

GEOGRAPHY

ATAR COURSE

YEAR 11 COURSE INFORMATION



Billy-Joe was great on sport but lousy on geography.

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ADDITIONAL INFORMATION:

For full course information including:

- Rationale
- Aims
- Organisation:
 - Structure of syllabus
 - Organisation of content
 - Progression from the Year 7 – 10 Curriculum
 - Representation of the general capabilities
 - Representation of the cross-curriculum priorities

Please refer to:

<http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography>

STRUCTURE OF SYLLABUS

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Natural and ecological hazards

In this unit, students explore 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.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

Each unit includes:

- A **unit description** – a short description of the focus of the unit
- **Learning outcomes** – a set of statements describing the learning expected as a result of studying the unit
- **Unit content** – the content to be taught and learned.

The content in each unit is divided into an overview and one or more depth studies.

The content descriptions associated with the overview are designed to be taught at a broad level and in a short timeframe.

The content descriptions associated with the depth study are designed to be taught in a more focused and detailed way, and therefore to take more time to teach.

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 understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will 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.

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. The potential for fieldwork depends on the hazard selected, such as a visit to the town of Meckering to study earthquakes, or the impact of a specific cyclone, flood or bushfire on a town or region.

Learning outcomes

By the end of this unit, students:

- Understand the nature and causes of natural and ecological hazards
- Understand the nature of the risks to be managed, such as loss of property/life, effects on infrastructure, jobs, economy, and physical and mental health
- Understand that places and environments are influenced by both natural and ecological hazards
- Understand the complexity of human–environment interdependence in relation to natural and ecological hazards
- Demonstrate a 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 skills and a range of other geographical skills, including spatial technologies and fieldwork, to investigate natural and ecological hazards
- Compare and evaluate Australian and international risk management policies, procedures and practices.

Unit Content

This unit includes the knowledge, understandings and skills described below.

Geographical Knowledge and Understanding

Overview of natural and ecological hazards

- The nature of natural and ecological hazards with particular reference to:
 - The concept of hazard geography
 - Classification of natural hazards (atmospheric, hydrological and geomorphic)
 - Examples of natural hazards, including storms, cyclones, hurricanes, typhoons, tornadoes, frosts, droughts, **BUSHFIRES**, flooding, earthquakes, volcanoes and landslides
 - Ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, **INFECTIOUS DISEASES (EBOLA)**, animal-transmitted diseases and water-borne diseases) and plant and animal invasions
- The concepts of risk and hazard management as applied to natural and ecological hazards
- The spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale
- The role of spatial technologies in the study of natural and ecological hazards

Students complete **TWO** depth studies, which are taught with the requisite geographical inquiry skills and additional geographical skills described as part of this unit.

Depth Study One

Using fieldwork and/or secondary sources, students investigate **ONE** natural hazard and the means by which the risks associated with the hazard are being managed. The scale of study is determined by the nature of the natural hazard selected.

Students study the hazard in order to investigate:

- The nature and causes of the hazard
- The nature of the risks to be managed, such as:
 - Loss of property/life
 - Effects on infrastructure, jobs and the economy
 - The impact on physical and mental health
- The spatial and temporal distribution of the hazard and how an understanding of biophysical and human processes can be used to explain the patterns that are identified
- The magnitude, duration, frequency, probability and scale of spatial impact of the hazard
- The physical and human factors that explain why some places and people are more vulnerable to the hazard than others
- The means by which the activities of people can intensify the impacts of the hazard, such as:
 - Land clearance and its impact on the intensity and frequency of flooding
 - Removal of coastal dune barrier systems
 - Building of settlements on low lying coastlines threatened by tsunamis
 - Using construction techniques unable to withstand seismic activity

- The environmental, economic and social impacts of the hazard in a developed country such as Australia compared with those in at least one less developed country or region
- The stakeholders affected by the hazard and their values and viewpoints on recovery and adaptation to future hazards in terms of modifying:
 - Human vulnerability (susceptibility to future loss)
 - Loss burden (cost of loss mitigation and adaptation)
- The sustainability of risk management policies, procedures and practices designed to reduce the impacts of the hazard, in the short and long term, through prevention, mitigation and preparedness

At Baldvis Secondary College students will study BUSHFIRES as a Natural Hazard.

Depth Study Two

Using fieldwork and/or secondary sources, students investigate **one** ecological hazard and the means by which the risks associated with the hazard are being managed. The scale of study is determined by the nature of the ecological hazard selected.

Students study the hazard in order to investigate:

- The nature and causes of the hazard
- The nature of the risks to be managed, such as:
 - Loss of property/life
 - Effects on infrastructure, jobs and the economy
 - The impact on physical and mental health
- The spatial and temporal distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain the patterns that are identified
- The magnitude, duration, frequency, probability and scale of spatial impact of the hazard
- The physical and human factors that explain why some places and people are more vulnerable to the hazard than others
- The means by which the activities of people can intensify the impacts of the hazard, such as:
 - Deliberate or accidental introduction of foreign plant or animal species to natural ecosystems
 - Global transport systems, human settlement and agriculture facilitating the spread of infectious diseases
- The environmental, economic and social impacts of the hazard in a developed country such as Australia compared with those in at least one less developed country or region
- The stakeholders affected by the hazard and their values and viewpoints on recovery and adaptation to future hazards in terms of modifying:
 - Human vulnerability (susceptibility to future loss)
 - Loss burden (cost of loss mitigation and adaptation)
- The sustainability of risk management policies, procedures and practices designed to reduce the impacts of the hazard, in the short and long term, through prevention, mitigation and preparedness

At Baldvis Secondary College students will study INFECTIOUS DISEASES (EBOLA) as a Ecological Hazard.

Geographical Inquiry and Skills

All the following skills should be taught during this unit. Relevant skills will be emphasised for each depth study.

Geographical inquiry skills

Observing, questioning and planning

- Formulate geographical inquiry questions
- Plan a geographical inquiry with clearly defined aims and appropriate methodology

Collecting, recording, evaluating and representing

- Collect geographical information, incorporating ethical protocols, from a range of primary sources (interviews, questionnaires, student's own experiences, and field observations) and secondary sources (online maps, websites, spatial software applications, print resources and visual media)
- Record observations in a range of graphic representations using spatial technologies and information and communication technologies
- Evaluate the reliability, validity and usefulness of geographical sources and information
- Acknowledge sources of information and use an approved referencing technique

Interpreting, analysing and concluding

- Analyse geographical information and data from a range of primary and secondary sources, and a variety of perspectives, to draw reasoned conclusions and make generalisations
- Identify and analyse relationships, spatial patterns and trends, and make predictions and inferences

Communicating

- Communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms
- Use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding

Reflecting and responding

- Apply generalisations to evaluate alternative responses to geographical issues at a variety of scales
- Propose individual and collective action, taking into account environmental, social and economic factors, and predict the outcomes of the proposed action

Geographical skills

The following geographical skills should be taught within the specified content of each unit.

Mapping skills (use of maps and atlases)

- Identify and interpret a variety of topographic and thematic maps (physical, political, and social maps, synoptic charts and climate maps) at different scales (local, national and global)
- Understand the significance of map projections (cylindrical, conical and azimuthal) for mapping the Earth

- Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)
- Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale)
- Establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes
- Establish direction on a map using general compass directions (16 points) and bearings
- Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another
- Apply the map scale to basic calculations to determine time, speed, distance and area
- Interpret relief on a map using contours and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient
- Identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs), types of natural vegetation cover and hydrological features (land subject to inundation, perennial and intermittent water bodies)
- Interpret, construct and annotate cross sections to show natural and cultural features on the landscape
- Construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)
- Identify and interpret natural features and cultural features on a map
- Describe the site and situation of places
- Identify, describe and interpret spatial patterns (including land use, settlement and transport), and spatial relationships between natural and cultural features on maps
- Interpret and describe changing patterns and relationships that have taken place over time

Remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery)

- Identify and describe natural and cultural features and their patterns on the Earth's surface using ground level photographs, aerial photographs (vertical and oblique), radar imagery and satellite imagery (Landsat, weather satellites and Google Earth)
- Compare the different types of information available from remote sensing products with the information depicted on a topographic map
- Use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps
- Determine direction on remote sensing products
- Apply scale to the calculation of distance on remote sensing products
- Interpret the difference in scale between a photograph and a topographic map of the same place
- Use combinations of remote sensing products and topographic maps to provide information based on change over time

Geographical and statistical data skills (use of geographical and statistical data in formats such as tables, graphs, maps and diagrams)

- Calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode), variation (maximum, minimum and range) and frequency
- Interpret indexes
- Identify correlations between variables
- Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)
- Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- Use systems and flow diagrams to organise thinking about relationships
- Understand that statistical or spatial association does not prove a causal relationship
- Extrapolate trends over time to forecast future conditions

Skills in the use of information and communications technology and geographical information systems

(in a geographic context)

- Use the internet as a tool for geographical research
- Use simple applications, software and online resources (including Google Earth and Google Maps) to access atlases and remote sensing products (photographs, radar imagery and satellite imagery) for the purpose of describing and interpreting spatial patterns and relationships
- Access databases, such as Australian Bureau of Statistics, and Bureau of Meteorology, for spatial and statistical information
- Use geospatial technologies, including global positioning systems (GPS), to collect and map spatial data

Fieldwork skills (use of field observations and measurements)

- Collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking
- Collate primary data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- Analyse and interpret primary data

UNIT 2 – Global Networks and Interconnections

Unit description

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It 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. 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 elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are 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 and the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people embrace, adapt to, or resist the forces of international integration.

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

Students develop an understanding about using and applying geographical inquiry methods, 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:

- Understand the nature and causes of international integration and its spatial, economic, political and social consequences
- Understand the ways people embrace, 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 skills and a range of other geographical skills, including spatial technologies and fieldwork, to investigate the complexity of the integrated world
- Evaluate the sustainability of alternative futures, drawing on an understanding of an integrated global society.

Unit content

This unit includes the knowledge, understandings and skills described below.

Geographical Knowledge and Understanding

Overview of International Integration

- The application of the concept of sustainability when considering the outcomes of increased globalisation
- The process of international integration, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures.
- 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 elements of culture
- The economic and cultural importance of world cities in the integrated global economy and their emergence as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world
- The concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe

Students complete **TWO** depth studies that are taught with the requisite geographical inquiry skills and additional geographical skills described as part of this unit.

Depth Study One

Using fieldwork and/or secondary sources students investigate the reasons for, and consequences of, the changing spatial distribution of production and consumption (and, where appropriate, reuse) of **AT LEAST ONE** commodity, good or service from **ONE** of the following groups:

- A **mineral ore or fossil-based energy resource** – iron ore, coal, **BAUXITE**, natural gas or oil
OR
- A food or fibre-based good – wheat, timber, wine, rice, sugar, beef, seafood, cotton or wool
OR
- A complex manufactured good – consumer electronics, automobiles, engineered wood products, a clothing brand, soft drink/food production
OR
- Tourism – business, eco-tourism or recreational

For the selected commodity, good or service, investigate, where applicable:

- The **nature of the commodity**, good or service
- The **process of diffusion** of the commodity, good or service and its **spatial outcomes**
- The **changes occurring in the spatial distribution** of the production and consumption of the commodity, good or service in Australia and overseas, and the **geographical factors responsible for these changes**

- The role played by **technological advances in transport and/or telecommunications** in facilitating these changes in the spatial distribution
- The **role played by governments and enterprises in the internationalisation of the production and consumption of the commodity**, good or service, such as the reduction or elimination of the barriers to movement between countries
- **Implications of the changes in the nature and spatial distribution of the production and distribution of the commodity**, good or service for people, places and the biophysical environment at a **variety of scales**, including the local
- **Likely future changes in the nature and spatial distribution of the production and consumption** of the commodity, good or service
- The **impact of these changes on less developed countries (LDC)** in terms of sustainability
- The **ways people and places embrace, adapt to, or resist the forces of international economic integration, and the spatial, economic, social and geopolitical consequences of these responses**

At Baldvis Secondary College students will study BAUXITE as a Mineral Ore or Fossil Based Energy Source.

Depth Study Two

Using fieldwork and/or secondary sources, students investigate the diffusion, adoption and adaptation of **AT LEAST ONE** of the following elements of culture (this list is not exhaustive):

- Fashion
OR
- A sport or leisure activity
OR
- **MUSIC**
OR
- Religion
OR
- Language
OR
- Architecture
OR
- Political/Social ideas.

At Baldvis Secondary College students will study MUSIC.

For the selected element(s) of culture, investigate, where applicable:

- The **process of diffusion** of the element of culture and its spatial outcomes
- The **role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture**
- The **role played by transnational institutions and/or corporations in the dispersion** of the element of culture
- The **role played by media and emerging technologies in the generation and dispersion** of the element of culture
- **Implications of the changes in the nature and spatial distribution** of the element of culture for peoples and places at a range of scales, including the local
- Likely **future changes in the nature and spatial distribution** of the element of culture
- The **ways people embrace, adapt to, or resist the forces** of international cultural integration
- The **role of the media and new technologies in shaping people's perceptions of place and events through the images and information presented**
- The **impact of the breaking up of multinational states as a result of a rise in specific nationalism**
- The **likely future changes to the sustainability of indigenous cultures in an increasingly integrated world**
- The **spatial, economic, social and geopolitical consequences of changes** to the cultural element

Geographical Inquiry and Skills

All the following skills should be taught during this unit. Relevant skills will be emphasised for each depth study.

Geographical inquiry skills

Observing, questioning and planning

- Formulate geographical inquiry questions
- Plan a geographical inquiry with clearly defined aims and appropriate methodology

Collecting, recording, evaluating and representing

- Collect geographical information, incorporating ethical protocols, from a range of primary sources (interviews, questionnaires, student's own experiences, and field observations) and secondary sources (online maps, websites, spatial software applications, print resources and visual media)
- Record observations in a range of graphic representations using spatial technologies and information and communication technologies
- Evaluate the reliability, validity and usefulness of geographical sources and information
- Acknowledge sources of information and use an approved referencing technique

Interpreting, analysing and concluding

- Analyse geographical information and data from a range of primary and secondary sources, and a variety of perspectives, to draw reasoned conclusions and make generalisations
- Identify and analyse relationships, spatial patterns and trends, and make predictions and inferences

Communicating

- Communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms
- Use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding

Reflecting and responding

- Apply generalisations to evaluate alternative responses to geographical issues at a variety of scales
- Propose individual and collective action, taking into account environmental, social and economic factors, and predict the outcomes of the proposed action

Geographical skills

The following geographical skills should be taught within the specified content of each unit.

Mapping skills (use of maps and atlases)

- Identify and interpret a variety of topographic and thematic maps (physical, political, and social maps, synoptic charts and climate maps) at different scales (local, national and global)
- Understand the significance of map projections (cylindrical, conical and azimuthal) for mapping the Earth
- Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)
- Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale)
- Establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes
- Establish direction on a map using general compass directions (16 points) and bearings
- Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another
- Apply the map scale to basic calculations to determine time, speed, distance and area
- Interpret relief on a map using contours and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient
- Identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs), types of natural vegetation cover and hydrological features (land subject to inundation, perennial and intermittent water bodies)
- Interpret, construct and annotate cross sections to show natural and cultural features on the landscape
- Construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)
- Identify and interpret natural features and cultural features on a map
- Describe the site and situation of places
- Identify, describe and interpret spatial patterns (including land use, settlement and transport), and spatial relationships between natural and cultural features on maps
- Interpret and describe changing patterns and relationships that have taken place over time

Remote Sensing Skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery)

- Identify and describe natural and cultural features and their patterns on the Earth's surface using ground level photographs, aerial photographs (vertical and oblique), radar imagery and satellite imagery (Landsat, weather satellites and Google Earth)
- Compare the different types of information available from remote sensing products with the information depicted on a topographic map
- Use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps
- Determine direction on remote sensing products

- Apply scale to the calculation of distance on remote sensing products
- Interpret the difference in scale between a photograph and a topographic map of the same place
- Use combinations of remote sensing products and topographic maps to provide information based on change over time

Geographical and statistical data skills (use of geographical and statistical data in formats such as tables, graphs, maps and diagrams)

- Calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode), variation (maximum, minimum and range) and frequency
- Interpret indexes
- Identify correlations between variables
- Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)
- Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- Use systems and flow diagrams to organise thinking about relationships
- Understand that statistical or spatial association does not prove a causal relationship
- Extrapolate trends over time to forecast future conditions

Skills in the use of information and communications technology and geographical information systems

(in a geographic context)

- Use the internet as a tool for geographical research
- Use simple applications, software and online resources (including Google Earth and Google Maps) to access atlases and remote sensing products (photographs, radar imagery and satellite imagery) for the purpose of describing and interpreting spatial patterns and relationships
- Access databases, such as Australian Bureau of Statistics, and Bureau of Meteorology, for spatial and statistical information
- Use geospatial technologies, including GPS, to collect and map spatial data

Fieldwork skills (use of field observations and measurements)

- Collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking
- Collate primary data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- Analyse and interpret primary data

School-based Assessment

The table below provides details of the assessment types for the Geography ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment Table – Year 11

Type of assessment	Weighting
Geographical inquiry Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation.	20%
Fieldwork/practical skills Fieldwork involves students actively engaged in collecting primary data. Practical skills involve the collection and interpretation of data from a number of sources. Formats can include: excursions, map interpretation, and/or data analysis.	20%
Short and extended response Questions can require students to respond to stimulus material. Formats can include: multiple-choice questions, short responses, sectionalised extended responses, extended responses, and/or a combination of these. Typically these tasks are administered under test conditions.	30%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

Grade descriptions Year 11

A	Geographical knowledge and understandings Presents very detailed and comprehensive discussions and provides detailed information about features, activities, spatial patterns and associations, processes, relationships and/or factors. Makes detailed reference to models, concepts and/or theories.
	Geographical terminology and concepts Accurately applies relevant geographical terminology and concepts to develop cohesive and concise discussions.
	Geographical skills Demonstrates correct geographical thinking, skills and processes and makes clear and direct links between them. Accurately applies mapping and/or diagrammatic skills and processes to enhance explanations and descriptions in a wide variety of contexts Constructs effective responses with well-developed sentences, paragraphs and/or extended answers.
	Use of supporting evidence Selects and correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps and/or sketches) to explain, develop and strengthen discussions.
B	Geographical knowledge and understandings Presents detailed discussions and provides general information about features, activities, spatial patterns and associations, processes, relationships and/or factors. Makes general reference to models, concepts and/or theories.
	Geographical terminology and concepts Applies relevant geographical terminology and concepts to develop detailed discussions.
	Geographical skills Exhibits correct geographical thinking, skills and processes and makes links between them. Applies mapping and/or diagrammatic skills and processes in many contexts to develop explanations and descriptions. Responses contain well-developed sentences, paragraphs and/or extended answers.
	Use of supporting evidence Selects and applies a range of supporting evidence (including quotations, sources, statistics, data, maps and/or sketches) to develop discussions.
C	Geographical knowledge and understandings Presents generalised discussions with some detail and provides basic information about features, activities, spatial patterns and associations, processes, relationships and/or factors. Makes occasional reference to examples, models, concepts and/or theories.
	Geographical terminology and concepts Applies some geographical terminology and concepts.
	Geographical skills Demonstrates geographical thinking, mapping and/or diagrammatic skills and processes that are mainly correct and applies these appropriately. Uses skills and processes in some contexts to develop explanations and descriptions. Presents mostly unstructured responses and may include irrelevant information in discussions.
	Use of supporting evidence Selects and applies some supporting evidence (including quotations, sources, statistics, maps and/or sketches) which may develop discussions.

D	Geographical knowledge and understandings Presents basic discussions with little detail and no suitable examples. Makes limited reference to models, concepts and/or theories.
	Geographical terminology and concepts Makes limited reference to geographical terminology and concepts.
	Geographical skills Shows geographical thinking, mapping and/or diagrammatic skills and processes that are occasionally correct. Displays some use of skills and processes to develop explanations and descriptions. Displays poor literacy skills at times making responses difficult to understand.
	Use of supporting evidence Presents insufficient evidence to support statements and generalisations.

E	Geographical knowledge and understandings Presents very simple discussions with no detail and/or examples. Makes no reference to models, concepts and/or theories.
	Geographical terminology and concepts Makes minimal to no reference to, or use of, geographical terminology and concepts.
	Geographical skills Seldom displays geographical thinking, mapping and/or diagrammatic skills and processes. Shows a lack of skills and processes to develop and/or support explanations and descriptions. Literacy skills are poor.
	Use of supportive evidence Makes generalisations and provides incorrect information.

Assessment Outline

GEOGRAPHY – ATAR YEAR 11 UNIT 1 and UNIT 2

Assessment Type and Syllabus Weighting	Assessment Task Weighting	Schedule	Assessment Task and Description
Geographical Inquiry (20%)	10%	Semester 1 Week 8–10	Task 3: Geographical inquiry investigating BUSHFIRES Part A: Fieldwork /practical skills collecting and interpreting primary information and or data/Geographical inquiry skills Part B: In class extended response based on fieldwork and inquiry on the natural hazard
	10%	Semester 2 Week 9–12	Task 9: Geographical inquiry investigating the element of culture: MUSIC Part A: Geographical inquiry skills Part B: Report communicating findings using appropriate written, cartographic and graphic forms
Fieldwork/ Practical Skills (20%)	5%	Semester 1 Week 3	Task 1: In-class test based on Geographical skills/mapping skills
	5%	Semester 1 Week 7	Task 4: In-class test based on Geographical skills/mapping skills; and interpreting, analysing and evaluating stimulus related to natural and ecological hazards.
	5%	Semester 2 Week 3	Task 7: In-class test based on Geographical skills/mapping skills
	5%	Semester 2 Week 8	Task 10: In-class test based on Geographical skills/mapping skills; and interpreting, analysing and evaluating stimulus related to the commodity of the mineral ore Bauxite.
Short and Extended Response (30%)	10%	Semester 1 Week 13	Task 5: Extended response based on content from Unit 1: Depth Study 2 Ecological Hazard
	5%	Semester 1 Week 5	Task 2: Short and extended response test based on the overview of natural and ecological hazards.
	5%	Semester 2 Week 5	Task 8: Short and extended response test based on the overview of global networks and interconnections
	10%	Semester 2 Week 13	Task 11: Extended response based on content from Unit 2: Depth Study 2: Music
Examination (30%)	10%	Semester 1 Week 16	Task 6: Semester 1 examination – 3.0 hours plus 10 minutes reading time. Same format as for ATAR Year 12. <u>Section One:</u> multiple-choice 20 questions, 20% of the total examination <u>Section Two:</u> short response, 7–12 questions, 40% of the total examination <u>Section Three:</u> extended response, 40% of the total examination
	20%	Semester 2 Week 16	Task 12: Semester 2 examination – 3.0 hours plus 10 minutes reading time. Same format as for ATAR Year 12. <u>Section One:</u> multiple-choice 20 questions, 20% of the total examination <u>Section Two:</u> short response, 7–12 questions, 40% of the total examination <u>Section Three:</u> extended response, 40% of the total examination
Total	100%		

Assessment Outline

GEOGRAPHY – ATAR YEAR 11 UNIT 1 – SEMESTER 1

Assessment Type and Syllabus Weighting	Assessment Task Weighting	Schedule	Assessment Task and Description
Geographical Inquiry (20%)	10%	Semester 1 Week 8–10	Task 3: Geographical inquiry investigating BUSHFIRES Part A: Fieldwork /practical skills collecting and interpreting primary information and or data/Geographical inquiry skills Part B: In class extended response based on fieldwork and inquiry on the natural hazard
Fieldwork/ Practical Skills (20%)	5%	Semester 1 Week 3	Task 1: In-class test based on Geographical skills/mapping skills
	5%	Semester 1 Week 7	Task 4: In-class test based on Geographical skills/mapping skills; and interpreting, analysing and evaluating stimulus related to natural and ecological hazards.
Short and Extended Response (30%)	10%	Semester 1 Week 13	Task 5: Extended response based on content from Unit 1: Depth Study 2 Ecological Hazard
	5%	Semester 1 Week 5	Task 2: Short and extended response test based on the overview of natural and ecological hazards.
Examination (30%)	10%	Semester 1 Week 16	Task 6: Semester 1 examination – 3.0 hours plus 10 minutes reading time. Same format as for ATAR Year 12. <u>Section One:</u> multiple-choice 20 questions, 20% of the total examination <u>Section Two:</u> short response, 7–12 questions, 40% of the total examination <u>Section Three:</u> extended response, 40% of the total examination
Total	45%		

Assessment Outline

GEOGRAPHY – ATAR YEAR 11 UNIT 2 – SEMESTER 2

Assessment Type and Syllabus Weighting	Assessment Task Weighting	Schedule	Assessment Task and Description
Geographical Inquiry (20%)	10%	Semester 2 Week 9–12	Task 9: Geographical inquiry investigating the element of culture: MUSIC Part A: Geographical inquiry skills Part B: Report communicating findings using appropriate written, cartographic and graphic forms
Fieldwork/ Practical Skills (20%)	5%	Semester 2 Week 3	Task 7: In-class test based on Geographical skills/mapping skills
	5%	Semester 2 Week 8	Task 10: In-class test based on Geographical skills/mapping skills; and interpreting, analysing and evaluating stimulus related to the commodity of the mineral ore Bauxite.
Short and Extended Response (30%)	5%	Semester 2 Week 5	Task 8: Short and extended response test based on the overview of global networks and interconnections
	10%	Semester 2 Week 13	Task 11: Extended response based on content from Unit 2: Depth Study 2: Music
Examination (30%)	20%	Semester 2 Week 16	Task 12: Semester 2 examination – 3.0 hours plus 10 minutes reading time. Same format as for ATAR Year 12. <u>Section One:</u> multiple-choice 20 questions, 20% of the total examination <u>Section Two:</u> short response, 7–12 questions, 40% of the total examination <u>Section Three:</u> extended response, 40% of the total examination
Total	55%		

Course Outline

Geography – ATAR Year 11

Semester 1 – Unit 1 — Natural and ecological hazards

Week	Key teaching points
1–3	<p>Geographical skills</p> <ul style="list-style-type: none">• Mapping skills – identify and interpret a variety of topographic maps at different scales<ul style="list-style-type: none">▪ Interpret marginal information on maps▪ Grid coordinates▪ Compass directions and bearings▪ Scale: convert scale from one format to another▪ Calculate time, speed, distance and area▪ Interpret relief on a map using contours and height information (spot heights)▪ Calculate gradient▪ Interpret, construct and annotate cross sections▪ Identify and interpret natural and cultural features▪ Describe site and situation▪ Identify different relief features, vegetation cover and hydrological features▪ Construct simple annotated sketch maps▪ Identify, describe and interpret spatial patterns and relationships <p>Task 1: In-class test based on Geographical skills/mapping skills (5%)</p>
4–5	<p>Overview of natural and ecological hazards</p> <ul style="list-style-type: none">• What is hazard geography?• Classification of natural hazards (geomorphic, hydrologic, ecological)• Examples of natural hazards• Classification and examples of ecological hazards• The role of spatial technologies in the study of natural and ecological hazards• The concepts of risk and hazard management as applied to natural and ecological hazards• Characteristics of hazards: the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale <p>Task 2: Short and extended response test based on the overview of natural and ecological hazards. (5%)</p>
6–7	<p><u>Depth Study One</u> – Natural Hazard – BUSHFIRES</p> <p>TASK 3 – INQUIRY DISTRIBUTED</p> <ul style="list-style-type: none">• Geographical inquiry skills• The nature and causes of bushfires• The nature of the risks to be managed, such as:<ul style="list-style-type: none">▪ Loss of property/life▪ Effects on infrastructure, job and economy▪ The impact on physical and mental health• The spatial and temporal distribution of bushfires and how an understanding of biophysical and human processes can be used to explain the patterns that are identified• The magnitude, duration, frequency, probability and scale of spatial impact of bushfires

Week	Key teaching points
	<ul style="list-style-type: none"> The physical and human factors that explain why some places and people are more vulnerable than others to bushfires <p>Task 4: In-class test based on Geographical skills/mapping skills; and interpreting, analysing and evaluating stimulus related to natural and ecological hazards. (5%)</p>
8–10	<ul style="list-style-type: none"> The means by which the activities of people can intensify the impacts of bushfires The environmental, economic and social impacts of bushfires in a developed country such as Australia, compared with Africa (wildfires) The stakeholders affected by bushfires, and their values and viewpoints on recovery and adaptation to future bushfires in terms of modifying: <ul style="list-style-type: none"> Human vulnerability (susceptibility to future loss) Loss burden (cost of loss mitigation and adaptation) The sustainability of risk management policies, procedures and practices designed to reduce the impacts of bushfires, in the short and long term, through prevention, mitigation and preparedness <p>Task 3: Geographical inquiry investigating Bushfires (10%)</p>
11–12	<p>Depth Study Two – Ecological Hazard – EBOLA</p> <ul style="list-style-type: none"> The nature and causes of Ebola The nature of the risks to be managed, such as: <ul style="list-style-type: none"> Loss of property/life Effects on infrastructure, jobs and economy The impact on physical and mental health The spatial and temporal distribution of Ebola and how an understanding of biophysical and human processes can be used to explain the patterns that are identified The magnitude, duration, frequency, probability and scale of spatial impact of Ebola The physical and human factors that explain why some places and people are more vulnerable than others to Ebola The means by which the activities of people can intensify the impacts of Ebola The environmental, economic and social impacts of Ebola in a developed country, compared with Africa
13–14	<ul style="list-style-type: none"> The stakeholders affected by Ebola, and their values and viewpoints on recovery and adaptation to future hazards in terms of modifying: <ul style="list-style-type: none"> Human vulnerability (susceptibility to future loss) Loss burden (cost of loss mitigation and adaptation) The sustainability of risk management policies, procedures and practices designed to reduce the impacts of Ebola, in the short and long term, through prevention, mitigation and preparedness <p>Task 5: Extended response based on content from Unit 1: Depth Study 2 Ecological Hazard (10%)</p>
15	<ul style="list-style-type: none"> Revision
16	<p>Task 6: Semester 1 examination – (10%)</p> <ul style="list-style-type: none"> 3.0 hours plus 10 minutes reading time. Same format as for ATAR Year 12. <u>Section One</u>: multiple-choice 20 questions, 20% of the total examination <u>Section Two</u>: short response, 7–12 questions, 40% of the total examination <u>Section Three</u>: extended response, 40% of the total examination

Semester 2 – Unit 2 – Global networks and interconnections

Week	Key teaching points
1–2	<ul style="list-style-type: none"> • Overview of international integration: spatial, economic, political and social consequences • Define sustainability and globalisation • Apply the concept of sustainability to the outcomes of increased globalisation • Define the concept of international integration • Transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services • The diffusion and adaptation of ideas, meanings and values that transform and renew cultures
3–4	<ul style="list-style-type: none"> • Advances in transport and telecommunications technologies and how they facilitate: <ul style="list-style-type: none"> ▪ International integration ▪ Expansion of world trade ▪ Emergence of global financial markets and the ▪ Dissemination of ideas and elements of culture • The economic and cultural importance of world cities in the integrated global economy • World cities as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world • The concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe <p>Task 7: In-class test, based on Geographical skills/mapping skills (5%)</p>
5–6	<p><u>Depth Study One</u> – Using fieldwork and/or secondary sources, students investigate the reasons for, and consequences of, the changing spatial distribution of production and consumption (and, where appropriate, reuse) of bauxite.</p> <p>For mineral ore or fossil-based energy resource (bauxite), students are to investigate the following points.</p> <ul style="list-style-type: none"> • The nature of bauxite as a commodity, good or service • The process of diffusion of bauxite and its spatial outcomes • The changes occurring in the spatial distribution of the production and consumption of the bauxite in Australia and overseas, and the geographical factors responsible for these changes • The role played by technological advances in transport and/or telecommunications in facilitating these changes in the spatial distribution <p>Task 8: Short and extended response test based on the overview of global networks and interconnections (5%)</p>

Week	Key teaching points
7–8	<p>TASK 9 – INQUIRY DISTRIBUTED WEEK 7 (MUSIC)</p> <ul style="list-style-type: none"> • The role played by governments and enterprises in the internationalisation of the production and consumption of bauxite, such as the reduction or elimination of the barriers to movement between countries • Implications of the changes in the nature and spatial distribution of the production and distribution of bauxite for people, places and the biophysical environment at a variety of scales, including the local • Likely future changes in the nature and spatial distribution of the production and consumption of bauxite • The impact of these changes on less developed countries (LDC) in terms of sustainability • The ways people and places embrace, adapt to, or resist the forces of international economic integration, and the spatial, economic, social and geopolitical consequences of these responses <p>Task 10: In-class test based on Geographical skills/mapping skills; and interpreting, analysing and evaluating stimulus related to the commodity of the mineral ore Bauxite. (5%)</p>
9–12	<p>Depth Study Two – Using fieldwork and/or secondary sources, students investigate the diffusion, adoption and adaptation of music</p> <ul style="list-style-type: none"> • Geographical inquiry skills • The process of diffusion of the element of music and its spatial outcomes • The role played by technological advances in transport and/or telecommunications in the diffusion of music • The role played by media and emerging technologies in the generation and dispersion of music • Implications of the changes in the nature and spatial distribution of music for peoples and places at a range of scales, including the local • Likely future changes in the nature and spatial distribution of music • The ways people embrace, adapt to, or resist the forces of international cultural integration • The role of the media and new technologies in shaping people’s perceptions of place and events through the images and information presented • The impact of the breaking up of multinational states as a result of a rise in specific nationalism • The likely future changes to the sustainability of indigenous cultures in an increasingly integrated world • The spatial, economic, social and geopolitical consequences of changes to music <p>Task 9: Geographical inquiry investigating music (10%)</p>
13–14	<p>Geographical skills</p> <ul style="list-style-type: none"> • Mapping skills • Remote sensing skills • Graphical and statistical data skills <p>Task 11: Extended response based on content from Unit 2: Depth Study 2: Music (10%)</p>
15	<ul style="list-style-type: none"> • Revision
16	<p>Task 12: Semester 2 examination – (20%)</p> <ul style="list-style-type: none"> • 3.0 hours plus 10 minutes reading time. Same format as for ATAR Year 12. <u>Section One:</u> multiple-choice 20 questions, 20% of the total examination <u>Section Two:</u> short response, 7–12 questions, 40% of the total examination <u>Section Three:</u> extended response, 40% of the total examination

