



B O A R D O F S T U D I E S
NEW SOUTH WALES

Geography

Stage 6

Support Document

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1 Introduction

This document is designed to assist teachers with the implementation of the *Geography Stage 6 Syllabus*. The document contains:

- an outline of the key features and specific aspects of the syllabus, emphasising the holistic nature of geography and the application of skills and explanations of how contemporary ideas and content impact on teaching and learning programs
- programming advice to assist teachers as they develop school-based programs
- sample units of work drawn from both the Preliminary course and the HSC course with suggested resources to complement the teaching strategies
- a sample assessment task and a sample assessment program that reflect the teaching and learning program and model good assessment practice.

The document provides samples and models to consider when developing teaching and learning strategies within the school setting. The section on assessment raises important considerations for devising tasks that allow students to demonstrate the achievement of outcomes within a standards framework.

1.1 Features of the Syllabus

The key features of the *Geography Stage 6 Syllabus* are:

- all topics are mandatory
- there are clear statements of syllabus content regarding what students *learn about* and *learn to do*
- *learn about* describes geographical knowledge and understanding, and *learn to do* describes the application of skills and tools used by geographers. Both *learn about* and *learn to do* are explicit statements that teachers must use when writing school-based programs
- there is an emphasis on outcomes statements that describe the specific intended results of the teaching of the syllabus. Distinct outcomes have been written for both the Preliminary course and the HSC course, but there is a clear relationship between the two, as the HSC outcomes build on the Preliminary outcomes
- the content is described for each topic; however, the outcomes must be the guiding factor for the selection of specific subject matter, case studies, fieldwork and assessment
- fieldwork is mandated in both Preliminary and HSC courses. The emphasis is firmly related to real field experiences that students undertake to *learn about* specific concepts and techniques they *learn to do* apply in a specific context. The Senior Geography Project (SGP) gives students a chance to apply this knowledge and understanding through an investigation of an issue or topic interesting and relevant to the student
- the HSC examination may include specific reference to fieldwork techniques and require students to report on examples of fieldwork activities in which they have been involved. This could include both pre- and post-fieldwork activities
- there is a glossary that contains important information for interpretation of terms, eg exurbanisation, spatial exclusion, mega cities. The specific interpretation by geographers of *environment* has also been included.

1.2 Syllabus Structure

The syllabus has a rationale, aim, and objectives that set the scene for establishing the importance of geography within the school curriculum. The outcomes are the specific intended results of teaching the syllabus. The outcomes provide clear statements of the knowledge and understanding and skills expected to be gained by students during the study of Geography Stage 6.

There are separate outcomes for the Preliminary course and the HSC course, however:

- there are specific outcomes that require students to investigate and communicate geographically. These are reflected in outcomes P7 to P12 and H8 to H13, which show a progression over the two years of study
- the only outcome which remains the same for both courses is P10 and H10, which involves the *application* of mathematical ideas and techniques to *analyse* geographical data. It is the development of application and analysis skills which is the most important concept in this case
- the teaching of skills such as communication through oral, graphic and cartographic forms (P12 and H13) is more explicit than previously required
- outcome H7 requires students to *justify* geographical methods applicable and useful in the workplace. Each of the topics requires students to investigate the relevance of a particular vocation to understanding the key ideas and concepts of the content.

The framework developed in the syllabus requires teachers to construct strategies in teaching and learning programs whereby students will be able to demonstrate how they have developed their understanding of the skills and tools of geography. Programs also need to take into account that *Geographical Tools* have been developed to build upon learning in the *Geography Stages 4–5 Syllabus*.

Geographical tools are any mapping, fieldwork, statistical or photographic technique that helps students understand the spatial and ecological dimensions of the environment.

In particular:

- skills refer to the application of the tools for the analysis and synthesis of information from a variety of sources
- an example of this principle is — a *geographic tool* is a transect, while a *geographic skill* is identifying spatial change from the transect
- the tools and skills that are listed in each of the topics and incorporated in *learn to* are suggestions only. Teachers may choose other topics than those suggested to introduce tools and develop skills. The tools and skills must be addressed during the course, the timing of which is a programming decision.

1.3 The Use of Technology in Geography

Geographical Information Systems (GIS) is defined in the glossary. While it is not a requirement that students actually use a GIS computer database, students should be aware of the relevance of this tool for the study of geography and its use in the workplace by professional geographers. Information technology is changing rapidly and students should be aware of such developments and, if possible, have opportunities to use them meaningfully to enhance geographical knowledge, understanding and skills.

Most local councils have a GIS operating system and this could provide an interesting excursion destination or guest speaker contact. Other resources: *GIS User* magazine and Internet sites such as www.arcview.com.au and www.agso.gov.au.

2 Programming Geography

When planning units of work and developing an assessment program, teachers must ensure that the course outcomes are being comprehensively addressed. The programming overview that follows, illustrates how to take the syllabus outcomes in each course and structure units of work that reflect the teaching and learning necessary for students to achieve the outcomes.

The model uses a template that clearly lists the relevant outcomes, assessment and the focus and timing for each unit. The content and teaching strategies outline both what students *learn to do* and *learn about*. The units also outline the context in which the outcomes should be developed.

2.1 Allocating Time for Specific Units within a Topic

The hours provided in the syllabus indicate the amount of time suggested for each topic. Within each topic, the teaching approach may vary. This is due to the different skills students may bring from prior learning in Stages 4–5, their interests and differences in the range of abilities.

The allocation of the indicative hours within each topic should reflect the holistic nature of geography. Some examples of models for each of the Preliminary topics are outlined below. They are suggestions only, and other models are possible.

Biophysical Interactions (54 indicative hours)

- Model 1: Equal timing is given to the study of a specific biophysical environment: 27 hours, and the biophysical processes and issues: 27 hours
- Model 2: An integrated approach to all content is studied over 54 hours
- Model 3: Depth study of a specific biophysical environment is the focus, which includes biophysical processes: 40 hours, and the study of an issue: 14 hours.

Global Challenges (54 indicative hours)

- Model 1: Population Geography and the two selected studies are given equal time: 18 hours each
- Model 2: Population Geography as an introduction: 6 hours, followed by two selected studies that integrate Population Geography concepts: 24 hours each.

Senior Geography Project (12 indicative hours)

- Model 1: The nature of geographical inquiry is introduced at the beginning of the Preliminary course and the application undertaken over a period of time in other topics
- Model 2: Students *learn about* the methodology of geographical inquiry during a block. Students *learn to apply* the methodology during 'The Senior Geography Project Week,' then students complete and present their research projects at another time.

Senior Geography Project:	Model 1	Model 2
Students learn about: geographical inquiry and its application	50% 6 hours	75% 9 hours
Students learn to: undertake a senior geography project	50% 6 hours	25% 3 hours

The focus of the topic Senior Geography Project is the nature of geographic inquiry, the accumulation of skills and the application of geographic tools to produce a practical and independent student research project. The topic must include specific content about the nature of geographical research, and must also reflect the outcomes for the Preliminary course. There is an emphasis on the explicit teaching of geographical inquiry methods within the 12 indicative hours of the Preliminary course allocated to this topic.

The programming and teaching of geographical inquiry could consider active methodologies in the form of questions directed at various observations and different types of activities:

- What is it?
- Where is it?
- Why is it there?
- How did it get there?
- How has it changed over time?
- How is it affected by people?
- How are people affected by it?
- Should it be like this?
- What action is appropriate?
- What might it be like in the future?

This geographic inquiry methodology is further investigated through specific content, which considers the practical and ethical features of such research projects.

The sample units of work provide a template that links outcomes to content and requires students to learn about the nature of geographical inquiry. The *learn to* column shows the specific steps necessary when undertaking the Senior Geography Project.

The assessment weighting for the Geographic Research component of the Preliminary course is recommended as 30%. While this includes the Senior Geography Project as a suggested task, bibliographic summaries and testing research methods could also be included. Clearly, the focus is on the understanding of research methodologies and their application through independent research. All students will have undertaken a fieldwork task in Stage 5 Geography. This prior learning will provide an important basis for the expansion of knowledge and understanding about geographic research methodologies.

It is suggested that the students maintain a *Progress Log Book* to record their achievement of specific outcomes that can be demonstrated in stages as the Senior Geography Project develops.

The resources suggested in the units of work are by no means exhaustive but do provide suggestions for fieldwork, useful Internet sites, journals and CD-ROMs. The Board of Studies also have subject specific resources listed on its website.

Identifying outcomes and linking these across areas of study

In Geography Stage 6, some outcomes are highly relevant to a particular area of study. Teachers must be clear as to when these outcomes are explicitly taught. Students are working towards achieving course outcomes throughout the Preliminary and HSC courses. These links are explained in more detail in the Assessment Programming section of this document.

2.2 Additional Advice on Programming the Syllabus

Biophysical Interactions

Teachers will be able to use a range of resources for this physical geography topic, noting:

- the interaction between the four components of the biosphere is undertaken within a *specific environment* and should build on Geography Stages 4–5
- the second half of the topic allows students to choose a specific issue for investigation, and emphasises the importance of how an understanding of biophysical processes contributes to sustainable management.

Global Challenges

This topic should focus on contemporary trends and world issues. The topic includes:

- a mandatory core, *Population Geography* and four options, of which two must be studied
- *Cultural Integration* explores global processes and cultural change
- *Political Geography* explores changing institutional structures of governments and nations
- *Development Geography* builds on prior learning undertaken in Geography Stages 4–5
- *Natural Resource Use* introduces some economic geography linked to sustainability issues.

The HSC course emphasises the holistic study of geography and requires students to synthesise ideas and concepts. The following reflects the focus within each topic.

Ecosystems at Risk

- The content of this topic is an investigation of ecosystems, their management and protection; the number and type of case studies have a focus building from the knowledge and understanding of biophysical processes from the Preliminary course;
- Two studies of different ecosystems are required, eg a coastal dune study and an arid area study. Note: Studying two case studies of the same ecosystem in different locations is not permitted (see page 28 of the syllabus).

Urban Places

- The topic is built around three themes: world cities, mega cities and urban dynamics. Some contemporary geographic terms have been included and they are explained in the glossary.
- The nature of the topic allows flexibility in the selection of the case studies providing possible opportunities for fieldwork at a local scale.

- The large city study is a case study which could involve fieldwork, if appropriate. The large city chosen for the case study must be able to provide each of the aspects listed on page 31 of the syllabus (second dot point). The case study of urban dynamics (third dot point) refers to the urban dynamics listed in the first dot point on page 31.

People and Economic Activity

- The focus emphasises economic activity on a global scale reflecting the foundation studies in the Preliminary course topic *Global Challenges*.
- The choice of a local case study should reflect contemporary technology and global change.

3 Sample Units of Work

School-based programs should include a detailed plan of the teaching, learning and assessment activities for each unit of work. The following sample units of work, aim to illustrate these aspects of programming.

The three units of work chosen to model school-based programming in this document are:

- Global Challenges: Option 3 – Development Geography
- the Senior Geography Project
- Urban Places.

Each of the sample units shows how course content can be written in specific terms to reflect options, case studies or other illustrative examples. Classroom activities and teaching strategies must fully prepare students and allow them to demonstrate knowledge, understanding and application of skills and tools, through achievement of course outcomes.

When determining the internal assessment schedule, it is advisable that HSC assessment reflect the indicative hours allocated to each topic identified in the table: HSC Course Components, Weightings and Suggested Tasks (page 40 of the syllabus).

A specific assessment task has been provided in each of the sample units to show how students may demonstrate their knowledge, understanding and application of skills outcomes. In addition:

- the assessment strategies are featured prominently at the front of each unit
- each unit is explicitly linked to particular outcomes to reinforce their significance in the overall process of program design.

A detailed sample HSC Geography Task and an outline of how to design an assessment task is found in the Board of Studies publication *The New HSC Assessment Support Document* (1999) on pages 14–17.

Assessment of the achievement of outcomes must be a major consideration when designing units of work. Teachers need to be explicit when explaining to students the criteria for each assessment task.

The steps used in the design of the following units of work are:

- Step 1: **identify the outcomes** for the topic from the program overview
- Step 2: **determine the content** of the topic, provided in the syllabus by the *learn about* and *learn to* statements
- Step 3: **select and design teaching and learning activities** that will allow students to engage with the content and provide opportunities for students to work towards achieving specific outcomes
- Step 4: **identify the resources** needed to complement these teaching and learning activities
- Step 5: **design assessment tasks** in order to measure student performance in relation to the outcomes to be assessed and the marking guidelines to be provided for students.

3.1 Sample Unit I — Preliminary Course: Global Challenges Option 3

UNIT: Global Challenges Option 3, Development Geography		INDICATIVE TIME: 18 hours						
FOCUS: A geographical investigation of the social, cultural, political, economic and environmental challenges that are occurring at the global scale								
<p>Outcomes:</p> <p>P1 differentiates between spatial and ecological dimensions in the study of geography</p> <p>P4 analyses changing demographic patterns and processes</p> <p>P5 examines the geographical nature of global challenges confronting humanity</p> <p>P6 identifies the vocational relevance of a geographical perspective</p>	<p>Assessment:</p> <p>Task:</p> <ul style="list-style-type: none"> Explain the differences between the level and rate of development in TWO distinct parts of the globe (600 words) Use appropriate language to convey the geographical issues involved Use a variety of maps, diagrams or graphs, including photographs to support your response. <p>Weighting:</p> <table> <tr> <td>Geographical Research</td> <td>5%</td> </tr> <tr> <td>Interpretation and synthesis of geographical synthesis</td> <td>10%</td> </tr> <tr> <td>Geographical Writing</td> <td>5%</td> </tr> </table> <p>Outcomes to be Assessed: P5, P8, P9, P12</p> <p>Task information for students:</p> <ul style="list-style-type: none"> This is a group task involving 'experts' on different countries/regions Each group is a team of journalists working for a youth newspaper The reports are to be presented as an A4 sheet for inclusion in the newspaper. Marks will be allocated for group and individual work. 	Geographical Research	5%	Interpretation and synthesis of geographical synthesis	10%	Geographical Writing	5%	<p>Outcomes:</p> <p>P7 formulates a plan for active geographical inquiry</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p> <p>P10 applies mathematical ideas and techniques to analyse geographical data</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms</p>
Geographical Research	5%							
Interpretation and synthesis of geographical synthesis	10%							
Geographical Writing	5%							
<p>Learn about:</p> <p>the nature of development patterns and spatial variations</p> <p>equity issues related to ecologically sustainable development</p>	<p>Teaching strategies:</p> <ol style="list-style-type: none"> Select 4 countries with different levels and rates of development, eg USA, Indonesia, Singapore and Nepal. Why are these countries so different economically, politically, socially and culturally? <ul style="list-style-type: none"> P.P. Courtenay <i>Geography and Development</i> Allocate one country to a group of students to draw up a Development Profile, (eg population, location capital city, biophysical features, productive activities) and include one website and one textbook reference. <ul style="list-style-type: none"> Camm, Camm & O'Neil, <i>Interactions and Change</i>, Longman (Chap. 8, p221–285) Paine and Bliss, <i>Pathways to Geography Preliminary Course</i> Present the overview on a single A4 sheet in bullet points, and then make an oral presentation to the class. Distribute the profiles to all other class members. <ul style="list-style-type: none"> Geography Bulletin Vol. 31, No 3, 1999 <i>Development Geography p 101</i>. <p style="text-align: right;">Relevant Outcomes: P1, P8, P12</p> 	<p>Learn to:</p> <p>Investigate and communicate geographically by:</p> <ul style="list-style-type: none"> asking and addressing geographical questions: <ul style="list-style-type: none"> What is development and how do geographers define it? Why do differences in resource availability, productive activities and standard of living occur? 						

Learn about:	Teaching strategies:	Learn to:
<p>the use of indicators to illustrate the varying level and rate of development at a global scale</p> <p>issues arising from these spatial patterns of development such as access to food, shelter, social support, health and educational opportunities</p> <p>equity issues relating to:</p> <ul style="list-style-type: none"> - ethnicity, - class - gender and - ecologically - sustainable development 	<p>4. Using the countries identified previously, develop a series of statistical, mapping and graphing exercises. Teacher explains the skill or tool and students use the skill/tool for their country, to describe different rates of development.</p> <ul style="list-style-type: none"> - Reference for Statistical material 1998–1999 <i>World Resources – A Guide to the Global Environment</i>, Oxford University Press, 6; Economic indicators; Chap. 7 Population & Human development statistics; Chap 8 Health statistics. <p>5. Students present the work on an A4 page to add to the country profile set up in previous strategy. A wall mural illustrates the overviews and indicator information.</p> <p>6. Investigate the background to the development paths of different nations by reading geography sources that document this information.</p> <p style="text-align: right;">Relevant Outcomes: P9, P10, P12</p> <p>7. Show a video on spatial patterns of development as a basis for a discussion on the equity issues surrounding access to health or education. Use the video as a basis for classroom debate.</p> <p><u>Texts:</u> <i>Imprints</i>, S Codrington, D Codrington <i>World of Contrasts</i> <u>Magazines:</u> (teacher or student reference) New Internationalist: Debt in the Third World, May 1999 New Internationalist: Intermediate Technology among Masai Women Feb 1996 <u>Resources</u> from NGOs: Community Aid Abroad, World Vision.</p> <p>8. Taking the perspective of an Aid Agency worker, prepare a submission pleading for more funds from the developed countries to help less developed nations.</p> <p><u>Videos:</u> Paths of Development (Series of 6 x 30 mins. on aspects of development). The India file, Nos. 1 & 2, ABC TV 1998.</p> <p>9. Questions: What can be learnt by reading articles from various news sources on issues relating to class and gender? How do different nations view sustainable development options?</p> <p>10. Invite a worker from an NGO to the class to give an insight into real experiences of people who face unequal life opportunities.</p> <p style="text-align: right;">Relevant Outcomes: P6, P12</p>	<p>Use geographical skills and tools:</p> <ul style="list-style-type: none"> - population density marked on a choropleth map - constructing and interpreting population pyramids - calculating Quality of Life Index. <p>Use geographical skills and tools:</p> <ul style="list-style-type: none"> - constructing and interpreting ternary graphs - interpreting frequency diagrams about access to food, shelter and educational opportunities. <p>Identify geographical methods applicable to, and useful in, the workplace:</p> <ul style="list-style-type: none"> - identify the relevance of a geographical understanding, global challenges to a particular vocation, eg working for non-government organisations (NGOs) to address issues relating to access to fresh water.

3.2 Sample Unit 2 — Preliminary Course: Senior Geography Project

UNIT: The Senior Geography Project (SGP)		INDICATIVE TIME: 12 hours																		
FOCUS: A geographical investigation of the nature of geographic inquiry and its application to a practical research project																				
<p>Outcomes:</p> <p>P7 formulates a plan for active geographical inquiry</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p>	<p>Assessment:</p> <p>Task: Undertake a Senior Geography Project by investigating a geographical issue and communicating research process and findings.</p> <p>Weighting:</p> <table> <tr> <td>Progress Log Book:</td> <td>Formulating a plan</td> <td>2</td> </tr> <tr> <td></td> <td>Identifying a research focus</td> <td>3</td> </tr> <tr> <td></td> <td>Gathering and processing data</td> <td>5</td> </tr> <tr> <td></td> <td>Critically reviewing data</td> <td>5</td> </tr> <tr> <td>SGP:</td> <td>Reporting the findings</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td>30</td> </tr> </table> <p>Outcomes to be Assessed: P7, P8, P9, P10, P11, P12</p>	Progress Log Book:	Formulating a plan	2		Identifying a research focus	3		Gathering and processing data	5		Critically reviewing data	5	SGP:	Reporting the findings	15			30	<p>Outcomes:</p> <p>P10 applies mathematical ideas and techniques to analyse geographical data</p> <p>P11 applies geographical understanding and methods ethically and effectively to a research project</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.</p>
Progress Log Book:	Formulating a plan	2																		
	Identifying a research focus	3																		
	Gathering and processing data	5																		
	Critically reviewing data	5																		
SGP:	Reporting the findings	15																		
		30																		
Learn about:	Teaching Strategies:	Learn to:																		
<p>Geographical inquiry: The nature and purpose of geographical inquiry (build on the prior learning as a result of completing the fieldwork task in Geography Stage 5)</p>	<p>1. Brainstorm a list of questions about the local biophysical environment. In groups, students undertake mini research (fieldwork) tasks in close proximity of the school and linked to biophysical interaction. Relevant Outcomes: P7, P8, P9</p> <p>Provide students with scenarios of human impacts on biophysical interactions:</p> <ul style="list-style-type: none"> high rise tourist development open cut mine in a farming area establishing Sydney’s second airport locating major sporting venues. <p>Relevant Outcomes: P7, P10, P12</p> <p>2. Present to the class a range of views about a controversial geographic issue. Develop a classification criteria of differing views. Select the most appropriate method of representing these views. Relevant Outcomes: P8, P9, P11</p> <p>3. Read a short article to the students about inquiry methods. The students record key words from the text:</p> <ul style="list-style-type: none"> text is read again and students take notes working in groups students pool ideas and reconstruct text students present their version to the class. <p>Relevant Outcomes: P8, P12</p> <p>Bindon H and Williams H: <i>Geography Research Projects: a senior student’s handbook</i>, Edward Arnold.</p>	<p>Undertake a SGP by: Selecting and researching a geographical issue that relates to the Preliminary course using active inquiry methodologies</p> <p>Carrying out the investigation, which may be based in a variety of locations including the environs of the school, college or campus, individually or as a member of a group.</p> <p>Investigate geographically by: Formulating a plan and asking geographical questions for active inquiry such as:</p> <ul style="list-style-type: none"> what is the extent of the investigation? when does the research need to be finished? how much time should be allocated to the research each week/month? <p>Identifying a research focus for the investigation</p>																		

Learn about:	Teaching Strategies:	Learn to:
<p>the use of primary data, such as field measurements, observations, surveys, interviews, statistics and photographs.</p> <p>the use of secondary data such as published reports, texts, newspaper editorials, audio-visual productions, graphical and statistical information.</p> <p>the ethical responsibilities of conducting geographical inquiry:</p> <ul style="list-style-type: none"> - respecting confidentiality and anonymity - avoiding use of deception or coercion with informants - avoiding exposure to physical and/or emotional risks or harm - obtaining permission and avoiding trespass - minimising damage to landscapes or environmental elements - observing academic conventions regarding plagiarism - storing data appropriately - acknowledging source materials. 	<p>4. Revisit the field techniques used by geographers. Show a range of text books that illustrate some of these techniques:</p> <ul style="list-style-type: none"> • ask students to read the contents lists and create a bank of skills and techniques which they can use in an SGP • evaluate each of the techniques for their use in the scenarios of human impacts studied earlier • write an OHP summary of the techniques and their strengths and weaknesses for an investigation of each issue. <p style="text-align: right;">Relevant Outcomes: P8, P10, P12</p> <p>Gawith, Gwen, <i>Ripping into Research: Information Skills for Secondary and Tertiary, Students</i> Longman Sauvain, Phillip, <i>Skills for Geography</i>, Stanley Thornes Bonnor, C & Ralph, B, <i>Key Skills in Geography</i>, Longman Stein, C & Catchaturyan, <i>Senior Geography Skills</i> Harte, J, et al, <i>Approaches to Fieldwork in Senior Geography</i>, GTA NSW</p> <p>5. Create tutorial groups for the revision and mastery of key skills where necessary following this evaluation.</p> <p>6. Discuss the management of an SGP and work with students to establish time management models for this activity.</p> <p>7. Gather stories about specific geographic research that raises issues of ethical responsibility, eg SMH, Good Weekend Magazine April 98 'Medical Geographer Unearths Background to Flu Virus'.</p> <p>8. Create a list of possible dilemmas facing geographic researchers and discuss how these issues can be avoided in student research.</p> <p>9. Plan the SGP and explain the purpose of the Project Log Book. Explain the assessment weighting given to this aspect of the topic.</p> <p>10. Invite a guest speaker, eg a researcher, ex-student involved in research activities, to describe their experiences with ethical research practices.</p> <p style="text-align: right;">Relevant Outcomes: P11</p> <p>Williams, L, <i>Finding Out About Society</i>, Unwin Hyman. Baker, S, et al, <i>Pathways in Geography</i>, Nelson Geog. Teach. Ass. Of Vic http://server.lletspace.netau/gtav/gtav.</p> <p><i>N.B. Students undertake the SGP over a period of time. Explain the Assessment weighting given to this aspect of the topic.</i></p>	<p>Investigate geographically by: Gathering and processing relevant primary and secondary data</p> <p>Organising a plan of investigation</p> <p>Critically reviewing the plan, the process and the findings of the investigation.</p> <p>Communicate geographically by: Defining the purposes and audiences for communicating the findings of the project such as teachers, peers, examiners, parents, carers, community organisations, local libraries, competition adjudicators, media organisations</p> <p>Reporting the findings of the project through such formats as:</p> <ul style="list-style-type: none"> - an oral presentation - a geographical report of 2000 words incorporating maps, diagrams, tables, graphs, and photographs - an audio-visual display using appropriate information technologies and electronic media - a pictorial essay.

3.3 Sample Unit 3 — HSC Course: Urban Places

UNIT: Urban Places		INDICATIVE TIME: 40 hours								
FOCUS: A geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban localities										
<p>Outcomes:</p> <p>H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity</p> <p>H3 analyses contemporary urban dynamics and applies them in specific contexts</p> <p>H5 evaluates environmental management strategies in terms of ecological sustainability</p> <p>H6 evaluates the impacts of, and responses of people to, environmental change</p> <p>H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world</p>	<p>Assessment:</p> <p>Task: A report on the operation of an urban dynamic in our town/suburb studied through practical fieldwork activities.</p> <p>Weightings:</p> <table style="margin-left: 40px;"> <tr> <td>Research</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Writing</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Fieldwork</td> <td style="text-align: right;"><u>5</u></td> </tr> <tr> <td></td> <td style="text-align: right;">20</td> </tr> </table> <p>Outcomes to be Assessed: H3, H8, H9, H10, H12, H13</p> <p><i>Note: This sample assessment task has been expanded in the pages following this sample unit and is identified in the Sample HSC Assessment Program</i></p>	Research	10	Writing	5	Fieldwork	<u>5</u>		20	<p>Outcomes:</p> <p>H8 plans geographical inquiries to analyse and synthesise information from a variety of sources</p> <p>H9 evaluates geographical information and sources for usefulness, validity and reliability</p> <p>H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H11 applies mathematical ideas and techniques to analyse geographical data</p> <p>H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms</p>
Research	10									
Writing	5									
Fieldwork	<u>5</u>									
	20									
Learn about:	Teaching strategies:	Learn to:								
<p>the nature, character and spatial distribution of world cities</p> <p>the role of world cities as powerful centres of economic activity</p> <p>the operation of global networks</p>	<p>World Cities</p> <p>1. Introduce world cities by showing a video clip of share indexes and pose questions: Where are the cities these share indexes belong to? Do Australians care about what is happening in these foreign cities? <u>Texts:</u> Stein, Exercise 30, p87 Baker et al, p122–128; J. Edwards p188–194, Hutchinson p178–184; Kleeman p34; Plant p116-128; Stein p87–94 ; World Resources Ch 9 Urban data. <u>Videos:</u> London Supercities No.2</p> <p style="text-align: right;">Relevant Outcomes: H1, H3</p> <p>2. Students draw flow diagrams on a world map of tourist movements or capital flows. Relevant Outcomes: H11</p>	<p>Investigate and communicate geographically by:</p> <ul style="list-style-type: none"> – asking and addressing geographical questions: <ul style="list-style-type: none"> – What is a world city and why are they important? 								

Learn about:	Teaching strategies:	Learn to:
<p>the relationships of dominance and dependence between world cities and other centres</p> <p>the changing role of regional centres and the demise of the small town</p>	<p>3. Students research examples of world cities as powerful centres of cultural authority. <i>Note: Cultural authority is defined in the syllabus glossary.</i> Illustrated through examining cultural authority on a global scale in:</p> <ul style="list-style-type: none"> - the production location of Australia's top twenty TV shows, - the spread and influence of key sporting activities, eg International football codes, the Olympics, the economic activity associated with Fox sports - the centres of religion and the influence - the cities which can command performances of world recognised musical and drama events. <p><u>Magazines:</u> National Geographic, August 1999 <u>Websites:</u> http://www.megacities.nl/lecture_hall.htm http://www.megacities.nl/lecture_sassen.htm</p>	<p>Investigate and communicate geographically by: asking and addressing geographical questions: What is a world city and why are they so important?</p>
<p>the nature of mega cities</p>	<p>4. Draw up frequency diagrams to introduce the idea of cultural authority of world cities. Note the omissions to this list and consider why this is case. Relevant Outcomes: H6, H9</p> <p>Mega Cities Show a video of a mega city: Mexico City to develop ideas about:</p> <ul style="list-style-type: none"> • Key characteristics, eg colonial heritage, host to multinational factories, squatter settlements, location in developing world • Key statistical indicators, eg rapid urban growth and urbanisation, nominate critical percentages for social indicators <p>Relevant Outcomes: H1, H12</p>	<p>Use geographical skills and tools: Describing linkages and networks on a world map Interpret frequency distributions and diagrams</p>
<p>the character and spatial distribution of mega cities in the developing world</p>	<p>5. Divide the class and allocate each group a mega city, preferably one from each continent. Describe the characteristics of mega cities through a variety of case studies and library research. Develop a concept map to list these characteristics. <u>Website:</u> www.megacities.nl <u>Magazines:</u> New Internationalist 1994 Mexico City <u>Film:</u> Megacities (Released 1999 <i>Not yet classified</i>)</p> <p>6. On a large world map locate each of the cities. Issue students with coloured post-it notes and research each characteristic for their city, writing a brief description. Each student should present their research in the following way: If their mega city:</p> <ul style="list-style-type: none"> - has the Key characteristic, write brief description on yellow post-it notes and post near their city on world map - lacks the Key characteristic, write NA on pink and post on city - conforms to Key Statistical Indicator, write information on green notes and post on city - lacks Key Statistical Indicator, write NA on blue notes - has important characteristic, eg port, not in original Megacity Profile, write on white note and post near their city 	<p>Use geographical skills and tools for: Calculating population density using maps of a large city Interpreting trends from logarithmic and semilogarithmic data about the growth of mega cities</p>
<p>the challenges of living in mega cities such as housing, traffic infrastructure and the responses to these challenges</p>	<p>7. Students write report on Nature, Characteristics and Spatial Distribution of mega cities with reference to their research city. Relevant Outcomes: H1, H10, H12, H13</p> <p>8. a) Provide source material on Bangkok, eg population growth, use of food, water, land, power, effects of use on the biophysical environment of Bangkok, the management strategies in place. Class debate: The environmental management strategies will deliver ecological sustainability. b) analysing statistics from world resources showing population of Bangkok for two different years. Plotting results on semi-logarithmic graph paper and identify changing rates of population increase. Comparing patterns for different cities to establish trends Relevant Outcomes: H5, H10, H12</p>	<p>Use geographical skills and tools for: Calculating population density using maps of a large city Interpreting trends from logarithmic and semilogarithmic data about the growth of mega cities</p>

Learn about:	Teaching strategies:	Learn to:
<p>the urban dynamics of change: suburbanisation, exurbanisation, counterurbanisation, decentralisation, consolidation, urban decay, urban renewal, urban village, spatial exclusion</p> <p>a case study of the results of urban dynamics in a large city selected from the developed world, including its:</p> <ul style="list-style-type: none"> • social structure and spatial patterns of advantage and disadvantage, wealth and poverty, ethnicity • changing economic character, nature and location of residential land, commercial and industrial development • culture of place as expressed in the architecture, streetscape, heritage architecture, noise, colour, street life, energy, vitality and lifestyles growth, development, future trends and ecological sustainability. <p>a case study showing one of the urban dynamics listed above, operating in a country town or suburb</p>	<p>Urban dynamics</p> <p>9. a) Give each student an A4 table with 5 pairs of cells, headed 'Urban Dynamics diagnosed through population change' Headings for each pair: suburbanisation, exurbanisation, counterurbanisation, decentralisation, consolidation. One cell labelled 'Before', other labeled 'After'</p> <p>b) Divide the class into groups. Give each group:</p> <ol style="list-style-type: none"> A card with the term and definition of an urban dynamic written on it A piece of butcher's paper with a transect of the zones of a city and its hinterland (ie CBD, inner city suburbs, suburbs, rural urban fringe, rural areas near city, distant rural areas with country towns) Post-it notes, each one representing 5000 people <p>c) The task of each group is to develop a presentation. Students can show population increase by piling notes on top of each other, decrease by removing notes and movement by moving notes from one zone to another. Students should show:</p> <ol style="list-style-type: none"> where the population was 'Before' as the urban dynamic began where the population is 'After' at the end of the urban dynamic. <p>d) Each student should use column graphs to complete their summary sheet for each dynamic.</p> <p>e) Some patterns will be the same, so pose question, What additional information is needed to fully explain the urban dynamic?</p> <p style="text-align: right;">Relevant Outcomes: H3, H9, H10, H13</p> <p>10. Set independent research assessment for their town or suburb. Over a weekend, ask students to look around and decide which urban dynamics are affecting their town or suburb. (See detailed Assessment)</p> <p style="text-align: right;">Relevant Outcomes: H7, H8, H12, H13</p> <p>11. Case study of a gated community in an Australian suburb Baker Urban dynamic processes p 118–121 Kleeman, Major study of Sydney, P36–87 Stein, P71–75 For the case study of a suburb or country town: Australian Bureau of Statistics, Census of Population & Housing, Selected family & labour force characteristics for Statistical Local areas 1996 Catalogue No. 2017.1, Census of Population & Housing, Selected characteristics for Urban Centres (includes rates of population growth 1991–1996) Catalogue No. 2016 Australia in Profile-A regional analysis 1996 Catalogue No. 2032.0 Videos: Urban Life: BTN from ABC TV, 1997, 15mins Urban ecosystems Video Education Australasia, Bendigo 16mins Urban Communities, (Living Australia No 4) ABC TV, 23mins.</p>	<p>Collect and analyse data about urban places</p> <p>Identify the relevance of a geographical understanding urban places to a particular vocation: urban and regional planning</p> <p>Read and interpret semi-logarithmic graphs</p> <p>Use geographical methods useful in the workplace: Analyse and evaluate urban data</p>

4 Assessment Programming

4.1 Sample HSC Geography Assessment Task

Outcomes to be Assessed

- H3 analyses contemporary urban dynamics and applies them in a specific context
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

Course components and weightings selected

Weighting: Research	10
Writing	5
Fieldwork	<u>5</u>
	20

Time Span: 6–8 weeks, preferably including long weekends or holidays

The type of task reflects the outcomes being assessed. This task involves:

- preparing a geographic inquiry
- undertaking fieldwork
- investigating and evaluating sources
- communicating in written and/or graphic forms.

Sample Assessment Task: Geographic Inquiry Task

1. Name the urban dynamic operating in our suburb and list its characteristics **H3**
2. Apply an inquiry methodology to investigate the selected urban dynamic **H8, H10**
3. List two other data sources which will provide secondary data about the selected urban dynamic and summarise how they will contribute to your investigation, eg real estate windows, local newspapers, maps, photos, real estate internet sites **H9**
4. Set out a planned log with a timeline to indicate
 - when and where you intend to access the data
 - when and where you intend to carry out the fieldwork,
 - when you intend to write the first draft of your report and
 - when your final report is due. **H13**

Written Report: 1000 words

Prepare a written report using fieldwork and at least two other sources of geographical information on the urban dynamic operating in our suburb.

Section 1. Introduction

- Identify the urban dynamic chosen for study
- List the following features of our suburb: its name, location, main economic activity, and characteristics.

H3, H13 ←

The task is linked to outcomes.

Section 2. The Research Process

- Explain how you chose information to investigate the urban dynamic
- Identify the sources used to investigate the urban dynamic
- Describe the actual fieldwork carried out stating its main aims and methods
- Evaluate the fieldwork and each of the sources used in terms of their usefulness, validity and reliability
- Describe how you would advise a student next year to carry out this task effectively; to what extent would you change the research methods and sources you have used? Justify your judgements. **H3, H9, H12, H13**

Section 3. The Operation of the Urban Dynamic in our suburb

- Describe the urban dynamic operating in our suburb
- Explain why the urban dynamic operates in this way in our suburb. **H3, H9, H12, H13**

<p>Marking Scheme Developed</p> <p>Guidelines</p> <ul style="list-style-type: none"> Plans and evaluates a geographic inquiry in a highly organised manner Applies detailed geographic knowledge and understanding of urban dynamics to a local context Critically reviews the fieldwork and inquiry process Efficiently communicates in written form characterised by the application of precise and abstract geographic terms and various graphic forms 	<p>Marks 16-20</p>	<p>The marking scheme uses words from the outcomes</p>
<ul style="list-style-type: none"> Plans and evaluates a geographic inquiry in an organised manner Applies geographic knowledge and understanding of urban dynamics to a local context Analyses and reviews the fieldwork and inquiry process Communicates in written form characterised by the application of geographic terms and various graphic forms 	<p>Marks 8-14</p>	<p>Draft Performance Bands The draft performance bands will be most useful in providing an overall description of performance in the whole course over a range of tasks.</p> <p>For individual items or tasks, words could be drawn from some of the different bands, where helpful, to distinguish between student responses, for example, for geographical communications skills H13.</p>
<ul style="list-style-type: none"> Follows some of the steps involved in a geographic inquiry Recalls some geographic knowledge and understanding of urban dynamics in a local context Undertakes some fieldwork activities Communicates in written form characterised by general geographic terms and phrases 	<p>Marks 1-6</p>	
<p>Students know what is expected by:</p> <ul style="list-style-type: none"> providing clear descriptions of the task developing their understanding of the outcomes explaining the marking scheme. 		<p>Feedback to students As well as giving students their marks, meaningful feedback on performance in the task can be provided by using, where appropriate, the wording from the outcomes, the draft performance bands and the marking scheme to explain what they were able to do and how they could improve their performance.</p>

4.2 Assessment programming overview for Geography

Students are working towards achieving course outcomes throughout the Preliminary and HSC courses. Some outcomes are specifically relevant to a particular area of study and others apply across most sections of the course. Teachers must distinguish between when students are at the stage of developing their understanding of a particular outcome and when they are at a stage when the student achievement of an outcome can be assessed. The following tables aim to illustrate this progression through an Assessment Program.

4.2.1 Table linking outcomes to a HSC Course Assessment Program

HSC course Outcomes	Ecosystems at Risk	Urban Places	People and Economic Activity	HSC Course
	Task determined in school-based assessment program, eg Graph/Photo Report	Task: Geographic Inquiry	Task determined in school-based assessment program eg Field Report	Task: Trial HSC Examination
H1	✓	✓	✓	✓✳
H2	✓✳			✓✳
H3		✓★		✓✳
H4			✓✳	✓✳
H5	✓✳	✓	✓	✓
H6	✓	✓	✓	✓✳
H7	✓	✓	✓✳	
H8	✓	✓★	✓✳	
H9	✓✳	✓★	✓	✓
H10	✓✳	✓★	✓✳	✓✳
H11	✓	✓	✓✳	✓✳
H12	✓	✓★	✓	✓
H13	✓✳	✓★	✓✳	✓✳

Note: Across the entire Assessment Program, each outcome *must* be assessed.

✓ These outcomes are those in specific sections of the syllabus. Note: examination tasks have the potential to assess a wide range of course outcomes.

★ These outcomes are those assessed in the Sample Assessment Tasks in this document. All outcomes in a specific section of the syllabus need not be formally assessed in an assessment task.

✳ These indicate the possible outcomes for assessment tasks in a school Assessment Program.

4.2.2 Sample HSC Geography Assessment Program

For the table on Page 40 of the Syllabus: HSC Course Components, Weightings and Suggested Tasks, when determining the internal assessment schedule, it is advisable that the HSC assessment reflect the indicative hours allocated to each topic.

HSC Geography	Task 1: Graph/Photo Report	Task 2: Field Report	Task 3: Half Yearly Exam	Task 4: ♦ Geographic Enquiry: Urban Dynamic	Task 5: ✱ Trial HSC	Total Weighting:
Geographical research		10		10		20
Interpretation and synthesis of geographical stimulus	10 ✱		10		10	30
Geographical writing	5	5	10	5	15	40
Fieldwork		5		5		10
Marks:	15	20	20	20	25	100

✱ **Task 1:** The *Interpretation and synthesis of geographical stimulus* aspect of this task could be done as an oral.

♦ **Task 4:** Geographic Enquiry: Urban Dynamic is detailed in the Sample HSC Assessment Task in this document.

✱ **Task 5:** The weighting in the Trial HSC task have been designed to reflect the *Interpretation and synthesis of geographical stimulus* and the *Geographical writing* components as indicated in the HSC Examination Specifications.