

**Studies of Society and Environment**

**Elaborations of   
core learning outcomes   
using a geographical perspective   
and geography learning outcomes**

### June 2001

###### Time, Continuity and Change

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key concept: Changes and continuities

Key process: Creating

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|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.2  Students represent situations before and after a period of rapid change. | Geography TCC 5.1  Students construct graphs and interpret and evaluate trends from data related to changes in rural Australia, or Australia’s export industries or tourism. | Core TCC 6.2  Students use their own research focus to analyse changes or continuities in the Asia-Pacific region. | Geography TCC 6.1  Students explore a range of information technologies to enhance their understanding of an issue related to a change or continuity. |
| Students know:  Changes and continuities | rapid change   * natural * geological e.g. volcanic eruptions, earthquakes, tsunamis * geomorphological e.g. landslides * atmospheric e.g. cyclones * social/economic * immigration * urbanisation especially in Third World cities * disease e.g. HIV Aids in sub Saharan Africa * deregulation and protectionism e.g. sugar, wool, dairy industries * overstocking * deforestation * political * government policy e.g. transmigration in Indonesia * economic rationalism in developed nations e.g. deregulation of milk industry * rural recession in Australia e.g. loss of services in country towns * subsidising particular industries e.g. clothing industry   evidence of change   * topographic e.g. lava flow * landuse * settlement patterns * demographic | changes in rural Australia   * decline in service provision (esp. in relation to banking and other higher order services) * impact of fluctuations in commodity prices (wool, wheat, beef, sugar cane, fruit etc.) * decline in population and change in demographic composition (aging population) in inland centres. * increase in population in coastal centres.   Australia’s export industries   * primary – agriculture, mining * secondary – manufacturing (yachts from Tasmania) * tertiary – tourism, specific technologies e.g. medical technologies (Sydney) | socio-economic changes or continuities in the Asia-Pacific region   * rural areas * rural to urban migration and increased homogenisation of cultures * increase of monocultures with agribusiness operations * loss of traditional rural subsistence lifestyles * population change as young drawn to urban areas * adoption of values of cash economy * urban areas * rural to urban migration and sub-standard accommodation and services * increase in significance of major Asian cities as global economic centres providing strategic benefits for multinational companies * international migration   environmental changes or continuities in the Asia-Pacific region   * rising sea levels e.g. Cook Islands and other low-lying regions, exacerbation of flooding in Bangladesh * deforestation e.g. Kalimantan * green house emissions e.g. Kyoto Protocol, CO² credits * marine exploitation e.g. turtle harvesting, tuna fishing   changes or continuities in political stability in the Asia-Pacific region   * secession movements e.g. Aceh, East Timor, * religious/cultural conflict with national government e.g. West Irian * economic/social impacts e.g. following fall of Suharto regime * political stability and growth of major international economic centres e.g. Singapore, Hong Kong, Kuala Lumpur, Beijing | an issue related to a change or continuity   * natural * geological e.g. volcanic eruptions, earthquakes, tsunamis * geomorphological e.g. landslides * atmospheric e.g. cyclones, greenhouse * human * immigration * urbanisation especially in Third World cities * disease e.g. HIV Aids in sub Saharan Africa * deregulation and protectionism e.g. sugar, wool, dairy industries * overstocking * deforestation * creation of National Parks |

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| Students can:  Create | represent situations   * creation of series of maps/overlays, photographic displays which reflect situations prior to and after a rapid change e.g. Thredbo Village prior to and after the landslide * create a series of graphs from statistics to show the changes in a population before and after a period of change eg. Australia’s population change and subsequent baby boom after WW2; rural recession * examine video footage of cities in Third World countries which are experiencing rapid change and create possible scenarios for people living in these places before and after the events * create past, present and future scenarios as snapshots based on evidence of areas experiencing rapid change eg report on the impact of the loss of services in rural communities or deliberate development of a chosen centre e.g. tourist centre (Hinchinbrook) | construct graphs   * bar graphs * simple * composite * histograms * pi charts * scattergrams (where relevant) * line graphs   interpret and evaluate trends   * show, interpret and evaluate trends shown in above graphs | use own research focus to analyse   * select a region/significant centre of change currently in the news within the Asia-Pacific region * analyse why the issue is considered newsworthy * determine the chronology of events which led up to the current situation * create a plan to address any apparent problems/ determine why a particular strategy is proving so successful * position self as a demographer interested in the future and develop a research focus that necessitates current investigation | enhance understanding   * investigate a chosen issue e.g. the impact of dairy deregulation on a rural community, using traditional and modern technologies to determine how it has affected a particular place * outline the development of this industry in a particular area, accessing information via the internet, recent newspaper articles, oral histories, historical texts, etc. |

###### Time, Continuity and Change

Key concept: People and contributions

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

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|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.3  Students collaborate to locate and systematically record information about the contributions of people in diverse settings. | Geography TCC 5.2  Students liaise with local council or community representatives to resolve an issue of significant change in the local community. | Core TCC 6.3  Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. | Geography TCC 6.2  Students create a diagrammatic overview to indicate significant features and linkages in the process of urbanisation of a major Australian, Asian or European settlement. |
| Students know:  People and contributions | diversity of settings and contributions of people to them   * hot/humid environments e.g. rainforest/pygmies * cold, polar regions e.g. Arctic/Inuits * arid, desert area e.g. inland Australia/Australian aborigines * mountainous areas e.g. Himalayas/Nepalese * areas subject to tectonic change e.g. volcanic area, earthquake prone areas/Hawaiians * built environment e.g. cities, farms, mines * political response to needs of remote communities | local council or community representatives   * councillors * planners * engineers * environmental officers/Health officers * leaders of local lobby groups   issue of significant change in the local community   * particular issues dependent upon local situation, but could include: * changes to available parkland in a suburban area * change to service provision in an area (e.g. loss/ gain of services) * change to distribution of natural environment in a chosen area * change to natural processes (e.g. sand deposition) in a chosen area etc. | diverse individuals/groups and contributions in Australian or Asian environments   * democratic process * state and federal electoral commissions and redrawing of state/federal boundaries * development of independent status for East Timor and work of Xanana Gusmao * social Justice * Aboriginal and Torres Strait Islander leaders/groups working to improve conditions for indigenous people in rural and urban centres e.g. Lois O’Donohue, Eddie Mabo, Noel Pearson, Cape York Land Council, ATSIC , Sen. Aiden Ridgeway * ecological and economic sustainability * Senator Bob Brown and Australian Greens Party * Greening Australia and Land Care * environmentalist activist groups e.g. WWF, WPSQ * economic ‘think tanks’ e.g. The Whitlam Institute/Centre for Independent Studies * peace * Major Peter Cosgrove and ‘Interfet’ troops in East Timor | significant features and linkages in the process of urbanisation   * rural to urban migration * urban consolidation * models of urban settlement (Concentric Zone, Sector, Multiple-Nuclei) * urban renewal/gentrification   major Australian, Asian, European settlement   * as well as the obvious state capitals and major cities of Europe and Asia, it may be constructive to consider what is occurring in your Geographically closest regional city |
| Students can:  Participate | work together to   * locate and record information on one of the above groups * information could include location, topographic, climatic, lifestyle, work, cultural activities | liaise with local authorities and suggest resolution   * students communicate with local authorities about an issue * suggest a resolution in reference to the issue | collaboratively identify values   * participate as members of a team to investigate the contribution of a prominent figure/group and the values promoted | make diagrammatic overview of   * rural/urban migration trends * models of urban settlements |

###### Time Continuity and Change

Key Concept: Causes and effects

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

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| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.4  Students explain the consequences of Australia’s international relations on the development of a cohesive society. | Geography TCC 5.3  Students identify changes to the features of a rural place and an urban place and identify the difference and similarities in these changes. | Core TCC 6.4  Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. | Geography TCC 6.3  Students carry out field studies to investigate a spatial change through time in a local community. |
| Students know:  Causes and effects | consequences of Australia’s international relations   * international relations shaping Australia’s environment * humanitarian e.g. Ausaid, U N Commissions on Human Rights/Refugees * political e.g. ASEAN, UN, Commonwealth * economic e.g. WTO * military e.g. peace keeping in East Timor * environmental e.g. Kyoto Protocol, Ramsar, World Heritage * the development of a cohesive society and * environmental debate * globalisation * multiculturalism * reconciliation * trade agreements and their diverse impacts on primary and secondary industry * refugee support * changing demographic composition of Australia’s society * Aboriginal human rights issues | features of a rural place/urban place   * site * situation * physical characteristics of land on which a settlement is established * cultural characteristics of a settlement.   differences and similarities   * could be related to population characteristics, area of land affected, nature of service provision   differences and similarities in changes   * differences and similarities could be related to the rates of change, the impacts of the change process on local populations, extent to which the change process was locally or externally imposed | causes of change or continuity in environments   * physical * natural disasters e.g. cyclones, tsunamis, volcanoes, landslides, earthquakes * normal weathering and erosion processes e.g. action of running water, moving ice, aeolian(wind) action * cultural * large increase in population leading to increased pressure on urban fringes (in both developed and developing nations). * increased demand for particular resources (timber, coal, peat, water) e.g. overuse of Murray-Darling resource, pressure placed upon urban waterways as developers seek to satisfy increasing demand (&, in part, create demand) * change in spatial distribution of population e.g. caused by the drift from rural to urban areas (in both developed and developing nations). * provision of major infrastructure or service centre e.g. railway line between Adelaide and Darwin, construction of large shopping centre in a local community | spatial change through time   * relevant changes could relate to an expansion or decline in the physical area of land utilised by a centre caused by: * demographic characteristics * expansion/decline of an industry * establishment of new industry * increased/decreased support by local council   Local community   * street * block * suburb * town/city |
| Students can:  Communicate | explain consequences   * debate an important international issue and how it has affected Australia e.g. ’Australia should do more to control e.g. greenhouse gas emissions’ * present a written or oral report based on research, highlighting how an international event has impacted on Australian society * present a photographic, or other audio-visual, report on the debate on one world heritage decision in Australia * prepare a map and photographic display of change in an urban centre as a result of changes in the rural economy * roleplay a political campaign responding to a major issue and show how different political parties respond to one issue, identifying target audiences e.g. rural/urban concerns | identify changes   * investigate the local area (as either an urban or rural centre) and compare it with an adjacent settlement, which is opposite in nature to the original * collect data from each of these communities and investigate the similarities and differences in the types of changes which have occurred e.g. population growth may have occurred in the urban centre, to the detriment of smaller surrounding rural settlements; issues of landuse could be significant | produce a corroborated argument   * as a group present an argument in written or oral form for one of the above changes | carry out field studies   * map the current landuse in an area and compare it to historical records of the chosen area * conduct surveys and collate oral histories as part of the primary data to be used to determine the extent of changes/benefits-disadvantages of changes |

###### Time Continuity and Change

Key concept: Heritage

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Reflecting

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|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core TCC 5.5  Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. | Geography TCC 5.4  Students construct a log of data to record the sequence of occupancy of an Australian rural or urban centre based on primary sources including aerial photos, pastoral records, museum relics or headstones in graveyards. | Core TCC 6.5  Students develop criteria-based judgments about the ethical behaviour of people in the past. | Geography TCC 6.4  Students understand changing characteristics in land use patterns relative to physical, social and economic factors. |
| Students know:  Heritage | social and environmental heritage   * experience of advantage or disadvantage and * farming * indigenous communities * inner urban areas * migrant populations * Australian waterways * access to technology * endangered wildlife species * as revealed in * government policies on e.g. trade, land clearing, dam building, Telstra, etc * international agreements * socio-economic indicators | sequence of occupancy of Australian rural/ urban centre   * consider the role of physical features in determining landuse patterns e.g. water channels, particular soil types, hills (possibly for defence/flooding reasons) * which physical features were beneficial/prohibitive, depending upon particular historical circumstances   primary sources   * aerial photos * pastoral records * museum relics * headstones in graveyards * oral histories (living) | ethical behaviour of people in the past   * major ethical contributions in the past and influence on values relating to use of the environment e.g. Henry David Thoreau, John Muir, Aldo Leopold, Gary Snyder, and Arne Naess * practical contributions of environmental and conservation activists/groups e.g. David Suzuki, Richard Attenborough, Friends of the Earth, World Wide Fund for Nature, Greenpeace, Land Care groups, local catchment groups | land use patterns relating to physical, social and economic factors   * physical changes which alter landuse patterns * severe flooding * bushfires * cyclones * tsunamis * social changes which alter landuse patterns * rapid increase/decrease in population * loss of essential services in area * economic changes which alter landuse patterns * global/national/local demand for goods * dramatic increase/decrease in economic value of certain goods e.g. fall in wool prices during the late 1980s led to increased diversification in some rural areas of Australia |
| Students can:  Reflect | identify values inherent in historical sources   * evaluate resources for heritage values (photos, aerial photos, maps, sketches, local and other government records) using criteria eg social, economic, environmental * use a field study situation to investigate impacts of conflict over particular landuses on different groups of people both in a positive and negative way * use an example of one group to identify aspects of their heritage * roleplay a situation where groups reveal their different perspectives regarding the same heritage e.g. cotton farmers and conservationists re dam building | construct a log of data   * compile a report, using primary data sources, which analyses why particular waves of occupants lived in a particular area, at a particular time | develop criteria-based judgments   * determine the effectiveness of the efforts of chosen individuals/groups on the basis of specific criteria related to: * economic concerns * political concerns * social/cultural concerns | understand changing characteristics   * through practical exercises, demonstrate an understanding of landuse patterns relative to physical, social and economic factors * outline the extent to which particular physical, social and economic factors are responsible for the changes which became apparent over time and how the variety of factors responsible were interrelated to one another |

###### Place & Space

Key concept: Human-environment relationships

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Investigating

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| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.1  Students synthesise information from the perspectives of different groups to identify patterns that constitute a region. | Geography PS 5.1  Students interact with, record and reflect on the view of local groups to develop an understanding of their relationship with the environment. | Core PS 6.1  Students use criteria and geographical skills to develop conclusions about the management of a place. | Geography PS 6.1  Students utilise geographical information systems to develop an understanding of the significance of some components within a system. |
| Students know:  Human-environment relationships | perspectives of different groups   * perspectives * cultural * socio-economic * religious * environmental * political * different groups * indigenous * refugees * age * employment * residential   patterns which constitute a region   * physical * geology * climate * soils * topography * flora and fauna * natural resources and world heritage * human * built: urban, agricultural, mining, industrial * social/cultural: population characteristics, political divisions, lifestyle, cultural identity, employment | local groups   * some examples * Save our Riverfront Bushland * Brisbane Region Environmental Council * Bulimba Creek Protection Society * Bulimba Creek Catchment Co-ordinate Committee * Cloncurry LandCare * Channel LandCare Group * landCare * urban bushland * environmental * catchment committees   relationship between local group and environment   * aims of the group * actions and main issues dealt with by the group | management of a place   * positive management practices * ecologically sustainable development * conservation * preservation * protection * mismanagement * exploitation * unsustainable practices * excessive or misuse of resource * pollution * degradation * place * human (urban, industrial, farmland, political) * natural (catchments, forests, wetlands, coastal, marine) | systems   * natural * fluvial * arid * coastal * glacial * volcanic * socio-economic * agricultural/farming (e.g. dairying, sugar cane, horticulture etc.) * industrial/manufacturing (e.g. coca cola, cannery, bakery etc.) * mining (e.g. sand) * political * electoral boundaries   components for the system   * inputs – natural/human * processes * outputs |
| Students can:  Investigate | synthesise information to identify patterns   * manipulate data relating to particular phenomena(‘overlays’) to identify patterns resulting from various combinations of factors such as socio-economic status, ethnicity or various physical phenomena e.g. soil type, drainage lines, climate * define a city by political boundaries, population demographics, zones for housing, business and industry * define a region by using Aboriginal language boundaries * identify a specific farming region using statistics of food production and soil, climate and vegetation data * identify relationships that may exist between voting patterns and unemployment levels to classify a region * classify an area within a current social, economic or political region e.g. ethnic groupings in a city; types of work and associated industries in a regional centre | interact with, record and reflect   * using the internet to search the local groups to identify the aims and actions of these groups (examples of search terms: ‘community groups and Brisbane’; ‘LandCare and Queensland’) * based on this research, investigate the issues faced by the group or become involved by participating in the local groups’ actions * invite guest speakers from the local groups to outline the groups’ environmental aims and actions * report to the class on the success or otherwise of the group | use criteria and geographic skills to develop conclusions:   * using the geographic inquiry process, investigate a local catchment area and use specific criteria (relating to environmental, social, economic, political factors) to determine which is the best management strategy from a number of possible options * apply geographical skills of observation, collection of primary data (e.g. water quality and macro-invertebrate study),graphical manipulation of data (e.g. pi-charts, bar graphs, climate graphs, simple topographical maps, cross-sections, aerial photography) to a study of management of a place and express conclusions | use GIS to assist in decision-making   * decide on the information needed * obtain data for each piece of information * overlay the sets of data and map |

###### Place and Space

Key concept: Processes and environments

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Creating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.2  Students design strategies for evaluating environmental impacts of a proposed project highlighting relationships within and between natural systems. | Geography PS 5.2  Students identify different types and patterns of settlement in Australia and other regions of the world and examine the physical and social factors operating within these settlements. | Core PS 6.2  Students create proposals to resolve environmental issues in the Asia-Pacific region. | Geography PS 6.2  Students perform a role-play centred around an environmental issue where the values of the participants are revealed. |
| Students know:  Processes and environments | relationships within and between natural systems   * dependence and interdependence * hydrological cycle * food webs * ecosystems * addition of an element to a system * non-native plants and animals e.g. toad/rabbit, water hyacinth, marine organisms found in ballast water * wastes or run-off from gardens, sewerage, industry, etc and impact on water quality e.g. Moreton Bay * chemicals into land, air ,water systems e.g. fertilisers, herbicides, pesticides, fluorocarbons * removal of an element from a system * natural predators e.g. dingos from wildlife reserves, impact of calicivirus in arid lands, clearfelling of forests * projects impacting on natural systems * Mining proposal (e.g. Uranium mine at Jabiluka) * Tourist resort * Canal development (including impact upon original wetland environments) * Urban subdivision * Agricultural development (piggery, feedlot) * sand replenishment programmes * examples of environmental impact statements related to their local/regional/state environment | patterns of settlement in Australia and other regions of the world   * types of settlement: hamlet, village, town, city, metropolis, megalopolis * functions of settlement: mining, tourism * urbanisation * suburbanisation: urban sprawl, urban consolidation * rural decline * squatter/shanty settlements * typical village patterns in SE Asia   physical and social factors   * topography * nature of hinterland (agricultural and so on) * demographic characteristics (age, employment status, occupation, religion, level of education, home ownership) * household income * ethnicity * cultural influences/traditional lifestyle | environmental issues in the Asia-Pacific region   * global warming e.g. Pacific islands, Bangladesh, coastal regions of Australia and rising sea levels * tourism e.g. Bali and cultural and environmental degradation, destruction of Great Barrier Reef * resource management e.g. use of the Asian rainforest for timber in Australia * population issues e.g. China’s One Child Policy; population densities, poverty and impact on natural environment * trade e.g. the ethical considerations in the trade for wildlife, clothing and other consumer goods * endangered fauna e.g. panda, orang-utan, bilby | suggested environmental issues   * development project: Mining venture, tourist resort, canal development, land clearing. * maintenance of biodiversity versus economic needs of community. * disappearing rainforests in Indonesia, for example. * Australia’s response to Global Warming. * urban development or the protection of rich agricultural lands. * waste minimisation or waste management |
| Students can:  Create | design strategies for evaluating environmental impacts   * identify a project – local, regional, national or global * gather evidence from a range of sources * brainstorm a range of possible environmental impacts * develop criteria and strategies to evaluate projects by determining the impact upon the environment (natural & social) * consider strategies developed by other agencies * create alternative strategies to address the problems which become apparent | use maps, photographs etc. to identify types and patterns of settlement   * show in a table form types and patterns of settlement * show difference between a pattern of an Australian city and another world city * show differences between different types of settlement e.g. hamlet, village, town, city | create proposal to resolve issue   * follow the Geographic Inquiry process to ensure informed understanding as a means of resolving an issue e.g.What area of Asia is covered by rainforest? Where is rainforest being harvested for timber for Australia? Why is Australia importing this timber? How does this impact on the local environment and what are the long term consequences? What alternatives are there? What action can we take to help resolve the issue? * create a report on findings and expressing proposals for action, e.g. written report, seminar, multi-media presentation, web-page | perform a role-play centred on an environmental issue   * examples of types of role plays: * a local council meeting * a community consultation meeting * a class debate   follow guidelines for effective role-play: *Step 1: Overview of issue Step 2: Identify stakeholders Step 3: Having been issued with stimulus material outlining the views of different stakeholders, students (in groups) can develop their character/s Step 4: Conduct role-play (create the physical layout of the role-play within the classroom) Issue name tags and so on Step 5: Debriefing by identifying the conflicting values and recognising the tentative nature of conclusions drawn from such a role-play* |

###### Place and Space

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key concept: Stewardship

Key process: Participating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.3  Students participate in Geographical inquiries to evaluate impacts on ecosystems in different global locations. | Geography PS 5.3  Students use fieldwork to explain the rate of operation of physical processes. | Core PS 6.3  Students initiate and undertake an environmental action research project based on fieldwork. | Geography PS 6.3  Students identify the characteristics that make a natural environment unique and compare these with a list developed by someone who has had a long association with that environment. |
| Students know:  Stewardship | global locations   * Asia-Pacific and other world locations * regions e.g. climatic, vegetation, agricultural * places of temporary significance   impacts on ecosystems   * natural * tidal waves * drought e.g. Somalia * bush-fire e.g. Indonesia * earthquakes e.g. Japan * cyclones/hurricanes/typhoons e.g. Bangladesh * El Nino/La Nina e.g. Australia * human * mining e.g. Bougainville * logging e.g. Indonesia, Brazil * commercial fishing e.g. overfishing in Pacific Ocean * nuclear testing e.g. Bikini Atoll * primary and secondary industry e.g. cotton farming, aluminium/energy production, acid rain * population growth/concentrations e.g. million cities * scientific developments e.g. seed rights * human-natural interactions e.g. land degradation/ desertification/salinisation in fragile biophysical regions | physical processes   * weathering * erosion * transportation * deposition   systems   * fluvial * arid * coast * glacial * volcanic system   factors that influence the rate of operation   * slope * vegetation cover * rainfall intensity * soil structure * water velocity * size of sediment * climate | environmental action research project   * local, national or global environmental issue * action research process * problem identification * problem investigation * data evaluation * possible actions * predicted outcomes * action selection * action implementation * action evaluation * new problem identification * process revisited | natural environments   * arid landscapes * tropical rainforests * grasslands * wetlands * polar regions * mountainous landscapes   characteristics   * landforms * soils * climate * vegetation * wildlife |
| Students can:  Participate | participate in Geographical inquiries to evaluate   * engage in a geographical inquiry * collaboratively identify a location and ecosystem * develop and apply key questions using the Geographical Inquiry   process framework   * What and where are the issues or patterns being studied? * How and why are they there? * What are their impacts or consequences? * What is being done and what could be done to improve the situation? | participation in field exercises to determine the rate of operation of physical processes   * a study of a local stream to identify physical processes * use topographic map to construct a precise map of the river. Use contours to construct a longitudinal profile of stream. Identify two or three sites along the stream * measurement of cross sectional area and water velocity so as to calculate discharge at sites along stream * use clinometer and tape measure to determine slope * examine photographic evidence of river bank/ riparian fringe * take samples of sediment at intervals along a cross section of the stream – measure the size and take photographic evidence of bed-load * take samples of water and use scientific laboratory to filter water for suspended sediment. Ask the school’s laboratory technician for assistance if needed * visit the local council to obtain peak discharges during rain periods (gauging stations are located along the stream to measure such discharge) * identify human influences that increase the intensity of physical processes on creek * field work can lead to action in the wider community. For example, the school could ‘adopt’ a part of the stream to monitor e.g. Toowoomba City Council’s ‘Adopt a part of the Creek Program’ | initiate and undertake a project based on fieldwork   * engage in a cooperative environmental action research project * share perceptions to identify an environmental issue, having local context available for field study * establish criteria to validate that an issue exists * engage in fieldwork data collection using a variety of methods and measurement instruments e.g. water and air quality test instruments, cross-sections, topographical maps, field sketches, tape measure, clinometer, sketch maps, capture/recapture method, vegetation quadrats, transects, questionnaires/surveys/ interviews, photographs | share informed points of view and consult with a person who has had a long association with the environment   * research to inform themselves about the characteristics of the selected natural environment that make it unique * participate in video conferencing with individuals who have a long association with the environment * send e-mail/s to survey an individual or individuals who have had a long association with the environment (e.g. early settlers, Indigenous people, elderly) |

###### Place and Space

Key concept: Spatial patterns

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning 0utcome | Core PS 5.4  Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region. | Geography PS 5.4  Students investigate the characteristics of and the processes operating in biophysical environments in areas such as wetlands, arid lands and forests. | Core PS 6.4  Students use maps, tables and statistical data to express predictions about the impact of change upon environments. | Geography PS 6.4  Students undertake fieldwork to monitor the impact of a development proposal on the features of a natural and/or built environment, using indicators appropriate to environmental impact assessments. |
| Students know:  Spatial patterns | maps and diagrams   * choropleth * topographic * political * thematic (population, economic activity etc.) * isoline maps * flow diagrams   statistics and their representation   * mean * median * correlation * data Manipulation * bar graphs * column graphs * line graphs * climate graphs * scatter graphs * sector graphs   environments in Australia and the Asia-Pacific region   * natural environments e.g. deserts in Australia, rainforests in Asia, coral reefs in the Pacific * built environments e.g. farming regions in Australia, tourist resorts in the Pacific, cities in Asia * social environments e.g. regional communities in Australia, families in Asia, language groups in the Pacific | examples of biophysical environments   * wetlands * coastal * tundra * arid/semi-arid * forests e.g. rainforest, coniferous   characteristics of biophysical environments   * climate * soil * landforms * flora * fauna   processes occurring in biophysical environments   * erosion, transportation, deposition. * water, nitrogen and carbon cycles and associated processes | maps and photographs   * climatic * vegetation * political * orthophoto * choropleth * weather * thematic -historical, world heritage * aerial and satellite imagery   tables   * life expectancies * income/other distributions * frequencies   statistical data   * percentages * averages * mean * median   impact of change on environments   * natural impacts e.g. tidal wave, cyclone, earthquake, drought, fire, flood, erosion * human impacts e.g. global warming, atmospheric and water pollution, habitat loss, species extinction, dams, land degradation/salinisation * positive or negative consequences of impacts * reversible or non-reversible impacts | development proposals   * dams * logging * tourist resort * canal * townhouse development * shopping centre * removal of heritage housing * new urban estate   indicators   * social * economic * environmental * political |
| Students can:  Communicate | use maps, diagrams and statistics to justify value placement   * refer to information from maps, diagrams, statistics to identify environmental values e.g. heritage listings, national parks * consider possible perspectives of cartographers and statisticians e.g. commercial/government, target audience * use available data to critique listings of areas of international significance e.g. World Heritage sites, Ramsar Convention sites * select a familiar environment and communicate why (via maps, diagrams, statistics) it is worthy of preservation/conservation | investigate the biophysical environment by   * gathering information and recognising the relationship between climate, soil and vegetation types * viewing videos of these biophysical environments to investigate the characteristics and processes | use maps, tables and statistics to express predictions   * graph and map trends before and after introduction of conservation measures or after a development that uses natural resources e.g. groyne construction on Sunshine/Gold Coast beaches, LandCare initiatives, ‘Waterwatch’ programmes, sandmining at Beachmere (Bribie Island) * combine maps and tables to identify trends and express predictions of change such as habitat loss impacting on endangered species e.g. farming and brigalow/grasslands loss; rangelands occupation and bilby loss, sugar cane farming and mahogany glider | use field work to monitor impact   * collect data * what is the nature of the development * where is it proposed * how and why will it impact on the natural/built environment * use indicators to make a decision about the likely impact |

###### Place and Space

Key concept: Significance of place

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Reflecting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core PS 5.5  Students evaluate ideas concerning sustainability to identify who will benefit and who will be disadvantaged from changes to a Queensland industry. | Geography PS 5.5  Students apply their knowledge and understanding of how different environments are interdependent and suggest preferred futures. | Core PS 6.5  Students make clear links between their values of peace and sustainability and their preferred vision of a place. | Geography PS 6.5  Students use a case study of a major geographical issue to investigate possible futures and implement practical suggestions and alternatives to achieve these. |
| Students know:  Significance of place | ideas concerning sustainability   * preservation/conservation * fluctuating popular/political support * recycling * appropriate technology/alternative technology * vulnerable/endangered/extinct organisms * exploitation * intergenerational and interspecies equity * green tax * green investment and marketing * consumerism, environmentalism, welfarism   who may benefit and be disadvantaged from changes   * rich/poor * rural/urban * local/national/international/global * present generation/future generations * employers/employees * employed/unemployed * shareholder/consumer * people who use environment for recreation/people who use environment as industry resource   changes   * size e.g. profit/geographic/market growth and decline, downsized labour force * technology e.g. capital/labour intensive, environmentally responsible * ownership e.g. public/private, local/national/ global * regulation   Queensland Industry   * primary e.g. agriculture, pastoral, fisheries, timber, mining * secondary e.g. manufacturing * tertiary e.g. tourism, services, education, medical/scientific, technology ( bio-technology industries and advanced technology parks), sport * alternative industries | different environment   * national parks and their surrounds * fluvial and coastal areas * grasslands and forests * areas for low cost/high cost housing   aspects of interdependency   * location * accessibility * links * physical characteristics e.g. climate, soil * people networks * use | values of peace   * reconciliation * celebrating difference * empathy * tolerance * cooperation * interdependence * non-violence * hope and optimism   values of sustainability   * heritage * biodiversity * intergenerational equity * ecological integrity * conservation * wilderness * ability to satisfy needs   referred vision of a place   * view of a place based on personal preference informed by principle of ecologically sustainable development | major geographical issues   * atmospheric issues: greenhouse effect, ozone depletion, acid rain * land degradation: soil erosion, salinisation, soil infertility * coastal management * biospheric issues: land clearing, destruction of rainforest, loss of biodiversity   possible case studies   * forest removal in PNG * dealing with waste from Ok Tedi mine, PNG * loss of sand to Sunshine Coast beaches * overgrazing in rangelands |
| Students can:  Reflect | evaluate ideas to identify   * select a local industry experiencing change, identify possible alternatives and make judgments about which is the best option for the future of the local/wider community * consider lists of advantages and disadvantages of a change to a Queensland industry e.g. restrictions on logging/water use, diversification of crops and evaluate long term benefit * consider real life case studies, role playing situations e.g. irrigation and the cotton industry, where sustainability of current practices is questioned and feelings of people affected identified | show understanding by   * completing practical exercises showing interdependency between environments   suggest   * future management of the area | make clear links between values and vision   * deliver an oral presentation illustrating a vision of a place, emphasising the values which underpin their decision to adopt this vision * participate in a practical project that contributes to a future vision of a place based on a plan underpinned by peace and sustainability e.g. a local creek revegetation project | conduct a geographic inquiry on one issue   * What and where is the issue to be investigated? * How and why is the issue occurring? * What impact is the issue having on people and the environment? * What is currently being done and what could be done? Propose future scenarios and suggest practical suggestions to alleviate the negative impacts |

###### Systems, Resources and Power

Key concept: Interactions between ecological and other systems

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Investigating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core SRP 5.1  Students evaluate the relationship between an ecological system and a government and/or an economic system. | Geography SRP 5.1  Students investigate media sources to identify significant current issues and the levels of government that may be relevant in relation to these issues. | Core SRP 6.1  Students develop and test an hypothesis concerning a relationship between global economic and ecological systems. | Geography SRP 6.1  Students trace and investigate the various geographic locations of transnational corporations over time. |
| Students know:  Interactions between ecological and other systems | ecological systems   * wetlands * rangelands * tropical rainforest * marine * coastal * riverine * woodlands   relationships between an ecological system and a government and/or an economic system   * government applying Telstra sale proceeds to environmental projects e.g. riverine restoration * government application of principle of Ecologically Sustainable Development (ESD) * energy suppliers selling green energy * governments regulating land clearing, water use, etc. e.g. WAMP, Regional Forest Agreements * government adoption of user-pays principle e.g. National Parks * government legislation increasing penalties to industries for polluting e.g. wastes in rivers * compulsory Environmental Impact Statements for private developments in or near natural ecosystems * government providing tax relief to farmers for introducing soil/land conservation techniques (on private and commercial basis) * market forces encouraging more ecologically responsible development e.g. oil companies offsetting CO² production by buying/planting forests; eco-tourism resorts at Couran Cove, Kingfisher Bay; the Body Shop selling environmentally-sensitive products | media sources   * radio * newspapers * magazines * television (news/documentary) * internet * billboards   significant current issues   * local e.g. affecting local residents * regional e.g. impact upon significant regional industry * national e.g. involving major service industry with offices throughout Australia * global e.g. impact of a multinational on a particular country’s development status   levels of government   * local e.g. shire/city council * state * federal * international e.g. United Nations body | a relationship between global economic and ecological systems   * indebted developing nations and the pressure for cash crops/monoculture * global income distributions and the availability of clean water * Australian demand for rainforest timbers and forest industries in e.g. Indonesia * economic growth, finite resources and world price structures e.g. in oil industry * exporting raw materials, importing processed materials e.g. textiles * ecological and economic impact of population control in e.g. China * primary industries and environmental impact e.g. land degradation in the rangelands * Antarctica - exploitation or protection * economic development and endangered species e.g. pastoralism and the bilby * impact of fishing practices e.g. Indigenous harvesting of turtles, long line and drift net fishing | geographic locations   * important to be aware that many transnational corporations commence operations in developed nations and then move to newly developing nations. Companies could have been based originally in Western Europe and North America, then newly developing economies of 1960s e.g. Japan; 1980s e.g. Korea; 2000s Vietnam, Thailand, Laos etc. * progressions have also occurred (to expand markets) involving moves to other developed nations   transnational corporations   * significant transnational corporations could include: * petrochemical companies e.g. BP, Shell * manufacturing companies e.g. Nike, General Motors, Ford * mining companies e.g. Rio Tinto * food processing/retailing e.g. McDonalds |
| Students can:  Investigate | evaluate the relationship   * engage in an inquiry into the way a local example of an economic system relates to its ecological environment e.g. a cane farm and coastal lowland environment or an island resort and its marine environment * observe, record and describe major features * analyse and explain the major impacts of one system on the other * what are the long term consequences for this environment * how are/could the principles of Economically Sustainable Development be applied? * evaluate the extent to which a particular economic enterprise( e.g. the electricity industry, an ecotourism resort) tries to satisfy ecologically sustainable principles, by using specific criteria which refer to specific social, environmental, economic and political factors * evaluate an economic model which explicitly incorporates the natural environment in the calculation of economic cost | investigate   * explore a current contentious issue (at one of the above scales). The issue could relate to the use of a particular resource over which different levels of government disagree e.g. differences in opinion over the utilisation of native forests, by federal and state governments | develop and test an hypothesis   * engage in a process for developing and testing an hypothesis e.g. * frame an hypothesis that is manageable, relevant and focused * identify and gather relevant data e.g. statistics, present and past satellite images * compare and evaluate data e.g. compare assessments about the reliability of information, compare statistical data with mapped information * construct conclusions about accuracy of hypothesis * examples of hypotheses * that developed nations are responsible for ecological damage in developing nations * that government imposed policies (e.g. those relating to population policies) have significant ecological benefits * that forgiving developed nations debt (e.g. Jubilee 2000) would have ecological benefit * conduct a local field study to suggest a testable relationship which may exist on a larger scale | trace and investigate:   * write an expository essay outlining the ‘story’ of the development of a multinational company, highlighting the benefits and disadvantages of the particular trajectory adopted by the company; (Emphasise human and ecological impacts) What impact has this company had upon the peoples in the countries in which it has developed various elements of its enterprise? |

###### Systems, Resources and Power

Key concept: Economy and business

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Creating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core SRP 5.2  Students design models of Australian economic system to demonstrate its relationship to global trade. | Geography SRP. 5.2  Students participate in hypothetical/simulation activity to examine an issue and show an understanding of systems, resources and power. | Core SRP 6.2  Students make practical suggestions for improving productivity and working conditions in industry or business. | Geography SRP .6.2  Students complete a case study of an environmental inquiry involving procedural justice. |
| Students know:  Economy and business | Australian economic system’s relationship to global trade   * impact of free trade/protectionism on Australia’s different economic sectors * Australia’s exports to countries with specific needs e.g. disease/contaminant free produce, religious requirements e.g. Muslim need for live animal exports * influence on Australia’s economy of regional trade links (APEC, ASEAN) and other international trade links (WTO) * impact of world exchange rate fluctuations on Australia’s industries e.g. exports, tourism * reasons for Australia’s moves to expand exports to populous Asian markets (especially China, Indonesia etc.) | an issue relating to systems, resources, power  (could relate to an Australian or overseas issue)   * a current issue which highlights the conflicts arising over different value positions e.g. a local/state government might wish to develop a particular enterprise in an area which will shore up the economy of the area (and perhaps beyond) but which leads to environmental or social conflict e.g. a tourist resort in a particularly sensitive environment | productivity and working conditions in an industry or business   * nature of working conditions current in different countries and cultures * changes to industrial relations and its impact on industries and trade e.g. pastoralism, waterfront * costs and benefits of ‘piece work’ e.g. migrant ‘outworkers’ for clothing companies * reasons why people are involved in exploitative practices * the impact of technological change in the workplace e.g. on workers * improved conditions – the role of government, employers and unions | elements of procedural justice  such elements might include:   * the right to be heard in relation to a particular issue e.g. residents and freeway developments * the right to object to elements of a proposal, during preliminary phases e.g. mining development proposals * the right to fair compensation (monetary or otherwise), depending upon the outcome of a decision) e.g. land resumptions |
| Students can:  Create | design models   * create and label a flow diagram of current/future scenarios of the optimal mix of economic activity in Australia, given particular circumstances e.g. impact of conflict in East Timor and the consequences for future trade * design a futures wheel to look at the issue of banning livestock exports to the Middle East (or other nations). * design a 3-D display showing the trade links Australia has with other nations * build interactive webpages which allow users to identify the changing geographic focus of Australia’s export destinations | participate in activity   * engage in role play in groups adopting the following roles: * Mayor * State MP * Environmental Lobby Group Leader * Leader of Residents’ Action Group (opposed to venture) * CEO of business operation * Group of individuals are members of a forum discussing whether or not a particular venture should proceed. Determine how the resources should be utilised, by whom and determine how to ameliorate those who may not be initially pleased by the outcome | make practical suggestions   * write submissions to multinational companies to encourage them to change their practices regarding the exploitation of workers in both developed and developing nations * design a campaign for an MP to ban underpaid ‘piece-work’ activities within a particular electorate * develop practical suggestions for a local business/industry * gather information from a range of sources * identify an issue and articulate solutions * discuss solutions with practitioners in similar situation and modify plans * develop a cost benefit analysis of proposed changes * present plans/advocate to industry representatives | environmental inquiry   * select a controversial environmental issue and investigate the issue using the following steps, e.g. Hinchinbrook resort, irrigation farming on Coopers Creek: * what is the issue? * where is it located? * how is the environment to be utilised, in this particular venture? * why have these decisions been made? * what will be the impact of this decision? Consequences to environment? Members of different political groups? * what is currently being done to responsibly address this situation? What could be done? |

###### Systems, Resources & Power

Key concept: Participation and decision-making

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core SRP 5.3  Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | Geography SRP 5.3  Students research a contemporary issue related to an ecological system and develop possible approaches to dealing with the issue. | Core SRP 6.3  Students advocate to influence Australia’s role in future global economies or environments. | Geography SRP 6.3  Students participate in a field study of a particular system to investigate evidence of sustainable development. |
| Students know:  Participation and decision-making | significant current environmental, business, political or legal issues in natural, social or built settings at a range of scales   * where significant issues often overlap categories e.g. native title may be political and legal infrastructure locations such as for roads and dams are environmental and political * where significance could be based on quantitative analysis of media reports, surveys of local community   participatory action   * action which involves practical, authentic behaviours extending beyond the theoretical * actions involving negotiation, consultation, clarification of position, clarity of intentions | contemporary issue   * overuse e.g. excessive irrigation from Australia’s waterways especially along Murray-Darling Rivers and within this river basin * pollution e.g. air pollution from car exhausts/factories in inner city regions of major Australian cities * misuse e.g. grazing margins of Australia’s rangelands   ecological system   * could be related to * biosphere (particular plant and animal communities) * lithosphere (land, soils) * hydrosphere (atmosphere, rivers, oceans) | Australia’s role in future global economies or environments   * the advocacy, participation and regulatory roles of Australian governments and local and international agencies in e.g. World Heritage, greenhouse gas emissions, international fishing, trade in endangered species, clean water programmes * foreign aid organizations- donations, projects and their impact * ethical consumerism related to labour/ environment issues * the Cairns Group and other free trade alliances * globalisation and patterns of international investment | examples of particular system   * land system – soil, geomorphology * water system – river study, coastal * ecosystem – rainforest study   evidence of sustainable development e.g.   * use of contour ploughing to minimise soil erosion from hillsides * regular water quality testing (by local council, concerned community groups) * use of deep rooted native species to reduce water table and consequent problems of salinity * orientation of homes to maximise solar energy potential, natural breezes |
| Students can:  Participate | use a structured decision making process   * use the Geographic Inquiry process to come to a decision relating to a particular native title claim * What and where is the native title claim being studied? * How does the process of gaining native title work and why has it been invoked? * What impact will it have upon present land and landholders and traditional claimants? * What is currently being done? * Based upon this analysis, what do you think should happen? * findings could be presented in oral or written form * simulated referendum or structured debate related to legislation changes required to protect the environment * court room role play related to a conflict over a coastal or other development | research and develop approaches   * utilise primary and secondary sources to determine how a particular resource is currently being used and determine which of the following options is most feasible * prevent any further use of the resource * utilise resource at considerably lower levels * maintain current usage levels * increase level of usage | advocate to influence   * consider gaining membership of an international agency/organisation * communicate electronically with authorities and advocate a particular position e.g. on foreign aid * discuss with local business and community leaders the positive and negative effects of free trade policy on the local community * influence consumer behaviour by planning and organising an advertising and marketing campaign in the local area | participate in field study   * actively engage in collecting own data using measuring instruments, surveys, observation records, with particular emphasis upon the extent to which sustainable practices have been used * recommend what needs to be done to rectify any shortcomings or endorse particular practices as exemplary of what can be achieved |

###### Systems, Resources and Power

Key concept: Access to power

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Reflecting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core SRP 5.5  Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings. | Geography SRP 5.4  Students explain ways in which government and economic systems respond to issues related to population and settlement. | Core SRP 6.5  Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. | Geography SRP 6.4  Students identify Aboriginal and/or other community approaches to environmental management and investigate ways in which values are incorporated in government policy. |
| Students know:  Access to power | principles of social justice  (refer to SOSE syllabus)  access to democracy in Queensland or other Australian political settings   * varying sizes of Queensland and Australian electorates * distance from centre of power in capital cities * political boundaries and relation to population characteristics e.g. age, ethnicity, gender, etc, or others such as natural boundaries e.g. catchments * access to various media across Queensland and Australia * social justice implies assisting/acknowledging * marginalised/minority groups e.g. Aboriginal & Torres Strait Islanders, rural/urban * dispossessed/homeless e.g. ethnic groups/others | government and economic systems   * level of government * local * state * federal * economic system * capitalist * socialist * communist   population and settlement   * developed nations * rural decline * coastal expansion * suburban expansion * inner city gentrification/decline * marginalised groups/privileged groups and their distribution in particular areas/suburbs * developing nations * shanty towns * rural decline (in some areas) * increase in disparity between rich and poor – urban and rural * migration within and beyond national boundaries. * pollution/health concerns | economic power   * of interest groups e.g. consumers, shareholders, workers, global businesses * of majority/minority groups * of wealthy/poor   political power   * related to geographical location and socio-economic status * related to ethical position * related to membership of influential organisation   access   * influence of education * isolation through distance, inadequate infrastructure, etc. | Aboriginal/other community approaches to environmental management   * the land is the mother of the Aboriginal people and must be accorded an appropriate level of respect. Consequently, management practices are minimally intrusive * other communities have different values from traditional western approaches to the value of land and many indigenous populations throughout the world have a similar relationship with the land to that of the Australian aborigines e.g. Inuit of Canada and Alaska, natives of South American countries.   how values are incorporated in government policy   * meetings – to gauge public opinion * special government committees – to develop strategies to address particular concerns * lobbying by special interest groups. * formal arbitration processes which demand the valuing of previously ignored ideas/individuals * legislation |
| Students can  Reflect | apply the value of social justice to make suggestions   * discuss the social justice implications for equitable access to decision making processes using student produced maps showing electoral, media and population distributions and suggest how it may be improved * determine which geographic regions contain significant populations alienated from the democratic process and which centres need targeting by governments to increase participation in social/economic/political arenas | explain   * study the population and/or settlement patterns of an area and outline how a level of government has responded to improve or aggravate the current situation | apply understandings to suggest ways of improving access   * share information collected on claims of a minority group e.g. Torres Strait Islanders, Palestinians, West Irianese and devise a plan for improved access to economic and political power e.g. making contact with the group (via email), writing to the governments /organizations, making others aware of the issue | identify approaches and investigate values   * brainstorm controversial environmental issues during the past decade or at present * deliver an oral presentation outlining how different value positions gain the ascendency, at different times. Trace the history of particular viewpoints by particular groups and determine the impact of such groups on government policy, over time |

###### Culture and Identity

Key concept: Cultural diversity

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Investigating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.1  Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. | Geography GCI 5.1  Students evaluate how material and non-material aspects of one culture may have been derived from other cultural groups. | Core CI 6.1  Students analyse the ways in which various societies inhibit or promote cultural diversity. | Geography GCI 6.1  Students participate in strategies to promote the values of equity, tolerance and cultural diversity in Australian and global contexts. |
| Students know  Cultural diversity | aspects of diverse cultural groups  including Aboriginal and Torres Strait Islander groups   * geographic (spatial) distribution of different cultural groups e.g. Aboriginal and Torres Strait Islander populations; ethnic concentrations within large urban centres/regions * cultural characteristics of groups * socio-economic status * life expectancy * birth/death rates * level of education * energy usage/capita, etc. * geographic isolation and Aboriginal health * patterns and distributions of wealth * geographic/cultural origins of foods * network of significant people within different cultures – religious, political, social   perceptions of cultural aspects   * media representations of different cultures and regional variations of this * inter-relationships between diverse cultural groups within society e.g. inclusion/exclusion based on language, religion, dress, etc. changing food tastes * changes over time and factors influencing this e.g. perceptions of Asian people | material aspects of culture   * food * clothing * shelter   non-material aspects of culture   * patterns of behaviour * family structure * education/military/economic/political systems * language * religion * art * music * key ideas * a society changes its cultural practices and traditions and then calls them their own * Australian society has been able to absorb and adjust to change while remaining distinctly Australian * processes causing cultural absorption mass media, telecommunications, globalisation and so on | ways in which various societies promote cultural diversity   * legislation e.g. anti-discrimination * education and equal access * community celebrations * international communications e.g. internet * effective group representation e.g. Danish Society, Ethnic Affairs Council, CWA * refugee support * migrant support e.g. language support, housing   ways in which various societies inhibit cultural diversity   * multinationals and economic capacity to homogenise e.g. similarities in character of CBDs of major cities * globalisation and weakening of traditional political entities, especially national/state governments * migration and assimilation or domination e.g. Aceh Province in Indonesia * lack of employment in regions resulting in migration e.g. migration of male labour force to cities in South Africa | strategies to promote values of equity, tolerance and cultural diversity   * promote awareness of the cultural diversity within Australia * recognise that Australian Government policy is to encourage ethnic groups to maintain former identity and culture while being asked to accept Australian principles associated with such notions as ‘A Fair Go’, freedom, friendship * foster understanding of different cultures through education and recognition of the valuable contribution the cultures have made to Australian heritage |
| Students can  Investigate | investigate   * the demographiccharacteristics of a particular area e.g. life expectancy, birth/death rates, (including GIS manipulation of data available from AustralianBureau ofStatistics) and establish significant cultural groups within this community * carry out local surveys to establish evidence of the diversity of cultural influences on e.g. housing, street signs, businesses, style of dress, food * survey local community/class members/school members regarding e.g. perceptions of a particular cultural group; degree of tolerance of cultural diversity | investigate   * the cuisine of a range of cultures by mapping the distribution of restaurants, classifying them according to country of origin. * survey the class on diet and determine the cultural origin of foods consumed * investigate the global impact of a multinational fast food or clothing company by: * plotting distribution of outlets * discussing how it changes the cultural practices within countries * determining how the company may try to appropriate elements of the culture of the country in which it is operating | analyse ways   * conduct an inquiry which focuses on analysis of phenomena e.g. the way in which different societies respond to cultural diversity e.g. gather and sort information, analyse information and consider evidence, identify hidden and marginalised perspectives * analyse change process, through time, in a local area e.g. the extent to which a society has inhibited or promoted cultural diversity * investigate print or other media to identify ways different societies/groups in society respond to diversity | investigate   * the cultural diversity within Australia * -by conducting interviews with people of different cultural origins to determine their contribution toAustralianheritage * -by visiting the web site of the Australian Government Department of Immigration and Multicultural affairs, New South Wales Department of Aboriginal Affairs, and Multicultural Affairs Queensland to determine policy and practices. This is also a source of data on multicultural Australia * participate in the Australian Government activities on Harmony Day, March 21st |

###### Culture and Identity

Key concept: Cultural perceptions

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Creating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.2  Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. | Geography CI 5.2  Students identify and debate the extent to which the mass media, fashions and fast-food outlets are having a homogenising effect on cultures around the world. | Core CI 6.2  Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. | Geography CI 6.2  Students evaluate how school and community activities and national and international organisations promote cultural diversity and celebration. |
| Students know:  Cultural perceptions | impacts of particular perceptions of cultural groups held by a community   * cultural identities expressed in media and literature vary with time and place * stereotypes prevalent within a community and education/employment/social opportunities * rural/urban divide and political policy * perceptions of socio-economic advantage and disadvantage within communities and impact on political policy * regional disputes, development of ghettos as negative results of cultural diversity * government policies/activities and cultural cohesion | global trends towards homogenised landscapes   * same restaurants, clothing styles, business houses, music, movies, sports and so on -this global popular culture threatens cultural diversity * the world is a shrinking space due to improved communications and transport technologies. Other processes such as globalisation, sport, tourism and migration, are having an homogenizing impact | perceptions of cultures associated with a current issue   * media images, culture and crime * asylum seekers (boat people, etc) and need for detention e.g. Port Hedland * changing policies and practices of water allocation in rural areas * privileged position of US military facilities in Australia * gun ownership and Australian identity * homelessness (youth and other) * gender e.g. perpetuation of ‘glass-ceiling’ * race based prejudice and minority groups in Asia Pacific region | ways to promote cultural diversity and celebration   * celebration of International days - Greek National Day, St Patrick’s Day, Bastille Day * Australian Government Department of Immigration and Multicultural Affairs, Harmony Day, March 21st * United Nations Day for the Elimination of Racial Discrimination |
| Students can:  Create | devise practical and informed strategies   * create a display of significant Australian leaders and their cultural identity/place of birth * alleviate negative perceptions in the local community e.g. highlight the benefits of a particular group for the rest of society with its contribution to cultural diversity; devise information campaign to promote the benefits of cultural diversity within local/regional community | identify and debate   * debate the issue ‘The spread of McDonald’s Fast Food Outlets is causing homogenisation of culture.’ * create a collage of symbols that reflect the homogenising effect of global culture the swoosh, golden arches and so on. Link these symbols to world maps showing global distribution of Trans-national Corporations (TNCs) * develop a list of items that could be placed in a time capsule to represent global popular culture around 2002 | develop a proposal to promote a socially just response   * on the basis of a geographical inquiry, including analysis of data, into a particular issue, prepare a speech outlining what could be done to promote a socially just response e.g. speech to assembly outlining measures to remove media bias in reporting of youth culture * brainstorm suggested responses to an issue e.g. land clearing and evaluate the effectiveness of each response for concerned groups | promote and evaluate   * hold festivals to promote cultural awareness within the school community * imagine themselves as TV reporters who have been asked to present a 5-minute documentary on the cultural diversity in the local area. The documentary could consist of interviews of people from different cultural groups * evaluate the effectiveness of national days celebrated locally through attendance of the celebrations |

###### Culture and Identity

Key concept: Belonging

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Participating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.3  Students share their sense of belonging to a group, to analyse cultural aspects that construct their identities. | Geography GCI 5.3  Students evaluate the impact of European colonisation on Aboriginal and Torres Strait Islander cultures. | Core CI 6.3  Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. | Geography CI 6.3  Students compare at least two different communities, identifying factors that contribute to their sense of community identity. |
| Students know:  Belonging | cultural aspects and construct of identities   * different cultures, local, national, global, and symbols of belonging e.g. dress, behaviour, language * teenage culture and impact of multinationals e.g. group identity associated with particular clothing, foods, leisure activities, attitudes * processes of development of dominant group identities e.g. influence of media, product marketing and effects of geographic isolation   sense of belonging to a group   * similarities and differences in rural/urban basis of belonging * basis of belonging for Australian Aboriginals and Torres Strait Islanders * different group means of satisfying needs e.g. essential food and shelter, spiritual, social requirements | the impact of European colonisation on Aboriginal and Torres Strait Islander cultures   * dispossession- loss of tribal territories or the removal of people from traditional lands * Aboriginal groups resisted all over Australia resulting in a decline in population numbers – massacres e.g. Myall Creek * Aboriginal groups had no resistance to European diseases such as small pox and the common cold. Prior to European invasion, there is little evidence of disease. This resulted in declining numbers | effects of globalisation on cultural groups which may be celebrated/moderated   * ease of communication and transportation e.g. internet and rural business * information technology and growth of industry in provincial centres e.g. ‘Woolworths’ base in Warwick * local to global recognition and acceptance of difference * ability to apply global solutions to resolve problems associated with particular cultures e.g. land rights * LOTE in Australian schools * economic and social advantages of increased international tourism * market access e.g. beef industry * disempowerment of small/less influential cultures * international accountability for social, political, economic and environmental policy and actions e.g. Greenhouse gas emissions, human rights issues * deregulation of labour market * establishment of international organisations and treaties e.g. UN, UNESCO, Agenda 21 | factors that contribute to sense of community identity   * immigrants from the same country tend to concentrate in a particular area e.g. the Italians in Leidhhardt, Sydney; the Koreans in Campsie, Sydney * some factors that contribute to community identity * birthplace of residents * place of worship * language/signage * types of businesses (food and clothing outlets) * restaurants * entertainment |
| Students can:  Participate | share their sense of belonging to a group to analyse cultural aspects   * interview peers (same/different backgrounds) and discuss the similarities and differences between groups e.g. material/non-material; authority, family, etc. * engage with I-net chat room discussing data from students from different parts of the world * co-operatively present findings in an oral, written, visual media format * co-operatively prepare a diagram to indicate network of group membership | mapping and graphing activities in order to evaluate   * the spatial distribution of aboriginal groups before European colonisation. Note that there were over 300 Aboriginal nation-states defined by geographical boundaries (rivers, lakes, mountains) * the population distribution of aborigines before European colonisation -concentration of population on the northern, eastern and southern coastlines * the spatial distribution of missions and reserves for aboriginal groups in Australia today * the population distribution of aboriginal groups today * graph the population changes from 1788 to the present | collaboratively develop a community strategy   * organise a forum /debate to discuss the effects of globalisation on particular cultural group/s and develop strategy for celebration/moderation * invite specific members of the public, with experience of the effects of globalisation (e.g. youth workers, aid workers/business interests, etc.)todiscuss these effects on particular groups * work in teams to devise strategies for addressing globalisation concerns, based on verbal and other collected data e.g. lobbying strategy involving state/federal government | participate in a field excursion   * gathering of field data on two communities for comparison so as to determine the factors that have contributed to the communities’ identities. * data would involve photographing streetscapes, interviewing residents, visiting shopping precinct to determine food/cuisine, clothing, and visiting places of worship, and so on |

###### Culture and Identity

Key concept: Cultural change

Elaborations of core learning outcomes using a geographical perspective and geography learning outcomes.

The following elaborations are *examples* only of what students *know* and can *do*, and should not be considered prescriptive or exhaustive.

Key process: Communicating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 5 | Level 5 | Level 6 | Level 6 |
| Learning outcome | Core CI 5.4  Students describe how governments have caused changes to particular groups**.** |  | Core CI 6.4  Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. |  |
| Students know:  Cultural change | particular cultural groups   * rural/urban communities * residents of particular places e.g. inner city, urban-rural fringe, remote regions * Aboriginal and Torres Strait Islanders * rural women and changing identity * isolated children * migrants   role of government   * local, state, federal governments in legislative (law making), executive (policy development) and administrative (implementing law and policy) roles * government action and * economic status * level of dependency * inclusion * welfare * mobility * economic opportunity |  | cultural groups   * local, national, global examples of cultures subject to change through government regulation/policy e.g. * Irian Jaya * Soweto * Bikini Atoll * Bamaga/Mapoon   government legislation or policies   * local government planning provisions e.g. gentrification proposals for inner-city areas; restriction on provision of services to outlying suburbs * state/federal government policies which have impacted upon rural/regional Australia e.g. Mabo legislation, Regional Forestry Agreements, land-clearing legislation; establishment of Land Councils e.g. Carpentaria Land Council * transmigration policies in Indonesia   cultural change   * increased recognition of needs/value e.g. Aboriginal culture in recent years * decreased recognition of needs/value e.g. impact of deregulation policies on Australian primary producers * fluctuations in terms of catering for needs of immigrants to Australia * majority/minority status e.g. East Timor |  |
| Students can:  Communicate | describe the role of government in cultural change   * students communicate in written or oral form how governments have causedchanges to aparticular group e.g. students write a letter to a politician commenting on a particular government stance |  | describe instances of cultural change resulting from government legislation or policies   * communicate changes in * rural Australia * selected urban areas through exercises utilising graphs, maps, diagrams, tables of statistics * develop a written report comparing and contrasting the situation in Australia for a particular cultural group and the situation in another country, for a corresponding group (e.g. indigenous inhabitants, unemployed youth, remote rural inhabitants etc.) |  |