



## COURSE OUTLINE GEOGRAPHY – ATAR YEAR 11: 2022



### UNIT 1: NATURAL AND ECOLOGICAL HAZARDS AND UNIT 2: GLOBAL NETWORKS AND INTERCONNECTIONS

This course will run the two units, 1 and 2, concurrently. The student Semester 1 grade will therefore be an estimate

Term	Week	Topic and key teaching points	Syllabus content	WALT & WILF	Assessment
1	1–3	<p><b>Intro to unit- handout syllabus, course docs.</b></p> <p><b>Geographical skills- review- quick overview to judge what needs further investigation.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Mapping skills</b> (use of maps and atlases)               <ul style="list-style-type: none"> <li>○ interpret a variety of topographic and thematic maps (e.g. physical, political, and social maps, synoptic charts and climate maps) at different scales, including local, national and global</li> <li>○ interpret and apply data from different types of statistical maps (e.g. isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)</li> <li>○ interpret marginal information represented on maps, including title, conventional symbols contained in the legend, north point, numerical and linear scale</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> <li>○ establish direction on a map using 16 point compass directions and bearings</li> <li>○ interpret and express scale in written, linear and ratio formats, and convert scale from one format to another</li> <li>○ apply the map scale to basic calculations to determine time, speed, distance and area</li> <li>○ interpret relief on a map using contours, height information and spot heights to describe the steepness and shape of a slope, including concave, convex and uniform, and calculate the average gradient expressed as a ratio</li> <li>○ identify different relief features and landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs, types of natural vegetation cover and hydrological features, including land subject to inundation, perennial and intermittent water bodies</li> </ul> </li> </ul>	<p><b>Geographical Skills</b></p> <p><b>Mapping Skills</b></p> <p><b>Remote Sensing Skills</b></p> <p><b>Begin overview of natural and ecological hazards.</b></p>	<p><b>WALT: (What we are learning to do)-</b> Syllabus assessments, key words and review of mapping skills.</p> <p><b>WILF: (What I am looking for)-</b> Understanding of the course requirements, basic mapping skills.</p>	



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		<ul style="list-style-type: none"> <li>○ interpret, construct and annotate cross sections to show natural and cultural features on the landscape</li> <li>○ construct simple annotated sketch maps using map conventions, including border, title, legend, north point and approximate scale</li> <li>○ identify and interpret natural features and cultural features on a map</li> <li>○ describe the site and situation of places</li> <li>○ identify, describe and interpret spatial patterns, including land use, settlement and transport, and spatial relationships between natural and cultural features on maps</li> <li>○ interpret and describe changing patterns and relationships that have taken place over time</li> </ul>			
1	4–6	<p><b>Overview of natural and ecological hazards</b></p> <ul style="list-style-type: none"> <li>● define the concepts of hazard geography, natural hazards, atmospheric hazards, hydrological hazards, geomorphic hazards and ecological hazards</li> <li>● outline examples of the following natural hazards χ tropical storms, floods, landslides, droughts, bushfires, earthquakes and volcanoes</li> <li>● outline examples of the following ecological hazards χ infectious diseases, animal-transmitted diseases, water-borne diseases, animal invasions and χ chemical hazards</li> <li>● outline the concepts of spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact in relation to natural and ecological hazards</li> <li>● explain the concepts of preparedness and mitigation in relation to hazard risk management</li> <li>● describe the role of spatial technologies in the study of natural and ecological hazards</li> </ul>	<p><b>Overview of Natural and Ecological Hazards.</b></p>	<p><b>WALT: (What we are learning to do)-</b> Understanding what hazard geography is- overview.</p> <p><b>WILF: (What I am looking for)-</b> Defining and explanation, including examples, of Hazard Geography.</p>	<p><b>Task 1- Mapping &amp; Short Answer Response</b></p>



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1	7–10	<p><b>Depth study one – Natural Hazards - Bushfires</b></p> <ul style="list-style-type: none"> <li>● describe the characteristics of the hazard</li> <li>● explain the cause/s of the hazard</li> <li>● describe the spatial and temporal distribution of the hazard</li> <li>● explain how physical and/or human processes determine the spatial and temporal distribution of the hazard</li> <li>● compare the physical and human factors that explain why less developed countries are more vulnerable to the hazard than more developed countries.</li> <li>● describe the magnitude, duration, frequency, probability and scale of spatial impact of the hazard</li> <li>● explain the cause/s of the hazard</li> <li>● discuss the environmental, economic and social impacts of the hazard</li> <li>● explain the means by which the activities of people intensified the impacts of the hazard</li> <li>● evaluate <b>two</b> hazard risk management strategies implemented to reduce the impacts of the hazard, including mitigation and preparedness.</li> </ul>	<p><b>Depth Study One- Natural Hazard Bushfires.</b></p>	<p><b>WALT: (What we are learning to do)-</b> Understanding of what Natural Hazards are- type, location, causes and consequences.</p> <p><b>WILF: (What I am looking for)-</b> Defining and explanation, Bushfires.</p>	<p><b>Fieldtrip- Jarrah forest. Practice fieldtrip report.</b></p>
2	11-14	<p><b>Depth study two – Ecological Hazards– Malaria</b></p> <ul style="list-style-type: none"> <li>● describe the characteristics of the hazard</li> <li>● explain the cause/s of the hazard</li> <li>● describe the spatial and temporal distribution of the hazard</li> <li>● explain how physical and/or human processes determine the spatial and temporal distribution of the hazard</li> <li>● compare the physical and human factors that explain why less developed countries are more vulnerable to the hazard than more developed countries.</li> <li>● describe the magnitude, duration, frequency, probability and scale of spatial impact of the hazard</li> <li>● explain the cause/s of the hazard</li> <li>● discuss the environmental, economic and social impacts of the hazard</li> </ul>	<p><b>Depth Study two- Ecological Hazard Malaria.</b></p>	<p><b>WALT: (What we are learning to do)-</b> Understanding of what Ecological hazards are- type, location, causes and consequences.</p> <p><b>WILF: (What I am looking for)-</b> Defining and</p>	<p><b>Task 2 – Depth Study - Inquiry</b></p> <p><b>Task 3 – Extended Response Ecological Hazards</b></p>



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		<ul style="list-style-type: none"> <li>explain the means by which the activities of people intensified the impacts of the hazard</li> <li>evaluate <b>two</b> hazard risk management strategies implemented to reduce the impacts of the hazard, including mitigation and preparedness.</li> </ul>		<p>explanation, of Malaria</p>	
2	15	Exam revision	<p><b>Overview of natural and ecological hazards, Depth study 1- Bushfires and Depth study 2- Malaria.</b></p>	<p><b>WALT: (What we are learning to do)-</b> Revising Unit 1.</p> <p><b>WILF: (What I am looking for)-</b> Being able to: use mapping skills, addressing the overview points and the depth studies.</p>	
2	16-17		<b>Task 4: Semester 1 examination</b>		
2	1-2	<ul style="list-style-type: none"> <li>Review of the exam</li> <li>Mapping Skills</li> </ul>	<p><b>Geographical Skills</b> <b>Mapping Skills</b> <b>Remote Sensing Skills</b> <b>Begin Overview of Globalisation.</b></p>	<p><b>WALT: (What we are learning to do)-</b> Review exam- strong areas, weaknesses, areas failed.</p> <p><b>WILF: (What I am looking for)-</b> Understanding of</p>	



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				areas which require further study.	
2/3	3–4	<p>Overview of globalisation</p> <ul style="list-style-type: none"> <li>● define the concepts of globalisation, diffusion, adaptation and sustainability</li> <li>● outline processes of globalisation in relation to:             <ul style="list-style-type: none"> <li>● changes in the spatial distribution of the production and consumption of commodities, goods and services</li> <li>● the diffusion and adaptation of elements of culture</li> </ul> </li> <li>● explain how advances in transport and telecommunications technologies have aided globalisation in relation to:             <ul style="list-style-type: none"> <li>● the expansion of world trade</li> <li>● the diffusion of elements of culture</li> </ul> </li> <li>● outline the economic and cultural importance of world cities</li> <li>● describe the social, economic and environmental impacts of increased globalisation</li> </ul>	<b>Overview of globalisation.</b>	<p><b>WALT: (What we are learning to do)-</b> Understanding of unit 2 overview.</p> <p><b>WILF: (What I am looking for)-</b> Defining and explaining globalisation.</p>	
3	5–9	<p><b>Depth study one – Tourism – Business, eco-tourism or recreational</b></p> <ul style="list-style-type: none"> <li>● describe the commodity, good or service</li> <li>● describe the process of diffusion of the commodity, good or service and its spatial distribution</li> <li>● describe the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service</li> <li>● explain how technological advances in transport and/or telecommunications have facilitated changes in the spatial distribution of the commodity, good or service</li> </ul>	<b>Depth study one- Tourism- business, eco-tourism or recreational.</b>	<p><b>WALT: (What we are learning to do)-</b> Understanding of Tourism.</p> <p><b>WILF: (What I am looking for)-</b> Explaining and</p>	<p><b>Task 5 – Mapping Test and Short Answer Response</b></p> <p><b>Fieldtrip- Fremantle Task 6: Depth Study</b></p>



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		<ul style="list-style-type: none"> <li>explain the role played by governments and/or enterprises in the distribution of the production and consumption of the commodity, good or service</li> <li>discuss the ways people and places embrace, adapt to, and/or resist the diffusion of the commodity, good or service</li> <li>evaluate the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service.</li> </ul>		describing Tourism.	<b>Fieldwork-Tourism. Fremantle (Due week 7 Term 3)</b>
3	10-12	<p>Depth Study two- Fashion.</p> <ul style="list-style-type: none"> <li>describe the element of culture.</li> <li>describe the process of diffusion of the element of culture and its spatial distribution</li> <li>explain how technological advances in transport and/or telecommunications has facilitated changes in the diffusion of the element of culture</li> </ul>	<b>Depth study two-diffusion, adoption and adaptation of Fashion.</b>	<p><b>WALT: (What we are learning to do)-</b> Understanding of culture- Fashion.</p> <p><b>WILF: (What I am looking for)-</b> Description of Fashion.</p>	
4	13-15	<ul style="list-style-type: none"> <li>explain the role played by media and emerging technologies in the generation and diffusion of the element of culture</li> <li>explain the role played by transnational institutions and/or corporations in the diffusion of the element of culture</li> <li>discuss the ways people and places embrace, adapt to, and/or resist the diffusion of the element of culture</li> <li>evaluate the social, economic and environmental implications of the changes in the spatial distribution of the element of culture.</li> </ul>	<b>Depth study two-diffusion, adoption and adaptation of fashion.</b>	<p><b>WALT: (What we are learning to do)-</b> Continuation of understanding of culture- Fashion.</p> <p><b>WILF: (What I am looking for)-</b> Explanation and discussion of how Fashion has been</p>	<b>Task 7- Extended Response Music</b>



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				influenced over the years.	
4	16	<ul style="list-style-type: none"> <li>Exam study and Revision</li> </ul>	<b>Overviews of unit 1 and 2.</b> <b>Depth study one and two from units 1 and 2.</b> <b>Mapping Skills</b> <b>Remote Sensing Skills</b>	<b>WALT: (What we are learning to do)-</b> Review units 1 and 2  <b>WILF: (What I am looking for)-</b> Mapping skills, short and extended responses based on the depth studies and overviews.	
4	17-18		<b>Task 8 - Semester 2 Examination</b>		