



Lorraine Chaffer, Editor

## EDITORIAL

Welcome to this special HSC edition of the Geography Bulletin. The purpose of producing two editions during 2017 is to address increasing demand for guidance by those new to teaching senior Geography and new teaching resources, ideas and strategies to “Bust the bands” by those more experienced in teaching years 11 and 12.

Teachers new to teaching senior Geography need guidance and advice to support their teaching in the absence of updated and contemporary textbook material and confronted by a wealth of online resources that are often not readily organised to match syllabus content and skills.

There is also a restlessness among experienced teachers in regards to the lack progress in the provision of a new senior Geography syllabus and the desire to find new and interesting teaching materials and ideas to invigorate teaching and enhance student interest and progress.

This first HSC edition is a mix of advice and teaching materials to support the teaching of preliminary and HSC skills and content.

***Busting the Bands*** by Matt Carroll gives tips on how to move all students forward whether it be from a Band 2 to 3 or from Band 5 to Band 6. Matt’s comments are based on his experiences teaching and HSC marking.

My article on ***Integrating fieldwork activities into HSC answers*** expands on advice provided by Matt, focusing on a common feature of better student responses in the HSC – the integration of fieldwork data.

Louise Swanson has directed her passion for coral reefs into three separate, yet connected articles:

- ***The role of traditional strategies in managing coral reefs,***
- ***Evaluating traditional and contemporary management strategies applied to coral reefs***
- ***Coral bleaching events***

Louise gives valuable advice and structure that can be applied in other topics where an evaluation style question is common.

In ***People and Economic Activity: Advice for those new to teaching senior Geography*** I have provided a set of slides previously used for GTA HSC student lectures. The slides contain suggestions for introducing the topic, given that there is no introductory section in the syllabus. The PDF of the slides will be made available on the GTA website for teachers wishing to use them with their classes.

The following article ***Inspiration for introducing People and Economic Activity*** by Alexandra Lucas provides activities that can be used to build student skills and knowledge about economic activity in general to prepare them for answering stimulus based questions in the HSC.

Each year GTANSW produces four editions of the Geography Bulletin. Many contain many articles relevant to senior Geography (although they may have been written initially for the new 7–10 syllabus). I have referred to those published since 2015 in **Geography Bulletin: Past editions with HSC relevance**.

Marco Cimino has provided an article titled **Sydney: A tale of two cities** for the topic Urban Places in which he examines the impacts of urban dynamics on the social and cultural structure of the city.

Most teachers use templates and checklists somewhere in their teaching. In **Using organisational templates and checklists** I have provided some examples to encourage students to become more organised or promote deeper thinking and understanding about the content they are learning. These organisers and lists can be adapted to suit the content of any topic.

Lorraine Chaffer  
President GTANSW

#### Upcoming events to watch for:

- HSC student lectures in June (see information on the next page)
- HSC Teacher 1 Day Conferences in term 4.
- Webinar relevant to HSC skills – Tuesday, 23 May, 4.00 – 5.00pm  
**The Challenging HSC Skills – cross section, gradient, vertical exaggeration and others.**

#### Contribute to the next HSC edition

GTANSW is seeking contributions for future HSC editions of the Geography Bulletin. Contributing to a professional journal is recognised teacher professional learning.

Suggestions for submissions include content or skills based articles on sections of preliminary or HSC topics; classroom or fieldwork activities; assessment tasks and organisational templates or scaffolds.

Your submission will need to contain the following:

- a suitable title plus your name, school and position
- relevant syllabus topic and dot-point/focus area
- references to sources (images, content and factual material or ideas) used throughout
- a brief statement introducing the material
- for assessment tasks, provide a marking guideline or suggested answers or permitted student samples.

Email your submission to the Geography Bulletin Editor. Provide your name address and school details.

You will receive feedback from the editors on your submission, some changes may be suggested or format changed to suit the style of the Bulletin. You will get final approval for what is published.

EDITORIAL