

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

Geography – Comparative information 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN HUMANITIES AND SOCIAL SCIENCES (HASS): GEOGRAPHY 7–10

Content descriptions Year 7 and Year 8

Strand: Knowledge and understanding

Sub-strand: Physical and environmental geography	Year 7 <i>Students learn about:</i>	Year 8 <i>Students learn about:</i>
Original	Classification of environmental resources and the forms that water takes as a resource (ACHGK037)	Different types of landscapes and their distinctive landform features (ACHGK048)
Proposed	classification of environmental resources and the forms that water takes as it connects and changes places and environments (AC9HG7K01)	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)
Original	The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038)	Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)
Proposed	the quantity and variability of Australia's water resources, compared with other continents (AC9HG7K02)	the distribution of Australia's distinctive landscapes, compared with a country in Asia, and consequences (AC9HG8K02)
Original	The quantity and variability of Australia's water resources compared with other continents (ACHGK039)	Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)
Proposed	the nature and distribution of water scarcity, its impacts and strategies to improve the sustainability of places, including studies drawn from Australia and West Asia and/or North Africa (AC9HG7K03)	the interconnections between human activity and geomorphological processes resulting in change to the characteristics of places and quality of the environment (AC9HG8K03)
Original	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)	Human causes and effects of landscape degradation (ACHGK051)

Proposed	the ways environmental processes cause atmospheric or hydrological hazards, affect places, environments and people, and responses from communities and government (AC9HG7K04)	the causes and impacts of a geomorphological hazard on people, places and the environment, and the effect of responses (AC9HG8K04)
Original	Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)	Ways of protecting significant landscapes (ACHGK052)
Proposed	<i>See elaboration (AC9HG8S01_E2)</i>	<i>See elaboration (AC9HG8S02_E4)</i>
Original	Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)	Causes, impacts and responses to a geomorphological hazard (ACHGK053)
Proposed	<i>See (AC9HG7K04)</i>	<i>See (AC9HG8K04)</i>

Sub-strand: Human geography	Year 7 <i>Students learn about:</i>	Year 8 <i>Students learn about:</i>
Original	Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)	Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)
Proposed	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)	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)
Original	The influence of accessibility to services and facilities on the liveability of places (ACHGK044)	Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)
Proposed	variations in the distribution and location of services and facilities and implications for liveability of Australia's cities and rural and remote communities (AC9HG7K06)	differences in the distribution of urban settlements and urban concentrations between Australia and the United States of America, including their causes and consequences (AC9HG8K06)

Original	The influence of environmental quality on the liveability of places (ACHGK045)	Reasons for, and effects of, internal migration in both Australia and China (ACHGK056)
Proposed	the cultural connectedness of people to Country/Place and particular environments, especially First Nations Australians, and how this influences their identity and belonging (AC9HG7K07)	the interconnections between people, places and environments enabling or constraining internal and international migration in Australia compared with a country in Asia (AC9HG8K07)
Original	The influence of social connectedness and community identity on the liveability of place (ACHGK046)	Reasons for, and effects of, international migration in Australia (ACHGK058)
Proposed	sustainability strategies used to enhance the liveability of a place, especially for young people, the aged or those with disability, including studies from Australia and Europe (AC9HG7K08)	the effect of sustainability strategies on Australia's changing urban places (AC9HG8K08)
Original	Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)	Management and planning of Australia's urban future (ACHGK059)
Proposed	See (AC9HG7K08)	See (AC9HG8K08)

Content descriptions Year 7 and Year 8

Strand: Skills

Sub-strand: Investigating using geographical methods	Year 7 and Year 8 <i>Students learn to:</i>
Original	Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)
Proposed	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)

Original	Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)
Proposed	evaluate data and information from primary research methods and secondary research materials for relevance, reliability and perspectives (AC9HG8S02)
Original	Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)
Proposed	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)
Original	Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)
Proposed	See (AC9HG8S03)

Sub-strand: Interpreting and analysing geographical data and information	Year 7 and Year 8 <i>Students learn to:</i>
Original	Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051)
Proposed	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)
Original	Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)
Proposed	apply geographical concepts to draw conclusions based on the analysis of the data and information collected and identify perspectives (AC9HG8S05)

Sub-strand: Concluding and decision- making	Year 7 and Year 8 <i>Students learn to:</i>
Original	
Proposed	identify and evaluate a strategy for individual and collective action in response to a geographical phenomenon or challenge in relation to environmental, economic, social or other factors and explain expected outcomes (AC9HG8S06)

Sub-strand: Communicating	Year 7 and Year 8 <i>Students learn to:</i>
Original	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053)
Proposed	communicate conclusions using geographical language and types of text appropriate to purpose and audience, and acknowledge materials (AC9HG8S07)
Original	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)
Proposed	See (AC9HG8S06)

Achievement standard Year 7 and Year 8

	Year 7	Year 8
Original	<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.</p>	<p>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.</p>
Proposed	<p>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</p>	<p>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</p>

	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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 to develop and decide on a strategy. Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.</p>
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Content descriptions Year 9 and Year 10

Strand: Knowledge and understanding

Sub-strand: Physical and environmental geography	Year 9 <i>Students learn about:</i>	Year 10 <i>Students learn about:</i>
Original	Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)	Human-induced environmental changes that challenge sustainability (ACHGK070)
Proposed	the distribution and characteristics of biomes as regions and the effect of interconnections of environmental processes on their structure and function in places (AC9HG9K01)	the human–environmental interconnections that influence the sustainability of places at different scales, including relationships between the distributions of biodiversity hotspots (AC9HG10K01)
Original	Human alteration of biomes to produce food, industrial materials and fibers, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061)	Environmental world views of people and their implications for environmental management (ACHGK071)
Proposed	the effects on environments of human alteration of biomes to produce food, industrial materials and fibers (AC9HG9K02)	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)
Original	Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)	The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)
Proposed	the interconnections between environmental, economic and technological factors that influence crop yields in Australia and a country in Asia AC9HG9K03)	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 at least one other country with reference to environmental, economic or social criteria (AC9HG10K03)

Original	Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)	The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)
Proposed	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 land uses and climate change (AC9HG9K04)	See (AC9HG10K03)
Original	The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064)	The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)
Proposed	See (AC9HG9K04)	See (AC9HG10K03)
Original		The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)
Proposed		See (AC9HG10K03)

Sub-strand: Human geography	Year 9 <i>Students learn about:</i>	Year 10 <i>Students learn about:</i>
Original	The perceptions people have of place, and how these influence their connections to different places (ACHGK065)	Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)
Proposed	the ways in which changing transport and information and communications technologies have affected people's connections to different places (AC9HG9K05)	the methods used to measure spatial variations in human wellbeing and development and how these can be applied to determine differences between places at the global scale (AC9HG10K04)

Original	The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)	Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)
Proposed	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)	reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies from within India or another country in Asia (AC9HG10K05)
Original	The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)	Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)
Proposed	the effects on environments of change to the production and consumption of goods throughout the world, including a country from North-East Asia (AC9HG9K07)	the interconnections of contemporary environmental, economic, political, social and technological factors, particularly for First Nations Australians, and how this affects human wellbeing and development AC9HG10K06)
Original	The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)	Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080)
Proposed	sustainability strategies for managing the impacts on places resulting from people's travel, recreation, cultural and leisure choices (AC9HG9K08)	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)
Original	The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)
Proposed	See (AC9HG9K08)	See (AC9HG10K07)

Content descriptions Year 9 and Year 10

Strand: Skills

Sub-strand: Investigating using geographical methods	Year 9 and Year 10 <i>Students learn to:</i>
Original	Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)
Proposed	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 selecting appropriate ethical protocols (AC9HG10S01)
Original	Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064)
Proposed	evaluate data and information from primary research methods and secondary research materials for relevance, reliability, bias and a range of perspectives (AC9HG10S02)
Original	Represent multi-variable data in a range of appropriate forms, for example, with and without the use of digital and spatial technologies (ACHGS065)
Proposed	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)
Original	Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)
Proposed	See (AC9HG10S03)

Sub-strand: Interpreting and analysing geographical data and information	Year 9 and Year 10 <i>Students learn to:</i>
Original	Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)
Proposed	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)
Original	Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069)
Proposed	apply geographical concepts to synthesise data and information, drawing and justifying conclusions, and explaining perspectives (AC9HG10S05)
Original	Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)
Proposed	See (AC9HG10S05)

Sub-strand: Concluding and decision- making	Year 9 and Year 10 <i>Students learn to:</i>
Original	
Proposed	analyse and recommend strategies for individual and collective action in response to a geographical phenomenon or challenge (AC9HG10S06)

Original	
Proposed	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)

Sub-strand: Communicating	Year 9 and Year 10 <i>Students learn to:</i>
Original	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)
Proposed	communicate conclusions drawing on geographical knowledge and use concepts and a range of types of text appropriate to purpose and audience, and reference materials (AC9HG10S08)
Original	Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)
Proposed	<i>See (AC9HG10S06) and (AC9HG10S07)</i>

Achievement standard Year 9 and Year 10

	Year 9	Year 10
Original	By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the	By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and

	<p>future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>	<p>explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria.</p> <p>Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.</p>
<p>Proposed</p>	<p>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</p>	<p>By the end of Year 10, students explain the effect of 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</p>

	<p>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.</p> <p>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 challenge or phenomenon, they draw evidenced-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 and use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.</p>	<p>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.</p> <p>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 and use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.</p>
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