



COURSE OUTLINE
GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

Term	Week	Topic and key teaching points	Syllabus content	WALT / WILF	Assessment
1	Semester 1 Unit 1 Term 1 Weeks 1-3	<p>Mapping & Data Interpretation Topographic Mapping</p> <p>Week 1</p> <p>Lesson 1- Go through unit outline, assessment outline, flag readers and hand out mapping booklet and explain Connect page</p> <p>Lesson 2- Site and situation, natural and cultural features, BOLTSS and spatial distribution land use</p> <p>Lesson 3- Scale, ratio, linear, write into words, spot height, contour intervals. Recap site and situation and natural and cultural features</p> <p>Lesson 4 – site and situation, bearing and photographs</p> <p>Week 2</p> <p>Lesson 5 – Burns Beach and Turangi Map revision practice</p> <p>Lesson 6 – revision with map</p> <p>Lesson 7- Revision with map</p>	<p>The development of Geographical skills is intrinsic to the teaching of this unit. This content follows this table.</p>	<p>End of Week 1</p> <p>WALT – Examine various mapping skills</p> <p>WILF- Practice mapping skills in preparation for a test</p> <p>End of Week 2</p> <p>WALT – Examine various mapping skills</p> <p>WILF – Practice mapping skills in preparation for a test</p>	<p>Task 1 - Mapping & Data Interpretation - Topographic Mapping (5%) due Week 2 Term 1</p> <p>Task 2 - Mapping & Data Interpretation - Topographic Mapping (10%) due Week 3 Term 1</p>

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		<p>Lesson 8- Task 1 - Mapping & Data Interpretation - Topographic Mapping Test</p> <p><u>Week 3</u></p> <p>Lesson 9- Go through mapping test and annotated cross sections</p> <p>Lesson 10 – Revision with map</p> <p>Lesson 11 – Revision with map</p> <p>Lesson 12 - Task 2 - Mapping & Data Interpretation - Topographic Mapping Test</p>		<p>End of Week 3</p> <p>WALT – Examine various mapping skills</p> <p>WILF - Practice mapping skills in preparation for a test</p>	
1	<p style="text-align: center;">Term 1 Weeks 4-6</p>	<p>Overview of Geography of environments at risks</p> <ul style="list-style-type: none"> • What is geography? <p><u>Week 4</u></p> <p>Lesson 13- Go through mapping test, What is geography, environment, biome and ecosystems</p> <p>Lesson 14- Colour and label biomes – computers</p>	<p>Overview of environments at risk</p> <ul style="list-style-type: none"> • the concepts of environment, biome and ecosystem • biotic and abiotic elements of environments, biomes and ecosystems • the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chains and webs ▪ biomass ▪ trophic levels ▪ pyramid of numbers ▪ pyramid of energy 	<p>End of Week 4</p> <p>WALT – Identify biomes, define a variety of terms</p> <p>WILF – Describe and explain biomes in relation to location, climate and flora and fauna</p>	

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Lesson 15- Colour and label biomes and describe them computers

Lesson 16 – Define natural and cultural features, biotic and abiotic – label and describe

Week 5

Lesson 17- Labour Day Public Holiday (Monday) – Define biodiversity, food chains, food webs, trophic levels and biomass

Lesson 18- label interaction between the spheres, food chains, food webs, create and explain

Lesson 19- Define ecological pyramid and create, biomass, endemic, biodiversity and threats and protecting

Lesson 20 – Define sustainability – brainstorm and explain, Ecosystem crossword

Fieldwork (5%) – Perth Hills Jarrah Forest – Complete booklet by collecting (10%) and interpreting primary information

- flows of matter and energy
- the differences between natural and cultural features of environments
- the concept of sustainability

End of Week 5

WALT – Define a variety of geographical terms

WILF – Describe and explain the following terms with examples eg biodiversity, food chains, food webs,

Task 5
Part A Perth Hills Discovery Centre - (5%)
Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills.

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and/or data and using Geographical inquiry skills (15 % total)

Week 6

Lesson 21- Explain excursion and start revision for End of unit test.

Lesson 22- Task 5 - Fieldwork excursion Perth Hills (Wednesday)

Lesson 23- Work on fieldwork booklet

Lesson 24 – Submit Task 5 Fieldwork booklet

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 field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- analyse and interpret primary data

End of Week 6

WALT – Participate and attend the fieldwork excursion

WILF – Complete and submit fieldwork booklet

Part B Students complete a fieldwork booklet. (10%) total (15%) Week 6 Term 1



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1	Term 1 Week 7	<p>Week 7</p> <p>Lesson 25- Revision for mid unit test</p> <p>Lesson 26- Revision for mid unit test</p> <p>Lesson 27- Task 3 - Short Answer response test questions based on the key concepts from Unit 1 Overview</p> <p>Lesson 28 – Explain Task 4 – Geographical Inquiry: The Sclerophyllous forest (an environment at risk)</p>	<p>Overview of environments at risk</p> <ul style="list-style-type: none"> • the concepts of environment, biome and ecosystem • biotic and abiotic elements of environments, biomes and ecosystems • the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chains and webs ▪ biomass ▪ trophic levels ▪ pyramid of numbers ▪ pyramid of energy ▪ flows of matter and energy • the differences between natural and cultural features of environments • the concept of sustainability 	<p>End of Week 7</p> <p>WALT – Complete revision sheet locating notes from the information cover in the course</p> <p>WILF – Complete mid unit test by applying information and notes from revision sheet</p>	<p>Task 3 - Short Answer response test questions based on the key concepts from Unit 1 Overview Week 7 (20%)</p>
1	Term 1 Weeks 8-9	<p>Jarrah Forest Investigation Task</p> <p>Depth Study 1 - 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,</p>	<p>Students explore the following aspects of the sclerophyllous forest</p> <ul style="list-style-type: none"> • biotic and abiotic elements of the sclerophyllous forest location and • distribution of sclerophyllous forest • characteristics of the following elements of the environment, biome or ecosystem: 		<p>Task 4 – Geographical Inquiry: The Sclerophyllous forest (an environment at risk) due Week 2 Term 2 (30%)</p>

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		<p>report and/or an oral or multimedia presentation</p> <p>Week 8</p> <p>Lesson 29- PTO Tuesday - Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 30- Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 31- Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 32 – Students work on their research for their Geographical Inquiry – Computers</p> <p>Week 9</p> <p>Lesson 33- Students work on their research for their Geographical Inquiry – Computers</p>	<ul style="list-style-type: none"> ▪ climate, including temperature and rainfall ▪ soils and landforms, including soil structure and topography ▪ flora and fauna, including dominant species and community structures <ul style="list-style-type: none"> • the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chains and webs ▪ biomass ▪ trophic levels ▪ pyramid of numbers ▪ pyramid of energy ▪ flows of matter and energy • interrelationships between biotic elements and abiotic elements of the sclerophyllous forest, such as xerophytic adaptations of plants to drought conditions • human activity and land use impacts upon patterns and processes within the sclerophyllous forest • cultural landscapes associated with the sclerophyllous forest 	<p>End of Week 8</p> <p>WALT – Students research their elements of their geographical inquiry</p> <p>WILF –Students complete notes of their sections of their geographical report</p> <p>End of Week 9</p>	
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		<p>Lesson 34- PTO Wednesday - Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 35- Students work on their research for their Geographical Inquiry – Computers</p> <p>Lesson 36 – Good Friday Public Holiday</p>	<ul style="list-style-type: none"> • economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest • the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest • benefits of implementing sustainable practices within the sclerophyllous forest • the extent to which current land use practices are sustainable within the sclerophyllous forest • measures by which humans are caring for the sclerophyllous forest; and the extent to which these measures have been successful. 	<p>WALT – Students research their elements of their geographical inquiry</p> <p>WILF - Students complete notes of their sections of their geographical report</p>	
		School Holidays Fri 2 April - Sun 18 April			
2	<p>Term 2 Weeks 1-3 Wk 10-12</p>	<p><u>Week 10 (Wk 1)</u></p> <p>Lesson 37- Staff Development Day (Monday) - Students work on their research for their Geographical Inquiry – Computers</p>	<p>Students explore the following aspects of the sclerophyllous forest</p> <ul style="list-style-type: none"> • biotic and abiotic elements of the sclerophyllous forest location and • distribution of sclerophyllous forest 	<p>End of Week 10 (Wk 1)</p> <p>WALT – Students research their elements of their geographical inquiry</p>	

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Lesson 38- Students work on their research for their Geographical Inquiry – Computers

Lesson 39- Students work on their research for their Geographical Inquiry – Computers

Lesson 40 – Students work on their research for their Geographical Inquiry – Computers

Week 11 (Wk 2)

Lesson 41- ANZAC Day (Monday)
- Students work on their research for their Geographical Inquiry – Computers

Lesson 42- Students work on their research for their Geographical Inquiry – Computers

Lesson 43- Students work on their research for their Geographical Inquiry – Computers

Lesson 44 – Task 4 – Geographical Inquiry: The Sclerophyllous forest (an environment at risk) due Week 2 Term 2 (30%)

- characteristics of the following elements of the environment, biome or ecosystem:
 - climate, including temperature and rainfall
 - soils and landforms, including soil structure and topography
 - flora and fauna, including dominant species and community structures
- the interactions between the flora and fauna of the sclerophyllous forest, including the following ecosystem concepts:
 - biodiversity
 - food chains and webs
 - biomass
 - trophic levels
 - pyramid of numbers
 - pyramid of energy
 - flows of matter and energy
- interrelationships between biotic elements and abiotic elements of the sclerophyllous forest, such as xerophytic adaptations of plants to drought conditions
- human activity and land use impacts upon patterns and processes within the sclerophyllous forest
- cultural landscapes associated with the sclerophyllous forest

WILF – Students complete notes of their sections of their geographical report

End of Week 11 (Wk 2)

WALT – Students research their elements of their geographical inquiry

WILF – Students complete notes of their sections of their geographical report

End of Week 12 (Wk 3)

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Week 12 (Wk 3)

Lesson 45- Identify the economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest

Lesson 46- Identify the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest

Lesson 47- Benefits of implementing sustainable practices within the sclerophyllous forest
The extent to which current land use practices are sustainable within a sclerophyllous forest

Lesson 48 – Measures by which humans are caring for the sclerophyllous forest: and the extent to which these measures have been successful

- economic, political and social factors that impact upon decisions about sustainability of the sclerophyllous forest
- the different values and viewpoints (environmental, economic and social) that shape the human use of the sclerophyllous forest
- benefits of implementing sustainable practices within the sclerophyllous forest
- the extent to which current land use practices are sustainable within the sclerophyllous forest
- measures by which humans are caring for the sclerophyllous forest; and the extent to which these measures have been successful.

WALT – Students examine the questions in lesson 45 – 48 with reference to their geographical inquiry

WILF – Students discuss as a group and make notes on the topics mentioned in lesson 45-48



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2	Term 2 Week 4 Wk 13	<p>Revision Week 13 (Wk 4)</p> <p>Lesson 49- Revision sheet for Task 6</p> <p>Lesson 50- Revision sheet for Task 6</p> <p>Lesson 51- Revision sheet for Task 6</p> <p>Lesson 52 – Revision sheet for Task 6</p>		<p>End of Week 13 (Wk 4)</p> <p>WALT – Students locate information from their reader to complete the revision sheet</p> <p>WILF –Students complete notes on their revision sheets which helps them prepare for their end on unit test</p>	
2	Term 2 Week 5 Wk 14	<p>Week 14 (Wk 5)</p> <p>Lesson 53- Task 6 - A series of short response questions based on a sampling of the content from Unit 1 (20%) – Complete in class</p> <p>Lesson 54- View the click view clip living with fire and complete the during questions https://clickv.ie/w/clxm</p> <p>Lesson 55- Click view clip living with fire during questions https://clickv.ie/w/clxm</p>	<ul style="list-style-type: none"> • biotic and abiotic elements of the selected environment, biome or ecosystem • location and distribution of the environment, biome or ecosystem • characteristics of the following elements of the environment, biome or ecosystem: <ul style="list-style-type: none"> ▪ climate, including temperature and rainfall ▪ soils and landforms, including soil structure and topography ▪ flora and fauna, including dominant species and community structures 	<p>End of Week 14 (Wk 5)</p> <p>WALT – Students view the click view video on living with fire and Australia’s diverse environments</p> <p>WILF – Students complete questions related to the videos above.</p>	<p>Task 6 - A series of short response questions based on a sampling of the content from Unit 1 (20%) Term 2 Week 5</p>

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		<p>Lesson 56 – Click view Australia’s Diverse environments. https://clickv.ie/w/TNW0 Complete the before questions .</p>			
2	Unit 2 Semester 2 Week 6 Wk 15	<p>Week 15 (Wk 6)</p> <p>Lesson 57- What is a region, Perth as a region. Page 2-3, How Perth has changed over time – computers page 4-6</p> <p>Lesson 58- How Perth has changed over time – computers page 4-6, Describing Perth and Perth’s Natural Environment. Page 7 and 8</p> <p>Lesson 59- Perth’s Climate and creating climate graphs – Page 9-10</p> <p>Lesson 60 – Characteristics of the cultural environment Page 23, colour and label the different land uses Page 24</p>	<p>Overview of people and places</p> <ul style="list-style-type: none"> • the concept of a region • the natural and cultural features of regions • the four natural spheres of regions: <ul style="list-style-type: none"> ▪ lithosphere ▪ atmosphere ▪ hydrosphere ▪ biosphere • the three types of cultural features of regions (land use, settlement, transport) • how regions can change over time • the concept of sustainability • factors that impact upon the implementation of sustainable practices • the location of, and spatial variation within, the region 	<p>End of Week 15 (Wk 6)</p> <p>WALT –. View the Power point on Perth as a region and extract information</p> <p>WILF – Students complete pages 2-8 , 9- 10 and 23-24 in their booklets using the Power point to locate information</p>	

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| | | <ul style="list-style-type: none">• characteristics of the natural environment of the region, including:<ul style="list-style-type: none">▪ topography and variations in the topography▪ weather and climatic characteristics and factors that characterise the regional weather and climate▪ vegetation and factors affecting the vegetation patterns▪ soil characteristics and patterns of soil distribution• the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography• changing patterns of the natural environments of the region over time, such as changes in soil fertility, climatic variations, changes in topography as a result of fluvial action | | |
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2	Unit 2 Semester 2 Week 7 Wk 16	<p>Week 16 (Wk 7)</p> <p>Lesson 61- Why are they where they are? Page 25. Tourist regions of Perth Page 26, People of Perth – Computers and create a column graph pg 11-12</p> <p>Lesson 62- How many people are in Perth, country of birth pie graph and create a pie graph for types of work page 13-14, Different occupations, families and dwellings create a column graph. Page 14-15</p> <p>Lesson 63- Your demographic characteristics – your suburb page 16 – 17, Your demographic characteristics – suburb of your choice page 18 - 19</p> <p>Lesson 64– Your demographic characteristics – Peppermint Grove page 20 – 21, Comparing demographics pg 22</p>	<ul style="list-style-type: none"> • characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> ▪ spatial characteristics and patterns of settlement ▪ demographic characteristics ▪ land use characteristics, including form, function and land use distribution • characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> ▪ variations in the land use ▪ variations in settlement patterns and population distribution ▪ variations in transport systems and networks and flows of people and services ▪ demographic characteristics of the population 	<p>End of Week 16 (Wk 7)</p> <p>WALT – View the Power point on Perth as a region and extract information</p> <p>WILF - Students complete pages 25- 26 and 11-22 in their booklets using the Power point to locate information</p>	
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2	Week 8-9 (Wk 17-18)	Year 11 Exams Week 8 WA Day Public Holiday (Monday)	Year 11 Exams	Year 11 Exams	Year 11 Exams
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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 (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 makes predictions and inferences

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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

Mapping skills (use of maps and atlases)

- identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global)
- understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)
- 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 (8 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 distance and area
- interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)
- identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features

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- 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 and describe spatial patterns, including land use, settlement and transport
- identify and describe spatial relationships between natural and cultural features

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

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

- calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode) and variation (maximum, minimum and range)
- interpret and apply data from different types of statistical maps (isopleth/isoline, choropleth, proportional circle and dot distribution maps)

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- interpret and construct tables and graphs, including: picture graphs; line and bar graphs; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- use simple systems and flow diagrams to organise thinking about relationships
- 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 identifying and describing spatial patterns and relationships
- access databases, such as the Bureau of Meteorology, for spatial and statistical information
- use geospatial technologies, including global positioning systems (GPS), to collect and map spatial data
- use simple geographical information systems (GIS) products in description and analysis

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 field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- analyse and interpret primary data

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COURSE OUTLINE GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

Term	Week	Topic and key teaching points	Syllabus content	WALT/ WILF	Assessment
2	Unit 2 Semester 2 1-2 (Week 10 - 11)	<p><u>Week 1 (Wk 10)</u></p> <p>Lesson 1 – Geo pac 4 Tourism in and around the Perth region Introduction to tourism, history of tourism page 2-3, Today’s tourists Page 4-5</p> <p>Lesson 2 – Importance of the tourism industry, where are our tourists coming from Page 6-7, Our international tourists and spending the money page 8-9</p> <p>Lesson 3- How do people find out about Perth and Australia and Perth tourist ad campaigns pg 10-11</p> <p>Lesson 4- Perth and Australia and Perth tourist ad campaigns pg 10-11</p> <p><u>Week 2 (Wk 11)</u></p> <p>Lesson 5 - Our target demographic group international and Interstate - Page 12 and 13 Geo Pac 4 Tourism in and around Perth Region in Reader</p>	<p>The development of Geographical skills is intrinsic to the teaching of this unit. This content follows this table.</p> <ul style="list-style-type: none"> the association between the cultural attributes of the environment of the region, such as topography and settlement, climate and agriculture, soils and agriculture, topography and transport changing patterns of the cultural environment of the region over time, such as changes in settlement patterns, changes in agricultural patterns as a result of climate change the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p>End of Week 1 (Wk 10)</p> <p>WALT – Examine the power point and extract information to fill in booklet</p> <p>WILF – Complete pages 2-11 of their booklet</p> <p>End of Week 2 (Wk 11)</p> <p>WALT – Examine the power point and extract information to fill in booklet</p> <p>WILF – Complete pages 12-18</p>	

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GENERAL GEOGRAPHY YEAR 11 2021



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UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>Lesson 6 – Our target demographic group Interstate, international tourist demographics – computers - Page 14 and Page 16 Geo Pac 4 Tourism in and around Perth Region in Reader</p> <p>Lesson 7- What are tourists doing, putting it all together – Computers - Page 17 and Page 18 Geo Pac 4 Tourism in and around Perth Region in Reader</p> <p>Lesson 8- Explain Task 7 Perth Ad Campaign and show examples with computers</p>			
		School Holidays 3 July -18 July			

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UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
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3	3-5 (Week 1-3)	<p>Week 3 (Wk 1)</p> <p>Clips on previous tourist advertisements. Watch clips and make comparisons by looking at what was included or excluded and why</p> <ul style="list-style-type: none"> • Perth Tourism Ad Campaign Your task using Google slides that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far. • You will need to choose a specific demographic group to focus your campaign on and create your ad to include the 5 of the best activities / attractions that will encourage your demographic group to visit Perth. All activities must be from Perth or its surrounding regions (i.e. over 3 hours north / south Perth) <p>Lesson 9 – Staff Development Day (Monday) show examples with computers - Planning booklet</p>	<ul style="list-style-type: none"> • the potential of the region to attract increased numbers of people for tourism and/or employment • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p>End of Week 3 (Wk 1)</p> <p>WALT – Examine the requirements of Perth Ad Campaign Assessment task</p> <p>WILF – Students complete research, notes, references and complete video.</p> <p>End of Week 4 (Wk 2)</p> <p>WALT Examine the requirements of Perth Ad Campaign Assessment task</p> <p>WILF – Students complete research, notes, references and complete video.</p>	<p>Task 7 Perth Tourist Ad Campaign Using i-movie that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far. Complete a validation task. Due Week 4 Term 3 20%</p>
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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>Lesson 10 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 11- Task 7 Perth Ad Campaign and computers</p> <p>Lesson 12 - Task 7 Perth Ad Campaign and computers</p> <p><u>Week 4 (Wk 2)</u></p> <p>Lesson 13 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 14 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 15- Task 7 Perth Ad Campaign and computers</p> <p>Lesson 16- Task 7 Perth Ad Campaign and computers</p> <p><u>Week 5 (Wk 3)</u></p> <p>Lesson 17 – Task 7 Perth Ad Campaign and computers</p>	<ul style="list-style-type: none"> • the potential of the region to attract increased numbers of people for tourism and/or employment • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p style="text-align: right;">End of Week 5 (Wk 3)</p> <p>WALT – Examine the requirements of Perth Ad Campaign Assessment task</p>	
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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
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		<p>Lesson 18 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 19- Task 7 Perth Ad Campaign and computers</p> <p>Lesson 20- Task 7 Perth Ad Campaign and computers</p>		<p>WILF – Students complete research, notes, references and complete video.</p>	
3	6-7 (Week 4-5)	<p>Perth Tourist Ad Campaign Using i-movie that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far.</p> <p>Perth Tourism Ad Campaign Your task using Google slides that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far.</p> <ul style="list-style-type: none"> You will need to choose a specific demographic group to focus your campaign on and create your ad to include the 5 of the best activities / attractions that will encourage your demographic group to visit Perth. All activities must be from Perth 			<p>Task 7 Ad campaign and validation (20%) due Week 4 Term 3</p>

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		<p>or its surrounding regions (i.e. over 3 hours north / south Perth)</p> <p><u>Week 6 (Wk 4)</u></p> <p>Lesson 21 – Task 7 Perth Ad Campaign and computers. Present to the class.</p> <p>Lesson 22 – Task 7 Perth Ad Campaign and computers. Present to the class.</p> <p>Lesson 23 – Prepare for in class write up</p> <p>Lesson 24 – Task 7 in class validation</p> <p><u>Week 7 (Wk 5)</u></p> <p>Lesson 25 - Sustainability, is the tourism industry sustainable and water - Page 2 and 3 Geo Pac 5 Is Tourism Sustainable in reader</p>	<ul style="list-style-type: none"> • the potential of the region to attract increased numbers of people for tourism and/or employment • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region <ul style="list-style-type: none"> • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p>End of Week 6 (Wk 4)</p> <p>WALT - Work on completing video and prepare to present orally to the class. Prepare for in class validation</p> <p>WILF - Present video and speech to the class. Apply information from Validation to in class assessment</p> <p>End of Week 7 (Wk 5)</p> <p>WALT – Examine the power point Geo Pac 5 is Tourism Sustainable</p>	
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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>Lesson 26 – Energy, transportation, food use and waste and other environmental impacts from tourism - Page 4 and 5 Geo Pac 5 Is Tourism Sustainable in reader</p> <p>Lesson 27- What is you impact, the tourism industry and sustainability - Page 6 and 7 Geo Pac 5 Is Tourism Sustainable and Computers</p> <p>Lesson 28 - Becoming more sustainable, making Perth more sustainable and waste - Page 8 and 9 Geo Pac 5 Is Tourism Sustainable and Computers</p>	<ul style="list-style-type: none"> • the stakeholders within the region who would be potentially affected by the development issue • the views and attitudes of these stakeholders towards the development issue • the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices • the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. 	<p>WILF - Students complete pages 2-9 in their reader from the information in the power point.</p>	
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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
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3	8-9 (Week 6-7)	<p><u>Week 8 (Wk 6)</u></p> <p>Lesson 29 – Task 8 Revision sheet</p> <p>Lesson 30 – Task 8 Revision sheet</p> <p>Lesson 31 – Task 8 Revision sheet</p> <p>Lesson 32 – Task 8 Mid Unit Test</p> <p>Tourism Investigation Task Depth Study 2 - 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,</p>		<p>End of Week 8 (Wk 6)</p> <p>WALT – Revision for Mid Unit Test.</p> <p>WILF - Apply information from the revision sheet to their Mid Unit Test</p>	<p>Task 8 A series of short response questions based on a sampling of the content: . (15%) Week 6 Term 3</p>

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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>assignment, report and/or an oral or multimedia presentation</p> <p>Week 9 (Wk 7)</p> <p>Lesson 33 – Explain Task 9 Tourism Geographical Investigation Task, requirements, resources on Connect, headings and Computers</p> <p>Lesson 34 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 35 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 36 – Task 9 Tourism Geographical Investigation Task and Computers</p>	<ul style="list-style-type: none"> • the location of, and spatial variation within, the region • characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> ▪ topography and variations in the topography ▪ weather and climatic characteristics and factors that characterise the regional weather and climate ▪ vegetation and factors affecting the vegetation patterns ▪ soil characteristics and patterns of soil distribution • the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography • characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> ▪ spatial characteristics and patterns of settlement 	<p style="text-align: center;">End of Week 9 (Wk 7)</p> <p>WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF – Students complete research, notes, appendix, references and good copy.</p>	<p>Task 9 Tourism Geographical Investigation Task Due Week 10 Term 2 (30%)</p>
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COURSE OUTLINE

GENERAL GEOGRAPHY YEAR 11 2021

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH



			<ul style="list-style-type: none"> ▪ land use characteristics, including form, function and land use distribution • characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> ▪ variations in the land use ▪ variations in transport systems and networks and flows of people and services • the potential of the region to attract increased numbers of people for tourism and/or employment • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region • the stakeholders within the region who would be potentially affected by the development issue • the views and attitudes of these stakeholders towards the development issue • the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices 		
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COURSE OUTLINE
GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

			<ul style="list-style-type: none"> the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. 		
3	10-12 (Week 8-10)	<p>Week 10 (Wk 8)</p> <p>Lesson 37 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 38 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 39 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 40 – Task 9 Tourism Geographical Investigation Task and Computers</p>	<ul style="list-style-type: none"> the location of, and spatial variation within, the region characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise the regional weather and climate vegetation and factors affecting the vegetation patterns soil characteristics and patterns of soil distribution the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography 	<p>End of Week 10 (Wk 8)</p> <p>WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students complete research, notes, appendix, references and good copy.</p>	

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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p><u>Week 11 (Wk 9)</u></p> <p>Lesson 21 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 22 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 23 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 24 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p><u>Week 12 (Wk 10)</u></p> <p>Lesson 25 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 26 – Task 9 Tourism Geographical Investigation Task and Computers</p>	<ul style="list-style-type: none"> • characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> ▪ spatial characteristics and patterns of settlement ▪ land use characteristics, including form, function and land use distribution • characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> ▪ variations in the land use ▪ variations in transport systems and networks and flows of people and services • the potential of the region to attract increased numbers of people for tourism and/or employment • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region • the stakeholders within the region who would be potentially affected by the development issue • the views and attitudes of these stakeholders towards the development issue 	<p>End of Week 11 (Wk 9) WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students complete research, notes, appendix, references and good copy.</p> <p>End of Week 12 (Wk 10) WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students submit research, notes, appendix, references and good copy.</p>	
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GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>Lesson 27 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 28 – Task 9 Tourism Geographical Investigation Task and Computers DUE</p>	<ul style="list-style-type: none"> the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. 		
		School Holidays 25 September - 10 October			
4	13-15 (Week 1-3)	<p><u>Week 13 (Wk 1)</u></p> <p>Lesson 25 – Go through Tourism Geographical Investigation Task</p> <p>Lesson 26 – City of Stirling and Alternative waste management options - Page 10 - 11 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p> <p>Lesson 27 – Water, water recycling and water conservation, energy, renewable energy - Page 12 and 13 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p>	<ul style="list-style-type: none"> characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> variations in the land use variations in transport systems and networks and flows of people and services demographic characteristics of the population the association between the cultural attributes of the environment of the region, such as topography and settlement, climate and agriculture, soils and agriculture, topography and transport 	<p>End of Week 13 (Wk 1)</p> <p>WALT – Examine the power point Geo Pac 5 is Tourism Sustainable</p> <p>WILF - Students complete pages 10-15 in their reader from the information in the power point.</p>	

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COURSE OUTLINE GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>Lesson 28 – Renewable energy, transportation - Page 14 and Page 15 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p> <p>Week 14 (Wk 2)</p> <p>Lesson 29 – Explain fieldwork task and requirements for excursion</p> <p>Lesson 30 – Task 10 Fieldwork Tourism Excursion to Fremantle</p> <p>Lesson 31 – Complete Fieldwork booklet and Computers</p> <p>Lesson 32 – Complete Fieldwork Booklet and Computers</p> <p>Revision for end of Unit Test.</p> <p>Short response questions based on the sampling of the content from Unit 2 with a focus on the depth study.</p>	<ul style="list-style-type: none"> the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. <p>Fieldwork skills (use of field observations and measurements)</p> <ul style="list-style-type: none"> 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 	<p>End of Week 14 (Wk 2) WALT – Examine fieldwork booklet requirements and discuss excursion expectations.</p> <p>WILF - - Participate on Fieldwork excursion to Fremantle and complete fieldwork booklet</p>	<p>Task 10 Tourism Fremantle / Perth PART A -Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills.(10%) Fieldwork Booklet PART B - Students complete a validation task based on their fieldwork booklet.(10%) Due Week 3 Term 4</p>
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COURSE OUTLINE
GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p><u>Week 15 (Wk 3)</u></p> <p>Lesson 33 – Task 10 Fieldwork Booklet Due and complete Validation in class</p> <p>Lesson 34 – Task 11 Revision for End of Unit Test</p> <p>Lesson 35 – Task 11 Revision for End of Unit Test</p> <p>Lesson 36 – Task 11 Revision for End of Unit Test</p>	<p>Questions based on the sampling of the content from Unit 2 with a focus on the depth study</p>	<p>End of Week 15 (Wk 3)</p> <p>WALT – – identify information for revision for Task 11 End of Unit Test</p> <p>WILF - Complete revision sheet</p>	
4	16 (Week 4)	<p><u>Week 16 (Wk 4)</u></p> <p>Lesson 37 – Task 11 Revision for End of Unit Test</p> <p>Lesson 38 – Task 11 End of Unit Test</p> <p>Lesson 39 – An Introduction to biodiversity (Click View) https://clickv.ie/w/4UWo</p>	<p>Questions based on the sampling of the content from Unit 2 with a focus on the depth study</p>	<p>End of Week 16 (Wk 4)</p> <p>WALT – - identify information for revision for Task 11 End of Unit Test</p> <p>WILF - Apply information from revision sheet to End of Unit Test</p>	<p>Task 11</p> <p>Short response questions based on the sampling of the content from Unit 2 with a focus on the depth study. (15%) Week 4 Term 4</p>

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COURSE OUTLINE
GENERAL GEOGRAPHY YEAR 11 2021



UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST
UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

		<p>Complete before and during questions</p> <p>Lesson 40 - Class party Year 11 General Geography Course Complete</p>			
4	17 (Week 5)	<p>Week 17 (Wk 5)</p> <p>Lesson 41 - Natural and cultural features, gradient, bearing</p> <p>Lesson 42 – Site and Situation, Grid Reference</p> <p>Lesson 43- Area Reference, time distance and speed</p> <p>Lesson 44 – Staff Development Day (Friday) -</p> <p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>	<p>Mapping skills (use of maps and atlases)</p> <ul style="list-style-type: none"> • 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 (8 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 distance and area • interpret relief on a map using contours and spot heights to describe the 	<p>End of Week 17 (Wk 5)</p> <p>WALT – map skills – natural and cultural features, site and situation, Area Reference, Grid reference, gradient, bearing, time, distance and speed.</p> <p>WILF - Apply skills taught to mapping practice questions</p> <p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>	<p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>

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COURSE OUTLINE

GENERAL GEOGRAPHY YEAR 11 2021

UNIT 1 – GEOGRAPHY OF ENVIRONMENTS OF RISK – SCLEROPHYLLOUS FOREST

UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH



		<p>steepness and shape of a slope (concave, convex and uniform)</p> <ul style="list-style-type: none">• identify and interpret natural features and cultural features on a map• describe the site and situation of places <p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>		
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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 (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

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- 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 makes 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

Mapping skills (use of maps and atlases)

- identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global)
- understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)
- 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

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- establish direction on a map using general compass directions (8 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 distance and area
- interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)
- identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features
- 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 and describe spatial patterns, including land use, settlement and transport
- identify and describe spatial relationships between natural and cultural features

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

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- 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

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

- calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode) and variation (maximum, minimum and range)
- interpret and apply data from different types of statistical maps (isopleth/isoline, choropleth, proportional circle and dot distribution maps)
- interpret and construct tables and graphs, including: picture graphs; line and bar graphs; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- use simple systems and flow diagrams to organise thinking about relationships
- 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 identifying and describing spatial patterns and relationships
- access databases, such as the Bureau of Meteorology, for spatial and statistical information
- use geospatial technologies, including global positioning systems (GPS), to collect and map spatial data
- use simple geographical information systems (GIS) products in description and analysis

Fieldwork skills (use of field observations and measurements)

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- 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 field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- analyse and interpret primary data

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