **Annotation 1**
Explains interconnections between people, places and environments
- 2 **Annotation 2**
Supports findings with annotated photographic evidence

<p>People in the past made forts on the lower slopes of Castle Hill in West End.</p>	<p>The land and soil on Castle Hill is rich with nutrients because the elevated land receives the poorest rain. Quarries are built to mine rocks, sand, soil and sometimes precious metals, stones and minerals. Townsville has an expanding population and houses, roads and buildings are in high demand. Builders and miners need jobs and people need houses, so they go to the middle of the settlement where there is a fresh supply of earth for building.</p>	<p>Obviously mining the Earth for rocks and soil is going to be pretty bad. They are slowly removing the sand and soil from the Earth and that is putting an impact on Castle Hill. Also they need to get their transport to and from the quarry so they need to have roads and paths for them to get there. This clears away the natural landscape and scours the animals away. The dust and fumes pollute the air and it makes it harder to breathe for animals, plants and humans.</p>	 <p>Source: Google Earth</p>
<p>People in the past made forts on the eastern side of Castle Hill overlooking Cleveland Bay.</p>	<p>The Townsville citizens thought that the Japanese were going to try to take over their land. So the Americans devised a plan to blow up Castle Hill and use the rubble to build a bridge to Magnetic Island, which also had a fortress. The people were using Castle Hill for its position and height so that they could see if the Japanese were coming and the height and size of it so that, if necessary, they could use it to build a bridge to a safer place for them to live.</p>	<p>Blowing up the Hill would destroy all of the mountain and much of the surrounding landscape. By placing the debris in the ocean, overtime the current would carry the soil down stream where it would clog up lakes and rivers and pollute the water, making it unable to drink. The animals on Castle Hill and in the ocean would either be killed or they would have to move away from their home because of the displacement.</p>	 <p>Source: Google Earth</p>

Annotations

- Annotation 1**
Explains interconnections between people, places and environments
- Annotation 2**
Uses relevant geographical terminology

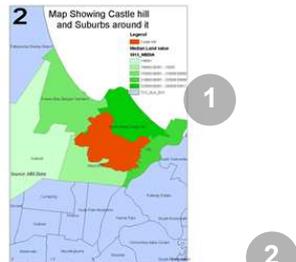
<p>Radio communication towers have been built on the summit of Castle Hill.</p>	<p>Since 1974, radio communications installations sited on the summit have serviced the Civil Aviation Authority, ambulance, fire, brigade, police, state emergency services and customs.</p>	<p>By building towers they are cutting down some trees and putting pressure on parts of Castle Hill. Because the towers will be a high points to view the whole of Townsville, they are at risk of landslides. Therefore there will be protection against the landslides and this interferes with the natural flow of the landscape. Also protection against landslides and other buildings will have to be built around the towers so land will have to be removed from that area as well.</p>	
<p>People built a water reservoir on Castle Hill in 1927 and another reservoir in 1961.</p>	<p>The height and position of the Hill is ideal for collecting water. The rain will reach the mountain and then because of the height it will be easy to transport the water to the houses and buildings in need below. As it is high in the centre of Townsville and it is so very high, it can collect a lot of water very fast and then it can taken around to the base of Castle Hill and then to other areas.</p>	<p>As with all of the other things built on Castle Hill, it will take away the natural vegetation and the farms from cars checking on the water tank will pollute the air. But the tanks are designed to hold a lot of water and the more water the more pressure on the ground that is supporting it. If there was a lot of rain and the water tanks were on a slope, they could be at great risk of being in the path of landslides.</p>	

Annotations

- Annotation 1**
Uses relevant geographical terminology
- Annotation 2**
Explains interconnections between people, places and environments

2. Create a map showing land values in the suburbs surrounding Castle Hill.

Map Showing Castle Hill and Suburbs around it



- Describe the spatial distribution of land values in the suburbs surrounding Castle Hill.
- The high of land values are at the foot of the hill facing the wind, looking toward \$200000, whereas the lowest at West End (about \$50,000) and the highest at \$100,000.
- Students possibly comment to explain the distribution of land values around Castle Hill.
- The land and surrounding suburbs are good value because they are targeted for land development.
- Describe the spatial distribution of land values in the suburbs surrounding Castle Hill.

In the future the suburbs around Castle Hill will increase at a relatively even rate. The will be an increasing demand for properties as population increases and competing for the job, environmental, social and economic factors remain fairly constant.

Annotations

- Annotation 1**
Uses a number of cartographic conventions
- Annotation 2**
Uses digital technologies to create a map showing land values
- Annotation 3**
Describes in simple terms the spatial distribution of land values based on the data in the map
- Annotation 4**
Provides an explanation for spatial distribution using geographical terminology

