



COURSE OUTLINE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 12: 2022

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 1-4	<p>Mapping & Data Interpretation Topographic Mapping</p> <p>Week 1 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>Revision of mapping skills - Inundation = flooding, scale, concave, convex, oblique and uniform, bearing, spot height and contour intervals</p> <p>Site and situation, bearing, AR, GR distance, sketch maps</p> <p>revision with map</p> <p>Week 2</p> <p>Task 1 Yarra Glen Map test</p> <p>Mapping revision – spatial relationships – land use, settlement, transport, natural and cultural features, direction, AR, GR, bearing</p> <p>Site and situation</p>	<p>The developments of geographical skills are intrinsic to the teaching of this follows this table.</p> <p>Mapping skills (use of maps and atlases)</p> <ul style="list-style-type: none"> 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 	<p>End of Week 1</p> <p>WALT – Complete various practice activities on mapping skills to prepare for their assessment</p> <p>WILF – Apply mapping skills to practice activities</p> <p>End of Week 2</p> <p>WALT – Complete various practice activities on mapping skills to prepare for their assessment</p>	<p>Task 1 - Mapping & Data Interpretation - Topographic Mapping (10%) due Week 2 Term 1</p>

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	<p>Revision with map</p> <p><u>Week 3</u></p> <p>Hazard Theory & Graph Interpretation</p> <p>Terms, Definitions and application to graph data</p> <p>Task 2 Mapping and data interpretation test – Collie map</p> <p>Go through responses to both map tests</p> <p>Students complete pages 1-10 of their Hazard Booklet for homework. Concepts of hazard, classification of hazards and hazard geography definitions, Scale of the hazard, assessing the risk and determine the level of risk</p> <p>Students complete pages 1-10 of their Hazard Booklet for homework. Concepts of hazard, classification of hazards and hazard geography definitions, Scale of the hazard, assessing the risk and determine the level of risk</p>	<ul style="list-style-type: none"> 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 	<p>WILF – Apply mapping skills to practice activities</p> <p>End of Week 3</p> <p>WALT – Complete various practice activities on mapping skills to prepare for their assessment Read the Power point to complete Hazard booklet. Complete revision sheet for Hazards theory test</p> <p>WILF- Complete mapping assessment – Complete Page 1-10 of Hazard Booklet.</p>	<p>Task 2 - Mapping & Data Interpretation - Topographic Mapping (10%) due Week 3 Term 1</p>
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		<p>Week 4</p> <p>Students complete pages 1-10 of their Hazard Booklet for homework. Concepts of hazard, classification of hazards and hazard geography definitions, Scale of the hazard, assessing the risk and determine the level of risk</p> <p>Hazard Island Part 2, minimising the risk, and Hazards in Australia Pages 11-16.</p> <p>Students are given their revision sheet to start preparing for Task 3 Hazard Theory Test</p> <p>Hazards of Australia Bushfires Pages 17- 19 and revision sheet</p> <p>Complete revision sheet for Hazard Theory Test.</p>	<ul style="list-style-type: none"> 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 	<p>End of Week 4</p> <p>WALT – Complete various practice activities on mapping skills to prepare for their assessment. Read the Power point to complete Hazard booklet</p> <p>WILF - Complete mapping assessment. Complete Page 1- 10 of Hazard Booklet</p>	
1	Week 5-6	<p>Hazard Theory & Graph Interpretation</p> <p>Terms, Definitions and application to graph data</p> <p>Week 5</p> <p>Task 3 -Hazard Theory Test</p>	<ul style="list-style-type: none"> the nature and causes of the hazard the nature of the risks to be managed such as: <ul style="list-style-type: none"> loss of property/life effects on infrastructure, jobs and the economy 	<p>End of Week 5</p>	<p>Task 3 -Hazard Theory & Graph Interpretation Terms, Definitions and</p>

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	<p>Go through responses to assessment - Nature and causes of bushfires pg 2-6</p> <p>Fire Behaviour and loss of property and life. Page 7-11</p> <p>Effects on the economy, infrastructure, physical and mental health, measuring bushfires, places more vulnerable Pages 12-17</p> <p>Week 6 Labour Day Public Holiday (Monday) Places are more vulnerable, physical and human factors affecting vulnerability, mitigation and prevention. Pages 18- 21</p> <p>Places are more vulnerable, physical and human factors affecting vulnerability, mitigation and prevention. Pages 18- 21</p> <p>mitigation and prevention pages 22 - 24 How to fight a fire, social, economic and environmental impacts of fires Pages 25 - 27</p> <p>Stakeholders and view points Page 28-29</p>	<ul style="list-style-type: none"> the impact on physical and mental health 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 the magnitude, duration, frequency, probability and scale of spatial impact of the hazard the physical and human factors that explain why some places and people are more vulnerable to the hazard than others the means by which the activities of people can intensify the impacts of the hazard, such as: <ul style="list-style-type: none"> land clearance and its impact on the intensity and frequency of flooding removal of coastal dune barrier systems building of settlements on low lying coastlines threatened by tsunamis using construction techniques unable to withstand seismic activity 	<p>WALT – Read the Power point to complete Bushfire booklet..</p> <p>WILF – Complete Page 2-17 Bushfire booklet</p> <p>End of Week 6</p> <p>WALT – Read the Power point to complete Bushfire booklet.</p> <p>WILF - Complete Page 18-29 of Bushfire booklet in class.</p>	<p>application to graph data (6%) due Week 5 Term 1</p>
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GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



			<ul style="list-style-type: none"> 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. 		
1	Week 7-8	<p>Week 7 Task 4 - Ecological Investigation Task</p> <p>Week 8 Task 4 - Ecological Investigation Task</p> <p>PTO (Tuesday) Task 4 - Ecological Investigation Task</p>	<ul style="list-style-type: none"> the nature and causes of the hazard the nature of the risks to be managed such as: <ul style="list-style-type: none"> loss of property/life effects on infrastructure, jobs and the economy the impact on physical and mental health 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 	<p>End of Week 7</p> <p>WALT – Research an ecological hazard including draft, references, appendix</p> <p>WILF – Work towards competing all requirements such as draft, references and appendix of their Geographical Investigation</p>	<p>Task 4 - Ecological Investigation Task (15%)</p> <p>Due Week 1 Term 2</p>

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			<ul style="list-style-type: none"> the magnitude, duration, frequency, probability and scale of spatial impact of the hazard the physical and human factors that explain why some places and people are more vulnerable to the hazard than others the means by which the activities of people can intensify the impacts of the hazard such as: <ul style="list-style-type: none"> deliberate or accidental introduction of foreign plant or animal species to natural ecosystems global transport systems, human settlement and agriculture facilitating the spread of infectious diseases 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. 	<p>End of Week 8</p> <p>WALT – Research an ecological hazard including draft, references, appendix</p> <p>WILF- Work towards competing all requirements such as draft, references and appendix of their Geographical Investigation</p>	
1	Week 9-10	Ecological Hazard Investigation Task -	<ul style="list-style-type: none"> the nature and causes of the hazard 	End of Week 9	Task 4 - Ecological Investigation Task (15%) Due Week 1 Term 2

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	<p>Ebola / Other Infectious disease geographical inquiry on the causes, impacts and humans actions and factors impacting losses</p> <p>Week 9 Task 4 - Ecological Investigation Task</p> <p>PTO (Wednesday) Task 4 - Ecological Investigation Task</p> <p>Week 10 Task 4 - Ecological Investigation Task</p>	<ul style="list-style-type: none"> the nature of the risks to be managed such as: <ul style="list-style-type: none"> loss of property/life effects on infrastructure, jobs and the economy the impact on physical and mental health 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 the magnitude, duration, frequency, probability and scale of spatial impact of the hazard the physical and human factors that explain why some places and people are more vulnerable to the hazard than others the means by which the activities of people can intensify the impacts of the hazard such as: <ul style="list-style-type: none"> deliberate or accidental introduction of foreign plant or animal species to natural ecosystems global transport systems, human settlement and agriculture facilitating the spread of infectious diseases 	<p>WALT – Research an ecological hazard including draft, references, appendix</p> <p>WILF – Work towards competing all requirements such as draft, references and appendix of their Geographical Investigation</p> <p>End of Week 10</p> <p>WALT – Research an ecological hazard including draft, references, appendix</p> <p>WILF – Work towards competing all requirements such as draft, references and appendix of their Geographical Investigation</p>	
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			<ul style="list-style-type: none"> 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. 		
2	11-14 (Week 1-4)	<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><u>Week 11 (Wk 1)</u> ANZAC Day</p> <p>Staff Development Day</p> <p>Task 4 - Ecological Investigation Task</p>	<p>EST</p> <ul style="list-style-type: none"> the concept of hazard geography 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 ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases), and plant and animal invasions 	<p>End of Week 1</p> <p>WALT – Research an ecological hazard including draft, references, appendix</p> <p>WILF – Complete good copy of Ecological Investigation Task.</p>	

COURSE OUTLINE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 12: 2022

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

		<p>Week 12 (Wk 2) Revision for EST/ Prepare for Extended response</p>	<ul style="list-style-type: none"> the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale 	<p>End of Week 2</p> <p>WALT – Write responses to a variety of previous EST questions by locating information. Complete sections of Ecological Investigation Task</p> <p>WILF – To be able to complete a variety of revision questions from past EST's.</p>	<p>Task 5 - Externally Set Task (15%) Term 2 Week 2-4</p> <p>Task 6 Natural and Ecological Hazard Extended Response (7%) Week 3 Term 2</p>
		<p>Week 13-14 (Wk 3) EST or Task 6 Extended response</p> <p>Ecological Hazard</p>			
			<p>Depth study one & two</p> <ul style="list-style-type: none"> the nature and causes of the hazard the physical and human factors that explain why some places and people are more vulnerable to the hazard than others <p>Interpreting, analysing and concluding</p> <ul style="list-style-type: none"> 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 <p>Communicating</p> <ul style="list-style-type: none"> use geographical language in appropriate contexts to demonstrate 	<p>End of Week 3</p> <p>WALT – Write responses to a variety of previous EST questions by locating information.</p> <p>WILF – To be able to complete a variety of revision questions from past EST's.</p>	

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GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



		<p>geographical knowledge and understanding</p> <p>Mapping Skills</p> <p>identify and describe spatial patterns</p> <ul style="list-style-type: none">• the nature and causes of the hazard• the nature of the risks to be managed such as:<ul style="list-style-type: none">▪ loss of property/life▪ effects on infrastructure, jobs and the economy▪ the impact on physical and mental health	<p>End of Week 4</p> <p>WALT – Write responses on their revision sheet to prepare for their extended response</p> <p>WILF – Complete their extended response in class applying the information from their revision sheet. To be able to complete a variety of revision questions from past EST's.</p>	
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2	SEMESTER 2 UNIT 4 15 (Week 5)	<p><u>Week 15 (Wk 4) Year 11 and 12 exams</u></p> <p>Define globalisation, the shrinking world Pages 2-3. Progression of transport and communication. Page 4 – Hand out revision sheets for test</p> <p>Progression of transport and communication. Page 4 How much has the world shrunk, Page 5, diffusion and adoption, Multinational corporations Page 6-7</p> <p>Rise of World cities, Pages 8-9 globalisation and sustainability Crash Course Page 10-11</p> <p>Social, Economic and Environmental impacts on MEDC and LEDC page 15 - 18</p>	<ul style="list-style-type: none"> the nature of the commodity, good or service the process of diffusion of the commodity, good or service and its spatial outcomes 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 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 	<p>End of Week 4</p> <p>WALT – Read the Power point to complete Globalisation booklet</p> <p>WILF – Complete pages 2-18 Globalisation booklet</p>	

2	SEMESTER 2 UNIT 4 1 (Week 6)	Week 16 (Wk 5) WA Day Public Holiday (Monday) Click view Mapping Environmental Disasters: Bushfires and Threatened Species. Complete the question sheet Click view Mapping Environmental Disasters: Bushfires and Threatened Species. Complete the question sheet Watch The Founder Movie	Year 11 and 12 exams <ul style="list-style-type: none"> the physical and human factors that explain why some places and people are more vulnerable to the hazard than others 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. 	Year 11 and 12 exams End of Week 5 WALT – Watch the Click view videos. Watch the Founder movie. WILF –. Complete the question sheet from the Click view video. Make notes to prepare for McDonalds unit.	Task 7 - Definitions & Terms - Globalisation Theory (5%)– Term 2 Week 8
		Week 1 (Wk 6) Lesson 1 – Revision for Task 7 Lesson 2 – Task 7 - Definitions & Terms - Globalisation Lesson 3 – The McDonalds products and history of McDonalds. Page 2-3 McDonalds timeline Computers Pg 4-6 Lesson 4- Spatial distribution of McDonalds, History and spatial distribution of McDonalds in Australia Page 7-8	<ul style="list-style-type: none"> the process of diffusion of the commodity, good or service and its spatial outcomes 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 the role played by technological advances in transport and/or telecommunications in facilitating these changes in spatial distribution 	End of Week 6 WALT – Complete revision sheet in preparation for Task 7 Read the power point to complete McDonalds booklet WILF –. Complete pages 2-8 of the McDonalds booklet. Complete Task 9 by applying knowledge	

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GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



				from revision sheet to an assessment in class.	
2	2-3 (Week 7-8)	GeoPac2: McDonalds <u>Week 2 (Wk 7)</u> McDonaldisation page 9-10 Factors influencing the diffusion and adoption page 11-12 Glocalisation of McDonalds – computers. Page 12-14	<ul style="list-style-type: none">the nature of the commodity, good or servicethe process of diffusion of the commodity, good or service and its spatial outcomesthe 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 changesthe role played by technological advances in transport and/or telecommunications in facilitating these changes in spatial distribution	End of Week 7 WALT – WILF -	

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Week 3 (Wk 8)

Glocalisation of McDonalds in Australia and Ever changing McDonalds. Page 14 and 15, McDonald's supplies and resisting McDonalds. Page 16 and 17 – computers

Sustainability of McDonalds – computers. Page 18, 19 and 20

- 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

Fieldwork skills (use of field observations and measurements)

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

End of Week 8

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: 2022
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2	3 (Week 9)	<ul style="list-style-type: none">McDonalds diffusion and impact short and extended responses <p><u>Week 4 (Wk 9)</u></p> <p>Task 8 Fieldwork excursion - McDonalds</p> <p>Lesson 11 –Complete fieldwork booklet</p> <p>Lesson 12- Task 8 complete Validation in class and submit fieldwork booklet</p> <p>GeoPac 3: Depth Study 2 – Music</p>	<p>GeoPac 2: Depth Study 1 - McDonalds</p> <ul style="list-style-type: none">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 locallikely future changes in the nature and spatial distribution of production and consumption of the commodity, good or servicethe ways people and places embrace, adapt to, or resist the forces of international economic integration and the spatial, economic, social and	<p>End of Week 9</p> <p>WALT – View point to extract information to complete McDonalds booklet</p> <p>WILF - Students complete page 14-20</p>	<p>Task 8 – McDonalds Fieldwork and Validation Task (10%)</p> <p>Fieldwork – Term 2 Week 9</p> <p>Submit fieldwork booklet and complete validation – Term 2 Week 10</p>

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2	5 (Week 10)	<p>Week 5 (Wk 10) Staff Development Day (Monday) History of music, Modern music, Pop music. Music Booklet Page 2 and 3</p> <p>Diffusion and adoption and role played by telecommunication technologies in Dispersion of Pop Music. Pages 4-6</p> <p>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>Role played by media in the dispersion of Pop Music page 9 and 10</p>	<p>geopolitical consequences of these responses, such as online retailing and facebookking.</p> <ul style="list-style-type: none"> the process of diffusion of the element of culture and its spatial outcomes the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture the role played by transnational institutions and/or corporations in the dispersion of the element of culture the role played by media and emerging technologies in the generation and dispersion of the element of culture 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 	<p>End of Week 1 WALT – View the power point on Music</p> <p>WILF - complete pages 2-10 of the music booklet</p>	
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3	6-7 (Week 1-2)	<p><u>Week 6 (Wk 1)</u> 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>People resistant to pop music Page 13-14</p> <p>Music Bingo Page 15</p> <p>Finish off any missing pages or catch up on Music Booklet</p> <p><u>Week 7 (Wk 2)</u> Explain Task 9 Music Investigation Task</p> <p>Task 9 Music Investigation Task</p>	<ul style="list-style-type: none"> 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. 	<p>End of Week 1 WALT – Examine the power point and extract the relevant information for their Music booklet.</p> <p>WILF- Complete Pages 11- 15 Music Booklet</p> <p>End of Week 2 WALT – Examine the requirements of the Music Investigation Task.</p> <p>WILF - Begin researching their Music Investigation Task and making notes.</p>	
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3	8-9 (Week 3-4)	<p><u>Week 8 (Wk 3)</u></p> <p>Task 9 Music Investigation Task and Computers</p> <p><u>Week 9 (Wk 4)</u></p> <p>Task 11 Music Investigation Task and Computers</p>	<ul style="list-style-type: none"> the process of diffusion of the element of culture and its spatial outcomes the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture the role played by transnational institutions and/or corporations in the dispersion of the element of culture the role played by media and emerging technologies in the generation and dispersion of the element of culture 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 	<p>End of Week 3 WALT – Examine the requirements of the Music Investigation Task.</p> <p>WILF - Begin researching their Music Investigation Task and making notes.</p> <p>End of Week 4 WALT –. Examine the requirements of the Music Investigation Task begin working through them</p>	

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			<ul style="list-style-type: none"> 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. 	WILF - researching their Music Investigation Task and making notes.	
3	10-11 (Week 5-6)	<p>Week 10 (Wk 5) Task 11 Music Investigation Task and Computers</p> <p>Week 11 (Wk 6) Task 11 Music Investigation Task and Computers</p> <p>Task 9 Music Investigation Task and Computers DUE</p>	<ul style="list-style-type: none"> the process of diffusion of the element of culture and its spatial outcomes the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture the role played by transnational institutions and/or corporations in the dispersion of the element of culture the role played by media and emerging technologies in the generation and dispersion of the element of culture 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 	<p>End of Week 5 WALT – Examine the requirements of the Music Investigation Task begin working through them.</p> <p>WILF - researching their Music Investigation Task and making notes.</p> <p>End of Week 6 WALT – Examine the requirements of the Music Investigation Task.</p>	

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		<ul style="list-style-type: none">the ways people embrace, adapt to, or resist the forces of international cultural integrationlikely future changes in the nature and spatial distribution of the element of culturethe spatial, economic, social and geopolitical consequences of changes to the element of culture.	<p>WILF - researching their Music Investigation Task and making notes.</p> <p>End of Week 7 WALT – Examine the requirements of the Music Investigation Task.</p> <p>WILF - researching their Music Investigation Task and making notes and submit it.</p>	<p>Task 9 - Music Investigation Task Due Week 7, Term 3</p> <p>Task Pop Musician Case Study Research (15%)</p>
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GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



3	12 (Week 7)	<p>Revision and preparation for End of Unit Test –use of technology, media in the aid of diffusion</p> <p>Week 12 (Wk 7) Revision for Task 12 Pop Music End of Unit Extended Response</p> <p>Task 10 Pop Music End of Unit Extended Response in class.</p>	<ul style="list-style-type: none">the ways people embrace, adapt to, or resist the forces of international cultural integrationthe role played by technological advances in transport and/or telecommunications in the diffusion of the element of cultureimplications 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	<p>End of Week 7 WALT – begin revision for end of unit test.</p> <p>WILF - Apply knowledge from revision sheet to Task 10 Extended Response</p>	<p>Task 10 Pop Music End of Unit Extended Response in class.(7%) Week 8 term 3</p>

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COURSE OUTLINE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 12: 2022

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



3	13 (Week 8)	Year 11 and 12 exams <u>Week 13 (Wk 8)</u> The Founder and complete questions - School of Rock and complete questions	Year 11 and 12 exams <ul style="list-style-type: none">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 servicesthe spread and adaptation of ideas, meanings and values that continuously transform and renew culturesadvances 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	End of Week 8 WALT – View the movies The Founder and School of Rock links to McDonalds and Music Unit WILF - Complete questions related to the movie	

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



		Wk 9- 10) San Andrea and complete questions ontagion and complete questions	<ul style="list-style-type: none">• 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	WALT – View the movies San Andreas and Contagion links to Hazards and Ecological Hazard Units WILF – Complete questions related to the movies	
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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%)		15% 60 marks	Term 2 Week 1 Semester 1	Task 4 Ecological Hazard Investigation Task - Ebola / Other Infectious disease geographical inquiry on the causes, impacts and humans actions and factors impacting losses	<ul style="list-style-type: none">• the nature and causes of the hazard• the nature of the risks to be managed such as:<ul style="list-style-type: none">▪ loss of property/life▪ effects on infrastructure, jobs and the economy▪ the impact on physical and mental health• the space and time distribution of the hazard, and how an understanding of biophysical and

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



				<p>human processes can be used to explain the patterns that are identified</p> <ul style="list-style-type: none">the magnitude, duration, frequency, probability and scale of spatial impact of the hazardthe physical and human factors that explain why some places and people are more vulnerable to the hazard than othersthe means by which the activities of people can intensify the impacts of the hazard such as:<ul style="list-style-type: none">deliberate or accidental introduction of foreign plant or animal species to natural ecosystemsglobal transport systems, human settlement and agriculture facilitating the spread of infectious diseasesthe 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.
	15% 50 marks	Term 3 Week 7 Semester 2	Task 9 Culture - Pop Music Investigation Task Pop Musician Case Study Research on the process of diffusion, the spatial distribution, role played by technology, ways people embrace adapt or resist pop music	<ul style="list-style-type: none">the process of diffusion of the element of culture and its spatial outcomesthe role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



				<ul style="list-style-type: none">the role played by transnational institutions and/or corporations in the dispersion of the element of culturethe role played by media and emerging technologies in the generation and dispersion of the element of cultureimplications 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 scalethe ways people embrace, adapt to, or resist the forces of international cultural integrationlikely future changes in the nature and spatial distribution of the element of culturethe spatial, economic, social and geopolitical consequences of changes to the element of culture.
	10% 26 marks 10% 32 marks	Term 1 Week 2 Semester 1 Term 1 Week 3 Semester 1	Task 1 Mapping & Data Interpretation - Topographic Mapping – Yarra Glen Task 2 Mapping & Data Interpretation - Topographic Mapping - Collie	Mapping skills (use of maps and atlases) <ul style="list-style-type: none">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)

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



				<ul style="list-style-type: none">• understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales)• establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes• establish direction on a map using general compass directions (8 points) and bearings• interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another• apply the map scale to basic calculations to determine distance and area• interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)• identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features
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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



Fieldwork/ practical skills (30%)				<ul style="list-style-type: none"> 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
	10% 36 marks	Term 2 Week 9 Fieldwork – Submit Booklet Week and complete validation 10 Semester 2	Task 8 McDonalds Complete data in fieldwork booklet and in class validation	Fieldwork skills (use of field observations and measurements) <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 (25%)	7% 25 marks	Term 2 Week 4 Semester 1	Task 6 Ecological Hazard Extended Response	<ul style="list-style-type: none"> the nature and causes of the hazard

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS

				<ul style="list-style-type: none"> the nature of the risks to be managed such as: <ul style="list-style-type: none"> loss of property/life effects on infrastructure, jobs and the economy the impact on physical and mental health
	5% 30 marks	Term 2 Week 6 Semester 2	Task 7 Globalisation Theory	<ul style="list-style-type: none"> 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. the application of the concept of sustainability when considering the outcomes of increased globalisation
	6% 33 marks	Term 1 Week 5 Semester 1	Task 3 Hazard Theory & Graph Interpretation	<ul style="list-style-type: none"> the concept of hazard geography 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 ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases)

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				<p>and water-borne diseases), and plant and animal invasions</p> <ul style="list-style-type: none"> the concepts of risk and hazard management as applied to natural and ecological hazards the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale the role of spatial technologies in the study of natural and ecological hazards
	7% 20 marks	Term 3 Week 8 Semester 2	Task 10 Culture - Pop Music – extended response Pop Musician End of Unit Test – use of technology, media in the aid of diffusion	<ul style="list-style-type: none"> the ways people embrace, adapt to, or resist the forces of international cultural integration the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture 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
Externally Set Task (15%)	15%	Term 2 Week 2-4 Semester 1	Task 5 Natural or Ecological Hazard Nature, cause, impacts and factors	EST <ul style="list-style-type: none"> the concept of hazard geography identification and classification of natural hazards (atmospheric, hydrological and geomorphic)

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



				<p>examples of natural hazards, including storms, cyclones, hurricanes, typhoons, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes, landslides</p> <ul style="list-style-type: none">▪ ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases), and plant and animal invasions▪ the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale <p>Depth study one & two</p> <ul style="list-style-type: none">• the nature and causes of the hazard• the physical and human factors that explain why some places and people <p>are more vulnerable to the hazard than others</p> <p>Interpreting, analysing and concluding</p> <ul style="list-style-type: none">• 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
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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



				<ul style="list-style-type: none">identify and analyse relationships, spatial patterns and trends and makes predictions and inferences Communicating <ul style="list-style-type: none">use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding Mapping Skills identify and describe spatial patterns
Total	100%	100%		

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

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COURSE OUTLINE & ASSESSMENT OUTLINE

GENERAL GEOGRAPHY YEAR 12: 2022

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



Interpreting, analysing and concluding

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

Communicating

- communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms
- use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding

Reflecting and responding

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

Geographical skills

Mapping skills (use of maps and atlases)

- identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global)
- understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear 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
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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



- identify different relief features (landforms, including hills, valleys, plains,, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features
- construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)
- identify and interpret natural features and cultural features on a map
- describe the site and situation of places
- identify and describe spatial patterns, including land use, settlement and transport
- identify and describe spatial relationships between natural and cultural features

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

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

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COURSE OUTLINE & ASSESSMENT OUTLINE
GENERAL GEOGRAPHY YEAR 12: 2022
UNIT 3 – NATURAL AND ECOLOGICAL HAZARDS & UNIT 4 GLOBAL NETWORKS & INTERCONNECTIONS



- 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
- 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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