Humanities –   
Geography

Victorian Curriculum F–10   
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# Introduction

## Rationale

Geography is a structured way of exploring, analysing and understanding the world as the home of humans and a diversity of places, environments and peoples. It teaches distinctive ways of perceiving and thinking about the world and the relationships between humans and the environment.

In the Victorian Curriculum F–10, learning in Geography is underpinned by 7 concepts:

* place
* space
* environment
* interconnection
* sustainability
* scale
* change.

These 7 concepts are applied to learning in Geography to build a holistic understanding of a range of contemporary issues, from environmental issues (such as water resources, land degradation and sustainability) to human issues (such as urbanisation, food security and wellbeing) and the interconnections between them.

Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. Geography develops a respect for the environment, an appreciation and respect for social and cultural diversity, a capacity for teamwork, problem-solving abilities, and critical and creative thinking. Through their study of Geography, students are helped to become informed and responsible members of their local and global communities and to act ethically to shape a socially just and sustainable future.

Geography also teaches science, technology, engineering and mathematics (STEM) skills through its inquiry process, scientific studies of the environment, development of spatial thinking and use of geospatial technologies. Fieldwork is an essential component of learning in Geography and develops students’ skills in observation, questioning, interpretation and collaboration.

## Aims

Geography aims to ensure that students develop:

* a sense of wonder, curiosity and respect for places, environments, people and cultures throughout the world
* a deep geographical knowledge of their own locality, Australia, the Asia-Pacific region and the world
* an appreciation of geographical phenomena and issues, and their impact(s) on people’s lives, places and environments
* the ability to think geographically, using geographical concepts
* the capacity to be competent, critical and creative users of geographical methods and skills
* the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

## Structure

The Geography curriculum is presented as a 3-level band at Foundation to Level 2, and then in 2-level bands from Levels 3 to 10.

Geography is organised under 2 interrelated strands:

* Geographical Knowledge and Understanding
* Geographical Skills.

These strands are interrelated and should be taught in an integrated way. The content descriptions of the 2 strands have been written so that this integration is possible at each band.

Under each strand, content is further organised into sub-strands.

### Geographical Knowledge and Understanding

The Geographical Knowledge and Understanding strand includes the facts, generalisations, principles 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 this knowledge and to construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems. The Geographical Knowledge and Understanding strand is supported by the 7 geographical concepts, which underpin learning in Geography.

The Geographical Knowledge and Understanding strand is organised into the following sub-strands.

Table 1: Geographical Knowledge and Understanding sub-strand(s) by band

|  |  |
| --- | --- |
| Band | Geographical Knowledge and Understanding sub-strand(s) |
| Foundation to Level 2 | Places and our connections to them |
| Levels 3 and 4 | Diversity of places and environments |
| Levels 5 and 6 | Management of places |
| Levels 7 and 8 | Water in the world  Place and liveability  Landforms and landscapes  Changing nations |
| Levels 9 and 10 | Biomes and food security  Geographies of interconnection  Environmental change and management  Geographies of human wellbeing |

### Geographical Skills

The Geographical Skills strand is organised into the following 3 sub-strands:

* Geographical inquiry
* Concluding and decision-making
* Communicating.

Geographical skills are the skills that geographers use in their investigations of geographical phenomena and challenges. These skills involve the use of primary research, including fieldwork, and primary and secondary sources of evidence.

Through the Geographical Skills strand students learn a process of ‘finding out’ about a geographical phenomenon, issue or challenge, including through fieldwork. Key skills include asking questions; using geographical methods; collecting, recording and representing information and data; using geospatial technologies and digital tools; interpreting and analysing data and information; evaluating and decision-making; proposing strategies or responses; and communicating conclusions.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Geography, students progress along a learning continuum that provides the first achievement standard at Level 2, and then subsequent achievement standards at Levels 4, 6, 8 and 10.

### Content descriptions

In Geography, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Geography

Learning in Geography requires students to develop geographical knowledge through the application of geographical concepts and skills.

### Geographical concepts

The 7 geographical concepts of place, space, environment, interconnection, sustainability, scale and change are high-level ways of thinking that can be applied across the discipline of Geography. To understand them, it is necessary to recognise that they are concepts that geographers use to frame their thinking, not objects that they study. For example, while places are parts of the Earth’s surface that have been defined, named and given meaning by people, the concept of place frames ways of thinking that are based on the significance and influence of places. The 7 concepts also have many dimensions, which are described below, and students can learn and use these specific ideas to think geographically.

#### Place

The concept of place explains why specific places have their particular characteristics and how these characteristics influence outcomes of environmental and human processes and people’s lives at a local, regional and global scale.

In the Victorian Curriculum F–10, through the concept of place, students learn how places influence the lives of people; how the unique characteristics of each place influence the outcomes of environmental and human processes; and how this may result in different responses to problems that are similar. Students develop an understanding of the concept of place by establishing the following:

* 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 by different people. They range in size from a part of a room or garden to a major world region and can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, such as landforms, while others are intangible, such as scenic quality and culture. A region is a type of place.
* 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 characteristics of a place are influenced by environmental processes over short to long time periods, as well as its resources, relative location, connections with other places, the culture of its population, the economy of the country in which it is located, 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. Consequently, 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, such as 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 the ways people organise and manage the spaces in which they live.

Through the concept of space, students learn about the impacts of location and distance within and between places, and how these impact people’s lives; the significance of how natural and human phenomena are spatially distributed; and the ways in which space is organised.

In the Geography curriculum, students develop an understanding of the concept of space by establishing the following:

* While the environmental and human characteristics of places are influenced by their absolute and relative location, improvements in transport and communication technologies are reducing the impacts on people of location and distance from other places, though unequally.
* The individual characteristics of places form spatial distributions and the analysis of these distributions, and of the spatial association between them, contributes to geographical understanding. The spatial distributions also have environmental, economic, social and political consequences.
* Spaces are perceived, structured, organised and managed by people, and they 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.

Through the concept of environment, students come to appreciate the ways in which the biophysical environment supports human life, influences human activities and is being changed by human actions.

In the Geography curriculum, students develop an understanding of the concept of environment by establishing the following:

* The environment is the product of interconnecting geological, atmospheric, hydrological, geomorphic, edaphic (relating to soil), biotic and human phenomena and 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 can be assisted by applying geographical concepts and techniques to identify the causes and select appropriate responses.
* Each type of environment has its specific hazards. The impacts of hazard events on people are determined by both natural and human factors and can be reduced, but not eliminated, by prevention, preparedness, response and recovery.

#### Interconnection

The concept of interconnection emphasises that no geographical phenomenon can be viewed in isolation.

Through the concept of interconnection, students learn about how geographical phenomena are influenced by their interrelationships with other phenomena, both within and between places.

In the Geography curriculum, students develop an understanding of the concept of interconnection by establishing the following:

* 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 the ways in which these characteristics change.
* Environmental and human processes, such as 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 movement of matter, energy, information and actions.
* Holistic thinking looks for the interconnections between phenomena and processes within and between places. An ability to think holistically is essential when contemporary environmental, economic and social issues and challenges require multidisciplinary thinking.

#### 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 (environmental sustainability). It is also about the sustainability of places, and their economies, populations and cultures (economic and social sustainability). The concept of sustainability is used to evaluate the significance of environmental changes and the future of places.

In the Geography curriculum, students develop an understanding of the concept of sustainability by establishing the following:

* Environmental, economic and social sustainability is a goal, and sustainable development is a way of progressing towards that goal.
* Progress towards environmental sustainability depends on maintaining and restoring the environmental functions that sustain all life and the economic and social wellbeing of humans.
* An understanding of the causes of unsustainability requires 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 reasons for these human actions. These can be analysed through the framework of human-environment systems.
* People’s attitudes towards sustainability are influenced by their environmental worldviews, which range from human-centred to eco-centred, and include concepts such as stewardship and custodial responsibility.

#### Scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. It is used in combination with other concepts, for example the concept of change, to analyse data.

In the Geography curriculum, students develop an understanding of the concept of scale by establishing the following:

* 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, such as the impacts of local vegetation removal, can have global outcomes.

#### Change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time. It is used in combination with other concepts, for example scale, to analyse data.

In the Geography curriculum, students develop an understanding of the concept of change by establishing the following:

* Environmental change can occur over both short and long timeframes, 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 forecast change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

### Learning in Foundation to Level 6

From Foundation to Level 6, the Geography curriculum progressively develops 4 areas of geographical knowledge and understanding:

* knowledge of the place in which a student lives, and of the significance of that place to them
* an understanding of Aboriginal and Torres Strait Islander Peoples’ concept of Country and Place, and of their custodial responsibility for it
* knowledge of the world, including Australia
* knowledge of the environment and how it supports students’ lives.

### Learning in Levels 7 to 10

The Geographical Knowledge and Understanding sub-strands in Levels 7 to 10 can be divided into 2 sequences of 4 sub-strands each. The first sequence focuses predominantly on human geography and is organised around the concepts of place, space and interconnection. The second sequence illustrates different aspects of the concept of environment by focusing on physical and environmental geography; students develop an understanding of the biophysical environment and people’s relationships with it in a progression from water to landforms, vegetation, food production and environmental management. These sequences are shown in the following table.

Table 2: Geographical Knowledge and Understanding sub-strands and main concepts

|  |  |
| --- | --- |
| Concept | Sub-strand (and curriculum band) |
| Sequence 1 – Human geography | |
| place, environment, interconnection and scale | Place and liveability (Levels 7 and 8) |
| space, environment, interconnection, sustainability, scale and change | Changing nations (Levels 7 and 8) |
| place, space, scale and change | Geographies of human wellbeing (Levels 9 and 10) |
| interconnection, sustainability and scale | Geographies of interconnection (Levels 9 and 10) |
| Sequence 2 – Physical and environmental geography | |
| environment and change | Water in the world (Levels 7 and 8) |
| environment, interconnection and change | Landforms and landscapes (Levels 7 and 8) |
| environment, sustainability and change | Biomes and food security (Levels 9 and 10) |
| environment, interconnection, sustainability and change | Environmental change and management (Levels 9 and 10) |

### Key questions

Key questions are suggested for each band to stimulate student thinking and discussion. They are examples only and may be used or adapted to suit local contexts.

### Primary research methods, including fieldwork

It is important that students have the opportunity to conduct active and firsthand collection, examination, interpretation and analysis of data and information about geographical questions. Learning in Geography provides opportunities for the application of geographical skills, and fieldwork can be conducted outside the classroom at a local scale.

Geography uses a wide variety of quantitative and qualitative methods to represent, interpret and analyse data and information. Many of these are common to several learning areas, but there are 3 particular methods that are central to geographical study. These are:

* interpreting spatial distributions of specific phenomena, such as rainfall, deforestation, population or human wellbeing, to identify patterns that suggest questions to ask and possible causes to examine
* comparing spatial distributions of different phenomena to identify spatial associations between phenomena, which may be causal relationships
* comparing places to test relationships between variables.

### Use of geospatial technologies

Geography learning experiences are enriched by using geospatial technologies. These enable students to collect, store, map, represent and visualise the occurrence of geographical phenomena, and identify issues for interpretation and analysis of causes, impacts and responses. For example, students can use geographical information systems (GIS) and global navigation satellite systems (GNSS) to create, view and analyse spatial data. They can view and analyse spatial data through remote sensing and in 3D and can manage and represent geographical data and information in a range of formats.

# Curriculum

## Foundation to Level 2

### Band description

From Foundation to Level 2, the Geography curriculum develops the concept of place through studies of what places are like, how they are identified and named, why they are important in students’ lives and how students can care for them. Students recognise that their place has an identity, name and cultural significance for Aboriginal and Torres Strait Islander Peoples, who have a special connection to places, and that their school is located on Country. The focus is on the places in which they live, but students also start to investigate other places of similar size that are familiar to them or that they are curious about. They learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups of people have connection to and can care for places, including how Aboriginal and Torres Strait Islander Peoples care for Country and Place. They learn about the ways local people and places are connected to people and places at broader scales within their region and state or territory.

Students are introduced to the concept of scale as they learn about the hierarchy of scales by which places are defined – from the personal scale of their home to the national scale of their country. Students’ understanding of the concept of interconnection is developed by investigating the links people have with places locally and globally. The concept of environment is introduced as they study daily and seasonal weather patterns and the natural features of their place and other places, including how seasonal change is perceived by different cultures. They learn that seasons also illustrate that there can be different ways of describing the same phenomenon, because these are human constructs. Students are introduced to the concept of space by looking at the ways in which Australia can be politically divided in different ways. They develop an idea of active citizenship as they start to explore their feelings about special places, the wider importance of places to people and how places can be cared for.

Key questions provide a framework for developing students’ knowledge, understanding and skills. The following key questions are examples only and may be used as they are or adapted to suit local contexts:

* What are places like?
* Why is your place important to you and how can we care for it?
* How are people connected to other places?
* What are seasons like? Are there different ways of identifying them?

### Achievement standard

By the end of Level 2, students define places and describe natural and constructed features of places, including weather and seasons; the importance of people’s attachments to places; and how places can change and be cared for. Students identify and describe people’s interconnections with places in Australia and the world, both at local and broader scales.

Students ask geographical questions, and they collect, sort and record related information and data from observations and provided sources. They represent and describe the information collected to draw conclusions and make proposals. Students use sources and geographical knowledge and concepts, and share observations about places.

### Content descriptions and elaborations

#### Strand: Geographical Knowledge and Understanding

##### Sub-strand: Places and our connections to them

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the places in which they live, why their places are important to them, the features of places, and how places can be looked after  VC2HG2K01 | * identifying the place they live in and belong to, such as a neighbourhood, suburb, town, rural locality or an Aboriginal or Torres Strait Islander People’s Country and Place * discussing how places support people’s lives, with housing, water, shops, schools, recreation and other services and facilities, and understanding that their closest relationships are with people in or near their place * exploring why people have attachment to places, such as through reading and viewing poems, songs, paintings and stories about people’s feelings about their place * identifying some significant features of their place, such as a river, hill, shopping centre, park, school or religious building * identifying places they consider to be ‘special’, such as their bedroom, a play area, a holiday location or a place of family significance * writing or drawing about their feelings about their place and explaining why the place is special to them * discussing why it is important to care for the places people live in and how places can be looked after * making a pictorial map of the location of the people who are most important in their lives and describing any patterns they observe |
| how places are identified and named, including by Aboriginal and Torres Strait Islander Peoples  VC2HG2K02 | * examining the names of places in the local area and their meanings * investigating the names and meanings given to local features and places by local Aboriginal or Torres Strait Islander Peoples * discussing the differences between European and Aboriginal and Torres Strait Islander placenames * identifying the Country and Place in which their school is located and using the name of the local Aboriginal or Torres Strait Islander People’s language group |
| the interconnections between Aboriginal and Torres Strait Islander Peoples and Country and Place, and the importance of Country and Place  VC2HG2K03 | * discussing why the words Country and Place are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong * recognising that some Aboriginal and Torres Strait Islander Peoples have special connections to many Countries and Places through marriage, birth, parents, residence and chosen or forced movement, and that they can identify with more than one Country * describing the connections that local Aboriginal and Torres Strait Islander Peoples have with the land, sea, sky and animals of their Country and Place * inviting members of the Traditional Owner group to talk about their Country and Place and places of cultural and historical significance to their community, and discussing why and when Acknowledgement of Country and Welcome to Country are used at ceremonies and events |
| how places can be spatially represented from local to national scales, the representation of Australia as states and territories and Countries and Places, and Australia’s major features and places  VC2HG2K04 | * understanding that a place is an area of space that has been identified, named and given meaning by people * using their home address to describe the scale of places, from the personal scale of their home to the local scale of their suburb or town, the regional scale of their state, and the national scale of their country, and identifying each scale on a map * using a map to locate and name the states and territories in Australia, along with their capital cities, and using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous Australia to identify Aboriginal and Torres Strait Islander Countries and Places * using European and Aboriginal and Torres Strait Islander names, where available, to identify the major natural features of Australia, such as rivers, deserts, the Great Dividing Range, the Great Barrier Reef, Uluru and Kati Thanda, and locating them with annotations on a map |
| the natural and constructed features of places, how they change and how they can be cared for  VC2HG2K05 | * using observations of the local place to identify and describe its features, such as hills, rivers, parks, forests and buildings, and locating them on a map * listening to and viewing Aboriginal Dreaming and Creation stories of Aboriginal and Torres Strait Islander Peoples that identify the natural features and landmarks of a place, and traditional, sacred and significant sites * using observations and/or photographs to identify changes in the natural and constructed features in their place, such as vegetation clearance, new buildings, new or upgraded roads, recent erosion, tree planting or crops * describing local features people look after, such as bushland, wetlands, a park or a heritage building, and finding out why and how these features need to be cared for and who provides this care |
| weather and seasons, including Aboriginal and Torres Strait Islander Peoples’ seasonal calendars  VC2HG2K06 | * 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 European seasonal calendar with the Aboriginal or Torres Strait Islander People’s seasonal calendar for their location |
| people’s interconnections with places in Australia and the world  VC2HG2K07 | * examining the ways in which they are connected to other places through friends, relatives, family origin, religion, holidays, sport and things that people buy or obtain * discussing how their place may be connected to events that have happened in other places, such as the Olympic Games or a major earthquake |

#### Strand: Geographical Skills

##### Sub-strand: Geographical inquiry

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| ask geographical questions about places and our connection to them  VC2HG2S01 | * posing questions about the features of places and how students can look after them, after being encouraged to observe them using various senses * posing questions with the stems ‘where’, ‘what’, ‘how’ and ‘why’ about places when provided with everyday objects and other sources, such as photos, maps and observation sketches * asking questions before, during and after listening to stories about places * developing inquiry questions about places, for example ‘What are the features of the place?’, ‘How far away is it?’, ‘How easy is it to get to?’, ‘How am I connected to it?’ and ‘How is it connected to other places?’ * developing questions about who looks after local features and how, what they like and do not like about their place, and why their place is important to them * developing questions about the names given to local features and places by Aboriginal and Torres Strait Islander Peoples |
| collect, sort and record information and data from observations, including from fieldwork and maps  VC2HG2S02 | * collecting data and information by making observations outside the classroom, by interviewing people or from sources such as photographs, plans, satellite images, books and films * gathering evidence of features in a local place (e.g. using observations, online aerial photographs and sketches) and noting how they change (e.g. by comparing current observations of a place with photographs of it taken in the past, or recording observations of weather and seasons) * locating the places to which they are connected, such as through family, travel or friends, or the places they visit, such as for shopping, recreation, travel to school or other reasons, on a print, electronic, outline or wall map * interviewing older relatives or significant Elders about their feelings towards their place * collecting pictures of places they know or are aware of and annotating them to record or show information about the weather * identifying a place in their local area that they like, mapping the location and discussing why they like it and how they could care for it |
| represent and describe the information and data from observations in different formats, including sketches and labelled maps or photographs  VC2HG2S03 | * identifying features on a provided pictorial map or oblique aerial photograph of a familiar place and linking the representation of specific features to pictures they have drawn of those features; for example, using a pictorial map of a visited site such as a public garden or an oblique aerial photograph of their school to find familiar features, and then linking drawings of those features with lines to the features in the map or aerial photograph * interpreting symbols and codes that provide information, such as map legends * gathering evidence of features in a local place (e.g. using observations, online aerial photographs and sketches) and noting how they change (e.g. by comparing current observations of a place with photographs of it taken in the past, or recording observations of weather and seasons) * recording data about the locations of places and their features on maps and/or plans; for example, labelling the location of their home on a map of the local area, or using a provided plan of their classroom and labelling its activity spaces, incorporating symbols to show locations of objects, places or significant features * developing a pictorial table to categorise information; for example, matching clothes with seasons, activities with the weather and features with places * interpreting geographical maps, concept maps, and other digital or visual displays to explore system connections, for example places their classmates are connected to, where some food comes from, or how Aboriginal and Torres Strait Islander Peoples’ songlines connect places * interpreting distance on maps using terms such as ‘distant’, ‘close’, ‘local’, ‘many hours in a bus/car/plane’ and ‘walking distance’ to decide on the accessibility of different features and places |

##### Sub-strand: Concluding and decision-making

| Content descriptions  *Students learn to:* | Elaboration  *This may involve students:* |
| --- | --- |
| draw conclusions and make proposals about places  VC2HG2S04 | * considering the general conclusions made from information collected, such as listing what makes a place significant and drawing conclusions about how people were, or are, connected to a local place and other places in the region and/or state or territory * discussing information collected and using it to answer a geographical question * describing features of a space or place that is important to them (e.g. a chicken coop, a play area, their bedroom, the reading corner or the beach) and suggesting or explaining what they could do to care for it * exploring the location and features of places they belong to and what makes those places special * identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and preserve their significance * imagining how a local feature or place might change in the future and proposing actions they could take to improve a place or influence a positive future * discussing how important their interconnections with places in Australia and the world are and discussing why this is so |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop narratives and share observations about places, using sources such as maps and photographs  VC2HG2S05 | * creating a display about a place that is special to them using maps, photographs, artefacts and/or drawings * using appropriate terms to describe the direction and location of a place, such as ‘near’ and ‘far’, ‘above’ and ‘below’, or ‘beside’ and ‘opposite’ * sharing observations about a place, such as how access to and use of a place has changed over time, using sources such as maps and photographs * preparing a narrative about how places can be managed * designing an infographic about the different weather and seasons in their area |

## Levels 3 and 4

### Band description

In Levels 3 and 4, the Geography curriculum continues to develop students’ mental map of the world by examining the major geographical divisions of the world, the major features of Australia and the major characteristics of the world. Students examine the representation of Australia, the location of Australia’s neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections between Aboriginal and Torres Strait Islander Peoples in different parts of Australia and Country and Place. Students develop their understanding of the environment and its significance to human life through studies of climate and vegetation. They learn that sustainability is about the ongoing capacity of the environment to sustain human life and wellbeing, and they apply this understanding to the use of resources and the management of waste. The concept of place is developed by examining activities in students’ own place and thinking about where these are located, which introduces the concept of space.

Key questions provide a framework for developing students’ knowledge, understanding and skills. The following key questions are examples only and may be used as they are or adapted to suit local contexts:

* Why are the activities in my place located where they are?
* How are the characteristics of the continent of Africa or South America similar and different from those of Australia?
* What is the relationship between climate and vegetation?
* How can people use resources or manage waste sustainably?

### Achievement standard

By the end of Level 4, students identify and describe characteristics of diverse places and environments. They describe the functions and the characteristics of world climates and vegetation, interconnections between Australia and other parts of the world, and the sustainability of natural resources.

Students develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions. Students propose considered actions or responses and their impact. They use ideas from sources, geographical knowledge and concepts (space, interconnection and environment) to describe the diversity of places and environments.

### Content descriptions and elaborations

#### Strand: Geographical Knowledge and Understanding

##### Sub-strand: Diversity of places and environments

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the relationships between people and their place and its environment  VC2HG4K01 | * understanding human dependence on the environment as a source of resources and a sink for wastes * describing how vegetation supports people’s lives and wellbeing * identifying the differences between the ecological seasonal calendars of Aboriginal and Torres Strait Islander Peoples and the European seasonal calendar, and discussing how different cultures perceive the environment differently * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous of Australia and a map of rainfall in Australia to investigate the relationship between rainfall and the areal size of language groups |
| activities in the local place (such as retail, recreation, manufacturing, farming, education and commercial) and reasons for their location  VC2HG4K02 | * identifying activities in their place, locating them on a pictorial map and suggesting reasons for their location * discussing whether accessibility to specific people influences where specific activities are located, for example accessibility to customers for retail shops or accessibility to young people for sports facilities |
| the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent  VC2HG4K03 | * identifying the main types of vegetation (including forest, savannah, grassland, woodland and desert) and exploring natural vegetation in Australia and another continent * explaining how people’s connections with their environment can also be aesthetic, emotional and spiritual * exploring strategies to protect particular environments that provide habitats for animals; for example, planting bird-attracting vegetation * identifying the importance of water to the environment and to sustaining the lives of people and animals |
| the functions of vegetation in the environment and the characteristics, spatial distribution and location of the main types of vegetation in Australia and the world, such as forest, woodland, savannah, grassland and desert, including the uses of vegetation by Aboriginal and Torres Strait Islander Peoples  VC2HG4K04 | * exploring how vegetation produces the oxygen that all land animals (including people) breathe; protects land from erosion by water or wind; retains rainfall; provides habitats for animals; shelters crops and livestock; provides shade for people; cools urban places; produces medicines, wood and fibre; and creates attractive and calming environments * identifying the main types of vegetation (including forest, savannah, grassland, woodland and desert) and explaining the relationship between climate and vegetation * describing and explaining the spatial distribution of vegetation in the local place * investigating factors other than climate (such as soils, aspect and slope) that might influence the vegetation of a place * investigating the uses of native vegetation in the local area by Aboriginal and Torres Strait Islander Peoples, for example as a source of food or for building materials, medicine, tools and weapons |
| the major geographical divisions of the world (including the equator, tropics, poles, hemispheres, continents and oceans) and how these are represented by using compass directions and different map projections  VC2HG4K05 | * investigating the definition of a continent and discussing how many continents there are * using a globe to locate the continents, oceans, equator, North Pole and South Pole, tropics and hemispheres, and labelling them on an outline map * comparing different map projections of the world to understand how portraying the round world on flat paper produces distortions in areal size, shape, direction and distance * identifying the tropical, temperate and polar zones of the world and labelling them on an outline map * using the terms ‘north’, ‘south’, ‘east’ and ‘west’ to describe direction, such as describing the direction for landmarks in and around the school |
| climate and the characteristics and location of the main climatic types in Australia and the world, such as the temperate, Mediterranean and arid climates  VC2HG4K06 | * identifying the difference between climate and weather, and understanding climate as the long-term average pattern of seasonal weather in a specific place * identifying and locating examples of the main types of climates in Australia and the world, such as equatorial, tropical, arid, semi-arid, temperate and Mediterranean * identifying a place with a different climate to their own, describing how its climate is different and discussing what it would be like to live in that place * describing and explaining the spatial distribution of world climates by considering the relationship between world climates and topography and world climates and latitude * comparing the climate of their place with the climate of another place located at the same latitude south or north of the equator as their place, and explaining any differences |
| the interconnection between the characteristics of the major types of vegetation and global climate  VC2HG4K07 | * explaining the relationship between maps of global climate and global vegetation – that is, the interconnection between global climate and global vegetation – and discussing what elements of the environment, other than climate, might influence the type of vegetation in a place, such as soils, drainage, slope, elevation and aspect * understanding in simple terms why temperatures decrease with increasing latitude and altitude and the effect on vegetation |
| the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features  VC2HG4K08 | * identifying and locating examples of the main climate types in Australia and neighbouring countries (e.g. equatorial, tropical, arid, semi-arid, temperate) and the features of those climate types and their impact on other natural features * identifying and describing the similarities and differences of the natural features in places in Australia and places in neighbouring countries, such as Indonesia and Pacific Island nations, for example the similarities and differences in rocks, landforms, bodies of water, climate, soils, natural vegetation and animal life * investigating differences in the types of housing that people use in different climates and environments * exploring different types of settlement and classifying them into hierarchical categories, such as isolated dwellings, outstations, villages, towns, regional centres and large cities * choosing a place in a neighbouring country, such as Indonesia or a Pacific Island nation, to compare with a place in Australia in terms of managed and constructed features, to explore the reasons for similarities and differences |
| sustainability and its application to the use of natural resources and the management of waste  VC2HG4K09 | * understanding how the environment supports their lives as a source of materials and a sink for waste, and how sustainability means the maintenance of these functions into the future * understanding that the sustainability of a renewable resource depends on it not being used faster than it can be renewed * understanding that the sustainability of waste disposal depends on biodegradable waste not being added to the environment faster than it can be broken down and on non-biodegradable waste not being added to the environment at levels that are harmful to human, animal or plant life * investigating where a specific renewable natural resource comes from and the different ways in which its use and disposal can be made sustainable; for example, the use of water resources can be made more sustainable by reducing consumption or recycling wastewater * exploring how some resources are used and managed in sustainable and non-sustainable ways; for example, auditing use of renewable and non-renewable resources in the classroom, investigating recycling and waste disposal of non-renewable resources in the school and by local government, reducing waste through using ‘nude food’ lunch boxes and recycled toilet paper, and examining how renewable resources such as timber are managed |

#### Strand: Geographical Skills

##### Sub-strand: Geographical inquiry

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and develop questions to guide a geographical inquiry on the diversity of places and environments  VC2HG4S01 | * developing geographical inquiry questions related to the local environment * developing questions about their dependence on the environment * developing questions prompted by an examination of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous Australia * developing questions about why specific activities and venues in the local area are located where they are located, for example sporting facilities, schools, day care facilities and shopping centres * developing questions about the geographical similarities and differences between the continents of Australia and South America or Africa, considering how to explain the differences and planning how to answer questions about them |
| locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs  VC2HG4S02 | * brainstorming ways that information might be collected for an inquiry, such as through surveys, interviews and tallying, and choosing, with teacher guidance, the most effective sources of data * brainstorming the most effective ways in which data might be represented for the purpose of the investigation, such as creating maps, graphs, tables or picture and column graphs to show patterns in data collected from a class vote on participation in community activities * collecting information about activities in the local area, using fieldwork, maps and satellite images such as those from Google Earth, and creating a map and/or making sketches to show their location, using symbols to identify each type of activity, and taking photographs or interviewing or surveying people to seek information about feelings, preferences, perspectives and actions * gathering information from maps, aerial photographs, satellite images or digital application objects to support the investigation of the natural, managed and constructed features of places * using satellite images to compare the density of a city in Australia with the density of another city in Australia or the world * constructing a table to show the differences between the seasonal calendars of Aboriginal and Torres Strait Islander Peoples and the European seasonal calendar * acquiring geographical information from schools in geographically contrasting parts of Australia and neighbouring countries and recording that information by constructing and annotating maps, using the appropriate cartographic conventions, including map symbols, title and north point |
| represent and analyse information and data collected in different formats  VC2HG4S03 | * interpreting climate data to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country * using a range of thematic maps (such as rainfall, vegetation, population, language and religion maps) to describe and suggest explanations for the similarities and differences between the geography of Australia and other parts of the world, for example the influence of latitude and climate on vegetation, the influence of Australia’s geographical isolation on animal life or religions, or the influence of activities in a local place on language or religion * interpreting the data presented in picture, line, bar or column graphs to identify trends; for example, explaining survey results about types of waste produced in the school or how people participate in the community * interpreting thematic maps and using online satellite images to describe the environmental characteristics of a continent or region or to identify a particular characteristic such as equatorial rainforests or clearance of natural vegetation for farming and settlement * comparing environments in places of similar climate and vegetation that are located on different continents; for example, comparing sandy, icy and stony deserts of Australia, Africa and South America |

##### Sub-strand: Concluding and decision-making

| Content descriptions  *Students learn to:* | Elaboration  *This may involve students:* |
| --- | --- |
| draw conclusions based on analysis of information on places and environments, using the concepts of space, interconnection and environment  VC2HG4S04 | * identifying the variations in the areal size of Aboriginal and Torres Strait Islander Peoples’ Countries and Places * explaining the relationships between global climate and global vegetation * discussing how to explain the difference between the seasonal calendars of Aboriginal and Torres Strait Islander Peoples and the European seasonal calendar * drawing conclusionsabout the preservation of unique features of the natural environment * drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries * analysing sources to draw conclusions; for example, considering ‘What are the relationships between vegetation and climate in an ecosystem?’ |
| propose actions or responses to an issue or challenge that consider possible impacts of actions  VC2HG4S05 | * participating in cooperative strategies that enable decision-making about roles and responsibilities in relation to an issue that may be of concern to students (e.g. waste management in their school or protecting a habitat for an endangered species) and identifying resources needed to support the actions and likely outcomes * considering anticipated impacts of actions designed to protect and improve places that people perceive as important, such as places of environmental, cultural or religious value or places of historical significance * forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue; for example, developing a future scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways and a preferred scenario of what oceans would be like if plastics were to be replaced by biodegradable materials * proposing possible actions that could be taken to address an issue (e.g. improving the management of waste in the school or choosing products that do not reduce wild animals’ habitats) and identifying resources needed to support the actions and likely outcomes (e.g. composting lunch waste and using it on the school garden or making socially responsible decisions) * developing a plan of action to achieve a set goal, for example a plan to protect a place, to raise awareness about an issue or to raise money for a purpose |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| present descriptions using sources and geographical knowledge and concepts  VC2HG4S06 | * selecting information from sources such as graphs, tables, photographs and pictures * describing the relative location of different features in a place by distance and compass direction; for example, describing the distance from their home to the local waste management site * creating an infographic to show the relationship between global climates and vegetation * designing a compass graphic of activities to demonstrate sustainability, use of natural resources and management of waste * constructing a table that describes the advantages and disadvantages of the various map projections, such as the Mercator projection, Robinson projection, Stereographic projection and Conic projection |

## Levels 5 and 6

### Band description

In Levels 5 and 6, students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. The concept of sustainability is further developed by an introduction to Aboriginal and Torres Strait Islander Peoples’ concept of custodial responsibility, and how that has influenced their practices of sustainable resource use. Students’ understanding of the environment is extended with a study of bushfires and other climate hazards and how their impacts can be reduced. Students explore the geographical diversity of the Asia-Pacific region and how interconnections between countries change people and places, including exploring the major economic, demographic and social differences between countries around the world. They conclude the study of their own place by examining the factors that influence its characteristics and how it is changing, and how these changes are managed. This provides an opportunity for students to investigate a local issue and recommend solutions.

Key questions provide a framework for developing students’ knowledge, understanding and skills. The following key questions are examples only and may be used as they are or adapted to suit local contexts:

* How do countries differ across the world? How do they compare with Australia?
* How does the concept of custodial responsibility influence Aboriginal and Torres Strait Islander Peoples’ attitudes to the environment and ways of sustaining it?
* How can the impacts of bushfires on people and places be reduced?
* How can people influence what their place is like?

### Achievement standard

By the end of Level 6, students explain the influence of people on the characteristics of places, how they change and their sustainable management. They identify the major geographical divisions of the world and explain the geographical diversity of places and the impacts of interconnections between Australia and other countries. Students explain bushfires and other climate hazards and consider how their impacts can be reduced. They analyse some of the major economic, demographic and social differences between countries around the world.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They represent and interpret information in different formats to describe patterns, trends and relationships. They analyse information and develop evidence-based conclusions. Students propose actions or responses to an issue or challenge and use criteria to assess the possible impacts. They select and organise ideas and findings from sources, using geographical knowledge and concepts (place, interconnection, environment and sustainability) to present descriptions and explanations.

### Content descriptions and elaborations

#### Strand: Geographical Knowledge and Understanding

##### Sub-strand: Management of places

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| how places and environments are changed and managed by people  VC2HG6K01 | * describing how decisions that affect the characteristics of their place are made, for example decisions about the location of new developments or the zoning of land use * describing how places and environments are changed by people, for example through urbanisation or land protection |
| the impacts of the interconnections between places on their characteristics  VC2HG6K02 | * debating which countries in the world have the closest relationships with Australia, and the impacts of these relationships on places * discussing the impacts of interconnections between their place and other places, both within Australia and overseas, and the impacts these have on the characteristics of place |
| the specific geographical and other characteristics that shape their place, how their place is changing and how change is managed  VC2HG6K03 | * investigating the influence of the environment (e.g. landforms, climate or water resources), relative location and interconnections between their place and other places (e.g. through employment, trade, services, migration or tourism) and the impacts these have on the characteristics of their place * exploring how decisions that affect the characteristics of their place are made, for example the approval of new developments or the zoning of land use * investigating a current local planning issue (such as the redevelopment of a site, construction of a new road or protection of a unique environment), exploring why people have different views on the issue and developing a class response to the issue |
| the importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices  VC2HG6K04 | * identifying positive and negative impacts of people on places in other countries, including countries in Asia, Europe and North America * debating natural threats to the economic and social sustainability of places, such as floods, drought and extreme weather events such as heatwaves and weather conditions that trigger thunderstorm asthma * debating human threats to the economic and social sustainability of places, including outmigration, loss of an industry, loss of services and facilities, rapid population growth, environmental pollution and new roads * understanding the meaning of custodial responsibility for Aboriginal and Torres Strait Islander Peoples * identifying how Aboriginal and Torres Strait Islander Peoples altered the environment and sustained ways of living through their methods of land and resource management, for example firestick farming * investigating how the relationship between Aboriginal and Torres Strait Islander Peoples and their Country and Place underpins practices that ensure sustainable resource use, such as prohibiting hunting and burning in specific areas and at specific times; prohibiting catching animals when they are breeding; prohibiting harvesting plants that are seeding; controlled burning; and planned mobility to allow plant and animal resources to regenerate * recognising the extensive knowledge that Aboriginal and Torres Strait Islander Peoples have about plant and animal resources, seasons and water supplies that enable them to use sustainable practices effectively, and the ways in which this knowledge is passed from generation to generation * exploring examples of positive influences people have on the characteristics of places, for example through reforestation, landcare groups, and rehabilitating former mining, industrial or waste disposal sites |
| the impacts of bushfires and other climate hazards on environments and communities, and how people and communities manage prevention, preparedness, response and recovery  VC2HG6K05 | * mapping and explaining the location, frequency and severity of bushfires, floods, droughts or cyclones * examining the economic, social and environmental costs of bushfires, floods, droughts or cyclones * researching how applying the principles of prevention, preparedness, response and recovery can minimise the harmful impacts of bushfires, floods, droughts and cyclones |
| the main characteristics of the geography of the continents of the world, the locations of their major countries and the interconnections between Australia and these countries  VC2HG6K06 | * using maps or geospatial tools such as Google Earth or National Geographic’s Mapmaker tool to identify the main geographical characteristics of the world’s continents, for example major rivers, climates, vegetation, population density and location of languages and religions * identifying the major countries of one continent and using printed or electronic maps to identify their locations in relation to Australia * identifying the countries that have the closest interconnections with Australia in migration, trade, tourism, aid, education, defence or culture, and examining the impacts of at least one of these on their own place |
| the geographical diversity of the Asia-Pacific region, the location of its major countries and the interconnections between these countries and Australia  VC2HG6K07 | * using maps to identify the main geographical characteristics of the Asia-Pacific region (defined as South, South-East and East Asia, the Pacific Islands and New Zealand), for example major rivers, climates, vegetation, population density and location of languages and religions * identifying the major countries of the Asia-Pacific region and using maps or geospatial tools such as Google Earth or National Geographic’s Mapmaker tool to identify their location * describing the absolute location of places in countries of the Asia-Pacific region, using latitude and longitude * exploring the diversity of environments and types of settlement in the Asia region, in part of the region, or in a country in North-East, South-East or South Asia, or the Pacific, and discussing any patterns * investigating the differences in the population size and life expectancy of people in different Asia-Pacific countries * researching the proportion 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 |
| interconnections and differences in the economic, demographic, social and cultural characteristics of countries across the world  VC2HG6K08 | * classifying countries by their per capita income and comparing people’s lives in places with different levels of income, through categories such as health, energy consumption, education levels and access to clean air * discussing the differences between countries in rates of population growth or decline, health (as measured by life expectancy) and energy consumption, and investigating how these have changed over time * mapping and discussing the distribution of the world’s major religions * identifying Indigenous Peoples in different countries around the world (e.g. the Māori of Aotearoa/New Zealand, the Indigenous Peoples of North America, the Orang Asli of Malaysia and Indonesia, the Tibetans and the Mongols) and investigating their similarities and differences, and the ways they have lived sustainably over time * researching connections between Australia and countries in the Asia-Pacific region in terms of migration, trade, tourism, aid, education, defence or cultural influences, and explaining the impacts 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-Pacific region or elsewhere in the world and analysing its impacts on places in that country |

#### Strand: Geographical Skills

##### Sub-strand: Geographical inquiry

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop a range of geographical questions on how places are managed  VC2HG6S01 | * developing different types of questions for different purposes (such as probing questions to seek details, open-ended questions to elicit more ideas and practical questions to guide financial choices) or relating to one or more of the geographical concepts * developing questions to guide the identification and location of useful sources for an investigation or project, for example ‘Is this source useful?’, ‘Who can help us do this project?’, ‘What rules/protocols must we follow when we do this inquiry/project?’ and ‘What resources do we need to conduct this project?’ * developing geographical questions that relate to a geographical challenge or issue such as bushfire management * developing a question about which countries are most interconnected with Australia, and planning how to measure these interconnections * developing a question about a local environmental or planning issue, and discussing how to identify and collect the information needed to answer it * developing a question about the location and spatial extent of bushfires or other climate hazards in Australia and whether this is changing, and identifying the information needed to answer the question |
| locate, collect and organise information and data from primary and secondary sources, including from fieldwork  VC2HG6S02 | * finding information in primary sources about geographical phenomena (e.g. fieldwork and photographs) and in secondary sources (e.g. books, internet articles, maps, plans and reports in digital and non-digital form), such as collecting Australian Bureau of Statistics QuickStats and other data on the population and economy of the local area * determining the most appropriate range of methods to find information, including using digital tools, such as through personal observation, interviews and surveys, internet searches, census data, and primary and secondary sources, and using excursions and field trips (e.g. a field trip to wetlands) * using geospatial tools such as a globe, wall map or digital application to collect information (e.g. to identify the influences of people on the characteristics of places in other countries) or to locate the information they have collected through fieldwork * conducting surveys or interviews to gather primary data to support decision-making processes when investigating an issue, and summarising the key points or particular points of view; for example, surveying the views of conflicting parties in a planning or environmental dispute * summarising the points of view on an issue, such as a planning or environmental dispute * using maps, satellite images and other sources to identify the location and spatial extent of bushfires or other climate hazards in Australia in recent years |
| represent information and data collected using maps that conform to cartographic conventions, graphs, tables, sketches and other formats  VC2HG6S03 | * categorising information using appropriate digital and non-digital graphic organisers, such as flow charts, consequence wheels, futures timelines, Venn diagrams, decision-making matrixes and bibliography templates * constructing a map to show the strength of Australia’s interconnections with other countries and ensuring that it conforms to cartographic conventions, including Border, Orientation, Legend, Title, Scale and Source (BOLTSS), and discussing why these conventions make map interpretation easier * creating maps, using geospatial technologies and cartographic conventions as appropriate, including BOLTSS, to show information and data such as location; for example, creating a large-scale map to show the location of places and their features in Australia and countries of Asia or creating a flow map or small-scale map to show the connections Australia has with Asian countries such as through shipping or migration |
| interpret and analyse information and data in a range of formats to identify and describe patterns and trends, or to infer relationships  VC2HG6S04 | * interpreting data presented in a line graph, bar graph, column graph or pie chart * examining visual and written sources to infer relationships; for example, examining photographs to see how people respond to droughts in enterprising ways or examining maps to investigate patterns in the characteristics of a place * exploring maps and sources showing Aboriginal and Torres Strait Islander Peoples and language groups and Countries and Places, to explain the diversity of their connections to Country and Place * investigating how to interpret choropleth and isopleth maps of data for different countries and continents, for example choropleth maps of economic, demographic, social and cultural data for different countries or continents or isopleth maps of elevation, temperature and rainfall * identifying relationships between different natural and human geographical phenomena by comparing maps of their spatial distributions * interpreting individual thematic maps, such as choropleth and isopleth maps, to identify patterns that suggest possible causes of natural and human geographical phenomena, for example weather patterns, population density or immigration |

##### Sub-strand: Concluding and decision-making

| Content descriptions  *Students learn to:* | Elaboration  *This may involve students:* |
| --- | --- |
| develop evidence-based conclusions on the management of places using the concepts of place, interconnection, environment and sustainability  VC2HG6S05 | * identifying valid evidence that can be used to form a conclusion, and considering the difference between a conclusion based on evidence and one based on personal bias or preference, or one that is based on the use of limited sources * drawing conclusions that demonstrate consideration of questions, understanding of geographical concepts and evidence * debating opposing views on an issue and determining how to decide between them * drawing conclusions based on identified evidence; for example, using a local government management plan to inform how best to respond to a local planning issue * identifying valid evidence from reliable global sources such as the United Nations to measure differences between countries in rates of population growth or decline, life expectancy and energy consumption |
| propose actions or responses to issues or challenges in land management and use criteria to assess the possible impacts  VC2HG6S06 | * forecasting probable futures for an issue, for example how native fauna populations might change if an introduced species, such as the cane toad, carp, feral cats or rabbits, continues to increase in population and proposing preferred futures that relate to the issue * undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes, for example an ecological preservation project * asking questions in order to consider potential impacts, for example ‘How can I contribute to a sustainable environment?’ * brainstorming solutions to an issue that is significant to a group; collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes; and using negotiation to reach consensus on a preferred approach to resolving the issue * determining a preferred option for action by identifying the advantages and disadvantages of different proposals, surveying people’s views and opinions, analysing the data, and debating and voting on alternatives * using criteria to evaluate the possible options that people could take to resolve challenges, such as improving water quality, managing excess waste and providing resources, and using criteria to improve responses in communities to environmental hazards, for example considering economic factors such as needs, wants and costs, as well as environmental, economic and social factors |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaboration  *This may involve students:* |
| --- | --- |
| develop explanations that draw ideas and findings from sources and use relevant geographical knowledge and concepts  VC2HG6S07 | * designing a management plan to support a change in their local area * developing a documentary about different economic, demographic, cultural and social characteristics of 2 different countries * creating an infographic to illustrate ways of reducing the impacts of bushfires or other climate hazards on a community * composing informative and persuasive texts, supported by evidence, to describe and explain conclusions from their geographical inquiries * selecting and referencing ideas and viewpoints from letters, graphs, tables, timelines, photographs and pictures, in descriptions and explanations |

## Levels 7 and 8

### Band description

In Levels 7 and 8, students’ geographical knowledge and conceptual thinking are developed through 4 sub-strands:

* Water in the world
* Place and liveability
* Landforms and landscapes
* Changing nations.

Water in the world illustrates the ways in which the environment supports, influences and enriches human life. Students examine water as a renewable environmental resource, its spatial distribution in Australia, how it is used and valued, and how societies attempt to manage its scarcity. The sub-strand concludes with a study of an atmospheric or hydrological hazard.

Place and liveability explores how the characteristics of the places in which we live influence our lives in various ways and the various influences on people’s perceptions of liveability, including the access to services and facilities, environmental quality, social connectedness and community identity needed to support and enhance our lives. Students consider the ways that the liveability of a place is enhanced and how sustainability is managed. The sub-strand concludes with an investigation of ways to improve the liveability of the local area, which provides opportunities for local fieldwork.

Landforms and landscapes examines landforms (major elements in the environment) and the geomorphological processes that produce them. It explores the significance and meanings of landforms for people, including Aboriginal and Torres Strait Islander Peoples. Students explore the distribution of Australia’s distinctive landscapes and significant landforms. They investigate the human activities that have changed landforms, through a case study of a chosen local landscape, and they explore ways of responding to damaging changes. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

Changing nations examines urbanisation as a process that is transforming the world, and the urban patterns and issues it produces in both urbanising and highly urbanised countries. Students examine urbanisation as both a consequence of, and a contributor to, economic and social change. Students examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They compare internal and international migration in Australia and China, as well as the contribution of migration to urban population growth. They also focus on ways to improve the liveability and environmental sustainability of Australia’s cities, how they are managed and ways to adapt to climate change.

Key questions provide a framework for developing students’ knowledge, understanding and skills. The following key questions are examples only and may be used as they are or adapted to suit local contexts:

* Is the use of water in Australia sustainable?
* Do we love some of our landforms too much?
* How can people influence the liveability of the places in which they live?
* Is Australia’s population too concentrated into cities?

### Achievement standard

By the end of Level 8, students explain the interconnections between people and places and environments, and environmental processes. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon, issue or challenge, referring to environmental, economic or social factors. They explain the sustainable management of water as a valuable renewable resource. Students explain liveability and consider the ways in which it is measured and changed by people. They analyse ways that human activities change landforms and landscapes and ways of managing and protecting them. Students explain the processes and patterns of urbanisation, issues for the sustainability of Australia’s cities and impacts of climate change.

Students develop relevant questions about a geographical phenomenon, issue or challenge. They collect, organise, process and represent information and data from primary and secondary sources using geospatial technologies. Students interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions, consider ethical values about the impact of the geographical phenomenon, issue or challenge. Students decide on appropriate strategies for action and explain potential impacts. Students create descriptions, explanations and actions, using geographical knowledge, methods and concepts, and they reference findings from appropriate sources.

### Content descriptions and elaborations

#### Strand: Geographical Knowledge and Understanding

##### Sub-strand: Water in the world

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the classification of water as a renewable resource, the forms that it takes as a resource in the water cycle, and the ways in which flows of water connect and change places  VC2HG8K01 | * 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) and a potential resource when it exists as salt water, ice and water vapour, and describing how these are connected through the water cycle * classifying resources as renewable, non-renewable or continuous, identifying examples of each type and debating what makes water a renewable resource * explaining how the movement of water – such as groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water) – through the environment connects places * explaining the environmental, economic or social impacts of water as it connects places, for example the environmental impacts of water diversion in the Snowy Mountains, the economic impacts of irrigation in the Ord River or the social impacts of the Mutitjulu Waterhole connecting Aboriginal and Torres Strait Islander Peoples in Central Australia * explaining how moving water changes places; for example, moving water causes soil and rock erosion or cuts valleys into mountains * investigating the flows of water in a large river basin, and the environmental and economic impacts of upstream water use on downstream places, using examples such as the Nile River, the Tigris–Euphrates river system and the Murray–Darling Basin |
| the environmental, economic, cultural, spiritual and aesthetic uses and value of water, including for Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region  VC2HG8K02 | * explaining why environmental flows are an essential use of water, for example streams and rivers that support aquatic life, communities, irrigation farming and tourism activities * describing the economic uses of water and the recreational value of aquatic landscapes * exploring the material, cultural and spiritual meanings associated with rivers, waterways, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples * examining bays, rivers, waterfalls or lakes in Australia and in countries of Asia that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value * investigating the spiritual significance of water in an Asian culture |
| the distribution and variability of Australia’s water resources and the forecasted impacts of climate change on them  VC2HG8K03 | * using the concept of the water balance to compare the contribution of rainfall, run-off and evaporation to the availability of water in Australia and other continents * describing the spatial distribution of Australia’s water resources and its implications for people, for example limited access to water for people in rural and remote places and its implications * explaining the factors that contribute to variability in water resources or water scarcity, for example location, climate, topography, seasonality and evaporation * investigating forecasts of the impacts of climate change on water resources in Australia * understanding climate change and the forecasted impacts of climate change on water resources in Australia |
| the nature of water scarcity and ways of overcoming it, with examples from Australia, and West Asia and/or North Africa  VC2HG8K04 | * identifying the causes of water scarcity, such as an absolute shortage of water, inadequate development of water resources or the ways in which water is used * examining why water is a difficult resource to manage, for example because it is essential for human life, because it moves through the environment in different forms, because it has competing uses and because its supply is variable over time and space * evaluating different strategies to overcome water scarcity (e.g. recycling, stormwater harvesting and re-use, desalination, interregional transfer of water, trade in virtual water and reducing water consumption) for their effectiveness and sustainability |
| the causes of, impacts of and responses to an atmospheric or hydrometeorological hazard  VC2HG8K05 | * explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrometeorological hazard through a study of droughts, storms, tropical cyclones or floods * explaining the economic, environmental and social impacts of the selected atmospheric or hydrometeorological hazard or hazard event on people and places, describing different community responses to the hazard or hazard event and identifying practices that increased the effectiveness of the response * reflecting on the principles of prevention, preparedness, response and recovery from the community and the government to explain how the impact of a hazard can be reduced |

##### Sub-strand: Place and liveability

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the environmental, economic, social and other measures used to evaluate places for their liveability, and the influence of liveability on where people live  VC2HG8K06 | * explaining how the economic, cultural, spiritual and aesthetic value of places influence choices about where to live, for example economic – working for industries located in remote and very remote places; cultural – connections for cultural groups; spiritual – meanings attributed to places; and aesthetic – ‘bright lights’ attraction or tree change * discussing the concept of liveability and the ways in which it is measured, and comparing objective measures (such as transport infrastructure, medical services and crime) with subjective measures (such as people’s perceptions of crime) using the Digital Twin Victoria platform * investigating the extent to which people’s choices of where to live are influenced by their income; place of employment; location of relatives, friends and community members; schools; lifestyle; and liveability * examining the influence of Country and Place, community, dispossession and forced relocation on where some Aboriginal and Torres Strait Islander Peoples live * examining the influence of environmental quality on decisions people make about where to live, for example clean land, air and water; views; recreation facilities; and favourable climate |
| the distribution and influence of accessibility to services and facilities on people’s perceptions of the liveability of places  VC2HG8K07 | * comparing the distribution of, accessibility to and availability of a range of services and facilities (e.g. retail, education, health and entertainment services) in different types of residential areas (e.g. inner urban, outer urban, regional, rural and remote) in Australia * examining the role of transportation in people’s ability to access services and participate in activities in the local area * comparing transportation and accessibility in Australian cities with transportation and accessibility in cities in the Asia region or Europe * analysing the distribution of services and facilities in different types of settlements (e.g. using aerial images of contrasting places in Australia such as inner and outer suburbs, or rural and remote areas) to identify implications for people, such as access to services and availability of facilities |
| the influence of environmental quality on people’s perceptions of the liveability of places  VC2HG8K08 | * investigating the concept of environmental quality and how it can be measured by using resources such as the Environment Protection Authority statistics for Victoria * surveying people about their perceptions of the environmental quality of their local area and its effect on liveability * comparing other people’s perceptions of the environmental quality of their area with their own assessment |
| the influence of social connectedness and community identity on people’s perceptions of the liveability of places, including the cultural connectedness of Aboriginal and Torres Strait Islander Peoples to Country and Place  VC2HG8K09 | * using Australian Bureau of Statistics QuickStats and other data to examine the diversity of the local area population and the number of people living alone * investigating the extent to which people in their place are socially connected or socially isolated and the effect of this on their perceptions of liveability * discussing the cultural connectedness and sense of belonging that Aboriginal and Torres Strait Islander Peoples have to Country and Place through family, sacred sites and employment and considering issues such as dispossession and relocation |
| how the concepts of space, environment and interconnection can be applied to evaluate the liveability of a place  VC2HG8K10 | * explaining why accessibility belongs to the concept of space * explaining the role of environmental quality in the liveability of a place * explaining how the concept of interconnection can be used to evaluate the liveability of a place |
| responses to enhance the liveability of places at a local scale  VC2HG8K11 | * investigating how a local government has developed a plan to improve the liveability of an area, such as a plan for traffic flow or provision of recycling centres * 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, elderly people, people with particular needs and Traditional Owners |

##### Sub-strand: Landforms and landscapes

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| different types of landscapes, their distinctive landform features and their distribution in Australia  VC2HG8K12 | * representing the distribution of Australia’s distinctive landscapes, such as the deserts in Central Australia, and significant landforms, such as Uluru in Central Australia * identifying different types of landscapes (such as coastal, riverine, desert, mountain and karst) and describing their distribution in Australia * describing some of the different types of landforms within different types of landscapes, such as coastal (cliffs), riverine (meander), desert (mesa) or karst (cave) * identifying some iconic landforms in Australia and around the world, and describing what makes them iconic * comparing the distribution of Australia’s distinctive landscapes with distinctive landscapes in another country; for example, comparing grasslands in Arnhem Land in northern Australia to grasslands in Mongolia, or comparing tropical rainforests in northern Australia to forests in Laos and Cambodia |
| the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples  VC2HG8K13 | * investigating stories in Aboriginal and Torres Strait Islander cultures and histories that explain the formation of landforms, such as stories from the Dreaming * exploring the multilayered meanings (material, cultural and spiritual) of landscapes and landforms for Aboriginal and Torres Strait Islander Peoples that give meaning to Country and Place * identifying the ways people value significant landscapes in Japan and China, such as Mount Fuji and the Yellow Mountains, and describing what makes them significant * discussing the representation of landscapes and landforms in literature, music, film and art * explaining the significance of a landform important to Aboriginal and Torres Strait Islander Peoples, for example the names, meanings and significance of the Three Sisters in the Blue Mountains, New South Wales; the Budj Bim Cultural Landscape within Gunditjmara Country; and the Uluru–Kata Tjuta National Park in the Northern Territory * explaining the formation of a landform with reference to the special connections Aboriginal and Torres Strait Islander Peoples have to Country and Place * investigating the role of landscapes and landforms in tourism, for example the Alps in Switzerland or Uluru and the Great Barrier Reef in Australia |
| geomorphological processes that produce landforms, including a study of a local landform  VC2HG8K14 | * explaining the diversity of landscapes, such as wetlands, grasslands, forests, and cold and hot deserts, and landforms at the national scale, for example mountains – Himalayan Mountains, Nepal; grasslands – the Steppe, Central Asia; forests – Daintree, Queensland; and hot deserts – Gobi, China * identifying the processes that produce landforms, such as folding, faulting, volcanism, physical and chemical weathering, erosion by water and wind, and transportation and deposition * explaining how tectonics, volcanism, folding, faulting, chemical weathering and physical weathering such as erosion, transportation and deposition shape places, for example folding – MacDonnell Ranges, Northern Territory; faulting – Great Sumatran Fault (Semangko Fault), Indonesia; and volcanism – Krakatoa, Indonesia * explaining the impacts of erosion, transportation and deposition of water and wind on a selected landform at the local scale, for example K’gari (formerly Fraser Island), Queensland, formed by wind, waves and ocean currents; and the Twelve Apostles, Victoria, formed by erosion, tides and ocean currents * interpreting cross-sections and determining the shape of the local landform from contour maps such as those provided by Vicmap Topographic Maps * researching the geological processes that have produced a chosen landform |
| the human causes of landform change and ways of managing it, including a study of a local landform  VC2HG8K15 | * examining the impacts of human activities (such as farming, recreation, tourism, mining, river regulation, introduced plants and animals, and urban development) on a local landform * identifying the interconnections and impacts of erosion and sedimentation produced by human activities on the quality of the environment, for example the impacts of overuse of tourist tracks in bushland or the impacts of land-clearing for the production of palm oil in Indonesia and Malaysia * explaining the interconnections and impacts of mining, quarrying and urban development on the quality of the environment, for example the interconnections of the quality of the environment and uranium mining in Kakadu, urban development in Singapore or the extension of land area in Tokyo Bay * explaining the impacts of river regulation, including dams, locks, channel straightening and drains, on the quality of riverine and wetland environments, for example the impacts of the Three Gorges Dam on the Yangtze River in China, or dams and weirs on the Murray–Darling river system * developing a proposal for the future of a local landform that involves the views of diverse groups with an interest in its use or protection, including Traditional Owners * identifying the contribution of Aboriginal and Torres Strait Islander Peoples’ culture and knowledge in the use and management of landforms |
| the causes of, impacts of and responses to a geomorphological hazard  VC2HG8K16 | * investigating the causes and spatial distribution of a geomorphological hazard (such as a volcanic eruption, earthquake, tsunami, landslide or avalanche) in Australia and other regions * discussing the extent to which human alteration of environments has contributed to the occurrence and impacts of a geomorphological hazard * describing how the impacts of geomorphological hazards on people and places are influenced by social, cultural and economic factors, such as where people choose to live, poverty and lack of resources to prepare and respond * researching how the application of the principles of prevention, preparedness, response and recovery minimises the harmful impacts of geomorphological hazards |
| how interconnection and change can be used to understand environmental phenomena  VC2HG8K17 | * describing how change in one element in an environmental system produces changes in other elements, and understanding that these may be at a different time, in a different place and at a different scale to the initial change * explaining how landforms are produced by geomorphological processes that are sequences of cause-and-effect interconnections |

##### Sub-strand: Changing nations

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| causes and patterns of urbanisation in urbanising countries, and its environmental, economic and social impacts, including a study of Indonesia or the United States of America, or China or India  VC2HG8K18 | * investigating the causes of urbanisation and conceptualising it as a process * examining the positive and negative impacts of urbanisation on the environments and populations of cities * evaluating the impacts of urbanisation on rural areas, as caused by outmigration, return migration, remittances and flows of information * examining how urbanisation is both a consequence and a cause of economic and social change within a nation * explaining the difference between urban growth and urbanisation, and how push-pull forces contribute to internal and international population movements and increase the size of urban areas * distinguishing between large cities and the rise of megacities at the national scale, including the growth of large capital cities in Australia; Los Angeles as a megacity; or Boston–Washington as an urban corridor in the United States of America * explaining how urbanisation can positively or negatively impact the quality of the environment, for example through increases in carbon emissions or increases in water consumption |
| patterns of international and internal migration in Australia and China and/or other countries, and their impacts on urban population growth  VC2HG8K19 | * identifying and explaining the main types and patterns of internal and international migration, such as permanent migration, temporary labour migration, student migration, forced migration (including refugees, illegal migrants and illegally trafficked people) and circular migration * explaining changing influences on migration over time, for example chain migration related to connection to family, employment, education or health, and circular migration involving short-term mobility related to visits to family or for a cultural event * identifying and explaining the patterns of temporary internal migration and permanent internal migration in China and the impacts on the places of origin and destination * identifying the contributions of internal migration and international migration to the growth of Australia’s and China’s major cities * exploring the issues faced by migrant workers in China’s cities * investigating the location of migrant groups in Australia * comparing the impacts of resource development on employment growth in both resource regions and cities in Australia |
| the comparison of urban patterns in highly urbanised countries, including a comparison of Australia and another country  VC2HG8K20 | * representing the location of urban settlements in Australia and the United States of America, identifying similarities and differences in the distribution of urban settlements * examining the causes of urban concentration in Australia, 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 transport networks * identifying differences in urban concentration and the size distribution of urban settlements in Australia and the United States of America, and evaluating the causes of these differences, for example environmental limitations, the duration of European colonisation, the number of states, the centralisation of state governments and the shape of transport networks * discussing the environmental, economic, social and political consequences of Australia’s high level of urban concentration |
| strategies and responses to manage and improve the liveability and environmental sustainability of Australia’s cities, and to adapt to climate change  VC2HG8K21 | * examining forecasts of the size of Australia’s major cities and regional urban centres and discussing the implications for their environmental sustainability and liveability * examining a strategy used by local, state or national governments to manage projected population growth in one of Australia’s cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors) and liveability * examining where climate change is forecast to have the most effect on Australia’s cities and investigating how these places can adapt * investigating a strategy to improve the liveability and/or environmental sustainability of Australia’s major cities that applies one or more of the geographical concepts, for example a spatial strategy for where things are located, an interconnection strategy to address transportation or an environmental strategy for urban greening * exploring the arguments for and against a more balanced distribution of the urban population of Australia, including an assessment of how to decentralise the population, using Canberra as one example * generating ideas for a strategy for a more balanced distribution of urban population, such as decentralisation, using Canberra as an example |
| how space, place, interconnection, change and sustainability can be applied to understand the process of urbanisation, and its impacts on places  VC2HG8K22 | * explaining why urbanisation is a spatial process by identifying the interconnections between its components, for example connections between sustainability and urban settlement and ensuring that urban settlement is adapting to climate change * identifying the impacts of rural–urban migration on the places migrants leave and the places they relocate to, for example the impacts of internal migration in Australia and/or China and external migration to and from Australia and/or China |

#### Strand: Geographical Skills

##### Sub-strand: Geographical inquiry

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop questions for a geographical inquiry related to a phenomenon, issue or challenge  VC2HG8S01 | * developing geographical questions to investigate why a geographical phenomenon has changed or a challenge may arise, such as competing uses of water in a region, improving liveability of students’ neighbourhoods, measuring the liveability of a place and the factors affecting the liveability of a place, managing ecotourism at a local landform site, or the provision of public housing in growing urban places * planning an investigation of a geographical phenomenon, issue or challenge being studied, at a range of scales, using digital planning tools; for example, analysing statistics on variation in water quantity and quality over time in Central Australia, or using fieldwork to survey perceptions of the liveability of a local place or how geomorphological processes produce significant landforms at the local scale or the causes and consequences of urbanisation at the national scale * developing a question that applies to one or more of the geographical concepts * recognising that explaining geographical phenomena may require an investigation of both the immediate and underlying causes |
| collect, organise and process information and data from primary and secondary sources, including fieldwork, and using geospatial technologies and digital tools as appropriate  VC2HG8S02 | * identifying appropriate primary research methods, including fieldwork, and using specialised digital tools to collect original materials (e.g. interview and survey data, photographs of streetscapes, annotated field sketches, diagrams and statistics related to liveability, or sketches or measurements of landscapes or landforms) or to recreate topographic features of a landform * collecting quantitative and/or qualitative data and information from primary and/or secondary sources, and evaluating the reliability of the data and information, for example comparing fieldwork observations with Australian Bureau of Statistics Census data * collecting relevant secondary research materials, such as print and online publications, photographs and images, using advanced search functions; for example, searching for ‘intitle:community opinion on water scarcity in Australia’ or ‘intitle:Australia’s most liveable city’ * evaluating research materials for relevance (e.g. ‘Does the information reflect current thinking about urbanisation?’) and reliability (e.g. ‘Who is/are the author/s? Does the author reference other experts in the field?’) |
| represent and describe information and data using a range of formats, including maps constructed with geospatial technologies  VC2HG8S03 | * representing data and information in maps, graphs, diagrams, tables and other appropriate forms, including using Border, Orientation, Legend, Title, Scale and Source (BOLTSS) where required * representing relevant data and information in appropriate formats to combine ideas, for example applying primary research to the design of a questionnaire or survey on what is meant by liveability, with results presented in a table or graph; creating annotated diagrams to show the changes to a landform over time; or using digital mapping tools to show the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples * representing the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, for example using computer mapping to show the spatial distribution of impacts of hydrometeorological hazards on environments; constructing a map to show the relationship between landforms, such as mountains, and landscapes, such as deserts; or contrasting the spatial distribution of population in Australia and/or China * using geospatial technologies to create statistical and other maps such choropleth maps of Australian Bureau of Statistics Census data or digital storytelling maps made with ArcGIS software * applying ethical research methods, including protocols for consultation and collaboration with Aboriginal and Torres Strait Islander Peoples and communities |
| interpret and analyse information and data to identify similarities and differences and explain patterns, relationships and trends  VC2HG8S04 | * using map interpretation, map comparison, graphs and statistical methods to identify patterns, relationships and trends * using concept maps to explore relationships between data and information collected in learning activities such as fieldwork * identifying similarities and differences in data and information; for example, using aerial images of contrasting places in Australia, such as inner and outer suburbs or rural and remote places, to identify differences in housing density or comparing source and destination of international migration for Australia in 2 different time periods * explaining patterns and trends; for example, using graphs, weather maps and satellite images to examine the temporal and spatial patterns of selected hydrometeorological hazards or comparing compound graphs or census data for different time periods to identify patterns in urban concentration in Australia and the United States of America, or trends in international migration * inferring relationships in data and information collected, for example using surveys and interviews to identify community attitudes or perceptions about the extent of services and facilities in Australia’s cities compared with remote communities; testing relationships between variables, such as access to clean air, public transport and open space, through a controlled comparison of places; or using observations, field sketches, field measurements, questionnaires or interviews to explain the distribution of population in your local area and suggesting possible causes, impacts and trends * compiling an index that combines several measures of the liveability of a place, such as access to clean air, public transport and open space |

##### Sub-strand: Concluding and decision-making

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| consider ethical values and draw evidence-based conclusions based on the evaluation of the information and data on a geographical phenomenon, issue or challenge using the concepts of space, change, interconnection and environment  VC2HG8S05 | * debating answers to geographical questions and issues, and applying geographical concepts of space, change, interconnection and environment * testing conclusions by considering opposing evidence that supports different components of a selected geographical issue * drawing on the results of an analysis and using at least one of the concepts of space, change, interconnection or environment as an organiser to respond to a question, for example using an analysis of the distribution of water resources to form conclusions about the sustainability of farming; using an analysis of the location of services to form conclusions about interconnections between people, places, environment and liveability; using research about the value of distinctive landscapes to form conclusions about the influence they have on peoples’ lives; or using an analysis of the distribution of urban settlements to form conclusions about how space is used * explaining the impacts of a geographical phenomenon, issue or challenge on people, places and environments, for example the impacts of water scarcity on individuals, communities and government, or the impacts of declining water quality on people and the liveability of places * explaining reasons for decisions and choices; for example, reflecting on research findings or data analysis of the impacts of geomorphological hazards or urbanisation to identify and explain significant impacts on people, places and environments * debating the ethical issues involved in determining an answer to inform proposed actions |
| identify a strategy for action in relation to environmental, economic, social or other factors, explain potential impacts and develop appropriate actions  VC2HG8S06 | * using criteria that include environmental, economic, social or other factors to explain potential impacts and proposing appropriate actions to respond to an issue * presenting a response to an issue in the form of a management plan for a chosen location, including individual actions and/or collective actions, depending on the issue * proposing individual action in response to a geographical phenomenon, issue or challenge and supporting the proposal with reasons, for example reducing an individual’s water footprint; walking, cycling or using public transport for a more environmentally liveable place; reducing waste going to landfill, especially toxic e-waste causing degradation of landscapes; or reducing the large and expanding urban footprint by decreasing the consumption of energy resources as well as eating, working and buying locally * proposing collective action in response to a geographical phenomenon, issue or challenge and supporting the proposal with reasons, for example developing guidelines for conserving water at school to promote awareness of levels of water usage for a community over time, especially during droughts; planning sustainable and liveable cities such as the ‘ecopolis’; promoting community awareness of the impacts of human-induced environmental change on significant Australian landforms such as Uluru and the Great Barrier Reef; or encouraging the development of urban and peri-urban agriculture * evaluating the effectiveness of a strategy in relation to environmental, economic and social factors * reflecting on personal values and attitudes and how these influence explanations of potential outcomes, for example reflecting on the impacts of personal values such as availability of technology and infrastructure on what is perceived as a liveable place, on conflicting cultural and economic uses of water by people, or on the application of sustainable design principles to urban redevelopment projects that provide green, open spaces for citizens |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaboration  *This may involve students:* |
| --- | --- |
| create and present explanations and responses, using geographical knowledge, concepts and methods, and referring to sources  VC2HG8S07 | * undertaking fieldwork and completing a report on the sub-strands Water in the world, Place and liveability, Landforms and landscapes and/or Changing nations using geospatial technologies and media of choice * developing a video documentary about a geographical issue they have investigated, suggesting appropriate responses to an issue involving sustainability * writing an editorial piece that encourages people to take appropriate action to mitigate a geographical issue * creating a description that connects the audience to the topic and uses geographical knowledge and concepts to provide accurate information about a preferred strategy; for example, planning liveable streets and sustainable cities in Australia and Europe or alleviating the impact of a geological hazard such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, or eradicating slums in cities * constructing an explanation that uses research findings to support ideas (e.g. data on water usage over time and at different places, information about liveability indexes for different places in Australia and Europe, or findings about the causes and impacts of a geographical phenomenon, issue or challenge), reinforcing their knowledge and understanding of the interconnections between people, places and environments * developing an explanation or response, using geographical methods to represent data and information to support actions and conclusions, for example including a map showing water usage and a map indicating water scarcity in Australia; a map representing places where liveability is difficult and dangerous due to environmental factors; a map showing the location of iconic landforms; or a flow map showing the international movement of refugees |

## Levels 9 and 10

### Band description

In Levels 9 and 10, students’ geographical knowledge and conceptual thinking are developed through 4 sub-strands:

* Biomes and food security
* Geographies of interconnection
* Environmental change and management
* Geographies of human wellbeing.

Biomes and food security examines the characteristics of the world’s biomes and their production of biomass, which is the source of the world’s food. Students develop an understanding of the factors that influence food production (from climate to agricultural innovations) and of the impacts of food production and its methods on environments. Students then examine the environmental, economic and social sustainability of current farming methods in Australia. They evaluate if and how world food production can be increased to the level needed to feed future populations sustainably, and whether this would ensure food security.

Geographies of interconnection illustrates how places and people are interconnected through travel, communication technologies and trade. Students consider examples of how people and businesses are connected to other people, services and information throughout the world. They examine interconnections through trade, and the impacts of these interconnections on places and environments, with a particular emphasis on North-East Asia. They assess the impacts of the interconnections produced by people’s travel, recreational and cultural choices. Students consider the impacts of global interconnectedness on the spread of fashions, pandemics and financial disasters.

Environmental change and management examines the functions of the environment that support people’s lives and wellbeing, as well as ways of assessing the sustainability of these functions. Students identify environmental changes that threaten sustainability and therefore need management. Students examine the impacts of people’s attitudes, values and ways of thinking on their views of environment management, first generally and then through the ways of thinking and practices of Aboriginal and Torres Strait Islander Peoples. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environmental issue and the strategies to manage the change, including the application of geographical concepts and methods.

Geographies of human wellbeing focuses on the question of human wellbeing, how it may differ from the concept of development and how it can be measured and mapped. Students consider the global pattern of wellbeing and then examine the spatial distribution of wellbeing within a country at a regional scale, for example using India (a country of growing importance to Australia) as the case study. Students examine the spatial distribution of wellbeing among Aboriginal and Torres Strait Islander Peoples. This is extended by a study of wellbeing in Australia at the scale of the students’ city or rural area. Finally, students investigate programs to raise human wellbeing in Australia and overseas, and the role of the United Nations’ Sustainable Development Goals.

Key questions provide a framework for developing students’ knowledge, understanding and skills. The following key questions are examples only and may be used as they are or adapted to suit local contexts:

* What might limit our ability to sustainably feed the world’s population in the future?
* How may the world be too interconnected?
* How can geographical thinking help in understanding and responding to an environmental issue?
* How does changing the scale of an investigation change our understanding of the issue being studied?

### Achievement standard

By the end of Level 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. Students explain the impacts of human activity on environments, and the effect of environments on human activity, over time. They evaluate the distribution of a geographical phenomenon and its implications. Students evaluate interconnections between people and places and environments. They analyse changes that result from these interconnections and their consequences. They analyse sustainability and how it can be considered to understand environmental issues. Students evaluate strategies to address a geographical phenomenon, issue or challenge using environmental, social and economic criteria.

Students develop a range of relevant questions about a geographical phenomenon, issue or challenge. They collect, process, compare and represent relevant and reliable geographical information and data using geospatial technologies. Students interpret and evaluate information and data to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They consider ethical values and perspectives and justify responses to a phenomenon, issue or challenge. Students develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts. They create explanations and actions, using geographical knowledge, methods and concepts, and they synthesise and reference findings from appropriate sources.

### Content descriptions and elaborations

#### Strand: Geographical Knowledge and Understanding

##### Sub-strand: Biomes and food security

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the distribution and characteristics of biomes as regions with distinctive climates, vegetation and biomass productivity, and the potential to producefood  VC2HG10K01 | * recognising that biomass is the source of the world’s food, fibre and plant-based industrial materials, and that biomass mass production (as measured by net primary productivity) is influenced by climate * identifying and describing the major aquatic and terrestrial biomes of Australia and the world, their spatial distribution and their net primary productivity * identifying those biomes in Australia and overseas that produce most of the world’s food * investigating the positive and negative consequences of human changes to biomes to produce food, such as through vegetation clearance, the introduction of exotic plants and animals, drainage, terracing, cultivation, irrigation and the application of agricultural chemicals |
| the environmental, economic and technological factors that influence crop production in Australia and worldwide  VC2HG10K02 | * identifying the biomes in Australia and a country in Asia that produce some of the foods and plant material people consume * describing how environmental factors (such as climate, soil, landforms and water resources) influence crop yields * investigating the impacts of irrigation, accessibility, labour supply, landforms and agricultural technologies (such as high-yielding varieties) on the achievement of high food crop yields * explaining how human alteration of biomes (e.g. drip irrigation, fertilisers, pesticides, genetically modified seeds, agrobiotics, terracing, and controlling erosion and overgrazing) has increased agricultural productivity in Australia and a country in Asia * evaluating the ways in which agricultural innovations (such as crop breeding and drip irrigation) have changed some of the environmental limitations on food production in Australia |
| the environmental, economic and social sustainability of farming in Australia  VC2HG10K03 | * discussing how to assess the environmental sustainability of farming and using this knowledge to evaluate the present sustainability of farming methods in Australia, including the sustainability of soils * identifying sustainable farming practices in Australia (such as conservation farming, regenerative agriculture and biodynamic farming) and evaluating their advantages and disadvantages * evaluating the economic and social sustainability of farming in Australia * investigating the impacts of damage to Australian biomes by colonists on the productivity and availability of staple resources for Aboriginal and Torres Strait Islander Peoples, for example on the **myrrnong** (yam daisy) in Victoria * examining how agricultural innovations have reduced environmental limitations on food production in Australia, for example increased food production due to research into and development of high-yielding and genetically engineered pest resistant varieties, construction of drip irrigation systems, and the use of stubble mulching, intercropping, agroforestry and crop rotation |
| the environmental, economic and political constraints, including climate change, on the world’s capacity to sustainably feed projected future global populations  VC2HG10K04 | * discussing the difference between extensification and intensification as ways of increasing food production to the level needed to feed future populations, and evaluating their sustainability * evaluating environmental constraints on future food production from land degradation (e.g. soil erosion, salinity, acidification), industrial pollution, water scarcity and climate change * evaluating the impacts on future food production from competing land uses, such as urban and industrial uses, mining, production of food crops for biofuels and livestock, and tourism * reflecting on how poverty, government policies, conflict or trade barriers could negatively affect global food production and the future food security of many people * explaining management strategies that restore the quality or diversity of agriculture in Australia; for example, improving the function of natural biomes and anthropogenic biomes, monitoring land management practices, improving the condition of the soil or building the capability of farmers * generating ideas for a strategy to expand agricultural production in Australia; for example, marketing bush food such as herbs and wattle seed, investing in research, supporting farm innovations or developing the expertise of farmers |

##### Sub-strand: Geographies of interconnection

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| the impacts of changing transportation and digital tools on peoples’ lives and places, and their interconnection with and impact on people, services and information in other places  VC2HG10K05 | * discussing how access to transportation affects the ways people perceive, use and are connected to specific services or opportunities in a place, for example access to regional flights to travel to capital cities and to international destinations * identifying and describing how transport and information networks function to connect people to goods and services (e.g. from cotton crop to T-shirts or from farm to table), including how supply-chain logistics influence these connections * investigating the spatial distribution of the people they are connected to through social media and the internet and how much it differs from the spatial distribution of their face-to-face connections, and discussing whether these communication technologies have eradicated distance as a constraint on their interactions with other people * examining how technology has made it possible for places in India, the Philippines and elsewhere to provide a range of global business services and reflecting on whether distance is no longer a constraint on their location * examining the differences in people’s access to the internet between and within countries (the digital divide) and the consequences of these differences * conducting a survey to collect data on the impacts of digital tools on people’s lives in their class, family or community and/or debating the influence of distance and the internet on such things as their purchases, entertainment, activities and ideas |
| the economic and demographic impacts of international trade in manufactured products on places, including on Australia and Asia  VC2HG10K06 | * investigating places in Asia and elsewhere that have grown rapidly as manufacturing centres supplying a world market * examining the impacts of imports of manufactured products on Australian places * examining the impacts on people, places or environments of mining, farming, forestry or the production of manufactured goods * evaluating the environmental, economic and social impacts of the global oil supply chain, from where the resource is extracted, processed and sold, and how impacts could be sustainably managed in Australia and in West Asia |
| the impacts of interconnections through trade, including trade in embodied carbon, on the sustainability of countries  VC2HG10K07 | * examining how and why places are interconnected nationally, regionally and globally through trade in goods and services * identifying examples of change in interconnections between places and people through trade in goods and/or services over time at the local, national and global scale * exploring the environmental impacts of the imported goods they consume on the places that produce the raw materials, manufacture the product and receive the wastes at the end of the product’s life * evaluating the impacts of trade in food products on biodiversity in the places that produce them * discussing whether a country can claim to have improved its environmental sustainability if this has been achieved through the shift of resource use and production to other countries, using the concept of trade in embodied carbon |
| the impacts on places of people’s travel, recreational or cultural choices, and how these can be managed, including those impacting Aboriginal and Torres Strait Islander Peoples and their Country and Place  VC2HG10K08 | * identifying places in Australia and elsewhere that attract visitors for activities such as attending festivals, visiting art galleries and attending cultural and historical experiences * investigating the positive and negative impacts of tourism on places in Europe and ways of managing these impacts * discussing the impacts of tourism on the economies of small Australian towns * discussing how people’s changing travel, recreational or cultural choices may affect places in the future * researching the impacts of tourism on Aboriginal and Torres Strait Islander Peoples and their Country and Place in Grampians (Gariwerd) National Park, Budj Bim National Park and Tarra-Bulga National Park * examining how management plans for national parks, such as Uluru–Kata Tjuta National Park, bring together cultural and scientific knowledge and experience, as well as governance and past experience, to manage the impacts of people’s cultural and leisure choices |
| the influence of the interconnectedness of the world on the spatial spread of trends in music, fashions or entertainment, or on the diffusion of pandemics, financial disasters or similar events  VC2HG10K09 | * investigating how travel contributes to the interconnectedness of the world * investigating how trends in music or fashions spread around the world * examining the spatial spread of the COVID-19 pandemic and speculating on the differences between countries in its incidence * investigating how and why a stock market crash in the Northern Hemisphere can affect places in the Southern Hemisphere |

##### Sub-strand: Environmental change and management

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| human-induced environmental changes and their impacts on the sustainability of places and environmental functions  VC2HG10K10 | * discussing how the source, services (including ecosystem services), sink (waste disposal) and spiritual functions of the environment can be translated into criteria for assessing sustainability * identifying human-induced environmental changes (such as water and atmospheric pollution; loss of biodiversity; degradation of land and aquatic environments; and climate change) and discussing the issues they pose for sustainability * identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices * discussing the concept of sustainability in relation to environmental functions and identifying tensions between the conflicting perspectives of communities, businesses and government |
| geographical approaches to understanding the causes and consequences of a selected environmental issue  VC2HG10K11 | * applying interconnected (holistic) thinking to examine the relationships between human actions and the biophysical processes that produce the selected environmental issue, as well as the underlying causes of those actions * describing the impacts of the selected environmental issue on the sustainability of environmental functions |
| Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management  VC2HG10K12 | * identifying the influence of cultural values on how Aboriginal and Torres Strait Islander Peoples manage environments (e.g. continuity of cultural practices, management or development of Country and Place, and land tenure systems) and explaining custodial responsibilities for a Country or Place * explaining Aboriginal and Torres Strait Islander Peoples’ concept of custodial responsibility, ways of thinking and practices that contribute to sustainability, for example obligations to Country and Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity-building within Aboriginal and Torres Strait Islander communities * discussing the role of Aboriginal and Torres Strait Islander park rangers and their cultural knowledge and practices in the management of their Country and Place and environments * researching the role of Aboriginal and Torres Strait Islander Peoples in current environmental management programs, such as the use of Traditional Owner–led fire management in Victoria |
| the influence of people’s environmental worldviews on their support for environmental sustainability  VC2HG10K13 | * describing the role of people’s environmental worldviews (e.g. human-centred, eco-centred and Earth-centred) in producing different attitudes and approaches towards environmental sustainability and environmental management * comparing the differences in people’s views about the causes of environmental issues in Australia and what should be done about them * investigating the priority Australians give to environmental programs * 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 |
| geographical approaches to the management of a selected environmental issue, including how environment, change, interconnection and sustainability can be considered to understand environmental issues  VC2HG10K14 | * explaining the impacts or projected impacts of a selected environmental issue, such as river floods or beach erosion * proposing management strategies for the environmental change being investigated that are based on geographical concepts such as establishing reserves and corridors to preserve biodiversity (a spatial strategy); ecosystem-based management (an environmental strategy); environmental instead of engineering solutions (an environmental strategy); urban and transport planning to reduce energy consumption (a spatial strategy); and addressing both the underlying and immediate causes of environmental change (interconnected thinking) * explaining how holistic thinking based on interconnections helps to identify the causes and impacts of human impacts on the environment * using the concept of sustainability to evaluate the significance of an environmental change * debating the influence of environmental worldviews, including those of Aboriginal and Torres Strait Islander Peoples, on environmental issues |

##### Sub-strand: Geographies of human wellbeing

| Content descriptions  *Students learn about:* | Elaborations  *This may involve students:* |
| --- | --- |
| ways of measuring human wellbeing in places, and how these can be applied to measure differences between countries  VC2HG10K15 | * comparing and evaluating different ways of thinking about and measuring development and wellbeing, such as gross domestic product (GDP) per capita, a genuine progress indicator (GPI), the Physical Quality of Life Index, the United Nations’ Human Development Index or gross national income (GNI) per capita * discussing the spatial distribution of human wellbeing by country and speculating on the causes of the pattern * comparing trends in human wellbeing in countries over time * investigating the world’s spatial distribution of poor human wellbeing, as measured by indicators such as low life expectancy, poverty, gender inequality, lack of access to education, child labour, slavery and lack of freedom of speech |
| reasons for and implications of spatial differences in human wellbeing at a local scale and regional scale in Australia and in a country in Asia  VC2HG10K16 | * identifying and describing the economic, social, technological, political or environmental causes of variations in human wellbeing within India or another country compared to Australia * examining the spatial pattern of human wellbeing by small areas, such as local government areas in a city or regional area in Australia, and discussing ways to explain it * reflecting on the consequences of changing the scale at which wellbeing is mapped in Australia * discussing the consequences of spatial differences in human wellbeing in Australia on, for example, health, education and income * evaluating a government or non-government program to improve human wellbeing in one or more local or regional areas in Australia and India * describing the spatial distribution of human wellbeing within India at a regional scale and suggesting explanations for it * choosing a region in India with relatively high human wellbeing, investigating why it is relatively high and discussing the implications of their findings * investigating the influences of relative location and place on human wellbeing and explaining how possible causal factors (such as access to medical facilities and green space, income, education and government policies) can be identified through a controlled comparison of places |
| reasons for and implications of spatial differences in the wellbeing of Aboriginal and Torres Strait Islander Peoples at local and regional scales  VC2HG10K17 | * discussing how spatial analysis contributes to an understanding of differences in human wellbeing * identifying spatial differences in the wellbeing of communities of Aboriginal and Torres Strait Islander Peoples across Australia, comparing the overall wellbeing of these communities with the overall wellbeing of non-Indigenous Australians and discussing ways to explain their findings * researching ways to improve the wellbeing of Aboriginal and Torres Strait Islander communities, including those proposed by the communities themselves * discussing the role of Closing the Gap initiatives in improving the wellbeing of Aboriginal and Torres Strait Islander Peoples |
| the role and responses of international and national government and non-government organisations in improving human wellbeing at a local or regional scale  VC2HG10K18 | * discussing the objectives and outcomes of an Australian Government overseas economic and social development program, or a non-government overseas aid program, that aims to improve wellbeing in a local area or region in Asia, Africa, Latin America or the Pacific Islands * identifying and describing a national, state or community program to reduce regional inequalities in human wellbeing in a country such as Papua New Guinea or Indonesia * investigating progress towards achieving the United Nations’ Sustainable Development Goals relating to human wellbeing * identifying and explaining ways to improve the wellbeing of remote communities of Aboriginal and Torres Strait Islander Peoples, including ways proposed by the communities * investigating programs, such as the Indigenous Literacy Foundation, as examples of non-government programs operating at a regional scale |

#### Strand: Geographical Skills

##### Sub-strand: Geographical inquiry

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop a range of questions for a geographical inquiry related to a phenomenon, issue or challenge  VC2HG10S01 | * developing a geographical question on a geographical phenomenon, issue or challenge studied, using one or more geographical concepts * developing a range of questions to investigate why a geographical phenomenon has changed or why a challenge may arise, for example ‘Why is food security important?’, ‘What are sources of food in Australia?’, ‘How are people, places and environments connected?’, ‘What is human wellbeing?’, ‘How has human wellbeing changed over time?’ and ‘How and why should inequality in human wellbeing be reduced?’ * developing and modifying questions to sharpen the focus of an investigation using concepts or scale of study, for example ‘Why is the security and sustainability of food production important at the national scale?’, ‘How can bush food become a sustainable nutritional source of food in Australia?’, ‘How can connections between people, environments and places affect the sustainability of places at the global scale?’, ‘How are variations in the spatial distribution of human wellbeing measured at the global scale?’, ‘Why does human wellbeing vary between and within countries?’ (national scale) and ‘How would you measure human wellbeing in the local area?’ (local scale) * recognising that there can be both immediate and underlying causes of differences in human wellbeing and developing a hypothesis based on a question such as ‘How successful have international and national government and non-government organisations’ responses been to improving human wellbeing at a local or regional scale?’ and planning how to test the hypothesis * discussing the choice of scale for an investigation, such as at a local or regional scale * using a controlled comparison of places to identify possible causal relationships, for example between variables such as country of birth, educational attainment, median weekly income, housing tenure and Aboriginal and Torres Strait Islander population, using Australian Bureau of Statistics QuickStats for a selection of local government areas or postcodes |
| collect, process and compare information and data from primary and secondary sources, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate  VC2HG10S02 | * identifying primary research methods, including fieldwork, to collect original materials, for example the comparison of aerial photographs or field sketches over time to document the use or alteration of biomes by people; surveying peers on their use of the internet or other technologies and/or a survey and interviews regarding perspectives on environmental management at the local scale; or strategies to improve human wellbeing of Aboriginal and Torres Strait Islander Peoples at the national and local scale * planning an investigation of a geographical phenomenon, issue or challenge being studied at a range of scales, using digital tools, for example the diverse types of biomes modified by humans for food and non-food products at a national and global scale; the different types of connections between people and places at local, national and global scales; and/or investigating the causes of human-induced climate change at the global scale and its impacts on Australia, Bangladesh and/or a Pacific Island country at the national scale * collecting quantitative and/or qualitative data and information from primary and/or secondary sources and evaluating its relevance (e.g. ‘Does the information reflect current thinking on sustainable food production?’), reliability (e.g. ‘Who is/are the author(s)? Does the author reference other experts or reports in the field of environmental management?’) and bias, such as information bias (e.g. presenting one side of an issue) or selection bias (e.g. presenting information on the positive aspects of foreign aid with cultural and social issues not considered) * applying ethical research methods, including protocols for consultation and collaboration with Aboriginal and Torres Strait Islander Peoples and communities; for example, considering how traditional knowledges contribute to environmental management projects or considering cultural and spiritual wellbeing of Aboriginal and Torres Strait Islander Peoples when implementing programs to reduce economic and social inequality * comparing findings from primary research with those from secondary research materials for relevance and reliability; for example, comparing survey data or interviews on attitudes towards environmental management or improving human wellbeing with commentary or reports on people’s views on the causes of issues affecting the environment or human wellbeing |
| represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies  VC2HG10S03 | * representing data and information in maps, graphs, diagrams, tables and other appropriate forms, including using Border, Orientation, Legend, Title, Scale and Source (BOLTSS) where required * using digital and geospatial technologies to create statistical and other maps, such as an interactive map that shows food insecurity and access to viable land for food production or an interactive map that shows the different locations needed to manufacture the parts required to make and sell an object * creating a presentation of data and information using digital tools, for example a 3D diagram illustrating interactions between an oil spill on coral reefs and resultant decline in aquatic food production; a flow diagram showing the daily activities of a female subsistence farmer in Africa; or a diagram of a mangrove ecosystem before and after human interactions * creating visual representations of multi-variable geographical data using digital tools, for example a table to compare the daily consumption of meat per person in developed and developing countries; a complex graph to illustrate the relationship between temperature, precipitation and biomes; or a cross-section identifying horizons in a soil profile and the impacts of mining and fracking on agricultural land * representing spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions; for example, creating a map to show the relationship between biomes and world food production * representing multi-variable data using digital tools; for example, using scatterplots to visually represent data for countries to demonstrate the correlation between 2 variables, such as comparing adult literacy with gross domestic product (GDP) per capita in United Arab Emirates or Bhutan * representing multi-variable data using digital tools, for example generating pie graphs showing threats to biodiversity; using digital photographs to indicate differences in material goods between people and places, and the influence of environment, culture and income; or using tables to measure and compare wellbeing using different indexes and the world gender equality gap |
| interpret and evaluate information and data to make generalisations and predictions, analyse patterns and trends, infer relationships and make forecasts  VC2HG10S04 | * using concept maps to explore relationships between data and information collected, represented and analysed * developing generalisations and using them to make forecasts about the future of a selected geographical issue * using map interpretation, map comparison, graphs, statistical methods and scatterplots to identify patterns, relationships and trends * constructing and interpreting a scatterplot to show the relationship between the per capita income of a country and a measure of the wellbeing of its population, and investigating countries that lie outside of the general pattern using geospatial tools such as Gapminder * making generalisations about trends (e.g. using questionnaires or interviews to identify people’s perspectives on live food fish trade in Australia or people’s access to the internet in the local area) and/or developing generalisations (e.g. critically analysing text and images for their meaning and significance, such as satellite images showing before and after deforestation in the Amazon or contrasting lights at night in North Korea and South Korea) * explaining patterns or trends, for example using the current Global Hunger Index and the updated Food and Agricultural Organization’s Low-Income Food-Deficit Countries (LIFDCs) to identify locations of food scarcity and malnutrition, or comparing maps showing transport networks with survey responses on personal mobility; and/or explaining why a vegetation corridor for movement of koalas assists them to traverse through the bush and reduce death rates, or explaining whether there has been an increased use of technology, such as satellite images, drones and robots, during and after a natural disaster, to identify the need for aid * explaining relationships between causes and impacts of factors represented in data, for example the impact of the use of global navigation satellite systems (GNSS) and geographical information systems (GIS) on the way farmers control the dispersion of fertilisers and pesticides to produce higher yields and limit run-off, or the impacts of the use of GPS to construct maps on how tourists use different transport systems to visit popular places in Australia * inferring relationships between key environmental indicators and sustainability of places at the national scale; for example, using a geographical information systems (GIS) application to create a map of Australia and another country to show measures of environmental change such as air quality, freshwater quality, fish resources, energy use, biodiversity or waste generation |

##### Sub-strand: Concluding and decision-making

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| consider ethical values and perspectives to justify conclusions related to a phenomenon, issue or challenge using geographical concepts  VC2HG10S05 | * recognising the influence of their personal beliefs and attitudes on their responses to a selected geographical issue * defending appropriate actions and strategies in response to a selected geographical issue such as how best to improve human wellbeing in India or improving human wellbeing at a regional scale in the Pacific Islands and/or debating the ethical issues involved in determining an answer to a geographical issue and/or testing conclusions by examining opposing evidence * drawing conclusions about the impact of a geographical challenge on people, places and environments; for example, investigating the causes of a decline in food species, its impacts on food security and the establishment of the Svalbard Global Seed Vault, or the impacts of cyber attacks on technological interconnections and implementation of international laws related to cybersecurity * drawing conclusions using at least 2 geographical concepts (place, space, environment, interconnections, sustainability, scale and/or change) as criteria; for example, discussing the concept of sustainability in relation to human-induced change affecting environments or considering implications of spatial variations in human wellbeing * justifying conclusions by reflecting on perspectives identified and reasons for these perspectives; for example, considering environmental, economic and social factors when challenging disappearing arable land converted from food production to non-food crops, or promoting ecotourism that impacts on people and places * reflecting on the influence of personal values and attitudes on predicted outcomes and impacts, for example how these influence strategies, such as how preferring to buy locally produced food reduces food miles and greenhouse gases or how reducing, recycling and reusing goods contributes to a more sustainable environment, and/or how sustainable design principles are applied to urban redevelopment projects to provide green, open spaces for residents or how people support non-government organisations that reflect their personal values * examining the reasons given for making a specific decision and explaining how these reasons have or have not justified the conclusion reached, such as considering the interconnections of environmental, economic, social, political or technological factors when considering how to address sustainable management of environments or unequal access of people to resources essential for human wellbeing |
| justify responses and develop and evaluate strategies using environmental, economic or social criteria, recommend a strategy and explain the predicted impacts  VC2HG10S06 | * evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, examining factors likely to impact on achieving Goal 2 of the United Nations’ Sustainable Development Goals (ending global hunger by 2030) or monitoring the extent that a management plan for a national park is implemented * designing appropriate strategies to support the implementation of appropriate responses to a selected geographical issue, for example at a local and regional scale or by specific individuals and/or organisations (government and/or non-government) * proposing individual action (e.g. reducing food wastage or reducing negative environmental impacts when visiting theme parks or national parks) and supporting the proposal with reasons * proposing collective action, supporting the proposal with reasons and evaluation of actions; for example, proposing organisations that work to end hunger and improve food security, improve labour practices and increase wages for people working to produce goods exported to other countries, and/or identifying ways to improve the wellbeing of remote communities of Aboriginal and Torres Strait Islander Peoples and evaluating the actions proposed and implemented by the community members * explaining the outcomes and impacts of a strategy, such as providing people with adequate and quality food that is acceptable in different cultures or reducing the global movement of hazardous waste between countries * proposing an individual strategy (e.g. reducing their ecological footprint by reducing the amount of food packaging included in a packed lunch, or becoming volunteers for non-government organisations such as the Australian Red Cross to increase social connectedness) and supporting the strategy with reasons * evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, reflecting on whether environmental degradation has been reduced and human wellbeing improved * explaining reasons for decisions and choices, such as the traditional use of firestick farming by Aboriginal and Torres Strait Islander Peoples to control fires or grassroots decisions on implementation and effectiveness of aid projects |

##### Sub-strand: Communicating

| Content descriptions  *Students learn to:* | Elaboration  *This may involve students:* |
| --- | --- |
| explain and evaluate proposed actions, using geographical knowledge and concepts and appropriate methods, and incorporating and acknowledging research findings  VC2HG10S07 | * developing a documentary about a geographical issue and formulating appropriate responses to the issue, focusing on the geographical concepts of place, interconnection, space, environment, scale, change and sustainability as a scaffold for the documentary * completing a fieldwork report in relation to Biomes and food security, Geographies of interconnection, Environmental change and management or Geographies of human wellbeing, using geospatial technologies and media of choice * developing a response to a geographical issue or challenge, using geographical concepts and terms, for example strategies to improve the sustainability of a place or environment * creating a description of a geographical issue or challenge, using representations of data (e.g. using maps to illustrate the major terrestrial biomes of Australia and photographs to show their impacts on people and places) and research findings (e.g. using diagrams, graphs, tables and/or satellite images to show how environmental, economic or technological factors affect crop yields) * presenting conclusions using geospatial technologies and digital tools to create representations of data (e.g. the trends in Human Development Index [HDI] over time in a selected country or region) and research findings (e.g. how a person’s wellbeing is influenced by where they live) to explain causes and impacts of a geographical phenomenon, issue or challenge, and reinforcing understanding of the interconnections between people, places and environments * developing an explanation of a geographical issue or challenge, applying tone appropriate to purpose and audience; for example, using an authoritative tone and referring to representations of data and information on reducing food wastage, on developing a management plan for a tourist hotspot, and/or when explaining a strategy to improve the sustainability of an identified environment or action to improve human wellbeing |