

GEOGRAPHY BULLETIN

Save the date:
GTANSW Annual Conference:
COLLABORATE, INSPIRE and LEARN
Thursday 9 & Friday 10 March 2017



The
Geography Teachers' Association
of New South Wales Inc.

Volume 48 No 4 2016

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of New South Wales Inc.

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Front cover: Construction in a back street, Shanghai China.

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GEOGRAPHY BULLETIN

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Lorraine Chaffer

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The Geography Bulletin is a quarterly journal of The Geography Teachers' Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' inside the back cover. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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STUDENT
CONTENT

EDITORIAL



Lorraine Chaffer, Editor

EDITORIAL

I would like to thank all of those who contributed to the bulletin throughout 2016 and for the current edition. This final edition of the geography Bulletin for 2016 features articles on fieldwork, visual literacy and China. In *The Geography Bulletin* I have summarised material published since 2011 with links to the new Geography Syllabus K- 10 and current HSC syllabus and encourage K- 12 Geography teachers to contribute articles for publication or become actively involved in GTA by becoming a GTA council member.

In *Appreciating the visual in Geography*, Jaye Dunn presents a range of practical activities used at Epping Boys High School to engage students through visual literacy.

Fieldwork is an integral and mandatory part of the study of Geography. *Choosing a suitable fieldwork site* contains advice from the Geospace website, introduced and collated by Lorraine Chaffer. In *Investigating the Quarantine Station*, Susan Caldis demonstrates how to link fieldwork studies to key syllabus concepts and requirements for geographical inquiry when planning fieldwork activities for a unit of work. The example for Stage 1 is easily adapted to other stages.

Two articles on China will assist teachers looking for material to satisfy the Asia Cross Curriculum Priority. In *China: Urbanisation*, Steve Weingarh examines the causes and consequences of urbanisation for the unit Changing Places in Stage 5. Milton Brown's *The legend of the magic wind* relates the story of Milton's introduction to surfing in China and provides inquiry activities to deepen student knowledge and understanding. This article is relevant to Stage 4 Interconnections and Preliminary HSC: Cultural Integration.

Jill Summers from the University of Wollongong is our first contributor to University News with her article *A passion for Geography flourishes at the University of Wollongong* about the new Bachelor of Geography Course starting in 2017.

The resources section showcases books and online resources to support Stages 4 and 5 for the new syllabus recommended by the editor.

2016 a busy year

2016 has been a very busy year for GTANSW Council as outlined in the *President's Report* by Susan Caldis presented at the AGM on 25th October. Susan's report follows this editorial. On behalf of the GTA Council I thank Susan for three years of leadership and hard work that the position of president entails. We look forward to Susan's continued contribution to GTA as Vice president over the coming year.

Susan Caldis also attended the *Professional Teachers' Council NSW Presentation Evening* on 9th November 2016 to see GTA councillors Grace Larobina and John Lewis receive Outstanding Service Awards. The citations for these awards and an insight into the night by Susan follow the Presidents report.

A Big 2017 program

A brief summary of *planned events for 2017*.

- Skills Workshops for Teachers New to Geography (15th, 16th, 17th Feb): 3 Venues TBC
- Annual Conference (9th – 10th March): Sydney Olympic Park
- HSC Student Lectures (6th – 8th June): Three venues TBC
- Regional Conferences (August 3rd & 4th, 10th & 11th, 17th & 18th): Three venues TBC
- HSC Conference for Teachers 2nd – 3rd Nov: Venue TBC

On behalf of the Council of the Geography Teachers Association of NSW I would like to extend our best wishes for Christmas and the New Year to all our members.

Lorraine Chaffer
Editor

Susan Caldis
President GTANSW



Looking towards West Head and over Nambucca - taken en-route to the regional conference in Coffs Harbour.

The Geography Teachers' Association of NSW (GTANSW) continued to lead a range of high quality, accredited teacher professional learning activities across NSW throughout 2016. The focus has been around actively supporting teachers across sectors from primary and secondary schools to effectively interpret and plan for the implementation of the new K–10 Geography syllabus in 2017.

Memberships have fluctuated throughout 2016 and with corporate memberships being the most popular category. The growing primary-specific category will be continuing in 2017. At the time of writing, total membership was 353; the breakdown is identified below. This figure is typical of this time of year when renewals are in process.

Membership Total: 353

Concessional: 28
Corporate: 250
Personal: 71
Life: 4

The 2015–2016 GTANSW Council had 17 members in total. Susan Caldis completed her third year as President and stepped down from the role at the Annual General Meeting (AGM) held on Tuesday 25 October. Leading the Association in 2016–2017 will be Lorraine Chaffer, working with a full committee identified on the following page. It is encouraging to see representation on Council from all career stages, regional NSW and the ACT for 2017.

There has been continual support provided to GTANSW from the administration team at the Professional Teachers' Council of NSW (PTC NSW). The GTANSW Council would like to extend their sincere thanks and appreciation to Bernadette Motulalo, Shreela Pradhan and Jill Sillar for their professional approach towards

event management and production of the *Geography Bulletin*. Susan Caldis and Lorraine Chaffer have been Directors on the PTC NSW Board throughout 2016 and would like to specifically thank Executive Officer, David Browne, and PTCNSW President, Dr Denis Mootz for their guidance and support during the year.

As with previous years, various members of the GTANSW Council co-ordinated our Association's events and liaised with the administration team from PTCNSW as required. The events for 2016 were the Annual Conference which included the Arthur Phillip Awards and HSC Examination Review in May; the HSC Student Lectures in June; two regional NSW conferences in July and August; and a twilight conference in August. GTANSW were represented by Dr Grant Kleeman and Susan Caldis in the AGTA Roadshow, a national program of professional learning held from March 2015 – May 2016. GTANSW were also represented at the Western Sydney University HSC Geography study day by Susan Caldis and Sharon McLean in August.

Throughout 2016 the GTANSW presence on social media has been strengthened via the introduction of a FaceBook page, the revitalisation of our Twitter account, together with regular, enthusiastic and geographically informed postings from GTANSW Council members on the Community of Geography Teachers Australia FaceBook page (as well as on their individual social

GTANSW Annual Report, October 2016

media accounts). Thank you to all the social media-savvy members of GTANSW Council for being proactive in raising the profile of geography and geography teachers on various social media platforms. Special thanks to Susan Caldis, Lorraine Chaffer, Cath Donnelly and Louise Swanson for leading the charge with this initiative.

This year, the Annual Conference was held on 7 and 8 April at the Novotel, Sydney Olympic Park. This 2 day event included rotational fieldwork, workshops and keynotes. There were primary focused workshops in the program and 185 teachers attended each day. Presentations from the Annual Conference are available for members to access through their login to the GTANSW website. Thank you to all members of GTANSW Council for their involvement in the conference. Particular thanks and appreciation is extended to the key organisers of this event: Lorraine Chaffer, Sharon McLean and Dr Grant Kleeman. Planning is already underway for the 2017 Annual Conference and a 'Save The Date' notification has been issued via social media and email for 9 and 10 March 2017, returning to the same venue as this year.

It was decided to trial the inclusion of the Arthur Phillip Awards and Top 10 Performers in the HSC Geography Examination in to the Annual Conference program for 2016 rather than have them as separate events. A similar combination of events occurs at the Annual Conference for the Geography Teachers' Association of Victoria and the GTANSW Council agreed a strategy such as this would provide an authentic audience to the student and teacher recipients of awards related to outstanding fieldwork projects across Years 7 – 11 and HSC examination performance. In responding to feedback from previous HSC Geography Examination Reviews, it was decided to hold this event at the end of the first day of the Annual Conference. This event was well supported by teachers and GTANSW will continue to use this model for these events in 2017. Much thanks and appreciation

is extended to Grace Larobina for organising both of these events and for liaising with the Annual Conference co-ordinators to ensure the operation of a seamless program throughout the day.

The HSC Student Lectures were organised by Lorraine Chaffer with registration and event-set-up being completed John Lewis, Cath Donnelly and Sharon McLean. They were held in Wollongong, Newcastle and Sydney during early June and presentations were delivered by Susan Caldis, Matt Carroll, David Hamper, Dr Grant Kleeman, Alexandria Lucas, Sharon McLean and Chris Tanna. These lectures are becoming well attended by teachers who are seeking to update their knowledge and understanding about requirements of the HSC course. Thank you to everyone who was involved in this event.

The regional conference program mirrored the key messages of the Annual Conference and the AGTA Roadshow. They were held in Coffs Harbour at the end of July and Wagga Wagga in early August. Each event had more than 50 participants. Presentations and workshops were delivered by Susan Caldis, Lorraine Chaffer, Dr Grant Kleeman and Sharon McLean. Feedback indicated this model of professional learning should be retained for regional NSW teachers and consideration should also be given to holding similar events in Batemans Bay, Griffith, Lismore or Tamworth during 2017. As with the Annual Conference, this professional learning event was accredited by BOSTES. Thank you to the presenters for giving up your time and sharing your expertise. Particular thanks to Sharon McLean for organizing all aspects of each regional conference.

During the last week of October, the GTANSW Council held a planning day and the Annual General Meeting. Broadly, the GTANSW Council feels it would like to move towards developing a distinct online strategy and commence development of primary-specific resources

Below: Programming for the new syllabus and mastering a range of mapping skills at the regional conferences in Coffs Harbour and Wagga Wagga.





Programming for the new syllabus and mastering a range of mapping skills at the regional conferences in Coffs Harbour and Wagga Wagga.

outside of articles submitted to the Geography Bulletin. GTANSW Council will have their final meeting for 2016 in early December and are also delighted to receive a repeat invitation from the Geographical Society of NSW to attend their awards night.

The end of a year signals a time for celebration and it gives me great pleasure to be able to announce that two of our long-term Councillors, Grace Larobina and John Lewis, will be presented with the PTC NSW 2016 ***Outstanding Service to the Profession*** award on 9 November. Congratulations Grace and John, your sustained contributions to GTANSW and geography education are greatly admired and appreciated.

In closing my tenure as President GTANSW I would like to thank all of the GTANSW Council for their support, encouragement and friendship over the last three years. I have appreciated your willingness to contribute to strategic discussions, organise and assist at events, and further the profile of geography education in schools.

Whilst GTANSW Council is a close, collaborative and

hard-working team, I would like to especially thank Lorraine Chaffer, Dr Grant Kleeman, Nick Hutchinson and Sharon McLean for working so closely with me and offering tremendous support - you have made my job easy!

Finally, it is a privilege to hand over the leadership baton to Lorraine Chaffer, an expert geography educator I have admired for many years. Lorraine's willingness to share her expertise and resources continues to inspire me and I know there are many others who share similar sentiments. Exciting times are ahead for the Association and geography education with Lorraine as President.

Wishing you all a wonderful end to a productive year and a relaxing break over the holiday season. I look forward to seeing many of you at the 2017 AGTA Conference in Melbourne during January

Best wishes,

Susan Caldis,

GTANSW President, October 2013 – October 2016

Geography Teachers Association of NSW

GTA ANNUAL CONFERENCE

COLLABORATE, INSPIRE and LEARN

Novotel Sydney Olympic Park, Homebush – Thursday 9 & Friday 10 March 2017

For further information go to www.gtansw.org.au/

GTANSW 2017 Councillors

NAME (ALPHABETICAL ORDER)	ROLE
Paul Alger	Councillor
Milton Brown	Vice President, Minute Secretary
Susan Caldis	Vice President
Lorraine Chaffer	President, Editor Geography Bulletin
Michael Da Roza (ACT rep, as of October 2016)	Councillor
Catherine Donnelly	Councillor
Adrian Harrison (as of October 2016)	Councillor
Keith Hopkins	Councillor
Nick Hutchinson	Councillor
Grant Kleeman	Vice President, Honorary Treasurer
Grace Larobina	Councillor
David Latimer	Councillor
John Lewis	Councillor
Alexandria Lucas (as of October 2016)	Councillor
Sharon McLean	Vice President
Sarah Menassa-Rose	Councillor
Martin Pluss	Councillor
Louise Swanson	Councillor, Public Officer
Steve Weingarth	Councillor

GTANSW Councillors Honoured

PTCNSW Presentation Evening 2016

"On Wednesday 9 November 2016, I had the privilege of attending the Professional Teachers' Council of NSW (PTC NSW) Presentation Evening. In previous years there had been two separate events to recognise the achievements of various groups and individuals within professional associations via the Presidents' Dinner and the Awards Nights. In 2016 the achievements of everyone connected with a professional association were combined into one event, the PTC NSW Presentation Evening held at Doltone House, Hyde Park.

GTANSW had two very worthy nominees accepted for the Outstanding Professional Service to the Association Award: John Lewis and Grace Larobina. The GTANSW Council congratulate John and Grace on their receipt of this award and formally thank them for their sustained contributions to the Association over the years.

Joe Alvaro, Secretary of PTC NSW read the citations and awards were presented by Tom Alegounarias the President of BOSTES



Professor Dame Marie Bashir with Nerina Pretlove

In 2016 Professor Dame Marie Bashir accepted the role of patron for PTC NSW. At the Awards ceremony Professor Bashir joined in the celebrations, delivered an inspirational and encouraging speech and presented the inaugural 2016 Professor Dame Marie Bashir Medal to Nerina Pretlove for her outstanding and sustained commitment to education through her involvement with PTC NSW. Professor Bashir was more than willing to be adopted as a proxy Geographer and celebrate with the GTANSW representatives who were attending the evening". Susan Caldis



Grace Larobina with Tom Alegounarias the President of BOSTES

Grace Larobina: Citation

In recognition of her significant and continuous contribution to the support of Geography teachers and education in NSW through her involvement with the Geography Teachers Association: Grace had been a committee member since 2010 and the key organiser of the Arthur Phillip Fieldwork Awards (marking of projects and presentation ceremony) since 2011. Grace's passion for geography, its teachers and students will ensure her continued involvement on GTANSW Council in 2017 and beyond.

Grace is currently Geography Coordinator at Hills Grammar School and has taught Geography for almost 30 years. Since joining the Geography Teachers Association she has freely and regularly shared her expertise as an HSC Geography marker with regional and metropolitan teachers at the annual HSC Geography in Review event. For five years Grace has organised the Arthur Phillip Awards; this involves liaising with schools across NSW, leading a team of markers

from GTANSW Council to assess the fieldwork projects, providing written feedback to all participants and organising the Award Ceremony. She is a contributing author to a national and NSW focused series of textbooks to support the **Australian Curriculum: Geography**. Grace's experience and esteem within which she is held in the geography teaching community has been reflected through her representative roles for the Association of Independent Schools on BOSTES and ACARA panels related to the development of the Australian Curriculum: Geography. Grace is admired for her calm demeanour, work ethic and attention to detail. GTANSW Council very much value her contribution to the Association and to the teaching of Geography.



John Lewis with Tom Alegounarias the President of BOSTES

John Lewis: Citation

In recognition of his significant and continuous contribution to the support of teachers and education in NSW through the Geography Teachers Association as a long-term committee member: John's passion for Geography, its teachers and students will ensure his continued involvement on GTANSW Council in 2017 and beyond.

John Lewis has been a member of GTANSW Council since 2003. During the past 14 years, John has freely given his time and expertise to support the work of the Association, travelling from the Central Coast of NSW to do so. John provides unending support to GTA's annual events including the Annual Conference, HSC Lecture series, Arthur Phillip Fieldwork Awards (marking and presentation ceremony) and the HSC Review. Preferring to work quietly behind the scenes, John liaises with the Professional Teachers' Council NSW in all matters to do with registration, the coordination of conference resources and awards, function room set up, and meeting and greeting participants at events. He attends Council

meetings regularly, providing a valuable contribution to the agenda, presenting ideas and opinions, locating important information and ensuring important matters are not forgotten. John has assisted GTANSW relocation of premises on several occasions from Leichhardt to Ashfield and then to Lidcombe – each move involving the packing, sorting, relocation and reorganisation of GTA's office and resources.

John's attention to detail, work ethic and good humour have made him a pleasure to work with and the length of time he has fulfilled the role of Councillor, along with his level of involvement is testament to his commitment to the Association overall and the GTANSW Council.

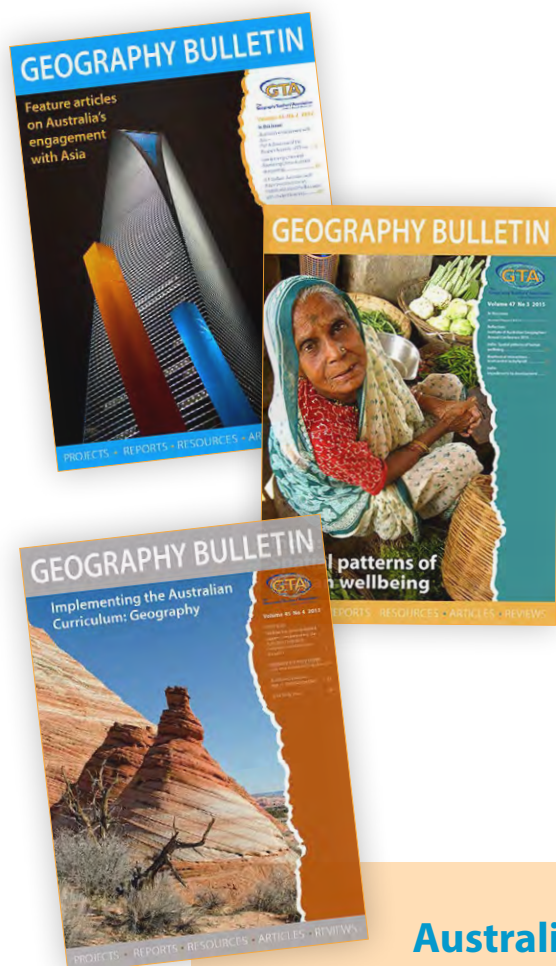
Susan Caldis, John Lewis, Grace and Patrick Larobina



THE GEOGRAPHY BULLETIN

Lorraine Chaffer, President GTANSW

The following table is a record of Geography Bulletin articles written since the Australian Curriculum Geography began development in 2011 and the release of the Geography K–10 Syllabus for NSW in 2015. Whilst some articles are dated, all are highly relevant to the content and skills components of the NSW Geography Syllabus K–10 for implementation in 2017 and can be easily updated with contemporary information and illustrative examples. Many of the articles have student activities; others provide examples and case studies and can be used in a flipped classroom or for teacher professional learning.



A further analysis reveals that very few articles were written to support HSC Geography, particularly for the topic Ecosystems at Risk. In light of this finding plus the lack of progress towards a new HSC syllabus, and an increasing number of teachers teaching senior Geography for the first time, special **HSC Editions** of the Bulletin will be produced in 2017. This will be supported by a Conference for HSC Geography teachers. Senior Geography teachers are encouraged to contribute papers for these editions for their own professional development and to support their colleagues.

Teacher professional development

Contributing to a professional journal such as the Geography Bulletin, and *membership of a professional association's committee or board* such as the GTANSW Council can be evidence of teacher professional development and used to demonstrate some of the Australian Professional Standards for Teachers.

Teachers are encouraged to take an active role in GTANSW by becoming council members and / or writing for the Geography Bulletin.

Information on writing for a professional publication and how to become a GTANSW council member will be the focus of a 2017 edition of the bulletin.

Australian Professional Standards

The Australian Professional Standards for Teachers are a public statement of what teachers do. They make explicit effective 21st Century outcomes for student learning. The Standards provide a framework that makes knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and discourse between teachers, teacher educators, teacher organisations and professional organisations.

Adapted from Page 2 BOSTES Australian Professional Standards for Teachers

By contributing to the NSW GTA Bulletin you could use the process as a Teacher identified Professional Development that may reflect one or more of the following:

- **Standard 6** Engage in Professional Learning
- **Standard 7** Engage Professionally with Colleagues, Parents/ Carers and the Community

Refer to pages 18-19 of Australian Professional Standards for Teachers Brochure BOSTES

Grace Larobina
GTANSW Council

GEOGRAPHY 7–10

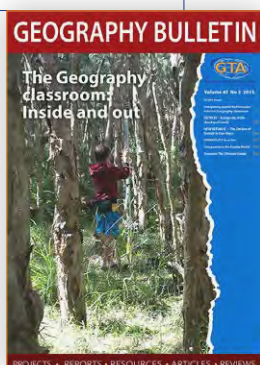
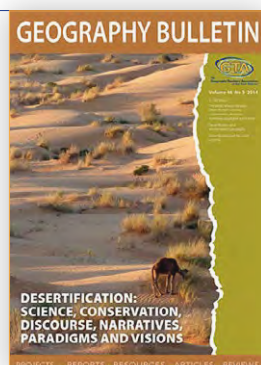
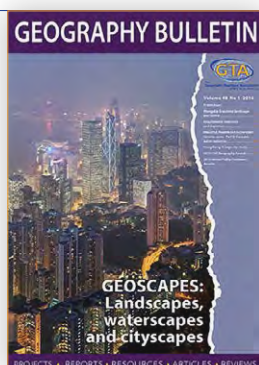
ARTICLE AND AUTHOR	EDITION / YEAR
Mapping out the World (<i>The inclusion of Geography in the Australian Curriculum</i>) <i>Tim Costello</i>	Bulletin 2, 2013
Landforms and landscapes	
Mongolia: Grassland landscape and biome <i>Dr Susan Bliss</i>	Bulletin 1, 2016
Canada, beautiful, liveable but vulnerable Part 1: Landscapes, landforms Geomorphic processes, hazard vulnerability Part 2: Selected landscapes, landforms, values and protection <i>Lorraine Chaffer</i>	Bulletin 4, 2015
Incredible journeys across earth: Biodiversity (<i>Landscapes, threats, management</i>) <i>Dr Susan Bliss</i>	Bulletin 1, 2013
Hazards: – Geomorphic hazards – Japan: Earthquake, tsunami and nuclear crises <i>Dr Susan Bliss</i>	Bulletin 3, 2013 Bulletin 2, 2011
Place and Liveability	
New Zealand: Perceptions of liveability <i>Nick Hutchinson</i>	Bulletin 2, 2014
Liveability Assessment Unit <i>Dr Susan Bliss</i>	Bulletin 2, 2013
Water in the world	
Groundwater resources and depletion <i>Lorraine Chaffer</i>	Bulletin 1, 2016
Canada, beautiful, liveable but vulnerable Part 3: Canada's water resources Part 4: Stimulus based inquiry activities <i>Lorraine Chaffer</i>	Bulletin 1, 2016 Bulletin 3, 2016
Hazards: – Hydrologic and atmospheric hazards – Meteotsunamis from the sky <i>Dr Susan Bliss</i>	Bulletin 4, 2014 Bulletin 3, 2013
Three Gorges Dam <i>Dr Susan Bliss</i>	Bulletin 4, 2013
Mentawai Islands: Recovery from disaster Citizenship, recovery and sustainability (SurfAid) <i>Milton Brown</i>	Bulletin 4, 2011
Geography at the movies / Natural Hazards including sample assessment task <i>Kate Donnelly</i>	Bulletin 4, 2011

ARTICLE AND AUTHOR	EDITION / YEAR
Interconnections	
Geography of My Stuff <i>Royal Geographical Society</i>	Bulletin 3, 2013
Globalisation and global connections: – Coffee from bean to café – India: Call centre of the world – Diamonds: Sparkle or blood – Bitter sweet chocolate: From ground to mouth – Tobacco: A fatal global epidemic <i>Dr Susan Bliss</i>	Bulletins 1, 3 and 4, 2011
Sustainable Biomes	
Canada, beautiful, liveable but vulnerable Part 1: Canada's biomes and climate zones <i>Lorraine Chaffer</i>	Bulletin 4, 2015
Exploring the geography of food <i>Dr Susan Bliss</i>	Bulletin 3, 2013
Using Scoop.it – Rice farming activity <i>Lorraine Chaffer</i>	Bulletin 2, 2013
UN International year of forests Game: Christmas Tree <i>Dr Susan Bliss</i>	Bulletin 2, 2011
Changing nations	
Asia green city index <i>Dr Susan Bliss</i>	Bulletin 2, 2012
Urban India using geographical tools <i>Dr Susan Bliss</i>	Bulletin 2, 2012
Environmental Change and Management	
Invasive species in Australia's aquatic environments <i>Lorraine Chaffer</i>	Bulletin 3, 2016
Desertification: – Desertification and environmental geography – Desertification and the Social Sciences <i>Nick Hutchinson</i>	Bulletin 3, 2014



ARTICLE AND AUTHOR	EDITION / YEAR
Human Wellbeing	
Conceptualising and measuring development <i>Lyndon Kleeman</i>	Bulletin 1, 2015
India: – A nation in transition – India, impediments to development – Patterns of Human Wellbeing <i>Dr Grant Kleeman</i>	Bulletin 1, 2015 Bulletin 3, 2015
Australia: – Growing inequality in Australia – Two speed Australian economy: Impacts on human wellbeing <i>Dr Susan Bliss</i>	Bulletin 2, 2013
Developing humans in India <i>Dr Susan Bliss</i>	Bulletin 2, 2013
Gender equality: women's rights <i>Dr Susan Bliss</i>	Bulletin 1, 2012
Human wellbeing, poverty, wealth and citizenship <i>Dr Susan Bliss</i>	Bulletin 4, 2012
SurfAid: Why our work is needed in the island chains off Sumatra <i>Anne Wuijts, SurfAid</i>	Bulletin 2, 2012
Somalia's famine <i>Dr Susan Bliss</i>	Bulletin 4, 2011
Diamonds: Sparkle of blood <i>Dr Susan Bliss</i>	Bulletin 1, 2011
Birthing kits – Human wellbeing and citizenship <i>Dr Susan Bliss</i>	Bulletin 2, 2011 Bulletin 4, 2011
ICT / Tools and skills	
Using technology to assist in the teaching and learning of geography <i>Marco Cimino</i>	Bulletin 2, 2016
Engaging with geographical tools and skills <i>Sharon Mclean</i>	Bulletin 2, 2016
Unpacking the K–10 Syllabus: Geographical Inquiry skills and tools <i>Lorraine Chaffer</i>	Bulletin 2, 2016
Differentiating geography fieldwork to address students' needs <i>Louise Swanson</i>	Bulletin 3, 2016
Year 7 Fieldwork: Investigating an environment <i>Grace Larobina</i>	Bulletin 3, 2016
Geography comes alive through fieldwork <i>Susan Caldis</i>	Bulletin 1, 2015
Integrating spatial technologies in the Geography classroom <i>Lorraine Chaffer</i>	Bulletin 2, 2015
Geography in the reality world <i>Clare Kinane</i>	Bulletin 2, 2015
Drones: ICT in action <i>Patricia Smith and Vanessa Sefton</i>	Bulletin 2, 2015

ARTICLE AND AUTHOR	EDITION / YEAR
ICT / Tools and skills continued...	
Geography tools: – Using ICT in Geography – Satellite images in geography – Cartoon analysis: Telling a story <i>Dr Susan Bliss</i>	Bulletin 3, 2013
Films and photographs in classrooms: Diamonds, an environmental resource <i>Dr Susan Bliss</i>	Bulletin 1, 2013
Digital citizenship and the Australian curriculum <i>Martin Pluss</i>	Bulletin 1, 2013
Place writing: narratives, experience and identities <i>Nick Hutchinson</i>	Bulletin 1, 2012
Learning using Twitter <i>Martin Pluss</i>	Bulletin 2, 2011
Augmented reality <i>Martin Pluss</i>	Bulletin 4, 2011
Asia	
Crouching tiger, hidden dragon: Uncovering some questions about sustainable livelihoods in SE Asia <i>Nick Hutchinson</i>	Bulletin 3, 2012
Asia Focus: – Overview People's Republic of China – Rising China and flourishing China-Australia relations – Australia and Australia's engagement with Asia <i>Dr Susan Bliss</i>	Bulletin 2, 2012 Bulletin 4, 2012
Space: moving beyond spatial science to engage Australian Students with Asian geography <i>Nick Hutchinson</i>	Bulletin 1, 2012
Sustainability	
Education for sustainability <i>Lorraine Chaffer</i>	Bulletin 4, 2014
Sustainability Cross Curriculum project <i>Louise Swanson</i>	Bulletin 4, 2014
Green Day: Enhancing sustainability in a school <i>Catherine Donnelly</i>	Bulletin 4, 2014



PRIMARY GEOGRAPHY 2013–2016

ARTICLE AND AUTHOR	EDITION / YEAR
Geography in primary schools <i>John Butler OAM</i>	Bulletin 4, 2013
Kindergarten love geography <i>Rebecca Pierpoint</i>	Bulletin 3, 2016
Resources for Geography K-6 <i>Lorraine Chaffer</i>	Bulletin 3, 2016 Bulletin 2, 2016

PRELIMINARY and HSC GEOGRAPHY

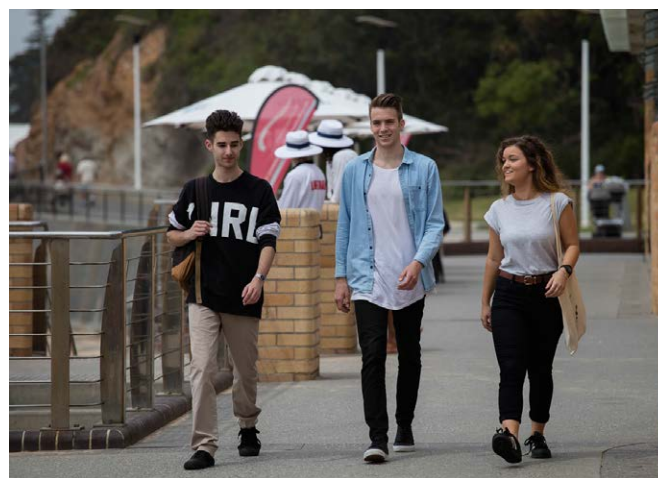
ARTICLE AND AUTHOR	EDITION / YEAR
Preliminary HSC	
Biophysical Interactions: Malaria <i>Marco Cimino</i>	Bulletin 2, 2016
Biophysical Interactions: flipped classroom <i>Susan Caldis</i>	Bulletin 3, 2015
HSC General	
Fieldwork: HSC Geography via regional NSW and Central Australia <i>Susan Caldis</i>	Bulletin 1, 2015
People and economic activity	
Tourism: – Global tourism update – Global Cruise industry <i>Dr Grant Kleeman</i>	Bulletin 1, 2014
The challenge confronting Australia's viticulture and wine making industries in 2010 <i>Ray Donald and Grant Kleeman</i>	Bulletin 1, 2011
Regional economies and the place of tourism <i>David Hamper</i>	Bulletin 1, 2012
Urban places	
Hong Kong: A large city study <i>Tim Kelleher</i>	Bulletin 1, 2016
Detroit: A large city in the developed world incorporating "New Republic: Decline of Detroit in five maps" <i>Alexandra Lucas</i>	Bulletin 2, 2015
Culture of place <i>Sandy de Bottom</i>	Bulletin 1, 2013
Las Vegas, USA <i>Dr Grant Kleeman</i>	Bulletin 1, 2014
Ecosystems at risk	
The status of Australian Coral Reefs in the face of global climate change <i>David Hopley, James Cook University</i>	Bulletin 4, 2009

A passion for Geography flourishes at the University of Wollongong

Professor Gordon Waite, Head of School, Geography and Sustainable Communities
Faculty of Social Sciences, University of Wollongong



UNIVERSITY
OF WOLLONGONG
AUSTRALIA



UOW offers Australia's first Bachelor of Geography

ATAR: 75

Course Duration: 3 years

The University of Wollongong acknowledges that never has there been a more exciting or important time to do Geography. There are new global challenges, problems and anomalies emerging that need creative solutions. The University of Wollongong recognised that a Geography degree provides graduates with an eclectic and interdisciplinary skill-set necessary to address these challenges. Graduates will be trained in both the skill sets of a scientist and a social scientist, alongside communication, writing, and analytical skills. UOW Geography graduates will be analytical and critical thinkers toward social, cultural and physical problems and issues. The UOW Bachelor of Geography provides graduates with a broad range of transferrable skills setting up a lifetime of career opportunities.

At UOW undergraduates will work with international leaders in the field of Geography. The degree is taught by staff within The School of Geography and Sustainable Communities, and the School of Earth and Environmental Sciences. The School of Geography and Sustainable Communities was formed 1 February 2016 within the Faculty of Social Science. The formation of a new School of Geography and Sustainable Communities

was in part recognition of the outstanding research track record within Human Geography. The School of Earth and Environmental Sciences continues as one of the UOW research strengths. Staff from the School of Earth and Environmental Sciences will lead a new Australian Research Council (ARC) Centre of Excellence for Australian Biodiversity and Heritage. Staff of the School of Geography and Sustainable Communities in collaboration with colleagues in the School of Earth and Environmental Sciences is very excited to be offering Australia's only Bachelor of Geography.

The Bachelor of Geography – the degree in brief

The Bachelor of Geography combines physical Geography (natural science such as the study of processes and patterns in the natural environment), and Human Geography (examines interaction of human societies with the biophysical environment and analyses a diversity of cultural, economic, political and social processes across different geographical scales).

The first year will focus on foundation and introduction. The second year will move on to theory and method. And the third year will have a student centred project, involving field work or an internship.

There are a lot of highlights in this degree, particular around the practical nature of the degree including field trips, internships, and major projects. Excitingly, there is opportunity to go abroad in the third year of study. For the next three years the international fieldwork will provide learning and teaching opportunities in Bali, Indonesia.



UOW fieldtrip, Illawarra coastal region

Who should do a Bachelor of Geography?

This degree speaks to the passionate geography student who wants to go beyond 'knowing'. The student who wants to delve into the explanation and the passion, who wants to work and study with the world's best, who is passionate about implementing change, and who wants to gain global perspective to apply to any problem or issue that needs a solution or answer.

It also speaks to students who are still in the 'deciding phase', and not quite sure where they want to be, post-university. As the learned skill-set is so versatile and transferrable, a Bachelor of Geography graduate can follow their passion, or discover new ones!!

This degree is suited to students across the humanities and science streams.

To find out more about the degree and how to enrol, please visit our website: <http://coursefinder.uow.edu.au/geography/index.html>

To find out more about the School of Geography and Sustainable Communities, please visit our school website: <http://socialsciences.uow.edu.au/dgsc/index.html>

Geography students hold the key to the world's problems

Michael Palin

So many of the world's current issues – at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities. These are just some of the challenges facing the next generation, which geographers must help solve.

It is a subject that helps young people into work. Many employers prize the knowledge and skills that studying geography can provide and geography in higher education is thriving. Geography students are among those gaining greatest satisfaction from their studies, and geography graduates have a relatively low level of unemployment.

It's no wonder there is a growing demand to study the subject at university.

See full article at: <https://www.theguardian.com/education/2011/aug/18/geography-top-10-a-level-subjects>

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

United States President Barack Obama

Source: <https://geographyeducation.org/2012/09/06/president-obama-on-geography-education/>



Promote Geography linked careers in your school

See Study Geography, Careers posters order form on page 44

WHAT'S HAPPENING IN OUR SCHOOLS?

Appreciating the Visual in Geography

Jaye Dunn, Social Science Teacher
Epping Boys High School

CONTEXT:

Literacy is a Learning Across the Curriculum, General Capability in the NSW K-10 Geography syllabus. It involves using written and visual texts to acquire, process and communicate geographical information

"In Geography, students develop literacy capability as they explore, discuss, analyse and communicate geographical information, concepts and ideas. They use a wide range of informational and literary texts, for example, interviews, reports, stories, photographs and maps, to help them understand the people, places and environments that make up the world. They learn to evaluate texts and recognise how language and images can be used to make and manipulate meaning.

Students develop literacy skills as they use language to ask distinctively geographical questions. They plan a geographical inquiry, acquire and process information, communicate their findings, reflect on their inquiry and respond to what they have learned. Students progressively learn to use Geography's scientific and expressive modes of writing and the vocabulary of the discipline. They learn to comprehend and compose graphical and visual texts through working with maps, visual representations and remotely sensed and satellite images." BOSTES Geography Syllabus K-10

Visual literacy

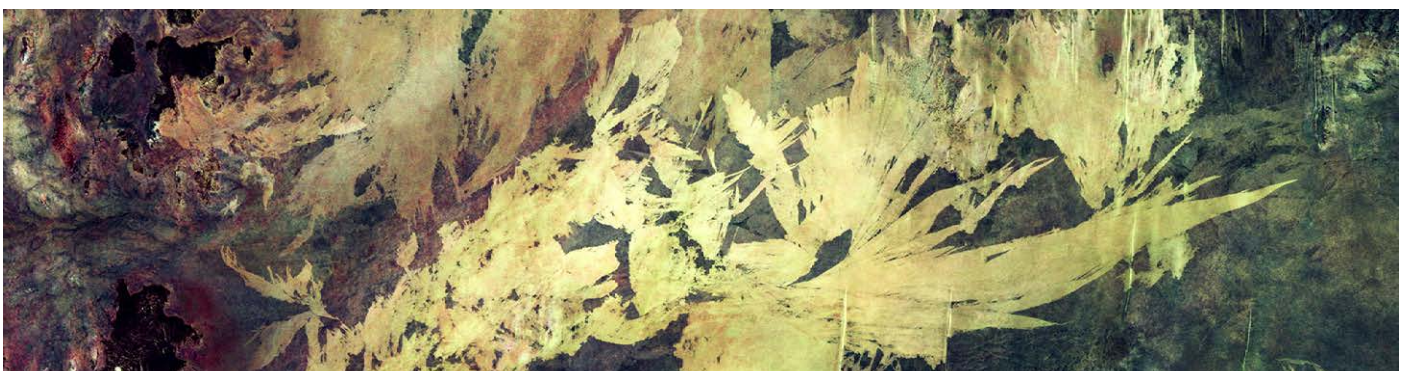
Visual literacy—the ability to both read and write visual information; the ability to learn visually; to think and solve problems in the visual domain—will, as the information revolution evolves, become a requirement for success in business and in life.

<http://www.iste.org/docs/excerpts/MEDLIT-excerpt.pdf>

According to Wikipedia *"Visual literacy is based on the idea that pictures can be 'read' and that meaning can be communicated through a process of reading."*

Geography fosters and develops an understanding of the world in which we live, however, it is not always easy to get out of the classroom and see that world. This makes it increasingly important to bring the world into the classroom by utilising geographical tools to develop visual literacy skills.

Below: Fan shaped scars from wildfires in the Great Sandy Desert, WA. Source: https://commons.wikimedia.org/wiki/File:Great_Sandy_Scars.jpg



Appreciating the Visual in Geography

Visual learners are said to access information most effectively when they see something, for example, photographs, diagrams, video clips or demonstrations. This means they are more engaged with learning when using visual tools to supplement text-based sources of information.

At Epping Boys High school a conscious effort has been made to develop students visual literacy skills to acquire, process and communicate geographical information. It is a widely held belief that boys are more likely to be visual learners. Some of the tools and strategies used in our Geography classes are outlined in this article.

Use visual representations to develop literacy skills

All too often teachers open a textbook and direct students to “*read x, y, z and answer questions 1, 2, 3 etc.*” but how often do we look at the pictures on the pages? How often do we ask students to wonder what it would be like to live there? Or what would we hear? What would we see? What could we smell or touch? There are many ways to integrate the senses and in particular visual literacy into teaching Geography. The most obvious is the use of the images in textbooks.

Alternately, teachers can print and provide other visual prompts to develop the ability of students to infer meaning and translate their ideas into writing, and in doing so strengthen their literacy skills. For example, students examine **visual representations** of natural disasters or debilitated ecosystems and write a report on the destruction they observe. Media reports of current events are usually accompanied by stunning images that are excellent for this purpose such as recent images of the destruction caused by Hurricane Matthew in Haiti, October 2016. Students could complete a recount of what happened in the period just before a picture was taken, or create a diary entry about their personal experience had they been in the picture.



The destruction caused by Hurricane Matthew in Haiti, October 2016.
Source: <http://www.pbs.org/newshour/updates/photos-what-happened-to-haiti-after-hurricane-matthew/>

My year eight class was recently given images of the impacts of globalisation to interpret. A variety of images with differing levels of difficulty were used to enable all students to complete the activity. Each student had to relate an image to the topic and create a persuasive writing piece on either the positives or negatives of the process of globalisation.



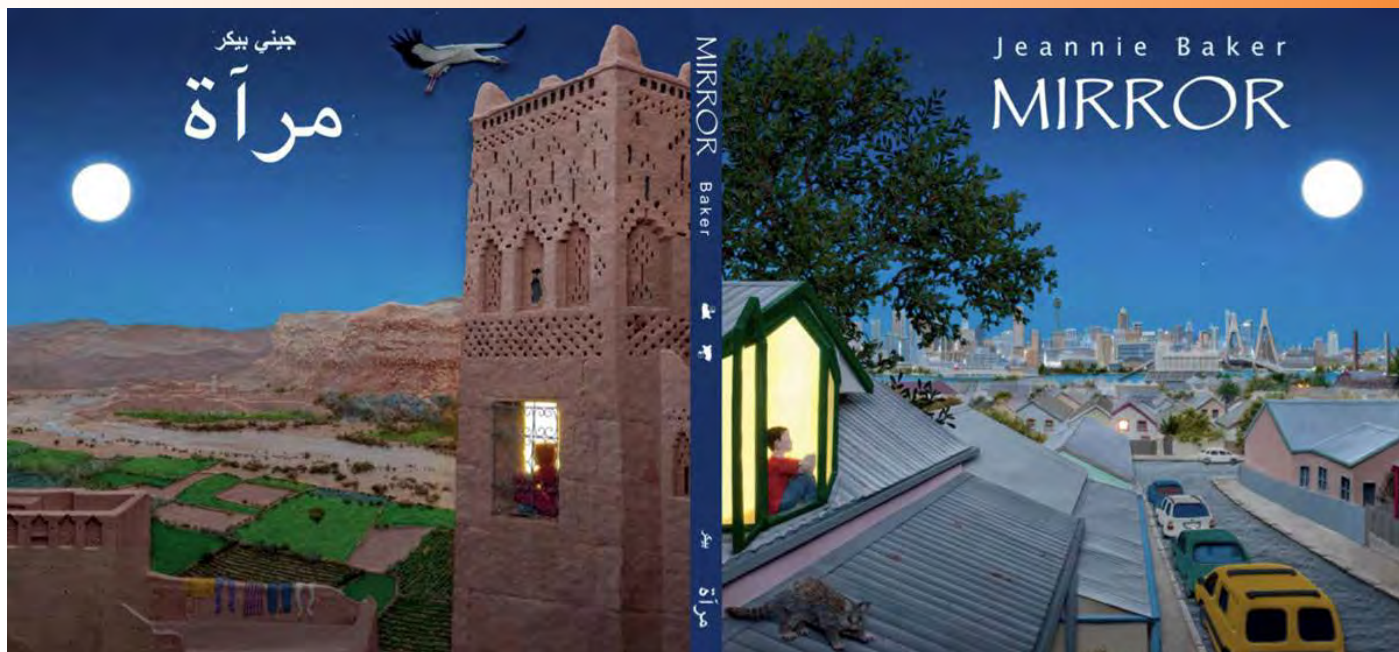
Images for writing prompts – Google

Analysing picture books

Picture books aren't just for small children; they have appeal to all learners irrespective of age. This style of book has educational value throughout primary and secondary stages of learning in Geography. Picture books can be thought provoking and can bring real issues from society to students at a level they understand, can relate to and may even enjoy.

As a geography teacher, I use visual aids and picture books wherever I can, particularly in the junior secondary years. Just recently illustrations in a number of Jeannie Baker books were used to assist students poor literacy skills, many with English as a second language, to understand the process of globalisation and global differences in life opportunities. For example, Baker's **Mirror** was used to illustrate differences in the quality of life of people living in developed and developing nations and to emphasise similarities and differences between places, in this case Morocco and Sydney.

Appreciating the Visual in Geography



Source: <http://www.jeanniebaker.com/book/mirror/>

The book follows the making of a rug that connects Morocco to Sydney. The story was used at Epping Boys to introduce geographical concepts such as poverty, subsistence production, transport, trade and housing. Each step of the journey of the rug presents the reader with a visual representation of life differences; but more importantly an understanding of the connections we share with all global citizens, no matter our physical place.

Below: Students reading Jeanie Baker books in Geography. Photo: Jaye Dunn

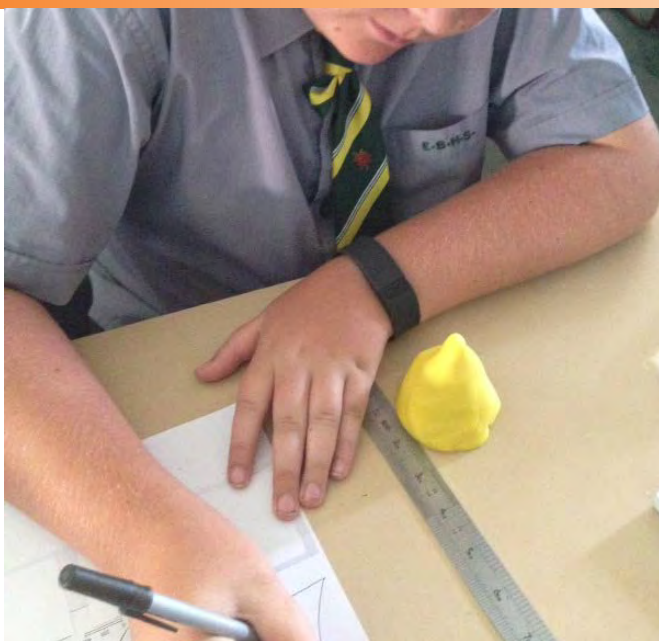


Other picture books that have relevance to Geography include most of Jeannie Baker's other best sellers; **Window** and **Belonging** for globalisation or **Where the Forest Meets the Sea** and **Circle** for environments and interconnections.

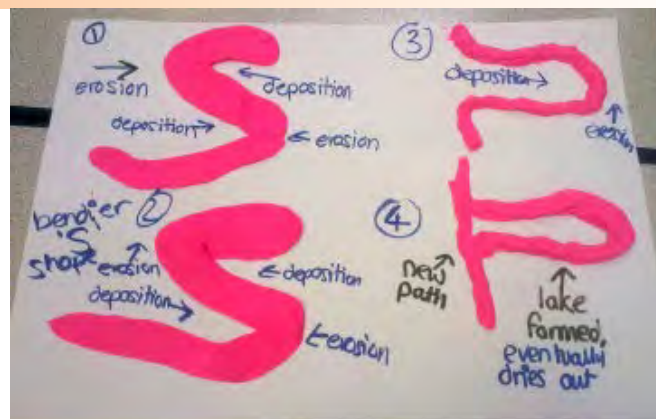
Circle follows the migration patterns of the godwit as they fly over many different human and physical environments.

At the same moment around the World by Clotilde Perrin has been used at Epping Boys to familiarise students with the concepts of time zones.

Appreciating the Visual in Geography



Playdough activity: Using contour lines to create landforms: students create and then draw a profile view of the landform onto their worksheet. Photo: Jaye Dunn



Explaining natural features and process through model creation enables a student to explain complex processes. Source: <http://geographynqt.blogspot.com.au/2013/05/what-happens-when-you-mix-play-doh-and.html>

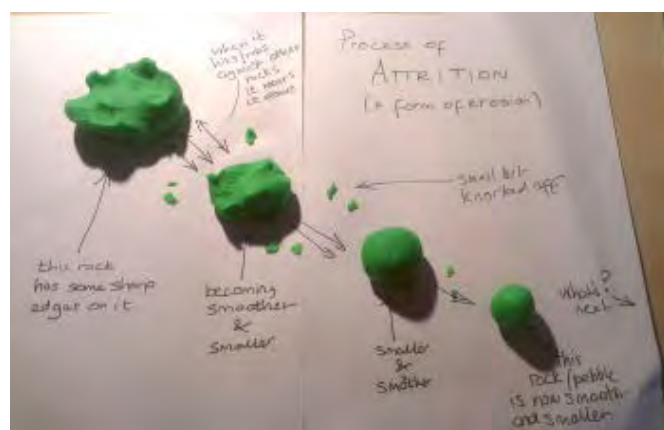
In year 7 students recently made models of environments out of recycled items for the purpose of understanding sustainability as well as the visual features of different environments. This task allowed students to be innovative and creative as they built a representation of something they had only seen in pictures.

Creating visual representations

Model creation is another visual tool easily incorporated into the Geography classroom. Students have a lot of fun making visual representations of important processes and concepts. For example, **Playdough** is a great way to illustrate different landforms. Students love to use their hands to create models and see the concepts they have read about come to life right in front of their eyes. Dough is great for learning about different land formations, natural processes and topographic maps. The look of satisfaction on a student's face when they have made their own U-shaped valley is always very rewarding!!



Photos: Jaye Dunn



Explaining natural processes through model creation enables a student to develop his or her understanding and to communicate knowledge and understanding of complex processes. Source: <http://geographynqt.blogspot.com.au/2013/05/what-happens-when-you-mix-play-doh-and.html>



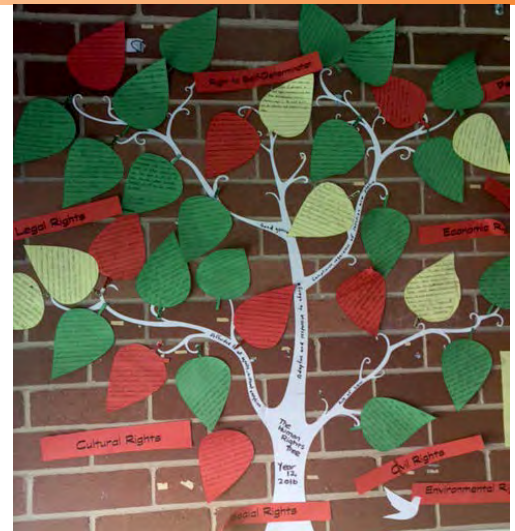
Another idea, developed with a colleague, was to create the earth with paper lanterns or polystyrene balls. This activity is great to show continental location, latitude and longitude, land to water ratio on earth

Appreciating the Visual in Geography

and can also be used for learning about direction. The creation of a visual representation of a concept can be a physical model or a wall display, such as the human rights tree to demonstrate the link between the branches as the continuum and the leaves as the rights afforded to all. This was displayed in the classroom. Students really like to see their work displayed.

A lot of our teaching time focuses on making sure students remember what they read or what they hear, so little time is spent on discussing and testing what they see. And yet, in a subject like Geography, the visual is as important, if not more so, than any written word. It allows students to step into new and exciting parts of their world, away from the classroom. Really, isn't that what Geography is all about? The best Geography teaching brings places and concepts to life, it isn't just found in the written word.

A human rights tree. Photo: Jaye Dunn

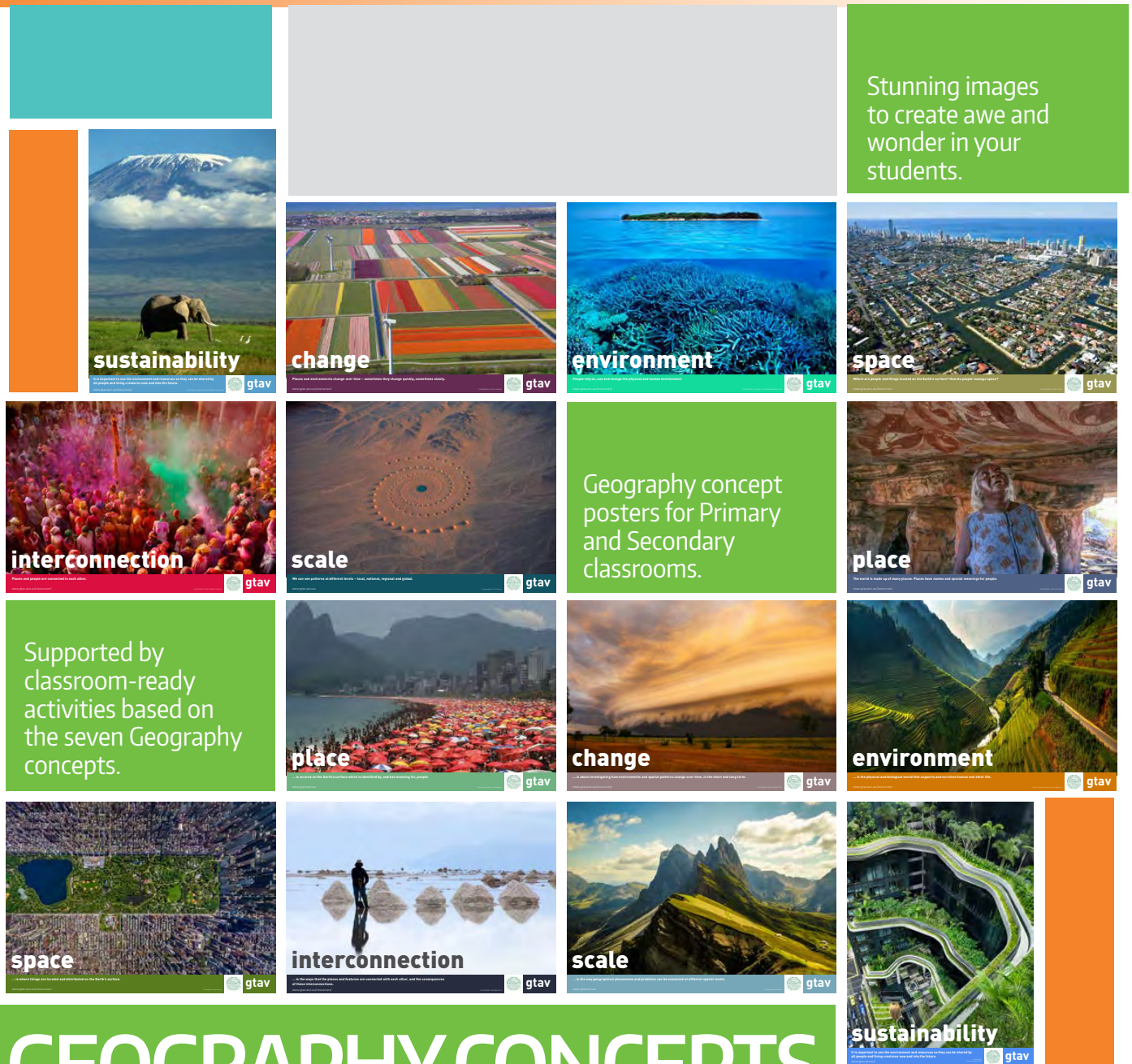


Constructed images such as the Destroying nature is destroying life series, make powerful discussion starters (Editor's choice)



Source: https://mir-s3-cdn-cf.behance.net/project_modules/1400/81984b34853303.56e0488568ea0.jpg

VISUAL RESOURCES



Stunning images to create awe and wonder in your students.

Geography concept posters for Primary and Secondary classrooms.

Supported by classroom-ready activities based on the seven Geography concepts.

GEOGRAPHY CONCEPTS Posters and Activities

Activities include curriculum links, details about the images, a variety of student tasks and lists of other resources that can be used to teach about each concept.

SET	POSTERS	ACTIVITIES *
Primary	7 posters each A2 in size	64 pages of Primary activities
Secondary	7 posters each A2 in size	62 pages of Secondary activities

* Both sets of activities (Primary and Secondary) are supplied on one USB.

PRICE:

\$100 per set
(GTAV members)

\$125 per set
(non-members)



This resource is available to purchase at www.gtav.asn.au

Choosing a suitable fieldwork site: GeogSpace Resources

Curated by Lorraine Chaffer

Syllabus Links

Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry. Fieldwork can enhance learning opportunities for all students because it caters for a variety of teaching and learning approaches. The enjoyable experience of active engagement in fieldwork helps to create and nurture a lifelong interest in and enthusiasm for the world students live in.

Fieldwork involves observing, measuring, collecting and recording information outside the classroom. Fieldwork can be undertaken within the school grounds, around local neighbouring areas or at more distant locations

Fieldwork activities should be carefully planned to achieve syllabus outcomes. Fieldwork activities should be integrated with the teaching and learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, field measurements and inquiry

Choosing a suitable location for fieldwork that suits the needs of students at different stages of learning can be difficult.



GeogSpace – www.geogspace.edu.au



Younger students investigate local places while older students go further afield and into places not suited to smaller children.
Photos L Chaffer and R Pierpoint

The following pages from the Geogspace website provide guidelines to consider when choosing a suitable fieldwork



GeogSpace

For teachers and secondary students

Australian Geography Teachers Association

Support units: Fieldwork

Illustration 1: Selecting a fieldwork site

Selecting a fieldwork site: Foundation year

The site you choose needs to suit the age group (typically five+ years). Consider their capacity for movement and their understanding of their environment. Their minds are very inquiring, so it is a great opportunity to start with simple fieldwork – geography outside the classroom.

Specified concepts to be covered

- place.

Possible sites

At this year level it is best to begin fieldwork in areas familiar to the students, close to their school and community, for example:

- The school grounds. Explore areas around the school, particularly ones that are outside their day to day activities, for example, where the Year 6 groups meet.
- Nearby. Take a short walk to somewhere close to the school (such as a park) that they can view as not just a place to play.
- Further afield. Visit a 'special' place in the community, such as a library, gallery, fire station or police station. Ideally this should be a place where it is unlikely that all students will have visited previously. This fieldwork may require the organisation of transport and specific administrative procedures at your school.

Fieldwork activities

These should include observation and the use of the senses based on an enquiry approach. Some possible questions to explore include:

- Where is this place?
- What happens here?
- Is it a safe place?
- What do you see?
- What noises can you hear?
- Why does our school or town need this place?
- Is it well looked after?
- Would you like to live or work here?

Reporting on the fieldwork

A few suggestions include:

- creating picture maps, drawings and photographs
- creating a story about the place
- making a rhyme
- comparing the place with other places
- imagining the place in five years time.



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Support units: Fieldwork

Illustration 1: Selecting a fieldwork site

Selecting a fieldwork site: Years 1 and 2

Students in Years 1 and 2 are typically up to eight years of age. As such they are capable of more extensive periods of time outside the classroom and should be encouraged to collect data, photograph and sketch at the fieldwork site.

Specified concepts to be covered

- place
- scale
- interconnection
- space
- change.

Possible sites

- The school grounds. Areas around the school can be used for basic weather recording activities. For example, temperature, rainfall, wind direction and cloud cover can be recorded at three or four sites, and students can consider the question: Where is the best space to play?
- Nearby. A short walk can be undertaken to a local environmental feature close to the school such as an area of bushland, wetland, parkland, farm or beach. The task here is about identifying features and how these features may have changed or might be changing in the future.
- Further afield. Students can compare businesses in commercial areas, such as places handling different scales of services (for example a supermarket and a corner shop), or an international company and a gardening service. Parents may be able to provide contact into different scales of services. This fieldwork may require the organisation of transport and specific administrative requirements at your school.

Fieldwork activities

These should include observation, measurement and use of the senses based on an enquiry approach. Some possible questions to explore include:

- Where is this place?
- What happens here?
- Why is this place here?
- How does weather affect the place?
- Why does our school or town need this place?
- Is it well looked after?
- Is this place changing?



Support units: Fieldwork

Illustration 1: Selecting a fieldwork site

Selecting a fieldwork site: Years 3 and 4

Students in Years 3 and 4 are typically from eight to 10 years of age. As such they are capable of extensive periods of time outside the classroom and should be encouraged to measure and collect data, photograph and sketch at the fieldwork site.

Specified concepts to be covered

- place
- interconnection
- environment
- sustainability.

Conceptual understandings to be extended

- space
- interconnection
- scale
- change.

Possible sites

- The school grounds. Areas around the school can be used for a waste management activity or a tree planting program.
- Nearby. A short walk to a park can be undertaken to study and test soils, classify vegetation types, identify the presence of animals by studying scats, and explore interconnections between people and their local environment. Consider becoming involved in an educational program established in the park.
- Further afield. A number of options for visits to less familiar environments can be undertaken. For example:
 - A farm. Any type of farm would be suitable for urban students and a niche farm, such as lavender, pig, llamas, could be selected for rural students.
 - A production site, such as a dairy, cheese-making, knitting mill or foundry.
 - A region where different types of settlements are influenced by the environment, such as coast, river, valley or mountain.

Parents may be able to provide contact into different environments such as food, fibre, timber or metal production. This fieldwork may require the organisation of transport and specific administrative requirements at your school.



Support units: Fieldwork

Illustration 1: Selecting a fieldwork site

Selecting a fieldwork site: Years 5 and 6

Students in Years 5 and 6 are typically from 10 to 12 years of age. As such they are capable of extensive periods of time outside the classroom and should be encouraged to measure and collect data, photograph and sketch at the fieldwork site. With greater confidence, students should be able to seek opinions from the public.

Specified concepts to be covered

- place
- interconnection
- environment
- space
- scale.

Conceptual understandings to be extended

- sustainability
- change.

Possible sites

- The school grounds. Areas around the school can be used for the study of a local planning issue, such as a survey as to where a basketball court should be built or the designation of a school drop-off zone.
- Nearby. A short walk to town or a shopping strip to explore the location of businesses and services can be undertaken to consider if specific activities tend to locate within the same vicinity by choice or by zoning requirements.
- Further afield. Visit diagonally different suburbs of a large city (not commonly known to the students) to show the inequalities of wealth, health and education. Interviews may be considered as an appropriate form of data collection. Another possibility is a visit to a food processing plant or distribution centre to discover the interconnections through export. These fieldworks may require the organisation of transport and specific administrative requirements at your school.

Fieldwork activities

These should include observation, collecting data and use of the senses based on an enquiry approach. Some possible questions to explore include:

- Where is this place?
- What happens here?
- How do I rank this place against a set of criteria – aesthetic, emotional, spiritual?



Support units: Fieldwork

Illustration 1: Selecting a fieldwork site

Selecting a fieldwork site: Years 7 and 8

Students in Years 7 and 8 are typically from 12 to 14 years of age. Students should be encouraged to suggest some of the possible elements that can be explored on the fieldwork. They are capable of an entire day outside the classroom and should be encouraged to measure and collect data, photograph and sketch at the fieldwork site.

With growing confidence, students should be able to seek opinions from the public.

Specified concepts to be covered

- place
- interconnection
- environment
- space
- scale
- change
- sustainability.

Possible sites

The school grounds can be used to introduce apparatus that might be used in the field, but this does not replace actual fieldwork.

- The school grounds. Areas around the school may provide the opportunity to look at land degradation and the processes involved. Is there a walkway that is eroding or soil compaction on a path? Students may consider what ought to be done to remedy the situation.
- Nearby. A short walk to a town area can be undertaken to administer a pre-developed survey on the liveability of an area and to undertake observation of sustainable lifestyles. This can include elements such as the use of tank water for gardens, soil protection, paved surfaces, solar panels, air conditioners, chimneys and evidence of bicycles.
- Further afield. A visit to a number of sites along a river within one catchment can be undertaken to consider changing flows and changing uses of the water on the sustainability of the river. This type of fieldwork may require the organisation of transport and specific administrative requirements at your school.



Support units: Fieldwork

Illustration 1: Selecting a fieldwork site

Selecting a fieldwork site: Years 9 and 10

Students in Years 9 and 10 are typically from 14 to 16 years of age. As such they are capable of an entire day outside the classroom and should be encouraged to measure and collect data, photograph and sketch at the fieldwork site.

Students should be able to confidently seek opinions from the public. They should also take on responsibility for their own learning and be actively engaged in the structure of the fieldwork investigation.

Specified concepts to be covered

- place
- interconnection
- environment
- space
- sustainability.

Conceptual understandings to be extended

- scale
- change.

Possible sites for Year 9 fieldwork

The school grounds can be used to introduce apparatus that might be used in the field, but this does not replace actual field work.

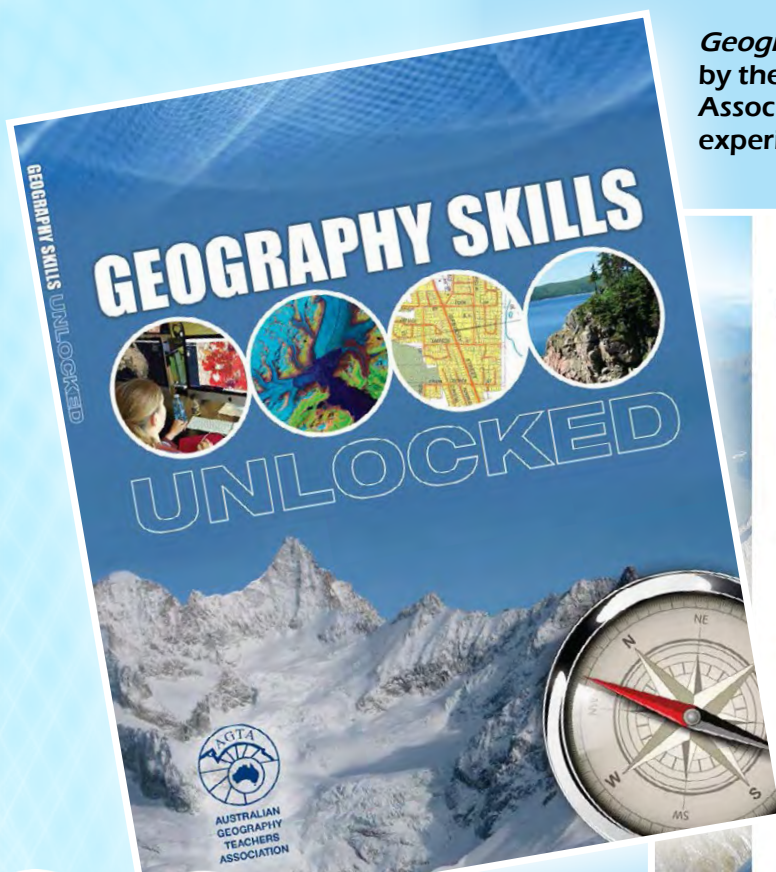
- The school grounds. An area at the school may contain a vegetable garden (or maybe at a nearby school) where the use of water, nutrient levels and the role of technology can be shown to effect crop yields.
- Nearby. A short walk can be undertaken to a venue that attracts crowds of people for an activity, such as a sporting arena, railway station, cinema, park, beach or shopping centre. Data on users of the site, transport, accessibility and perceptions of safety can be studied.
- Further afield. A visit to a farm producing a food crop can be undertaken. Environmental factors, innovative farming methods, changing markets and land ownership, and farm restoration of adverse environmental impacts can be explored. This type of fieldwork may require the organisation of transport and specific administrative requirements at your school.

NEW GEOGRAPHY RESOURCE

AGTA ANNOUNCES AN ESSENTIAL NEW GEOGRAPHY RESOURCE

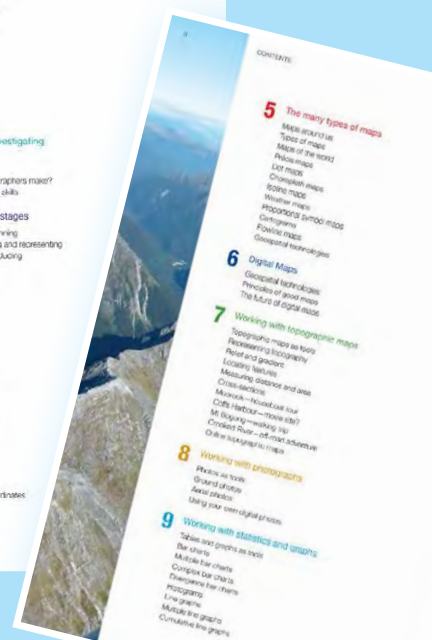
Geography Skills Unlocked is an exciting new skills book for Australian secondary schools

Geography Skills Unlocked is published by the Australian Geography Teachers Association and written by a team of experienced Geography teachers.



Contents

- Preface
- 1** *Inquiring, questioning, investigating*
Inquiring
Investigating in geography
What kinds of inquiries do geographers make?
The links between inquiries and skills
- 2** *Geographic inquiry – the stages*
Observing, questioning and planning
Collecting, recording, evaluating and representing
Interpreting, analysing and concluding
Communicating
Reflecting and responding
Organising data in an inquiry
Mind mapping
Concept diagrams
- 3** *Thinking skills*
A list of thinking skills
A classification of skills
A hierarchy of thinking skills
Creative thinking
Problem solving
Thinking skills in inquiry
- 4** *The elements of maps*
Map symbols
Direction and bearings
Scale
Distance
Locating features with grid coordinates
Latitude and longitude
Time zones



KEY FEATURES:

- ➔ Contents aligned to the inquiry and skills-based requirements of *Australian Curriculum: Geography*
- ➔ An engaging, easy to navigate design
- ➔ A student friendly approach with step-by-step explanations, descriptions and worked examples
- ➔ A focus on emerging technologies used to gather, analyse and present geographical data
- ➔ *GeoSkills* and *GeoInquiry* activities that scaffold student learning
- ➔ A wealth of stimulus material including a diverse range of maps, graphs, aerial photographs, satellite images, diagrams and photographs
- ➔ Examples drawn from each Australian state and territory with additional international material
- ➔ Key terms explained in embedded glossary boxes



Geography Skills Unlocked will be published mid 2016 and will be available for purchase via the AGTA website: www.agta.asn.au/Products

Investigating the Quarantine Station as an important and connected place: Stage 1 Geography – part 1

Susan Caldis, Macquarie University
Vice President GTANSW

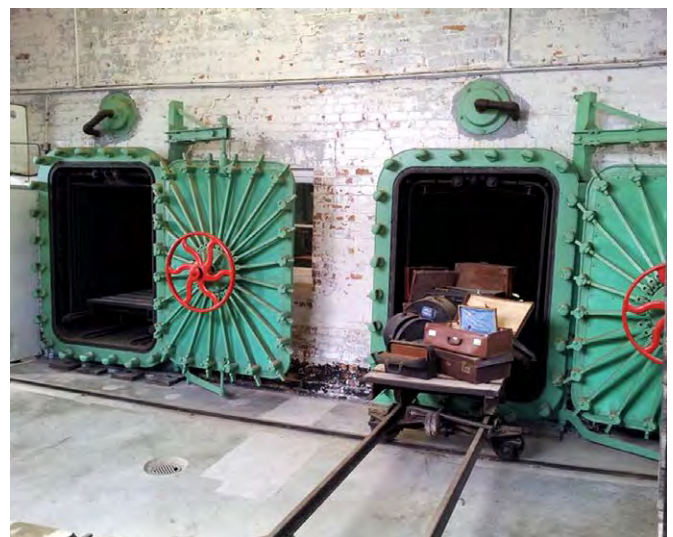


Quarantine Wharf and disembarking passengers' Luggage Store. Photo: J. Sillar

Abstract: The former North Head Quarantine Station (now known as the 'Q Station') is located in Sydney Harbour National Park, Manly. Whilst it is typically perceived as a local site of significance and an integral part of Sydney and Australia's history, it is also important geographically. The Q Station exudes the richness of place and reveals the diversity of interconnections between humans and environment, the meanings attached to place, and the ways in which Australia became connected to other countries. This article positions the Q Station as an opportunity to integrate both units of Stage 1 Geography (*Features of Places; People and Places*) through fieldwork and secondary research, thus the assumption is made that students will visit the Q Station as well as complete tasks during class time. It is intended for this article (parts 1 and 2) to be seen as a scaffold of potential ideas for teachers to adopt or adapt as appropriate to school context and student learning requirements. Whilst the lens remains geographical for this piece of work, it should be noted there are authentic opportunities to further integrate this learning with Stage 1 History (particularly *The Past in the Present*) and Stage 1 Science (particularly *Built Environments* and *The Living World*). All photographs are taken by Susan Caldis unless otherwise stated.

Background context: Prior to the arrival of British invaders in 1788, the headland and surrounding area that is now known as North Head and Sydney Harbour National Park were important ceremonial and spiritual grounds for the Gayimai and Cameraigal traditional owners, who were the local clans. The Quarantine Station commenced operation in 1833 as a place of isolation

for people travelling to Australia who were suspected of carrying contagious diseases such as Spanish Influenza, Smallpox or Bubonic Plague. This strict quarantine was enforced in the hope that these deadly diseases would not spread to the general population already living in Sydney. The local Aboriginal communities were the earliest victims of introduced diseases in the colony, such as smallpox. This disaster could have been prevented or minimised had quarantine processes been in place from the time of the colony's establishment. Around the Q Station there are many inscriptions carved in to the sandstone, trees, bricks and walls which reveal the diversity of cultural and social backgrounds of the quarantined migrants. For further information please see <http://www.quarantinestation.com.au/About/History/>



Steam autoclaves, where passengers' baggage was taken on disembarkation for disinfection on arrival, Wharf Precinct. Photo: J. Sillar

FIELDWORK: INVESTIGATING THE QUARANTINE STATION



The passenger showers and wash-rooms, Wharf Precinct



An inscription in the sandstone (a primary source of information in History; a secondary source of information in Geography)



An information board useful for obtaining secondary information in Geography



Beach and Passenger Reception sheds, Wharf Precinct, Quarantine Station



Quarantine Beach: a space in the Q Station where primary research can be conducted for Geography



*Flannel flowers, native flora in the Isolation Precinct
Third Class "Asiatics" accommodation*

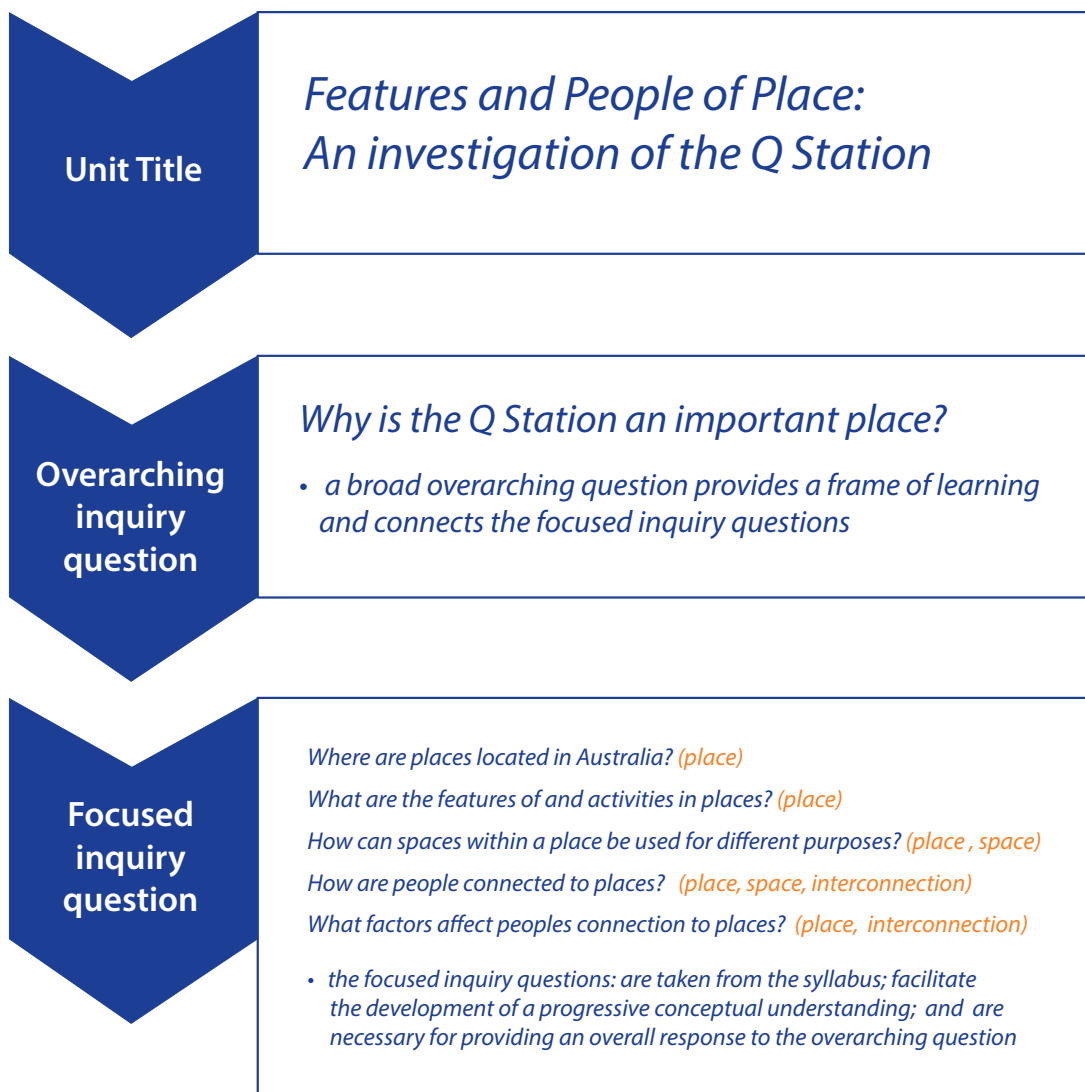
FIELDWORK: INVESTIGATING THE QUARANTINE STATION

A proposal for *Features and People of Place: an investigation of the Q Station*

Unit(s)	Features of Places (FOP) People and Places (P&P)	Concepts in focus Place Space Interconnection		
Outcomes	GE1-1 Describes features of places and the connections people have with places GE1-2 Identifies ways in which people can interact with and care for places GE1-3 Communicates geographical information and uses geographical tools for inquiry			
Overarching question	Why is the Q Station an important place?			
	Content descriptions	Unit	Outcome(s)	Inquiry question(s)
	investigate Australia’s location in the world (place)	P&P	GE1-3	Where are places located in Australia?
	investigate places across a range of scales within Australia (place)	P&P	GE1-3	
	investigate features of places and how they can be cared for (place, space)	FOP	GE1-1, GE1-2, GE1-3	What are the features of, and activities in, places? How can we care for places?
	investigate the weather and seasons of places (place)	FOP	GE1-1, GE1-3	
	investigate activities that occur within places (place, space)	FOP	GE1-1, GE1-2, GE1-3	How can spaces within a place be used for different purposes?
	investigate people’s connections and access to places (place, interconnection)	P&P	GE1-1, GE1-3	How are people connected to places? What factors affect people’s connections to places?
	investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (place, interconnection)	P&P	GE1-1, GE1-3	
Geographical Inquiry skills	Acquire <ul style="list-style-type: none">pose geographical questionscollect and record geographical data and information, for example, by observing or using visual representations	Process <ul style="list-style-type: none">represent data by constructing tables, graphs or mapsdraw conclusions based on the interpretation of geographical information sorted into categories		Communicate <ul style="list-style-type: none">present findings in a range of communication formsreflect on learning and suggest responses to findings
Geographical tools	world map/globe, satellite images, photographs, tally charts, weather data, observing, collecting and recording data,			
Timing, assessment type and assessment activities have not been designated. The intent in designing this suite of activities is for students to be able to develop and demonstrate a conceptual understanding of place, space and interconnection				

FIELDWORK: INVESTIGATING THE QUARANTINE STATION

The diagram below outlines the hierarchy of inquiry questions and their connection to three underpinning concepts:



For further information about the concepts, please see the syllabus:

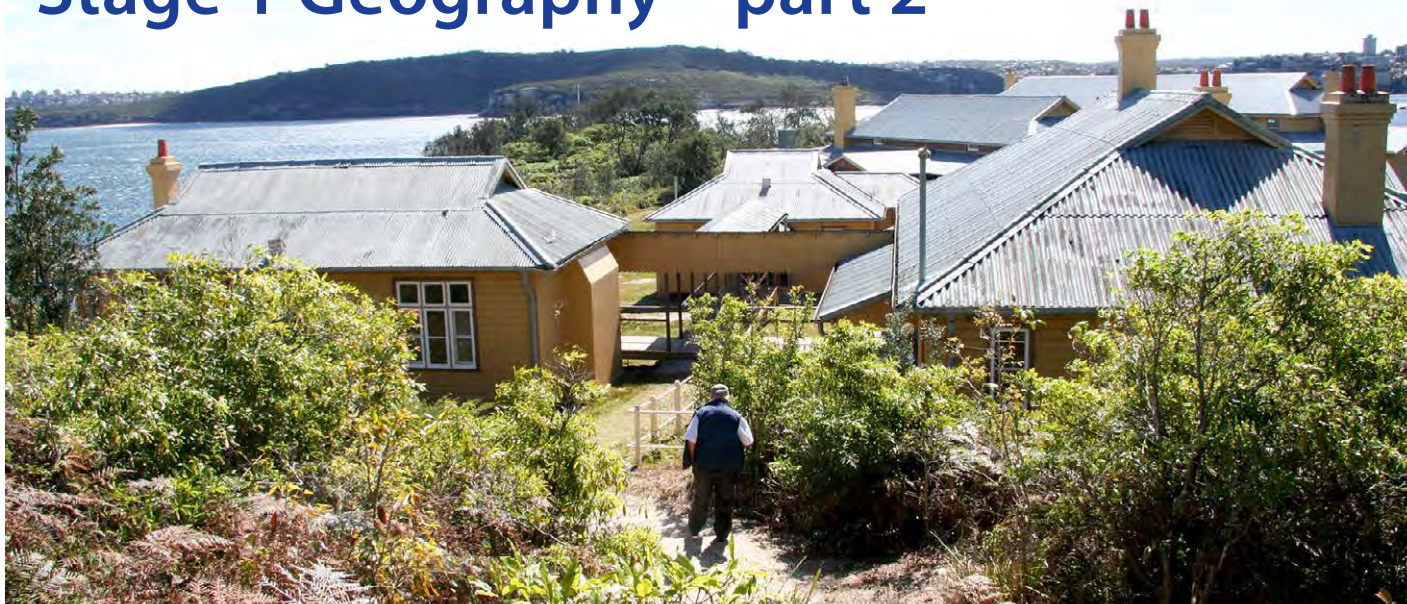
<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/geographical-concepts/>

<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-concepts/>

Below: Hospital Precinct, Quarantine Station., Photo: J. Sillar



Investigating the Quarantine Station as an important and connected place in Stage 1 Geography – part 2



Hospital Precinct, Quarantine Station. Photo: J. Sillar

Features and People of Place: an investigation of the Q Station

Why is the Q Station an important place?

Contextual activity: Before investigating the Q Station specifically, ask students to identify a place that is important to them and provide one reason why. This could also be discussed using a visual representation of the school to prompt responses. This will refresh and build on learning from Early Stage 1 about **place**.

Acquiring and communicating: Brainstorm and discussion

Why is our school an important or special place?



Source: Click Art



Rock engravings in the Wharf Precinct, Quarantine Station. Photos: J. Sillar

Is there another place that is important or special to me? What is this place? Why is it important or special?

Student responses can be provided verbally and/or in a picture, photograph or drawing (their own or found on through a web search) and/or in written words but should be captured by the teacher for example, on the whiteboard, in Google docs, via an App etc., to enable further discussion and categorisation.

Processing and communicating: Referring to the student responses above, ask students how many important places are buildings, or how many important places are related to family and friends, or how many important places are only for certain activities (the questions about categories will be informed by the student responses). A place might fit in to more than one category. Data could be represented in a table. This table can be jointly constructed by the class, an example follows.

FIELDWORK: INVESTIGATING THE QUARANTINE STATION

Types of important or special places for our class	Number mentioned by our class
Building (e.g. house)	
Outdoor area (e.g. park)	

Focused inquiry question	Where are places located in Australia?
Outcome	GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions	<ul style="list-style-type: none"> investigate Australia's location in the world (place) investigate places across a range of scales within Australia (place)
Conceptual understanding	Place – the significance of places and what they are like
Geographical tools	Map of Australia, Sydney, the world and/or a globe, Google Earth, (maps could be a combination of wall map, floor map, puzzle, personal map etc.), photographs
Research methodology	Secondary research

Acquiring and communicating: Discussion and identifying Australia on a map of the world.

Use a map of the world and a globe to prompt discussion about where Australia is located in the world. Key items to cover would be the names and location of other continents (Africa, Antarctica, Asia, Europe, North America, South America); the equator (Australia is in the southern hemisphere).

Processing and communicating: Students could shade in Australia on their own map of the world and/or point to it on a communal map or globe. Directional terms could also be used as part of this identification process.

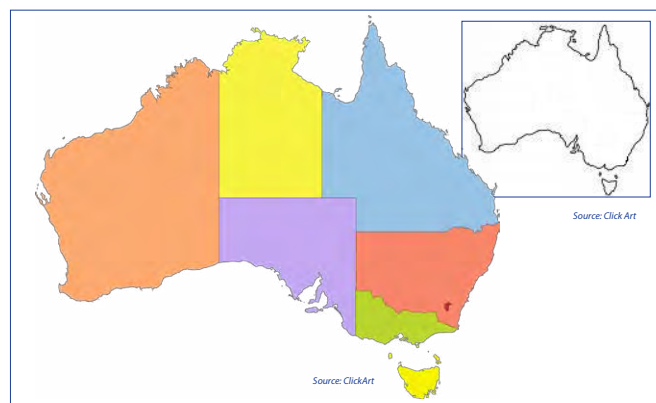
This activity can be extended to include the name and locations of places students in the class have visited or have lived in, or where their parents/grandparents are from etc.



Acquiring and communicating: Discussion and identifying important places in Australia on a map

Use a map of Australia and Google Earth to prompt discussion about important places in Australia. Key items to cover would be the names and location of states and territories (New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia, Australian Capital Territory, and Northern Territory); the names and location of capital cities (Sydney, Brisbane, Adelaide, Hobart, Melbourne, Perth, Canberra, and Darwin); the name and location of the school

Processing and communicating: Students could shade in NSW and label Sydney on their own map of Australia and/or point to designated states or territories or cities on a communal map/Google Earth. Students could be asked a reflective question such as "What else would you like to know about Australia?" The responses could be captured and referred to throughout this unit or year's work.



This activity can be extended to include the name and location of other important places in Australia. This activity can also be completed with a map of NSW.

FIELDWORK: INVESTIGATING THE QUARANTINE STATION

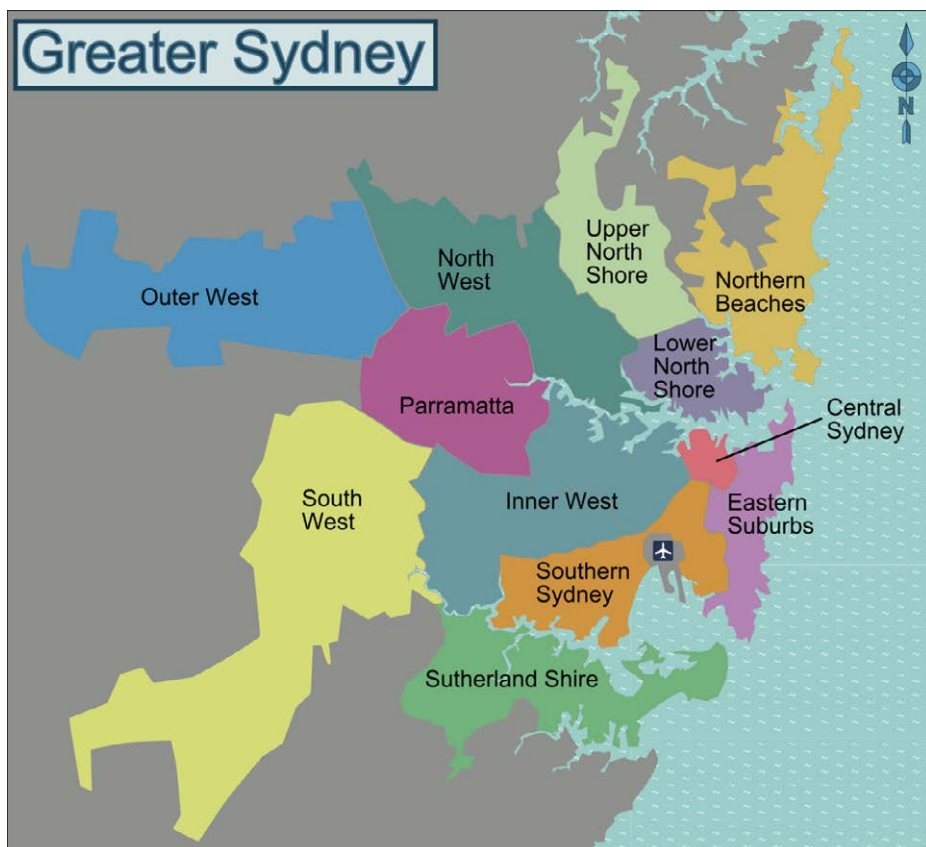
Acquiring and communicating:

Discussion about Sydney and the Q Station

Use a map of Sydney and Google Earth to identify the city of Sydney, North Head, South Head, the Q Station. This activity could also include identifying where the school is, where students live, the airport, and other known places in Sydney. A NSW map would also be required if the school is based outside of Sydney (or zoom in and out using Google Earth).

Processing and communicating:

Students could shade in NSW and label Sydney on their own map of Australia and/or point to designated states or territories or cities on a communal map/Google Earth. Directional terms could also be used as part of this identification process.



Source: Click Art

Identify where Australia is located in the world



Identify where important places are located in Australia



Identify where the Q Station is located in Sydney

FIELDWORK: INVESTIGATING THE QUARANTINE STATION



Cottages, Isolation Precinct, Q Station. Source: J. Sillar

Focused inquiry question	What are the features of, and activities in, places? How can we care for places?
Outcomes	GE1-1 Describes features of places and the connections people have with places GE1-2 Identifies ways in which people can interact with and care for places GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions	<ul style="list-style-type: none"> investigate features of places and how they can be cared for (place, space) investigate the weather and seasons of places (place)
Conceptual understanding	Place – the significance of places and what they are like Space – the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in
Geographical tools	Photographs, maps, Google Earth, websites, Apps for temperature, wind speed/direction, decibels
Research methodology	Primary and Secondary research

Acquiring and communicating: Using visual representations and Google Earth to identify features of and activities in places in the context of the Q Station.

Prompt discussion in response to questions such as: What are the features of the Q Station? What activities are occurring at the Q Station? How can the Q Station be cared for? How can you tell people at the Q Station are/were connected to different places? This could become a game where students work in pairs or small groups to come up with as many responses as possible

and then share with the class. The way in which this activity occurs is up to the teacher based on student learning needs and familiarity with the Q Station.

Processing and communicating: Once the discussion has been completed, student responses could be captured in a table such as the one below. Students could be asked a reflective question such as “What else would you like to know about the Q Station?” The responses could be captured and referred to throughout this unit’s work.

Criteria	From the visual representations (secondary research)	From visiting Q Station (primary research)
Features of place		
Activities of place		
Caring for place		
Peoples connection to places		
Weather and seasons		

Visual representations of the Q Station

Minimal Impact Code

	
Only enter buildings escorted by a guide	Respect guests privacy and refrain from looking through windows
	
Smoke only in designated areas	Do not enter bush land
	
Do not feed wildlife	Dispose of all litter in bins provided
	
No flash photography near grassy areas or bush land	Be quiet whilst on or around a tour group



Little Penguin Critical Habitat

Critical habitat for the critically endangered Little Penguin was declared under the Environment Protection and Heritage Act 1997.

Red Potential Critical Habitat A

Yellow Potential Critical Habitat B

Green Potential Penguin Habitat

NO HANDLING



NO COMPANION ANIMALS




Area A Regulations

Area A and shading on map extend from the Cliff Beach to the northern end of Camp Cove. Area A is part of a group of 6 Cliffs Beach. It is a highly sensitive area for the Little Penguin. The main objective of the regulations is to protect the area. All activities in the area must be controlled and a permit is required for any activity.

Area B Regulations

Area B is an area of 100 hectares and is a highly sensitive area for the Little Penguin. The main objective of the regulations is to protect the area. All activities in the area must be controlled and a permit is required for any activity.

Area C Regulations

Area C is an area of 100 hectares and is a highly sensitive area for the Little Penguin. The main objective of the regulations is to protect the area. All activities in the area must be controlled and a permit is required for any activity.

NO ANCHORING



NO FISHING




Maximum Penalty \$5,500

The new legislation will allow the Police and Wildlife Services to go to court for up to \$5,500 for each offence.



THE SHIP
FOREST MONARCH.
WITH 341 EMIGRANTS.
FROM SOUTHAMPTON.
AUGUST 25th 1858.
D. CRANE, SURG. SUPERINTENDENT.
T.R. ANDERSON COMMANDER.
A. MACGIE FIRST MATE.
D YEATES. MASON.

THE
SHIP ANNIE WILSON
OF LIVERPOOL WITH
1205 EMIGRANT
APR. 24th 1862
J.S. HUGHES M.D.
CAPT. J. DUCKITT

THE SHIP ANNIE WILSON
OF LIVERPOOL WITH
1205 EMIGRANT
APR. 24th 1862
J.S. HUGHES M.D.
CAPT. J. DUCKITT

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FIELDWORK: INVESTIGATING THE QUARANTINE STATION

Focused inquiry question	How can spaces within a place be used for different purposes?
Outcomes	GE1-1 Describes features of places and the connections people have with places GE1-2 Identifies ways in which people can interact with and care for places GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions	investigate activities that occur within places (place, space)
Conceptual understanding	Place – the significance of places and what they are like
Geographical tools	Map of the Q station, photographs, Google Earth, websites (may need to refer back to the previous activity). Apps for decibels, temperature
Research methodology	Primary and secondary research

Acquiring and communicating: Investigating the different activities occurring in a range of areas (spaces) around the Q Station (place).

Use the Q Station map (http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf) and refer back to the previous activity to identify different activities that occur around the Q Station (or used to occur around the Q Station)

Processing and communicating: Once the discussion has been completed, student responses could be

captured in a table such as the one below. As a class, reference could be made to the reflective question from the previous task to see if any 'answers' are emerging. Students could also be asked about how they think they would feel when they visit the Q Station based on the visual representations they have looked at so far. After the fieldwork/primary research experience, students could be asked to reflect on their experience (similar to a plus, minus, interesting activity). Student responses could remain captured and referred to throughout this unit's work.

Activities occurring around the Q Station	From the map and visual representations (secondary research)	From visiting Q Station (primary research)

Kitchen in the First Class Precinct and at left outdoor kitchen of the Third Class "Asiatic" Precinct. Photos: J.Sillar



FIELDWORK: INVESTIGATING THE QUARANTINE STATION



Above: The map in this photograph can be accessed as a pdf via the following weblink. The map is provided courtesy of the Q Station. http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf



Above: Memorial to passengers of the ship Constitution, who died during quarantine, cemetery in Third Class Precinct

When visiting the Q Station, students could complete some observation notes (verbally or in written form) in two different spaces of the Q Station

At the: hospital /beach /washrooms /accommodation /bushland /first class ship cabin / third class ship cabin / other... (circle)

What do I see?	What do I hear?
What do I smell?	How do I feel?

At the: hospital /beach /washrooms /accommodation /bushland /first class ship cabin / third class ship cabin / other... (circle)

What do I see?	What do I hear?
What do I smell?	How do I feel?

FIELDWORK: INVESTIGATING THE QUARANTINE STATION



Focused inquiry question	<p>How are people connected to places?</p> <p>What factors affect people’s connection to places?</p>
Outcomes	<p>GE1-1 Describes features of places and the connections people have with places</p> <p>GE1-3 Communicates geographical information and uses geographical tools for inquiry</p>
Content descriptions	<ul style="list-style-type: none"> investigate people’s connections and access to places (place, interconnection) investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (place, interconnection)
Conceptual understanding	<p>Place - the significance of places and what they are like</p> <p>Interconnection – where no object of geographical study can be viewed in isolation</p>
Geographical tools	To be provided by the Q Station
Research methodology	Primary research

Acquiring and communicating: Connecting the people associated with the Q Station to other places in the world

This activity is recommended for completion at the Q Station. Students will have the opportunity to engage with a large wall and floor map to identify all the places in the world the Q Station is now connected with. Students will also be able to see inscriptions



from people who stayed at the Q Station in previous years and explore suitcases of belongings. Time is also available with an Elder or ranger from the local Aboriginal community

Processing and communicating: Students could create an advert for the Q Station, encouraging people to visit this place. The advert should include reference to each section of this unit.



FIELDWORK: INVESTIGATING THE QUARANTINE STATION

Ensuring alignment to the stage statement

By the end of Stage 1, students describe the natural features of different places (*this could include reference to the vegetation, headland, sandstone rocks or beach at the Q Station*), including the weather and seasons, and recognise that places exist across a range of scales (*this could include reference to places in the world – global scale; places in Australia – national scale; and the Q Station – local scale*). They describe human features of places, including how spaces can be arranged for different purposes (*this could include reference to the hospital and accommodation buildings at the Q Station*). Students investigate how places are managed and cared for (*this could include reference to the Q Station being managed by National Parks and Wildlife Service*) and discuss the connections people have to different places (*this could include personal experience or make reference to the stories of people who stayed at Q Station*).

Students pose questions and collect and record information to answer these questions (*using primary and secondary research methods*). They represent data in tables and on maps (*tick!*). They interpret geographical information to draw conclusions (*tick!*). Students present findings in a range of communication forms using simple geographical terms (*communication can be written, verbal, pictorial etc.*). They reflect on their learning and suggest actions in response to the findings of their inquiry (*tick!*).



Medical Staff Accommodation, Hospital Precinct, Q Station. Photo: J. Sillar

Useful websites to gain further information about the Q Station or syllabus requirements:

http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf

<http://www.quarantinestation.com.au/>

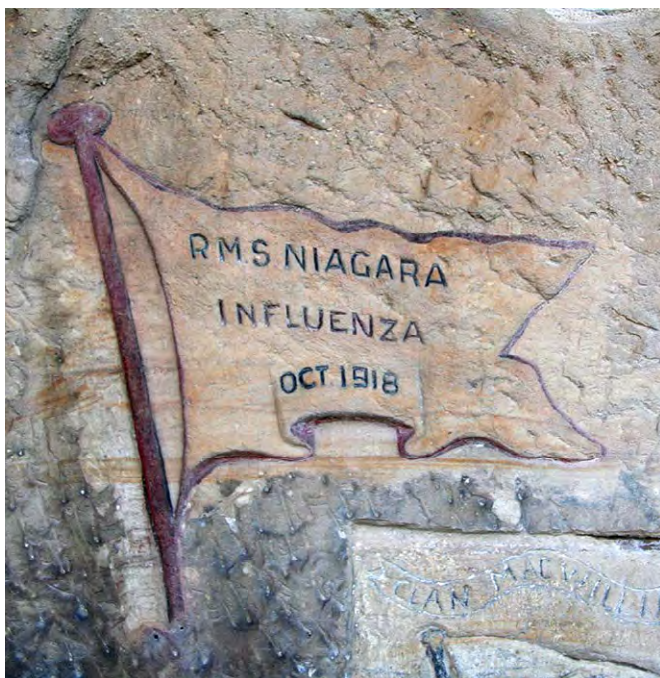
<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1176/> <http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1177/>

<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1178/>

Final comment

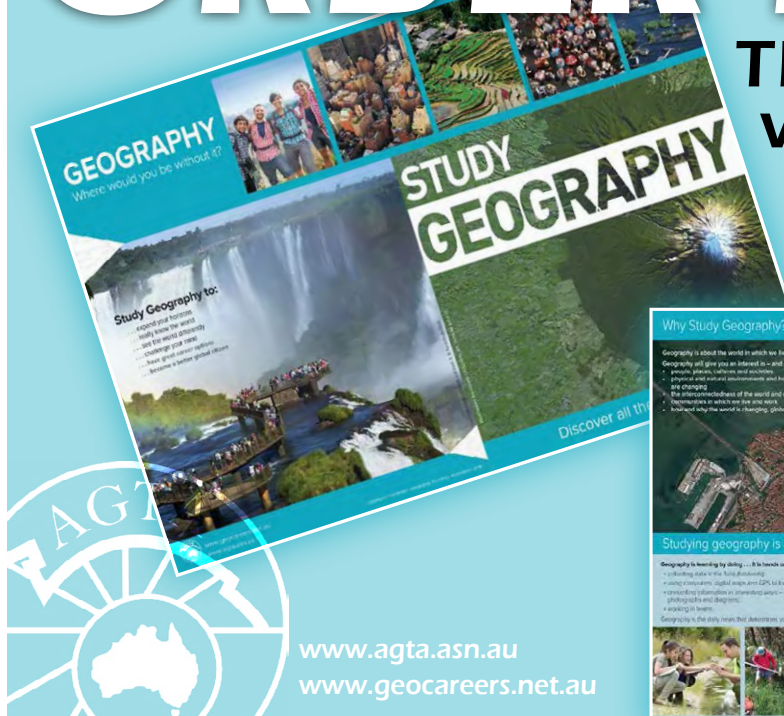
This scaffold for a unit of work around **Features and People of Place: an investigation of the Q Station** is intended only to be an outline of possibilities and prompts rather than an absolute program of learning. This is why a formalised assessment task has not been identified. It is envisaged that teachers would adopt, adapt and extend the ideas to build them in to a unit of work appropriate to student learning needs and interest. This unit could be a comparative unit where the Q Station is compared to another known (or unknown) place. Alternatively, this unit could become part of a broader project based learning activity that connects learning from History and/or Geography and/or Science and/or English and/or Art.

Left: Rock engraving in the Wharf Precinct shows a flag with ships' name, reason for, and date of quarantine. Photo: J. Sillar



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Signature			

CHINA: URBANISATION

**Steve Weingarth, Geography Teacher, Model Farms High School,
Councillor GTA NSW & Producer Educational resources**

Syllabus links Stage 5: Changing places

Causes and consequences of urbanisation

Students investigate the causes and consequences of urbanisation with reference to ONE Asian country, for example:

- identification of spatial distribution patterns
- description of the causes of urbanisation
- examination of economic, social or environmental consequences of urbanisation

Students investigate reasons for and effects of internal migration in Australia and another country, for example:

- analysis of trends in temporary and permanent internal migration
- discussion of economic, social or environmental consequences of internal migration on places of origin and destination

View over old low rise housing to high rise apartments relacing the old sections in Shanghai. Source: Steve Weingarth

Government policy: A force in urbanisation and urban growth

Unlike Beijing with its 3000 year history, Shenzhen owes its urbanisation to being designated the first Special Economic Zone in China in 1980. This once small fishing village was created as an experimental city for the Chinese version of capitalism called “socialism with Chinese characteristics” or “market socialism” which is basically the free enterprise or market economy with Communist Party approval and guidance. This is a major shift from 1949 when the Communists came to power to rid the country of the capitalists and establish a Communist planned economy.

Shenzhen's urbanisation was driven by businesses, particularly manufacturing, setting up because investors knew they could make profits. Workers were attracted by new jobs in manufacturing and services, illustrated by the fact that over seven million of China's 220 million migrants live in Shenzhen, Little more than a fishing village in 1979, by the 2010 census Shenzhen registered 10.4 million inhabitants. Source: www.newgeography.com/content/002862-the-evolving-urban-form-shenzhen

Shenzhen is a powerhouse of China and part of the Pearl River Delta manufacturing base, a major contributor to manufacturing output for the World and a contributor to China's economic success.

Nearby Hong Kong grew as a global business, manufacturing and financial centre when it was a British colony until the handover to China in 1997. Hong Kong Island and Kowloon were to be under British rule forever but the New Territories part of Hong Kong was only on a 99 year lease. The UK government realised they couldn't split Hong Kong after 1997 when the lease expired so the People's Republic of China acquired the whole of Hong Kong as a booming market economy.

The Chinese government then decided to try the market economy system in Shenzhen just outside Hong Kong. They realised that the market system increased productivity and boosted the economy and urbanisation. The pragmatic Communist government realised that raising living standards and providing employment could be done in a number of ways, especially in cities, and whatever worked should be

China: Urbanisation

considered. This view is now driving urbanisation and urban growth in China.

The market system resulted in higher productivity in the cities and led to further urbanisation and urban growth. It also led to flows of internal migrants from rural areas into the cities and a range of social, economic and environmental issues related to urbanisation and urban growth.



Beijing – Entrance to the Forbidden City (home of the Emperors) is below the image of Chairman Mao, where the People's Republic of China was founded in 1949. Source: Steve Weingarth

Background to changes in urbanisation and urban growth

China has the world's largest population of around 1.4 billion people (year), with about half being urbanised and the rest living in rural villages (use statistics and sources here). When the Communist Party of China (CPC) and leader Chairman Mao Zedong came to power in 1949 this was a land of peasants and rural villagers were not allowed to move to the cities seeking urban lifestyles and opportunities. The new People's Republic of China had a planned economy controlled by the CPC. This economic system lasted until around 1979 when it was considered inefficient and lacking in incentives for people to be more productive. Special Economic Zones of basically capitalist cities and hinterlands were allowed in certain areas after 1979. This encouraged investment, urbanisation and growth of cities.

The socialist planned system was replaced by what the CPC called the socialist market economy. This allowed market forces to decide resource allocation, prices and what was produced. There is not much difference between this and the capitalist market economy in Australia, the USA and other Western nations. China also has a State owned sector which provides essential services, banking and major infrastructure such as dams and railways.

These changes resulted in a boom in manufacturing and the growth of cities where ownership was in the hands of individuals and shareholders, replacing many State enterprises that were inefficient and making losses. About two thirds of China's GDP now comes from the private sector.

The opportunities for work in manufacturing, construction of housing, factories and infrastructure as well as the tertiary sector in cities has been a powerful attraction for many who have few work and lifestyle opportunities living in the countryside. This has created a floating population that moves to and from the established megacities and new smaller inland cities.

Urbanisation is the movement of people from rural areas and agricultural employment to urban areas and employment in manufacturing and services. Urban growth is the rate of population growth and expansion of urban areas. The more an urban area grows, the more employment opportunities are created. Urban growth results from both rural-urban migration and natural increase from births in the cities exceeding deaths.

Urbanisation is part of economic development which is rapidly increasing in China. This results in rising per capita incomes and demand for non-agricultural goods. These are cheaper to produce in urban settlements because the infrastructure for moving goods and people are there, supported by financial and legal services and a vast pool of workers with a variety of skills.

Reasons for concentration of economic activities in large urban settlements

Economies of scale and transport costs leads to the concentration of production and people in certain locations in cities. People from rural areas and those with lower skills and education from within the city are better off being in a large city as there are more employers.

Old men in Beijing. Many migrant workers compete to do the lowly paid street cleaning jobs and others find it hard to get a job. Source: Steve Weingarth



China: Urbanisation



Beijing. KFC and Chinese advertising for insurance and products.
Source: Steve Weingarth

Finding a new job after losing another is easier than it might be in a town or small city.

In large cities there is also an informal sector where people set up stalls in streets selling food or cheap goods for example. These people work in the cash economy and are often unemployed or underemployed. In the formal sector business people benefit from ready access to capital, business services and a large pool of labour with the skills and training needed. This attracts more business and in turn, more workers, adding to urban growth. This works better if governments provide infrastructure such as good roads and public transport, clean water supply, non-polluting power supply.

Workers who find the jobs and income and general city lifestyle attractive tell their family and friends in the villages, thereby attracting more migrants, increasing the supply of labour in cities and creating further growth. Government is now dealing with increasing congestion and rising housing costs in the popular destinations.

More government-built low rent housing is being provided, benefitting those with urban registration or Hukou, and inexpensive public transport helps lower paid workers get to and from work. Otherwise the benefits of moving to a city for higher wages would be eroded by higher costs of living.

Rents and purchase prices are expensive in many large cities. For example a one bedroom 72 square metre apartment near the CBD of Beijing would be rented for around the equivalent of \$2000 a month. This is similar to Australian capital city rents. In major cities such as Beijing and Shanghai rents and purchase prices are prohibitive unless you are earning a very high salary. Many lower income earners are forced to rent cheaper housing on the outskirts of cities and spend more time travelling to work. Often several people will share a small apartment. As most lower paid people have to rely on public transport and cannot afford a car, it is important to live near railway stations.

The variety of big city job opportunities and lifestyle attractions such as entertainment, shopping, restaurants as well as services, education and training attract migrants from non-urban areas and smaller urban centres. This in turn grows the city population which is added to by natural increase. The larger population then creates a growing market demand for goods and services which provides opportunities for businesses and government workers to supply these, helping new business to start. Employment and income levels rise and this cycle continues, at least until some cities get so large that congestion, pollution, real estate and living costs reduce the advantages of urban location.

Rural – urban migration and issues facing people from the countryside

The government is encouraging the move from the countryside to the cities even though it is taking time for the migrants to get the same rights in access to social services in cities as city born people get. Everyone in China has household registration or Hukou and is classified as a rural or urban resident based on the area where they are born. A person born in a village 200 kilometres from Beijing or Shanghai has rural registration or Hukou and is not entitled to social benefits like health care and social security if unemployed. Only those with urban Hukou get these as well as access to schools for children and cheaper government built housing.

This results in an underclass of people from rural areas "living rough" in dormitories, converted shipping containers and poor quality housing in a city's outer suburbs. If they can't get work or are injured they are forced to return to their villages. Many of these people do the essential but not attractive jobs such as street cleaning, factory work, construction and deliveries. They don't have the levels of education of city born people who get the pick of better paid jobs. A majority of

Beijing railway station scene with young rural-urban migrant getting directions, other travellers and the author. Source: Steve Weingarth



China: Urbanisation

migrant workers are employed in manufacturing in the developed regions along the East coast. (Statistics)

About the same number of women as men migrate, leaving villages full of elderly people and children staying with grandparents because parents are working in cities. It is estimated that about 60 million children of migrant workers live with grandparents. This creates emotional issues for children left behind because parents believe the cities offer the only hope of making a decent income to support their families.

The government sets minimum wages but these are often ignored by employers who know that unskilled villagers are often desperate for work. They need to support themselves and families left behind in rural areas where earning a living from farming is difficult. The rural-urban workers support children and elderly parents back home by sending part of their pay. Visits home are usually a few times a year for festivals and holidays. Trains become overcrowded with millions returning to see their spouses and children.

Benefits of urbanisation and related problems of rapid urbanisation

As rural migrants contribute to the workforce needed in cities, the government is reforming the Hukou system to give these people the same rights as urban residents after set periods of time working in cities.

Today there is not the need for half the population to be producing food for city dwellers. Mechanisation of farming and higher yielding crops means more city dwellers can be supported by a lower percentage of farmers. The contribution of agriculture to the economy is falling and in 2016 the services sector took over from manufacturing as the most important sector of the economy.

The government is keen to encourage urbanisation as it creates a larger market for consumer goods and services in the cities. This provides a massive stimulus to the economy and reduces the reliance on overseas consumer demand for Chinese made goods.

Currently China has a massive debt which is equivalent to 250% of GDP. Too much has been spent stimulating the economy with dubious projects such as building cities that very few now want to live in, hoping that the millions of apartments and shopping malls will fill up with people from the countryside in the future. New cities are being built on land once occupied by farms and villages, forcing villagers to sell up and then watch apartment buildings and city buildings being

constructed. City jobs are coming to new smaller cities in rural areas, which should slow the rural – urban drift to the megacities.

Villagers own their houses but all land is owned by the State and leased for long term use then land can then be resumed for urban development. New cities provide work but also change village community life and traditional ways. Not everyone wants to trade their house for a small apartment in a high rise block on which the land has a 70 year lease.

Local governments lease former rural land to developers at higher prices than when used for farming and village use, generating large sources of revenue that is meant to be used for public infrastructure and amenities. The central government is now dealing with corruption related to some officials who divert funds to their own use. Farmers are protesting against unfair treatment and inadequate compensation for houses being demolished. The central government now has to look into these issues.

It is essential to make new inland cities attractive so the government moves public sector offices and universities to new cities, which then creates opportunities for other services to locate. There is a lot of speculative building of housing and infrastructure already and avoiding having near empty new cities means giving people reasons to move to these. There are so called “ghost cities” being built that are largely empty. There is an oversupply of housing (mainly apartments) and insufficient reasons to attract people to these cities that are full of mainly empty apartment buildings and shopping malls. There are GDP targets set by the central government and an easy way to achieve these is to keep building which also improves the employment figures.

*Empty apartment buildings in Ordos, one of the 'ghost cities' of China.
Source: www.businessinsider.com.au*



China: Urbanisation

This investment in new cities will come unstuck if few people want to buy what is being built. People taking loans and banks doing the lending could be in trouble if there is oversupply and few buyers. Of those that do come, many soon leave the new cities and return home as there are few jobs and amenities. Apartments are often built at lower quality standards with prices that are not low enough to attract buyers. Real estate speculators are trying to resell these at higher prices than they paid for them for and find they are not able to do so.

Local governments have to give the central government much of their tax revenue derived from rural communities. To improve their revenue, land is often taken from villagers with small compensation and this is leased long term at higher prices to developers building new cities and ghost cities. So called "flipping real estate" like this may raise the GDP figures, which then look better, and gets promotion in the Communist Party for local officials but it causes discontent among those affected by these urbanisation strategies.

The government wants to move 250 million, or about 10 times Australia's population, from the countryside and have 70% living in cities by 2030. Eventually it is expected that half a billion farmers will become city dwellers and workers, helping lift productivity and improving the Chinese economy. This will reduce the impact of lower demand for Chinese made goods from European nations now facing economic problems including unemployment and falling spending power.

China is moving from a manufacturing based economy to a consumer driven one to satisfy the rising middle classes in the cities as much as help economic growth. This will impact on the migrants looking for low skilled city manufacturing jobs that they can do with lower levels of education and skills.

Another reason why the government encourages urbanisation is the tax revenue it raises. City people don't grow their own food and sell the surplus for cash, avoiding tax payments, or barter it with others as happens in villages. In cities food and other farm products are bought in shops and restaurants where tax is paid on purchases. City dwellers earn taxable salaries and wages in city jobs and buy consumer goods and use services that are also taxed. Moving say, 350 million people from villages to the cities is like creating a US size economy that is mainly tax payers. No wonder it is expected that China will become the World's largest economy ahead of the USA. Right now about 150 million people are rural-urban migrants.



Man on bike collecting plastic bottles for recycling. Source: Steve Weingarth

Environmental issues

The government wants to have rising living standards and satisfaction among the people as this makes the Communist Party government more popular and reduces public protests. For example reducing pollution and the effects of toxic smog on health is a major issue for people in cities such as Beijing which at times has serious air pollution problems.

In 2013 and again in 2015 there was the worst air pollution in this capital city on record. For the first time in history schools were forced to close, businesses shut and 22 million residents were asked to do whatever they could to escape choking on the thick, polluted air. This meant tourists and locals avoided walking the streets and wore face masks. Greenpeace called the situation "Airpocalypse." Harmful microscopic particles known as PM2.5 reached 25 times the levels recommended by the World Health Organisation. The problem is found in other cities as well.

About 1.4 million people in China die each year from pollution. These victims are mainly city dwellers. In Beijing there is a 5 year plan from 2016-2020 to impose restrictions on the purchase and use of motor vehicles, to put congestion fees on cars in central areas and offering 30% discounts on train travel before 7am and get more people on public transport.

Currently about half the city population of around 22 million uses public transport, bicycles and walking to get around.

Government backed action to curb pollution shows the people that the government cares about their health and wellbeing. This includes reducing vehicle emissions and household burning, reducing factory emissions and relocating industry out of cities and replacing coal burning power stations. New eco-cities have been planned which eliminate these issues. All this helps reduce health issues such as lung disease related to pollution and raises city living standards.

China: Urbanisation



High speed rail link from Beijing to Xian. Source: J. Sillar

Shanghai

Shanghai is China's largest city with around 25 million people, or about the size of Australia's population. To get from Beijing to this megacity you can catch the 300 kilometre an hour bullet train and travel a distance of 1400 Kilometres in 4 hours 50 minutes. The countryside of villages, farms towns and cities flies by as you travel in comfort for about the price of a cheap airline ticket from Sydney to Melbourne. At this speed you could travel Sydney to Melbourne in 3 hours.

This transport infrastructure is essential in connecting the major cities and in moving rural – urban migrants. In Shanghai if you arrive by air you can catch the world's fastest train, the Maglev (Magnetic levitation) that travels at a maximum 431 kilometres an hour and covers 31 kilometres from Pudong airport to the city centre in about 7 minutes. It would get there faster if it didn't have to slow down leaving and approaching stations. High speed rail lines and trains are owned by the China Railway Corporation, a State Owned Enterprise with funding from the government economic stimulus program. This can be viewed as the public or state sector working for the good of the people and the country in general.

There is over 19 000 kilometres of high speed rail network taking rural workers to the coastal strip, provincial capitals and inland cities. The railways are major supporting infrastructure for continued urbanisation. Approximately the same as the whole of the population of China of 1.4 billion people, are the number of rail trips each year, the most heavily used railway system in the world. Good inter-city and local train services reduce the need to own cars, which in turn reduces air pollution and road congestion.

Shanghai has a lot of cars but and a much lower car ownership per thousand residents than Australian cities,

because it cost approximately \$16000 to buy the rights to a use number plate of a car on top of the purchase price. When roads get more congested new roads are built above them in a tangle of motorways. With some 133 000 millionaires and over 7800 billionaires, luxury car sales are brisk.

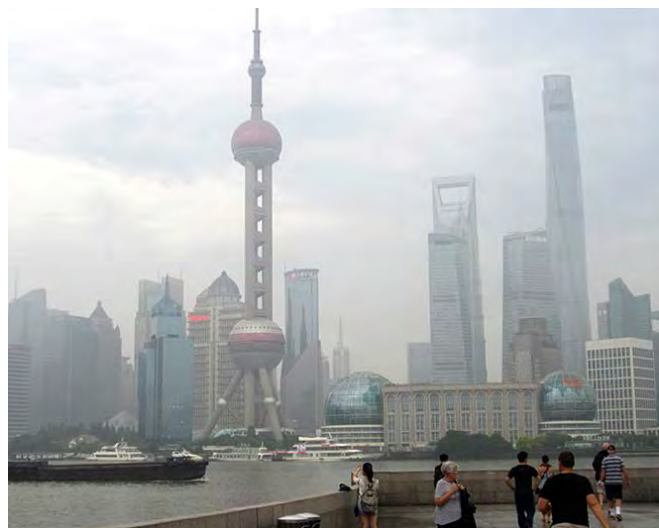
The tallest building in 2016 was the Shanghai Tower rising 632 metres. Numerous tall office buildings alongside the river reveal the commercial and financial importance of the city. Over 9 million immigrants make Shanghai their home, many hoping to make their fortune.

Social and environmental issues in Shanghai

In Shanghai, like other cities, it is difficult to change from rural Hukou to urban Hukou. Rural migrants can only move and work under the "temporary residents" category. Rural migrants are the largest group of "floating population" with rural Hukou and therefore don't have the rights of city residents with urban Hukou. This becomes more of an issue when more women and children migrate to the cities and are denied free education and access to health services and social security.

Reform is taking place, but this is not consistent in every city. In 2014 a plan for managing urbanisation included giving urban Hukou to 100 million migrants by 2020. That still leaves 200 million unregistered and waiting. The abolition of this Hukou system may be the only way to eliminate the discrimination between those born in cities and those born in rural areas. However this is probably unlikely as there would be a massive influx to the cities which would cripple urban infrastructure and leave the rural areas with insufficient farmers to provide food for urban populations.

Air pollution in Shanghai, China's largest city. Source: Steve Weingarth.



China: Urbanisation



Old housing area and tangled electrical wiring under road pylons, Shanghai
Source: Steve Weingarth.

Because of the size of the city, Shanghai has the highest carbon dioxide emissions and energy consumption per head of population of any Asian city. A shift in attitudes has led to more wind energy and building from now on in a sustainable way that meets current and future needs of city populations living in less polluted cities.

Rapid urbanisation and economic development is the reason Chinese people are now paying the price of water and air pollution and traffic congestion. To avert civil unrest authorities are making rules about car free days, odd and even only car number plate days, increasing public transport and cycle ways and investing in clean energy sources. Factories can be ordered to close temporarily or permanently and cleaning up rivers and water supplies from sewage and industrial pollutants is being undertaken.

Change and the future

There is no point in having unsustainable urban growth that harms the health and wellbeing of the people. There are moral and human rights issues about the treatment of many workers in large industrial complexes and rural-urban migrants being treated poorly when they live in cities.

The Communist Party of China was founded in Shanghai in 1921 and had its first meeting close to where French traders once worked and lived. In 1949 the Party's leader Mao Zedong announced the founding of the People's Republic of China in Beijing. This was meant to liberate the peasants and improve the living standards of average workers. Land was made the property of the State, peasants worked on communes and supported the city dwellers with food and materials. No one could employ another and make profits. Everyone followed the commands of the government. How things have changed since the end of this rigid planned system.

In Shanghai today you can see wealthy people parking their Ferraris and other luxury vehicles near a Rolls Royce showroom and walking the short distance to lunch in the French Concession passing the first meeting place of the Communist Party. Business people and professionals arrive at trendy restaurants passing poorly paid workers, originally from villages, sweeping roads and footpaths. Under Communist rule for many years, they would never have left village communes.

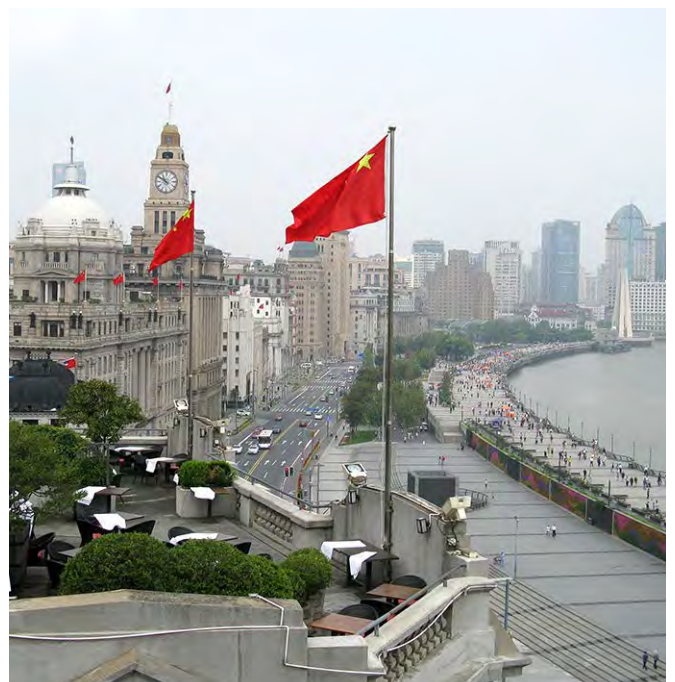
By 2030 China's cities are expected to have about a billion people or about 70% of the population and over 40 times the population of Australia. This is part of official urban planning.

Fortunately due to government regulations and action there is much less obvious urban poverty, squalor and unemployment than seen in many developing countries. It is hard to find evidence of slums in Beijing or Shanghai for example. There are just older housing areas, some being kept for heritage reasons and tourism visits, and others being demolished for new apartments and public infrastructure.

An example of the improvement in liveability of Chinese cities can be seen in Beijing. There are many small parks between main roads, providing an escape from the traffic for those riding bikes and walking and providing places to meet. Trees and shrubs absorb carbon dioxide and release oxygen while park maintenance creates employment.

China's urban residents, just as in Australia, are demanding more sustainable, liveable suburbs and a say in the planning process.

One of many sophisticated rooftop dining venues on the Bund, Shanghai.
Source: J. Sillar



CHINA: SURFING CONNECTIONS

The Legend of the Magic Wind

Milton Brown, Vice President GTANSW

The two common reactions I got when I told people I was going to China to help run a surfing contest were – “I didn’t know there was surf in China” or “imagine how crowded it will get if the Chinese start surfing”

In response to the first reaction, surfing in China isn’t new. Hainan Island is already well known for its surf and is hosting more contests and attracting more surfers every year. In fact, the WSL World Longboard championships were being held there the same weekend as the event I was helping run. As far as the second response goes, all I can say is the Chinese I met LOVE surfing. The whole vibe during the time I spent with the local surfers reminded me of the early days of my own surfing life and the birth of the modern surf culture. Just a group of stoked people loving the ocean and embracing the beach lifestyle for all it has to offer.

So here I was in Guangdong with Beijing born John Yang, driving towards the south east coast beaches of the mainland. John is a Berkeley graduate who caught the surfing bug in California while studying and working there. When he returned home he bought his love of surfing with him. He found out he wasn’t alone and was soon exploring the coast with a few locals and expats in search of waves. There is a chunk of coast between Hainan and Taiwan that has enough exposure to the swell from the South China sea to produce surfable waves. It was along this coastline that John had organized the first government approved surfing contest on the mainland. Some expats had run events there a decade ago but these were low key and not without difficulties. Surfing was and is still new to Chinese officialdom and that is what made this event a pioneering one. John had to spend months getting the support of the ShanWei and Hong Hai Wan government, as well as the local residents at ZheLang. Cherry Point was the chosen venue but things like building an access road to the beach, sourcing power and providing water and toilets all had to be taken care of. Thanks to the cooperative local officials and a great local work crew, this all fell into place a week before the event.

The contest

There is an ancient Chinese legend about a warrior borrowing the east wind to defeat his enemies but for the surfing contest John was hoping to borrow the north wind to generate good swell. As a new cold front



moved down south, the biggest worry lifted. According to the surf forecast, there would be waves on Dec. 5th and 6th at Cherry Point in Hong Hai Bay!

Pressing the go button for the event was an exercise in modern technological communication. The participants had all entered online and a We Chat network connected everyone in an instant. People were coming from all over China. Hong Kong, Hainan, and even YiChang. They were collected from various hotels and pickup points along the way and bussed for three hours to the coastal region where they were to stay for the duration of the event. Some didn’t arrive until around midnight but the next morning, after breakfast at the hotel, everyone was bussed out to Cherry Point. The surf was 2 -3ft and glassy. Perfect for a competition where surfing skills varied from experienced to “only been surfing a few months”.

A large group of local officials were on hand to open proceedings and after the requisite amount of speeches, claps and photographs we were off and running.. When lunchtime came, all the contestants and officials were taken to a local seafood restaurant for a great banquet. After years of sandwiches on the beach and pro-comp catering buses, this was a unique experience. Stopping a contest for lunch was a first but when we got back the waves were still happening so day one went off without a hitch.

The Legend of the Magic Wind

The bus ride back to the hotel later that night was full of surf stoke. Everyone was smiling and looking forward to the next day.

Thanks to the north wind, Cherry Point held its form and even though the rides were short, there were enough waves for the better surfers to show their skill. The great thing about the event was that no one seemed to mind if they lost. They were just stoked to be part of it all and part of the tribe. Open Chinese Mens, Womens and expat divisions all concluded and it was back to the hotel for the closing ceremony and banquet and presentation.

Where to now

What was really interesting to me was to see the aspects of pure surfing that were evident amongst the group. Discussing boards, the way they talked about waves, the social side of the gathering. I was shown a

video of a young Chinese guy sitting around a campfire with a bunch of friends and playing his acoustic guitar. He was singing a song he had written himself about how much he loved the waves and how surfing changed his life. Sound familiar? Look out Jack Johnson.

John Yang and his friends have plans and the local government likes them. The Guangdong/ ShenWei area has unemployment issues and the local government wants to do something about it. They see the area as a natural tourist destination for the millions of people who live nearby. As China continues to develop, the local officials want this area to be promoted as a water sports and healthy lifestyle hub. The successful completion of the contest showed the officials that surfing can be part of the picture. So don't worry about your local spot being invaded for a while yet. They have plenty of local places to discover before that will happen. Surfing in China – it's happening!

INTERNET ACTIVITIES. Based on article.

1. Locate all the places mentioned in the article.
2. Search web images for ancient Chinese fishing boats.
 - a. Select the image of the oldest boat you can find and note its date.
 - b. What does this image tell you about the Chinese and their relationship with the ocean?
3. Now search web images for swimming at Sanya beach, Hainan.
 - a. What does this show you about beach swimming in China?
 - b. Compare this to beach activities in Australia.
4. View this link: <http://magicseaweed.com/China-Surf-Forecast/78/> or search www.magicseaweed.com . Search Asia, Surf spots, China.
 - a. Note the number of identified surf spots.
 - b. Estimate the length of coastline encompassing by these locations.
 - c. Do you think this would be all of the possible locations?
5. Lets look at the source of the waves.
 - a. Name the seas and ocean near coastal China.
 - b. Estimate the size of the "fetch" in square kilometers.
 - c. Search web for Typhoons in China. Identify one and note its path.
 - d. Describe the impact of typhoons on wave creation and how surfers would view them.
 - e. This website shows current wind conditions affecting the surf coast. <http://passageweather.com>
6. Potential surfers – people near the surf coast. Find population numbers for the following places.
 - a. Guangzhou
 - b. Shenzhen
 - c. Dongguan
 - d. Foshan
 - e. Hainan
 - f. Hong Kong
7. Using Maps direction tab;
 - a. Make a rough calculation as to how long it would take many of these people to reach the coast.
 - b. Comment on the potential size of China's future surfing numbers.
8. The Surfers

This article is detailed but outlines the features of the G2 generation. <http://www.mckinsey.com/industries/retail/our-insights/mapping-chinas-middle-class>

They are the group embracing surfing. They mainly come from the rising middle class in China.

Characteristics:

Born after mid 80's – Teenagers and early 20's

The Legend of the Magic Wind

Parents lived through shortages and austerity
Raised in relative abundance
Lived through the new era of economic reform
Confident
Independent minded
Often the only child
May have studied overseas.
Estimated 200 million of them

Video and photo study.

Look at the videos and photos and using you observations and the information you have obtained write 250 - 500 words outlining the impact the imported surfing culture is having and is likely to have in China.

Video Links

NOTE: View video at bottom of page below article and map first. <http://www.coastalwatch.com/surfing/latest-news/20497/chinese-authorities-to-replace-sawn-surfboard>

Photos by Milton Brown



Surf Coast ready for tourists



Government officials discuss contest site location



Heading to the contest



Contest site

The Legend of the Magic Wind



Opening ceremony. John Yang is 3rd from left



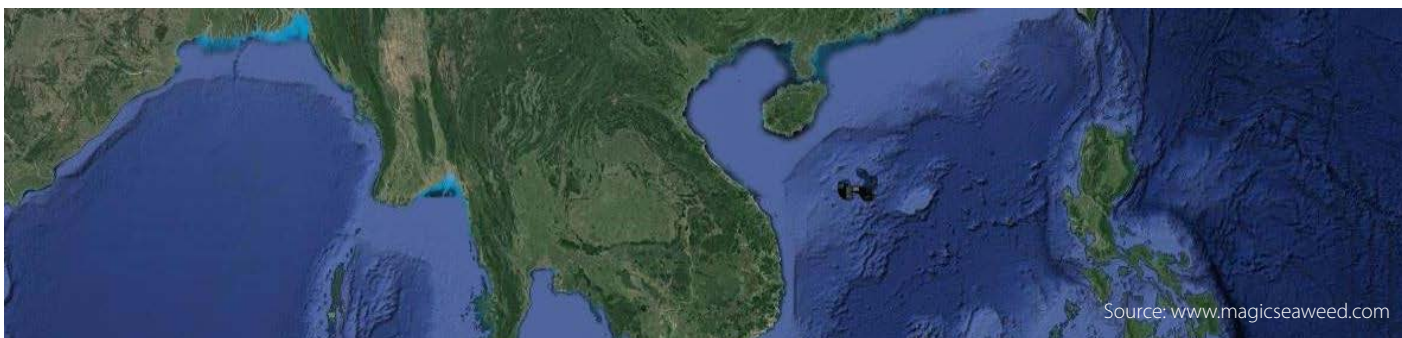
Girls' finals



Mens Finalis. John Yang in red

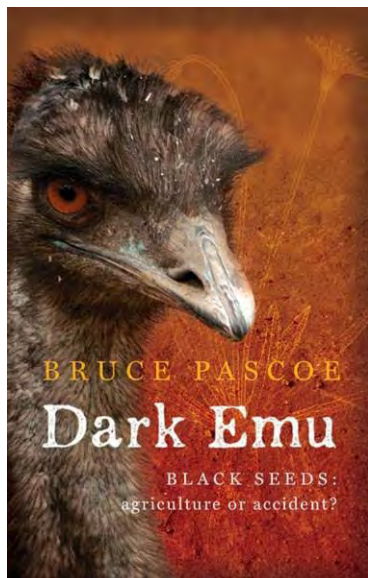


Longboard finalists



RESOURCES FOR GEOGRAPHY 7–12

A selection recommended by the editor



This is a selection of print and digital resources recommended by the editor to support the new Geography syllabus K–10 and existing Stage 6 Geography syllabus.

1. Dark emu – Black seeds: agriculture or accident?

By Bruce Pascoe

“Dark Emu puts forward an argument for a reconsideration of the hunter-gatherer tag for precolonial Aboriginal Australians. The evidence insists that Aboriginal people right across the continent were using domesticated plants, sowing, harvesting, irrigating and storing – behaviours inconsistent with the hunter-gatherer tag”

<http://www.booktopia.com.au/dark-emu-bruce-pascoe/prod9781922142436.html>

Syllabus link: Cross curriculum priorities

The study of Geography provides valuable opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. It emphasises the relationships people have with places and their interconnections with the environments in which they live.

The study of Geography integrates Aboriginal and Torres Strait Islander Peoples’ use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies. Students learn that there are different ways of thinking about and interacting with the environment and how this can influence sustainable development.

BOSTES Geography K–10 Syllabus



2. Awesome forces: The natural hazards that threaten New Zealand

Edited by: Geoff Hicks and Hamish Campbell

“Storms, landslides, earthquakes, volcanoes, tsunami – all New Zealanders will encounter at least one of these hazards in their lives.

Informative, generously illustrated, and written by some of New Zealand’s leading scientists, this massively revised and updated edition of Te Papa Press’s bestselling title is now more relevant than ever.

With all-new information on climate change and the social and emotional impact of disasters, this book is a fascinating and essential resource.

Produced in association with EQC and GNS Science”

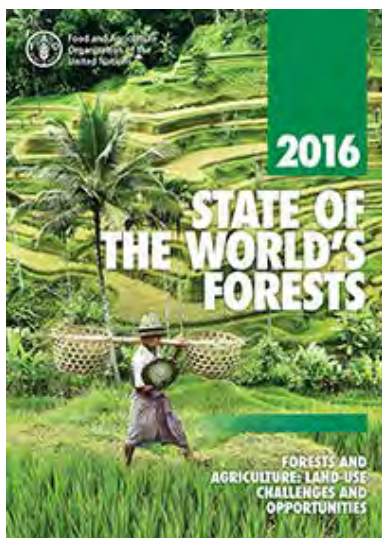
<https://www.tepapa.govt.nz/about/te-papa-press/natural-history/awesome-forces-natural-hazards-threaten-new-zealand>

Syllabus link: Stage 4 Landscapes and Landforms

Students investigate ONE contemporary geomorphic hazard including causes, impacts and responses.

BOSTES Geography K–10 Syllabus

3. GLOBAL PDF REPORTS



State of the world's forests 2016

<http://www.fao.org/publications/sofo/en/>

"Forests and trees support sustainable agriculture. They stabilize soils and climate, regulate water flows, give shade and shelter, and provide a habitat for pollinators and the natural predators of agricultural pests. They also contribute to the food security of hundreds of millions of people, for whom they are important sources of food, energy and income. Yet, agriculture remains the major driver of deforestation globally, and agricultural, forestry and land policies are often at odds.

State of the World's Forests (SOFO) 2016 shows that it is possible to increase agricultural productivity and food security while halting or even reversing deforestation, highlighting the successful efforts of Costa Rica, Chile, the Gambia, Georgia, Ghana, Tunisia and Viet Nam."

Syllabus links:

Stage 5 Sustainable biomes

Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations.

BOSTES Geography K–10 Syllabus



The State of World Fisheries and Aquaculture

<http://www.fao.org/fishery/sofia/en>

The State of World Fisheries and Aquaculture (SOFIA) is the flagship publication of the FAO Fisheries and Aquaculture Department. This premier advocacy document is published every two years to provide policy-makers, civil society and those whose livelihoods depend on the sector a comprehensive; objective and global view of capture fisheries and aquaculture, including associated policy issues.

Syllabus links

Stage 5: Sustainable biomes

Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations.

Stage 5: Environmental change and management

Students select ONE type of environment in Australia as the context for a comparative study with at least ONE other country. (Marine environments)

BOSTES Geography K–10 Syllabus

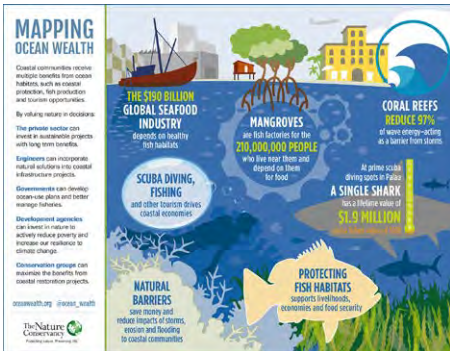
Stage 6: People and Economic Activity

A description of the nature, spatial patterns and future directions of ONE economic activity in a global context (Capture fisheries OR Aquaculture)

Factors explaining the nature, spatial patterns and future directions of the selected economic activity

The environmental, social and economic impacts of the economic activity

RESOURCES FOR GEOGRAPHY 7–12



Atlas of Ocean Wealth

<https://global.nature.org/content/atlas-of-ocean-wealth>

Full of wonderful infographics, maps and illustrations – this report is ideal for developing visual literacy activities for students of all capabilities.

“The Atlas of Ocean Wealth is the largest collection to date of information about the economic, social and cultural values of coastal and marine habitats from all over the world. The work includes more than 35 novel and critically important maps that show how nature’s value to people varies widely from place to place. They also illustrate nature’s potential. These maps show that we can accurately quantify the value of marine resources.

Syllabus links

Stage 5: Environmental change and management

Students select ONE type of environment in Australia as the context for a comparative study with at least ONE other country. (Marine environments)

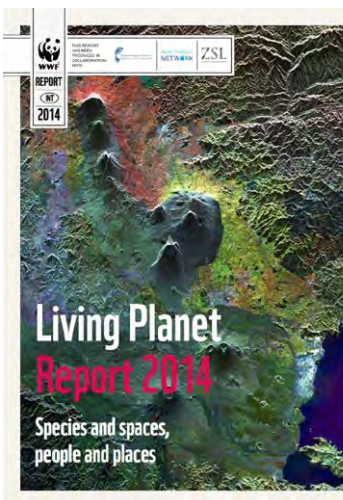
BOSTES Geography K–10 Syllabus

Stage 6: Ecosystems at risk

Vulnerability and resilience of ecosystems

– impacts due to human induced modifications to energy flows, nutrient cycling, and relationships between biophysical components

The importance of ecosystem management and protection



Living planet Report 2014

(NOTE: 2016 edition will be published soon)

<http://www.worldwildlife.org/pages/living-planet-report-2014>

The Living Planet Report documents the state of the planet—including biodiversity, ecosystems, and demand on natural resources—and what this means for humans and wildlife.

Published by WWF every two years, the report brings together a variety of research to provide a comprehensive view of the health of the earth.

Its findings reveal that:

- Wildlife populations worldwide have declined by 52 per cent since 1970
- We are living as though we have more than one planet at our disposal
- By taking more than nature can replenish, we are jeopardising our own future

Syllabus links

Stage 5: Environmental change and management

Students investigate:

- *the role and importance of natural environments*
- *human-induced environmental changes across a range of scales*

BOSTES Geography K–10 Syllabus

Stage 6: Ecosystems at risk

Vulnerability and resilience of ecosystems

– impacts due to human induced modifications to energy flows, nutrient cycling, and relationships between biophysical components

The importance of ecosystem management and protection



World cities report 2016

<http://unhabitat.org/un-habitat-launches-the-world-cities-report-2016/>
<http://wcr.unhabitat.org>

“The World Cities Report 2016, Urbanization and Development: Emerging Futures, says that the top 600 cities, with 1/5th of the world’s population, produce 60 per cent of global GDP. However, when unplanned and unmanaged, urbanization can lead to increased inequality, the growth of slums and disastrous impacts on climate change, according to the report.”



Syllabus links

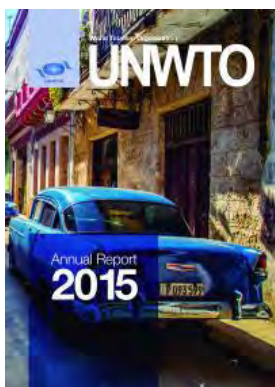
Stage 5: Changing places

Students investigate the causes and consequences of urbanisation with reference to ONE Asian country

BOSTES Geography K–10 Syllabus

Stage 6: Urban places

The urban dynamics of change: suburbanisation, exurbanisation, counterurbanisation, decentralisation, consolidation, urban decay, urban renewal, urban village, spatial exclusion



World Tourism organisation Annual Report 2015

<http://www2.unwto.org/publication/unwto-annual-report-2015>

The World Tourism Organization (UNWTO) is the United Nations specialized agency mandated with the promotion of responsible, sustainable and universally accessible tourism.

“December 2015, the United Nations declared 2017 as the International Year of Sustainable Tourism for Development. This is a unique opportunity to better establish tourism as a global and national priority, a valuable component of all efforts to advance economic growth, cultural and environmental protection, mutual understanding and peace. It reflects the belief of UNWTO that greater recognition should be given to the tourism sector as fundamental to shepherding us all into a sustainable and prosperous future.

Over one billion tourists travelled internationally in 2015. It is up to all involved in our sector to seize over one billion opportunities for sustainable development, in line with the post-2015 development framework and the SDGs. In this crucial new chapter of global development, UNWTO continues to work to harness tourism’s full potential on economies, societies and the environment.”

General Secretary, World Tourism Organisation Annual Report 2015

Syllabus links

Stage 4: Interconnections

Students investigate the influences on and effects of, people’s travel and recreational, cultural or leisure connections with different places for the future, for example: analysis of patterns and trends in people’s travel activities.

BOSTES Geography K–10 Syllabus

Stage 6: People and Economic Activity

A description of the nature, spatial patterns and future directions of ONE economic activity in a global context (Capture fisheries OR Aquaculture)

Factors explaining the nature, spatial patterns and future directions of the selected economic activity

The environmental, social and economic impacts of the economic activity

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ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

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- Email: BOSTES No:

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Phone: (M or H) (W)

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OR

Direct debit: **A/C No: 24 8669 BSB: 032 267**

(Please quote **GTANSW Membership 2017** as your reference and remit us a copy of the EFT confirmation)

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OR for membership **renewals** you can phone: 02 9716 0378

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ADVICE TO CONTRIBUTORS

Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

The GTA NSW Council
PO Box 699
Lidcombe NSW 1825

Editions

There are four bulletins each year – two published each semester.

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1. **Objective:** The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.
2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the GTANSW Office gta.admin@ptc.nsw.edu.au or by mail to: **PO Box 699, Lidcombe, NSW 1825** who will forward to the editor: Submissions can also be sent directly to the editor: Lorraine Chaffer (lchaffer@tpg.com.au)
Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.
3. **Format:** Digital submission in Word format. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for reproduction. Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption. Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.
4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.
5. **Covering Letter:** As email with submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.
6. **Photo of Contributor:** Contributors may enclose a passport-type photograph and a brief biographical statement as part of their article.
7. **References:** References should follow the conventional author-date format:
Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.
Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)
Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.
O'Donovan, M. J., *et. al.* (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography (Vol. 2)*, Sydney: Williams and Sons.
8. **Spelling** should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



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