



## SAMPLE COURSE OUTLINE

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

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## Sample course outline

### Geography – ATAR Year 11

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

Semester 1 – Unit 1 – Natural and ecological hazards

Week	Key teaching points
	<p>Geographical inquiry skills</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 (interviews, questionnaires, student’s own experiences, and field observations) and secondary sources (online maps, websites, spatial software applications, print resources and 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 technique</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>Geographical skills</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)           <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, aerial photographs (vertical and oblique), radar imagery and satellite imagery (Landsat, weather satellites and Google Earth)</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> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <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 and diagrams) <ul style="list-style-type: none"> <li>▪ calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode), variation (maximum, minimum and range) and frequency</li> <li>▪ interpret indexes</li> <li>▪ identify correlations between variables</li> <li>▪ interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)</li> <li>▪ interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids</li> <li>▪ use systems and flow diagrams to organise thinking about relationships</li> <li>▪ understand that statistical or spatial association does not prove a causal relationship</li> <li>▪ extrapolate trends over time to forecast future conditions</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 (including Google Earth and Google Maps) to access atlases and remote sensing products (photographs, radar imagery and satellite imagery) for the purpose of describing and interpreting spatial patterns and relationships</li> <li>▪ access databases, such as Australian Bureau of Statistics, and Bureau of Meteorology, for spatial and statistical information</li> <li>▪ use geospatial technologies, including global positioning systems (GPS), 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, 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> </li> </ul>
1–3	<ul style="list-style-type: none"> <li>• Mapping skills (use of maps and atlases) <ul style="list-style-type: none"> <li>▪ identify and interpret a variety of topographic and thematic maps (physical, political, and social maps, synoptic charts and climate maps) at different scales (local, national and global)</li> <li>▪ understand the significance of map projections (cylindrical, conical and azimuthal) for mapping the Earth</li> <li>▪ interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ interpret marginal information represented on maps (title, conventional signs 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 general compass directions (16 points) and bearings</li> <li>▪ interpret and express scale in written, linear and ratio (representative fraction) 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 and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient</li> <li>▪ identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs), types of natural vegetation cover and hydrological features (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 (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> <p><b>Task 1: Practical skills test</b></p>
4–5	<p><b>Overview of natural and ecological hazards</b></p> <ul style="list-style-type: none"> <li>• the nature of natural and ecological hazards with particular reference to: <ul style="list-style-type: none"> <li>▪ the concept of hazard geography</li> <li>▪ classification of natural hazards (atmospheric, hydrological and geomorphic)</li> <li>▪ examples of natural hazards, including storms, cyclones, hurricanes, typhoons, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides</li> <li>▪ ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions</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> <li>• the concepts of risk and hazard management as applied to natural and ecological hazards</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale</li> <li>the role of spatial technologies in the study of natural and ecological hazards</li> </ul>
6–7	<p><b>Depth study one</b> – using fieldwork and/or secondary sources, students investigate <b>one</b> natural hazard and the means by which the risks associated with the hazard are being managed (for the purpose of exemplifying the course content, bushfires is the selected hazard)</p> <ul style="list-style-type: none"> <li>Fieldwork skills (use of field observations and measurements) <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> </li> <li>the nature and causes of bushfires</li> <li>the nature of the risks to be managed, such as: <ul style="list-style-type: none"> <li>loss of property/life</li> <li>effects on infrastructure, job and economy</li> <li>the impact on physical and mental health</li> </ul> </li> <li>the spatial and temporal distribution of bushfires and how an understanding of biophysical and human processes can be used to explain the patterns that are identified</li> <li>the magnitude, duration, frequency, probability and scale of spatial impact of bushfires</li> <li>the physical and human factors that explain why some places and people are more vulnerable than others to bushfires</li> </ul> <p><b>Task 2: Fieldwork/Practical skills test</b></p>
8–10	<ul style="list-style-type: none"> <li>Geographical inquiry skills <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> </li> <li>the means by which the activities of people can intensify the impacts of bushfires</li> <li>the environmental, economic and social impacts of bushfires in a developed country such as Australia, compared with Africa (wildfires)</li> <li>the stakeholders affected by bushfires, and their values and viewpoints on recovery and adaptation to future bushfires in terms of modifying: <ul style="list-style-type: none"> <li>human vulnerability (susceptibility to future loss)</li> <li>loss burden (cost of loss mitigation and adaptation)</li> </ul> </li> <li>the sustainability of risk management policies, procedures and practices designed to reduce the impacts of bushfires, in the short and long term, through prevention, mitigation and preparedness</li> </ul> <p><b>Task 3: Geographical inquiry</b></p>

Week	Key teaching points
11–12	<p><b>Depth study two</b> – using fieldwork and/or secondary sources, students investigate <b>one</b> ecological hazard and the means by which the risks associated with the hazard are being managed (for the purpose of exemplifying the course content, Ebola is the selected hazard)</p> <ul style="list-style-type: none"> <li>• the nature and causes of Ebola</li> <li>• the nature of the risks to be managed, such as: <ul style="list-style-type: none"> <li>▪ loss of property/life</li> <li>▪ effects on infrastructure, jobs and economy</li> <li>▪ the impact on physical and mental health</li> </ul> </li> <li>• the spatial and temporal distribution of Ebola and how an understanding of biophysical and human processes can be used to explain the patterns that are identified</li> <li>• the magnitude, duration, frequency, probability and scale of spatial impact of Ebola</li> <li>• the physical and human factors that explain why some places and people are more vulnerable than others to Ebola</li> <li>• the means by which the activities of people can intensify the impacts of Ebola</li> <li>• the environmental, economic and social impacts of Ebola in a developed country such as Australia, compared with Africa</li> </ul>
13–14	<ul style="list-style-type: none"> <li>• the stakeholders affected by Ebola, and their values and viewpoints on recovery and adaptation to future hazards in terms of modifying: <ul style="list-style-type: none"> <li>▪ human vulnerability (susceptibility to future loss)</li> <li>▪ loss burden (cost of loss mitigation and adaptation)</li> </ul> </li> <li>• the sustainability of risk management policies, procedures and practices designed to reduce the impacts of Ebola, in the short and long term, through prevention, mitigation and preparedness</li> </ul> <p><b>Task 4: Short and extended response</b></p>
15	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
16	<p><b>Task 5: Semester 1 examination</b></p>

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

Week	Key teaching points
1–2	<p><b>All the Geographical inquiry and skills should be taught during this unit. Relevant skills should be emphasised for each depth study.</b></p> <p><b>Overview of international integration</b></p> <ul style="list-style-type: none"> <li>the application of the concept of sustainability when considering the outcomes of increased globalisation</li> <li>the process of international integration, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures.</li> <li>advances in transport and telecommunications technologies as a facilitator of international integration, including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and elements of culture</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>
3–4	<ul style="list-style-type: none"> <li>the economic and cultural importance of world cities in the integrated global economy and their emergence as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world</li> <li>the concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe</li> </ul> <p><b>Task 6: Short and extended response</b></p>
5–6	<p><b>Depth study one</b> – students investigate the reasons for, and consequences of, the changing spatial distribution of production and consumption of <b>at least one</b> example of a commodity, good or service (for the purpose of exemplifying the course content, consumer electronics is the chosen commodity)</p> <p>For consumer electronics, students are to investigate the following points:</p> <ul style="list-style-type: none"> <li>the nature of consumer electronics as a commodity, good or service</li> <li>the process of diffusion of consumer electronics and its spatial outcomes</li> <li>the changes occurring in the spatial distribution of the production and consumption of consumer electronics in Australia and overseas, and the geographical factors responsible for these changes</li> <li>the role played by technological advances in transport and/or telecommunications in facilitating these changes in the spatial distribution</li> </ul>



Week	Key teaching points
7–8	<ul style="list-style-type: none"> <li>• the role played by governments and enterprises in the internationalisation of the production and consumption of consumer electronics, such as the reduction or elimination of the barriers to movement between countries</li> <li>• implications of the changes in the nature and spatial distribution of the production and distribution of consumer electronics for people, places and the biophysical environment at a variety of scales, including the local</li> <li>• likely future changes in the nature and spatial distribution of the production and consumption of consumer electronics</li> <li>• the impact of these changes on less developed countries (LDC) in terms of sustainability</li> <li>• the ways people and places embrace, adapt to, or resist the forces of international economic integration, and the spatial, economic, social and geopolitical consequences of these responses</li> </ul> <p><b>Task 7: Short and extended response</b></p>
9–12	<p><b>Depth study two</b> – students investigate an example of the diffusion, adoption and adaptation of <b>at least one</b> element of culture and its consequences for the cultural geography of places (for the purpose of exemplifying this part of the course, music is the selected element of culture)</p> <ul style="list-style-type: none"> <li>• Geographical inquiry skills <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> </li> <li>• the process of diffusion of the element of music and its spatial outcomes</li> <li>• the role played by technological advances in transport and/or telecommunications in the diffusion of music</li> <li>• the role played by transnational institutions and/or corporations in the dispersion of music</li> <li>• the role played by media and emerging technologies in the generation and dispersion of music</li> <li>• implications of the changes in the nature and spatial distribution of music for peoples and places at a range of scales, including the local</li> <li>• likely future changes in the nature and spatial distribution of music</li> <li>• the ways people embrace, adapt to, or resist the forces of international cultural integration</li> <li>• the role of the media and new technologies in shaping people’s perceptions of place and events through the images and information presented</li> <li>• the impact of the breaking up of multinational states as a result of a rise in specific nationalism</li> <li>• the likely future changes to the sustainability of indigenous cultures in an increasingly integrated world</li> <li>• the spatial, economic, social and geopolitical consequences of changes to music</li> </ul> <p><b>Task 8: Geographical inquiry</b></p>
13–14	<ul style="list-style-type: none"> <li>• Mapping skills (use of maps and atlases) <ul style="list-style-type: none"> <li>▪ identify and interpret a variety of topographic and thematic maps (physical, political, and social maps, synoptic charts and climate maps) at different scales (local, national and global)</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ understand the significance of map projections (cylindrical, conical and azimuthal) for mapping the Earth</li> <li>▪ interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)</li> <li>▪ interpret marginal information represented on maps (title, conventional signs 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 general compass directions (16 points) and bearings</li> <li>▪ interpret and express scale in written, linear and ratio (representative fraction) 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 and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient</li> <li>▪ identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs), types of natural vegetation cover and hydrological features (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 (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> <li>• Fieldwork skills (use of field observations and measurements) <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> </li> </ul> <p><b>Task 9: Fieldwork/Practical skills test</b></p>
15	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
16	<b>Task 10: Semester 2 examination</b>