



## SAMPLE COURSE OUTLINE

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**GEOGRAPHY**  
**ATAR YEAR 11**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Sample course outline

### Geography – ATAR Year 11

#### Semester 1 – Unit 1 – Natural and ecological hazards

All the Geographical inquiry and skills must be taught during this unit. Relevant skills should be emphasised for each depth study.

Week	Key teaching points
	<p><b>Geographical inquiry skills</b></p> <ul style="list-style-type: none"> <li>• Observing, questioning and planning           <ul style="list-style-type: none"> <li>▪ formulate geographical inquiry questions</li> <li>▪ plan a geographical inquiry with clearly defined aims and appropriate methodology</li> </ul> </li> <li>• Collecting, recording, evaluating and representing           <ul style="list-style-type: none"> <li>▪ collect geographical information, incorporating ethical protocols, from a range of primary sources (e.g. interviews, questionnaires, student’s own experiences, field observations) and secondary sources (e.g. online maps, websites, spatial software applications, print resources, visual media)</li> <li>▪ record observations in a range of graphic representations using spatial technologies and information and communication technologies</li> <li>▪ evaluate the reliability, validity and usefulness of geographical sources and information</li> <li>▪ acknowledge sources of information and use an approved referencing style</li> </ul> </li> <li>• Interpreting, analysing and concluding           <ul style="list-style-type: none"> <li>▪ analyse geographical information and data from a range of primary and secondary sources, and a variety of perspectives, to draw reasoned conclusions and make generalisations</li> <li>▪ identify and analyse relationships, spatial patterns and trends, and make predictions and inferences</li> </ul> </li> <li>• Communicating           <ul style="list-style-type: none"> <li>▪ communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms</li> <li>▪ use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding</li> </ul> </li> <li>• Reflecting and responding           <ul style="list-style-type: none"> <li>▪ apply generalisations to evaluate alternative responses to geographical issues at a variety of scales</li> <li>▪ propose individual and collective action, taking into account environmental, social and economic factors and predict the outcomes of the proposed action</li> </ul> </li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>• Remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery)</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ identify and describe natural and cultural features and their patterns on the Earth's surface using ground level photographs, and aerial photographs, including vertical and oblique, radar imagery and satellite imagery</li> <li>▪ compare the different types of information available from remote sensing products with the information depicted on a topographic map</li> <li>▪ use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps</li> <li>▪ determine direction on remote sensing products</li> <li>▪ apply scale to the calculation of distance on remote sensing products</li> <li>▪ interpret the difference in scale between a photograph and a topographic map of the same place</li> <li>▪ use combinations of remote sensing products and topographic maps to provide information based on change over time</li> <li>• Geographical and statistical data skills (use of geographical and statistical data in formats, such as tables, graphs, maps, diagrams) <ul style="list-style-type: none"> <li>▪ calculate and interpret descriptive statistics, including arithmetic mean, median, mode, maximum, minimum, range and frequency</li> <li>▪ identify correlations between variables</li> <li>▪ interpret and apply data from different types of statistical maps (e.g. isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)</li> <li>▪ interpret and construct tables and graphs (e.g. picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts, population pyramids)</li> <li>▪ use systems and flow diagrams to identify relationships</li> <li>▪ identify that statistical or spatial association does not prove a causal relationship</li> </ul> </li> <li>• Skills in the use of information and communications technology and geographical information systems (in a geographic context) <ul style="list-style-type: none"> <li>▪ use the internet as a tool for geographical research</li> <li>▪ use simple applications, software and online resources (e.g. Google Earth, Google Maps) to access atlases and remote sensing products (e.g. photographs, radar imagery, satellite imagery) for the purpose of describing and interpreting spatial patterns and relationships</li> <li>▪ access databases (e.g. Australian Bureau of Statistics, Bureau of Meteorology) for spatial and statistical information</li> <li>▪ use geospatial technologies to collect and map spatial data</li> </ul> </li> <li>• Fieldwork skills (use of field observations and measurements) <ul style="list-style-type: none"> <li>▪ collect primary data using field techniques (e.g. surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing, note taking)</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ collate primary data using techniques (e.g. listing, tabulating, graphing, constructing diagrams, mapping)</li> <li>▪ analyse and interpret primary data</li> </ul>
1–4	<ul style="list-style-type: none"> <li>• Mapping skills (use of maps and atlases) <ul style="list-style-type: none"> <li>▪ interpret a variety of topographic and thematic maps (e.g. physical, political, and social maps, synoptic charts and climate maps) at different scales, including local, national and global</li> <li>▪ interpret and apply data from different types of statistical maps (e.g. isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)</li> <li>▪ interpret marginal information represented on maps, including title, conventional symbols contained in the legend, north point, numerical and linear scale</li> <li>▪ establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes</li> <li>▪ establish direction on a map using 16 point compass directions and bearings</li> <li>▪ interpret and express scale in written, linear and ratio formats, and convert scale from one format to another</li> <li>▪ apply the map scale to basic calculations to determine time, speed, distance and area</li> <li>▪ interpret relief on a map using contours, height information and spot heights to describe the steepness and shape of a slope, including concave, convex and uniform, and calculate the average gradient expressed as a ratio</li> <li>▪ identify different relief features and landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs, types of natural vegetation cover and hydrological features, including land subject to inundation, perennial and intermittent water bodies</li> <li>▪ interpret, construct and annotate cross sections to show natural and cultural features on the landscape</li> <li>▪ construct simple annotated sketch maps using map conventions, including border, title, legend, north point and approximate scale</li> <li>▪ identify and interpret natural features and cultural features on a map</li> <li>▪ describe the site and situation of places</li> <li>▪ identify, describe and interpret spatial patterns, including land use, settlement and transport, and spatial relationships between natural and cultural features on maps</li> <li>▪ interpret and describe changing patterns and relationships that have taken place over time</li> </ul> </li> </ul>
5–6	<p><b>Overview of natural and ecological hazards</b></p> <ul style="list-style-type: none"> <li>• define the concepts of hazard geography, natural hazards, atmospheric hazards, hydrological hazards, geomorphic hazards and ecological hazards</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• outline examples of the following natural hazards <ul style="list-style-type: none"> <li>▪ tropical storms, floods, landslides, droughts, bushfires, earthquakes and volcanoes</li> </ul> </li> <li>• outline examples of the following ecological hazards <ul style="list-style-type: none"> <li>▪ infectious diseases, animal-transmitted diseases, water-borne diseases, animal invasions and chemical hazards</li> </ul> </li> <li>• outline the concepts of spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact in relation to natural and ecological hazards</li> <li>• explain the concepts of preparedness and mitigation in relation to hazard risk management</li> <li>• describe the role of spatial technologies in the study of natural and ecological hazards</li> </ul> <p><b>Task 1: Response/Practical skills</b></p>
7–8	<p><b>Depth study one</b> – Using fieldwork and/or secondary sources, students investigate <b>one</b> natural hazard type with reference to a specific event and/or place and the means by which the risks associated with the hazard are being managed. The scale of study is determined by the natural hazard selected.</p> <p>For <b>one</b> natural hazard type: (For the purpose of exemplifying the course content, bushfires is the selected hazard in this course outline.)</p> <ul style="list-style-type: none"> <li>• describe the characteristics of bushfires</li> <li>• explain the cause/s of bushfires</li> <li>• describe the spatial and temporal distribution of bushfires</li> <li>• explain how physical and/or human processes determine the spatial and temporal distribution of bushfires</li> <li>• compare the physical and human factors that explain why less developed countries are more vulnerable to bushfires than more developed countries.</li> </ul>
9–10	<p>For <b>one</b> natural hazard event and/or place: (For the purpose of exemplifying the course content, Western Australia February 2021 Wooroloo Bushfires is the selected hazard event in this course outline.)</p> <ul style="list-style-type: none"> <li>• describe the magnitude, duration, frequency, probability and scale of spatial impact of the 2021 Wooroloo Bushfires</li> <li>• explain the cause/s of the 2021 Wooroloo Bushfires</li> <li>• discuss the environmental, economic and social impacts of the 2021 Wooroloo Bushfires</li> <li>• explain the means by which the activities of people intensified the impacts of the 2021 Wooroloo Bushfires</li> <li>• evaluate two hazard risk management strategies implemented to reduce the impacts of the 2021 Wooroloo Bushfires, including mitigation and preparedness.</li> </ul>

Week	Key teaching points
	<p><b>Fieldwork skills (use of field observations and measurements)</b></p> <ul style="list-style-type: none"> <li>• collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note taking</li> <li>• collate primary data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping</li> <li>• analyse and interpret primary data</li> </ul> <p><b>Geographical inquiry skills</b></p> <ul style="list-style-type: none"> <li>• observing, questioning and planning</li> <li>• collecting, recording, evaluating and representing</li> <li>• interpreting, analysing and concluding</li> <li>• communicating</li> <li>• reflecting and responding</li> </ul> <p><b>Task 2: Geographical inquiry/Fieldwork</b></p>
11–12	<p><b>Depth study two</b> – Using fieldwork and/or secondary sources, students investigate <b>one</b> ecological hazard with reference to a specific event and/or place and the means by which the risks associated with the hazard are being managed. The scale of study is determined by the nature of the ecological hazard selected.</p> <p>For one ecological hazard: (For the purpose of exemplifying the course content, Ebola is the selected hazard in this course outline.)</p> <ul style="list-style-type: none"> <li>• describe the characteristics of Ebola</li> <li>• explain the cause/s of Ebola</li> <li>• describe the spatial and temporal distribution of Ebola</li> <li>• explain how physical and/or human processes determine the spatial and temporal distribution of Ebola</li> <li>• compare the physical and human factors that explain why less developed countries are more vulnerable to Ebola than more developed countries.</li> </ul>
13–14	<p>For one ecological hazard event and/or place: (For the purpose of exemplifying the course content, the Ebola virus epidemic in Sierra Leone which occurred in 2014, is the selected event and place in this course outline.)</p> <ul style="list-style-type: none"> <li>• describe the magnitude, duration, frequency, probability and scale of spatial impact of the Ebola virus epidemic in Sierra Leone</li> <li>• explain the cause/s of the Ebola virus epidemic in Sierra Leone</li> <li>• discuss the environmental, economic and social impacts of the Ebola virus epidemic in Sierra Leone</li> <li>• explain the means by which the activities of people intensified the impacts of the Ebola virus epidemic in Sierra Leone</li> <li>• evaluate two hazard risk management strategies implemented to reduce the impacts of the Ebola virus epidemic in Sierra Leone, including mitigation and preparedness.</li> </ul>

Week	Key teaching points
	<b>Task 3: Response/Practical skills</b>
15	Revision
16	<b>Task 4: Examination</b>



## Semester 2 – Unit 2 – Global networks and interconnections

All the Geographical inquiry and skills must be taught during this unit. Relevant skills should be emphasised for each depth study.

Week	Key teaching points
1–3	<p><b>Overview of globalisation</b></p> <ul style="list-style-type: none"> <li>• define the concepts of globalisation, diffusion, adaptation and sustainability</li> <li>• outline processes of globalisation in relation to:               <ul style="list-style-type: none"> <li>▪ changes in the spatial distribution of the production and consumption of commodities, goods and services</li> <li>▪ the diffusion and adaptation of elements of culture</li> </ul> </li> <li>• explain how advances in transport and telecommunications technologies have aided globalisation in relation to:               <ul style="list-style-type: none"> <li>▪ the expansion of world trade</li> <li>▪ the diffusion of elements of culture</li> </ul> </li> <li>• remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery)</li> <li>• geographical and statistical data skills (use of geographical and statistical data in formats such as tables, graphs, maps and diagrams)</li> <li>• skills in the use of information and communications technology and geographical information systems (in a geographic context)</li> </ul>
4	<ul style="list-style-type: none"> <li>• outline the economic and cultural importance of world cities</li> <li>• describe the social, economic and environmental impacts of increased globalisation</li> </ul> <p><b>Task 5: Response/Practical skills</b></p>
5–6	<p><b>Depth study one</b> – Using fieldwork and/or secondary sources, students investigate the reasons for, and impacts of, the diffusion and changing spatial distribution of production and consumption of one commodity, good or service (For the purpose of exemplifying the course content, tourism is the chosen service in this course outline.)</p> <p>For tourism:</p> <ul style="list-style-type: none"> <li>• describe the commodity, good or service</li> <li>• describe the process of diffusion of the commodity, good or service and its spatial distribution</li> <li>• describe the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service</li> <li>• explain how technological advances in transport and/or telecommunications have facilitated changes in the spatial distribution of the commodity, good or service</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• explain the role played by governments and/or enterprises in the distribution of the production and consumption of the commodity, good or service</li> <li>• discuss the ways people and places embrace, adapt to, and/or resist the diffusion of the commodity, good or service</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• evaluate the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service.</li> </ul> <p><b>Fieldwork skills (use of field observations and measurements)</b></p> <ul style="list-style-type: none"> <li>• collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking</li> <li>• collate primary data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping</li> <li>• analyse and interpret primary data</li> </ul> <p><b>Task 6: Geographical inquiry/Fieldwork</b></p>
10–12	<p><b>Depth study two</b> – Using fieldwork and/or secondary sources, students investigate the reasons for, and impacts of, the diffusion, adoption and adaptation of one element of culture: (For the purpose of exemplifying this part of the course, music is the selected element of culture in this course outline.)</p> <ul style="list-style-type: none"> <li>• describe the element of culture</li> <li>• describe the process of diffusion of music and its spatial distribution</li> <li>• explain how technological advances in transport and/or telecommunications has facilitated changes in the diffusion of music</li> <li>• explain the role played by media and emerging technologies in the generation and diffusion of music</li> <li>• explain the role played by transnational institutions and/or corporations in the diffusion of music</li> <li>• discuss the ways people and places embrace, adapt to, and/or resist the diffusion of music</li> <li>• evaluate the social, economic and environmental implications of the changes in the spatial distribution of music</li> </ul>
13–14	<ul style="list-style-type: none"> <li>• Mapping skills (use of maps and atlases)</li> </ul> <p><b>Task 7: Response/Practical skills</b></p>
15	Revision
16	<b>Task 8: Examination</b>