



GEOGRAPHY

ATAR course

Year 11 syllabus for teaching from 2026

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.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The Geography ATAR course provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. Geography enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures, and to use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Students explore and analyse a variety of challenges and opportunities facing both Australia and the global community. These include managing natural and ecological hazards, understanding the impacts of globalisation, addressing rapid changes in physical environments and ensuring the sustainability of places. Students explore the distribution of physical and human phenomena across space and time to understand the interconnections between people, places and environments. They identify, assess and justify sustainable approaches to the future of places by thinking both holistically and spatially. Students gain insight into recent and potential future developments, including hazard risk management, the unequal distribution of resources, cultural diffusion and sustainable development practices.

Students develop their inquiry skills as they collect primary data through observation, surveys and fieldwork, and gather relevant secondary data. They use geospatial and digital technologies and learn to interpret and analyse information presented in various formats, such as maps, graphs, diagrams and images. Students also learn to identify, evaluate and justify sustainable solutions to geographical issues, and enhance their communication skills by developing their ability to represent spatial and visual data.

The course equips students with valuable knowledge and skills which can be applied in everyday life and the workplace. They develop skills in geospatial technologies, digital tools and data analysis while enhancing their teamwork and problem-solving skills, critical thinking and creativity. Through fieldwork, students engage in real-world learning, gathering information via mapping, remote sensing, case studies and direct observations. They learn about diverse perspectives, including those of Aboriginal and Torres Strait Islander Peoples.

Skills in spatial visualisation, representation and analysis are highly sought after and as the geospatial industry continues to evolve, students with spatial expertise are in high demand, opening up diverse career opportunities. The course prepares students for careers in many fields, including architecture, environmental management, urban and town planning, Geographic Information Systems (GIS), policy, law, economics, demography, cartography, statistical analysis and teaching.

Aims

The Geography ATAR course aims to develop students’:

- understanding of the complexity of the world’s environments, economies and cultures, and appreciation of the interconnected relationships between people, places and environments
- inquiry and research skills through fieldwork, data collection and geospatial technologies, fostering critical thinking and problem-solving skills
- ability to promote sustainability and responsible citizenship by evaluating and justifying sustainable solutions to geographical challenges, and recognising social and spatial inequalities and the role of active, informed citizens
- application of geographic knowledge to real-world issues by analysing spatial data, assessing the impacts of globalisation, natural hazards and environmental changes, and applying geographic concepts to contemporary challenges
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- critical thinking and communication skills by applying geographical inquiry methods to analyse and interpret data, evaluate different perspectives and communicate findings effectively
- ability to propose and justify solutions to geographic challenges by identifying, assessing and advocating for innovative responses to global and local issues, considering environmental, social and economic factors
- preparation for future pathways by gaining skills applicable to careers and further studies in environmental management, urban planning, Geographic Information Systems (GIS), policy development, economics and teaching.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Natural and ecological hazards

In this unit, students explore both natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The content in each unit is divided into an overview and two depth studies. The content descriptions associated with the overview are designed to be taught at a broad level and in a short timeframe. The content descriptions associated with the depth study are designed to be taught in a more focused and detailed way and, therefore, take more time to teach.

The unit content that is listed after 'e.g.' is provided as suggested examples to guide teachers on relevant topics, which could be used to teach the content descriptions; teachers are not restricted to just the listed examples. Unit content that is referred to in a content description after 'including' is examinable content.

The cognitive verb used with each content description sets the upper limit in skill level for that content description. In developing assessment tasks, teachers and the examining panel may use verbs with the same or lower level skill, but not higher.

The Geography ATAR course has two interrelated strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills. The organisation of the strands provides an opportunity to integrate content in flexible and meaningful ways.

Geographical Knowledge and Understanding

Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in the Geography ATAR course. This knowledge is dynamic and its interpretation can be contested. Opinions and conclusions must be supported by evidence and logical argument.

Geographical understanding is the ability to see the relationships between items of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry and Skills

This strand is about the skills required to conduct a geographical inquiry and the geographical skills needed to find and communicate information and data. It contains two sub-strands: Geographical Inquiry Skills and Geographical Skills.

Geographical inquiry is a process undertaken by individual students or groups to investigate geographical questions, information, data, problems or issues to deepen their understanding. This process requires students to apply the following geographical inquiry skills:

- observing, questioning and planning
- collecting, recording, evaluating and representing
- interpreting, analysing and concluding
- communicating
- reflecting and responding.

Inquiries may vary in scale and geographic context.

When using geographical information and data and communicating, students develop the following geographical skills:

- 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 tables, graphs, maps and diagrams)
- skills in the use of information and communication technology (ICT) and geographical information systems (GIS) in a geographical context
- fieldwork skills (use of fieldwork observations and measurements).

Relationships between the strands

The two strands are interrelated and the content enables integration of the strands in the development of a teaching and learning program. The Geographical Knowledge and Understanding strand provides the contexts through which particular inquiries and skills are to be developed. The same set of geographical skills has been included in each of the units to provide a common focus for the teaching and learning of content in the Geographical Knowledge and Understanding strand.

Progression from the Years 7–10 curriculum

This syllabus continues to develop student understanding and skills from the Years 7–10 Humanities and Social Sciences Geography curriculum. It builds on the Years 7–10 Humanities and Social Sciences skills to further develop students' ability to explore, analyse and apply the concepts of place, space, environment, interconnection, sustainability, scale and change. It features a wider range of geographical concepts and contexts and introduces students to a more diverse, and increasingly sophisticated, range of geographical tools and skills, including fieldwork.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Geography ATAR course.

Critical and creative thinking

Students develop critical and creative thinking skills in the course to understand the complex world around them. They learn to analyse the interrelationships between people, ideas and environments, exploring the impacts and consequences of these relationships. They practise thinking creatively, proposing different solutions to geographical problems, especially those related to the environment, sustainability and global change. When investigating geographical questions, they learn to think broadly and spatially, using skills like analysing information, interpreting data, predicting trends and finding connections between different things.

Students develop curiosity and a willingness to find solutions to real-world problems. They learn to evaluate information from various sources, identify trends and patterns and make predictions. Students also practise proposing and evaluating different actions to address geographical issues, considering environmental, social, and economic factors. Essentially, they learn to think like geographers, using critical and creative thinking to understand and solve problems related to our planet.

Digital literacy

Students use digital tools, especially spatial technologies, to investigate geographical problems and questions. They learn to evaluate the quality and reliability of online information and the strengths and weaknesses of different digital tools, and understand how information is shared online. They learn to think carefully about the ethical use of digital information, especially geographical and demographic data. They develop skills to find and use digital information responsibly, respecting intellectual property and Aboriginal and Torres Islander Peoples' cultural knowledge. Students use a variety of digital information sources and online mapping tools and databases. They critically evaluate the quality of online information to create reports and presentations using different media.

Intercultural understanding

Intercultural understanding plays an important role in geographical inquiry. Students explore the links between human rights and responsibilities and the ways that diverse perspectives, values and cultures impact on geographical issues. Students discuss how people and places accept, change or reject cultural influences; consider the social, economic and environmental effects of cultural changes; develop respect for diverse perspectives and beliefs; and learn to propose solutions that are sensitive to different cultures. Essentially, they learn to appreciate and understand cultural diversity, which is crucial for finding fair and sustainable solutions to global challenges.

Literacy

Students develop their literacy skills by exploring, interpreting and evaluating geographical phenomena and issues and communicating geographically. They work with oral, print, visual and digital texts to gather, synthesise and analyse information from a range of sources. They present, analyse and justify ideas, conclusions and opinions within a broad range of geographical contexts. They use language features, specific geographical terminology and text structures to comprehend and compose cohesive texts about people, places and environments. Geography students also develop visual literacy skills as they make meaning of information communicated through maps, graphs, diagrams, flow charts and other images.

Numeracy

Students develop numeracy skills in the course by interpreting and communicating spatial and temporal patterns. They learn to translate raw data into meaningful visual representations, interpreting trends and relationships through graphs and maps. Students apply analytical techniques to quantify change over time.

Students improve their numeracy skills by interpreting and manipulating map scales, including written, linear and ratio formats. They calculate distances, areas and gradients on a variety of maps. They use and apply numerical data and statistical analysis to support their conclusions.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Geography ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Ethical understanding
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Geography ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Geography (AEGEO)	ATAR	✓	✓		✓	✓	✓	
Year 12	Geography (ATGEO)	ATAR	✓	✓		✓	✓	✓	

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address contemporary issues that students face in a globalised world. Teachers should find opportunities to incorporate them into the teaching and learning program for the Geography ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

In the Geography ATAR course, there is a range of opportunities to learn about Aboriginal and Torres Strait Islander histories and cultures. Students can, for example, investigate how Aboriginal and Torres Strait Islander peoples may be unequally affected by natural and ecological hazards, are represented in the challenges faced by places and the process of international cultural integration.

More broadly, students develop a range of capabilities that enable them to independently construct informed responses to the range of geographical issues involving Aboriginal and Torres Strait Islander peoples.

Asia and Australia's engagement with Asia

In the Geography ATAR course, students can investigate a wide range of contexts that draw on Asia and Australia's engagement with Asia. This priority can be addressed through: the study of natural and ecological hazards and how the risks associated with such occurrences can be managed to eliminate or minimise harm to people and the environment; and other transformations taking place as a result of economic and cultural integration.

Sustainability

Students explicitly address sustainability in the Geography ATAR course through an investigation of the approaches to sustainability and through an evaluation of alternative responses to geographical issues and phenomena. In doing so, they use economic, social and environmental criteria to frame investigative questions and measure the capacity of something to be maintained indefinitely into the future.

Unit 1 – Natural and ecological hazards

Unit description

Natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards represent potential sources of harm to human life, health, income and property, and may affect elements of physical and human environments.

This unit focuses on understanding hazards, including the different types of hazards, the spatial distribution (where they occur), the causes (how they occur), the impacts and how to manage the risk of impacts from future hazard events. Risk management, in this particular context, refers to mitigation and preparedness. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may extend to national and international levels through measures, such as planning, community education, information management, communications and warning systems.

This unit begins with an overview of natural and ecological hazards. Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on investigating a natural hazard, which includes atmospheric, hydrological and geomorphic hazards; for example, tropical storms, droughts, bushfires, earthquakes and volcanoes. The second study focuses on investigating an ecological hazard and how the risks associated with the hazard are being managed; for example, infectious diseases, animal-transmitted diseases, water-borne diseases, animal invasions and chemical hazards.

Students develop an understanding about using and applying geographical inquiry tools, such as spatial technologies, and skills to model and assess the impacts associated with natural and ecological hazards. The potential for fieldwork depends on the hazard selected, such as a visit to the town of Meckering to study earthquakes, or the impact of a specific cyclone, flood or bushfire on a town or region.

Unit content

This unit includes the knowledge, understanding and skills described below.

Geographical Knowledge and Understanding

Overview of natural and ecological hazards

- define the concepts of hazard geography, natural hazards, atmospheric hazards, hydrological hazards, geomorphic hazards and ecological hazards
- outline examples of the following natural hazards
- tropical storms, floods, landslides, droughts, bushfires, earthquakes and volcanoes
- outline examples of the following ecological hazards
 - infectious diseases, animal-transmitted diseases, water-borne diseases, animal invasions and chemical hazards
- outline the concepts of spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact in relation to natural and ecological hazards
- explain the concepts of preparedness and mitigation in relation to hazard risk management
- describe the role of spatial technologies in the study of natural and ecological hazards

Students complete **two** depth studies, which are taught with the requisite geographical inquiry skills and additional geographical skills that are described as part of this unit.

Depth study one

Using fieldwork and/or secondary sources, students investigate **one** 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.

For **one** natural hazard type:

- describe the characteristics of the hazard
- explain the cause/s of the hazard
- describe the spatial and temporal distribution of the hazard
- explain how physical and/or human processes determine the spatial and temporal distribution of the hazard
- compare the physical and human factors that explain why less developed countries are more vulnerable to the hazard than more developed countries.

For **one** natural hazard event and/or place:

- describe the magnitude, duration, frequency, probability and scale of spatial impact of the hazard
- explain the cause/s of the hazard
- discuss the environmental, economic and social impacts of the hazard
- explain the means by which the activities of people intensified the impacts of the hazard
- evaluate two hazard risk management strategies implemented to reduce the impacts of the hazard, including mitigation and preparedness.

Depth study two

Using fieldwork and/or secondary sources, students investigate **one** 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 ecological hazard selected.

For **one** ecological hazard:

- describe the characteristics of the hazard
- explain the cause/s of the hazard
- describe the spatial and temporal distribution of the hazard
- explain how physical and/or human processes determine the spatial and temporal distribution of the hazard
- compare the physical and human factors that explain why less developed countries are more vulnerable to the hazard than more developed countries.

For **one** ecological hazard event and/or place:

- describe the magnitude, duration, frequency, probability and scale of spatial impact of the hazard
- explain the cause/s of the hazard
- discuss the environmental, economic and social impacts of the hazard
- explain the means by which the activities of people intensified the impacts of the hazard
- evaluate two hazard risk management strategies implemented to reduce the impacts of the hazard, including mitigation and preparedness.

Geographical Inquiry and Skills

All the following skills must be taught during this unit. Relevant skills will be emphasised for each depth study.

Geographical inquiry skills

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 sources (e.g. interviews, questionnaires, student's own experiences, field observations) and secondary sources (e.g. 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 style

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 make 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

The following geographical skills must be taught within each unit.

Mapping skills (use of maps and atlases)

- 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
- 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)
- interpret marginal information represented on maps, including title, conventional symbols 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 16 point compass directions and bearings
- interpret and express scale in written, linear and ratio formats, and convert scale from one format to another
- apply the map scale to basic calculations to determine time, speed, distance and area
- 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
- 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
- interpret, construct and annotate cross sections to show natural and cultural features on the landscape
- construct simple annotated sketch maps using map conventions, including 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, describe and interpret spatial patterns, including land use, settlement and transport, and spatial relationships between natural and cultural features on maps
- interpret and describe changing patterns and relationships that have taken place over time

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, and aerial photographs, including vertical and oblique, radar imagery and satellite imagery
- 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
- use combinations of remote sensing products and topographic maps to provide information based on change over time

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

- calculate and interpret descriptive statistics, including arithmetic mean, median, mode, maximum, minimum, range and frequency
- identify correlations between variables
- 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)
- interpret and construct tables and graphs (e.g. picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts, population pyramids)
- use systems and flow diagrams to identify relationships
- identify that statistical or spatial association does not prove a causal relationship

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 (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
- access databases (e.g. Australian Bureau of Statistics, Bureau of Meteorology) for spatial and statistical information
- use geospatial technologies to collect and map spatial data

Fieldwork skills (use of field observations and measurements)

- 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)
- collate primary data using techniques (e.g. listing, tabulating, graphing, constructing diagrams, mapping)
- analyse and interpret primary data

Unit 2 – Global networks and interconnections

Unit description

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today and the economic, environmental and social impacts of these changes. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a ‘shrinking’ of time and space. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures.

This unit begins with an overview of globalisation. Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service. The second study focuses on the impact of the diffusion, adoption and adaption on an element of culture, such as fashion, music sport religion or languages.

While the scale of the study in this unit begins with the global, locally based examples can be used to enhance students’ conceptual understandings. The scale of the study for both depth studies can range from local to global, as appropriate.

Students develop an understanding about using and applying geographical inquiry methods, tools (such as spatial technologies), and skills to investigate the transformations taking place throughout the world.

Unit content

This unit includes the knowledge, understanding and skills described below.

Geographical Knowledge and Understanding

Overview of globalisation

- define the concepts of globalisation, diffusion, adaptation and sustainability
- outline processes of globalisation in relation to:
 - changes in the spatial distribution of the production and consumption of commodities, goods and services
 - the diffusion and adaptation of elements of culture
- explain how advances in transport and telecommunications technologies have aided globalisation in relation to:
 - the expansion of world trade
 - the diffusion of elements of culture
- outline the economic and cultural importance of world cities
- describe the social, economic and environmental impacts of increased globalisation

Students complete **two** depth studies which are taught with the requisite geographical inquiry skills and additional geographical skills that are described as part of this unit.

Depth study one

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 from **one** of the following groups:

- a mineral ore or fossil-based energy resource – iron ore, coal, bauxite, natural gas or oil
- or
- a food or fibre-based good – wheat, timber, wine, rice, sugar, beef, seafood, cotton or wool
- or
- a complex manufactured good – consumer electronics, automobiles, engineered wood products, a clothing brand, soft drink/food production
- or
- tourism – business, eco-tourism or recreational.

For the selected commodity, good or service:

- describe the commodity, good or service
- describe the process of diffusion of the commodity, good or service and its spatial distribution
- describe the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service
- explain how technological advances in transport and/or telecommunications have facilitated changes in the spatial distribution of the commodity, good or service
- explain the role played by governments and/or enterprises in the distribution of the production and consumption of the commodity, good or service
- discuss the ways people and places embrace, adapt to, and/or resist the diffusion of the commodity, good or service
- evaluate the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service.

Depth study two

Using fieldwork and/or secondary sources, students investigate the reasons for, and impacts of, the diffusion, adoption and adaptation of **one** of the following elements of culture (this list is not exhaustive):

- fashion
- or
- a sport or leisure activity
- or
- music
- or
- religion
- or
- language
- or
- architecture
- or
- political/social ideas.

For the selected element of culture, where applicable:

- describe the element of culture
- describe the process of diffusion of the element of culture and its spatial distribution
- explain how technological advances in transport and/or telecommunications has facilitated changes in the diffusion of the element of culture
- explain the role played by media and emerging technologies in the generation and diffusion of the element of culture
- explain the role played by transnational institutions and/or corporations in the diffusion of the element of culture
- discuss the ways people and places embrace, adapt to, and/or resist the diffusion of the element of culture
- evaluate the social, economic and environmental implications of the changes in the spatial distribution of the element of culture.

Geographical Inquiry and Skills

All the following skills must be taught during this unit. Relevant skills will be emphasised for each depth study.

Geographical inquiry skills

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 sources (e.g. interviews, questionnaires, student's own experiences, field observations) and secondary sources (e.g. 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 style

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 make 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

The following geographical skills must be taught within each unit.

Mapping skills (use of maps and atlases)

- 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
- 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)
- interpret marginal information represented on maps, including title, conventional symbols 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 16 point compass directions and bearings
- interpret and express scale in written, linear and ratio formats, and convert scale from one format to another
- apply the map scale to basic calculations to determine time, speed, distance and area
- 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
- 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
- interpret, construct and annotate cross sections to show natural and cultural features on the landscape
- construct simple annotated sketch maps using map conventions, including 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, describe and interpret spatial patterns, including land use, settlement and transport, and spatial relationships between natural and cultural features on maps
- interpret and describe changing patterns and relationships that have taken place over time

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, and aerial photographs, including vertical and oblique, radar imagery and satellite imagery
- 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
- use combinations of remote sensing products and topographic maps to provide information based on change over time

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

- calculate and interpret descriptive statistics, including arithmetic mean, median, mode, maximum, minimum, range and frequency
- identify correlations between variables
- 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)
- interpret and construct tables and graphs (e.g. picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts, population pyramids)
- use systems and flow diagrams to identify relationships
- identify that statistical or spatial association does not prove a causal relationship

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 (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
- access databases (e.g. Australian Bureau of Statistics, Bureau of Meteorology) for spatial and statistical information
- use geospatial technologies to collect and map spatial data

Fieldwork skills (use of field observations and measurements)

- 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)
- collate primary data using techniques (e.g. listing, tabulating, graphing, constructing diagrams, mapping)
- analyse and interpret primary data

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the General Capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Geography ATAR Year 11 syllabus.

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 over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 11

Type of assessment	Weighting
Geographical inquiry/Fieldwork Students conduct investigations and fieldwork, process and translate information, and communicate findings following ethical protocols and procedures. Students actively engage in collecting and using primary and secondary information sources. Formats can include: assignment, research/fieldwork booklet, report, in-class validation and/or a combination of these.	30%
Response/Practical skills Questions can require students to respond to stimulus material and/or include the application of practical skills. Formats can include: map interpretation, data analysis, multiple-choice questions, short responses, sectioned extended responses, extended responses, and/or a combination of these. Typically these tasks are administered under test conditions.	40%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Teachers must use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Geography ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

Appendix 1 – Grade descriptions Year 11

A

Geographical knowledge and understanding

Presents comprehensive and accurate responses providing detailed information about features, activities, spatial patterns and associations, processes, strategies, relationships and/or factors.

Makes detailed and relevant references to geographical concepts.

Geographical terminology and concepts

Uses geographical terminology accurately and applies related geographical concepts to develop cohesive and relevant responses.

Geographical skills

Accurately analyses maps, sources and/or diagrams in a wide variety of contexts.

Applies relevant geographical thinking, skills and processes clearly showing the link between them to enhance responses.

Presents detailed effective responses, including accurately applying the key directional verbs to address questions, and writing extended responses with well-developed sentences and paragraphs.

Use of supporting evidence

Selects and correctly applies a wide range of appropriate supporting evidence, including examples, quotations, sources, statistics, data, maps and/or sketches, to enhance responses.

B

Geographical knowledge and understanding

Presents detailed responses providing information about features, activities, spatial patterns and associations, processes, strategies, relationships and/or factors.

Makes relevant references to geographical concepts.

Geographical terminology and concepts

Uses geographical terminology accurately and applies related geographical concepts to develop relevant responses.

Geographical skills

Accurately interprets maps, sources and/or diagrams in a variety of contexts.

Applies relevant geographical thinking, skills and processes showing the link between them to develop responses.

Presents effective responses, including accurately using most of the key directional verbs to address questions, and writing extended responses with well-developed sentences and paragraphs.

Use of supporting evidence

Selects and applies a range of appropriate supporting evidence, including examples, quotations, sources, statistics, data, maps and/or sketches, when developing responses.

C

Geographical knowledge and understanding

Presents generalised and/or brief responses providing information about features, activities, spatial patterns and associations, processes, strategies, relationships and/or factors.

Makes general references to geographical concepts.

Geographical terminology and concepts

Uses geographical terminology and concepts to develop responses.

Geographical skills

Interprets maps, sources and/or diagrams in a variety of contexts.

Applies some relevant geographical thinking, skills and processes to develop responses.

Presents responses, including using accurately some of the key directional verbs to address questions, and writing extended responses with mostly appropriate sentences and paragraphs.

Use of supporting evidence

Selects and applies some supporting evidence, including examples, quotations, sources, statistics, maps and/or sketches, when developing responses.

D

Geographical knowledge and understanding

Presents responses with limited detail.

Makes limited references to geographical concepts.

Geographical terminology and concepts

Makes limited use of geographical terminology and concepts.

Geographical skills

Makes limited use of maps, sources and/or diagrams.

Applies limited geographical thinking, skills and processes.

Presents responses with little to no organisation, and with limited connection to the questions and/or key directional verbs.

Use of supporting evidence

Makes limited use of evidence to support statements and generalisations.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key geographical terms in this syllabus.

Adaptation

Alteration or adjustment in response to a changed environment.

Atmospheric hazard

Atmospheric hazards are hazards that are created from atmospheric and/or weather processes. Examples of atmospheric hazards can include storms, heat waves, cold waves, cyclones, droughts, hurricanes, tornadoes, wildfires

Change

The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands.

Diffusion

The transfer or dispersal of cultural elements from one group of people to other groups of people.

Distribution

The spatial distribution of geographical phenomena throughout the world, for example, earthquake hazards and fashion design, such as the way in which people or things are spread out in a place. See also Spatial Distribution.

Duration

Duration refers to the length of time that a hazard event lasts, e.g. most of the Ebola outbreaks in West Africa have had a long duration, lasting for a year or more. The Kobe earthquake of 1995 took place 5.46 am, Tuesday, 17 January 1995, and the shaking lasted for 20 seconds.

Ecological hazard

A biological or chemical hazard that has the potential to impact adversely on the wellbeing of people or on the environment more generally. Ecological hazards involve both biological and chemical agents. Biological factors lead to infectious diseases. While many of these diseases have proven difficult to eradicate, enough is known about them to mount interventions that drastically reduce their incidence. Chemical hazards can cause immediate, dangerous health effects and can also contribute to chronic, or long term, problems.

Economic integration

An outcome of the reduction or elimination of the barriers to the flow of goods, services and factors of production between nations. The stated aims of economic integration are a reduction in the costs incurred by both consumers and producers, as well as to increase trade between countries.

Environment

Where unqualified, environment means the living and non-living elements of the Earth's surface and atmosphere. It includes human changes to the Earth's surface; for example, croplands, planted forests, buildings and roads.

Fieldwork

Fieldwork is an integral part of geographical learning. It provides a planned opportunity to engage with the environment – to observe and investigate in the ‘real world’ the geographical phenomena, issues and processes studied in the classroom. There are multiple approaches to fieldwork ranging from the observational to the fully participatory. Fieldwork can be undertaken in a range of settings, including the school grounds. It includes ‘virtual fieldwork’ – the use of the internet to virtually visit a site and engage in a guided geographical inquiry. A virtual field trip provides the opportunity to investigate geographical phenomena not normally accessible due to distance or cost.

Frequency

Frequency refers to how often a hazard event occurs in a particular area/country; for example, in West Africa, Ebola outbreaks have occurred approximately every five years since the 1994 outbreak.

Geographical inquiry methodologies

An approach to the study focused on the development of a wide variety of skills, such as observing, reading, gathering, organising, preparing, presenting, analysing, interpreting and synthesising geographic information from a variety of sources, including spatial technologies and fieldwork. It involves the skills needed to formulate questions and initiate, plan and implement an inquiry relevant to a geographical issue, process or phenomenon.

Geographical processes

The combination of physical and human forces that form and transform our world.

Geomorphic hazard

Geomorphic hazards are hazards that are created by the movement of the Earth’s surface or crust, i.e. plate tectonic movements. Examples include earthquakes, volcanic eruptions and movement induced landslides.

Global distribution

The spatial distribution of geographical phenomena throughout the world; for example, megacities, earthquake hazards, deforestation and fashion design.

Globalisation

The increased interconnectedness and interdependence of people and countries resulting from the expanding integration of trade, finance, people, and ideas in one global marketplace. Advancements in technology, communication, science, transport and industry have accelerated the pace of this integration over the past few decades.

Hazards

Phenomena that occur when the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.

Hazard geography

Is the study of natural and ecological hazards, where and how they occur and how to minimise their impact.

Human processes

The actions of humans that can affect the impact of a hazard, e.g. clearing land, removing barrier systems, building in low lying areas, building earthquake resistant buildings.

Hydrological hazards

Hydrological hazards are those that involve the movement and distribution of water. Examples of hydrological hazards include flooding, water induced landslides, king tides, coastal erosion

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways in which geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places.

Magnitude

The strength of a hazard, or how large and important a natural hazard event is. Most hazards are measured on a scale, e.g. the Richter scale or the volcanic explosivity index (VEI). Generally speaking, the higher the magnitude, the more severe the hazard is. For an ecological hazard, the magnitude can be measured by the number of deaths and/or number of people infected.

Mitigation

Mitigation involves the implementation of the strategies to eliminate or minimise the severity of a hazard or similarly adverse occurrence.

Natural hazard

Atmospheric, hydrological and geomorphic processes and events in our environment that have the potential to affect people adversely.

Natural system

A set of naturally occurring interrelated parts with distinct inputs, throughputs and outputs.

Perspective

A way of viewing the world, the people in it, their relationships to each other and their relationships to communities and environments.

Physical processes

The atmospheric, biological, chemical and physical processes that take place in the lithosphere, hydrosphere, atmosphere and biosphere. They can be further broken down; for example, soil forming processes, mass wasting, cloud forming processes, fluvial processes, marine processes, glacial processes and biogeochemical cycling.

Place

Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features, such as the centre of a large city. They are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities.

Places are, therefore, cultural constructs. They are sites of biodiversity, locations for economic activity, centres of decision making and administration, sites for the transmission and exchange of knowledge and ideas, meeting places for social interaction, sources of identity, belonging and enjoyment, and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events.

Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places. The importance of Country/Place to Aboriginal and Torres Strait Islander peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.

Preparedness

As it relates to hazards, preparedness involves planning the interventions required to prevent the effects of the hazard. This includes being able to respond to and cope effectively with the impacts.

Probability

A prediction that a hazard event will occur based on scientific observations or relevant factors to the hazard; for example, information from recent earthquakes and mapping of active faults has found that there is a 72% probability of a magnitude 6.7 or greater earthquake occurring in the San Francisco Bay region before 2043.

Remote sensing

The science of obtaining information about objects or areas from a distance, typically from aircraft or satellites.

Resilience

The ability to recover or adjust in response to a changed situation.

Risk management

The identification of the probability of a hazard and the vulnerability of the population that may be affected. It requires understanding the relevant physical and human processes. Risk management includes the actions involved to reduce or eliminate the severity of impacts on a population.

Scale

The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales; 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. Deciding on the appropriate scale for an inquiry is, therefore, important.

Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes; for example, the effects of local actions such as permanent vegetation removal on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies.

Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue; for example, by labelling it as local or global.

Space

The concept of space includes location, spatial distribution and the organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and the technologies that link places, and the ways in which these are managed by businesses and governments.

Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the causes of these characteristics and of the forms they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences.

The organisation of space concerns how it is perceived, structured, organised and managed by people within specific cultural contexts, and how this creates particular types of spaces.

Spatial association

The relationship between the distribution patterns of different phenomena on the Earth's surface.

Spatial distribution

The arrangement of geographical phenomena or activities across the Earth's surface.

Spatial impact

The extent of an area at which a phenomenon or a process occurs. For example, the spatial scale of the 2007–2008 outbreak of Ebola was local as the outbreak only occurred in one area/country, the Democratic Republic of Congo.

Spatial interaction

The effects of movement or flows of air, water, material, life forms, people, goods or information between different locations on the Earth's surface.

Spatial technologies

Any software or hardware that interacts with real world locations. The use of spatial technologies forms the basis of many geographers' work practice. Global positioning systems (GPS), Google Earth, geographic information systems (GIS) and the use of satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

The use of spatial technologies is integral to the inquiry and skills process. The spatial technology application links geographic locations to information about them in order to:

- find information about places across the globe or locally
- analyse relationships between locations
- make decisions on the location of facilities
- map the demographics of target markets
- integrate maps with information from a variety of sources.

Sustainability

Meeting the needs of current and future generations through simultaneous environmental, social and economic adaptation and improvement.

Temporal distribution

The distribution of geographical phenomena over time.

Thinking geographically

To think geographically involves the application of the discipline's organising concepts to investigation of geographical issues and phenomena. It is conceptual knowledge – the ideas we use to enhance our knowledge and understanding of the world. The organising concepts in senior secondary geography are place, space, environment, interconnection, sustainability, scale and change.

Variety of scales

The geographical view of processes and phenomena at different levels on a continuum from the local to the international and global scales. It may include: comparative studies at the same scale; studying the same issue and phenomenon at a range of scales; or seeking explanations at a different scale to the one being studied.

Vulnerability

The susceptibility to harm or change.

World city

World cities (sometimes referred to as global cities) are centres of global economic and cultural authority. They are the places where the world's most important financial and corporate institutions are based and where decisions that 'drive' the global economy are made. They also play a globally significant role in the production and dissemination of knowledge (i.e. news, entertainment) and art. They are the centres of research and innovation.

Appendix 3 – Glossary of key words in the formulation of questions

This glossary is provided to enable a common understanding of the verbs to be used when constructing questions for assessment.

Account

Account for: state reasons for, report on.

Give an account of: narrate a series of events or transactions

Advise

Recommend or inform

Analyse

Identify components and the relationship between them; draw out and relate implications

Annotate

Add notes or comments to a diagram, image or piece of writing in order to explain, interpret or evaluate its content

Apply

Use, utilise, employ in a particular situation

Argue

Make a case, based on appropriate evidence, for and/or against some given point of view

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Choose (multiple-choice)

Decide or select the most suitable from a number of different options

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Comment on

Make reference to and expand upon

Compare

Show how things are similar and different

Complete

Finish an outlined task

Consider

Reflect on and make a judgement/evaluation

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Correlate

Demonstrate a mutual or complementary relationship

Create

Make, invent something

Critically analyse/evaluate

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate

Debate

Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Derive

Deduce or obtain by reasoning

Describe

Provide characteristics and features

Determine

Decide, find out

Develop

Generate, elaborate or expand to a more advanced state; add detail to

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; note differences between

Draw (diagrams etc.)

An instruction, as in *draw a circle*; sketch in lines or words; derive, as in *draw a conclusion*

Evaluate

To ascertain the value or amount of; appraise carefully

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Explore

Investigate, search for or evaluate

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Illustrate

Similar to 'explain' (see above), but requires the quoting of specific examples or statistics, or possibly the drawing of maps, graphs, sketches etc.

Interpret

Draw meaning from

Investigate

Plan, search or inquire into; examine in order to obtain the true facts

Judge

Form an opinion, estimate or conclusion; make a determination

Justify

Support an argument or conclusion; give reasons for your statements or comments

Label

Identify by placing a name or word used to describe the object or thing

List

Provide a series of related words, names, numbers or items that are arranged in order, one after the other

Measure

Obtain a metrical unit (e.g. size, dimension, quantity, degree, proportion)

Modify

Alter; change the form or quality

Name

Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things)

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Prepare (e.g. in Accounting)

Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose

Present (an argument)

Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate

Propose

Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action

Prove

Use a series of steps or a scientific method to determine a required result

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Tell a series of events; narrate in order

Respond to ...

Provide an answer; reply

Select

Choose somebody or something from among several

Show

Give information; illustrate

Sketch

Produce a picture or diagram quickly, roughly; give a brief outline in words

Solve

Determine a solution to a mathematical problem; find an answer to, or explanation of, a problem

State

Express the particulars of an idea or topic

Suggest

Propose a possible action, solution or hypothesis

Summarise

Express, concisely, the relevant details

Synthesise

Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts

