

The Australian Curriculum

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Rationale and Aims

Rationale

The study of 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.

Aims

The Senior Secondary Australian Curriculum: Geography 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.

Organisation

Overview of senior secondary Australian Curriculum

ACARA has developed senior secondary Australian Curriculum for English, Mathematics, Science, History and Geography according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, over one year), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as a set of content and achievement standards for integration into state and territory courses.

Structure of Geography

Units

In Senior Secondary Geography, students develop their understanding about themes of immediate relevance to them and which have scope for application at a variety of scales, from the local to the global. There are four units:

Unit 1: Natural and ecological hazards

Unit 2: Sustainable places

Unit 3: Land cover transformations

Unit 4: Global transformations.

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.

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.

Each unit comprises:

- a unit description – a short description of the purpose of and rationale
- learning outcomes – between five to seven statements describing the learning expected as a result of studying the unit
- content descriptions – descriptions of the essential content to be taught and learned, organised into two strands:
 - Geographical Knowledge and Understanding
 - Geographical Inquiry and Skills.

Organisation of content

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.

Organisation of achievement standards

The achievement standards in Geography have been organised into two dimensions: 'Geographical Knowledge and Understanding' and 'Geographical Inquiry and Skills'. These two dimensions reflect students' understanding and skills in the study of Geography. Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject.

The achievement standards indicate typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the subjects in the relevant learning area. Eventually they will be accompanied by illustrative and annotated samples of student work/performance/responses. The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained a priori without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the subjects within each learning area. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality).

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across the subjects within each learning area.

Links to Foundation to Year 10

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.

Representation of General capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with the Geography curriculum content and the cross-curriculum priorities, will help students to live and work successfully in the twenty-first century.

The senior secondary Australian Curriculum: Geography includes all seven general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

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.

Representation of 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.

Unit 1: Natural and ecological hazards

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.

Learning Outcomes

By the end of this unit, students will:

- 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
- 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.

Content Descriptions

Geographical Inquiry and Skills

Observing, questioning and planning

formulates geographical inquiry questions (ACHGE001)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE002)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE003)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE004)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE005)

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 (ACHGE006)

identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE007)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE008)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE009)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE010)

proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE011)

Geographical Knowledge and Understanding

Overview of natural and ecological hazards

An overview of the nature of natural hazards (atmospheric, hydrological, and geomorphic) and ecological hazards (ACHGE012)

The concept of risk as applied to natural and ecological hazards. (ACHGE013)

The temporal and spatial distribution, randomness, magnitude, frequency and scale of spatial impact of natural and ecological hazards at a global scale (ACHGE014)

The role of spatial technologies in the study of natural and ecological hazards. (ACHGE015)

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 (ACHGE016)

the magnitude, frequency, duration, temporal spacing and effects of the hazard (ACHGE017)

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 (ACHGE018)

the physical and human factors that explain why some places are more vulnerable than others (ACHGE019)

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 (ACHGE020)

the sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. (ACHGE021)

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 (ACHGE022)

the magnitude, frequency, duration, temporal spacing and effects of the hazard (ACHGE023)

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 (ACHGE024)

the physical and human factors that explain why some places are more vulnerable than others (ACHGE025)

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 (ACHGE026)

the sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. (ACHGE027)

Unit 2: Sustainable places

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.

Learning Outcomes

By the end of this unit, students will:

- understand the processes resulting in change in places and how the places investigated can be made more sustainable
- understand the outcomes of the processes creating change in different communities
- understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry

- gather and analyse primary and secondary data to reveal trends in and relationships between the processes resulting in changes in places
- apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate a challenge associated with the sustainability of places
- evaluate alternative strategies or proposals to manage the selected challenge.

Content Descriptions

Geographical Inquiry and Skills

Observing, questioning and planning

formulates geographical inquiry questions (ACHGE028)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE029)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE030)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE031)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE032)

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 (ACHGE033)

identifies and analyses relationships, spatial patterns and trends and makes predictions and inferences (ACHGE034)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE035)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE036)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE037)

proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE038)

Geographical Knowledge and Understanding

Overview of places and their challenges

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 (ACHGE046)

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 (ACHGE047)

the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE048)

the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the place. (ACHGE049)

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 (ACHGE050)

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 (ACHGE051)

the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE052)

the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the megacity. (ACHGE053)

Units 1 and 2 Achievement Standards

Geographical Knowledge and Understanding

A	B	C	D	E
<p>The student:</p> <ul style="list-style-type: none"> analyses how processes of change have spatial consequences in places and environments at a range of scales, and explains the role of context analyses interconnections between people, places and environments, and their geographical significance and consequences analyses spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts plausible future changes analyses alternative views on a geographical issue or challenge and explains how decision-making is informed by interacting environmental, economic and social factors 	<p>The student:</p> <ul style="list-style-type: none"> explains how processes of change have consequences in places and environments at a range of scales and in different contexts explains interconnections between people, places and environments, and their geographical significance and consequences explains spatial distributions, patterns and associations at a range of scales and in different contexts explains alternative views on a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors 	<p>The student:</p> <ul style="list-style-type: none"> explains how processes of change affect places and environments at different scales describes interconnections between people, places and environments, and their geographical significance and consequences describes spatial distributions, patterns and associations at a range of scales describes alternative views on a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors 	<p>The student:</p> <ul style="list-style-type: none"> describes how change affects places and environments with limited reference to scale identifies interconnections between people, places and environments and outlines their geographical significance and consequences describes spatial distributions, patterns and associations describes alternative views on a geographical issue or challenge 	<p>The student:</p> <ul style="list-style-type: none"> identifies changes in places and environments identifies some interconnections between people, places and environments identifies spatial distributions and patterns identifies alternative views on a geographical issue or challenge

Geographical Inquiry and Skills

A	B	C	D	E
<p>The student:</p> <ul style="list-style-type: none"> plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on a critical evaluation of reliable and useful sources selects, constructs and uses appropriate representations to explain relationships, spatial patterns and trends analyses information and multivariable data to draw evidence-based conclusions that identify limitations communicates complex ideas and coherent and sustained explanations, selecting appropriate language and forms for audience and purpose uses reasoned criteria to propose and justify action in response to a contemporary geographical issue or challenge and analyses possible outcomes of the action 	<p>The student:</p> <ul style="list-style-type: none"> plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on an assessment of reliable and useful sources selects, constructs and uses appropriate representations to describe relationships, spatial patterns and trends interprets information and multivariable data to draw evidence-based conclusions communicates ideas and coherent explanations, selecting appropriate language and forms for audience and purpose uses appropriate criteria to propose and justify action in response to a contemporary geographical issue or challenge, and describes a range of possible outcomes of the action 	<p>The student:</p> <ul style="list-style-type: none"> undertakes guided geographical inquiries to collect and analyse data and information based on a range of appropriate sources selects, constructs and uses appropriate representations to describe relationships, simple spatial patterns and trends interprets information and multivariable data to draw conclusions communicates ideas and explanations in written, oral and graphic forms using appropriate language uses appropriate criteria to propose action in response to a contemporary geographical issue or challenge, and predicts possible outcomes of the action 	<p>The student:</p> <ul style="list-style-type: none"> undertakes guided geographical inquiries using limited sources constructs and uses representations to describe relationships and identify simple spatial patterns and trends interprets information and data to draw simple conclusions communicates ideas and information in written, oral and graphic forms proposes action in response to a contemporary issue, and identifies some of the possible outcomes 	<p>The student:</p> <ul style="list-style-type: none"> undertakes simple research on a topic constructs and uses simple representations to describe phenomena describes information and data communicates information in a range of forms proposes action in response to a contemporary issue

Unit 3: Land cover transformations

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 or 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

Learning Outcomes

By the end of this unit, students will:

- 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 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 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 land cover change and its consequences
- evaluate the environmental, economic and social benefits and costs of a program aimed at responding to the negative impacts of land cover change.

Content Descriptions

Geographical Inquiry and Skills

Observing, questioning and planning

formulates geographical inquiry questions (ACHGE054)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE055)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE056)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE057)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE058)

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 (ACHGE059)

identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE060)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE061)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE062)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE063)

proposes individual and collective action taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE064)

Geographical Knowledge and Understanding

Overview: nature, extent, causes and consequences of land cover change

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 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. (ACHGE075)

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. (ACHGE076)

The effects of climate change on land cover, for example, vegetation, ice sheets, glaciers and coral reefs. (ACHGE077)

A local initiative designed to address the effects of global climate change on land cover. (ACHGE078)

Biodiversity

The causes, rate and projected impacts of declining biodiversity. (ACHGE079)

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. (ACHGE080)

The effects of biodiversity loss on ecosystem services and species, and ecosystem and genetic diversity. (ACHGE081)

A local initiative designed to address the effects of biodiversity loss or change. (ACHGE082)

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 (ACHGE083)

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) (ACHGE084)

the selected program's environmental, economic, and social benefits and costs (ACHGE085)

an assessment of the program's effectiveness (ACHGE086)

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. (ACHGE087)

Unit 4: Global transformations

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.

Learning Outcomes

By the end of this unit, students will:

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

Content Descriptions

Geographical Inquiry and Skills

Observing, questioning and planning

formulates geographical inquiry questions (ACHGE088)

plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE089)

Collecting, recording, evaluating and representing

collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE090)

records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE091)

evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE092)

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 (ACHGE093)

identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE094)

Communicating

communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE095)

uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE096)

Reflecting and responding

applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE097)

proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE098)

Geographical Knowledge and Understanding

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. (ACHGE099)

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. (ACHGE100)

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. (ACHGE101)

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. (ACHGE102)

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 (ACHGE103)

the role played by technological advances in transport and/or telecommunications in facilitating these changes (ACHGE104)

the role played by the reduction or elimination of the barriers to its movement between countries (ACHGE105)

the role played by enterprises in the internationalisation of its production and consumption (ACHGE106)

implications of these changes for people, places and the biophysical environment at a variety of scales including the local (ACHGE107)

likely future changes in the nature and spatial distribution of its production and consumption (ACHGE108)

the ways people and places embrace, adapt to, or resist the forces of international economic integration (ACHGE109)

the spatial, economic, social and geopolitical consequences of these responses. (ACHGE110)

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 (ACHGE111)

the role played by technological advances in transport and/or telecommunications in its diffusion (ACHGE112)

the role played by transnational institutions and/or corporations in its dispersion (ACHGE113)

the role played by media and emerging technologies in its generation and dispersion (ACHGE114)

implications of these changes for peoples and places at a range of scales including the local (ACHGE115)

likely future changes in its nature and spatial distribution (ACHGE116)

the ways people embrace, adapt to, or resist international cultural integration (ACHGE117)

the spatial, economic, social and geopolitical consequences of these responses. (ACHGE118)

Units 3 and 4 Achievement Standards

Geographical Knowledge and Understanding

A	B	C	D	E
<p>The student:</p> <ul style="list-style-type: none"> • analyses how processes of change have spatial consequences in places and environments across a range of scales, and evaluates the role of context • analyses interconnections between people, places and environments, and evaluates their geographical significance and consequences • analyses spatial distributions, patterns and associations at a range of scales and in different contexts, and makes reasoned predictions about plausible future changes • evaluates alternative views on a geographical issue or challenge, and analyses how decision-making is informed by interacting environmental, economic and social factors at a range of scales 	<p>The student:</p> <ul style="list-style-type: none"> • explains how processes of change have spatial consequences in places and environments at a range of scales, and explains the role of context • explains interconnections between people, places and environments, and analyses their geographical significance and consequences • explains spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts plausible future changes • analyses alternative views on a geographical issue or challenge and explains how decision-making is informed by interacting environmental, economic and social factors 	<p>The student:</p> <ul style="list-style-type: none"> • explains how processes of change have consequences in places and environments at a range of scales and in different contexts • describes interconnections between people, places and environments, and explains their geographical significance and consequences • describes spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts future changes • explains alternative views on a geographical issue or challenge and describes how decision-making is informed by environmental, economic and social factors 	<p>The student:</p> <ul style="list-style-type: none"> • describes how processes of change affect places and environments at different scales • identifies interconnections between people, places and environments, and describes their geographical significance and consequences • describes spatial distributions, patterns and associations at a range of scales and in different contexts • describes alternative views on a geographical issue or challenge, and identifies the role of environmental, economic and social factors in making decisions 	<p>The student:</p> <ul style="list-style-type: none"> • describes changes in places and environments with limited reference to scale • identifies interconnections between people, places and environments, and outlines their consequences • describes spatial distributions, patterns and associations • describes alternative views on a geographical issue or challenge

Geographical Inquiry and Skills

A	B	C	D	E
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Geographical Inquiry and Skills

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Geographical Inquiry and Skills

• plans and	• plans and	• undertakes	• undertakes	• undertakes
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Geographical Inquiry and Skills

undertakes	undertakes	independent	guided	guided
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Geographical Inquiry and Skills

comprehensive,	independent	geographical	geographical	inquiries using
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Geographical Inquiry and Skills

independent	geographical	inquiries,	inquiries using	limited sources
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Geographical Inquiry and Skills

<p>geographical inquiries to collect and analyse relevant data and information based on a critical evaluation of a range of reliable and useful sources using valid methods</p> <ul style="list-style-type: none"> • selects, constructs and uses a range of appropriate representations to describe and analyse change in relationships and spatial patterns and trends over time and at a range of scales • evaluates information and multivariable data to draw evidence-based conclusions that identify limitations and explain anomalies • communicates complex ideas and coherent and sustained explanations effectively, selecting appropriate language and forms for specific audiences and purposes • uses a range of reasoned criteria to propose and justify action in response to a contemporary geographical issue or challenge, and analyses probable outcomes of the action over a range of spatial and temporal scales 	<p>inquiries selecting and using relevant methods and data and information based on a critical evaluation of a range of reliable and useful sources</p> <ul style="list-style-type: none"> • selects, constructs and uses appropriate representations to describe relationships and explain change in spatial patterns and trends over time and at different scales • analyses information and multivariable data to draw evidence-based conclusions that identify limitations • communicates complex ideas and coherent explanations clearly, selecting appropriate language and forms for audience and purpose • uses a range of appropriate criteria to propose and justify action in response to a contemporary geographical issue or challenge and describes a range of probable outcomes of the action over time 	<p>selecting and using relevant methods and data and information from a range of appropriate sources</p> <ul style="list-style-type: none"> • selects, constructs and uses appropriate representations to describe relationships and spatial patterns and trends over time • interprets information and multivariable data to draw evidence-based conclusions • communicates ideas and explanations clearly, using appropriate language and forms • uses appropriate criteria to propose plausible action in response to a contemporary geographical issue or challenge, and describes possible outcomes of the action over time 	<p>some appropriate sources</p> <ul style="list-style-type: none"> • constructs and uses representations to describe relationships and spatial patterns and trends • interprets information and data to draw conclusions • communicates ideas and information using appropriate language • proposes action in response to a contemporary issue and describes some of the possible outcomes 	<ul style="list-style-type: none"> • constructs and uses simple representations to describe relationships and identify simple patterns and trends • describes trends or patterns in data • communicates ideas and information in a range of forms • proposes action in response to a contemporary issue and identifies some of the possible outcome
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Geography Glossary

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.

Glossary

Abstract

Abstract scenario: a scenario for which there is no concrete referent provided.

Account

Account for: provide reasons for (something).

Give an account of: report or describe an event or experience.

Taking into account: considering other information or aspects.

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.

Assess

Determine the value, significance or extent of (something).

Coherent

Orderly, logical, and internally consistent relation of parts.

Communicates

Conveys knowledge and/or understandings to others.

Compare

Estimate, measure or note how things are similar or dissimilar.

Complex

Consisting of multiple interconnected parts or factors.

Considered

Formed after careful thought.

Critically analyse

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

Critically evaluate

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Deduce

Arrive at a conclusion by reasoning.

Demonstrate

Give a practical exhibition as an explanation.

Describe

Give an account of characteristics or features.

Design

Plan and evaluate the construction of a product or process.

Develop

In history: to construct, elaborate or expand.

In English: begin to build an opinion or idea.

Discuss

Talk or write about a topic, taking into account different issues and ideas.

Distinguish

Recognise point/s of difference.

Evaluate

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

In mathematics: calculate the value of a function at a particular value of its independent variables.

Explain

Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar

Previously encountered in prior learning activities.

Identify

Establish or indicate who or what someone or something is.

Integrate

Combine elements.

Investigate

Plan, collect and interpret data/information and draw conclusions about.

Justify

Show how an argument or conclusion is right or reasonable.

Locate

Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Recognise

Be aware of or acknowledge.

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.

Responding

In English: When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Routine problems

Routine problems: Problems solved using procedures encountered in prior learning activities.

Select

Choose in preference to another or others.

Sequence

Arrange in order.

Solve

Work out a correct solution to a problem.

Structured

Arranged in a given organised sequence.

In Mathematics: When students provide a structured solution, the solution follows an organised sequence provided by a third party.

Substantiate

Establish proof using evidence.

Succinct

Written briefly and clearly expressed.

Sustained

Consistency maintained throughout.

Synthesise

Combine elements (information/ideas/components) into a coherent whole.

Understand

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

Unfamiliar

Not previously encountered in prior learning activities.