Year 10 unit overview — Australian Curriculum: Geography

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.0: Geography for Foundation–10*, [www.australiancurriculum.edu.au/Geography/Curriculum/F-10](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10).

| Unit no. | Unit title | Duration of unit |
| --- | --- | --- |
| 1 | Geographies of human wellbeing | 25 hours |

| Unit outline |
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| The Year 10 curriculum extends students’ knowledge beyond their own communities as they work with more abstract concepts, consider increasingly complex ideas, and debate alternative answers and interpretations. *Geographies of* [*human wellbeing*](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing) focuses on investigating global, national and [local](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Local) differences in [human wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing) between places. This unit examines the different concepts and measures of [human wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing), and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of [human wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing) are investigated using studies drawn from Australia, India and across the world as appropriate.Students’ geographical knowledge and mental map of the world continue to be extended through the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries in the Asia region, or areas of the world, which are contextually appropriate. Students undertake studies at the full range of scales, from local to global, and in a range of locations. There is a focus in this unit on the use of geographical inquiry and skills. The students will: * collect, select, record and organise relevant data and geographic information, using ethical protocols, from a range of primary and secondary sources
* evaluate sources for their reliability, bias and usefulness
* represent multivariable data in a range of appropriate forms such as scatter plots , compound bar graphs, tables and annotated diagrams, with and without the use of digital and spatial technology
* represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technology where appropriate
* evaluate multivariable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences
* propose explanations for patterns, trends, relationships and anomalies, and predict outcomes.

The inquiry questions for the unit are:* How can the spatial variation between places be explained?
* What management options exist for sustaining human systems into the future?
* How do worldviews influence decisions on how to manage social change
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Geographical Knowledge and Understanding | Geographical Inquiry and Skills |
| * The different ways of measuring and mapping [human wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing) and [development](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Development), and how these can be applied to measure differences between places [(ACHGK076)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK076)
* The reasons for [spatial variations](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20variations) between countries in selected indicators of [human wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing) [(ACHGK077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK077)
* The issues affecting the [development](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Development) of places and their impact on [human wellbeing](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Human%20wellbeing), drawing on a study from a developing country or [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) in Africa, South America or the Pacific Islands [(ACHGK078)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK078)
* The reasons for and consequences of [spatial variations](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Spatial%20variations) in [human wellbeing](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Human%20wellbeing) on a regional scale within India or another country of the Asia [region](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Region) [(ACHGK079)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK079)
* The role of international and national government and non-government organisations’ initiatives in improving [human wellbeing](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Human%20wellbeing) in Australia and other countries [(ACHGK081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK081)
 | Collecting, recording, evaluating and representing * Evaluate sources for their reliability, bias and usefulness and represent multi-variable [data](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Data) in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and [spatial technologies](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Spatial%20technologies) [(ACHGS074)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS074)
* Represent the [spatial distribution](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Spatial%20distribution) of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using [spatial technologies](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS075)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS075)

Interpreting, analysing and concluding * Evaluate multi-variable [data](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Data) and other geographical information using qualitative and [quantitative methods](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Quantitative%20methods) and digital and [spatial technologies](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Spatial%20technologies) as appropriate to make generalisations and inferences, propose explanations for patterns, [trends](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Trends), relationships and [anomalies](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Anomalies), and predict outcomes [(ACHGS076)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS076)
* Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of [data](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Glossary?a=G&t=Data) and information, taking into account alternative points of view [(ACHGS077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS077)
 | The application of the general capabilities and cross-curriculum priorities in this include may include:Description: Description: gc_literacy LiteracyAnalyse geographical information to explain spatial variations in human wellbeing.Description: Description: gc_numeracy NumeracyRepresent data on a choropleth to show patterns in selected indicators of human wellbeingDescription: Description: gc_ict **ICT capability**Use a digital application to construct scatter plots to compare relationships between data.Description: Description: gc_critical Critical and creative thinkingEvaluate the reliability of sources to assess what additional information is required to respond to questions.Description: Description: gc_personal_social **Personal and social capability**Propose collection action to improve human wellbeing on a global scale. Description: Description: gc_ethical Ethical understandingInvestigate the reasons for income inequalities between places.Description: Description: gc_intercultural Intercultural understandingInvestigate how international aid programs are adapted in different countries |
|  |  |  Aboriginal and Torres Strait Islander histories and culturesExplore spatial patterns in wellbeing of Aboriginal or Torres Strait Islander communities across Australia over timeDescription: Description: cc_asia Asia and Australia’s engagement with AsiaInvestigate the reasons for spatial variations in wellbeing between Australia and another country in the Asian region.Description: Description: cc_sust SustainabilityExamine the sustainability of a government initiative to improve future wellbeing. |
| Geographical understandings |
| The unit provides opportunities for students to develop geographical understandings that are particularly focused on the following concepts. |
| ☒ Place | ☒ Space | ☒ Environment | ☒ Scale | ☒ Interconnection | ☒ Sustainability  | ☒ Change |
| Explanations of the geographical concepts with examples are provided in the QSA year level plans at: [www.qsa.qld.edu.au/yr10-geography-resources.html](http://www.qsa.qld.edu.au/yr10-geography-resources.html) > Curriculum > Planning templates and exemplars > Year level plans and in the Appendix.  |
| Achievement standard |
| By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal. |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland SOSE Essential Learnings by the end of Year 9 Knowledge and understanding Place and space* Maps, including topographic, political and thematic maps, are developed with particular features, including scale, contour lines and human-created boundaries, and use the specific skills of observing, visualising, estimating, sketching and measuring.

Ways of working **Students are able to:*** plan investigations, using discipline-specific inquiry models and processes
* research and analyse data, information and evidence from primary and secondary sources
* evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective
* draw conclusions and make decisions supported by interpretations of data, information and evidence
* communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts
* reflect on learning, apply new understandings and justify future applications.
 | Geography Senior Syllabus 2007 General Objectives Knowledge* processes geographers use to investigate environmental and spatial aspects of human decision making
* the impact of the environment on quality of life
* equity issues as they apply to Geography

Analytical processes* break information into parts by identifying and explaining patterns or the steps in a process
* understand the meaning of information by transforming, interpreting and extrapolating text or illustrative material
* identify relationships
* suggest causes for some of these relationships

Research and communication* gathering and recording information and primary data from sources and settings
* designing research plans relevant to the purpose
* selecting and organising information
* establishing the currency, validity and reliability of information
* communicating and presenting information in a variety of ways
* devising an appropriate format when presenting research findings
* using maps, diagrams and statistics appropriately.

Course organisation: ThemesIn Geography, the themes are as follows:1. Managing the natural environment 2. Social environments 3. Resources and the environment 4. People and development |
| Bridging content |
| The SOSE Essential Learnings by the end of Year 9 do not focus on the different ways of measuring and mapping human wellbeing and development, reasons and consequences for spatial variation in selected indicators of well-being and between countries. Bridging learning experiences may be needed to develop the geographical skills of recording, representing and evaluating multivariable data using qualitative and quantitative methods and constructing special purpose maps such as thematic maps, weather maps, choropleth maps and topographic maps. |
| Links to other learning areas |
| Australian Curriculum: Geography is a subject of the Humanities and Social Sciences and has connections to History, Civics and Citizenship, and Economics and Business. There is the possibility of linking concepts and content in the unit that may be taught in other curriculum areas when implementing the Australian Curriculum: Geography. |

| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence to make judgments about the following characteristics of student work:Understanding* Propose explanations for distributions, patterns and spatial variations over time, across space and at different scales
* Evaluate alternative views on a geographical challenge and alternative strategies to address this challenge and propose and justify a response

Skills* Evaluate data to make generalisations and inferences
* Propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes
* Synthesis data and information to draw reasoned conclusions, taking into account alternate different points of view
* Present findings, arguments and explanations using relevant geographical terminology and graphical representations

The valued features of the standard elaborations targeted in this assessment:* Geographical knowledge and understanding
* Interpreting and analysing
* Communicating

For further advice and guidelines on constructing task-specific standards, refer to the standards elaborations: [www.qsa.qld.edu.au/26025.html](http://www.qsa.qld.edu.au/26025.html) > select the Year level > choose the Resources tab > Standards elaborations. |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. This assessment is collected in student folios and allows for ongoing feedback to students on their learning. The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.Supervised assessment (written)This technique is used to assess student responses that are produced independently, under supervision and in a set time frame. A supervised assessment ensures there is no question about student authorship.The purpose of this assessment is to make judgments about students’ abilities to evaluate geographical sources, infer relationships, synthesise information and draw conclusions about global, national and local differences in human wellbeing between places. Stimulus response essay* Students respond to a stimulus which asks students to:
* analyse the causes and impacts of a local developmental challenge (Australia or another country)
* evaluate two possible strategies to address the challenge.

Suggested conditions: * Stimulus: 1 page (to be provided)
* Length: 400–500 words
* Time: 45–90 minutes

ORData manipulation and extended written response* Students undertake practical exercises to:
* transform multi-variable developmental indicator data into geographical representations, including maps, graphs or tables
* analyse the transformed data to identify spatial patterns and infer relationships between countries and selected indicators
* use extended written response to draw conclusions about possible improvements that could be made to improve human wellbeing.

Suggested conditions:* Stimulus: multi-variable developmental indicator data
* Length: up to 400 words
* Time: 45–90 minutes

Refer to *Australian Curriculum: Geography — Assessment categories, techniques and conditions:* [www.qsa.qld.edu.au/downloads/p\_10/ac\_geography\_assess\_advice.pdf](http://www.qsa.qld.edu.au/downloads/p_10/ac_geography_assess_advice.pdf) |

| Teaching and learning |
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| Teaching strategies and learning experiences | Supportive learning environment[[1]](#footnote-1) | Resources  |
| Measuring and mapping human wellbeing and development Students:* define concepts of wellbeing using the developmental indicators of health, education (social); income, gross domestic product (economic); natural environment (environmental); governance, peace and conflict (political)
* watch the Gapminder video — *200 countries, 200 years in 4 minutes* to introduce the notion of measuring wellbeing
* collect images of developed and developing countries to assess perceptions of developing countries and check for their existing understandings of life within a developing country
* use the Human Development Index measures to collect statistics for each indicator (social, environmental, economic) and use statistics to develop appropriate data representations (line graph, sector graph, bar graph, map)
* evaluate sources of data for their reliability, bias and usefulness and represent multivariable data in a range of forms such as scatter plots using digital technologies where appropriate
* represent data on choropleth maps using a spatial application to show patterns of human wellbeing at different scales

Spatial variations and interrelationshipsStudents:* analyse and evaluate indicator data between countries looking for spatial patterns and interrelationship between measures.
 | Adjustments for needs of learners | Websites* Geogspace, exemplars [www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-overview.html](http://www.geogspace.edu.au/core-units/years-9-10/exemplars/year-10/y10-exemplars-overview.html)
* Introduction to the topic of human wellbeing [www.guardian.co.uk/global-development/interactive/2012/dec/20/geography-game-how-well-know-world](http://www.guardian.co.uk/global-development/interactive/2012/dec/20/geography-game-how-well-know-world)
* Gapminder [www.gapminder.org/for-teachers/](http://www.gapminder.org/for-teachers/)
* International Human Development Indicators (incorporating the Human Development Index) [www.hdr.undp.org/en/data/map/](http://www.hdr.undp.org/en/data/map/)
* Worldmapper [www.worldmapper.org/](http://www.worldmapper.org/)
* Power of Data Visualization [www.pdviz.com/e-atlas-of-global-development](http://www.pdviz.com/e-atlas-of-global-development)
 |
| Issues affecting the development of places and the impact on wellbeingStudents:* use case studies that explore each of the development indicators (social, economic, political and environmental) with a focus on developing countries. Possible case study topics might include:
* The luckiest nut in the world — impact on the nut trade in Senegal
* Cocoa trade from West Africa
* Favelas (slums) of Rio De Janeiro and Brazil (health/sanitation)
* Political unrest within Fiji
* Gender inequality across Africa

Reasons for, and consequences of, spatial changes on a regional scaleStudents: * use case studies that examine the regional variations of developmental indicators (economic and social) focusing on the widening gap between poor and the growing middle classes and consequences to affected peoples. A possible case study might examine economic and social change within India.

Reasons for, and consequences of, spatial changes on a local scaleStudents :* use case studies that examine the local variations of developmental indicators (economic and social) within Australia. A possible case study could focus on the gap between peoples across rural and urban environments
* use case studies to research the spatial differences in the wellbeing of Aboriginal and Torres Strait Islander population across Australia, and the extent to which these differences impact the people’s wellbeing.
 |  | Case studies* Global issues [www.globalissues.org](http://www.globalissues.org) [www.globalissues.org/video/778/luckiest-nut-in-the-world](http://www.globalissues.org/video/778/luckiest-nut-in-the-world) ,
* Visual representation of Human Development Index <http://visualising.org/visualizations/human-development-index-hdi-tree>
* World Vision[www.worldvision.com.au](http://www.worldvision.com.au)[www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=1aa6b99f-493d-4f29-a4c5-9ee9c6111969](http://www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=1aa6b99f-493d-4f29-a4c5-9ee9c6111969)
* International Cocoa Initiative [www.cocoainitiative.org](http://www.cocoainitiative.org/)
* Food Empowerment Project [www.foodispower.org](http://www.foodispower.org/)
 |
| Role of international and national governments and non-government organisations’ initiative in improving wellbeingStudents:* explore the roles of international, national government, and non-government aid agencies in improving human wellbeing in Australia and other countries (e.g. international: UNICEF; government: AusAID; non-government: Oxfam)
* identify different types and purposes of aid in Australia and other countries
* investigate one Millennium Development Goal (MDG) project and one location to analyse its effectiveness.
 |  | * UNICEF [www.unicef.org/](http://www.unicef.org/)
* AusAID [www.ausaid.gov.au/Pages/home.aspx](http://www.ausaid.gov.au/Pages/home.aspx)
* Oxfam <https://www.oxfam.org.au/act/resources-for-teachers/close-the-gap-student-kit/>
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| Use feedback |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:* activities that worked well and why
* activities that could be improved and how
* assessment that worked well and why
* assessment that could be improved and how
* common student misconceptions that need, or needed, to be clarified.
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## Appendix

### Concepts for developing geographical understandings in Years 7–10

| Concept | Description |
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| Place | Places are parts of the Earth’s surface and can be described by location, shape, boundaries, features and environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal peoples and Torres Strait Islander peoples, Country/Place is important for its significance to culture, identity and spirituality*.* In Years 7–10, students extend their focus beyond their own communities to a wider exploration of the world. Students explain how geographical processes influence the characteristics of places and how places are perceived and valued differently. |
| Space | Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth’s surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales. In Years 7–10, students investigate the spatial distributions, patterns, trends and relationships among geographical phenomena over time. For example, students can investigate population patterns over time to determine how urban planning organises the spaces within cities or regions. |
| Environment | The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration.In Years 7–10, students focus on the significance of the environment and how different views of places and environments influence decisions about their management. |
| Interconnection | Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal peoples’ and Torres Strait Islander peoples’ holistic connection to Country/Place and the knowledge and practices that developed as a result of this connection. In Years 7–10, students investigate how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments. |
| Change | Change involves any alteration to the natural or cultural environment and can involve both time and space. The concept of change is about explaining geographical phenomena by investigating how they developed over time. Environmental change can occur over both short and long time frames, and have interrelationships with human activities. An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve more sustainable futures. In Years 7–10, students apply human–environment systems thinking to understand the causes and consequences of environmental change and the geographical concepts and methods used to evaluate and select strategies to manage the change. |
| Sustainability | Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing. In Years 7–10, students begin to focus on sustainability, which is a continuing theme and is progressively developed to become the major focus in Year 10. |
| Scale | Scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to local, regional, national, world regional and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue. In Years 7–10, students explore the interaction between geographical processes at the full range of scales, from local to global, and in a range of locations. |

1. Part 6 of the Disability Standards for Education (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning. The Disability Standards for Education 2005 (Cwlth) is available from:
[www.ag.gov.au](http://www.ag.gov.au/) > select Human rights and anti-discrimination > Disability standards for education. [↑](#footnote-ref-1)