

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

Geography – All elements 7–10

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TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES	1
ABOUT THE LEARNING AREA	1
Introduction	1
Rationale.....	1
Aims.....	2
Organisation of the learning area	2
Key connections.....	7
GEOGRAPHY YEARS 7–10	14
Rationale.....	14
Aims.....	14
Organisation of the learning area	15
CURRICULUM ELEMENTS	19
Year 7	19
Year 8	26
Year 9	35
Year 10	43

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Humanities and Social Sciences (HASS) Foundation to Year 10 comprises five subjects:

- Humanities and Social Sciences from Foundation to Year 6: In these years, students are introduced to the disciplines of history and geography from Foundation, civics and citizenship in Year 3 and economics and business in Year 5.
- History in Years 7–10
- Geography in Years 7–10
- Economics and Business in Years 7–10
- Civics and Citizenship in Years 7–10.

The Australian Curriculum: Humanities and Social Sciences is written on the basis that all students will study Humanities and Social Sciences from Foundation to Year 6. In Years 7 to 10, students will study History. In Years 7 and 8, students will study Geography, Civics and Citizenship, and Economics and Business. In Years 9 and 10, student access to Geography, Civics and Citizenship, and Economics and Business will be determined by school authorities or individual schools.

Rationale

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed now and for the future.

Aims

The Australian Curriculum: Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key disciplinary concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary methods and skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision-making, responsible and active citizenship, informed economic and financial choices, and ethical reflection.

Organisation of the learning area

Content structure

The Australian Curriculum: Humanities and Social Sciences is presented in year levels for the knowledge and understanding strand and bands for the skills strand from Foundation to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' knowledge and understanding, and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: Humanities and Social Sciences is organised under two interrelated strands:

- Knowledge and understanding
- Skills.

Under each strand, curriculum content is further organised into sub-strands.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

In Humanities and Social Sciences there are core concepts for each of the five subjects. In F–6 Humanities and Social Sciences the core concepts are broad to encompass the essential content across history, geography, civics and citizenship, and economics and business. The core concepts in F–6 develop into more discipline-specific core concepts in Years 7 to 10 within each of the subjects: history, geography, civics and citizenship, and economics and business.

The Humanities and Social Sciences F-10 core concepts are presented in Figure 1.



Figure 1: Humanities and Social Sciences F–10 core concepts

Australian Curriculum: Humanities and Social Sciences (HASS): Geography – All elements 7–10
Consultation curriculum

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Humanities and Social Sciences F–6

The core concepts for Humanities and Social Sciences F–6 have been drawn from the four disciplines of Humanities and Social Sciences to inform the knowledge, understandings and skills that will be developed to support further learning in the four Years 7–10 subjects.

The core concepts are:

- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern).
- **Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other.
- **Identity and diversity** – The factors, including values and traditions, that shape personal and shared identity and the diversity of Australia as a multicultural and multi-faith society.
- **Democracy and citizenship** – The key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.
- **Resource allocation and making choices** – The process of using available or limited resources for competing alternative uses and the choices that individuals and society make to satisfy needs and wants.

History 7–10

The core concepts for History 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of History.

- **Evidence** – The information obtained from primary and secondary sources that is valuable for a particular narrative and/or inquiry to support a hypothesis or to prove or disprove a conclusion.
- **Perspectives** – Historical perspectives are the point of view, beliefs, values and experiences from individuals and groups at the time.

- **Interpretations** – Contestable explanations of the past about a specific person, event or development, typically as a result of a disciplined inquiry made by historians.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and /or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

Geography 7–10

The core concepts for Geography 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Geography.

- **Place** – Areas of the earth’s surface examined at different spatial levels, shaped by environmental processes and human actions over time and given meaning by people.
- **Space** – The significance of location and distribution at different spatial levels, and the ways people organise and manage spaces.
- **Environment** – The natural, constructed and sustainably managed features of the environment and the important interrelationships between humans and the environment.
- **Scale** – The way that geographical phenomena and processes can be examined at different spatial levels.
- **Change** – The importance of understanding change in environmental and human processes and cause-and-effect relationships for sustainability.
- **Interconnection** – Interactions within and between systems such as social systems and natural systems, at different spatial levels.
- **Sustainability** – The capacity of the environment to continue to support our lives and other living creatures into the future, and the ways people contribute through individual and community actions to a sustainable and just future.

Civics and Citizenship 7–10

The core concepts for Civics and Citizenship 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Civics and Citizenship.

- **Active citizenship** – Citizens are entitled to certain privileges and responsibilities, therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.

- **Democracy** – A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.
- **Global citizenship** – Recognition that we live in an increasingly interdependent world, where citizens' identity transcends geography or political borders, and people have rights and responsibilities at a global level.
- **Legal systems** – The laws, processes for making those laws, and judicial systems that ensure laws are followed and enforced by members of countries or communities.
- **Identity and diversity** – A person's sense of who they are, and conception and expression of their individuality or association with a group culture or to a state or nation, a region or the world regardless of one's citizenship status, and acknowledgement of diversity within communities.

Economics and Business 7–10

The core concepts for Economics and Business 7–10 have been developed to identify the essential content students should for a deep and increasingly sophisticated understanding of Economics and Business.

- **Resource allocation and decision-making** – The process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, workers, the financial sector, governments and other economies.
- **The economic and business environment** – The ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.
- **Consumer and financial literacy** – Making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect human wellbeing, sense of security and awareness of future options.
- **Entrepreneurship** – How individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. All general capabilities are of relevance and application to Humanities and Social Sciences. These are Digital Literacy, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy development are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Humanities and Social Sciences.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Read more

Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop literacy capability as they learn how to build knowledge in relation to historical, geographical, civic and economic information, concepts and ideas. Students progressively learn to use a wide range of informational, persuasive and imaginative texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs and images, often supported by references from primary and secondary sources. Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions and develop a considered point of view when communicating conclusions and preferred social and environmental futures to a range of audiences.

Numeracy

In the Australian Curriculum: Humanities and Social Sciences, students develop numeracy capability as they apply numeracy skills in relation to historical, geographical, civic and economic inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates, to recall information on topics of historical significance and to illustrate the passing of time. They collect data through methods such as surveys and field tests, and construct and interpret maps, models, diagrams and remotely sensed and satellite images, working with numerical concepts of grids, scale, distance, area and projections.

Students learn to analyse numerical data to make meaning of the past; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic and business data, and environmental and historical information, and represent their findings in numerical and graphical form. Students use numeracy to understand the principles of financial management, and to make informed financial and business decisions. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Digital Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop digital literacy when they locate, process, analyse, evaluate and communicate historical, geographic, civic and economic information using digital literacy. Students access and use digital literacy, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of historical, geographic, civic and economic relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital literacy, students present and represent their learning, and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students enhance their digital literacy by exploring the increasing use of technology and the effects of technologies on people, places and civic and economic activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate and share information, and build consensus on issues of social, civic, economic and environmental significance, while using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

In the Australian Curriculum: Humanities and Social Sciences, students develop critical and creative thinking as they investigate historical, geographic, civic and economic concepts and ideas through inquiry-based learning. The effective development of critical and creative thinking in Humanities and Social Sciences enables students to develop enterprising behaviours and learn to apply concepts and skills to new contexts and endeavours. Students build their inquiry skills as they learn to develop and clarify investigative questions, and to assess reliability when selecting information from diverse sources. Analytical skills are developed when students use evidence to support an argument or position on a social, cultural or political issue, interpret and analyse economic data and/or information, and apply discipline-specific knowledge and understandings as they draw conclusions and propose solutions to complex problems.

Students develop creative thinking dispositions when they are encouraged to be curious and imaginative in investigations and fieldwork, to consider multiple perspectives about issues and events, and when thinking deeply about questions that do not have straightforward answers. They imagine

alternative futures in response to social, environmental, civic and economic challenges that require problem-solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others.

Personal and Social Capability

In Australian Curriculum: Humanities and Social Sciences students develop personal and social capability (self and social awareness) as they gain an understanding of people and places through historical, geographic, civic and economic inquiry. Through learning experiences that enhance reflective practice, students develop an appreciation of the insights and perspectives of others and an understanding of what informs their personal identity and sense of belonging, including concepts of place and their cultural and national heritage.

Learning through inquiry enables students to develop self-management skills by directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions. Social management skills are developed as students collaborate with others to make informed decisions, show leadership and demonstrate advocacy skills to achieve desired outcomes and to contribute to their communities and society more broadly.

Ethical Understanding

In Australian Curriculum: Humanities and Social Sciences, students develop ethical understanding as they investigate the ways that diverse values and principles have influenced human activity. As students develop informed, ethical values and attitudes they are able to explore different perspectives, ambiguities and ethical considerations related to social and environmental issues. They discuss and apply ethical concepts such as equality, respect and fairness, examine shared beliefs and values that support Australian democracy and citizenship, and become aware of their own roles, rights and responsibilities as participants in their social, economic and natural world.

Intercultural Understanding

In the Australian Curriculum: Humanities and Social Sciences, students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and ways of knowing. They learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander Peoples' histories and cultures, and the contribution of Australian migrants, and demonstrate respect for cultural diversity and the human rights of all people.

Students learn of Australia's economic and political relationship with other countries and the role of intercultural understanding for the present and future. As they investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities – Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia, and Sustainability – have relevance and meaning to the Humanities and Social Sciences curriculum.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Humanities and Social Sciences is the primary learning area where students explore and deepen their knowledge of Aboriginal Peoples and Torres Strait Islander Peoples as the world’s oldest continuous living cultures and Australia’s First Nations Peoples.

This learning area provides students with the opportunities to understand the histories of Australia’s First Peoples, which involves occupation of the Australian continent for more than 60,000 years, and the enduring impacts on Australia’s First Nations cultures of colonisation and the doctrine of terra nullius on ownership of and access to Country/Place. Importantly, this learning area includes the significant contributions of Aboriginal and Torres Strait Islander Peoples’ histories and cultures on a local, national and global scale.

Students appreciate and celebrate the diversity of Aboriginal and Torres Strait Islander cultures and how these cultures are based on special connections to Country/Place, and have unique belief systems and ways of being, knowing, thinking and doing linked to these physical and spiritual interconnections. The development of these understandings includes exploring contemporary issues that demonstrate the dynamic nature of Australia’s First Nations cultures.

This learning area develops students’ knowledge of citizenship that positions Aboriginal Peoples and Torres Strait Islander Peoples as the traditional owners of Country/Place and highlights how native title law recognises Australia’s First Peoples’ rights and interests. This includes the examination of the sophisticated Aboriginal and Torres Strait Islander social organisation systems, protocols, kinship structures, economies and enterprises.

To study Aboriginal and Torres Strait Islander Histories and Cultures students use primary and secondary sources, including oral histories and traditional, culturally appropriate sources, to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal Peoples and Torres Strait Islander Peoples.

Asia and Australia's Engagement with Asia

In the Humanities and Social Sciences, students can investigate the diversity of cultures, values, beliefs, histories and environments that exists between and within the countries of the Asia region, and how this diversity influences the way people interact with each other, the places where they live, and the social, economic, political and cultural systems of the region as a whole. Students can investigate the reasons behind both internal migration in the Asia region and from Asia to Australia, and so develop understanding of the experiences of the people of Asian heritage who are now Australian citizens. Students can learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region. In a changing globalised world, the nature of interdependence between Asian regions and Australia continues to change. By exploring the way transnational and intercultural collaboration supports the notion of shared and sustainable futures, students can reflect on how Australians can participate in the Asia region as active and informed citizens.

Sustainability

The Australian Curriculum: Humanities and Social Sciences helps students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and global economic environments. Students explore contemporary issues of sustainability and develop action plans and possible solutions to local, national and global issues that have social, economic and environmental perspectives.

Learning areas

The Australian Curriculum: Humanities and Social Sciences provides opportunities to integrate and connect content to other learning areas, in particular, English, Mathematics, Science and Languages.

Read more

English

Humanities and Social Sciences and English share a focus on analysing, interpreting and evaluating information and texts, considering the ways in which points of view shape texts. Both learning areas help students to develop written, visual, digital and multimodal texts by selecting text and language features for a range of purposes and audiences.

Mathematics

Humanities and Social Sciences and Mathematics share a focus on financial literacy; this includes understanding the principles of financial management to make informed financial and business decisions. Mathematics draws on aspects of the Humanities and Social Sciences curriculum to provide ethical considerations and rich contexts through which to teach and apply mathematics. Students learn to organise, interpret, analyse and present information in numerical and graphical form about historical and civic events and developments to make meaning of the past and present. They learn to use scaled timelines, including those involving negative and positive numbers, and calendars and dates to represent information on topics of historical significance and to illustrate the passing of time. In constructing and interpreting maps, students work with numerical concepts associated with grids, scale, distance, area and projections.

Science

Humanities and Social Sciences and Science share a focus on understanding patterns of continuity and change in the world. Humanities and Social Sciences subjects draw on students' scientific understandings of Biological and Earth and Space science and provide an opportunity for students to explore socio-scientific issues through the lens of Science as a Human Endeavour. The two learning areas also share a focus on developing students' inquiry practices, with a shared focus on questioning and data collection and analysis to form evidence-based conclusions and arguments.

Languages

Humanities and Social Sciences and Languages share the learning contexts that developmentally shape students' world. In both learning areas students' learning begins with perspectives of their personal worlds, then extends beyond the personal to their local communities and then to national and global contexts and perspectives. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

GEOGRAPHY YEARS 7–10

Rationale

In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop digital literacy skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Through the study of Geography, students become informed and responsible local and global members of the community who act ethically to sustain natural and social environments, and engage in the global community, particularly with Australia's neighbours in the Asia region or Indo-Pacific regions.

Aims

The Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, our neighbours in the Asia region or Indo-Pacific regions and the world
- the ability to inquire and think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical skills
- as informed and responsible local and global members of the community who act ethically to sustain and improve natural and social environments, and engage in the global community, particularly with our neighbours in the Asia region or Indo-Pacific regions.

Organisation of the learning area

Content structure

The Australian Curriculum: Geography is presented in year levels for knowledge and understanding and bands for skills from Year 7 to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' geographical knowledge and understandings, and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. In Geography, the knowledge and understanding content descriptions are presented in year levels and the skills are presented in bands. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Years 7–10 Australian Curriculum: Geography is organised into two interrelated strands:

- Geographic knowledge and understanding
- Geographic skills.

Under each strand, curriculum content is further organised into sub-strands.

It is expected that all sub-strands are studied in each year level in Years 7 and 8 and if taught in Years 9 and 10. The sub-strands can be taught separately or together through the exploration of a contemporary issue.

Geographical knowledge and understanding strand

Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument. Geographical understanding is the ability to see the relationships between aspects 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. In Years 7–10, students build on their understanding of place, space, environment, interconnection, change and sustainability and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. These concepts are the key ideas involved in teaching students to think geographically in the Australian Curriculum: Geography.

The two sub-strands in geographical knowledge and understanding are: Physical and Environmental Geography and Human Geography. Within these sub-strands are topics for each level.

Geographical skills strand

Geographical skills are the techniques that geographers use in their investigations, both in primary research or fieldwork and using secondary sources in the classroom. Students learn to inquire and think critically about the methods they use to investigate geographical phenomena and challenges.

Key skills include asking questions, locating sources, recording and representing data and information using geographical tools and spatial technologies, interpreting and analysing data and information, evaluating and decision-making, proposing individual and collective action, and communicating conclusions.

The Geographical skills strand comprises four sub-strands:

- **Investigating using geographical methods** – Applying geographical concepts to develop questions, using primary research or fieldwork, locating and selecting a range of secondary sources, evaluating secondary sources for relevance, reliability, bias and a range of perspectives, and using ethical protocols
- **Interpreting and analysing geographical data and information** – Using quantitative and qualitative methods to make sense of representations of data and information and developing conclusions by finding similarities and differences, patterns and trends within distributions, making generalisations, predicting trends, inferring relationships and identifying anomalies at different scales
- **Concluding and decision-making** – Synthesising data, information and perspectives from various sources, to draw and justify conclusions, propose strategies for individual and community action that consider environmental, economic, social and other factors, and explain the expected outcomes and consequences

- **Communicating** – Communicating and justifying conclusions using geographical concepts and knowledge, a range of digital and non-digital formats or types of text appropriate to the purpose and audience, and acknowledgement of sources.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The core concepts for Geography are:

- **Place** – Areas of the earth’s surface examined at different spatial levels, shaped by environmental processes and human actions over time and given meaning by people
- **Space** – The significance of location and distribution at different spatial levels, and the ways people organise and manage spaces
- **Environment** – The natural, constructed and sustainably managed features of the environment and the important interrelationships between humans and the environment
- **Scale** – The way that geographical phenomena and processes can be examined at different spatial levels
- **Change** – The importance of understanding change in environmental and human processes and cause-and-effect relationships for sustainability
- **Interconnection** – Interactions within and between systems such as social systems and natural systems, at different spatial levels
- **Sustainability** – The capacity of the environment to continue to support our lives and other living creatures into the future, and the ways people contribute through individual and community actions to a sustainable and just future.

See Figure 2.

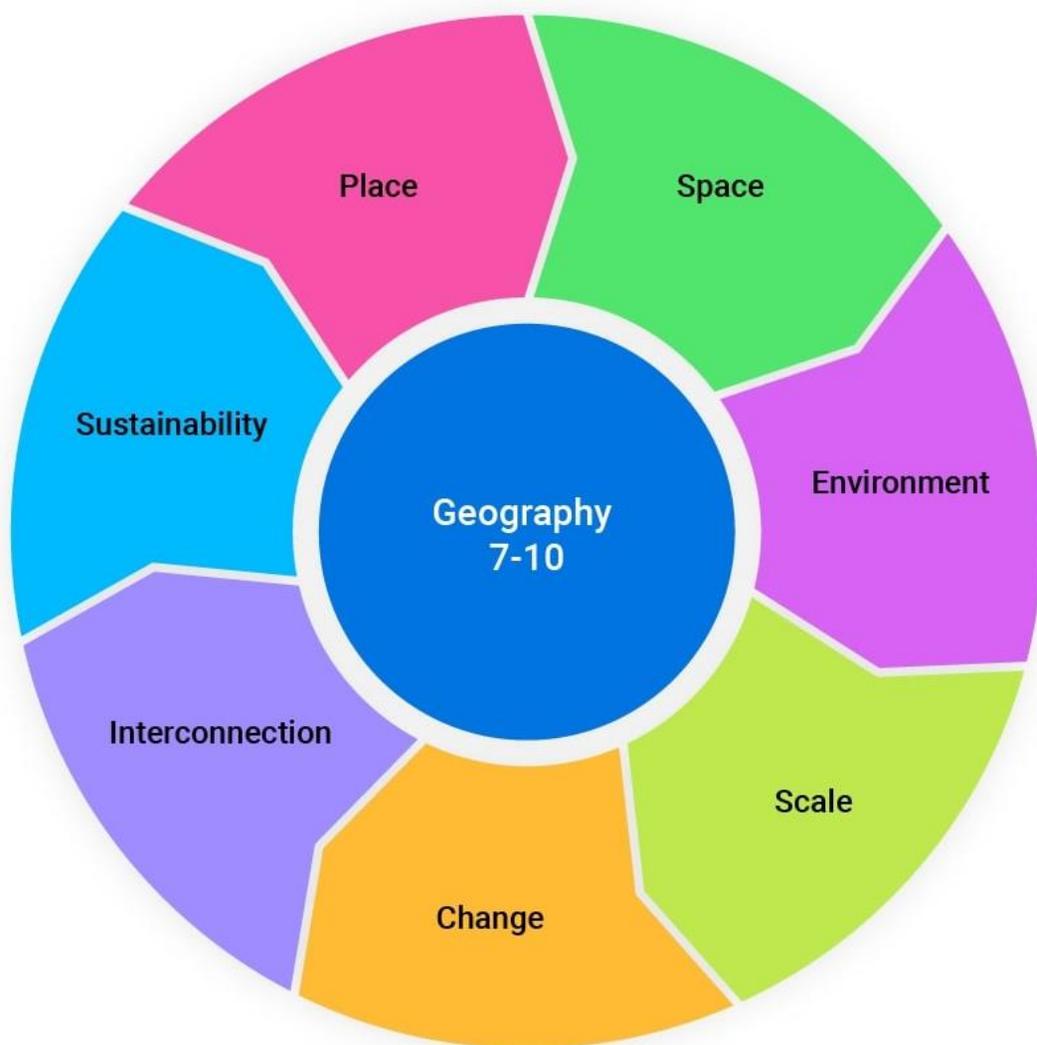


Figure 2: Core concepts for Geography

Australian Curriculum: Humanities and Social Sciences (HASS): Geography – All elements 7–10
Consultation curriculum

CURRICULUM ELEMENTS

Year 7

Year level description

Water in the world

This topic examines the many uses of water, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Students explore the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value environmental resources in different ways and that the environment has its specific hazards.

'Water in the world' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that studies be drawn from Australia, the countries of Asia, including countries from West Asia, and/or countries of North Africa.

Place and liveability

This topic examines human geography through a focus on the factors that influence the decisions people make about where to live, perceptions of liveability, and the idea that places provide us with the services and facilities needed to support and enhance our lives. It develops students' ability to develop strategies to enhance the liveability of places. .

'Place and liveability' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale through an investigation of liveability. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on human geography.

It is suggested that the liveability of places is investigated using studies drawn from Australia and Europe.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Achievement standard

By the end of Year 7, students describe how the interactions of people and environmental processes influence the characteristics of places. They describe the importance of environmental resources. They explain the interconnections between people, places and environments and identify how these interconnections influence people and change places and environments. Students describe responses or strategies to improve the sustainability or liveability of places and environments.

In response to observations or experiences with geographical phenomena or challenges, students develop questions and use primary research methods and secondary research materials to collect relevant data, information and perspectives. They record and represent geographical data and information in a range of formats, including tables and graphs. They interpret and analyse data and information to identify similarities and differences and describe patterns in distributions. In response to a geographical phenomenon or challenge, they draw conclusions using geographical concepts to develop a strategy. Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Physical and environmental geography	classification of environmental resources, the forms that water takes as it connects and changes places and environments (AC9HG7K01)	classifying resources into renewable, non-renewable and continuous resources, and identifying examples of each type (AC9HG7K01_E1) describing how water is an available resource when it is groundwater, soil moisture (green water) and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour (AC9HG7K01_E2) explaining the environmental, economic or social effects of water as it connects people and places (for example, the environmental effects of water diversion in the Snowy Mountains, the economic effects of irrigation in the Ord River or the ways the Mutitjulu waterhole connects people in Central Australia) (AC9HG7K01_E3)
	the quantity and variability of Australia's water resources, compared with other continents (AC9HG7K02)	applying knowledge of the causes of rainfall to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall (AC9HG7K02_E1) comparing the spatial distribution of rainfall in Australia with the distribution of that of other continents, identifying the usefulness of the data (AC9HG7K02_E2)
	the nature and distribution of water	comparing the distribution of water scarcity in Australia with a country in West Asia and/or North Africa, identifying the usefulness of the data (AC9HG7K03_E1)

Human geography	scarcity, its impacts, and strategies to improve the sustainability of places, including studies drawn from Australia and West Asia and/or North Africa (AC9HG7K03)	identifying the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used) with reference to Australia and a country in West Asia and/or North Africa (AC9HG7K03_E2)
		examining the environmental, economic and social impacts of water scarcity and why water is a difficult resource to manage and sustain (for example, because of its shared and competing uses and variability of supply over time) (AC9HG7K03_E3)
		evaluating strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption) for their effectiveness (AC9HG7K03_E4)
	the ways environmental processes cause atmospheric or hydrological hazards, affect places, environments and people, and responses from communities and government (AC9HG7K04)	explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods (AC9HG7K04_E1)
		explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard (AC9HG7K04_E2)
	factors that influence the decisions people make about where to live, including their perceptions of the liveability of places and the importance of environmental resources (AC9HG7K05)	explaining how the economic, spiritual, aesthetic or cultural values of places affect choices about where to live (for example, economic – working for industries located in remote and very remote places; spiritual – meanings attributed to places; aesthetic – adolescent 'bright lights' attraction or retiree tree change; or culture – connections for cultural groups) (AC9HG7K05_E1)
discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure with subjective measures such as people's perceptions (AC9HG7K05_E2)		
comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability (AC9HG7K05_E3)		
discussing that many First Nations Peoples of Australia choose to live on their Country/Place or might prefer to if they had the choice (AC9HG7K05_E4)		

	<p>using primary research methods or secondary research materials to examine the influence of environmental resources on decisions people make about where to live (for example, access to clean land, air and water, views, recreation and favourable climate) (AC9HG7K05_E5)</p> <p>explaining the importance of the responsible use of environmental resources, and the maintenance of clean air, water and soils to the liveability of places, now and into the future (AC9HG7K05_E6)</p>
<p>variations in the distribution and location of services and facilities and implications for liveability of Australia's cities and rural and remote communities (AC9HG7K06)</p>	<p>comparing accessibility to, and availability of, a range of services and facilities (for example, access to clean water, sanitation, education and health services) between different types of settlements (urban, rural, remote and very remote) in Australia and other countries (AC9HG7K06_E1)</p> <p>explaining the role transport plays in people's ability to access services and participate in activities in the local area (AC9HG7K06_E2)</p> <p>comparing transportation and accessibility in Australian cities with rural and remote places (AC9HG7K06_E3)</p> <p>analysing the spatial distribution of services and facilities in Australia to infer relationships (for example, using aerial images of contrasting places in Australia such as inner and outer suburbs, rural and remote) (AC9HG7K06_E4)</p>
<p>the cultural connectedness of people to Country/Place and particular environments, especially First Nations Australians, and how this influences their identity and belonging (AC9HG7K07)</p>	<p>discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of place (AC9HG7K07_E1)</p> <p>identifying alternative perspectives from primary or secondary research to explain the extent to which people in their community are socially connected or socially isolated and its effect on perceptions of liveability (AC9HG7K07_E2)</p> <p>explaining the connectedness First Nations People of Australia have to a number of places through family, Country/Place, dispossession, relocation and employment (AC9HG7K07_E3)</p>
<p>sustainability strategies used to enhance the liveability of place,</p>	<p>using primary research methods or secondary research materials to identify methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality (AC9HG7K08_E1)</p>

	especially for young people, the aged or those with disability, including studies from Australia and Europe (AC9HG7K08)	developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or traditional owners (for example, developing bilingual signage or First Nations Peoples of Australia garden projects in the local area) (AC9HG7K08_E2) evaluating the effectiveness of strategies implemented in Australia or the countries of Europe to improve the liveability of a place, and decide on their applicability to their own locality (AC9HG7K08_E3)
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Investigating using geographical methods	plan how to investigate a geographical phenomenon or challenge by developing questions, identifying primary research methods and secondary research materials, and using ethical protocols (AC9HG8S01)	developing inquiry questions to investigate why a geographical phenomenon has changed or a challenge may arise (for example, the causes of water scarcity in different places or measuring the liveability of a place and the factors affecting the liveability of a place) (AC9HG8S01_E1) planning and conducting an information search about the cultural value of water in a country in Asia (for example, using search terms such as 'cultural value of the Ganges River' for Hindus in India or 'World Heritage Sites related to water and their cultural significance' for the Leshan Giant Buddha in China carved into a cliff where the dangerous currents of three rivers meet) (AC9HG8S01_E2) using protocols for consultation with communities of First Nations Peoples of Australia, when planning and conducting investigations (AC9HG8S01_E3) using primary research methods to collect original materials (for example, interview and survey data, measurements, photographs, annotated field sketches, diagrams and statistics) (AC9HG8S01_E4) using secondary research methods to collect materials with different viewpoints (for example, print and online publications and resources such as newspapers, journals, magazines, photographs and images), using advanced search functions (for example, 'allintitle: community opinion on water scarcity in Australia' or 'Australia's most liveable city') and targeted criteria (for example, 'perspectives on the extent of water scarcity in Australia' or 'ideas to improve the liveability of places') (AC9HG8S01_E5)
	evaluate data and information from primary research methods and secondary research materials for relevance,	evaluating research materials for relevance (for example, how will the data help answer the inquiry question), reliability (for example, how and when it was collected, by whom and for what purpose) and perspectives (for example, responses to a hydrological hazard or factors influencing decisions people make about where to live) (AC9HG8S02_E1)

Interpreting and analysing geographical data and information	reliability and perspectives (AC9HG8S02)	using a range of geographical tools to examine perspectives, identifying the assumptions that underpin them (for example, a range of viewpoints on access to water in different places in relation to quantity and quality) (AC9HG8S02_E2)
	select, record and represent geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including field sketches, tables, graphs and maps at different scales that conform to cartographic conventions (AC9HG8S03)	using geographical tools to customise the presentation of relevant and reliable data and information (for example, applying primary research to the design of a questionnaire or survey on what is meant by liveability with results presented in a table or graph, or using secondary sources to investigate the importance of the environment) (AC9HG8S03_E1)
		representing data by selecting and using geographical tools to infer relationships by using computer mapping (for example, to show the spatial distribution of conflict related to the liveability of a place or to infer relationships between a hydrological hazard that occurs in Australia with another country in the Asia region such as cyclones, droughts or floods) (AC9HG8S03_E2)
	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to identify similarities and differences, explain patterns and trends in distributions, and infer relationships (AC9HG8S04)	analysing data and information by selecting and using fieldwork to infer relationships and make predictions (for example, using surveys and interviews to identify community attitudes or perceptions about the extent of services and facilities in Australia's cities compared with remote communities) (AC9HG8S04_E1)
		analysing data and information to infer relationships and make predictions (for example, using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard or using aerial images of contrasting places in Australia such as inner and outer suburbs, rural and remote, to identify differences in housing density) (AC9HG8S04_E2)
		combining knowledge with new ideas to develop new explanations (for example, using digital maps to show the relationship between the location of places, water resources (surface and groundwater) and economic activities) (AC9HG8S04_E3)

	<p>apply geographical concepts to draw conclusions based on the analysis of the data and information collected and identify perspectives (AC9HG8S05)</p>	<p>reviewing the results of an analysis, considering perspectives and proposing an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change (AC9HG8S05_E1)</p> <p>drawing conclusions by reflecting on ethical decisions (for example, individual, community and government understanding of causes and impacts of water scarcity or the impacts of declining water quality on people and the liveability of places) (AC9HG8S05_E2)</p>
Concluding and decision-making	<p>identify and evaluate a strategy for individual and collective action in relation to environmental, economic, social or other factors and explain expected outcomes (AC9HG8S06)</p>	<p>proposing individual action supported by reasons in response to a geographical phenomenon or challenge, (for example, reducing the individual water footprint or walking, cycling or using public transport for a more environmentally liveable place) (AC9HG8S06_E1)</p>
		<p>proposing collective action supported by reasons in response to a geographical phenomenon or challenge (for example, developing guidelines for conserving water use at school to promote awareness of levels of water usage for a community over time especially during droughts, and planning sustainable and liveable cities such as the ecopolis) (AC9HG8S06_E2)</p>
		<p>evaluating the effectiveness of a strategy in relation to environmental, economic and social factors (AC9HG8S06_E3)</p> <p>reflecting on personal values and attitudes and how these influence responses (for example, the effects of personal factors such as availability of technology and infrastructure on what is perceived as a liveable place or conflicting cultural and economic uses of water by people) (AC9HG8S06_E4)</p>
Communicating	<p>communicate conclusions using geographical language and types of text appropriate to purpose and audience, and acknowledge materials (AC9HG8S07)</p>	<p>explaining the causes, effects and responses to a geographical phenomenon or challenge (for example, to propose actions to ensure future water security or liveability) (AC9HG8S07_E1)</p>
		<p>orienting the audience to the topic and using geographical concepts and terms to provide accurate and explicit information about a preferred strategy and expected outcomes (for example, planning liveable streets and sustainable cities in Australia and the Asia region) (AC9HG8S07_E2)</p>
		<p>using graphic representations of data and information (for example, a climate graph or a map showing water usage) and research (for example, a graph showing water usage over time and at different places and a graph measuring liveability indexes for different places in Australia and other countries, or a map indicating water scarcity in Australia, West Asia and Africa and a map illustrating places where liveability is difficult and dangerous due to environmental factors) (AC9HG8S07_E3)</p>

Year 8

Year level description

Landscapes and landforms

This topic focuses on investigating geomorphology through a study of landscapes and their landforms. Students examine the processes that shape significant landforms, hazards associated with landscapes and management of landscapes. The values and meanings placed on landforms by diverse cultures, including First Nations Peoples of Australia are explored.

'Landscapes and landforms' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that distinctive aspects of landscapes and landforms are investigated using studies drawn from Australia and throughout the world.

Changing nations

This topic investigates the changing human geography of countries, as revealed by shifts in population distribution. Students explore how the process of urbanisation changes economies and societies. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. They investigate the reasons for urban concentration as well as how the redistribution of population resulting from internal and international migration reinforces urban concentration. The unit concludes with a focus on the effect of sustainability strategies on Australia's urban areas.

'Changing nations' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and environmental geography, this unit has a stronger focus on human geography.

It is suggested that studies are drawn from Australia, the United States of America and China.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Achievement standard

By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how places are perceived and valued differently by people. They describe the effects of change on the quality of the environment. They explain interconnections within environments and between people and places. Students explain the effect of responses or sustainability strategies on change to places and environments.

In response to observations or experiences with geographical phenomena or challenges, students use concepts to develop questions and identify a range of primary research methods and secondary research materials to select and compare relevant and reliable data, information and perspectives. They record and represent geographical data and information in a range of digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They interpret and analyse data and information to describe patterns and trends in distributions and infer relationships. In response to a geographical phenomenon or challenge, they draw reasoned conclusions using geographical concepts to identify perspectives, make predictions and develop and decide on a strategy. Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and Understanding Physical and environmental geography	the geomorphological processes that produce landscapes and significant landforms, including Country/Place of spiritual, aesthetic and cultural value to First Nations People of Australia and other groups, and the effect of sustainability strategies (AC9HG8K01)	explaining the diversity of landscapes (for example, wetlands, grasslands, forests and cold and hot deserts) and landforms at the national scale (for example, mountains: Himalayan Mountains – Nepal; grasslands: Serengeti – Tanzania; forests: Amazon – Brazil; cold deserts: Antarctica; and hot deserts: Gobi – China) (AC9HG8K01_E1)
		mapping the distribution of landscapes and major landforms at the national scale (for example, mountains or rivers) (AC9HG8K01_E2)
		explaining how tectonics, volcanism, folding, faulting, chemical weathering and physical weathering such as erosion, transportation and deposition shape places at the local scale (for example, folding: MacDonnell Ranges, Northern Territory, Australia; faulting: St Andreas Fault, California, USA; and volcanism: Krakatoa, Indonesia) (AC9HG8K01_E3)
explaining the effects of rock type (for example, sedimentary – igneous and metamorphic; chemical weathering – oxidation and solution; physical weathering – exfoliation and frost wedging), and erosion, transportation and deposition of water and wind on a selected landform at the local scale (for example, Fraser Island, Queensland formed by wind, waves and ocean currents, or the Twelve Apostles, Victoria formed by erosion, tides and ocean currents) (AC9HG8K01_E4)		

	explaining examples of the formation of landforms, interconnections with people and environments, and significance for people with reference to Aboriginal Dreaming stories and Legends of the Torres Strait (AC9HG8K01_E5)
the distribution of Australia's distinctive landscapes, compared with a country in Asia, and consequences (AC9HG8K02)	interpreting and describing the distribution of significant landscapes in Australia compared with another country (for example, grasslands in Arnhem Land in northern Australia compared to grasslands in Mongolia or a forest landscape such as tropical rainforests in northern Australia compared with Laos and Cambodia) (AC9HG8K02_E1)
	identifying iconic landscapes in Australia (for example, deserts in central Australia) and China (for example, the Yellow Mountains), and describing what makes them iconic (AC9HG8K02_E2)
	explaining examples of the names, meanings and the significance of landforms important to First Nations Peoples of Australia (for example, the Three Sisters in the Blue Mountains in NSW and Uluru-Kata Tjuta National Park in the Northern Territory) (AC9HG8K02_E3)
the interconnections between human activity and geomorphological processes resulting in change to the characteristics of places and the quality of the environment (AC9HG8K03)	identifying the interconnections and effects of erosion and sedimentation produced by human activities, including farming and recreation, on the quality of the environment (for example, the interconnections between tourists climbing Mt Everest or constructing marinas in tourist regions in the Mediterranean Sea such as St Tropez, or interconnections between the production of cotton in China and palm oil in Indonesia and Malaysia on changing quality of the environment) (AC9HG8K03_E1)
	explaining the interconnections and effects of mining, quarrying and urban development on the quality of the environment (for example, uranium mining in Kakadu or gold mining in Johannesburg and urban development in Singapore or the extension of land area in Holland) (AC9HG8K03_E2)
	explaining the interconnections and effects of river regulation including dams, locks, channel straightening and drains, on the quality of riverine and wetland environments (for example, the Three Gorges Dam on the Yangtze River in China, canals and locks on the Erie Canal, USA, or the Lenin Volga-Don Shipping Canal in Russia) (AC9HG8K03_E3)
	identifying the contribution of the knowledges of First Nations People of Australia to the use and management of landforms and landscapes (for example, Indigenous Peoples Knowledge (IPK) incorporated into modern management in diverse landscapes and landforms such as Kakadu, Uluru, the Great Barrier Reef and Snowy Mountains) (AC9HG8K03_E4)

	<p>the causes and impacts of a geomorphological hazard on people, places and the environment, and the effect of responses (AC9HG8K04)</p>	<p>identifying the causes of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche) (AC9HG8K04_E1)</p> <p>explaining how the effects caused by geomorphological hazards are influenced by social, cultural, economic, technological and political factors (for example, where people choose to live, poverty and lack of infrastructure and resources to prepare and respond) (AC9HG8K04_E2)</p> <p>reflecting on observations of a location where the environment has been altered by human activities to explain how the change has contributed to the occurrence of the geomorphological hazard (AC9HG8K04_E3)</p> <p>reflecting on the principles of prevention, mitigation and preparedness to explain how the harmful effects of geomorphological hazards or bushfires can be reduced by the implementation of a management strategy (AC9HG8K04_E4)</p>
<p>Human geography</p>	<p>causes of urbanisation and its impact on the quality of the urban environment drawing on a study of Indonesia or another country in Asia, including the economic, aesthetic and cultural value of place to people (AC9HG8K05)</p>	<p>identifying and explaining the difference between urban growth and urbanisation and how push-pull forces contribute to internal and international population movements and an increasing urban world (AC9HG8K05_E1)</p> <p>distinguishing between large cities and the rise of megacities at the national scale (for example, growth of large capital cities in Australia, Jabodetabek, a megacity in Indonesia, or Tokyo-Yokohama a mega urban corridor in Japan) (AC9HG8K05_E2)</p> <p>explaining how changes in economic conditions affect the characteristics of urban places (for example, population growth in a tourist community in coastal NSW such as Byron Bay, population decline in an industrial city such as Wollongong, or old industrial areas evolving into areas of urban renewal and urban villages in Green Square and Barangaroo, Sydney) (AC9HG8K05_E3)</p> <p>explaining the sensitive connections between urbanisation and economic and social opportunities (for example, the location of universities or sporting stadiums in capital cities such as Beijing or Singapore, or parliaments in capital cities such as Canberra or Tokyo) (AC9HG8K05_E4)</p> <p>explaining how urbanisation can positively or negatively affect the quality of the environment (for example, increases in carbon emissions on the streets of Beijing or increases in water consumption in New Delhi) (AC9HG8K05_E5)</p>

differences in the distribution of urban settlements and urban concentrations between Australia and the United States of America, including their causes and consequences (AC9HG8K06)	explaining the causes of urban concentration at the national scale (for example, decline in biodiversity and increase in waste in Bangkok, increase in carbon emissions leading to a large carbon footprint in New York or decline in access to adequate clean water and development of slums in New Delhi) (AC9HG8K06_E1)
	interpreting and describing the relationship between population density and proximity to urban centres at the national scale (for example, higher population density towards the urban central business district (CBD) as centres of employment, education, culture and government, such as Brisbane, and declining towards the rural-urban fringe (core and periphery) (AC9HG8K06_E2)
the interconnections between people, places and environments enabling or constraining internal and international migration in Australia compared with a country in Asia (AC9HG8K07)	identifying and explaining the main types and patterns of internal and international migration (for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees, illegal migrants and people smugglers) and family reunion) (AC9HG8K07_E1)
	explaining how new resource developments affect employment growth in both the resource regions and the cities and influence internal migration in Australia (for example, migration leading to population growth in mining areas such as Pilbara, Western Australia and Bowen Basin, North Queensland (AC9HG8K07_E2)
	explaining changing influences on migration over time (for example, chain migration related to connection to family, employment, education or health and circular migration involving short-term mobility related to visits to family or a cultural event) (AC9HG8K07_E3)
	identifying and explaining the patterns of temporary internal migration and permanent internal migration in China and the effects on the places of origin and destination (AC9HG8K07_E4)
	interpreting population data and describing the relationship between international migration and urban concentration within Australia and internal migration and urban concentration in China (AC9HG8K07_E5)
	exploring the connections between the cultural diversity of places and how they are affected by internal and international migration (for example, in Australia or Singapore) (AC9HG8K07_E6)
the effect of sustainability strategies on Australia's changing urban places (AC9HG8K08)	explaining a strategy used by local, state and national governments to manage projected population growth in one of Australia's cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors) and liveability (AC9HG8K08_E1)
	generating ideas for a strategy for more balanced distribution of urban population, such as decentralisation, using Canberra as an example (AC9HG8K08_E2)

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Investigating using geographical methods</p>	<p>plan how to investigate a geographical phenomenon or challenge by developing questions, identifying primary research methods and secondary research materials, and using ethical protocols (AC9HG8S01)</p>	<p>developing inquiry questions to investigate why a geographical phenomenon has changed or a challenge may arise (for example, ‘How does urban development affect the sustainability of wetlands?’ or ‘Why is biodiversity declining in urban places?’) (AC9HG8S01_E6)</p>
		<p>planning an investigation of the processes responsible for the geographical phenomenon or challenge being studied at a range of scales (for example the process of erosion, transportation and deposition of glaciers (Himalayan Mountains) or rivers (Ganges River), the process of chemical weathering to form Karst landforms (Halong Bay Vietnam) or the processes of internal and international migration on the development of urban areas such as Sydney and Singapore) (AC9HG8S01_E7)</p>
		<p>applying ethical research methods, including the use of protocols for consultation with the communities of First Nations People of Australia (for example, Dreaming stories on the formation, meaning and interconnections of Australian landscapes and landforms or the historical and contemporary mobile Indigenous People that reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment), when planning and conducting investigations (AC9HG8S01_E8)</p>
		<p>applying primary research methods to identify original materials (for example, field observations including sketches or measurements) and compare findings to secondary research materials (AC9HG8S01_E9)</p>
		<p>applying secondary research methods (for example, search functions such as ‘allintitle: geomorphic hazards’ or ‘define: megacities’) to identify relevant geographical information (AC9HG8S01_E10)</p>
		<p>applying primary and secondary research methods to identify data (for example, digital and non-digital topographic maps and thematic maps to illustrate diverse landscapes and landforms or compound column graphs, population pyramids and census data to illustrate the distribution of the population) (AC9HG8S01_E11)</p>
		<p>applying primary and secondary research methods to identify different viewpoints (for example, print and online publications, newspapers, journals, magazines, photographs and images), using advanced search functions (for example, ‘allintext: protection of Australian landforms’ or ‘allintext: consequences of urbanisation in Australia’) (AC9HG8S01_E12)</p>

	<p>evaluate data and information from primary research methods and secondary research materials for relevance, reliability and perspectives (AC9HG8S02)</p>	<p>evaluating the relevance (for example, does the information reflect current thinking?) and reliability (for example, who is the author/s? Does the author reference other experts in the field?) of the data and information (AC9HG8S02_E3)</p>
		<p>identifying perspectives in secondary research materials and analysing the values or assumptions that underpin them (for example, conserving significant landscapes and landforms such as establishing nature reserves, national parks and wilderness areas or restoring historical or culturally significant urban areas) (AC9HG8S02_E4)</p>
		<p>analysing the dynamic relationship between individuals, communities (for example, communities within the Asia-Pacific), institutions (for example, non-government organisations), governments and diverse values (for example, high population density leading to slums and squatter settlements in over-urbanised centres in India versus controlled urban growth such as the Hukou system in China) (AC9HG8S02_E5)</p>
	<p>select, record and represent geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including field sketches, tables, graphs and maps at different scales that conform to cartographic conventions (AC9HG8S03)</p>	<p>using geographical tools to customise the presentation of data and information (for example, creating annotated diagrams using data from Geoscience Australia to show the changes to a landform over time such as a volcano or coastal cliff, or showing the cultural and demographic diversity of First Nations People of Australia using digital mapping tools) (AC9HG8S03_E3)</p>
		<p>using geographical tools to infer relationships (for example, using a Global Positioning System (GPS) to construct a map illustrating the relationship between landforms such as mountains and plains, and landscapes like deserts, or contrasting the spatial distribution of population in Australia and/or China) (AC9HG8S03_E4)</p>

Interpreting and analysing geographical data and information	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to identify similarities and differences, explain patterns and trends in distributions, and infer relationships (AC9HG8S04)	using primary research or fieldwork to infer relationships (for example, using observations, field sketches, field measurements, questionnaires or interviews to explain the distribution of population in your local area and suggest possible causes, effects and trends) (AC9HG8S04_E4)
		using secondary research materials to analyse spatial distributions to infer relationships (for example, mapping of the cultural and demographic diversity of First Nations People of Australia infers relationships between specific landscapes and use and management, or flow maps indicating source and destination of international migration in the 21 st century and the causes and effects) (AC9HG8S04_E5)
		combining knowledge with new ideas to develop new explanations (for example, push and pull factors influencing migration in Australia and China or constructing seawalls to protect the Japanese coastline from future tsunamis) (AC9HG8S04_E6)
	apply geographical concepts to draw conclusions based on the analysis of the data and information collected, and identify perspectives (AC9HG8S05)	adapting, combining or elaborating on known knowledge, skills and concepts with new ideas to develop an action or response (for example, developing environmental management schemes incorporating local Indigenous knowledge) (AC9HG8S05_E3)
		drawing conclusions by reflecting on ethical decisions (for example, using economic and social incentives to encourage international migrants to locate to less populated rural places in Australia as a method of changing urban coastal concentration) (AC9HG8S05_E4)
Concluding and decision-making	identify and evaluate a strategy for individual and collective action in relation to environmental, economic, social or other factors and explain expected outcomes (AC9HG8S06)	proposing individual action supported by reasons (for example, reducing waste ending in landfill, especially toxic e-waste causing degradation of landscapes, or reducing the large and expanding urban footprint by decreasing the consumption of energy resources as well as eating, working and buying locally) (AC9HG8S06_E5)
		proposing collective action supported by reasons (for example, promoting community awareness of the effects of human–environmental change on significant Australian landforms such as Uluru and the Great Barrier Reef, or encouraging the development of urban and peri-urban agriculture) (AC9HG8S06_E6)
		evaluating the effectiveness of a strategy in relation to environmental, economic and social factors (AC9HG8S06_E7)
		drawing on knowledge to explain reasons for decisions and choices (for example, considering the use of cultural burning to mitigate fire-risk and control fires) (AC9HG8S06_E8)

Communicating		reflecting on personal values and attitudes and how these influence responses (for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for citizens) (AC9HG8S06_E9)
	communicate conclusions using geographical language, and types of text appropriate to purpose and audience, and acknowledge materials (AC9HG8S07)	communicating to explain and analyse the causes, effects and responses to a geographical phenomenon or challenge (for example, the push-pull factors contributing to high rural–urban migration in Indonesia and the influence of The Green Building Council on sustainable development projects) (AC9HG8S07_E4)
		orienting the audience to the topic, using geographical concepts and providing accurate and explicit information about strategies and expected outcomes (for example, alleviating the impact of a geological hazard such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches or eradicating slums in cities such as Dharavi in Mumbai) (AC9HG8S07_E5)
		selecting graphic representations of data (for example, a map showing the location of iconic landforms or flow maps showing the international movement of refugees) and research (for example, explanations about the causes and effects of a geographical phenomenon or challenge) and to re-enforce knowledge and understanding of the interconnections between people, places and the environment) (AC9HG8S07_E6)

Year 9

Year level description

Biomes and food security

The topic focuses on investigating the role of the biotic environment and its role in food and fibre production. Biomes as regions of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production are examined.

'Biomes and food security' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that these distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections

The topic focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

'Geographies of interconnections' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on human geography.

It is suggested that these distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Achievement standard

By the end of Year 9, students explain how the interactions of people and environmental processes change the characteristics of places. They explain how people use the environment and the effects of human actions on the environment. They analyse interconnections between people, places and environments and explain how these interconnections influence people's activities and contribute to change for places and environments. Students explain how sustainability strategies respond to challenges or manage impacts on places and environments.

In response to observations or experiences with geographical phenomena or challenges, students use geographical concepts to develop questions and apply a range of primary research methods and secondary research materials to analyse geographical data and information for relevance, reliability and perspectives. They record and represent multi-variable data and information in appropriate digital and non-digital forms, including tables, graphs and maps that comply with cartographic conventions. They use a range of methods and digital and geospatial technologies to interpret and analyse data and information to explain patterns and trends in distributions and infer relationships. In response to a geographical phenomenon or challenge, they draw evidence-based conclusions using geographical concepts to develop, decide upon and justify a strategy, and predict the outcomes and consequences. Students communicate conclusions drawing on geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.

Strand / Sub-strand		Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding	Physical and environmental geography	the distribution characteristics of biomes as regions and the effect of interconnections of environmental processes on their structure and function in places (AC9HG9K01)	identifying and describing the major aquatic and terrestrial biomes of Australia and other areas of the world, and mapping their distribution (AC9HG9K01_E1)
			interpreting and explaining patterns and trends in the productivity of the major aquatic and terrestrial biomes in Australia compared with a country in Asia (AC9HG9K01_E2)
			explaining the interconnections between environmental processes (for example, atmosphere, hydrosphere, lithosphere and biosphere) and human activities (for example, deforestation, mining, agriculture, rural and urban settlements) and their effects on the structure and function of biomes (AC9HG9K01_E3)
		the effects on environments of human alteration of biomes to produce food, industrial materials and fibres (AC9HG9K02)	identifying the biomes in Australia and a country in Asia that produce some of the foods and plant material people consume (AC9HG9K02_E1)
		identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity (for example, the tropical rainforest biome in Indonesia produces food such as fruit, grains, nuts, vegetables and spices and non-food products such as wood, rubber, coffee, chocolate and palm oil) (AC9HG9K02_E2)	

	<p>explaining the differences between natural biomes and anthropogenic biomes in agroecosystems and its flows of nutrients (AC9HG9K02_E3)</p> <p>explaining how modifications to biomes have increased agricultural productivity in Australia and other areas of the world (for example, through drip irrigation, fertilisers, pesticides, genetically modified seeds, agrobiotics, terracing and controlling erosion and overgrazing) (AC9HG9K02_E4)</p>
<p>the interconnections between environmental, economic and technological factors that influence crop yields in Australia and a country in Asia (AC9HG9K03)</p>	<p>describing how environmental factors (for example, climate, soil, landform and water), can support higher crop yields (for example, from wheat, rice and maize) and identifying the environmental constraints on agricultural production in Australia and a country in Asia (for example, climate (temperature and precipitation), hazards (droughts and floods), access to adequate water, pests and diseases, and salinity, eroded or infertile soils) (AC9HG9K03_E1)</p>
	<p>describing how economic factors (for example, available land, labour, finance and enterprise) and technological factors (for example, biotechnology and GIS) affect crop yields, and explaining the economic constraints on agricultural production in Australia and a country in Asia (for example, labour supply or access to storage, transportation and markets) (AC9HG9K03_E2)</p>
	<p>explaining how agricultural innovations have reduced environmental limitations on food production in Australia and a country in Asia (for example, research and development of high yielding and genetically engineered pest resistant varieties, construction of drip irrigation systems, and use of stubble mulching, intercropping, agroforestry and crop rotation) (AC9HG9K03_E3)</p>
	<p>evaluating the impact of the interconnections between environmental, economic and technological factors on the yield of a particular crop (for example, from wheat, rice and maize) over time in Australia and a country in Asia (AC9HG9K03_E4)</p>
	<p>identifying environmental impacts of changes to food production causing a decline in the capacity of the land to provide agricultural products (for example, land degradation such as soil erosion, salinity, desertification, pollution and water scarcity) (AC9HG9K04_E1)</p>
<p>sustainability strategies for managing challenges to food production in Australia and other areas of the world, including land and water degradation, shortage of fresh water, competing</p>	<p>identifying economic and social impacts of changes to food production (for example, competing land uses such as urban and industrial uses, and recreation activities) (AC9HG9K04_E2)</p>
	<p>explaining the impacts of modifications to biomes on the productivity and availability of staple resources for First Nations People of Australia (for example, murnong or yam daisy in Victoria) (AC9HG9K04_E3)</p>
	<p>identifying how poverty, food wastage, government policies or trade barriers could affect future food security (AC9HG9K04_E4)</p>

Human geography	land uses and climate change (AC9HG9K04)	applying an understanding of the functioning of natural biomes and anthropogenic biomes in agroecosystems to restore the quality or diversity of agriculture in Australia (AC9HG9K04_E5)
	the ways in which changing transport and information and communications technologies have affected people's connections to different places (AC9HG9K05)	identifying and comparing students' connection to Country/Place and spaces in their local area (AC9HG9K05_E1)
		identifying and describing how transport and information networks function to connect people to goods and services, including how supply-chain logistics influence these connections (for example, from cotton crop to t-shirts or from farm to table) (AC9HG9K05_E2)
		explaining how people in places in other countries perceive, use and are connected to their place and space (for example, indigenous people such as the Msai in Kenya, Berber in North Africa, San or Kalahari Bushmen in southern Africa, Uyghurs in China, Ainu in Japan, Inuit in Greenland and Yanomami in the Amazon Basin working for social sustainability and inclusion) (AC9HG9K05_E3)
		interpreting differences in people's access to the internet between and within countries and explaining how information and communication technologies are used to connect people to information, services and people in other places (for example, in rural areas across Australia and across the world, including a country of Asia) (AC9HG9K05_E4)
	examining how information and communication technologies have made it possible for places (for example, call centres in India and the Philippines) to provide a range of global business services (AC9HG9K05_E5)	
the distribution of the production and consumption of goods and services and the ways that places and people are, consequently, interconnected through trade in goods and services, at all scales (AC9HG9K06)	applying primary and secondary research methods to identify some of the products and/or services that businesses in their town, city or rural region sell to other places (AC9HG9K06_E1)	
	interpreting and describing the distribution of the production and consumption of goods and services in Australia compared with a country in Asia (for example, location of farms, mines, industries, markets, schools and hospitals) (AC9HG9K06_E2)	
	explaining how and why places are interconnected locally, regionally within Australia, nationally and globally through trade in goods and services (for example, imports from Japan and South Korea include automobiles, consumer electronics (phones and computers); from China: electrical, plastics, clothes, toys, games and sport equipment) (AC9HG9K06_E3)	

	<p>the effects on environments of change to the production and consumption of goods throughout the world, including a country from North-East Asia (AC9HG9K07)</p>	<p>identifying the effects of international trade in consumer products on people, places and environments in Australia and a country from North-East Asia (for example, environmental and social impacts of China's textile industry) (AC9HG9K07_E1)</p> <p>explaining the environmental impacts of the production and distribution of consumer products and services in Australia and a country from North-East Asia on the places that produce the raw materials, the people who make the product, and the environments that receive the wastes at the end of its life (for example, an e-waste supply chain from mining, production, sales and waste disposal) (AC9HG9K07_E2)</p> <p>evaluating the environmental, economic and social impacts of the global oil supply chain, from where the resource is extracted, processed and sold and how impacts could be sustainably managed in Australia and in West Asia (AC9HG9K07_E3)</p>
	<p>sustainability strategies for managing the impacts on places resulting from people's travel, recreation, cultural and leisure choices (AC9HG9K08)</p>	<p>describing the global growth of tourism and its economic, social and environmental impacts on the future of places (AC9HG9K08_E1)</p> <p>explaining the effects of people's cultural and leisure choices on the sustainability towns and cities (for example, visiting Mecca, Vatican City or Varanasi as religious pilgrimages) and predicting how space tourism and the impacts of COVID-19 may affect places (AC9HG9K08_E2)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Investigating using geographical methods	<p>plan how to investigate a geographical phenomenon or challenge by using geographical concepts to develop and modify a range of questions, using a range of relevant primary research methods and secondary research materials, and</p>	<p>developing inquiry questions to investigate why a geographical phenomenon has changed or a challenge may arise (for example, 'Why is food security important?', 'What are sources of food in Australia?' or 'How are people, places and environments connected?') (AC9HG10S01_E1)</p> <p>modifying questions to sharpen the focus of an investigation using concepts or scale of study (for example, 'Why is the security and sustainability of food production important at the national scale?' or 'How can bush food become a sustainable nutritional source of food in Australia?' or 'How can connections between people, environments and places affect the sustainability of places at the global scale?') (AC9HG10S01_E2)</p> <p>planning an investigation of a geographical phenomenon or challenge being studied at a range of scales (for example, the diverse types of biomes modified by humans for food and non-food products at the global scale or the different types of connections between people and places at local, national and global scales) (AC9HG10S01_E3)</p>

	selecting appropriate ethical protocols (AC9HG10S01)	<p>applying ethical research methods, including the use of protocols for consultation with the communities of First Nations People of Australia when planning and conducting an investigation (for example, when investigating bush food as a source of food) (AC9HG10S01_E4)</p> <p>applying primary research methods to collect original materials (for example, field observations including sketches or measurements or surveys and interviews) (AC9HG10S01_E5)</p> <p>collecting secondary research materials using advanced search functions (for example, 'allintitle: crop yields' or 'define: biomes') or targeted criteria (for example, 'allintext: connections between food security and deforestation in Bangladesh' or 'allintext: the digital divide and its impacts on people and places in North Korea') (AC9HG10S01_E6)</p>
	evaluate data and information from primary research methods and secondary research materials for relevance, reliability, bias and a range of perspectives (AC9HG10S02)	<p>evaluating primary or secondary research materials for relevance (for example, does the information reflect current thinking?), reliability (for example, who is the author/s? Does the author reference other experts in the field?) and bias (for example, information bias where traditional, cultural or religious practices are ignored or selection bias where a range of viewpoints are presented) (AC9HG10S02_E1)</p> <p>analysing the dynamic relationship between individuals, communities (for example, regional, rural and remote communities within Australia), institutions (for example, non-government organisations), government, international organisations (for example, World Food Programme) and diverse values (for example, high population density leading to slums and squatter settlements in over-urbanised centres in India versus controlled urban growth such as the Hukou system in China, or social media viewed as enabling dialogue or a source of social unrest) (AC9HG10S02_E2)</p>
	select, record and represent relevant multi-variable geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including interviews and surveys, tables and graphs, and visual representations	<p>creating a presentation of data and information using digital tools (for example, a 3D diagram illustrating interactions between an oil spill in coral reefs and resultant decline in aquatic food production, a flow diagram showing the daily activities of a poor female farmer in Africa or a diagram of a mangrove ecosystem before and after human interactions) (AC9HG10S03_E1)</p> <p>using graphical representations (for example, a table to compare the daily consumption of meat per person in developed and developing countries or the prevalence of outsourcing industries, a complex graph to illustrate the relationship between temperature, precipitation and biomes, or a cross-section identifying horizons in a soil profile and the impacts of mining and fracking on agricultural land) (AC9HG10S03_E2)</p>

	and maps at suitable scales that conform to cartographic conventions (AC9HG10S03)	
Interpreting and analysing geographical data and information	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate, to make generalisations and predictions, explain patterns and trends in distributions and infer relationships (AC9HG10S04)	<p>analysing data and information to make generalisations (for example, using questionnaires or interviews to identify people's perspectives on live food fish trade in Australia or people's access to the internet in the local area) (AC9HG10S04_E1)</p> <p>analysing data and information to explain spatial distributions and patterns (for example, using the current Global Hunger Index and the updated Food and Agricultural Organisation's Low-Income Food-Deficit Countries (LIFDCs) to identify locations of food scarcity and malnutrition or comparing maps showing transport networks with survey responses on personal mobility) (AC9HG10S04_E2)</p> <p>using geographical tools to infer relationships (for example, using Global Positioning System (GPS) and Geographic Information Systems (GIS), farmers control the dispersion of fertilisers and pesticides to produce higher yields and limit run-off, or GPS to construct a map connecting different transport systems to popular tourist places in Australia) (AC9HG10S04_E3)</p>
	apply geographical concepts to synthesise data and information, drawing and justifying conclusions and explaining perspectives (AC9HG10S05)	<p>applying knowledge, skills and concepts to develop an action or response (for example, investigating the causes of a decline in food species, its impacts on food security and the establishment of the Svalbard Global Seed Vault, or the effects of cyberattacks on technological interconnections and implementation of international laws related to cybersecurity) (AC9HG10S05_E1)</p> <p>drawing conclusions by reflecting on ethical decisions (for example, considering environmental, economic and social factors when challenging disappearing arable land converted from food production to non-food crops or promoting ecotourism that impact on people and places) (AC9HG10S05_E2)</p>
	Concluding and decision-making	<p>analyse and recommend strategies for individual and collective action in response to a geographical phenomenon or challenge (AC9HG10S06)</p> <p>proposing individual action supported by reasons, for example, reducing food wastage or reducing negative environmental impacts when visiting theme parks or national parks) (AC9HG10S06_E1)</p> <p>proposing collective action supported by reasons (for example, organisations that work to end hunger and improve food security or improve labour practices and increase wages for people working to produce goods exported to other countries) (AC9HG10S06_E2)</p>

	<p>evaluate strategies by applying environmental, economic, political, technological or social criteria, decide how to respond, and explain and justify the expected outcomes and consequences (AC9HG10S07)</p>	<p>evaluating the effectiveness of a strategy in relation to environmental, economic and social factors (AC9HG10S07_E1)</p> <p>drawing on knowledge to explain the effectiveness of a strategy (for example, providing people with adequate and quality food that is acceptable in different cultures or reducing the global movement of hazardous waste between countries) (AC9HG10S07_E2)</p> <p>reflecting on personal values and attitudes and how these influence responses (for example, how buying locally produced food reduces food miles and greenhouse gases or how reducing, recycling and reusing goods contributes to a more sustainable environment) (AC9HG10S07_E3)</p>
	<p>communicate conclusions drawing on geographical knowledge use concepts and a range of types of text appropriate to purpose and audience, and reference materials (AC9HG10S08)</p>	<p>using geographical concepts and terms when communicating an analysis and evaluation of the causes, effects and responses to a geographical phenomenon or challenge (for example, the production, transportation and consumption of food impacts unevenly on people, places and environments) (AC9HG10S08_E1)</p> <p>organising ideas, information or arguments (for example, implementation of different strategies to manage the impacts of environmental, economic and technological changes to food production or managing the environmental effects of people's cultural, religious and leisure choices on places) (AC9HG10S08_E2)</p> <p>selecting graphic representations of data (for example, using maps to illustrate the major terrestrial biomes of Australia and photographs to show their impacts on people and places) and research (for example, using diagrams, graphs, tables and/or satellite images to show how environmental, economic or technological factors affect crop yields) to explain causes and effects of a geographical phenomenon or challenge, and re-enforce understanding of the interconnections between people, places and environments (AC9HG10S08_E3)</p> <p>applying tone appropriate to the audience (for example, in an oral presentation communicating an authoritative and reasoned argument) (AC9HG10S08_E4)</p>

Year 10

Year level description

Environmental change and management

The topic begins with an overview of the human-environmental interconnections that influence the sustainability of places and environments, and the cultural values and environmental world views, including those of First Nations People of Australia, that have implications for the management of the processes of change. Students investigate the causes and consequences of the environmental change within the context of a specific environment and select sustainability strategies to manage the change.

'Environmental change and management' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability, and scale. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on physical and environmental geography.

It is suggested that studies are drawn from Australia and at least one other country.

Geographies of human wellbeing

The topic focuses on investigating global, national and local differences in human wellbeing between places. Measures of human wellbeing, and the causes of global differences in these measures between countries, are examined. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

'Geographies of human wellbeing' develops students' understanding of the concepts of place, space, environment, interconnection, change, sustainability and scale through an investigation of liveability. While each unit incorporates both human and physical and environmental geography, this unit has a stronger focus on human geography.

It is suggested that these distinctive aspects of human wellbeing are investigated using studies drawn from Australia, within India and across the world as appropriate.

Inquiry questions

The example inquiry questions can be used or adapted to focus the development of students' geographical knowledge, understandings and skills.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?

- How do world views influence decisions on how to manage environmental and social change?

Achievement standard

By the end of Year 10, students explain the effect of the dynamic interconnections between people and environmental processes on places at different scales. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections. They evaluate the influence of worldviews or perspectives on the selection of strategies to address challenges to the environment or human wellbeing. Students predict the consequences of sustainability strategies on people, places and environments.

In response to observations or experiences with geographical phenomena or challenges, students use geographical concepts to develop and modify questions and critically apply a range of primary research methods and secondary research materials to evaluate geographical data and information for relevance, reliability and perspectives. They record and represent multi-variable data and information in appropriate digital and non-digital forms, including visual representations and maps that use suitable scales and conform with cartographic conventions. They use a range of methods and digital and geospatial technologies to interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends in distributions, and infer relationships. They synthesise data and information to draw evidence-based conclusions, taking into account alternative worldviews or perspectives. In response to a geographical phenomenon or challenge, they evaluate their findings and develop, decide upon and justify a strategy, and explain the predicted outcomes and consequences. Students communicate conclusions drawing on relevant geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding Physical and environmental geography	the human–environmental interconnections that influence the sustainability of places at different scales, including the relationships between the distributions of biodiversity hotspots (AC9HG10K01)	identifying and describing how human–environmental interconnections affect changes to people, places and environments (AC9HG10K01_E1) discussing the concept of sustainability in relation to environmental, economic and social criteria, and identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices (AC9HG10K01_E2) explaining human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments) and the challenges they pose for sustainability (AC9HG10K01_E3) interpreting and inferring the relationships between the distributions of biodiversity hotspots in Australia compared with a country in Asia, and their management (AC9HG10K01_E4)

<p>the factors influencing the cultural values and worldviews of people, particularly First Nations Australians, and their implications for the management of processes of change on environments, including to meet cultural custodial responsibilities (AC9HG10K02)</p>	<p>identifying the influence of people’s environmental worldviews (for example, human-centred and earth-centred) regarding environmental management (AC9HG10K02_E1)</p>
	<p>identifying the influence of cultural values on how First Nations People of Australia manage environments (for example, continuity of cultural practices, management or development of Country/Place and land tenure systems), and explaining custodial responsibilities for a Country/Place (AC9HG10K02_E2)</p>
	<p>recognising tensions between conflicting perspectives concerning a geographical challenge or phenomenon of personal, national and global importance, and applying worldviews to manage the human-induced environmental change (AC9HG10K02_E3)</p>
	<p>discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments (AC9HG10K02_E4)</p>
<p>causes and consequences of an environmental change and sustainability strategies in the context of either land, inland water, coast, marine or urban environments at different scales, including studies from Australia and a least one other country with reference to environmental, economic or social criteria (AC9HG10K03)</p>	<p>identifying a context to be studied, describing the causes of the environmental change and consequences for the sustainability of its functions (for example, resource function, service function or spirituality function) (AC9HG10K03_E1)</p>
	<p>recognising and discussing the influence of people’s worldviews on how management strategies are developed, and their implementation (AC9HG10K03_E2)</p>
	<p>proposing strategies to manage the effects of the environmental change (for example, environmental strategies – establishing marine reserves, national parks, World Heritage Sites or ecosystem-based management; spatial strategies – corridors to preserve flora and fauna or urban planning to reduce energy consumption, and holistic thinking – addressing past and present causes of environmental change) (AC9HG10K03_E3)</p>
	<p>comparing management strategies in Australia with another country for human-induced environmental change, using criteria (for example, managing waste in Australia compared with India’s rubbish pickers or managing floods in Australia compared to China) (AC9HG10K03_E4)</p>
	<p>explaining how traditional owners, communities, developers, governments, non-government organisations and communities use environmental, economic and social criteria and consider trade-offs when making decisions (AC9HG10K03_E5)</p>

Human geography	the methods used to measure spatial variations in human wellbeing and development and how they are applied to determine differences between places at the global scale (AC9HG10K04)	identifying the United Nations Sustainable Development Goals 2015–2030 relevant to human wellbeing (AC9HG10K04_E1)
		comparing different measurements of human wellbeing (for example, comparing rankings of selected indicators such as Gross Domestic Product (GDP), Human Development Index (HDI) and Physical Quality of Life Index (PQLI) for Australia, USA and China) and explaining trends in the different measurements (AC9HG10K04_E2)
		interpreting and explaining trends in human wellbeing in a developed and developing country over time (for example, Australia compared with a country in Asia or the Pacific) (AC9HG10K04_E3)
	reasons for, and consequences of, spatial variations in human wellbeing on a national scale, drawing on studies from within India or another country in Asia (AC9HG10K05)	interpreting and analysing measures of human wellbeing, identifying and describing the causes and consequences of inequality (AC9HG10K05_E1)
		identifying and describing the economic, social, technological, political or environmental causes of variations in human wellbeing within India compared to Australia (AC9HG10K05_E2)
		interpreting and analysing spatial data on human wellbeing in India to identify the regions in India with high and low levels of human wellbeing, explaining similarities and differences (for example, poorer rural Rajasthan compared to urban Mumbai) (AC9HG10K05_E3)
		interpreting and analysing measures of human wellbeing (for example, the Multidimensional Poverty Index (MPI), Press Freedom Index (PFI) and Fragile States Index (FSI)) and making inferences about the level of wellbeing at different scales (for example, for child labour and child slaves at the local scale or for Syria or Afghanistan at the national scale) (AC9HG10K05_E4)
the interconnectedness of contemporary environmental, economic, political, social, and technological factors, particularly for First Nations Australians, and how	explaining the environmental factors (for example, access to resources –fossil fuels, water, fertile soils), the social factors (for example, adequate food, health and education services), the economic factors (for example, employment, income) and the technological factors (for example, information and communications technology) that influence human wellbeing and development between and within countries (AC9HG10K06_E1)	
	interpreting and analysing similarities, differences, patterns and trends in human wellbeing data for communities of First Nations People of Australia compared to Non-Indigenous Australians, and explaining the links between human wellbeing and <i>Reducing the Gap</i> initiatives (AC9HG10K06_E2)	

		<p>this affects wellbeing and development (AC9HG10K06)</p> <p>the role, perspectives and actions of national governments and international non-government organisations in implementing sustainability strategies to change spatial variations in human wellbeing in Australia compared with a country in Asia and a country in the Pacific (AC9HG10K07)</p>	<p>explaining how a person's wellbeing is influenced by where they live, with reference to interconnections of environmental, economic, social and technological factors in at least two different places in Australia, such as urban and remote (AC9HG10K06_E3)</p> <p>identifying and describing a national, state or community program to reduce regional inequalities in human wellbeing in a country (for example, Papua New Guinea or Indonesia) (AC9HG10K07_E1)</p> <p>explaining the objectives and outcomes of an Australian Government overseas economic and social development program (for example, AusAID) or a non-government overseas aid program (for example, World Vision) in a specific country or region within a country (AC9HG10K07_E2)</p> <p>identifying and explaining ways to improve the wellbeing of remote communities of First Nations Peoples of Australia A, including ways proposed by the communities (AC9HG10K07_E3)</p>
Strand / Sub-strand	Content description	Elaboration	
	<i>Students learn to:</i>	<i>This may involve students:</i>	
Skills	Investigating using geographical methods	<p>plan how to investigate a geographical phenomenon or challenge by using geographical concepts to develop and modify a range of questions, using a range of relevant primary research methods and secondary</p>	<p>developing inquiry questions to investigate why a geographical phenomenon or challenge has evolved (for example, 'What are global biodiversity hotspots? How have these hotspots changed over time? How and why should these hotspots be sustainably managed?' or 'What is human wellbeing? How has human wellbeing changed over time? How and why should inequality in human wellbeing be reduced?') (AC9HG10S01_E7)</p> <p>modifying questions to sharpen the focus of an investigation using concepts or scale of study (for example, 'Where are biodiversity hotspots located at the global scale?', 'Why is Madagascar, an island country, referred to as a biodiversity hotspot at the national scale?' and 'What are the changes to biodiversity in your local area?' or 'How are variations in the spatial distribution of human wellbeing measured at the global scale?', 'Why does human wellbeing vary between and within countries (national scale)?' and 'How would you measure human wellbeing in the local area (local scale)?') (AC9HG10S01_E8)</p>

	research materials and selecting appropriate ethical protocols (AC9HG10S01)	investigating a phenomenon or challenge at a range of scales (for example, investigating the causes of human-induced climate change at the global scale and its impacts on Australia, Bangladesh and/or a Pacific Island country at the national scale, or investigating the measurement of human wellbeing such as the Human Development Index (HDI), Human Suffering Index (HSI) and Inclusive Wealth Index (IWI) at the national scale and the processes for measuring the Socio-Economic Indexes for Areas (SEIFA) in Australia at the local scale) (AC9HG10S01_E9)
		applying ethical research methods, including the use of protocols for consultation with communities of First Nations People of Australia when planning and conducting investigations (for example, when consulting with communities acknowledge their Earth-centred worldview and how their traditional knowledge contributes to environmental management projects or take into account of Indigenous cultural and spiritual wellbeing when implementing programs to reduce economic and social inequality) (AC9HG10S01_E10)
		applying primary research methods to collect original materials (for example, survey and interviews regarding perspectives on environmental management at the local scale or strategies to improve human wellbeing of First Nations People of Australia at the national and local scale) (AC9HG10S01_E11)
		applying secondary research methods to collect relevant geographical information using advanced search functions (for example, 'allintitle: conservation of terrestrial and marine biodiversity' or 'allintitle: reduction in human wellbeing within and between countries') or targeted criteria (for example, 'allintext: critically endangered list by country' or 'allintext: targets for reducing hunger or access to health care') (AC9HG10S01_E12)
	evaluate data and information from primary research methods and secondary research materials for relevance, reliability, bias and a range of perspectives (AC9HG10S02)	evaluating data or information for relevance (for example, does the information reflect current thinking?), reliability (for example, who is the author/s? Does the author reference other experts in the field?) and bias (for example, information bias presenting one side of an issue, or selection bias when presenting information on the positive aspects of foreign aid with cultural and social issues not considered) (AC9HG10S02_E3)
		analysing the dynamic relationship between individuals, communities (for example, communities, governments, businesses, non-government organisation and international government organisations) and their diverse values (for example, factors influencing worldviews on environmental management or the perspectives of businesses and communities on addressing social versus economic sustainability) (AC9HG10S02_E4)

	<p>select, record and represent relevant multi-variable geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including interviews and surveys, tables and graphs, and visual representations and maps at suitable scales that conform to cartographic conventions (AC9HG10S03)</p>	<p>creating a presentation of data and information using digital tools to show multi-dimensional data (for example, using scatterplots to visually represent data for countries about the relationship between two variables and their correlation, such as comparing adult literacy with GDP per capita in United Arab Emirates or Bhutan, or using digital formats such as Gapminder to create a graph illustrating the relationship between life expectancy and income or GDP per capita in a developed country such as Japan and a developing country such as Syria) (AC9HG10S03_E3)</p> <p>using graphical representations (for example, generating pie graphs showing threats to biodiversity, proportional circle maps or slum population by area and regions such as Asia or digital photographs to determine human wellbeing indicating difference in material goods between people and places and the influence of environment, culture and income or tables to measure and compare wellbeing using different indexes and the world gender equality gap) (AC9HG10S03_E4)</p>
<p>Interpreting and analysing geographical data and information</p>	<p>interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to make generalisations and predictions, explain patterns and trends in distributions and infer relationships (AC9HG10S04)</p>	<p>analysing data and information to make generalisations (for example, critically analysing text and images for their meaning and significance such as satellite images showing before and after deforestation in the Amazon or satellite images contrasting nightlife in North and South Korea) (AC9HG10S04_E4)</p> <p>analysing data and information to explain patterns and trends in distributions (for example, planning a vegetation corridor for movement of koalas or providing aid to specific areas after a natural disaster using topographic maps, satellite images, drones, robots and fieldworkers) (AC9HG10S04_E5)</p> <p>using geographical tools to infer relationships (for example, using a spatial technologies application to create a map to show measures of environmental change or Gapminder to support the illustration and analysis of multi-dimensional data about geographical variables) (AC9HG10S04_E6)</p>

Concluding and decision-making	apply geographical concepts to synthesise data and information, drawing and justifying conclusions and explaining perspectives (AC9HG10S05)	synthesising information from several sources using as organisers at least two of the concepts of place, space, environment, interconnection, sustainability, scale and change (AC9HG10S05_E3)
		drawing conclusions by reflecting on ethical decisions (for example, considering the changing interconnections of environmental, economic, social, political or technological factors when developing strategies to address sustainable management of biodiversity hotspots or unequal access of people to resources essential for human wellbeing) (AC9HG10S05_E4)
	analyse and recommend strategies for individual and collective action in response to a geographical phenomenon or challenge (AC9HG10S06)	proposing individual action supported by reasons, (for example, contributing to activities by reducing their ecological footprint, or becoming volunteers for non-government organisations such as the Red Cross or Red Crescent) (AC9HG10S06_E3)
		proposing collective action supported by reasons (for example, identifying ways to improve the wellbeing of remote communities of First Nations People of Australia, including ways proposed by the communities) (AC9HG10S06_E4)
	evaluate strategies by applying environmental, economic, political, technological or social criteria, decide how to respond and explain and justify the expected outcomes and consequences (AC9HG10S07)	evaluating the effectiveness of a strategy in relation to environmental, economic or social factors (for example, reflecting on whether environment degradation has been reduced and human wellbeing improved) (AC9HG10S07_E4)
		transferring knowledge gained in previous experiences to similar and different contexts and explaining reasons for decisions and choices (for example, considering the traditional use of Aboriginal Firestick farming to control fires or respecting grassroots decisions on implementation and effectiveness of aid projects) (AC9HG10S07_E5)
	reflecting on personal values and attitudes and how these influence responses (for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for citizens or supporting non-government organisations that reflect personal values) (AC9HG10S07_E6)	

Communicating	communicate conclusions drawing on geographical knowledge, use concepts and a range of types of text appropriate to purpose and audience, and reference, materials (AC9HG10S08)	using concepts and geographical terms to communicate an analysis and evaluation of the causes, effects and responses to a geographical phenomenon or challenge (AC9HG10S08_E5)
		organising ideas, information or arguments (for example, strategies to sustainably manage environmental change or processes of change to address spatial variations in human wellbeing) (AC9HG10S08_E6)
		selecting graphic representations of data (for example, the trends in Human Development Index (HDI) over time in a selected country or region) and research (for example, how a person's wellbeing is influenced by where they live) to explain causes and effects of a geographical phenomenon or challenge, and re-enforce understanding of the interconnections between people, places and the environment (AC9HG10S08_E7)
		applying tone appropriate to purpose and audience (for example, in an oral response communicating an authoritative tone referring to graphic representations of data) (AC9HG10S08_E8)