AusVELS Geography

11 December 2013

Note
The curriculum includes:
• Rationale and aims
• Organisational overview
• Curriculum F–10 including level descriptions, content descriptions, elaborations and achievement standards

This familiarisation and planning PDF version does not include the:
• Glossary
• Cross-curriculum priorities
• Information related to student diversity
• Icons

The full digital version will be published in the second iteration of AusVELS.
# Table of Contents

## Rationale and Aims
- Rationale ................................................................. 3
- Aims ................................................................. 3

## Organisation
- Content structure ......................................................... 4
- Concepts for developing geographical understanding ................. 6
- Geography across Foundation to Level 10 ................................ 8

## Curriculum F-10
- Foundation .................................................................. 10
- Level 1 ...................................................................... 13
- Level 2 ...................................................................... 16
- Level 3 ...................................................................... 20
- Level 4 ...................................................................... 25
- Level 5 ...................................................................... 30
- Level 6 ...................................................................... 34
- Level 7 ...................................................................... 38
- Level 8 ...................................................................... 45
- Level 9 ...................................................................... 52
- Level 10 ................................................................. 58
Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Aims

The AusVELS Geography (Australian Curriculum) Foundation - Level 10 aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.
Content structure

The AusVELS Geography (Australian Curriculum) is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry and Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Students learn to think critically about the methods used to obtain, represent, analyse and interpret information and communicate findings. Key skills developed through Australian Curriculum: Geography include formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating with appropriate geographical vocabulary.

Geographical Skills are described in the curriculum under five sub-headings representing the stages of a complete investigation. Over each two-year stage students should learn the methods and skills specified for that stage, but it is not intended that they should always be learned in the context of a complete inquiry. Teachers could, for example, provide students with data to represent or analyse rather than have them collect the information themselves. Inquiry does not always require the collection and processing of information: the starting point could be a concept or an ethical or aesthetic issue that can be explored orally. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students develop cognitive abilities and gain experience with the process and methods across the years of schooling.

The stages of an investigation are:

- **Observing, questioning and planning**: Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem.
- **Collecting, recording, evaluating and representing**: Collecting information from primary and/or secondary sources that have been evaluated for reliability and bias, recording the information and representing it in a variety of forms.
- **Interpreting analysing and concluding**: Making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry and developing conclusions. It also involves interpreting the results of this analysis and developing conclusions.
- **Communicating**: Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter, purpose and audience.
- **Reflecting and responding**: Reflecting on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry; and proposing actions that consider environmental, economic and social factors.
Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The Geographical Knowledge and Understanding strand is developed level by level and provides the contexts through which particular skills are developed. Following the Foundation Level the Geographical Inquiry and Skills strand has common content descriptions for each two-year band of schooling, but with elaborations specific to each Level to support the changing content of the Geographical Knowledge and Understanding strand.

Inquiry questions

Each level from Foundation to 10 includes key inquiry questions that provide a framework for developing students’ geographical knowledge and understanding, and inquiry and skills.

Level descriptions

Level descriptions provide a focus of study at each level. The descriptions identify the key geographical concepts that are to be the focus for understanding and articulate how students’ geographical knowledge, understanding, skills and mental map of the world will be developed. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Key inquiry questions

Each level from Foundation to 10 includes key inquiry questions that provide a framework for developing students’ geographical knowledge and understanding, and inquiry and skills.

Content descriptions

The AusVELS Geography (Australian Curriculum) includes content descriptions at each level. These set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one level may be revisited, strengthened and extended at later levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Level 10 to illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Achievement standards

The achievement standards describe expected student learning at each level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students. Achievement standards will be accompanied by sets of annotated student work samples as support material that illustrates actual achievement in relation to the achievement standard.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the content descriptions. 

(NOTE: This is not included in this document)
Concepts for developing geographical understanding

The AusVELS Geography (Australian Curriculum) identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in teaching students to think geographically.

In Foundation to Level 2 there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale. The concept of interconnection is introduced in Level 2 to develop students’ understanding of how people are connected to places in Australia and across the world. These concepts continue to be a focus of study in Levels 3–6 but the scale of the places studied moves from the local to national, world regional and global scales. The concepts of sustainability and change also have a relatively stronger focus, building on F-2. In Levels 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Place
The concept of place is about the significance of places and what they are like. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of place is developed in the following ways:

- Places are parts of the Earth’s surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, scenic quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.
- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource and environmental degradation.

Space
The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of space is developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.
- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.

Environment
The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of environment is developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human
processes.

- 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. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be reduced but not eliminated by prevention, mitigation and preparedness.

Interconnection
The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of interconnection is developed in the following ways:
- Places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
- Holistic thinking is about seeing the interconnections between phenomena and processes within and between places.

Sustainability
The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of sustainability is developed in the following ways:
- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).
- An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions. These can be analysed through the framework of human–environment systems.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

Scale
The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of scale is developed in the following ways:
- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.
- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

Change
The concept of change is about explaining geographical phenomena by investigating how they have developed over time. In the AusVELS Geography (Australian Curriculum), an understanding of the concept of change is developed in the following ways:
- Environmental change can occur over both short and long time frames, and both time scales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects places differently.
- 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 preferred and more sustainable futures.
Geography across Foundation to Level 10

Complementing the level-by-level description of the curriculum, this document provides advice on the nature of learners and the relevant curriculum across the following groupings:

Foundation to Level 2: typically students from 5 to 8 Levels of age

Levels 3–4: typically students from 8 to 10 years of age

Levels 5–6: typically students from 10 to 12 years of age

Levels 7–10: typically students from 12 to 15 years of age.

Foundation to Level 2: Curriculum focus- Exploring local and more distant places

Young students are curious about their personal world and are interested in exploring it. In Foundation to Level 2, the curriculum explores the geography of their lives and their own places. Students think about aspects of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging, and an understanding that places should be cared for. While the local place should be the initial focus for learning, young students are also aware of and interested in more distant places and the curriculum provides opportunities to build on this curiosity. Students are introduced to the concept of interconnections when learning how they are connected to places throughout the world.

Students’ spatial thinking starts by learning about direction and distance and how familiar things can be arranged in space for different purposes. They become aware of the distances between places and how distance constrains their activities. They begin to develop a mental map of the world and of where they are located in relation to other places. Students are introduced to the concept of the environment through the exploration of the environment of their own and other places and by recognising how places vary in terms of their natural features. They become aware of why the environment needs to be cared for and are prompted to consider how they can contribute to this, laying foundations for active citizenship.

Specific geographical skills introduced throughout the early years include observing and describing the features of places, drawing a map, using directional language, understanding distance and interviewing relatives.

Levels 3–4: Curriculum focus - Investigating places and environments

In Levels 3–4 students ask more complex geographical questions and contribute to planning their geographical inquiries and learning. They can provide reasons for what they think and justify their conclusions.

The curriculum focus shifts from exploration to more purposeful investigation. In these Levels, students learn to describe and compare the environmental and human characteristics of places in different locations at the local, regional and national scale. They reflect on how people feel about places and learn how the environment supports their life and the life of other living things. They examine different views on how to protect environments and how to use resources and manage waste sustainably.

Sustainability is also examined through a study of Aboriginal and Torres Strait Islander Peoples’ custodial responsibility for their Country/Place. The development of a student’s mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

In their investigations, students collaborate to collect and record information, identify patterns and trends and draw conclusions, and communicate their findings using appropriate geographical vocabulary. Specific new geographical skills in Levels 3–4 include the use of aerial photographs and satellite images, the construction of simple graphs and the interpretation of maps.
Levels 5–6: Curriculum focus - Explaining places and investigating the world

In Levels 5–6, students become more critical, analytical and evaluative in their thinking. They are increasingly aware of the wider community and are learning to take on individual and group responsibilities.

In these Levels, students are introduced to the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected. They examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. The scale of study in Level 6 shifts to the global with a study of the world’s cultural, economic, demographic and social diversity. Students also study Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places. The development of a student’s mental map of the world is extended through a study of the location of countries in continents of the northern hemisphere and countries of the Asia region.

Specific new geographical skills in Levels 5–6 include interpreting spatial distributions, comparing places, making and interpreting graphs, constructing large- and small-scale maps, and using spatial technologies and information and communication technologies.

Levels 7–10: Curriculum focus - Regional and global places in an environmental and human geography context

As students move into adolescence, their interests extend beyond their own communities and they begin to develop concerns about wider issues. They are able to work with more abstract concepts and consider increasingly complex ideas, and are keen to debate alternative answers and interpretations.

The geography curriculum in these Levels seeks to accommodate the needs of learners through a much wider exploration of the world and ideas about it. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take. One area of study focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Level 10 area of study applies the knowledge gained to studies of environmental change and environmental management. All areas of study combine both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Level 10. The second area of study focuses on some key aspects of human geography, including the liveability of places; spatial change in the distribution of populations; interconnections, with an emphasis on how people, including students, are connected to and have impacts on places and environments around the world; and the geography of human wellbeing at the local, regional and global levels.

The Levels 7–10 curriculum continues to develop students’ geographical knowledge and mental map of the world 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 of the Asia region, or areas of the world, which are contextually appropriate.

Specific geographical skills in Levels 7–10 emphasise analysing and interpreting geographical data and information, using spatial technologies and other digital techniques, and developing reasoned arguments based on evidence to support conclusions.
Foundation Level

People live in places

People live in places focuses on developing students’ understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. They start to explore their feelings about places by talking about their own special places, and what makes them special. The idea of location (a part of the concept of space) is introduced through drawing story-maps and creating models to show where places and features are located, and by learning about the globe as a representation of the Earth on which places can be located. The emphasis in Foundation is on the places in which students live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use of photographs, digital resources and other representations of geographical data and the drawing of simple maps.

The key inquiry questions for Foundation are articulated below.

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

Foundation Level Content Descriptions

Geographical Knowledge and Understanding

The representation of the location of places and their features on maps and a globe (ACHGK001)

- creating story-maps or models to represent the location of the places and features they pass on their way to school
- identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features, for example, by inscriptions on stone, stories, sand, bark and cave paintings, song, music and dance
- describing how the globe is a representation of the world and locating Australia and other places on a globe
The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)
- identifying the places they live in and belong to, for example, a neighbourhood, suburb, town or rural locality
- describing the features of their own place and places they are familiar with or they are aware of, for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television
- discussing how places provide people with their basic needs, for example, water, food and shelter

The Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHGK003)
- identifying and using the name of the local Aboriginal/Torres Strait Islander Language Group
- identifying how and why the words Country/Place are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong
- inviting members of the Traditional Owner Group to talk about Country and Places of cultural and historical significance to the Aboriginal and Torres Strait Islander community in the local neighbourhood, suburb, town or rural locality
- identifying local Aboriginal and Torres Strait Islander landmarks in the local area

The reasons why some places are special to people, and how they can be looked after (ACHGK004)
- identifying places they consider to be ‘special’, for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explaining why the place is special to them
- describing the features of their special place based on what they see, hear, smell and feel
- discussing different ways they could contribute to caring for their ‘special places’

<table>
<thead>
<tr>
<th>Geographical Inquiry and Skills</th>
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<tbody>
<tr>
<td><strong>Observing, questioning and planning</strong></td>
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<tr>
<td>Make observations about familiar places and pose questions about them (ACHGS001)</td>
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<tr>
<td>- asking questions about what they observe in the local area</td>
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<tr>
<td>- using photographs, film, painting, dance or stories about a place to stimulate questions about what it is like and why</td>
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| Collecting, recording, evaluating and representing |
| Record geographical data and information collected by observation (ACHGS002) |
| - describing the features of a special or local place by using their senses, for example, sight, smell, hearing and touch, and recording these observations |
| - identifying significant vegetation, for example bush tucker in the local area |

| Represent the location of features of a familiar place on pictorial maps and models (ACHGS003) |
| - illustrating the location of their home in relation to school, the local shops or other features in their local area on pictorial maps or by making a model |
| - drawing story-maps to show the location of the features of places from class stories, poems or rhymes |
| - making a map to show how a bird would see a place (birds-eye view), using pictures or models of objects |
### Interpreting, analysing and concluding

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<th>Elaborations</th>
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<tr>
<td><strong>Draw conclusions based on discussions of observations (ACHGS004)</strong></td>
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<tr>
<td>• contributing to informal and guided discussions relating to their observations and answering questions based on their observations and discussions</td>
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<tr>
<td>• identifying places in the playground or local area that they like or avoid and discussing why</td>
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### Communicating

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<th>Elaborations</th>
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<tr>
<td><strong>Present information using everyday language to describe location and direction (ACHGS005)</strong></td>
</tr>
<tr>
<td>• describing the direction and location (near and far, above and below, beside and opposite) of familiar places</td>
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### Reflecting and responding

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<th>Elaborations</th>
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<tbody>
<tr>
<td><strong>Reflect on their learning to suggest ways that they can look after a familiar place (ACHGS006)</strong></td>
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<tr>
<td>• drawing pictures and describing the ways they care for places</td>
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<tr>
<td>• suggesting ways they could take care of important places in the school or local area, and outlining why this might be required</td>
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**Foundation Level Achievement Standard**

By the end Foundation, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.
Level 1

Places have distinctive features develops the concept of place through studies of what places are like and how their features have changed. Students learn that places can have natural, managed and constructed environmental features, and range from those that have largely natural features to those with largely managed or constructed features. This Level continues to develop the idea of active citizenship as students are prompted to further consider how places can be cared for. The concept of environment is introduced, as students study the daily and seasonal weather patterns and natural features of their place and of other places, including how seasonal change is perceived by different cultures. The study of what places are like continues with an investigation of some of the important activities located in them, while an examination of where these activities are located, and why, starts students thinking about the concept of space. The idea that people can organise space is introduced by investigating how space within a familiar place, for example, the school or a classroom, can be arranged differently for different purposes.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.

The key inquiry questions for Level 1 are articulated below.

- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

Level 1 Content Descriptions

Geographical Knowledge and Understanding

- The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)
- using observations to identify and describe the natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) of the local place, and locating them on a map
- recounting Aboriginal Dreaming stories and/or Legends of the Torres Strait that identify the natural features of a place
- using observations and/or photographs to identify changes in natural, managed and constructed features in their place, for example, recent erosion, revegetated areas, planted crops or new buildings
- describing local features people look after, for example, bushland, wetland, park or a heritage building, and finding out why and how these features need to be cared for, and who provides this care
The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)

- describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of
- comparing the Aboriginal or Torres Strait Islander People’s seasonal calendar for the local area with one students are familiar with, such as the four-seasons calendar derived from Europe

The activities in the local place and reasons for their location (ACHGK007)

- identifying the activities located in their place, for example, retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities, locating them on a pictorial map, and suggesting why they are located where they are
- identifying constructed features such as eel traps and exploring activities in the local rivers and lakes

The ways that space within places, such as the classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)

- describing how they would like to rearrange the space within the classroom for reading time or for a drama activity

### Geographical Inquiry and Skills

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<tr>
<td><strong>Observing, questioning and planning</strong></td>
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<tr>
<td>Pose questions about familiar and unfamiliar places (ACHGS007)</td>
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<tr>
<td>- posing questions with the stems ‘where’, ‘what’, ‘how’ and ‘why’ about the features of places</td>
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<tr>
<td>- posing questions about how and why things are arranged spatially, for example, the arrangement of a classroom or the school’s buildings and playgrounds or the arrangement of shops around a main road</td>
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<thead>
<tr>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collecting, recording, evaluating and representing</strong></td>
</tr>
<tr>
<td>Collect geographical data and information; for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)</td>
</tr>
<tr>
<td>- using geographical tools, for example, photographs taken from the air or a digital application such as Google Earth, to identify and describe a range of places from those with largely natural features to those with largely constructed features</td>
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<tr>
<td>- obtaining weather information for places from official sources, their own observations, or long-time residents, for example, local Elders</td>
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<tr>
<th>Elaborations</th>
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</thead>
<tbody>
<tr>
<td>Record and represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)</td>
</tr>
<tr>
<td>- locating and labelling their home on a map, showing their daily route to school and describing the features they pass</td>
</tr>
<tr>
<td>- completing a table to show the significant features or uses of different places</td>
</tr>
<tr>
<td>- recording what they have learned about the different weather and seasons of places in a picture diary or a series of paintings, and annotating them with changes that occur throughout a year</td>
</tr>
<tr>
<td>Interpreting, analysing and concluding</td>
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</tbody>
</table>
| Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010) | - categorising drawings or images of environmental features of the local place into natural, managed and constructed features  
- using information from a range of sources, for example, fieldwork observations and representation of features and places in photographs, satellite images and rock art, to answer ‘what’, ‘how’ and ‘why’ questions |

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Elaborations</th>
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</table>
| Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011) | - describing places using a range of forms, for example, stories, texts, painting, dance, song, maps, photographs or play  
- explaining to a friend where their home is and the directions they take to get to school from home |

<table>
<thead>
<tr>
<th>Reflecting and responding</th>
<th>Elaborations</th>
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</table>
| Reflect on their learning and suggest responses to their findings (ACHGS012) | - proposing possible actions that could be taken by the student to improve an important place such as the school grounds or local park  
- discussing what they know and have learned with their teacher, other students and members of their family and community, about different places, why they need to be looked after, and how this could be achieved |

**Level 1 Achievement Standard**

By the end of Level 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They describe where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting and recording information and data from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.
Level 2

People are connected to many places

People are connected to many places further develops students’ understanding of place, as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities. Students’ understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place. The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students’ mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.

The inquiry process provides opportunities for students to identify various regions of the world and explore connections between themselves and other places.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connections to places?

Level 2 Content Descriptions

Geographical Knowledge and Understanding

The location of the major geographical divisions of the world in relation to Australia (ACHGK009)

- investigating the definition of a continent
- using geographical tools, for example, a globe and world map, or digital application such as Google Earth, to locate the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labeling an outline map
- describing the location of continents and oceans relative to Australia using terms such as north, south, near, far
The definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)

- examining the names of features and places in the local area, and the meaning of these names and why they were chosen
- investigating the names and meanings given to local features and places by the local Aboriginal and Torres Strait Islander Peoples
- describing the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)

- explaining that some people have special connections to many Countries through, for example, marriage, birth, residence and chosen or forced movement
- discussing how some people are connected to one Country, for example, because it is ‘mother’s’ Country or ‘father’s’ Country
- describing the connections of the local Aboriginal or Torres Strait Islander Peoples with the land, sea, sky and animals of their Country/Place

The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)

- examining the ways people are connected to other places through, for example, relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, and places of particular significance
- discussing how their place may be connected to events that have happened in other places, for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)

- investigating the places they and their families visit for extended family, shopping, recreation, religious or ceremonial activities, or other reasons
- suggesting what their pattern of visits to places might have been two generations ago and comparing this to their current pattern
- investigating how people’s patterns of visits to places are affected by transport and information and telecommunications technologies

**Geographical Inquiry and Skills**

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pose geographical questions about familiar and unfamiliar places (ACHGS013)</strong></td>
<td>- posing questions using the stems ‘what do I feel’, ‘what would it be like to’, ‘what effect’&lt;br&gt;- developing questions about the connections they have to other places</td>
</tr>
<tr>
<td>Collecting, recording, evaluating and representing</td>
<td>Elaborations</td>
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</tbody>
</table>
| Collect geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014) | - collecting information and exploring ideas about other places and people’s connections to them  
- interviewing their grandparents or significant Elders to find out the places they visited when they were young  
- gathering information on how frequently people visit places and for what purpose |
| Record and represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015) | - locating on an outline map the places they are connected to, or the places they visit for shopping, recreation, family or personal or other reasons  
- developing a table to show the connections which students in the class have to different places  
- investigating how symbols are used to show categories of objects  
- recording how frequently they visit places and for what purpose, and representing this information on a graph or table  
- developing a treasure map or family history map, incorporating map symbols to show significant features |

<table>
<thead>
<tr>
<th>Interpreting, analysing and concluding</th>
<th>Elaborations</th>
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</thead>
</table>
| Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016) | - Sorting transport and telecommunications technologies by time to draw conclusions about why patterns of visits to places have changed  
- making generalisations based on identified patterns on ancestral Countries |

<table>
<thead>
<tr>
<th>Communicating</th>
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</thead>
</table>
| Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017) | - composing a story through art, dance or song about a place to which they are connected  
- writing or talking about their connection to places using appropriate directional and locational terms, including north and south  
- reporting the findings to show the influence of distance and accessibility on the use of places now and over at least one generation |

<table>
<thead>
<tr>
<th>Reflecting and responding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reflect on their learning and suggest responses to their findings (ACHGS018)</td>
<td>- discussing with their teacher, other students and members of their family what they know and have learned about connections with other places, and explaining the significance of these connections</td>
</tr>
</tbody>
</table>
Level 2 Achievement Standard

By the end of Level 2, students recognise that the world can be divided into major geographical divisions and identify how familiar places can be defined at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognizing that places have meaning.

Students pose questions about familiar and unfamiliar places and collect relevant information and data. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.
Level 3

Places are both similar and different continues to develop students’ understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia, including the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others’ feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students’ mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia’s neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.

The key inquiry questions for Level 3 are articulated below.

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people’s feelings about places influence their views about the protection of places?

Level 3 Content Descriptions

Geographical Knowledge and Understanding

The representation of Australia as states and territories, and Australia’s major natural and human characteristics (ACHGK014)

- using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to locate the states and territories; major cities and regional centres in their own state, and then naming them
- identifying the major natural features of Australia, for example, rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef and describing them with annotations on a map
- identifying the differences in the pattern of population distribution across Australia
The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)

- investigating how the Australian continent was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places, drawing on language maps, geographical features and other sources such as Traditional Owners
- using language maps and an atlas to discuss where the school is located, where students live and where they were born
- compare the characteristics of two Aboriginal and Torres Strait Islander Countries/Places, for example one in Victoria and one elsewhere in Australia
- describing how the boundaries between Aboriginal Countries are quite different to the surveyed boundaries between Australian states and territories
- exploring how oral traditions of Aboriginal and Torres Strait Islander people were used to map landscapes
- exploring Aboriginal and Torres Strait Islander language terms for Country/Place and for cardinal directions
- Investigating how Aboriginal people were able to trade objects across the continent, for example eels for possum skin cloaks

The location of Australia’s neighbouring countries and their diverse characteristics (ACHGK016)

- using a globe to locate New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia, labelling them on a map, and identifying the direction of each country from Australia
- describing the similarities and differences between their local place and places in neighbouring countries in their natural and human characteristics

The main climates of the world and the similarities and differences between the climates of different places (ACHGK017)

- discussing how weather contributes to a climate type
- identifying the difference between climate and weather
- identifying and locating the broad regions of different climates of the world: hot, temperate and polar,
- identifying and locating examples of the main climatic types in Australia and the world, for example, equatorial, tropical, arid, semi-arid, temperate, and Mediterranean.
- investigating and comparing what it would be like to live in a place with a different climate to their own place

The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)

- reading and viewing poems, songs, paintings and stories concerning people’s feelings about places as part of an exploration of the factors that influence views on the protection of places
- discussing why it is important to protect places that have special significance for people, for example, a wetland, a sacred site, a national park or a World Heritage site
- discussing why it is important to protect places that have special significance, for example Aboriginal and Torres Strait Islander sacred sites, including men’s and women’s sites
The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)

- exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, isolated communities, villages, towns, regional centres and large cities
- investigating the diversity of people who live in their place, using census data on age, birthplace, ancestry, language, religious affiliation, family composition or household composition, comparing them with the people in another place in Australia, and discussing their results
- discussing the similarities and differences in the types of work and other activities people do in their own place with a different type of place in Australia and a place in another country
- examining the similarities and differences between their daily lives and those of young people in a place outside Australia and discussing what it would be like to live in these places

### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
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</thead>
</table>
| Develop geographical questions to investigate (ACHGS019) | - developing ‘why there?’ questions about location; ‘what might happen?’ questions about future consequences; and ‘what ought to happen?’ or other questions concerning ethics  
- collaborating in groups to develop geographical questions about the similarities and differences between places |

<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Collect relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020) | - using maps, ground and aerial photographs and satellite images or a digital application, for example, European Space Agency, NASA Worldwind or Google Earth, to identify, locate and describe different types of settlements  
- interviewing people about their feelings and attachment to places  
- acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries |

| Record and represent data by constructing tables and graphs (ACHGS021) | - creating tables or picture and column graphs to show patterns in data collected from observations or other sources about the similarities and differences between places  
- placing graphs and other data on electronic maps to visualize differences between types and patterns of settlements |
Represent the location of places and their features by constructing maps of appropriate scale that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)

Interpreting, analysing and concluding

Interpret geographical maps and data to identify and describe distributions and patterns and draw conclusions (ACHGS023)

Communicating

Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)

Reflecting and responding

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025)

Elaborations

- making a plan of the classroom or home, using pictorial symbols
- annotating a map to show the natural and human features of Australia using the appropriate cartographic conventions including map symbols, title and north point
- constructing maps to show the features of places, using basic cartographic conventions including map symbols, title and north point
- developing appropriate conclusions from the patterns in the data, for example, from observations about the similarities and differences between places
- constructing tables or graphs to show the similarities and differences between places, and discuss possible reasons for them
- debating the reasons for the similarities and differences between places they have studied
- discussing and comparing how Aboriginal and Torres Strait Islander Peoples may represent places and their features visually, for example in paintings and sand drawings, and identify symbols and patterns
- selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, photographs and pictures, as appropriate
- using geographical terminology when communicating with an audience, for example, about climate and settlement
- describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries, for example, New Zealand and Indonesia, using a globe or wall map
- discussing what they know and have learned about the similarities and differences between places
- designing actions that people could take to protect and improve places that people perceive as important and discussing the likely reactions of different groups of people to these ideas.
- proposing possible actions that could promote awareness about the similarities and differences between particular places and discussing reasons for raising this awareness
Level 3 Achievement Standard

By the end of Level 3, students describe the location of the States and Territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighboring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.

Students pose simple geographical questions and collect relevant information and data from different sources. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their characteristics using simple grid references and cardinal compass points. Students interpret geographical maps and data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of communication forms. They suggest action in response to a geographical challenge.
**Level 4**

*The Earth’s environment sustains all life* focuses on developing students’ understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. Students recognise that people have different views on how sustainability can be achieved. They learn that sustainability means more than the careful use of resources and the safe management of waste, and they develop their understanding of the concept by exploring some of the other functions of the environment that support their lives and the lives of other living things. They investigate the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place and their past and present views on the sustainable use of resources. Students’ mental maps of the world and their understanding of place are further developed through learning the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals on those continents.

The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that people could take to improve environmental quality.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

**Key inquiry questions**

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.

The key inquiry questions for Level 4 are articulated below.

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

**Level 4 Content Descriptions**

**Geographical Knowledge and Understanding**

- The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from each continent (ACHGK020)
- using geographical tools, for example, a globe, a wall map or digital application such as Google Earth, to identify the major countries of Africa and South America and their relative locations
- using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America
- using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America
- researching the main types of natural vegetation and native animals in a climate zone in Australia and comparing them with those found in a similar climate in Africa or South America
<table>
<thead>
<tr>
<th>The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)</th>
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</thead>
<tbody>
<tr>
<td>• identifying the main types of natural vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation</td>
</tr>
<tr>
<td>• explaining the significance of indigenous vegetation in the local area to Aboriginal and Torres Strait Islander Peoples, for example as a source of food, shelter, medicine, tools and weapons</td>
</tr>
<tr>
<td>• exploring how vegetation produces the oxygen all land animals (including people) breathe; protects land from erosion by water or wind; retains rainfall; provides habitat for animals; shelters crops and livestock; provides shade for people; cools urban places; produces medicines, wood and fibre; and can make places appear more attractive</td>
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<thead>
<tr>
<th>The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)</th>
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</thead>
<tbody>
<tr>
<td>• explaining how people’s connections with their environment can also be aesthetic, emotional and spiritual</td>
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<tr>
<td>• visiting a national park and discussing different views on development in the park</td>
</tr>
<tr>
<td>• exploring strategies to protect particular environments that provide the habitats for animals, for example, planting bird-attracting vegetation</td>
</tr>
<tr>
<td>• discussing strategies Aboriginal and Torres Strait Islander Peoples use to protect the environment for animals and people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was across Australia, concentrated in sustainable areas such as in the coastal and riverine areas of Australia</td>
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<tr>
<td>• investigating how Aboriginal and Torres Strait Islander Peoples’ ways of living were adapted to the resources of their Country/Place, for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place</td>
</tr>
<tr>
<td>• investigating the knowledge and practices of Aboriginal and Torres Strait Islander Peoples that enabled them to sustainably use resources and environments (such as rotational use and harvesting of resources, mutton bird harvesting in Tasmania, and the collection of bush food from semi-arid rangelands) and how some of this knowledge is shared among Aboriginal and Torres Strait Islander Peoples and also with non-Aboriginal and Torres Strait Islander Peoples.</td>
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</tbody>
</table>
The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)

- identifying some of the resources produced by the environment and where they come from, for example, water, food, and raw materials, fibres, timber and metals that make the things people use
- investigating where a particular renewable natural resource comes from and how it is used, what sustainable use of this resource might mean and comparing a strategy to reduce the use of the resource (for example recycling paper) with a strategy to increase the output of this resource (for example planting more trees)

The sustainable management of waste from production and consumption (ACHGK025)

- describing how natural processes can break down and recycle some wastes safely, for example, through composting or purifying water as it moves through the environment
- exploring different ways of managing wastes sustainably, and how these may include the principles of reduce, reuse, recycle and replace

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**Geographical Inquiry and Skills**

**Observing, questioning and planning**

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<tr>
<th>Develop geographical questions to investigate (ACHGS026)</th>
<th>Elaborations</th>
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<td>- developing ‘what could be done?’ questions about alternatives and ‘how do we know?’ questions about knowledge</td>
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<tr>
<td>- using contemporary issues reported in the media to initiate questions about the sustainable use of resources</td>
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<tr>
<td>- brainstorming ways that data might be collected for an inquiry and choosing, with teacher guidance, the most effective method for a given investigation</td>
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**Collecting, recording, evaluating and representing**

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<tr>
<th>Collect relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027)</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- using Google Earth or similar applications to collect geographical information, for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea</td>
<td>-</td>
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<tr>
<td>- selecting and applying efficient methods of searching the internet for geographically relevant information about vegetation and animals</td>
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<tr>
<td>- acquiring geographical information about environments and resources from schools in contrasting parts of Australia and/or countries in the southern hemisphere</td>
<td>-</td>
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<tr>
<td>- acquiring geographical information from a range of sources such as a knowledgeable Aboriginal community member</td>
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<thead>
<tr>
<th>Record and represent data by constructing tables and graphs (ACHGS028)</th>
<th>Elaborations</th>
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<tbody>
<tr>
<td>- constructing tables and graphs identify the different types of vegetation occurring in Australia and selected countries of Africa and South America, for example, forest and grassland, using digital applications as appropriate</td>
<td>-</td>
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</tbody>
</table>
Represent the location of places and their features by constructing maps of appropriate scale that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS029)

- annotating a map using the appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America

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<thead>
<tr>
<th>Interpreting, analysing and concluding</th>
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</thead>
</table>
| Interpret geographical maps and data to identify and describe distributions and patterns and draw conclusions (ACHGS030) | - comparing a range of thematic maps, for example maps of relief, climate, vegetation, animals and bird life.  
- interpreting the data presented in picture, line, bar or column graphs, for example, information collected from a survey about waste produced in the school or their home |
Communicating

Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS031)

Elaborations

- developing a persuasive audio-visual text to promote action on an environmental issue
- using geographical terms to explain the relationship between the environment and sustaining life
- describing the relative location of different features in a place by distance and compass direction, for example, from their home to the local waste management site

Reflecting and responding

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS032)

Elaborations

- discussing what they know and have learned about geographical challenges such as the sustainability of a resource or animal habitat and the different views involved
- explaining why it could be necessary to improve sustainability and propose a range of different actions that could be taken, for example, with reference to their home, community or school
- proposing possible actions that could be taken to improve the management of waste in the school, identifying resources needed to support the actions and likely outcomes, for example composting lunch waste and using it on the school garden.

Level 4 Achievement Standard

By the end of Level 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the environment, and between components of the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge.

Students develop geographical questions to investigate and collect relevant information and data from different sources. They record and represent data and the location of places and their characteristics in tables and simple graphic forms, including maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their characteristics using simple grid references and compass direction. Students interpret data and maps to identify and describe spatial distributions and patterns and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.
Level 5

Factors that shape the human and environmental characteristics of places

Factors that shape the human and environmental characteristics of places continues to develop students’ understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students’ mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries.

The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.

The key inquiry questions for Level 5 are articulated below.

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Level 5 Content Descriptions

Geographical Knowledge and Understanding

The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from each continent (ACHGK026)

- using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and North America and their environmental characteristics
- using a printed or electronic atlas to identify the main characteristics of the continents of Europe and North America
- researching the changes made by people to a particular environment in two countries in Europe and two countries in North America
The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)
- identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management
- exploring the extent of change in the local environment over time, for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining

The influence of the environment on the human characteristics of a place (ACHGK028)
- comparing how people have responded to climatic conditions in similar and different places and factors that may have influenced this such as culture and technology
- explaining why most Australians live close to the coast compared to inland Australia
- investigating the influence of landforms, for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges, on the development of settlements that are involved in food and fibre production
- examining the effects of landforms, for example, valleys, hills, natural harbours and rivers; on the location and characteristics of their place and other places they know

The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)
- examining how the use of the space within their local place is organised through zoning
- investigating a current local planning issue, for example, redevelopment of a site, preservation of open space or subdivision of farming land, exploring why people have different views on the issue, and developing a class response to it
- examining how the use of space within an area may be influenced by designation of land, for example national parks, reserves, significant sites

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)
- mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding

Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
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</thead>
</table>
| Develop geographical questions to investigate and plan an inquiry (ACHGS033) | - developing a significant question about how human and environmental processes shape places
- identifying the stages in a geographical inquiry and learning how to keep a class journal of each stage in planning an investigation of a local environmental or planning issue
- using a range of methods, including digital technologies, to plan and conduct an information search about the impacts of and responses to bushfires |
<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Evaluate sources for their usefulness and collect relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034) | - finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities  
- identifying the purpose and usefulness of information gained from primary and secondary sources |

| Record and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035) | - interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes, for example, a bushfire management plan  
- mapping geographical data using spatial technologies, for example, the location of recent bushfires in Australia, or information they have collected through fieldwork  
- interviewing people about rising sea levels, or conflicting parties in a planning or environmental dispute, and summarising the points of view on the issue |

| Represent the location and features of places and different types of geographical information by constructing large scale and small scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036) | - annotating a map to show places and their features in Australia and in selected countries of North America and Europe |

<table>
<thead>
<tr>
<th>Interpreting, analysing and concluding</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Interpret geographical maps, data and other information, using digital and spatial technologies as appropriate, to identify and describe spatial distributions, patterns and trends; and infer relationships to suggest conclusions (ACHGS037) | - constructing climate graphs and using them to interpret and compare the climate of different places  
- interpreting data presented in line, bar, column and pie graphs, for example, data about bushfires or floods or a local issue |

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Elaborations</th>
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</thead>
</table>
| Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038) | - presenting a report, supported by evidence, on an investigation into a local environmental or planning issue using geographical terms, for example, relative location, scale, climate, cultural diversity  
- presenting findings on Aboriginal and Torres Strait Islander perspectives on an environmental or planning issue |
### Reflecting and responding

<table>
<thead>
<tr>
<th>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039)</th>
<th><strong>Elaborations</strong></th>
</tr>
</thead>
</table>
| **Level 5 Achievement Standard** | • assessing possible options as actions that people could take to respond to a local issue they have investigated, for example the revival of a disused quarry in the local area  
• reflect on primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry, for example sample size of survey |

By the end of Level 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.

Students develop geographical questions to investigate and collect relevant information and data from a range of sources. They record and represent data and the location of places and their characteristics in different forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. They describe the location of places and their characteristics using simple grid references, compass direction and distance. Students interpret maps, geographical data, and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.
**Level 6**

*A diverse and connected world* takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia’s connections with other countries and events in places throughout the world, and think about their own and other people’s knowledge of other countries and places. Students’ mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.

The inquiry process provides opportunities to gather and represent data, which should be used to inform decisions when planning and implementing action on significant global issues.

The content of this level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

**Key inquiry questions**

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.

The key inquiry questions for Level 6 are articulated below.

- How do places, people and cultures differ across the world?
- What are Australia’s global connections between people and places?
- How do people’s connections to places affect their perception of them?

**Level 6 Content Descriptions**

**Geographical Knowledge and Understanding**

- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)
- identifying the geographical divisions of Asia, including North-East, South-East, South Asia and West Asia
- exploring the diversity of environments and types of settlement, in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia and discussing any patterns
- describing the location of places in countries of the Asia region in absolute terms using latitude and longitude
Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)

- researching the population size and density of a selection of countries around the world
- investigating the relationship between per capita income, health (as measured by life expectancy) and energy consumption in a selection of countries around the world, including at least one country from the Asia region
- comparing people’s lives in places with different levels of income

The world’s cultural diversity, including that of its indigenous peoples (ACHGK033)

- identifying examples of indigenous peoples who live in different regions in the world and appreciating their similarities and differences, for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia
- investigating the similarities and differences in languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world
- researching the proportions of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics and then comparing aspects of selected cultures

Significant events that connect people and places throughout the world (ACHGK034)

- investigating a significant event, for example, a severe earthquake or the Olympic Games, and examining its local, regional and global effects on people and places
- discussing the types of responses made by Australia to significant natural events throughout the world and the reasons for these responses

The various connections Australia has with other countries and how these connections change people and places (ACHGK035)

- Investigating the influence of longitude, time zones and the International Date Line on connections with other countries.
- researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia
- exploring the provision of Australian government or non-government aid to a country in the Asia region or elsewhere in the world and analysing its effects on places in that country

The effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)

- identifying factors that influence people’s awareness and opinions of places, for example, the media, significant known events, proximity to places and personal relationships with places
- explaining various generalisations and stereotypes about people and places and researching their accuracy
### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Develop geographical questions to investigate and plan an inquiry (ACHGS040) |  - developing questions about the way connections affect places and people’s perceptions of places  
  - planning an investigation to identify how significant events can connect places, for example, the Olympics or a tsunami  
  - using a range of methods including digital technologies to plan and conduct an information search about the geographical diversity of the countries of the Asia region |

<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
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</tr>
</thead>
</table>
| Evaluate sources for their usefulness and collect relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041) |  - finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities  
  - exchanging geographical information from schools in countries of the Asia region  
  - interviewing people, for example, on their knowledge and opinions of other places |

| Record and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS042) |  - developing a table to show the similarities and differences in official languages and religions across a number of countries |

| Represent the location and features of places and different types of geographical information by constructing large scale and small scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS043) |  - developing a flow map to show the connections Australia has with other countries  
  - explaining how representing the round world on flat paper produces distortions in maps  
  - developing a political map to show the location of Australia and a country of the Asia region  
  - comparing different map projections with the portrayal of countries on a globe  
  - creating small-scale maps to show connections between places |

<table>
<thead>
<tr>
<th>Interpreting, analysing and concluding</th>
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</tr>
</thead>
</table>
| Interpret geographical maps, data and other information using digital and spatial technologies as appropriate, to identify and describe spatial distributions, patterns and trends, and infer relationships to suggest conclusions (ACHGS044) |  - identifying and explaining spatial distributions and patterns, for example, a map of the per capita income of countries, including at least one country from the Asia region  
  - exploring cause-and-effect relationships, for example, between low income and poor health, using graphic organisers, concept maps and maps  
  - comparing maps of spatial distributions to identify relationships |
### Communicating

Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (ACHGS045)

#### Elaborations
- Presenting a report, supported by evidence, on a significant event or national and global connections, and its impact on people and places
- Writing a media report on the geographical significance of a current event using geographical terms, for example, relative location, scale, cultural diversity, inequality, interconnections

### Reflecting and responding

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS046)

#### Elaborations
- Reflecting on what they have learned, and suggesting additional questions that could be investigated
- Suggesting a course of action on a global issue that is significant to them and describing how different groups could respond.
- Reflecting on the significance of understanding the cultural diversity of the world.

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### Level 6 Achievement Standard

By the end of Level 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge.

Students develop geographical questions to frame an inquiry. They evaluate a range of primary and secondary sources to collect useful data and information. They record and represent data and the location of places and their characteristics in different forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. They describe the location of places and their characteristics using absolute and relative terms. Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, infer relationships and suggest conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal on different groups of people.
Level 7

There are two areas of study in the Level 7 curriculum for Geography: Water in the world and Place and liveability.

Water in the world focuses on water as an example of a renewable environmental resource. This area of study examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Place and liveability focuses on the concept of place through an investigation of liveability. This area of study examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.

The key inquiry questions for Level 7 are articulated below.

- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Level 7 Content Descriptions

Geographical Knowledge and Understanding

<table>
<thead>
<tr>
<th>Area 1: Water in the world</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| The classification of environmental resources and the forms that water takes as a resource (ACHGK037) | - classifying resources into renewable/non-renewable and finite/infinite resources, and investigating examples of each type  
- describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), treated or recycled (grey water) and a potential resource when it exists as salt water, ice or water vapour |
<table>
<thead>
<tr>
<th>The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• explaining how the movement of water through the environment connects places, for example the melting of snow in spring feeding rivers and dams downstream</td>
</tr>
<tr>
<td>• investigating the environmental, economic and social uses of water and the effects of water as it connects people and places, for example the effects of water diversion in the Snowy Mountains</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The quantity and variability of Australia’s water resources compared with those in other continents (ACHGK039)</th>
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</thead>
<tbody>
<tr>
<td>• investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall</td>
</tr>
<tr>
<td>• interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents</td>
</tr>
<tr>
<td>• comparing the quantity and variability of rainfall, runoff and evaporation in Australia with that in other continents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)</th>
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<tbody>
<tr>
<td>• investigating the causes of water scarcity, for example, an absolute scarcity, a relative scarcity and an ecological scarcity</td>
</tr>
<tr>
<td>• discussing the advantages and disadvantages of strategies to overcome water scarcity, for example, recycling (‘grey water’), stormwater harvesting and reuse, desalination, inter-regional transfer of water, trade in virtual water, and reducing water consumption</td>
</tr>
<tr>
<td>• examining why water is a difficult resource to manage, for example, difficulties in accounting for its economic value, its competing uses and variability of supply over time and space</td>
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<tr>
<td>• investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices</td>
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<table>
<thead>
<tr>
<th>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation, for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam</td>
</tr>
<tr>
<td>• exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples</td>
</tr>
<tr>
<td>• examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value</td>
</tr>
<tr>
<td>• investigating the spiritual significance of water in an Asian culture</td>
</tr>
</tbody>
</table>
The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)

- explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods
- explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard
<table>
<thead>
<tr>
<th>Area 2: Place and liveability</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) | • investigating their and others’ interpretations of the concept of liveability and choices about where to live, for example, connections to cultural groups, adolescent ‘bright lights’ attraction, rural to urban migration, retiree tree-change and families with children locating near schools, and other facilities  
• discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure, with subjective measures such as people’s perceptions  
• comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability  
• discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice |
| The influence of accessibility to services and facilities on the liveability of places (ACHGK044) | • comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries, for example, access to clean water, sanitation, education and health services  
• examining the role transport plays in people’s ability to access services and participate in activities in the local area  
• comparing transportation and accessibility in an Australian city with a city in Asia or Europe |
| The influence of environmental quality on the liveability of places (ACHGK045) | • researching the effects of air pollution on the liveability of cities  
• explaining the importance of water quality to the liveability of places  
• investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability  
• exploring the geophysical nature of the land and how this affects the liveability of a place |
| The influence of social connectedness and community identity on the liveability of places (ACHGK046) | • discussing the different types of places where people and groups can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places  
• investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability |
The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

- researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality
- developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people, for example through fieldwork in the local recreation area, or including Traditional Owners, for example developing bilingual signage or indigenous garden projects in the local area
- discussing the impact of housing density on the liveability of places, examining whether liveability and environmental sustainability can be enhanced at the same time

### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047) | - developing questions about an area of focus in the Geographical Knowledge and Understanding strand, for example, the causes of water scarcity or factors affecting the liveability of a place
- developing questions to investigate patterns of spatial distribution of rainfall in Australia and other places
- using a range of methods, including digital technologies, to plan and conduct an information search about the quantity and variability of water in Australia and another country from another continent |

<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Evaluate sources for their reliability and usefulness and collect, relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources, for example fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS048) | - gathering relevant data from a range of primary and digital sources, for example, from GIS layers, observation, annotated field sketches, surveys and interviews, or photographs about the impacts of and responses to a hydrological hazard, or the factors influencing decisions people make about where to live
- collecting geographical information from secondary sources, for example, digital sources, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media
- applying ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
- considering the reliability of primary and secondary data by finding out how and when it was collected, by whom and for what purpose |

| Select, record and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) | - constructing tables, graphs, maps and diagrams to represent the data collected about water scarcity and liveability of places
- creating an annotated diagram to demonstrate how water flows through the environment and connects places, or, the influence of environmental quality on the liveability of places |
Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)

- creating a map to show the spatial distribution and patterns of liveability, using computer mapping software
- using a satellite image to construct a map to show the areas affected by a hydrological hazard, in Australia and another region of the world

### Interpreting, analysing and concluding

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)</td>
<td>align using aerial images of contrasting places to identify differences in housing density</td>
</tr>
<tr>
<td>Create a map to show the spatial distribution and patterns of liveability, using computer mapping software</td>
<td>using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard in Australia and another region of the world, for example, countries of the Asia region, or from the Pacific region</td>
</tr>
<tr>
<td>Create a map to show the areas affected by a hydrological hazard, in Australia and another region of the world</td>
<td>interpreting various types of maps, for example, weather, isopleth, topographic, political, thematic, diagrammatic</td>
</tr>
<tr>
<td>Create a map to show liveability</td>
<td>using digital maps and overlays of an area to observe, describe and contrast the spatial associations of geographical phenomena, for example, the relationship between economic activities and river systems and the availability of surface water</td>
</tr>
</tbody>
</table>

### Applying geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)

- reviewing the results of an analysis to propose an answer to an inquiry question, using at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change

### Communicating

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)</td>
<td>presenting a report, supported by graphic representations, to communicate a reasoned argument, for example, to propose actions to ensure future water security</td>
</tr>
</tbody>
</table>

### Reflecting and responding

<table>
<thead>
<tr>
<th>Activity</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)</td>
<td>reflecting on personal values and attitudes and how these influence responses to an issue, for example, the effect of perceptions of crime on liveability</td>
</tr>
<tr>
<td>Proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, ensuring a sustainable supply of water, after considering the possible outcomes for different groups</td>
<td>proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, ensuring a sustainable supply of water, after considering the possible outcomes for different groups</td>
</tr>
</tbody>
</table>
# Level 7 Achievement Standard

By the end of Level 7, students describe geographical processes that influence the characteristics of places and how characteristics of places are perceived and valued differently. They explain interconnections between people and places and people and environments and describe how these interconnections change places and environments. They describe alternative strategies for a geographical challenge, referring to environmental, economic and social factors involved.

Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships and draw conclusions. Students present findings, ideas and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social factors and describe the expected effects of their proposal.
Level 8

There are two areas of study in the Level 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This area of study examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The area of study explores the process of urbanisation and draws on a study of Indonesia to show how urbanisation interconnects with the economies and societies in low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The area of study then examines issues related to the management and future of Australia’s urban areas.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.

The key inquiry questions for Level 8 are articulated below.

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Level 8 Content Descriptions

<table>
<thead>
<tr>
<th>Geographical Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1: Landforms and landscapes</td>
</tr>
<tr>
<td>The different types of landscapes and their distinctive landform features (ACHGK048)</td>
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</tbody>
</table>


Strait Islander Peoples (ACHGK049) discussing the significance of landscapes in literature, song/music, film, art and people’s identity
analysing the role of landforms and landscapes in tourism, for example, Uluru in Australia or the Grand Canyon in the USA
- exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms by Aboriginal and Torres Strait Islander Peoples
- investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the location, formation, meaning and interconnection of landforms

The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)
- describing the influence of folding, faulting or volcanism on a chosen landform
- researching the effects of rock type, weathering, erosion by water and wind, and transportation and deposition on the development of the chosen landform

The human causes and effects of landscape degradation (ACHGK051)
- analysing the effects of erosion and sedimentation produced by human activities, including farming and recreation, on landscape quality
- examining the effects of mining and quarrying, and urban development, on landscape quality
- describing the effects of river regulation including dams, locks, channel straightening and drains, on riverine and wetland landscape quality
- investigating the effects of the built elements of environments, for example, urban development, marinas and sea walls, on coastal landscape quality
- investigating the ways introduced plants or animals or activities such as mining affect landscape quality and examining the effects on Aboriginal and Torres Strait Islander communities

The ways of protecting significant landscapes (ACHGK052)
- identifying different views about the value of particular environments, for example, recreational, psychological, aesthetic and spiritual, and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability
- investigating the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires
- investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups, including Traditional Owners, with an interest in its use or protection
- identifying the contribution of Aboriginal and Torres Strait Islander knowledge and Custodianship to the use and management of landforms and landscapes
The causes, impacts and responses to a geomorphological hazard (ACHGK053)

- investigating the natural causes and spatial distribution of a geomorphological hazard, for example, volcanic eruptions, earthquakes, tsunamis, landslides and avalanches
- discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard
- describing how the effects caused by geomorphological hazards are influenced by social, cultural and economic factors, for example, where people choose to live, poverty, and lack of infrastructure and resources to prepare and respond
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards

### Area 2: Changing nations

<table>
<thead>
<tr>
<th>The causes and consequences of urbanisation, drawing on a study from Indonesia (ACHGK054)</th>
<th>Discussing urbanisation as a shift in where, how and why people live where they do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>exploring the connections between urbanisation and economic and social opportunities</td>
</tr>
<tr>
<td></td>
<td>examining how urbanisation can affect environmental quality, for example carbon emissions and water consumption</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The similarities and differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)</th>
<th>researching the causes of urban concentration in Australia and the United States of America, for example, the history of European settlement, migration, the export orientation of the economy, the centralisation of state governments, environmental constraints and the shape of transportation networks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>investigating the relationship between population density and proximity to urban centres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The reasons for and effects of internal migration in Australia (ACHGK056)</th>
<th>identifying and explaining the main types, patterns and trends of internal migration in Australia, for example, employment, lifestyle and retirement migration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>examining the effects of resource development on employment growth in both the resource regions and the cities, and on internal migration in Australia</td>
</tr>
<tr>
<td></td>
<td>investigating the effects of the 'fly-in fly-out' phenomenon on the source and host places</td>
</tr>
<tr>
<td></td>
<td>explaining that Aboriginal and Torres Strait Islander Peoples’ population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment</td>
</tr>
</tbody>
</table>
The reasons for and effects of internal migration in China (ACHGK057)

- identifying and explaining the patterns of temporary and permanent internal migration in China and the effects on the places of origin and destination
- examining the role of labour migration in the urban development of China, for example, the growth of Shenzhen, Guangdong Province
- exploring the issues relating to China's 'floating population'
- examining the environmental problems of China's megacities, for example, air pollution in Beijing

The reasons for and effects of international migration in Australia (ACHGK058)

- identifying and explaining the main types and patterns of international migration, for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees) and family reunion
- investigating where and why international migrants settle in Australia and how this may reinforce urban concentration
- exploring the changing cultural diversity of the Australian population

The management and planning of Australia's urban future (ACHGK059)

- examining the forecasts for the size of Australia's major cities and regional urban centres, and discussing the implications for their environmental sustainability and liveability
- investigating ways of managing the projected growth of Australia's cities and regional urban centres
- exploring the arguments for and against a more balanced distribution of the urban population
- examining how Canberra can be used as an example of a planned urban centre
### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055) | - developing questions on an area of focus in the Geographical Knowledge and Understanding strand, for example, about types of landforms or reasons for urban settlements  
- developing questions about the significance of a spatial distribution, for example, the positive and negative effects of the spatial concentration of population in Australia  
- planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the causes and consequences of urbanisation  
- using a range of methods including digital technologies to plan and conduct an information search about reasons for and effects of internal migration in Australia |

<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Evaluate sources for their reliability and usefulness and collect, relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources, for example, fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS056) | - gathering relevant data from a range of primary and digital sources, for example, from observation, annotated field sketches, surveys and interviews, or photographs, about the ways to protect significant landscapes  
- collecting geographical information from secondary and digital sources, for example, topographic maps, thematic maps, compound column graphs and population pyramids, reports, census data, digital images and the media  
- conducting ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities |

| Select, record and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057) | - constructing tables and graphs of demographic or economic data for Australia or China  
- creating annotated diagrams to show a landscape and its landforms |

| Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058) | - developing a statistical map to show demographic or economic data for Australia or China, or show the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples using mapping software  
- creating a map showing geomorphological features by using data from Geoscience Australia, or demographic statistics from census data, using a spatial technologies application  
- using the Global Positioning System (GPS) to make a map of the features of a landform  
- creating a map showing geomorphological features, incorporating traditional Aboriginal and Torres Strait Islander names for these where known |
<table>
<thead>
<tr>
<th>Interpreting, analysing and concluding</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Analyse geographical maps, data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify, describe and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS059) | • analysing spatial distributions to infer relationships and suggest possible cause and effects  
• using digital mapping tools to map the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples  
• interpreting topographic maps and digital terrain models, cross-sections or block diagrams to investigate landforms and their features  
• analysing trends in internal migration in Australia and China |
| Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060) | • reviewing the results of an analysis to propose and defend answers to an inquiry question, emphasising at least one of the geographical concepts of place, space, environment, interconnection, sustainability, scale or change |

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS061)</td>
<td>• presenting a report, supported by spatial technologies, to communicate a reasoned argument, for example, to advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflecting and responding</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062) | • reflecting on the inquiry process and suggesting questions that would be suitable for further investigation  
• reflecting on personal values and attitudes and how these influence responses to an issue, for example, the protection of landscapes  
• proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, urbanisation |
Level 8 Achievement Standard

By the end of Level 8, students explain geographical processes that influence the characteristics of places and explain how characteristics of places are perceived and valued differently. They explain interconnections within environments and between people, places and environments and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social factors and predict the outcomes of their proposal.
Level 9

There are two areas of study in the Level 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*.

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This area of study examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

*Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This area of study examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

**Key inquiry questions**

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.

The key inquiry questions for Level 9 are articulated below.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

**Level 9 Content Descriptions**

**Geographical Knowledge and Understanding**

<table>
<thead>
<tr>
<th>Area 1: Biomes and food security</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)</td>
<td>identifying and describing the major aquatic and terrestrial biomes of Australia and the world, and their spatial distribution</td>
</tr>
<tr>
<td></td>
<td>examining the influence of climate on biomass production (as measured by net primary productivity) in different biomes</td>
</tr>
</tbody>
</table>
The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)

- identifying the biomes in Australia and overseas that produce some of the foods and plant material people consume
- investigating ways that the production of food and fibre has altered some biomes, for example, through vegetation clearance, introduction of exotic species, drainage, terracing and irrigation
- identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity

The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)

- describing how environmental factors, for example, climate, soil, landform and water, can support higher crop yields and investigating the environmental constraints on agricultural production in Australia, for example, soil moisture, water resources and soils
- investigating how high crop yields (for example from wheat, rice and maize) around the world are related to factors such as irrigation, accessibility, labour supply, landforms and agricultural technologies (for example, high yielding varieties)
- evaluating the ways that agricultural innovations have changed some of the environmental limitations on and impacts of food production in Australia

The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)

- exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change
- evaluating whether some ways of increasing food production could threaten sustainability
- identifying the impacts on food production from competing land uses, for example, sacred sites, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (such as, golf courses)
- investigating the impacts of alterations of biomes on the productivity and availability of staple resources for Aboriginal and Torres Strait Islander peoples, for example mumong yam daisy in Victoria

The capacity of the world’s environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)

- examining the effects of anticipated future population growth on global food production and security, and its implications for agriculture and agricultural innovation
- researching the potential of agricultural production in northern Australia
- identifying how poverty, food wastage, government policies or trade barriers could affect future food security
- applying their understanding of the functioning of natural and agricultural ecosystems to investigate ways of making Australian agriculture more sustainable
<table>
<thead>
<tr>
<th>Area 2: Geographies of interconnections</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| The perceptions people have of place, and how this influences their connections to different places (ACHGK065) | - comparing students’ perceptions and use of places and spaces in their local area, particularly at different times of day, between males and females, different age groups, people with and without a disability, and people from diverse cultures beginning with Indigenous and non-Indigenous peoples, and reflecting on the differences
- investigating how people in places in other countries perceive, use and are connected to their place and space |
| The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) | - describing the differences in people’s access to the internet between and within countries and exploring how information and communication technologies are being used to connect people to information, services and people in other places, for example, in rural and remote areas across Australia and the world, including selected countries of the Asia region
- examining how information and communication technologies have made it possible for places in India and the Philippines, for example, to provide a range of global business services
- exploring how transport and information networks operate to connect people to services, including how supply chain logistics influence these connections |
| The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) | - investigating how and why places are interconnected regionally, nationally and globally through trade in goods and services
- investigating some of the products and/or services that businesses in their town, city or rural region sell to other places
- examining tourism, students and retirees as sources of income for some places |
| The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) | - exploring the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life
- identifying the effects of international trade in consumer products on Australian places
- evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production |
| The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) | - investigating the global growth of tourism and its likely effects on the future of places
- discussing the effects of people’s cultural and leisure choices on towns and cities or heritage areas, for example, predicting how changing choices may affect these and other places in the future |
### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063) | - developing questions of geographical significance about an area of focus in the Geographical Knowledge and Understanding strand, for example, questions about the importance of food security or types of interconnections  
- planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the connections between people and places  
- using a range of methods including digital technologies to plan and conduct an information search about human alteration to biomes in Australia and another country |
<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate sources for their reliability, bias and usefulness and collect relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources, for example, fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS064)</td>
<td>- gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, conducting surveys and interviews and experiments, or taking photographs, about challenges to food production or the effects of people’s travel, recreational, cultural or leisure choices on places</td>
</tr>
<tr>
<td>- collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media</td>
<td>- collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities</td>
</tr>
<tr>
<td>Select, record, organize and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065)</td>
<td>- creating a diagram to illustrate the flows of nutrients and energy within a biome, and the alterations to these flows produced by agriculture</td>
</tr>
<tr>
<td>Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)</td>
<td>- developing a table to show the types of challenges to food production in Australia compared to other areas of the world, or the ways that places and people are interconnected through trade</td>
</tr>
<tr>
<td>Interpreting, analysing and concluding</td>
<td>Elaborations</td>
</tr>
<tr>
<td>Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)</td>
<td>- constructing a graph to show the relationship between growth in world population and world food production</td>
</tr>
<tr>
<td>- comparing maps showing transport networks with survey responses on personal mobility</td>
<td>- analysing maps of world internet traffic and proposing explanations about the pattern and distribution of connections</td>
</tr>
<tr>
<td>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)</td>
<td>- testing conclusions by considering alternative points of view about an area of inquiry and providing a response using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change</td>
</tr>
<tr>
<td>Use Geographical Information Systems (GIS) to analyse geographical data and make predictions (ACHGS069)</td>
<td>- identifying the relevant layers of a geographical information system and using them to investigate how they can portray and analyse demographic, economic and environmental data</td>
</tr>
</tbody>
</table>
**Communicating**

Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)

- presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions

**Reflecting and responding**

Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)

- explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to biomes, food production and security, interconnections or spatial change
- examining the environmental, economic and social factors that need to be considered in an investigation of a contemporary geographical issue such as ways of increasing Australian or global food production or the effects of information and communications technologies on the location of manufacturing or services and debating alternative responses that consider environmental, economic and social factors

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**Level 9 Achievement Standard**

By the end of Level 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to collect and select useful and reliable geographical data and information. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including maps that comply with cartographic conventions. They use a range of methods and digital technologies to analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space and to predict outcomes. Students synthesise maps, data and other information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital technologies in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social factors and predict the outcomes and consequences of their proposal.
Level 10

There are two areas of study in the Level 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. This begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This examines the different concepts and measures of human wellbeing, 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 are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.

The key inquiry questions for Level 10 are articulated below.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Level 10 Content Descriptions

Geographical Knowledge and Understanding

<table>
<thead>
<tr>
<th>Area 1: Environmental change and management</th>
<th>Elaborations</th>
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</table>
| The human-induced environmental changes that challenge sustainability (ACHGK070) | - discussing the concept of sustainability in relation to environmental functions,  
| | - identifying human-induced environmental changes, for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments; and discussing the challenges they pose for sustainability  
| | - evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity |
The environmental world views of people and their implications for environmental management (ACHGK071)

- describing the role of people’s environmental worldviews, for example, human-centred and earth-centred, in producing different attitudes and approaches towards environmental management
- comparing the differences in people’s views about the causes of environmental issues in Australia and across the world
- discussing whether environmental change is necessarily a problem that should be managed and explaining people’s choices of methods for managing or responding to environmental changes

The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)

- researching the role of Aboriginal and Torres Strait Islander Peoples in environmental management
- explaining Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices

Select ONE of the following types of environment as the context for study: land (e.g. forests, deserts, grasslands, farmland), inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.

The application of systems thinking to understand the causes and likely consequences of the environmental change being investigated (ACHGK073)

- examining the interconnections between biophysical processes and human actions that generate environmental change, together with the consequences of these changes
- describing the nature of the environmental change and its effect on the sustainability of environmental functions
| The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074) | discussing the influence of people’s world views on programs for the management of the environmental change being investigated  
proposing geographical management strategies for the environmental change being investigated, for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem-based management (an environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing underlying as well as immediate causes of environmental change (holistic thinking)  
comparing strategies in Australia and another country to manage the environmental change being investigated  
exploring the variety of solutions to similar environmental changes in different places  
discussing how land management agencies are increasingly working with Traditional Owners to manage environmental change and challenges |
|---|---|
| The application of environmental, economic and social criteria in evaluating management responses to the change (ACHGK075) | explaining how communities and governments attempt to balance environmental, economic and social criteria in decisions on environmental programs, and the extent to which there can be trade-offs between them  
discussing the extent to which achieving sustainability in one place should take account of the effects on environmental conditions in other places in the context of the environmental change being investigated  
debating the practical and ethical dilemmas of national and international conservation programs aimed at the environmental change being investigated |
| Area 2: Geographies of human wellbeing | Elaborations |
| The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) | examining and comparing different perceptions of human wellbeing, for example by comparing student rankings of selected indicators.  
identifying and evaluating different ways of measuring wellbeing, for example, per capita income or the UN Human Development Index, and applying them to investigate spatial variations in human wellbeing and comparing the results from different measures  
examining the United Nations Millennium Development Goals and their relationship to human wellbeing  
identifying trends in human wellbeing in countries over time |
| The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) | investigating the economic, social, technological, political and or environmental causes of spatial inequality between countries  
examining differences in indicators by gender across countries and within selected countries  
investigating the interrelationships between the rate of population growth and human wellbeing in countries  
examining how access to natural resources, for example, minerals and water can affect wellbeing and be a source of conflict |
The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)

- investigating development issues, for example, access to clean water, sanitation, health services and adequate food and shelter, and their potential impact on human wellbeing
- identifying the trends in gross domestic product (GDP) and GDP per capita over time in the selected country or region and their relationship with trends in measures of wellbeing

The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)

- examining spatial data on human wellbeing in India to identify the regions of India with high and low levels of wellbeing, discussing identified patterns and explaining the differences
- examining how a person’s wellbeing is influenced by where they live, with reference to at least two different regions in a country of the Asia region

The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)

- researching spatial differences in the wellbeing of the Aboriginal and Torres Strait Islander population across Australia, and the extent to which these differences depend on how wellbeing is measured
- examining how a person’s wellbeing is influenced by where they live, with reference to at least two different places in Australia

The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries (ACHGK081)

- examining a national, state or community program to reduce regional inequalities in wellbeing in a country, for example, India
- discussing the objectives and outcomes of an Australian Government overseas economic and social development program or a non-government overseas aid program in a specific country or region within a country
- identifying ways to improve the wellbeing of remote Aboriginal or Torres Strait Islander communities, including ways proposed by the communities

### Geographical Inquiry and Skills

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<tr>
<th>Observing, questioning and planning</th>
<th>Elaborations</th>
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<tr>
<td>Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)</td>
<td>developing questions of geographical significance about an area of focus in the Geographical Knowledge and Understanding strand, for example, questions related to the causes of environmental change or the extent of variation in global wellbeing</td>
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<tr>
<td>planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the reasons for and types of variation in human wellbeing in one country</td>
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<td>planning methods of data collection to answer inquiry questions and evaluating questions for their geographical significance</td>
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<tr>
<td>using a range of methods including digital technologies to plan and conduct an information search about the causes and consequences of change to environments</td>
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<tr>
<td>Collecting, recording, evaluating and representing</td>
<td>Elaborations</td>
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| Evaluate sources for their reliability, bias and usefulness and collect relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources, for example, fieldwork, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS073) | ● gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, conducting surveys, interviews and experiments, or taking photographs, about human-induced environmental changes  
● collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media  
● collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities  
● using Gap minder or United Nations statistics to collect data on countries to answer an inquiry question |
| Select, record, organise and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, and annotated diagrams with and without the use of digital and spatial technologies (ACHGS074) | ● developing a table to show the responses to environmental change in a particular environment  
● using scatter plots of data for countries or smaller areas to investigate the relationship between two variables, for example, per capita income and life expectancy for countries, and to identify anomalies  
● using digital technologies such as Gapminder to support the illustration and analysis of geographical variables |
| Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075) | ● constructing and interpreting choropleth maps to show patterns of human wellbeing at a local scale  
● creating a map to show measures of environmental change, using a spatial technologies application |
| Interpreting, analysing and concluding | Elaborations |
| Evaluate multi-variable data, maps and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076) | ● analysing environmental change, for example, the clearance of vegetation or a plan for a vegetation corridor, using topographic maps and satellite images  
● constructing computer-generated tables, graphs, maps and diagrams to analyse data on human wellbeing  
● critically analysing text and images for their meaning and significance |
| Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077) | ● synthesising information from several sources through using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change |
Use Geographical Information Systems (GIS) to analyse geographical data and make predictions (ACHGS078)

- outlining how geographical information systems (GIS) are used in environmental management or in analysing spatial patterns of human wellbeing
- investigating the use of GIS by Indigenous peoples in Australia and elsewhere for managing conservation

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<tr>
<th>Communicating</th>
<th>Elaborations</th>
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<tr>
<td>Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)</td>
<td>constructing a logical argument, supported by evidence, for example, accounting for observed patterns in wellbeing at the local, national and global scales and responding to questions</td>
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<tr>
<th>Reflecting and responding</th>
<th>Elaborations</th>
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<tr>
<td>Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)</td>
<td>reflecting on the role of personal values and attitudes in influencing their responses to situations including goals, for example, environmental protection</td>
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<td>explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to environmental change, human wellbeing or development</td>
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Level 10 Achievement Standard

By the end of Level 10, students explain how the interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments at different scales and explain changes that result from these interconnections and their consequences. 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. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to collect, select and organise useful, reliable and unbiased geographical data and information. Students record and represent multi-variable data in the most appropriate digital and non-digital forms, including graphs and maps that use suitable scales and precisely apply cartographic conventions. They use a range of methods and digital technologies to evaluate maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They synthesise maps, data, and other information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and digital technologies in a range of selected and appropriate communication forms. They evaluate findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic, social and political factors. They explain the predicted outcomes and consequences of their proposal.