

INTRODUCING PEOPLE & ECONOMIC ACTIVITY

Advice for those new to teaching senior Geography

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Unlike other HSC topics, there is no general section for People and Economic Activity that can apply to all economic activities and economic enterprises.

Thus, it is easy to dive straight into a study of an activity and enterprise without considering essential background knowledge and understanding that will enhance students' capacity to answer stimulus based questions about an activity or enterprise they have not studied.

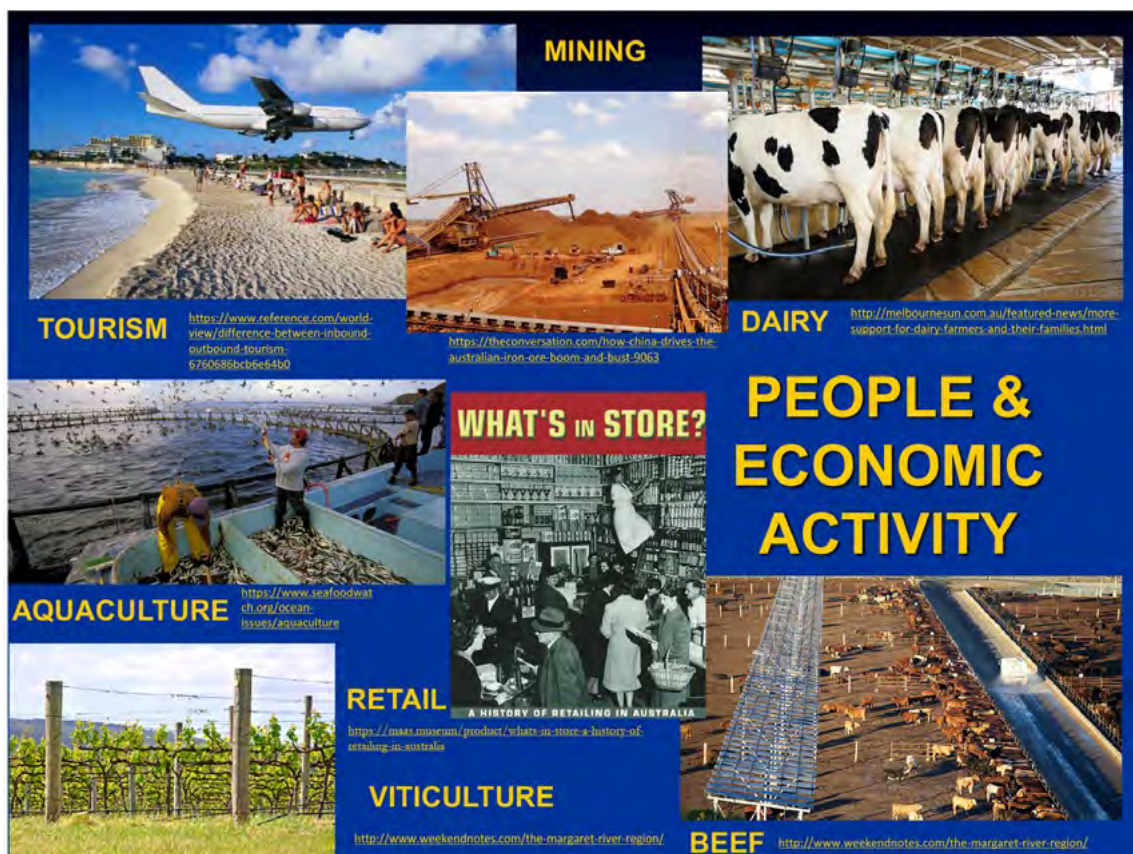
Examples of such background knowledge and understanding include:

- What is an economic activity?
- What are the different sectors of an economy into which activities and enterprises are categorised?
- What do all economic activities need to establish and be successful?

- How has the nature and spatial pattern of economic activity changed over time – globally, in Australia and locally?
- Links to vocational education & workplace knowledge and skills

The following PowerPoint slides are from a HSC lecture series I delivered a few years ago to suggest ways of introducing this topic. Many of the ideas have been expanded in Alex's article.

NOTE: This PPT will be made available on the GTANSW website for teachers wanting to use it as an introduction with their students. The remaining slides will be collated into an article in the second special HSC Bulletin.



INTRODUCING PEOPLE & ECONOMIC ACTIVITY

KNOW THE SYLLABUS

WHY?

- This is where the questions come from
- You need to know you have covered all relevant points
- You need to ensure you understand each dot point statement and each term within the statement.

Activity

*Complete a syllabus content page with words missing
If you cannot do this you do not know the syllabus well enough*

GLOBAL ECONOMIC ACTIVITY

• A description of the nature, spatial patterns and future directions of **ONE** economic activity in a **global context**.

• Factors explaining the nature, spatial patterns and future directions of **the selected economic** activity such as

- **biophysical**: climate, soils, topography, site
- **ecological**: sustainability and resource use
- **economic**: competitive advantage, consumer demand, mobility of labour and capital
- **sociocultural**: tradition, changing lifestyles, labour participation rates
- **organisational**: ownership, decision making and control
- **technological**: transportation, information transmission and flows, biotechnology
- **political**: quotas, tariffs, compacts, agreements

• **The environmental, social and economic impacts** of the economic activity

Choose those relevant to your activity ... or may become relevant in the future as the world changes

ECONOMIC ENTERPRISE : LOCAL

A geographical study of **an economic enterprise** operating at a local scale.

- the nature of the economic enterprise
- locational factors
- ecological dimensions including environmental constraints, climate, and human impacts on the environment such as pollution and ecological sustainability
- internal and external linkages and flows of people, goods, services and ideas
- effects of global changes in the economic activity on the enterprise

THIS MUST LINK TO YOUR ECONOMIC ACTIVITY

MUST BE in Australia

THE BIG MISTAKE

Students write about their economic enterprise when the question is about the economic activity AND Vice versa

KNOW RELEVANT OUTCOMES

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace
- H9 evaluates information and sources for usefulness, validity and reliability
- H12 explains geographical patterns, processes and future trends

THESE STATEMENTS CAN BECOME QUESTIONS

KNOW TERMINOLOGY / GLOSSARY

- Syllabus glossary – find terms linked to economic activity
- Terms not defined in syllabus
- Terms relevant to YOUR ECONOMIC ACTIVITY and ENTERPRISE but not necessarily others
- Concepts you are expected to understand

DEFINITIONS

■ ECONOMIC ACTIVITY

An activity carried on by humans, **on a global scale**, to produce goods or provide services for the purpose of a financial return.

■ ECONOMIC ENTERPRISE

An entity (business) producing goods or providing services **at a particular location** on a local scale (in Australia) for the purpose of a financial return e.g a farm, manufacturing company or service provider

Important concepts

There are certain concepts that are essential to understanding global economic activities

1. SECTORS (STRUCTURE) OF THE ECONOMY
2. GLOBALISATION
3. SUSTAINABILITY & ECOLOGICALLY SUSTAINABLE DEVELOPMENT

1. SECTORS OF THE ECONOMY

- PRIMARY .. harvesting resources from the biophysical environment.
- SECONDARY.. Manufacturing, adding value to, assembling products.
- TERTIARY .. services
- QUATERNARY .. information technology, education
- QUINARY ... interpretation , analysis , evaluation of data & ideas

Know these and apply to your ECONOMIC ACTIVITY and ECONOMIC ENTERPRISE

These terms often appear in skills questions



<http://www.economicshelp.org/ibdp/USON/notes/sectors/economy2>



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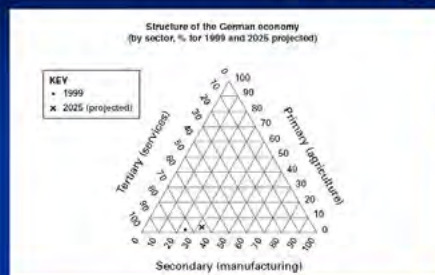
Examples of economic Activities

PRIMARY	SECONDARY	TERTIARY
Forestry	Timber milling	Marketing
Rice Farming	Iron and Steel Production	Tourism
Diamond mining	Diamond polishing and cutting	Retailing

Examples of Economic Enterprises

PRIMARY	SECONDARY	TERTIARY
Tassal Ltd. Salmon Producer	Ironwood Timber Mills	Plus1 Marketing Ltd.
Mr. Brown's Farm	BHP	Shangri-La Hotels

Ternary Graphs



If you understand the **sectors of the economy** this graph makes more sense

2005 HSC

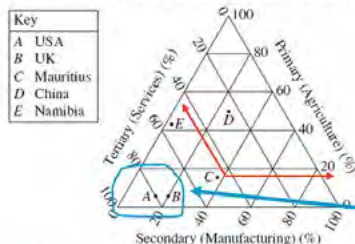
- (a) What percentage of the German economy was made up of the Tertiary (services) sector in 1999? 1
- (b) Identify TWO different changes that may occur in the structure of the German economy between 1999 and 2025. 2

Understand & interpret

(b) Study the ternary graph below.

2

Structure of the workforce of selected countries (2002)



Compare the workforce structures of Mauritius and Namibia in the primary and tertiary sectors.

• You need to have some global understanding of differences between countries of the developing and developed worlds

• Look for groupings of countries and be able to explain them.

2003 HSC

2. GLOBALISATION

In an era of globalisation many economic activities have a global dimension and are influenced by economic forces operating at a global scale.

e.g.

- Global markets
- Increasing global competition
- Trade agreements
- Transport and communication technologies
- Takeovers and mergers
- Trade barriers

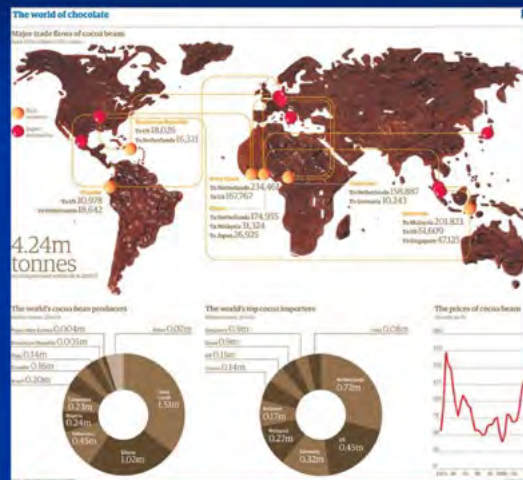


<http://thespinoff.co.nz/featured/24-03-2016/beyond-trade-the-tpp-is-about-a-new-mega-regional-race-for-power/>

**THESE GLOBAL FORCES AFFECT THE NATURE,
SPATIAL PATTERN and FUTURE of ECONOMIC
ACTIVITIES AND ENTERPRISES**

Link to
change over
time and
future
directions

Interpret maps & graphs



<http://www.theguardian.com/news/datablog/2012/sep/05/chocolate-world-map#roomed-pizza>

3. SUSTAINABILITY / ECOLOGICALLY SUSTAINABLE DEVELOPMENT

" development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

(Syllabus definition of Sustainability)

"using, conserving and enhancing the community's resources so that **ecological processes**, on which life depends, are maintained, and the total quality of life, now and in the future, can be increased."

(Syllabus definition of ESD)

Economic enterprises must ensure that in using the resources of ecosystems that ecological processes are maintained or that in carrying out their business they reduce their impact on the earth's ecological processes.

ECOLOGICAL PROCESSES

- Are the processes that play an essential role in maintaining the integrity and continuity of an ecosystem. Important ecological processes are water and nutrient cycling, the flow of energy, and evolution by natural selection.
- Many economic activities impact on ecosystem processes.
- In the past many of these impacts were negative
- Today negative impacts are being reduced as enterprises develop ecologically appropriate operations e.g. Worm farms

H1 : explains the CHANGING nature, spatial patterns and interaction of ecosystems, urban places and economic activity

Sustainability: Interpretation



- What is the activity?
- What are the interconnections?
- What ecological processes are being affected?
- Is the activity sustainable? Explain.

H1 : explains the CHANGING nature, spatial patterns and interaction of ecosystems, urban places and economic activity

Triple bottom line



Can be used as a criteria for evaluation sustainability of an activity or enterprise

<https://hubpages.com/politics/sustainabledevelopment>

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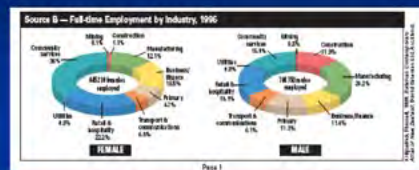
LEARN TO .. Skills & tools such as:

- interpreting a **ternary graph** depicting raw material inputs
- interpreting **proportional circles** containing pie graphs
- calculating the rate of increase or decrease between two points on a **line graph** showing employment change
- interpreting **flow charts depicting trade data**
- analysing spatial relationships using **land use and topographic maps**
- calculating the **area of a land use or vegetation type from aerial photographs, absolutely and relatively**
- identifying **spatial associations, interactions and changes from aerial photographs.**

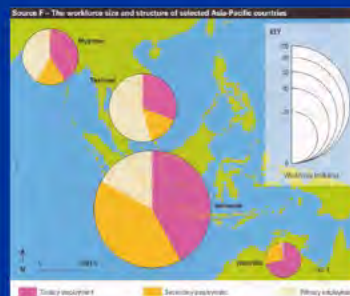


NESA : HSC Syllabus

PROPORTIONAL CIRCLES & SECTOR GRAPHS



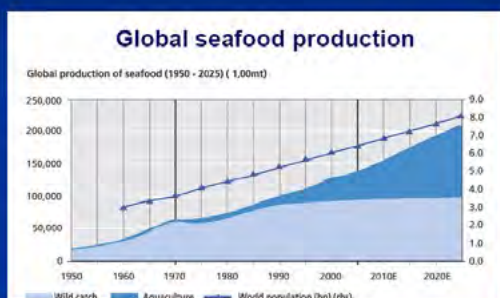
- 2 Refer to Source B.
- What was the approximate number of people employed in Manufacturing in 1996?
- (A) 53 900
(B) 180 200
(C) 234 100
(D) 274 800



- Refer to Source F to answer Questions 14–15.
- 14 How many people are employed in the primary employment sector in Thailand?
- (A) 9 million
(B) 19 million
(C) 29 million
(D) 31 million

2003 and 2005 HSC EXAMS

LINE GRAPHS: Rate of increase & % change



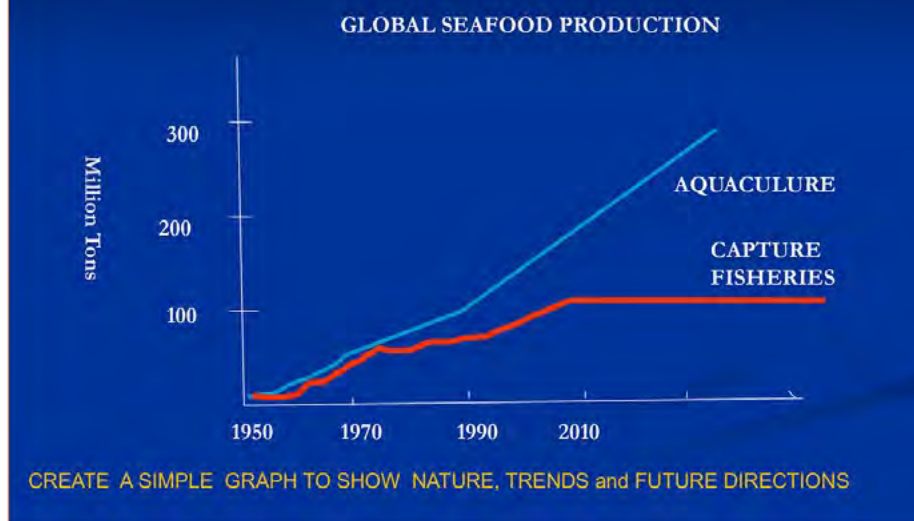
Leading world producers of farmed salmon are:

1. Norway – 418,758 MT
2. Chile – 179,566 MT
3. United Kingdom – 126,686 MT
4. Canada – 70,000 MT

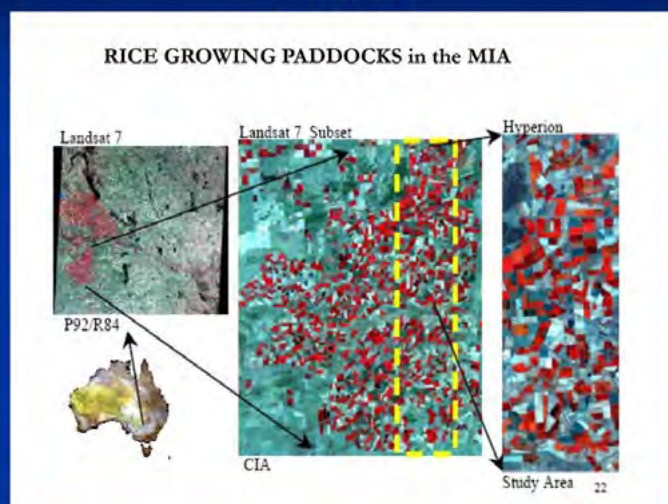
Calculate the rate of increase in aquaculture production AND the % change in aquaculture production between 1970 & 2000

INTRODUCING PEOPLE & ECONOMIC ACTIVITY

Create simplified graphs for exam use



PHOTOGRAPHS - identifying economic activities



Location of economic activities

Every economic activity needs access to :

- A site
- Resources
- Labour
- Capital
 - \$\$\$, equipment / buildings
- Infrastructure
 - water, power, transport
- Technology
 - ideas, techniques, equipment
 - simple or sophisticated
- Markets
- Business services
- Perhaps a particular set of biophysical conditions

RELATE TO THE
FACTORS IN THE
SYLLABUS



Exam question

Refer to Source D on page 2 of the Stimulus Booklet to answer part (a).

- (a) Identify TWO economic activities evident on the map, and **account for the location of ONE** of these activities. 3

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Locate using MAP REFERENCES
GIVE REASONS FOR LOCATION

Don't do 2

What makes a good geography answer ?

- Well structured
- Uses Geographical terminology
- Uses Illustrative examples and case studies
- Uses Statistics, diagrams, maps,
- Makes references to fieldwork
- Answers the question
- Uses up to date information / references ... beyond the text.

VOCATIONAL / WORKPLACE RELEVANCE

- identify **geographical methods** applicable to and useful in the workplace such as
- analysing census data, statistical registers and digests, economic production data and reports
- analysing aerial photographs, electronic street directories, cadastral maps, tourist maps, atlases
- collecting and analysing **field data** about economic activity
- the **relevance** of a geographical understanding of people and economic activity to **a particular vocation** such as: advising public servants, consulting in market and commercial research, contributing to environmental impact statements.

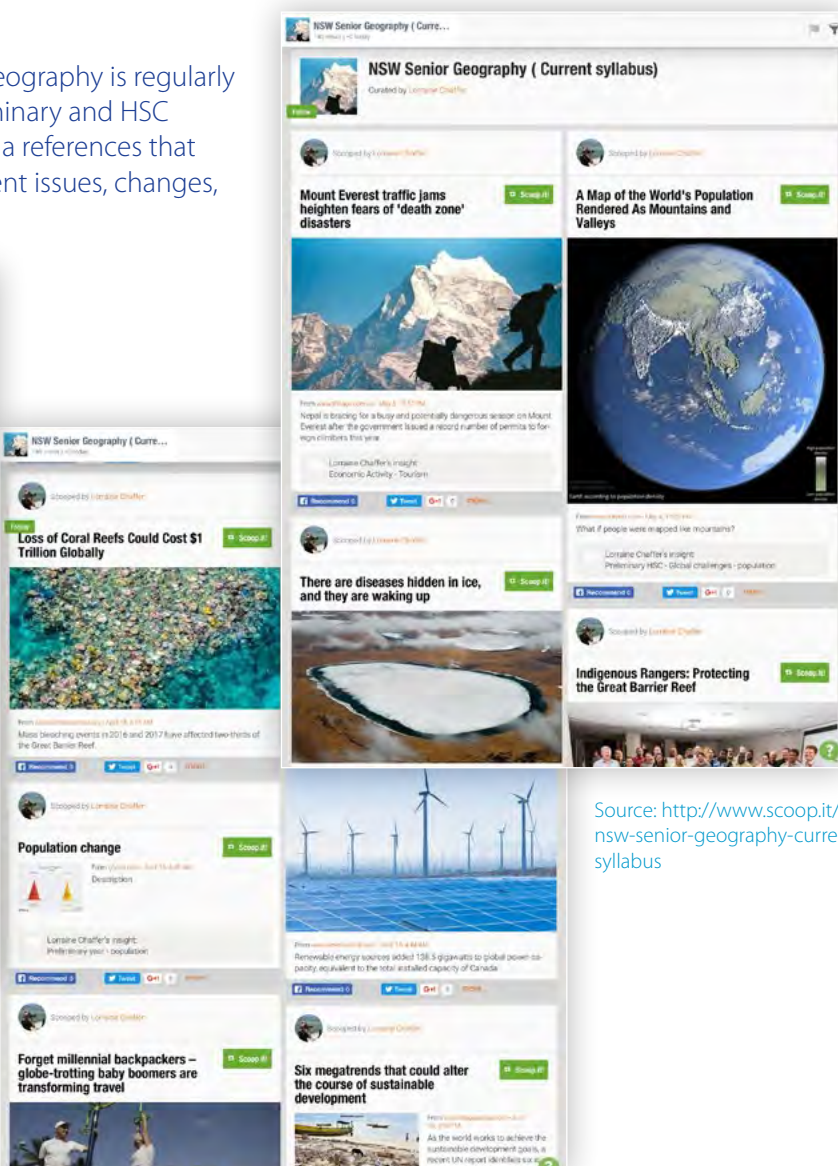
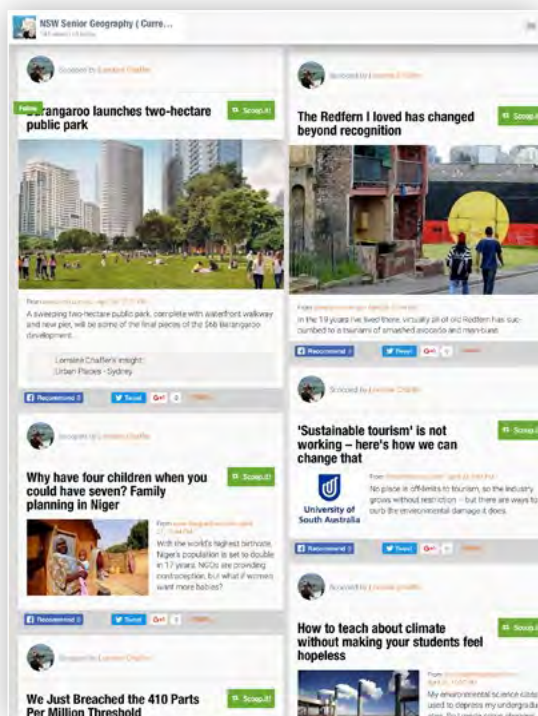
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VOCATIONAL / WORKPLACE RELEVANCE

Geographical Methods	Who might use this information
Analysing census data	Local/ state government planners/
Analysing economic production data and reports	CEO of business
analysing aerial photographs	Farmer , town planner
Analysing cadastral maps	Real estate agent or land developer
Analysing tourist maps	Marketing personnel

HSC Geography in the Media

Lorraine Chaffer's Scoop.it page for senior geography is regularly updated with media reports linked to preliminary and HSC topics. Better HSC answers will contain media references that demonstrate that students are aware of recent issues, changes, statistics or events related to their topics.



Source: <http://www.scoop.it/t/nsw-senior-geography-current-syllabus>