

COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2



This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	WALT/WILF	Assessment
1	1	Handout Syllabus and outline. Set up a glossary: Define the concepts of environment, natural and anthropogenic biomes, land cover change, ecosystem structure and dynamics, biodiversity loss, climate change and sustainability. Read chapter 1- “WA ATAR Geography: Units 3 & 4.” (Required Text.) Discuss Inquiry skills and fieldwork. Requirements for yr 12. Brainstorm land cover change, Anthropogenic Vs Natural. Land use in Australia worksheet. Anthropogenic areas and Natural Biomes- mapping. Look at Biomes (Clickview video-examples of types) Map the Biomes. Handout mapping revision sheets.	Geographical Inquiry and Skills The development of Geographical Inquiry and Skills is intrinsic to the teaching of this unit. (The content points can be found at the end of this document.) Geographical Knowledge and Understanding: Overview of nature, extent, causes and consequences of land cover change <ul style="list-style-type: none"> • the concepts of environment, natural and anthropogenic biomes, land cover change, ecosystem structure and dynamics, biodiversity loss, climate change and sustainability • the identification and classification of land cover changes with reference to global forests, agriculture and urban land cover 	WALT: (What we are learning to do)- Revising how to do an inquiry, fieldwork and mapping. Differentiating between an Anthropogenic and natural biome. WILF: (What I am looking for)- Understanding of Geographical skills and defining Anthropogenic and Natural Biome. LEARNING OUTCOMES: <ul style="list-style-type: none"> • understand the nature, extent and causes of the changing land cover of the Earth’s surface, including the emergence of anthropogenic biomes, and evaluate projections of future changes in global land cover 	

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		<p>RESOURCES: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapters 1 & 2.1-2.2 Land use in Australia worksheet. Mapping revision booklet.</p>			
1	2-3	<p>Handout on Rainforest Biomes worksheet and questions. Mapping practice and review. Text- chapter 2.3. World Population growth. Clickview- Population Geography. Show and discuss the World population clock. Skills Test Week 3.</p> <p>Ensure your glossary work is continuing. Some words you should have are: Ecosystem, Biome, affluence,</p> <p>RESOURCES: Textbook: Geographical Association of WA, “WA</p>	<p>Geographical Knowledge and Understanding:</p> <p>Overview of nature, extent, causes and consequences of land cover change</p> <ul style="list-style-type: none"> ▪ Use remote sensing images, other spatial technologies, and fieldwork to identify and measure the location, nature, rate, extent and consequences of land cover change ▪ The implications of anthropogenic biomes to the functioning of the world's ecosystems ▪ The impact of world population growth, growing affluence, advances in technology on the nature, rate and extent of land cover change and biodiversity loss ▪ 	<p>WALT: (What we are learning to do)- Explaining and describing world Biomes, explaining population growth, practicing mapping skills.</p> <p>WILF: (What I am looking for)- Describing biomes, especially Rainforest Biomes and understanding of skills.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • understand the nature, extent and causes of the changing land cover of the Earth’s surface, including the emergence of anthropogenic biomes, and evaluate projections of future changes in global land cover 	<p>Task 1: Practical skills test based on mapping skills and statistical data analysis</p>

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		<p>ATAR Geography: Units 3 & 4”, Chapter 2.3 Clickview: (2009), “Population Geography”. Skills Test and topographic map Mapping practice book</p>			
1	4	<p>Discussion on population growth and impact on natural biomes. Review processes of Land cover change- test knowledge. Read text chapter 2.4. Table on processes. Clickview- Sustainable Management. Brainstorm how developing and developed nations would differ in their type, rate and extent of land cover change. Read chapter 2.5. Fire management- discussion of Indigenous practices for land management. Brainstorm of class knowledge. Text chapter 2.6.</p>	<p>Geographical Knowledge and Understanding:</p> <p>Overview of nature, extent, cause and consequences of land cover change</p> <ul style="list-style-type: none"> processes of land cover change (deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage and reclamation, and the growth of urban settlement, industry and mining) the differences in the process of land cover change between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture 	<p>WALT: (What we are learning to do)- Understanding how population growth impacts biomes and how sustainable management works.</p> <p>WILF: (What I am looking for)- explaining population growth and it’s impact on biomes. Describing sustainable management impacts biomes.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> understand the nature, extent and causes of the changing land cover of the Earth’s surface, including the emergence of anthropogenic biomes, 	Content quiz

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		<p>Reminder to look at the cycles in the chapter (water cycle) will be required for the depth study.</p> <p>RESOURCES: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, chapter 2.4- 2.8. Clickview: (2016), “Sustainable Management”. “Indigenous Land Management in Australia”, (2013), Brochure.</p>	<ul style="list-style-type: none"> projecting changes in land cover using existing spatial models, incorporating both environmental and socioeconomic variables indigenous peoples' land management practices and their impact on land cover over time, including those of Aboriginal and Torres Strait Islander Peoples The impacts of land cover change on local and regional environments, including changes to the water cycle, soil erosion and degradation, loss of habitat and biodiversity, the degradation of aquatic and marine environments, loss of ecosystem services, changes to regional climates, and urban heat islands 	<p>and evaluate projections of future changes in global land cover</p>	
1	5-6	<p>Depth study one – Students investigate the links between changes in land cover and changes in global climate change.</p> <p>1at discussion on the two depth studies. Quick overview of the other depth study (Students investigate the links between changes in land cover and biodiversity).</p>	<p>Depth study one</p> <p>Global climate change</p> <ul style="list-style-type: none"> the spatial distribution of the world’s rainfall and temperature patterns the key elements of the following natural systems: heat budget (including the greenhouse effect), hydrological cycle, carbon 	<p>WALT: (What we are learning to do)- What climate change is and it’s impact on land cover changes.</p> <p>WILF: (What I am looking for)- Defining and describing climate change, describing it’s impact on climate change.</p> <p>LEARNING OUTCOMES:</p>	<p>Task 2: Short and extended response test based on content from the overview of nature, extent,</p>

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	<ul style="list-style-type: none"> Brief overview of Biodiversity: the key elements of ecosystem structure and dynamics (biotic and abiotic elements, food chains and webs, biomass, trophic levels, flows of matter and energy) <p>What is climate change- class brainstorm. Causes?</p> <p>Watch clickview- Climate change</p> <p>Look at and review various diagrams (such as- Water cycle, heat budget, food chains, atmospheric circulation, CO2 cycle and Hadley cells). Do up a revision booklet on these- students must draw and label.</p> <p>RESOURCES: Text: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”,chapter 3.1- 3.2. Maps showing world climates. Highest and lowest temperatures found? Most precipitation? Least Precipitation?</p>	<p>cycle and atmospheric circulation, and the ways in which they interact to influence the Earth’s climate</p> <ul style="list-style-type: none"> the causes (natural and anthropogenic) and rate of global climate change 	<ul style="list-style-type: none"> understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and global climate change. 	<p>causes and consequences of land cover change</p>
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		<p>Test Clickview: (2009), “Climate Change”.</p>			
1	7-10	<p>Climate Change case study continued.</p> <p>Evidence of climate change- discussion “How do we know the climate is changing?” Watch “Climate Change: The facts”. Read chapter 3.3. Handout: “Climate change impacts in Australia”. Look at the predicted changes of precipitation and temperature in Australia- IPCC report on Australiasia. Check compare and contrast maps- what are they showing? What is the impact of these changes? Read and hand out sheet on the Earth’s climate.</p>	<p>Depth study one</p> <p>Global climate change</p> <ul style="list-style-type: none"> • one major type of evidence for climate change through geological time • one major type of evidence for climate change in recent human history • the interrelationship between land cover change and climate, including changes to surface reflectivity (albedo) and the process of natural carbon sequestration • the effects of climate change on land cover in natural and anthropogenic biomes (vegetation, ice sheets, glaciers, coastal 	<p>WALT (What we are learning to do): Reviewing skills from climate change.</p> <p>WILF (What I am looking for): Completion of the field work, using GIS and data questioning techniques</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land 	<p>Task 3: Geographical inquiry investigating the link between land cover change and climate change. Part A: Geographical inquiry Part B: In-class</p>

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		<p>Discussion around Al Gore’s “An inconvenient Truth”- may watch a snap shot of this. Power point for term 1 overview.</p> <p>Discussion- how land cover change could impact climate change. Read Chapter 3.4-3.5, Handout- GeoPac overview workbook.</p> <p>RESOURCES: Clickview: (2019), “Climate Change: The Facts” Text: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”,chapter 3.3-3.6 questions. Handout: Climate Change Impacts in Australia. Handout: GeoPac workbook. Handout; “The Earth’s climate” question sheet.</p>	<p>systems and coral reefs, agriculture, urban settlements and industry)</p> <ul style="list-style-type: none"> the projected impacts of global climate change 	<p>cover change and global climate change</p> <ul style="list-style-type: none"> understand and apply key geographical concepts as part of a geographical inquiry, including place, space, environment, interconnection, sustainability, scale and change apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to evaluate land cover change and its consequences and sustainable solutions 	<p>validation based on unseen questions, directly connected to the content in the inquiry</p>
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2	11-13	<p>Depth study two – how the impacts of land cover change are being addressed and evaluated</p> <p>This section will include a fieldtrip to discover what strategies can be used to address land cover change and how to mitigate the effects of Climate Change.</p> <p>Begin by looking at and assessing approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, including preservation strategies. This is to be a general overview, includes discussion on strategies addressed on last years fieldtrip to Alcoa. Read chapter 5- 5.1- 5.4 (Cover the current and proposed strategies, at local to global levels, implemented to mitigate the Land cover change and management for climate change).</p>	<p>Depth Study 2</p> <p>Using fieldwork and/or secondary sources, students investigate how the impacts of land cover change are being addressed and evaluated.</p> <ul style="list-style-type: none"> • approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, including preservation strategies • the current and proposed strategies, at local to global levels, implemented to mitigate the adverse effects of either global climate change or loss of biodiversity • how human activity has adapted, or may be required to adapt, to either global climate change or loss of biodiversity 	<p>WALT: (What we are learning to do)- Define and describing Adaptation, Mitigation, Restoration and Rehabilitation. Explaining strategies used to mitigate affects of climate change.</p> <p>WILF: (What I am looking for)- Explanation and evaluation of how land cover change is being addresses.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and either global climate change. • evaluate the sustainability of a program aimed at alleviating the negative impacts of land cover change by considering its
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		<p>How can humans address the impacts of land cover change? Discussion. Handout “Climate change and Landuse” sheet. Use the 5 maps/diagrams and answer the questions.</p> <p>Fieldwork- discuss, overview, handout assignment sheet to go with the excursion.</p> <p>RESOURCES: TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter 5.1-5.4. Excursion Fieldwork book Fieldwork sheets/ handout “Climate change and Land use” handout.</p>		<p>environmental, economic and social benefits and costs</p> <ul style="list-style-type: none"> • 	
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2	14-15	<p>Review excursion documents. Discuss the programs being implemented and how they are addressing the impacts of land cover change. Table for evaluation Case study- how will agriculture change to adapt to climate change? Students to use this as a starting point question. Research the programs currently in place to help address agriculture industry and it’s adaptation to climate change and what this means for Australia.</p> <p>RESOURCES: Power point on Unit 3. Test TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter 5. Fieldwork book Fieldwork sheets/ handout</p>	<p>Depth Study 2</p> <p>Using fieldwork and/or secondary sources, students investigate how the impacts of land cover change are being addressed and evaluated.</p> <ul style="list-style-type: none"> • a program designed to address the impacts of land cover change on local and regional environments • an evaluation of the program, giving consideration to environmental, economic and social benefit and costs • an evaluation of at least one alternative approach to the management of land cover change in the area being studied, using the concept of sustainability to determine the extent to which the approach has the potential to address the issue into the future 	<p>WALT: (What we are learning to do)- Describing programs used to address land cover change and understanding the economic, social, environmental and cost of land cover change and the programs.</p> <p>WILF: (What I am looking for)- Evaluating the programs and their associated costs.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • evaluate the sustainability of a program aimed at alleviating the negative impacts of land cover change by considering its environmental, economic and social benefits and costs 	<p>Task 4: Short and extended response test based on how the impacts of land cover change are being addressed and evaluated</p>
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2	15	<ul style="list-style-type: none"> • Revision • Review mapping skills <ul style="list-style-type: none"> • Review data interpretation skills • Power point for Unit 3 revision. <p>RESOURCES: Revision book for mapping skills TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter 1-5. Powerpoint on Unit 3</p>	<p style="text-align: center;">Geographical Knowledge and Understanding</p> <p>Overview of nature, extent, causes and consequences of land cover change, Depth study 1 and Depth study 2- all dot points to be revised as well as all skills.</p>	<p>WALT: (What we are learning to do)- Revising the geographical skills and content for semester 1.</p> <p>WILF: (What I am looking for)- Understanding of the skills and content covered in semester 1.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • understand the nature, extent and causes of the changing land cover of the Earth’s surface, including the emergence of anthropogenic biomes, and evaluate projections of future changes in global land cover • understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and either global climate change or biodiversity loss 	<p>Task 5: Practical skills test, based on Geographical skills including, topographical map interpretation, remote sensing skills and statistical data analysis</p>
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			<ul style="list-style-type: none">• understand and apply key geographical concepts as part of a geographical inquiry, including place, space, environment, interconnection, sustainability, scale and change• evaluate the sustainability of a program aimed at alleviating the negative impacts of land cover change by considering its environmental, economic and social benefits and costs• apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to evaluate land cover change and its consequences and sustainable solutions	
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2	16	EXAM	<p>Geographical Knowledge and Understanding</p> <p>Overview of nature, extent, causes and consequences of land cover change, Depth study 1 and Depth study 2- all dot points to be revised as well as all skills.</p>	<p>WALT: (What we are learning to do)- Revising the geographical skills and content for semester 1.</p> <p>WILF: (What I am looking for)- Understanding of the skills and content covered in semester 1.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • understand the nature, extent and causes of the changing land cover of the Earth’s surface, including the emergence of anthropogenic biomes, and evaluate projections of future changes in global land cover • understand the local and regional effects of land cover change on ecosystems, and the interrelationships between land cover change and either global climate change or biodiversity loss 	<p>Task 6: Semester 1 examination- based on Unit 3, includes fieldtrip questions.</p>
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			<ul style="list-style-type: none">• evaluate the sustainability of a program aimed at alleviating the negative impacts of land cover change by considering its environmental, economic and social benefits and costs• apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to evaluate land cover change and its consequences and sustainable solutions	
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Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	1-2	<p>Review exam. Introduction to Unit 4 Places- glossary established (1st word should be Urbanisation) . Review mapping skills as will still be required. Urban and Rural places- Venn diagram differences and similarities brain storm. Use Geography Pods to look at settlement. Discuss the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places. Watch clickview Handout diagrams that show settlement patterns.</p> <p>RESOURCES: TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter</p>	<p>Overview of places and their challenges</p> <p>Places:</p> <ul style="list-style-type: none"> • the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places • the economic and environmental interdependence of urban and rural places • the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia • the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that have contributed to the characteristics and functions of urban and rural places in Australia 	<p>WALT: (What we are learning to do)- Examining the Semester 1 exam for strengths and weaknesses, describing the differences between urban and rural areas.</p> <p>WILF: (What I am looking for)- Understanding of strengths and weaknesses to further the skills of geography and recognising the differences between urban and rural communities.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • understand the processes resulting in changes in places and how the places investigated can be made more sustainable

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		<p>Geography Pod: 1. Urban Settlements & Service Provision - GEOGRAPHY FOR 2020 & BEYOND (geographypods.com)</p> <p>Clickview:</p>	<ul style="list-style-type: none"> the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia 	<ul style="list-style-type: none"> understand the outcomes of the processes creating change in different communities 	
3	2-3	<p>Rural areas in Australia- discussion on challenges. Watch clickview Text chapter Perth and Sydney- same challenges or different? Discussion. News article Push Pull factors. Posters on regional and cities in WA. Test Mega city- definition and explanation. Overview of largest Mega cities- discussion on New York as the city we will address. Challenges in cities- Perth, Sydney and New York- challenges? Discuss and use text for an overview.</p>	<p>Overview of places and their challenges</p> <ul style="list-style-type: none"> the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places the economic and environmental interdependence of urban and rural places the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that 	<p>WALT: (What we are learning to do)- Describing the challenges facing cities in Australia and the push pull factors. Where and what megacities are.</p> <p>WILF: (What I am looking for)- Defining and describing push pull factors, defining and describing megacities.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> understand the processes resulting in changes in places and how the 	<p>Task 7: Short and extended response test based on the overview of places and challenges</p>

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		<p>RESOURCES: TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter Clickview:</p>	<p>have contributed to the characteristics and functions of urban and rural places in Australia</p> <ul style="list-style-type: none"> the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places the economic and environmental interdependence of urban and rural places the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that have contributed to the characteristics and functions of urban and rural places in Australia 	<p>places investigated can be made more sustainable</p> <ul style="list-style-type: none"> understand the outcomes of the processes creating change in different communities 	
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Unit 4 – Planning Sustainable Places- Semester 2

			<ul style="list-style-type: none"> the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia an overview of the challenges facing rural and remote places in Australia, including Indigenous communities (i.e. population loss, economic restructuring, employment, housing, service and water provision, concentrations of socially vulnerable populations, social inclusion and exclusion, transportation, resource degradation, land use conflicts, declining political influence, isolation and remoteness, fly-in/fly-out work patterns) an overview of the challenges facing megacities and Australian metropolitan and regional centres (i.e. housing, economic restructuring, employment, transportation, congestion, environmental degradation, waste management, personal safety, land abandonment, urban sprawl, socio-spatial inequality, social inclusion and exclusion, changing demographics) 		
3	4-6	<p>Depth study one – Using fieldwork and/or secondary sources, students investigate four significant related challenges in metropolitan Perth and how these challenges are being addressed.</p> <p>For metropolitan Perth, students investigate:</p>	<p>Overview of places and their challenges</p> <ul style="list-style-type: none"> an overview of the challenges facing rural and remote places in Australia, including Indigenous communities. Challenges include: population loss, economic restructuring, employment, housing, service and water provision, concentrations of socially vulnerable populations, social inclusion and exclusion, 	<p>WALT: (What we are learning to do)- Fieldwork for Perth.</p> <p>WILF: (What I am looking for)- Completion of fieldwork booklet.</p> <p>LEARNING OUTCOMES:</p>	<p>Fieldtrip- this may be a virtual fieldtrip depending on availability . This will</p>

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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

		<ul style="list-style-type: none"> the site, situation, internal and external morphology and functions the demographics in relation to each of the following challenges <ul style="list-style-type: none"> transportation congestion environmental degradation urban sprawl. <p>Students investigate:</p> <ul style="list-style-type: none"> the nature, scope and causes of each challenge and the implications for metropolitan Perth <p>the views and attitudes of major stakeholder groups related to each challenge</p> <p>Handout the Perth-Peel plan and Direction 2031.</p> <p>RESOURCES: TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter Perth-Peel Plan Direction 2031</p>	<p>transportation, resource degradation, land use conflicts, declining political influence, isolation and remoteness, fly-in/fly-out work patterns.</p> <ul style="list-style-type: none"> the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that have contributed to the characteristics and functions of urban and rural places in Australia the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia 	<ul style="list-style-type: none"> understand the processes resulting in changes in places and how the places investigated can be made more sustainable understand the outcomes of the processes creating change in different communities understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry gather and analyse primary and secondary data to reveal trends in, and relationships between, the processes resulting in change in places apply geographical inquiry and a range of skills, including spatial 	<p>be the basis of assessment 8.</p>
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

				<p>technologies and fieldwork, to investigate a challenge associated with the sustainability of places</p> <ul style="list-style-type: none"> evaluate alternative planning strategies or proposals to manage a selected challenge. 	
3	7-8	<p>Work on the fieldwork assessment in class and at home. Explain what planning strategies are and how they are implemented. Look at Perth and Peel plan in class together. Explore sustainability practices. Planning strategies: the range of planning strategies that have been used to address each challenge, and how these compare with, and/or have been informed by, responses implemented in other places, both inside and outside Australia, the extent to which the planning strategies adopted in</p>	<p>Overview of places and their challenges</p> <ul style="list-style-type: none"> the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places the economic and environmental interdependence of urban and rural places the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia an overview of the challenges facing megacities and Australian metropolitan and regional centres. Challenges include: housing, 	<p>WALT: (What we are learning to do)- Fieldwork, explain sustainability.</p> <p>WILF: (What I am looking for)- Completion of fieldwork assessment, understanding of sustainability.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> understand the processes resulting in changes in places and how the places investigated can be made more sustainable 	<p>Task 8: Fieldwork based on the Perth metropolitan area with a case study of Mandurah town centre (2.5%) Part A: Collecting and</p>

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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

		<p>metropolitan Perth have been, or could be, informed by the concept of sustainability, the strategies adopted in metropolitan Perth to address these challenges and the extent to which these strategies have enhanced its sustainability and liveability.</p> <p>RESOURCES: TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter</p>	<p>economic restructuring, employment, transportation, congestion, environmental degradation, waste management, personal safety, land abandonment, urban sprawl, socio-spatial inequality, social inclusion and exclusion, changing demographics.</p> <p>Depth study one For the selected place, students study:</p> <ul style="list-style-type: none"> • the site, situation, internal and external morphology and functions • the demographics <p>in order to investigate:</p> <ul style="list-style-type: none"> • the nature, scope and causes of each of the four selected challenges being confronted, and the implication for the place • the views and attitudes of major stakeholder groups related to each of the four selected challenges • the range of planning strategies that have been used to address each of the four selected challenges, and how these compare with, and/or have been informed by, responses implemented in other places, both inside and outside Australia 	<ul style="list-style-type: none"> • understand the outcomes of the processes creating change in different communities • understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry • gather and analyse primary and secondary data to reveal trends in, and relationships between, the processes resulting in change in places 	<p>interpreting primary information and/or data (5%) Part B: Fieldwork/practical skills test based on an in-class validation of the fieldwork on the Perth metropolitan area and the case study of Mandurah town centre (May change</p>
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

			<ul style="list-style-type: none"> the extent to which the planning strategies adopted in the selected place have been, or could be, informed by the concept of sustainability the strategies adopted in the selected place to address these challenges the extent to which these strategies have enhanced its sustainability and liveability. 		depending on excursion date)
3	9-11	<p>In class research task. Depth study two – Using fieldwork and/or secondary sources, students investigate two significant challenges faced in New York.</p> <p>For New York, students study:</p> <ul style="list-style-type: none"> the site, situation, internal and external morphology and functions the demographics in relation to the following challenges: <ul style="list-style-type: none"> congestion waste management. 	<p>Overview of places and challenges:</p> <ul style="list-style-type: none"> the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places the economic and environmental interdependence of urban and rural places the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia 	<p>WALT: (What we are learning to do)- Inquiry skills for Megacity challenges.</p> <p>WILF: (What I am looking for)- ethical inquiry, research notes and an understanding of challenges.</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> understand the processes resulting in changes in places and how the places investigated can be made more sustainable understand the 	<p>Task 9: Geographical inquiry investigating the following two challenges: congestion and waste management in New York and</p>

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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

		<p>Students investigate:</p> <ul style="list-style-type: none"> • the nature, scope and causes of each challenge and the implications for New York • the range of planning strategies used to address each challenge, and how these compare with, and/or have been informed by, responses implemented in other world megacities • the extent to which the planning strategies adopted in the New York have been, or could be, informed by the concept of sustainability • the strategies adopted in New York to address these challenges • the extent to which these strategies have enhanced the sustainability and liveability of New York. <p>Complete a booklet on 2 Mega cities Posters- Perth, new York and Tokyo using as much statistical data (maps, tables, pictures) to explain the</p>	<ul style="list-style-type: none"> • the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that have contributed to the characteristics and functions of urban and rural places in Australia • the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia <ul style="list-style-type: none"> • an overview of the challenges facing megacities and Australian metropolitan and regional centres. Challenges include: housing, economic restructuring, employment, transportation, congestion, environmental degradation, waste management, personal safety, land abandonment, urban sprawl, socio-spatial inequality, social inclusion and exclusion, changing demographics <p>Depth study two</p> <p>Using fieldwork and/or secondary sources, students investigate two significant challenges faced in one megacity.</p> <p>For the selected megacity, students study:</p>	<p>outcomes of the processes creating change in different communities</p> <ul style="list-style-type: none"> • understand and apply key geographical concepts – including place, space, environment, interconnection, sustainability, scale and change – as part of a geographical inquiry • gather and analyse primary and secondary data to reveal trends in, and relationships between, the processes resulting in change in places • apply geographical inquiry and a range of skills, including spatial technologies and fieldwork, to investigate a challenge associated with the sustainability of places 	<p>how these challenges are being addressed</p> <p>Part A: (2.5%) Geographic inquiry</p> <p>Part B: (5%) In-class validation based on unseen questions, directly connected to the content in the inquiry</p>
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

	<p>functions and challenges of these cities.</p> <p>RESOURCES: TEXT: Textbook: Geographical Association of WA, “WA ATAR Geography: Units 3 & 4”, Chapter Megacity workbook</p>	<ul style="list-style-type: none"> the site, situation, internal and external morphology and functions the demographics <p>in order to investigate:</p> <ul style="list-style-type: none"> the nature, scope and causes of each of the two selected challenges being addressed, and the implications for the selected megacity the range of planning strategies used to address each of the two selected challenges, and how these compare with, and/or have been informed by, responses implemented in other world megacities the extent to which the planning strategies adopted in the selected megacity have been, or could be, informed by the concept of sustainability the strategies adopted in the selected megacity to address these challenges the extent to which these strategies have enhanced the sustainability and liveability of the selected megacity. 	<ul style="list-style-type: none"> evaluate alternative planning strategies or proposals to manage a selected challenge. 	
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

3	12	<p>Revision Practice mapping skills Semester 1 overview- power point Semester 2 overview- power point</p>	<p>Revise all points of :</p> <p>Overview of places and their challenges, Places:</p> <ul style="list-style-type: none"> • the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places • the economic and environmental interdependence of urban and rural places • the historical, cultural, economic and environmental factors that have contributed to the spatial distribution of urban and rural places in Australia • the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that have contributed to the characteristics and functions of urban and rural places in Australia • the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia <p>Challenges facing places:</p>	<p>WALT: (What we are learning to do)- Mapping skills, understanding all syllabus points for examination.</p> <p>WILF: (What I am looking for)- ensuring revision on New York investigation, mapping skills and data interpretation.</p> <p>LEARNING OUTCOMES</p> <ul style="list-style-type: none"> • understand the outcomes of the processes creating change in different communities • Gather and analyse primary and secondary data to reveal trends in, and relationships between, the processes resulting in change in places 	<p>Task 10: Short and extended response test based on New York, map interpretation, remote sensing skills and statistical data analysis</p>
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

			<ul style="list-style-type: none"> • an overview of the challenges facing rural and remote places in Australia, including Indigenous communities. Challenges include: population loss, economic restructuring, employment, housing, service and water provision, concentrations of socially vulnerable populations, social inclusion and exclusion, transportation, resource degradation, land use conflicts, declining political influence, isolation and remoteness, fly-in/fly-out work patterns. • an overview of the challenges facing megacities and Australian metropolitan and regional centres. Challenges include: housing, economic restructuring, employment, transportation, congestion, environmental degradation, waste management, personal safety, land abandonment, urban sprawl, socio-spatial inequality, social inclusion and exclusion, changing demographics. <p>depth studies one For the selected place, students study:</p> <ul style="list-style-type: none"> • the site, situation, internal and external morphology and functions • the demographics <p>in order to investigate:</p>		
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

		<ul style="list-style-type: none"> • the nature, scope and causes of each of the four selected challenges being confronted, and the implication for the place • the views and attitudes of major stakeholder groups related to each of the four selected challenges • the range of planning strategies that have been used to address each of the four selected challenges, and how these compare with, and/or have been informed by, responses implemented in other places, both inside and outside Australia • the extent to which the planning strategies adopted in the selected place have been, or could be, informed by the concept of sustainability • the strategies adopted in the selected place to address these challenges • the extent to which these strategies have enhanced its sustainability and liveability. <p>Depth study two</p> <p>Using fieldwork and/or secondary sources, students investigate two significant challenges faced in one megacity.</p>			
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

		<p>For the selected megacity, students study:</p> <ul style="list-style-type: none"> • the site, situation, internal and external morphology and functions • the demographics <p>in order to investigate:</p> <ul style="list-style-type: none"> • the nature, scope and causes of each of the two selected challenges being addressed, and the implications for the selected megacity • the range of planning strategies used to address each of the two selected challenges, and how these compare with, and/or have been informed by, responses implemented in other world megacities • the extent to which the planning strategies adopted in the selected megacity have been, or could be, informed by the concept of sustainability • the strategies adopted in the selected megacity to address these challenges 		
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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2

			<ul style="list-style-type: none"> the extent to which these strategies have enhanced the sustainability and liveability of the selected megacity. 		
3	13	Exam	<p>All points of</p> <p>Overview of nature, extent, causes and consequences of land cover change, Depth study 1 and Depth study 2- all dot points to be revised as well as all skills from Semester 1 and Overview of places and their challenges, depth studies one and two from Semester 2 and Geographical skills will be covered in the exam.</p> <p>(As stated in week 12)</p>	<p>WALT: (What we are learning to do)- Mapping skills, understanding all syllabus points for examination.</p> <p>WILF: (What I am looking for)- Understanding of key revision points from the syllabus in the exam.</p> <p>LEARNING OUTCOMES</p> <ul style="list-style-type: none"> understand the outcomes of the processes creating change in different communities gather and analyse primary and secondary data to reveal trends in, and relationships between, the processes resulting in change in places 	Task 11: Semester 2 examination

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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2



Geographical Inquiry and Skills

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

Geographical inquiry skills

Observing, questioning and planning

- formulate geographical inquiry questions
- plan a geographical inquiry with clearly defined aims and appropriate methodology

Collecting, recording, evaluating and representing

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

Interpreting, analysing and concluding

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

Communicating

- communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms

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COURSE OUTLINE



GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2



- use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding

Reflecting and responding

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

Geographical skills

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

Mapping skills (use of maps and atlases)

- identify and interpret a variety of topographic and thematic maps (physical, political, and social maps, synoptic charts and climate maps) at different scales (local, national and global)
- understand the significance of map projections (cylindrical, conical and azimuthal) for mapping the Earth
- interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)
- interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale)
- establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes
- establish direction on a map using general compass directions (16 points) and bearings
- interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another
- apply the map scale to basic calculations to determine time, speed, distance and area

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COURSE OUTLINE



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Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2



- interpret relief on a map using contours and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient
- identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs), types of natural vegetation cover and hydrological features (land subject to inundation, perennial and intermittent water bodies)
- interpret, construct and annotate cross sections to show natural and cultural features on the landscape
- construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)
- identify and interpret natural features and cultural features on a map
- describe the site and situation of places
- identify, describe and interpret spatial patterns (including land use, settlement and transport), and spatial relationships between natural and cultural features on maps
- interpret and describe changing patterns and relationships that have taken place over time

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

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

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GEOGRAPHY – ATAR Year 12

Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2



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

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

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

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

(in a geographic context)

- use the internet as a tool for geographical research

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COURSE OUTLINE



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Unit 3 – Global Environmental change- Semester 1

Unit 4 – Planning Sustainable Places- Semester 2



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

Fieldwork skills (use of field observations and measurements)

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

ACKNOWLEDGEMENT:

Geographical Association of WA, second edition, (2017), “WA ATAR Geography: Units 3 & 4”, GAWA; Subiaco

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Unit 3 – Global Environmental change- Semester 1

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