



# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



Term	Week	Topic and key teaching points	Syllabus content	WALT and WILF	Assessment
1	Week 1-3	<p>Mapping &amp; Data Interpretation Topographic Mapping</p> <p><b>Week 1</b>  <b>Lesson 1</b> – Go through unit and assessment outline, explain booklet and hand out mapping booklet. Revision of mapping skills – shape, cliff, spur, valley, gradient, photos ground, oblique, satellite and vertical</p> <p><b>Lesson 2</b> – Revision of mapping skills - Inundation = flooding, scale, concave, convex, oblique and uniform, bearing, spot height and contour intervals</p> <p><b>Lesson 3</b> - Revision of mapping skills – Time distance and speed, sketch map</p> <p><b>Lesson 4 – Task 1 Mapping and data interpretation test</b></p> <p><b>Week 2</b>  <b>Lesson 5</b> - Mapping revision – spatial relationships – land use, settlement, transport South of the Murray River, Time Distance and Speed</p>	<p>The developments of geographical skills are intrinsic to the teaching of this follows this table.</p> <p><b>Mapping skills</b> (use of maps and atlases)</p> <ul style="list-style-type: none"> <li>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)</li> <li>understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)</li> <li>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</li> </ul>	<p><b>End of Week 1</b></p> <p><b>WALT</b> – Complete various practice activities on mapping skills to prepare for their assessment</p> <p><b>WILF</b> – Apply mapping skills to practice activities</p> <p><b>End of Week 2</b></p> <p><b>WALT</b> – Complete various practice activities on mapping skills to prepare for their assessment</p>	<p>Task 1 - Mapping &amp; Data Interpretation - Topographic Mapping (2.5%) due Week 1 Term 1</p> <p>Task 2 - Mapping &amp; Data Interpretation - Topographic Mapping (2.5%) due Week 2 Term 1</p> <p>Task 3 - Mapping &amp; Data Interpretation - Topographic Mapping (5%) due Week 3 Term 1</p>

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	<p><b>Lesson 6</b> – Evidence photograph produced 40 years before, vertical and aerial photograph. Trends related to human impacts of natural hazards, time, distance and speed</p> <p><b>Lesson 7</b> - Revision practice with the map</p> <p><b>Lesson 8 – Task 2 Mapping and data interpretation test</b></p> <p><u><b>Week 3</b></u></p> <p><b>Lesson 9</b> – Revision practice with the map</p> <p><b>Lesson 10</b> - Revision practice with the map</p> <p><b>Lesson 11 – Task 3 Mapping and data interpretation test</b></p> <p><b>Lesson 12</b> - Concepts of hazard, classification of hazards and hazard geography definitions pg 2-6 hazard booklet Hand out revision sheet students will need to work on completing for homework</p>	<ul style="list-style-type: none"> <li>establish direction on a map using general compass directions (8 points) and bearings</li> <li>interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another</li> <li>apply the map scale to basic calculations to determine distance and area</li> <li>interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)</li> <li>identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features</li> <li>construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)</li> <li>identify and interpret natural features and cultural features on a map</li> </ul>	<p><b>WILF</b>- Complete mapping assessment</p> <p><b>End of Week 3</b></p> <p><b>WALT</b> – Complete various practice activities on mapping skills to prepare for their assessment. Read the Power point to complete Hazard booklet</p> <p><b>WILF</b> - Complete mapping assessment. Complete Page 2- 6 of Hazard Booklet</p>	
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			<ul style="list-style-type: none"> <li>describe the site and situation of places</li> <li>identify and describe spatial patterns, including land use, settlement and transport</li> <li>identify and describe spatial relationships between natural and cultural features</li> </ul>		
1	Week 4-6	Hazard Theory & Graph Interpretation  Terms, Definitions and application to graph data  <b>Week 4</b> <b>Lesson 13</b> - Scale of the hazard, assessing the risk and determine the level of risk. Pages 7-10	<ul style="list-style-type: none"> <li>the nature and causes of the hazard</li> <li>the nature of the risks to be managed such as:               <ul style="list-style-type: none"> <li>loss of property/life</li> <li>effects on infrastructure, jobs and the economy</li> </ul> </li> </ul>	<b>End of Week 4</b>  <b>WALT</b> – Read the Power point to	Task 4 -Hazard Theory & Graph Interpretation Terms, Definitions and application to graph data (5%) due Week 5 Term 1  Task 5 - Field Work – Perth Hills Week 6 Term 1

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	<p><b>Lesson 14</b> – Hazard island Part 2, minimising the risk, and hazards in Australia. Pages 11-16</p> <p><b>Lesson 15</b> - Hazards of Australia, bushfires. Pages 17-19</p> <p><b>Lesson 16</b> – Work on completing revision sheet in preparation for test</p> <p><b>Week 5</b></p> <p><b>Lesson 17 – Labour Day Public Holiday (Monday)</b> Work on completing revision sheet in preparation for test</p> <p><b>Lesson 18 - Complete Task 4 Hazard Theory test in class</b></p> <p><b>Lesson 19 – Task 4 - Field work excursion</b> Perth Hills</p> <p><b>Lesson 20</b> – Complete fieldwork booklet</p> <p><b>Week 6</b></p>	<ul style="list-style-type: none"> <li>▪ the impact on physical and mental health</li> <li>• the space and time distribution of the hazard and how an understanding of biophysical and human processes can be used to explain the patterns that are identified</li> <li>• the magnitude, duration, frequency, probability and scale of spatial impact of the hazard</li> <li>• the physical and human factors that explain why some places and people are more vulnerable to the hazard than others</li> <li>• the means by which the activities of people can intensify the impacts of the hazard, such as:             <ul style="list-style-type: none"> <li>▪ land clearance and its impact on the intensity and frequency of flooding</li> <li>▪ removal of coastal dune barrier systems</li> <li>▪ building of settlements on low lying coastlines threatened by tsunamis</li> <li>▪ using construction techniques unable to withstand seismic activity</li> </ul> </li> </ul>	<p>complete Hazard booklet</p> <p><b>WILF</b> – Complete Page 7- 19 of Hazard Booklet</p> <p><b>End of Week 5</b></p> <p><b>WALT</b> – Participate in fieldwork excursion to Perth Hills. Complete revision sheet for Hazards theory test</p> <p><b>WILF</b>- Complete Fieldwork booklet from attending fieldwork excursion. Apply information covered in their revision sheet to the test.</p> <p><b>End of Week 6</b></p>	<p>Fieldwork booklet Assessment Due Week 6 Term 1 (10%)</p>
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**GENERAL GEOGRAPHY YEAR 12: 2021**  
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	<p><b>Lesson 21 – Task 5 Fieldwork Booklet due</b> - Nature and causes of bushfires. Pages 2-6</p> <p><b>Lesson 22</b> - Fire behaviour and loss of property and life. Page 7-11</p> <p><b>Lesson 23</b> - Effects on the economy, infrastructure, physical and mental health, measuring bushfires, place more vulnerable. Pages 12- 17</p> <p><b>Lesson 24</b> - Places are more vulnerable, physical and human factors affecting vulnerability, mitigation and prevention. Page 18 – 24</p> <p><i>Homework – how to fight a fire, social, economic and environmental impacts of fires, stakeholders and viewpoints. Pages 25 – 29. Use the power point to complete</i></p>	<ul style="list-style-type: none"><li>the environmental, economic and social impacts of the hazard in a developed country, such as Australia compared with at least one less developed country or region.</li></ul> <p><b>Fieldwork skills</b> (use of field observations and measurements)</p> <ul style="list-style-type: none"><li>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</li><li>collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping</li><li>analyse and interpret primary data</li></ul> <p style="text-align: center;">-</p>	<p><b>WALT</b> – Read the Power point to complete Bushfire booklet</p> <p><b>WILF</b> - Complete Page 2- 24 of Bushfire booklet in class.</p> <p><i>Complete Page 25-29 for homework using the power point from their Connect page</i></p>	
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1	Week 7-8	<p><b>Week 7</b>  <b>Lesson 25</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 26</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 27</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 28</b> - Task 6 - Ecological Investigation Task</p> <p><b>Week 8</b>  <b>Lesson 29</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 30 – PTO (Tuesday)</b> Task 6 - Ecological Investigation Task</p> <p><b>Lesson 31</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 32</b> - Task 6 - Ecological Investigation Task</p>	<ul style="list-style-type: none"> <li>the nature and causes of the hazard</li> <li>the nature of the risks to be managed such as: <ul style="list-style-type: none"> <li>loss of property/life</li> <li>effects on infrastructure, jobs and the economy</li> <li>the impact on physical and mental health</li> </ul> </li> <li>the space and time distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain the patterns that are identified</li> <li>the magnitude, duration, frequency, probability and scale of spatial impact of the hazard</li> <li>the physical and human factors that explain why some places and people are more vulnerable to the hazard than others</li> <li>the means by which the activities of people can intensify the impacts of the hazard such as: <ul style="list-style-type: none"> <li>deliberate or accidental introduction of foreign plant or animal species to natural ecosystems</li> </ul> </li> </ul>	<p><b>End of Week 7</b></p> <p><b>WALT</b> – Research an ecological hazard including draft, references, appendix</p> <p><b>WILF</b> – Work towards competing all requirements such as draft, references and appendix of their Geographical Investigation</p> <p><b>End of Week 8</b></p> <p><b>WALT</b> – Research an ecological hazard including draft, references, appendix</p> <p><b>WILF</b> - Work towards competing all requirements such as draft, references and appendix of their</p>	<p>Task 6 - Ecological Investigation Task (15%)</p> <p>Due Week 2 Term 2</p>
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			<ul style="list-style-type: none"> <li>▪ global transport systems, human settlement and agriculture facilitating the spread of infectious diseases</li> <li>• the environmental, economic and social impacts of the hazard in a developed country, such as Australia compared with at least one less developed country or region.</li> </ul>	Geographical Investigation	
1	Week 9	<p>Ecological Hazard Investigation Task - Ebola / Other Infectious disease geographical inquiry on the causes, impacts and humans actions and factors impacting losses</p> <p><b>Week 9</b>  <b>Lesson 33</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 34</b> - Task 6 - Ecological Investigation Task</p> <p><b>Lesson 35 – PTO (Wednesday)</b> Task 6 - Ecological Investigation Task</p> <p><b>Lesson 36 – Good Friday Public Holiday</b></p>	<ul style="list-style-type: none"> <li>• the nature and causes of the hazard</li> <li>• the nature of the risks to be managed such as: <ul style="list-style-type: none"> <li>▪ loss of property/life</li> <li>▪ effects on infrastructure, jobs and the economy</li> <li>▪ the impact on physical and mental health</li> </ul> </li> <li>• the space and time distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain the patterns that are identified</li> </ul>	<p><b>End of Week 9</b></p> <p><b>WALT</b> – Research an ecological hazard including draft, references, appendix</p> <p><b>WILF</b> – Work towards competing all requirements such as draft, references and appendix of their</p>	<p>Task 6 - Ecological Investigation Task (15%)</p> <p>Due Week 2 Term 2</p>

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**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**

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		<ul style="list-style-type: none"><li>the magnitude, duration, frequency, probability and scale of spatial impact of the hazard</li><li>the physical and human factors that explain why some places and people are more vulnerable to the hazard than others</li><li>the means by which the activities of people can intensify the impacts of the hazard such as:<ul style="list-style-type: none"><li>deliberate or accidental introduction of foreign plant or animal species to natural ecosystems</li><li>global transport systems, human settlement and agriculture facilitating the spread of infectious diseases</li></ul></li><li>the environmental, economic and social impacts of the hazard in a developed country, such as Australia compared with at least one less developed country or region.</li></ul>	Geographical Investigation	
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2	10-12 (Week 1-3)	<p>Ecological Hazard Short and extended answers on the nature, impacts, distribution and human factors and actions impacting losses</p> <p>Natural or Ecological Hazard Nature, cause, impacts and factors</p> <p><b>Week 10</b> <b>Lesson 37 – Staff Development Day</b></p> <p><b>Lesson 38 – Revision for EST</b></p> <p><b>Lesson 39 - Revision for EST</b></p> <p><b>Lesson 40 - Revision for EST</b></p> <p><b>Week 11</b> <b>Lesson 41 – ANZAC Day</b></p> <p><b>Lesson 42 - Revision for EST /EST/ Ecological Investigation Task</b></p>	<p><b>EST</b></p> <ul style="list-style-type: none"> <li>the concept of hazard geography</li> <li>identification and classification of natural hazards (atmospheric, hydrological and geomorphic) examples of natural hazards, including storms, cyclones, hurricanes, typhoons, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes, landslides</li> <li>ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases), and plant and animal invasions</li> <li>the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale</li> </ul> <p><b>Depth study one &amp; two</b></p> <ul style="list-style-type: none"> <li>the nature and causes of the hazard</li> </ul>	<p><b>End of Week 10</b></p> <p><b>WALT –</b> Write responses to a variety of previous EST questions by locating information</p> <p><b>WILF –</b> To be able to complete a variety of revision questions from past EST's</p> <p><b>End of Week 11</b> <b>WALT –</b> Write responses to a variety of previous EST questions by locating information. Complete</p>	<p>Task 7 Natural and Ecological Hazard Extended Response (7%) Week 3 Term 2</p> <p>Task 8 - Externally Set Task (15%) Term 2 Week 2 or Week 3</p>
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	<b>Lesson 43</b> - Revision for EST / EST/ Ecological Investigation Task	<ul style="list-style-type: none"><li>the physical and human factors that explain why some places and people are more vulnerable to the hazard than others</li></ul>	sections of Ecological Investigation Task	
	<b>Lesson 44</b> - Revision for EST/ EST/Ecological Investigation Task Due	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"><li>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</li><li>identify and analyse relationships, spatial patterns and trends and makes predictions and inferences</li></ul> <b>Communicating</b> <ul style="list-style-type: none"><li>use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding</li></ul> <b>Mapping Skills</b> identify and describe spatial patterns	<b>WILF</b> – To be able to complete a variety of revision questions from past EST's. Complete good copy of Ecological Investigation Task	
	<b>Week 12</b> <b>Lesson 45</b> – Prepare for Extended response			
	<b>Lesson 46</b> - Prepare for Extended response <b>Lesson 47</b> - Prepare for Extended response	<ul style="list-style-type: none"><li>the nature and causes of the hazard</li></ul>	<b>End of Week 12</b> <b>WALT</b> – Write responses on their	

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		<b>Lesson 48 – Task 7 Extended Response completed in class</b>	<ul style="list-style-type: none"> <li>the nature of the risks to be managed such as: <ul style="list-style-type: none"> <li>loss of property/life</li> <li>effects on infrastructure, jobs and the economy</li> <li>the impact on physical and mental health</li> </ul> </li> </ul>	revision sheet to prepare for their extended response  <b>WILF</b> – Complete their extended response in class applying the information from their revision sheet	
2	<b>SEMESTER 2 UNIT 4 13 - 14 (Week 4 - 5)</b>	Globalisation  <b>Week 13</b> <b>Lesson 49</b> – Define globalisation, the shrinking world Pages 2-3. Progression of transport and communication. Page 4 – Hand out revision sheets for test  <b>Lesson 50</b> – Progression of transport and communication. Page 4  <b>Lesson 51</b> – How much has the world shrunk, Page 5  <b>Lesson 52</b> - diffusion and adoption, Multinational corporation Page 6-7	<ul style="list-style-type: none"> <li>the nature of the commodity, good or service</li> <li>the process of diffusion of the commodity, good or service and its spatial outcomes</li> <li>the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service in Australia and overseas and the geographical factors responsible for these changes</li> <li>the role played by technological advances in transport and/or</li> </ul>	<b>End of Week 13</b>  <b>WALT</b> – Read the Power point to complete Globalisation booklet  <b>WILF</b> – Complete pages 2-7 of Globalisation booklet	Task 9 - Definitions & Terms - Globalisation Theory (5%)– Term 2 Week 5

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**Week 14**

**Lesson 53** – Rise of world cities, Pages 8- 9. globalisation and sustainability, Crash course globalisation and sustainability. Page 10-11

**Lesson 54-** Social, Environmental and Economic impacts MEDC and LEDC, crossword Page 15-18

**Lesson 55** – Revision for Task 8 Definitions and terms test

**Lesson 56 – Complete Task 9 Definitions and terms test in class**

telecommunications in facilitating these changes in spatial distribution

- the role played by governments and enterprises in the internationalisation of the production and consumption of the commodity, good or, service, such as the reduction or elimination of the barriers to movement between countries
- implications of these changes in the nature and spatial distribution of the production and consumption of the commodity, good or, service for people, places and the biophysical environment at a variety of scales, including the local
- likely future changes in the nature and spatial distribution of production and consumption of the commodity, good or service
- the ways people and places embrace, adapt to, or resist the forces of international economic integration and the spatial, economic, social and geopolitical consequences of these responses, such as online retailing and facebooking.

**End of Week 14**

**WALT** – Read the Power point to complete Globalisation booklet. Working on finding information to complete revision sheet.

**WILF** – Complete pages 8-18 of Globalisation booklet. Apply information from revision sheet in Definitions and terms test.

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2	15-16 (Week 6-7)	Year 11 and 12 exams	Year 11 and 12 exams	Year 11 and 12 exams	
2	1-2 (Week 8-9)	<p>GeoPac2: McDonalds</p> <p><b>Week 8</b> <b>Lesson 1 – WA Day Public Holiday (Monday)</b> The McDonalds products and history of McDonalds. Page 2-3</p> <p><b>Lesson 2 –</b> McDonalds timeline Computers Pg 4-6</p> <p><b>Lesson 3 –</b> McDonalds timeline Computers Pg 4-6</p>	<ul style="list-style-type: none"><li>the nature of the commodity, good or service</li><li>the process of diffusion of the commodity, good or service and its spatial outcomes</li><li>the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service in Australia and overseas and the geographical factors responsible for these changes</li></ul>	<p><b>End of Week 8</b> <b>WALT –</b> Read the power point to complete McDonalds booklet</p> <p><b>WILF -</b> Complete pages 2-8 of the McDonalds booklet</p>	

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**Lesson 4-** Spatial distribution of McDonalds, History and spatial distribution of McDonalds in Australia Page 7-8

**Week 9**

**Lesson 5 –** McDonaldisation page 9-10

**Lesson 6 –** Factors influencing the diffusion and adoption page 11-12

**Lesson 7 –**Glocalisation of McDonalds – computers. Page 12-14

**Lesson 8-** Glocalisation of McDonalds – computers. Page 12-14

- the role played by technological advances in transport and/or telecommunications in facilitating these changes in spatial distribution
- the role played by governments and enterprises in the internationalisation of the production and consumption of the commodity, good or, service, such as the reduction or elimination of the barriers to movement between countries

**End of Week 9**

**WALT -** View the Power point to extract information to complete pages of their McDonalds booklet

**WILF -** Complete pages 9-14 of McDonalds booklet

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## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

2	<div>3 (Week 10)</div> <div>4 (Week 11)</div>	<ul style="list-style-type: none"> <li>McDonalds diffusion and impact short and extended responses</li> </ul> <p><b>Week 10</b>  <b>Lesson 9</b>– Glocalisation of McDonalds in Australia and Ever changing McDonalds. Page 14 and 15</p> <p><b>Lesson 10</b>– McDonald's supplies and resisting McDonalds. Page 16 and 17 – computers</p> <p><b>Lesson 11</b> –Sustainability of McDonalds – computers. Page 18, 19 and 20</p> <p><b>Lesson 12</b>- Sustainability of McDonalds – computers. Page 18, 19 and 20</p> <p><b>Week 11</b>  <b>Lesson 13</b> –Revision for McDonalds End of unit test</p> <p><b>Lesson 14</b> – Revision for McDonalds End of unit test</p> <p><b>Lesson 15</b> – Revision for McDonalds End of unit test</p>	<p>GeoPac 2: Depth Study 1 - McDonalds</p> <ul style="list-style-type: none"> <li>implications of these changes in the nature and spatial distribution of the production and consumption of the commodity, good or, service for people, places and the biophysical environment at a variety of scales, including the local</li> <li>likely future changes in the nature and spatial distribution of production and consumption of the commodity, good or service</li> <li>the ways people and places embrace, adapt to, or resist the forces of international economic integration and the spatial, economic, social and geopolitical consequences of these responses, such as online retailing and facebooking.</li> </ul>	<p><b>End of Week 10</b>  <b>WALT</b> – View point to extract information to complete McDonalds booklet</p> <p><b>WILF</b> - Students complete page 14-20</p> <p><b>End of Week 11</b>  <b>WALT</b> – Students locate information to complete revision sheet</p> <p><b>WILF</b> - Students apply information from</p>	<p>Task 100 – McDonalds End of Unit test (7%) Term 2 Week 11</p>
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The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.







**COURSE OUTLINE**  
**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**

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**Week 2**

**Lesson 21** – Role played by Transport in the dispersion of pop music and impacts that pop music has around the world. Page 11 and 12

**Lesson 22** – People resistant to pop music  
Page 13-14

**Lesson 23** – Music Bingo Page 15

**Lesson 24** – Finish off any missing pages or catch up on Music Booklet

- implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale
- the ways people embrace, adapt to, or resist the forces of international cultural integration
- likely future changes in the nature and spatial distribution of the element of culture
- the spatial, economic, social and geopolitical consequences of changes to the element of culture.

**End of Week 2**

**WALT –**

Examine the power point and extract the relevant information for their Music booklet.

**WILF-** Complete  
Pages 11-15 Music  
Booklet

# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

3	7-8 (Week 3-4)	<p><b>Week 3</b></p> <p><b>Lesson 25</b> – Explain Task 11 Music Investigation Task</p> <p><b>Lesson 26</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 27</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 28</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Week 4</b></p> <p><b>Lesson 29</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 30</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 31</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 32</b> - Task 11 Music Investigation Task</p>	<ul style="list-style-type: none"> <li>the process of diffusion of the element of culture and its spatial outcomes</li> <li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li> <li>the role played by transnational institutions and/or corporations in the dispersion of the element of culture</li> <li>the role played by media and emerging technologies in the generation and dispersion of the element of culture</li> <li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li> <li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>likely future changes in the nature and spatial distribution of the element of culture</li> </ul>	<p><b>End of Week 3</b></p> <p><b>WALT</b> – Examine the requirements of the Music Investigation Task.</p> <p><b>WILF</b> - Begin researching their Music Investigation Task and making notes.</p> <p><b>End of Week 4</b></p> <p><b>WALT</b> –. Examine the requirements of the Music Investigation Task begin working through them</p> <p><b>WILF</b> - researching their Music Investigation Task and making notes.</p>	
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The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.



# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



			<ul style="list-style-type: none"> <li>the spatial, economic, social and geopolitical consequences of changes to the element of culture.</li> </ul>		
3	10-12 (Week 5-7)	<p><b>Week 5</b>  <b>Lesson 33</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 34</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 35</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 36</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Week 6</b>  <b>Lesson 37</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 38</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 39</b> – Task 11 Music Investigation Task and Computers</p>	<ul style="list-style-type: none"> <li>the process of diffusion of the element of culture and its spatial outcomes</li> <li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li> <li>the role played by transnational institutions and/or corporations in the dispersion of the element of culture</li> <li>the role played by media and emerging technologies in the generation and dispersion of the element of culture</li> <li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li> </ul>	<p><b>End of Week 5</b>  <b>WALT</b> – Examine the requirements of the Music Investigation Task begin working through them.</p> <p><b>WILF</b> - researching their Music Investigation Task and making notes.</p> <p><b>End of Week 6</b>  <b>WALT</b> – Examine the requirements of the Music Investigation Task.</p>	<p><i>Task 11 - Music Investigation Task Due Week 7, Term 3</i></p> <p>Task Pop Musician Case Study Research (15%)</p>

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.



# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



		<p><b>Lesson 40</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Week 7</b>  <b>Lesson 41</b> – Task 11 Music Investigation Task and Computers. Revision sheet given out Task 12 Pop Music End of Unit Extended Response</p> <p><b>Lesson 42</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 43</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 44 - Task 11 Music Investigation Task and Computers DUE</b></p>	<ul style="list-style-type: none"> <li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>likely future changes in the nature and spatial distribution of the element of culture</li> <li>the spatial, economic, social and geopolitical consequences of changes to the element of culture.</li> </ul>	<p><b>WILF</b> - researching their Music Investigation Task and making notes.</p> <p><b>End of Week 7</b>  <b>WALT</b> – Examine the requirements of the Music Investigation Task.</p> <p><b>WILF</b> - researching their Music Investigation Task and making notes and submit it.</p>	<p><b>Task 11 Music Investigation Task DUE</b></p>
3	12 (Week 8)	<p>Revision and preparation for End of Unit Test –use of technology, media in the aid of diffusion</p> <p><b>Week 8</b>  <b>Lesson 45</b> – Revision for Task 12 Pop Music End of Unit Extended Response</p> <p><b>Lesson 46</b> – Revision sheet for Task 12 Pop Music End of Unit Extended Response</p>	<ul style="list-style-type: none"> <li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li> </ul>	<p><b>End of Week 8</b>  <b>WALT</b> – begin revision for end of unit test.</p>	<p>Task 12 - Culture - Pop Music End of Unit Test Week 8, Term 3 (6%)</p>

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.



**COURSE OUTLINE**  
**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**



		<b>Lesson 47 – Task 12 Pop Music End of Unit Extended Response in class.</b>  <b>Lesson 48 – Class Party Year 12 General Geography course complete</b>	<ul style="list-style-type: none"><li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li></ul>	<b>WILF</b> - Apply knowledge from revision sheet to Task 11 Extended Response	
3	13-14 (Week 9-10)	Year 11 and 12 exams	Year 11 and 12 exams	Year 11 and 12 exams	
3	13-14 (Week 9-10)	<b>Week 9</b> <b>Lesson 49</b> – The Founder and complete questions  <b>Lesson 50</b> – The Founder and complete questions  <b>Lesson 51</b> - School of Rock and complete questions  <b>Lesson 52</b> - School of Rock and complete questions	<ul style="list-style-type: none"><li>the process of international integration, especially as it relates to the transformations taking place in the location of production and consumption of commodities, goods and services</li><li>the spread and adaptation of ideas, meanings and values that continuously transform and renew cultures</li></ul>	<b>End of Week 9</b> <b>WALT</b> – View the movies The Founder and School of Rock links to McDonalds and Music Unit  <b>WILF</b> - Complete questions related to the movie	

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.



**COURSE OUTLINE**  
**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**



**Week 10**

**Lesson 53** – San Andreas and complete questions

**Lesson 54** – San Andrea and complete questions

**Lesson 55** – Contagion and complete questions

**Lesson 56** - Contagion and complete questions

- advances in transport and telecommunications technologies as a facilitator of international integration, including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and elements of culture

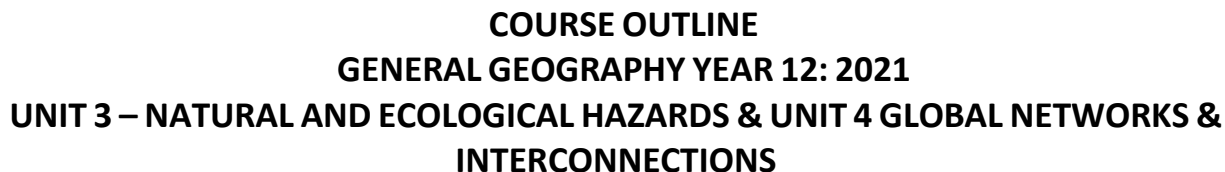
- understand the nature and causes of natural and ecological hazards
- understand the nature of the risks to be managed, such as loss of property/life, effects on infrastructure, jobs, economy, and physical and mental health
- understand that places and environments are influenced by both natural and ecological hazards
- understand the complexity of human-environment interdependence in relation to natural and ecological hazards

**End of Week 10**

**WALT** – View the movies San Andreas and Contagion links to Hazards and Ecological Hazard Units

**WILF** – Complete questions related to the movies

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.



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# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

		<b>Lesson 8-</b> Glocalisation of McDonalds – computers. Page 12-14			
2	3 (Week 10)	<ul style="list-style-type: none"> <li>McDonalds diffusion and impact short and extended responses</li> </ul> <p><b>Week 10</b></p> <p><b>Lesson 9–</b> Glocalisation of McDonalds in Australia and Ever changing McDonalds. Page 14 and 15</p> <p><b>Lesson 10–</b> McDonald's supplies and resisting McDonalds. Page 16 and 17 – computers</p> <p><b>Lesson 11 –</b>Sustainability of McDonalds – computers. Page 18, 19 and 20</p> <p><b>Lesson 12-</b> Sustainability of McDonalds – computers. Page 18, 19 and 20</p>	<p>GeoPac 2: Depth Study 1 - McDonalds</p> <ul style="list-style-type: none"> <li>implications of these changes in the nature and spatial distribution of the production and consumption of the commodity, good or, service for people, places and the biophysical environment at a variety of scales, including the local</li> <li>likely future changes in the nature and spatial distribution of production and consumption of the commodity, good or service</li> <li>the ways people and places embrace, adapt to, or resist the forces of international economic integration and the spatial, economic, social and geopolitical consequences of these responses, such as online retailing and facebooking.</li> </ul>	<p><b>End of Week 10</b></p> <p><b>WALT –</b> View point to extract information to complete McDonalds booklet</p> <p><b>WILF -</b> Students complete page 14-20</p>	<p>Task 100 – McDonalds</p> <p>End of Unit test (7%) Term 2 Week 11</p>

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.





**COURSE OUTLINE**  
**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**



3	4 (Week 11)	<p><b><u>Week 11</u></b> <b>Lesson 13</b> –Revision for McDonalds End of unit test</p> <p><b>Lesson 14</b> – Revision for McDonalds End of unit test</p> <p><b>Lesson 15</b> – Revision for McDonalds End of unit test</p> <p><b>Lesson 16- Task 10 – McDonalds</b> <b>End of Unit test</b></p>		<p><b>End of Week 11</b> <b>WALT</b> – Students locate information to complete revision sheet</p> <p><b>WILF</b> - Students apply information from revision sheet to Task 9 McDonalds End of Unit Test</p>	
	5 - 6 (Week 1-2)	<p>GeoPac 3: Depth Study 2 – Music</p> <p><b><u>Week 1</u></b> <b>Lesson 17 –Staff Development Day (Monday)</b> History of music, Modern music, Pop music. Music Booklet Page 2 and 3</p>	<ul style="list-style-type: none"><li>the process of diffusion of the element of culture and its spatial outcomes</li><li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li></ul>	<p><b>End of Week 1</b> <b>WALT</b> – Examine the power point and extract the relevant information for their Music booklet.</p>	

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# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

	<p><b>Lesson 18</b> - Diffusion and adoption and role played by telecommunication technologies in Dispersion of Pop Music. Pages 4-6</p> <p><b>Lesson 19</b> – role played by telecommunication technologies in Dispersion of Pop Music and role played by media in the dispersion of Pop Music Page 7 and 8</p> <p><b>Lesson 20</b>- role played by media in the dispersion of Pop Music page 9 and 10</p> <p><b>Week 2</b>  <b>Lesson 21</b> – Role played by Transport in the dispersion of pop music and impacts that pop music has around the world. Page 11 and 12</p> <p><b>Lesson 22</b> – People resistant to pop music Page 13-14</p> <p><b>Lesson 23</b> – Music Bingo Page 15</p>	<ul style="list-style-type: none"> <li>the role played by transnational institutions and/or corporations in the dispersion of the element of culture</li> <li>the role played by media and emerging technologies in the generation and dispersion of the element of culture</li> <li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li> <li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>likely future changes in the nature and spatial distribution of the element of culture</li> <li>the spatial, economic, social and geopolitical consequences of changes to the element of culture.</li> </ul>	<p><b>WILF</b>- Complete Pages 2-10 Music Booklet</p> <p><b>End of Week 2</b>  <b>WALT</b> –  Examine the power point and extract the relevant information for their Music booklet.</p> <p><b>WILF</b>- Complete Pages 11-15 Music Booklet</p>	
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# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

		<b>Lesson 24</b> – Finish off any missing pages or catch up on Music Booklet			
3	7-8 (Week 3-4)	<p><b>Week 3</b></p> <p><b>Lesson 25</b> – Explain Task 11 Music Investigation Task</p> <p><b>Lesson 26</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 27</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 28</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Week 4</b></p> <p><b>Lesson 29</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 30</b> – Task 11 Music Investigation Task and Computers</p>	<ul style="list-style-type: none"> <li>the process of diffusion of the element of culture and its spatial outcomes</li> <li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li> <li>the role played by transnational institutions and/or corporations in the dispersion of the element of culture</li> <li>the role played by media and emerging technologies in the generation and dispersion of the element of culture</li> <li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li> <li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>likely future changes in the nature and spatial distribution of the element of culture</li> </ul>	<p><b>End of Week 3</b></p> <p><b>WALT</b> – Examine the requirements of the Music Investigation Task.</p> <p><b>WILF</b> - Begin researching their Music Investigation Task and making notes.</p> <p><b>End of Week 4</b></p> <p><b>WALT</b> –. Examine the requirements of the Music Investigation Task begin working through them</p> <p><b>WILF</b> - researching their Music Investigation Task and making notes.</p>	

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**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**



		<b>Lesson 31</b> – Task 11 Music Investigation Task and Computers  <b>Lesson 32</b> - Task 11 Music Investigation Task	<ul style="list-style-type: none"><li>the spatial, economic, social and geopolitical consequences of changes to the element of culture.</li></ul>		
3	10-12 (Week 5-7)	<b>Week 5</b> <b>Lesson 33</b> – Task 11 Music Investigation Task and Computers  <b>Lesson 34</b> – Task 11 Music Investigation Task and Computers  <b>Lesson 35</b> – Task 11 Music Investigation Task and Computers  <b>Lesson 36</b> – Task 11 Music Investigation Task and Computers  <b>Week 6</b> <b>Lesson 37</b> – Task 11 Music Investigation Task and Computers  <b>Lesson 38</b> – Task 11 Music Investigation Task and Computers	<ul style="list-style-type: none"><li>the process of diffusion of the element of culture and its spatial outcomes</li><li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li><li>the role played by transnational institutions and/or corporations in the dispersion of the element of culture</li><li>the role played by media and emerging technologies in the generation and dispersion of the element of culture</li><li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li><li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li></ul>	<b>End of Week 5</b> <b>WALT</b> – Examine the requirements of the Music Investigation Task begin working through them.  <b>WILF</b> - researching their Music Investigation Task and making notes.  <b>End of Week 6</b> <b>WALT</b> – Examine the requirements of the Music Investigation Task.	<i>Task 11 - Music Investigation Task Due Week 7, Term 3</i>  Task Pop Musician Case Study Research (15%)

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.

# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

		<p><b>Lesson 39</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 40</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Week 7</b>  <b>Lesson 41</b> – Task 11 Music Investigation Task and Computers. Revision sheet given out Task 12 Pop Music End of Unit Extended Response</p> <p><b>Lesson 42</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 43</b> – Task 11 Music Investigation Task and Computers</p> <p><b>Lesson 44 - Task 11 Music Investigation Task and Computers DUE</b></p>	<ul style="list-style-type: none"> <li>likely future changes in the nature and spatial distribution of the element of culture</li> <li>the spatial, economic, social and geopolitical consequences of changes to the element of culture.</li> </ul>	<p><b>WILF</b> - researching their Music Investigation Task and making notes.</p> <p><b>End of Week 7</b>  <b>WALT</b> – Examine the requirements of the Music Investigation Task.</p> <p><b>WILF</b> - researching their Music Investigation Task and making notes and submit it.</p>	
3	12 (Week 8)	<p>Revision and preparation for End of Unit Test          –use of technology, media in the aid of diffusion</p> <p><b>Week 8</b>  <b>Lesson 45</b> – Revision for Task 12 Pop Music End of Unit Extended Response</p>	<ul style="list-style-type: none"> <li>the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture</li> </ul>	<p><b>End of Week 8</b>  <b>WALT</b> – begin revision for end of unit test.</p>	<b>Task 11 Music Investigation Task DUE</b>

The **General Capabilities** of Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and the **Cross Curriculum Priorities** of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia engagement with Asia and Sustainability are embedded throughout the unit.



# COURSE OUTLINE

## GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



		<b>Lesson 46</b> – Revision sheet for Task 12 Pop Music End of Unit Extended Response  <b>Lesson 47</b> – Task 12 Pop Music End of Unit Extended Response in class.  <b>Lesson 48</b> – Class Party Year 12 General Geography course complete	<ul style="list-style-type: none"> <li>implications of changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local scale</li> </ul>	<b>WILF</b> - Apply knowledge from revision sheet to Task 11 Extended Response	Task 12 - Culture - Pop Music End of Unit Test Week 8, Term 3 (6%)
3	13-14 (Week 9-10)	Year 11 and 12 exams	Year 11 and 12 exams	Year 11 and 12 exams	
3	13-14 (Week 9-10)	<b>Week 9</b> <b>Lesson 49</b> – The Founder and complete questions  <b>Lesson 50</b> – The Founder and complete questions  <b>Lesson 51</b> - School of Rock and complete questions  <b>Lesson 52</b> - School of Rock and complete questions	<ul style="list-style-type: none"> <li>the process of international integration, especially as it relates to the transformations taking place in the location of production and consumption of commodities, goods and services</li> <li>the spread and adaptation of ideas, meanings and values that continuously transform and renew cultures</li> <li>advances in transport and telecommunications technologies as a facilitator of international</li> </ul>	<b>End of Week 9</b> <b>WALT</b> – View the movies The Founder and School of Rock links to McDonalds and Music Unit  <b>WILF</b> - Complete questions related to the movie	

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**COURSE OUTLINE**  
**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**

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		<p><b>Week 10</b> <b>Lesson 53</b> – San Andreas and complete questions</p> <p><b>Lesson 54</b> – San Andrea and complete questions</p> <p><b>Lesson 55</b> – Contagion and complete questions</p> <p><b>Lesson 56</b> - Contagion and complete questions</p>	<p>integration, including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and elements of culture</p> <ul style="list-style-type: none"><li>• understand the nature and causes of natural and ecological hazards</li><li>• understand the nature of the risks to be managed, such as loss of property/life, effects on infrastructure, jobs, economy, and physical and mental health</li><li>• understand that places and environments are influenced by both natural and ecological hazards</li><li>• understand the complexity of human-environment interdependence in relation to natural and ecological hazards</li></ul>	<p><b>End of Week 10</b> <b>WALT</b> – View the movies San Andreas and Contagion links to Hazards and Ecological Hazard Units</p> <p><b>WILF</b> – Complete questions related to the movies</p>	
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## COURSE OUTLINE

### GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

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#### **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 (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

##### **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**

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## COURSE OUTLINE

### GENERAL GEOGRAPHY YEAR 12: 2021

### UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

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#### **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 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 (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)

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**COURSE OUTLINE**  
**GENERAL GEOGRAPHY YEAR 12: 2021**  
**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**

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- 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)
- 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 common databases, such as the Bureau of Meteorology, for spatial and statistical information

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**UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS**

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- 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 relevant to the unit content

**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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