

COURSE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 11 SEMESTER 2: 2022

UNIT 2 – GEOGRAPHY OF PEOPLE AND PLACES – TOURISM PERTH

Term	Week	Topic and key teaching points	Syllabus content	WALT/ WILF	Assessment
2	Unit 2 Semester 2 1-2 (Week 9-10)	<p>Week 1 (Wk 9)</p> <p>Lesson 1- Why are they where they are? Page 25. Tourist regions of Perth Page 26, People of Perth – Computers and create a column graph pg 11-12</p> <p>Lesson 2- How many people are in Perth, country of birth pie graph and create a pie graph for types of work page 13-14, Different occupations, families and dwellings create a column graph. Page 14-15</p> <p>Lesson 3- Your demographic characteristics – your suburb page 16 – 17, Your demographic characteristics – suburb of your choice page 18 - 19</p> <p>Lesson 4– Your demographic characteristics – Peppermint Grove page 20 – 21, Comparing demographics pg 22</p>	<ul style="list-style-type: none"> characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> spatial characteristics and patterns of settlement demographic characteristics land use characteristics, including form, function and land use distribution characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> variations in the land use variations in settlement patterns and population distribution variations in transport systems and networks and flows of people and services demographic characteristics of the population 	<p>End of Week 1 (Wk 9)</p> <p>WALT – View the Power point on Perth as a region and extract information</p> <p>WILF - Students complete pages 25- 26 and 11-22 in their booklets using the Power point to locate information</p>	

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

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		School Holidays 2 July -17 July			
3	3-6 (Week 1-4)	<p><u>Week 3 (Wk 1)</u></p> <p>Lesson 9 - Staff Development Day (Monday) Our target demographic group international and Interstate - Page 12 and 13 Geo Pac 4 Tourism in and around Perth Region in Reader</p> <p>Lesson 10 – Our target demographic group Interstate, international tourist demographics – computers - Page 14 and Page 16 Geo Pac 4 Tourism in and around Perth Region in Reader</p> <p>Lesson 11- What are tourists doing, putting it all together – Computers - Page 17 and Page 18 Geo Pac 4 Tourism in and around Perth Region in Reader</p>	<ul style="list-style-type: none"> the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p>End of Week 3 (Wk 1)</p> <p>WALT – Examine the power point and extract information to fill in booklet</p> <p>WILF – Complete pages 12-18</p>	<p>Task 7 Perth Tourist Ad Campaign Using i-movie that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far. Complete a validation task. Due Week 4 Term 3 20%</p>

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	<p>Lesson 12- Explain Task 7 Perth Ad Campaign and show examples with computers</p> <p><u>Week 4 (Wk 2)</u></p> <p>Clips on previous tourist advertisements. Watch clips and make comparisons by looking at what was included or excluded and why</p> <ul style="list-style-type: none"> • Perth Tourism Ad Campaign Your task using Google slides that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far. • You will need to choose a specific demographic group to focus your campaign on and create your ad to include the 5 of the best activities / attractions that will encourage your demographic group to visit Perth. All activities must be from Perth or its surrounding regions (i.e. over 3 hours north / south Perth) 	<ul style="list-style-type: none"> • the potential of the region to attract increased numbers of people for tourism and/or employment • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p>End of Week 4 (Wk 2)</p> <p>WALT Examine the requirements of Perth Ad Campaign Assessment task</p> <p>WILF – Students complete research, notes, references and complete video.</p>	
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		<p>Lesson 9 –show examples with computers - Planning booklet</p> <p>Lesson 10 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 11- Task 7 Perth Ad Campaign and computers</p> <p>Lesson 12 - Task 7 Perth Ad Campaign and computers</p> <p><u>Week 5 (Wk 3)</u></p> <p>Lesson 13 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 14 – Task 7 Perth Ad Campaign and computers</p> <p>Lesson 15- Task 7 Perth Ad Campaign and computers</p> <p>Lesson 16- Task 7 Perth Ad Campaign and computers</p>		<p>End of Week 5 (Wk 3)</p> <p>WALT – Examine the requirements of Perth Ad Campaign Assessment task</p> <p>WILF – Students complete research, notes, references and complete video.</p>	
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		<p><u>Week 6 (Wk 4)</u></p> <p>Perth Tourist Ad Campaign Using i-movie that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far.</p> <p>Perth Tourism Ad Campaign Your task using Google slides that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far.</p> <ul style="list-style-type: none"> You will need to choose a specific demographic group to focus your campaign on and create your ad to include the 5 of the best activities / attractions that will encourage your demographic group to visit Perth. All activities must be from Perth or its surrounding regions (i.e. over 3 hours north / south Perth) <p>Lesson 17 – Task 7 Perth Ad Campaign and computers. Present to the class.</p>	<ul style="list-style-type: none"> the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region 	<p>End of Week 6 (Wk 4)</p> <p>WALT - Work on completing video and prepare to present orally to the class. Prepare for in class validation</p> <p>WILF - Present video and speech to the class. Apply information from Validation to in class assessment</p>	<p>Task 7 Ad campaign and validation (20%) due Week 4 Term 3</p>
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		<p>Lesson 18 – Task 7 Perth Ad Campaign and computers. Present to the class.</p> <p>Lesson 19 – Prepare for in class write up</p> <p>Lesson 20 – Task 7 in class validation</p>			
3	7 (Week 5)	<p>Tourism Investigation Task Depth Study 2 - Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation</p> <p><u>Week 7 (Wk 5)</u></p> <p>Lesson 21 - Explain Task 9 Tourism Geographical Investigation Task, requirements, resources on Connect, headings and Computers</p>	<ul style="list-style-type: none"> the location of, and spatial variation within, the region characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise the regional weather and climate vegetation and factors affecting the vegetation patterns soil characteristics and patterns of soil distribution the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography 	<p>End of Week 7 (Wk 5)</p> <p>WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF – Students complete research, notes, appendix, references and good copy.</p>	<p>Task 9 Tourism Geographical Investigation Task Due Week 10 Term 3 Week 2 (30%)</p>

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	<p>Lesson 22 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 23 - Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 24 - Task 9 Tourism Geographical Investigation Task and Computers</p>	<ul style="list-style-type: none">• characteristics of the cultural environment of the region, including the:<ul style="list-style-type: none">▪ spatial characteristics and patterns of settlement▪ land use characteristics, including form, function and land use distribution• characteristics and associations of the cultural environment of the region, including the:<ul style="list-style-type: none">▪ variations in the land use▪ variations in transport systems and networks and flows of people and services• the potential of the region to attract increased numbers of people for tourism and/or employment• a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region• the stakeholders within the region who would be potentially affected by the development issue• the views and attitudes of these stakeholders towards the development issue		
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			<ul style="list-style-type: none"> the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. 		
3	8-9 (Week 6-7)	<p><u>Week 8 (Wk 6)</u></p> <p>Lesson 25– Task 8 Revision sheet</p> <p>Lesson 26 – Task 8 Revision sheet</p> <p>Lesson 27 – Task 8 Mid Unit Test</p> <p>Lesson 28 – Task 9 Tourism Geographical Investigation Task and Computers</p>		<p>End of Week 8 (Wk 6)</p> <p>WALT – Revision for Mid Unit Test.</p> <p>WILF - Apply information from the revision sheet to their Mid Unit Test</p>	<p>Task 8 A series of short response questions based on a sampling of the content: . (15%) Week 6 Term 3</p>

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	<p><u>Week 9 (Wk 7)</u></p> <p>Lesson 29 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 30 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 31 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 32 – Task 9 Tourism Geographical Investigation Task and Computers</p>	<ul style="list-style-type: none"> the location of, and spatial variation within, the region characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise the regional weather and climate vegetation and factors affecting the vegetation patterns soil characteristics and patterns of soil distribution the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> spatial characteristics and patterns of settlement land use characteristics, including form, function and land use distribution characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> variations in the land use 	<p>End of Week 9 (Wk 7)</p> <p>WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students complete research, notes, appendix, references and good copy</p>	
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			<ul style="list-style-type: none">▪ variations in transport systems and networks and flows of people and services• the potential of the region to attract increased numbers of people for tourism and/or employment• a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region• the stakeholders within the region who would be potentially affected by the development issue		
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3	10-12 (Week 8-10)	<p>Week 10 (Wk 8)</p> <p>Lesson 37 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 38 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 39 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 40 – Task 9 Tourism Geographical Investigation Task and Computers</p>	<ul style="list-style-type: none"> the location of, and spatial variation within, the region characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise the regional weather and climate vegetation and factors affecting the vegetation patterns soil characteristics and patterns of soil distribution the associations between the natural attributes of the environment of the 	<p>End of Week 10 (Wk 8)</p> <p>WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students complete research, notes, appendix, references and good copy.</p>	

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	<p>Week 11 (Wk 9)</p> <p>Lesson 21 – Fieldwork Excursion Fremantle</p> <p>Lesson 22 – Work on fieldwork booklet</p> <p>Lesson 23 – Work on fieldwork booklet</p> <p>Lesson 24 – Complete in class validation and submit completed fieldwork booklet.</p> <p>Week 12 (Wk 10)</p> <p>Lesson 25 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 26 – Task 9 Tourism Geographical Investigation Task and Computers</p> <p>Lesson 27 – Task 9 Tourism Geographical Investigation Task and Computers</p>	<p>region, such as climate, soil type, vegetation, topography</p> <ul style="list-style-type: none"> characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> spatial characteristics and patterns of settlement land use characteristics, including form, function and land use distribution characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> variations in the land use variations in transport systems and networks and flows of people and services the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region the stakeholders within the region who would be potentially affected by the development issue <p>Fieldwork skills (use of field observations and measurements)</p>	<p>End of Week 11 (Wk 9) WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students complete research, notes, appendix, references and good copy.</p> <p>End of Week 12 (Wk 10) WALT – Examine the requirements of Tourism Geographical Investigation Task</p> <p>WILF - Students submit research, notes, appendix, references and good copy.</p>	<p>Task 10 Tourism Fremantle / Perth PART A -Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills.(5%) Fieldwork Booklet PART B - Students complete a validation task based on their fieldwork booklet.(5%) Due Week 9 Term 3</p>
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		Lesson 28 – Task 9 Tourism Geographical Investigation Task and Computers DUE	<ul style="list-style-type: none">• collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking• collate primary data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping• analyse and interpret primary data• the views and attitudes of these stakeholders towards the development issue• the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices• the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region.		
		School Holidays 25 September - 10 October			

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4	13-15 (Week 1-3)	<p><u>Week 13 (Wk 1)</u></p> <p>Lesson 29 – Go through Tourism Geographical Investigation Task Sustainability, is the tourism industry sustainable and water - Page 2 and 3 Geo Pac 5 Is Tourism Sustainable in reader</p> <p>Lesson 29 – Energy, transportation, food use and waste and other environmental impacts from tourism - Page 4 and 5 Geo Pac 5 Is Tourism Sustainable in reader</p> <p>Lesson 30 – What is you impact, the tourism industry and sustainability - Page 6 and 7 Geo Pac 5 Is Tourism Sustainable and Computers</p> <p>Lesson 31 – Becoming more sustainable, making Perth more sustainable and waste - Page 8 and 9 Geo Pac 5 Is Tourism Sustainable and Computers</p>	<ul style="list-style-type: none"> • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region • the stakeholders within the region who would be potentially affected by the development issue • the views and attitudes of these stakeholders towards the development issue • the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices • the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. 	<p>End of Week 13 (Wk 1)</p> <p>WALT – Examine the power point Geo Pac 5 Is Tourism Sustainable</p> <p>WILF - Students complete pages 2-9 in their reader from the information in the power point.</p>	
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		<p><u>Week 14 (Wk 2)</u></p> <p>Lesson 32 – City of Stirling and Alternative waste management options - Page 10 - 11 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p> <p>Lesson 33 – Water, water recycling and water conservation, energy, renewable energy - Page 12 and 13 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p> <p>Lesson 34 – Renewable energy, transportation - Page 14 and Page 15 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p> <p>Lesson 35 – Renewable energy, transportation - Page 14 and Page 15 Geo Pac 5 Is Tourism Sustainable in reader and Computers</p>	<ul style="list-style-type: none"> • a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region • the stakeholders within the region who would be potentially affected by the development issue • the views and attitudes of these stakeholders towards the development issue • the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices • the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region. 	<p>End of Week 14 (Wk 2)</p> <p>WALT – Examine the power point Geo Pac 5 is Tourism Sustainable</p> <p>WILF - - Students complete pages 10-15 in their reader from the information in the power point.</p>	
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	<p>Revision for end of Unit Test.</p> <p>Short response questions based on the sampling of the content from Unit 2 with a focus on the depth study.</p> <p><u>Week 15 (Wk 3)</u></p> <p>Lesson 36 – Task 11 Revision for End of Unit Test</p> <p>Lesson 37 – Task 11 Revision for End of Unit Test</p> <p>Lesson 38 – Task 11 Revision for End of Unit Test</p> <p>Lesson 39 – Task 11 Revision for End of Unit Test</p>		<p>End of Week 15 (Wk 3)</p> <p>WALT – – identify information for revision for Task 11 End of Unit Test</p> <p>WILF - Complete revision sheet</p>	
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			Questions based on the sampling of the content from Unit 2 with a focus on the depth study		
4	16 (Week 4)	<p><u>Week 16 (Wk 4)</u></p> <p>Lesson 40 – Task 11 End of Unit Test</p> <p>Lesson 41 – An Introduction to biodiversity (Click View) https://clickv.ie/w/4UWo Complete before and during</p> <p>Lesson 42 – An Introduction to biodiversity (Click View) https://clickv.ie/w/4UWo Complete before and during questions</p> <p>Lesson 43 - Class party Year 11 General Geography Course Complete</p>	Questions based on the sampling of the content from Unit 2 with a focus on the depth study	<p>End of Week 16 (Wk 4) WALT – - identify information for revision for Task 11 End of Unit Test</p> <p>WILF - Apply information from revision sheet to End of Unit Test</p>	<p>Task 11 Short response questions based on the sampling of the content from Unit 2 with a focus on the depth study. (15%) Week 4 Term 4</p>

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4	17 (Week 5)	<p><u>Week 17 (Wk 5)</u></p> <p>Lesson 44 - Natural and cultural features, gradient, bearing</p> <p>Lesson 45 – Site and Situation, Grid Reference</p> <p>Lesson 46- Area Reference, time distance and speed</p> <p>Lesson 47 – Staff Development Day (Friday) -</p> <p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>	<p>Mapping skills (use of maps and atlases)</p> <ul style="list-style-type: none"> establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes establish direction on a map using general compass directions (8 points) and bearings interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another apply the map scale to basic calculations to determine distance and area interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform) identify and interpret natural features and cultural features on a map describe the site and situation of places <p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>	<p>End of Week 17 (Wk 5) WALT – map skills – natural and cultural features, site and situation, Area Reference, Grid reference, gradient, bearing, time, distance and speed.</p> <p>WILF - Apply skills taught to mapping practice questions</p> <p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>	<p>Year 11 ATAR exams – Week 6- Week 7 Week 6 – Week 7 Work Placement</p>
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Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus content
Geographical inquiry (30%)		30% 69.5 marks	Term 3 Week 7-8 Semester 2 and Week 1-2 Term 4	Task 9 Tourism Investigation Task Depth Study 2 - Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation.	<ul style="list-style-type: none"> the location of, and spatial variation within, the region characteristics of the natural environment of the region, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise the regional weather and climate vegetation and factors affecting the vegetation patterns soil characteristics and patterns of soil distribution the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography characteristics of the cultural environment of the region, including the: <ul style="list-style-type: none"> spatial characteristics and patterns of settlement land use characteristics, including form, function and land use distribution characteristics and associations of the cultural environment of the region, including the: <ul style="list-style-type: none"> variations in the land use variations in transport systems and networks and flows of people and services

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				<ul style="list-style-type: none"> the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region the stakeholders within the region who would be potentially affected by the development issue the views and attitudes of these stakeholders towards the development issue the extent to which the various responses to the development issue in the region are likely to lead to sustainable management practices the impact that increased flows of people for tourism and/or employment may have on sustainable management practices in the region.
Fieldwork/ Practical Skills (30%)	20% 85 marks	Term 3 Week 4 Semester 2	Task 7 Perth Tourist Ad Campaign Using i-movie that is going to promote the city of Perth and its surrounding regions using all you knowledge that you have learnt so far. Complete a validation task.	<ul style="list-style-type: none"> Perth Tourism Ad Campaign <ul style="list-style-type: none"> the potential of the region to attract increased numbers of people for tourism and/or employment a geographic issue pertinent to the sustainable development of cultural and/or physical resources within the region
	10% 25 marks	Term 3 Week 9-10 Semester 2	Task 10 Tourism Fremantle / Perth	Fieldwork skills (use of field observations and measurements)

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			PART A -Practical skills collecting and interpreting primary information and/ or data and using Geographical inquiry skills.(5%) PART B - Students complete a fieldwork booklet and extended response (5%)	<ul style="list-style-type: none"> collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping analyse and interpret primary data
Tests (40%)	20% 33 marks	Term 3 Week 6 Semester 2	Task 8 A series of short response questions based on a sampling of the content:	<ul style="list-style-type: none"> the concept of a region the natural and cultural features of regions the four natural spheres of regions: <ul style="list-style-type: none"> lithosphere atmosphere hydrosphere biosphere the three types of cultural features of regions (land use, settlement, transport)
	20% 28 marks	Term 4 Week 3-4 Semester 2	Task 11 Short response questions based on the sampling of the content from Unit 2 with a focus on the depth study.	<ul style="list-style-type: none"> the associations between the natural attributes of the environment of the region, such as climate, soil type, vegetation, topography characteristics of the cultural environment of the region, including the: land use characteristics, including form, function and land use distribution

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				<ul style="list-style-type: none">the potential of the region to attract increased numbers of people for tourism and/or employment
Total	100%	100%		

PLEASE NOTE: ASSESSMENT DATES MAY CHANGE DUE TO SCHOOL COMMITMENTS AND CHANGES TO THE SCHOOL CALENDAR

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Geographical inquiry skills

Observing, questioning and planning

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

Collecting, recording, evaluating and representing

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

Interpreting, analysing and concluding

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

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
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Geographical skills

Mapping skills (use of maps and atlases)

- identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global)
- understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)
- establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes
- establish direction on a map using general compass directions (8 points) and bearings
- interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another
- apply the map scale to basic calculations to determine distance and area
- interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)
- identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features
- 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

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

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

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

- calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode) and variation (maximum, minimum and range)
- interpret and apply data from different types of statistical maps (isopleth/isoline, choropleth, proportional circle and dot distribution maps)
- interpret and construct tables and graphs, including: picture graphs; line and bar graphs; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- use simple systems and flow diagrams to organise thinking about relationships
- extrapolate trends over time to forecast future conditions

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

(in a geographic context)

- use the internet as a tool for geographical research
- use simple applications, software and online resources (including Google Earth and Google Maps) to access atlases and remote sensing products (photographs, radar imagery and satellite imagery) for the purpose of identifying and describing spatial patterns and relationships
- access databases, such as the Bureau of Meteorology, for spatial and statistical information

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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

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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