



## Geography ATAR – Summary of syllabus changes

The main differences between the current Years 11 and 12 course syllabuses and the proposed Years 11 and 12 syllabuses that have been revised, as a result of review, are summarised below.

### Content changes

#### Rationale

- Repetitive content has been deleted.
- Terms and examples have been updated to reflect the syllabus content.
- Some content reordered to show the progression from Unit 1 to Unit 4.

#### Aims

- The opening stem at the top of the Aims has been strengthened.
- The number of Aims has been reduced from five to four.
- The Learning outcomes have been removed to avoid repetition of unit content.

#### Organisation of content

- The information in the Organisation of content section has been revised to provide greater clarity for teachers to interpret the syllabus content, specifically in regards to the use of ‘e.g.’ and ‘including’.
- The use of cognitive verbs in assessments is explained in this section.

#### Unit content

- The majority of the content dot points have been rewritten to refine and/or provide clarity.
- Content has been deleted from the overview and depth studies.
- Cognitive verbs have been added to the content dot points.
- The instructions for teaching the skills in Geographical Inquiry and Skills have been clarified.
- Minor changes have been made to the Geographical skills.
- The glossary has been customised for each year level syllabus.

#### Year 11 specific

- Unit 1 has been modified in the following ways:
  - Depth studies one and two have been clarified to include the study of both a type of hazard and reference to a specific event and/or place
  - stakeholders has been deleted from both depth studies.
- Unit 2 has been modified in the following ways:
  - there has been significant deletion of content from both the Overview and depth studies
  - there has been significant rewording of the content dot points
  - the term ‘international integration’ has been replaced by ‘globalisation’.

#### Year 12 specific

- Unit 3 has been modified in the following ways:
  - the content dot points in the Overview have been deleted, reworded and/or reordered
  - Indigenous peoples’ land management practices now only refers to Aboriginal and Torres Strait Islander peoples
  - a specific number is stated as to how many factors are required to study for some content dot points in both the Overview and depth studies, e.g. discuss how two strategies aim to mitigate the effects of either global climate change or loss of biodiversity

- content dot points in both depth studies have been deleted and/or reworded, e.g. there is now an option in Depth study two, to study either local and/or regional environments.
- Unit 4 has been modified in the following ways:
  - some of the content dot points in the Overview has been deleted, reworded and/or reordered
  - there has been significant rewording of the content dot points in both depth studies
  - a specific number is stated as to how many factors you are required to study for some content dot points in both the Overview and depth studies, e.g. ‘select **four** of the following challenges facing rural places in Australia and explain why each presents a challenge to these places: population loss, economic restructuring, employment, housing, service and water provision, concentrations of socially vulnerable populations, social inclusion and exclusion, transportation, resource degradation, land use conflicts, declining political influence, isolation and remoteness, fly-in/fly-out work patterns’.
  - for Depth study one, the number of urban challenges has been reduced from four to two
  - congestion and social inclusion have been removed as urban challenges, congestion can be studied as part of transportation
  - water supply has been added as an urban challenge.

## School-based assessment changes

### Overall

- A section titled Assessment has been added.

### Assessment table – Year 11

- The School-based assessment section has been revised and now includes the following statement. Summative assessments in this course must:
  - be limited in number to no more than eight tasks
  - allow for the assessment of each assessment type at least once for each unit in the unit pair
  - have a minimum value of 5 per cent of the total school assessment mark
  - provide a representative sampling of the syllabus content.

### Assessment table – Year 12

- The School-based assessment section has been revised and now includes the following statement. Summative assessments in this course must:
  - be limited in number to no more than eight tasks
  - allow for the assessment of each assessment type at least once for each unit in the unit pair
  - have a minimum value of 5 per cent of the total school assessment mark
  - provide a representative sampling of the syllabus content.
- There are now only three assessment types not four.
- The assessment types are:
  - Geographical inquiry/fieldwork
  - Response/practical
  - Examination.
- Changes have been made to the assessment weightings.
- Changes have been made to the wording of the assessment type descriptions.

### Assessment type weightings – Year 11

- Weightings of each assessment type are fixed:
  - Geographical inquiry/fieldwork – 30%

- Response/practical – 40%
- Examination – 30%.

#### Assessment type weightings – Year 12

- Weightings of each assessment type are fixed:
  - Geographical inquiry/fieldwork – 20%
  - Response/practical – 40%
  - Examination – 40%.

#### Reporting section changes – Overall

- This section title has been revised and is now called Reporting (it was previously Grading).
- Some text has been removed, as this information can be located in the *WACE Manual*.

#### Examination design brief changes

##### Section/s renamed

- Nil

##### Sections removed

- Nil

##### Sections added

- Nil

##### Other changes

- The supporting information has been updated to include information about the hierarchy of verbs to be used when constructing questions.