



SAMPLE COURSE OUTLINE

GEOGRAPHY
GENERAL YEAR 12

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.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Geography – General Year 12

Geographical Inquiry and Skills

All the following skills should be taught during the course. Relevant skills will be emphasised for each depth study.

Observing, questioning and planning

- formulate geographical inquiry questions
- plan a geographical inquiry with clearly defined aims and appropriate methodology

Collecting, recording, evaluating and representing

- 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)
- record observations in a range of graphic representations using spatial technologies and information and communication technologies
- evaluate the reliability, validity and usefulness of geographical sources and information
- acknowledge sources of information and use an approved referencing technique

Interpreting, analysing and concluding

- 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
- identify and analyse relationships, spatial patterns and trends and makes predictions and inferences

Communicating

- communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms
- use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding

Reflecting and responding

- apply generalisations to evaluate alternative responses to geographical issues at a variety of scales
- propose individual and collective action, taking into account environmental, social and economic factors and predict the outcomes of the proposed action

Geographical skills

Mapping skills (use of maps and atlases)

- identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global)
- understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale)

- 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
- establish direction on a map using general compass directions (8 points) and bearings
- interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another
- apply the map scale to basic calculations to determine distance and area
- interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform)
- identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features
- construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)
- identify and interpret natural features and cultural features on a map
- describe the site and situation of places
- identify and describe spatial patterns, including land use, settlement and transport
- identify and describe spatial relationships between natural and cultural features

Remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery)

- 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)
- compare the different types of information available from remote sensing products with the information depicted on a topographic map
- use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps
- determine direction on remote sensing products
- apply scale to the calculation of distance on remote sensing products
- interpret the difference in scale between a photograph and a topographic map of the same place

Geographical and statistical data skills (use of geographical and statistical data in formats, such as maps, tables, graphs and diagrams)

- calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode) and variation (maximum, minimum and range)
- interpret and apply data from different types of statistical maps (isopleth/isoline, choropleth, proportional circle and dot distribution maps)

- interpret and construct tables and graphs, including: picture graphs; line and bar graphs; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids
- use simple systems and flow diagrams to organise thinking about relationships
- extrapolate trends over time to forecast future conditions

Skills in the use of information and communications technology and geographical information systems (in a geographic context)

- use the internet as a tool for geographical research
- 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 identifying and describing spatial patterns and relationships
- access common databases, such as the Bureau of Meteorology, for spatial and statistical information
- use geospatial technologies, including global positioning systems (GPS), to collect and map spatial data
- use simple geographical information systems (GIS) products in description and analysis relevant to the unit content

Fieldwork skills (use of field observations and measurements)

- 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
- collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping
- analyse and interpret primary data

Semester 1 – Unit 3 – Natural and ecological hazards

Week	Key teaching points
1–3	<p>Geographical skills</p> <ul style="list-style-type: none"> mapping skills (use of maps and atlases) geographical and statistical data skills (use of geographical and statistical data in formats such as maps, tables, graphs and diagrams)
4–5	<p>Overview of natural and ecological hazards</p> <ul style="list-style-type: none"> the concept of hazard geography identification and classification of natural hazards (atmospheric, hydrologic and geomorphic) examples of natural hazards, including storms, cyclones, hurricanes, typhoons, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes, landslides ecological hazards, including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases), and plant and animal invasions <p>Task 1: Practical skills test</p> <ul style="list-style-type: none"> the concepts of risk and hazard management as applied to natural and ecological hazards the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale the role of spatial technologies in the study of natural and ecological hazards
6–7	<p>Depth study one – using fieldwork and/or secondary sources, students investigate one 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"> the nature and causes of bushfires the nature of the risks to be managed, such as: <ul style="list-style-type: none"> loss of property/life effects on infrastructure, jobs and the economy the impact on physical and mental health the space and time distribution of bushfires and how an understanding of biophysical and human processes can be used to explain the patterns that are identified the magnitude, duration, frequency, probability and scale of spatial impact of bushfires <p>Geographical inquiry skills</p> <ul style="list-style-type: none"> observing, questioning and planning collecting, recording, evaluating and representing interpreting, analysing and concluding communicating reflecting and responding <p>Geographical skills</p> <ul style="list-style-type: none"> fieldwork skills (use of field observations and measurements) <p>Task 2: Fieldwork/Practical skills</p>

Week	Key teaching points
8–9	<ul style="list-style-type: none"> • the physical and human factors that explain why some places and people are more vulnerable than others to bushfires • the means by which the activities of people can intensify the impacts of bushfires • the environmental, economic and social impacts of bushfires in Australia, compared with Africa (wildfires) <p>Task 3: Test</p>
10–11	<p>Depth study two – using fieldwork and/or secondary sources, students investigate one 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"> • the nature and causes of Ebola • the nature of the risks to be managed, such as: <ul style="list-style-type: none"> ▪ loss of property/life ▪ effects on infrastructure, jobs and the economy ▪ the impact on physical and mental health • the space and time distribution of Ebola, and how an understanding of biophysical and human processes can be used to explain the patterns that are identified • the magnitude, duration, frequency, probability and scale of spatial impact of Ebola
12–15	<ul style="list-style-type: none"> • the physical and human factors that explain why some places and people are more vulnerable to Ebola than others • the means by which the activities of people can intensify the impact of Ebola • the environmental, economic and social impacts of Ebola in a developed country compared with at least one less developed country or region <p>Geographical inquiry skills</p> <ul style="list-style-type: none"> • observing, questioning and planning • collecting, recording, evaluating and representing • interpreting, analysing and concluding • communicating • reflecting and responding <p>Task 4: Geographical inquiry Task 5: Externally set task</p>

Semester 2 – Unit 4 – Global networks and interconnections

Week	Key teaching points
1–2	<p>Overview of globalisation</p> <ul style="list-style-type: none"> define the concepts of globalisation, diffusion, adaptation and sustainability processes of globalisation in relation to changes in the spatial distribution of the production and consumption of commodities, goods and services
3–4	<ul style="list-style-type: none"> advances in transport and telecommunication technologies as a factor of globalisation the economic and cultural importance of world cities the social, economic and environmental impacts of increased globalisation <p>Task 6: Test</p>
5–6	<p>Depth study one – using fieldwork and/or secondary sources, students investigate the reasons for, and consequences of, the changing spatial distribution of production and consumption of at least one example of a commodity, good or service</p> <ul style="list-style-type: none"> the nature of the commodity, good or service the process of diffusion of the commodity, good or service and its spatial distribution the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service the role played by technological advances in transport and/or telecommunications in facilitating these changes in spatial distribution <p>Geographical skills</p> <ul style="list-style-type: none"> geographical and statistical data skills (use of geographical and statistical data in formats such as maps, tables, graphs and diagrams)
7–8	<ul style="list-style-type: none"> the role played by governments and enterprises in the internationalisation of the production and consumption of the commodity, good or, service the implications of these changes in the production and distribution of the commodity, good or, service for people and places at a variety of scales the ways people and places embrace, adapt to, or resist the diffusion of the commodity, good or service <p>Geographical skills</p> <ul style="list-style-type: none"> geographical and statistical data skills (use of geographical and statistical data in formats such as maps, tables, graphs and diagrams) <p>Task 7: Test</p>
9–10	<p>Geographical skills</p> <ul style="list-style-type: none"> mapping skills (use of maps and atlases) remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery) geographical and statistical data skills (use of geographical and statistical data in formats such as maps, tables, graphs and diagrams) <p>Task 8: Practical skills test</p>

Week	Key teaching points
11–12	<p>Depth study two – using fieldwork and/or secondary sources, students investigate an example of the diffusion, adoption and adaptation of at least one element of culture and its consequences for the cultural geography of places</p> <ul style="list-style-type: none"> • the process of diffusion of the element of culture and its spatial distribution • the role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture • the role played by transnational institutions and/or corporations in the dispersion of the element of culture • the role played by media and emerging technologies in the generation and dispersion of the element of culture <p>Geographical inquiry skills</p> <ul style="list-style-type: none"> • observing, questioning and planning • collecting, recording, evaluating and representing • interpreting, analysing and concluding • communicating • reflecting and responding
13–15	<ul style="list-style-type: none"> • the ways people embrace, adapt to, or resist the forces of international cultural integration • the social, economic and environmental implications of the changes in the spatial distribution of the element of culture <p>Task 9: Geographical inquiry</p>