

# GEOGRAPHY BULLETIN



The  
Geography Teachers' Association  
of New South Wales Inc.

**Volume 50 No 2 2018**

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**Feature Article: Urban Places**



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The  
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of New South Wales Inc.

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# GEOGRAPHY BULLETIN

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STUDENT  
CON



Lorraine Chaffer, Editor

## EDITORIAL

Welcome to the second edition of the Geography Bulletin for 2018. Many thanks to those who contributed.

The feature article in this edition is based on Sydney as a changing place, incorporating fieldwork activities and an associated assessment task.

### Feature Article

- **Changing Places. Sydney's Urban Future by Louise Swanson**
- Assessment for Environmental Change or Changing Places by Kate Graham, Head Teacher HSIE, Sydney Secondary College, Balmain Campus

Many thanks to the following authors for material that fits nicely into the syllabus **Cross Curriculum Priorities and General Capabilities:**

- Jens Korff for Aboriginal Australia: Part 3 Indigenous Protected Areas
- Melissa Ellis for Mungo Virtual Excursions
- Susan Bliss for the Seoul Winter Olympics.

### Items from GTA NSW include

- A GTANSW Submission to the Review of Stage 6 Geography
- Feedback and comments from the 2018 Annual Conference
- Guide to Geography Bulletin Resources
- Arthur Phillip Fieldwork Awards 2017 Winners
- HSC High Achiever Awards

### Upcoming GTA NSW events

#### • HSC Exam Preparation Student Lectures

- Sydney Surry Hills Tuesday 26<sup>th</sup> June
- Sydney Auburn Saturday 30<sup>th</sup> June

These lectures can also be attended by teachers seeking professional learning who may wish to attend without students. Successful lectures were also held in Newcastle and Goulburn in early June

#### • Semester 2 Webinars

Dates and topics for semester 2 Webinars TB

#### • Regional Conferences

- Tweed Heads (Friday 10<sup>th</sup> August)
- Canberra (Friday 14<sup>th</sup> September)

#### • Skills and Spatial Technologies Workshops

(Potential August and October dates TBC)

- Stage 6 Geography Conference (Early November Date TBC).
- Arthur Phillip Fieldwork Competition. Entries accepted up to Friday 23<sup>rd</sup> November. See flyer in this Geography Bulletin or on the GTANSW website

**Ideas presented in Changing Places can be adapted for use in other suburbs and rural towns.**

**Concepts in Seoul Winter Olympics can be applied to other global events such as World Cup Soccer.**

Editor  
Lorraine Chaffer

## BROCK ROWE AWARD WINNER 2018

The Brock Rowe Award, an award for excellence in teaching geography in schools, is granted jointly by the Councils of the Geography Teachers' Association of New South Wales Inc. (GTANSW) and the Geographical Society of New South Wales Inc. (GSNSW), biennially, to persons who have demonstrated consistently, over a period, excellence in the teaching of geography in schools.

Our congratulations to Susan Summerfield from Menai High School, a worthy recipient of the 2018 Brock Rowe Award.



Martin Pluss, council member of GTA NSW and the Geographical Society of NSW presents Susan Summerfield with her award.

### Award Citation

*Susan has demonstrated a passion for teaching across many NSW schools and promoted the study of Geography through authentic learning experiences and 21<sup>st</sup> century technologies.*

*Susan sets rigorous standards in promoting Geography in practical fieldwork as well as academic pursuits. This is evidenced by students in her Stage 6 courses having meaningful understanding of local and wider environments leading to post-school studies in a range of areas including: urban planning; environmental management and government policy.*

*In the classroom, Susan's caring approach to teaching students of all abilities is inclusive and supportive. Over many years, she has successfully promoted Geography studies and added value to student achievement in HSC Geography. Additionally, Susan works collaboratively with her colleagues and actively promotes Geography methodologies. Through mentoring opportunity, she generously shares an ability to demonstrate a depth of knowledge and an ability to capture student interest. Susan's peers have appreciated her 'down to earth' attitude and the way she integrates real-world application of knowledge to drive student engagement.*

## HSC HIGH ACHIEVERS

Each year the top 10 Achievers in the previous year HSC Geography Examination and their teachers are recognised at the annual Conference Awards ceremony.

Award recipients from 2017 were:

First Place	Owen Small Merewether High School Teacher: Rachael Tonks	Sixth Place	James Wu Sydney Grammar School Teacher: Catherine Naghten
Second Place	Jessica Francis Wenona School Teacher: Sue Kerr	Seventh Place	Stephanie Hennings Macarthur Anglican School Teacher: Rebecca Fitzpatrick
Third Place	Isabella Morris Wenona School Teacher: Sue Kerr	Eighth Place	Elizabeth Mee Merewether High School Teacher: Rachael Tonks
Fourth Place	Jacqueline Henville Monte Sant' Angelo Mercy College Teacher: Marnie Butler	Ninth Place	Anita Geokjian Monte Sant' Angelo Mercy College Teacher: Marnie Butler
Fifth Place	Meagan Davis Bellingen High School Teacher: Amber Hill	Tenth Place	Izac Carracher Sydney Grammar School Teacher: Shona Newall

## SUBMISSION TO STAGE 6 GEOGRAPHY REVIEW

The following submission by the Geography Teachers Association of New South Wales, attempts to represent the viewpoint of 21 Councillors who are experienced Geography teachers having taught or are currently teaching Stage 6 Geography. Furthermore, the Councillors teach across Sydney, Canberra and in regional centres such as Wagga Wagga and Tweed Heads across all education sectors. The following comments reflect GTANSW Councillor viewpoints about the current Stage 6 Geography and Life Skills Syllabuses and future directions the syllabus document might take.

The aim of this submission is to comment on perceived areas of strength and weakness of the current Stage 6 Syllabus, where there is a degree of consensus among Councillors. It is hoped the following viewpoints may assist in the development of a document addressing the future directions for Stage 6 Geography.

The overall feeling is that components of the current syllabuses are liked by teachers and it is hoped the areas identified would remain or be incorporated into a future syllabus document. There is also a recognition that in many areas the current Syllabus is out of date, particularly when consideration is given to the nature of modern society and education, features of the new K-10 Geography Syllabus and the Australian Curriculum for senior students. Views on the HSC examination follow a similar thread with a change of focus to the application of knowledge, understanding and skills recommended.

### Syllabus strengths, weaknesses and suggestions

- The **structure and requirements** are clearly presented.
- In most part, the course is **manageable and appropriate** although this is an area of **concern** given the content of the new Geography Syllabus K-10, global changes since the current syllabus was written and the demand for workplace skills that include collaboration, critical thinking and creativity.
- There is scope for **flexibility** in the delivery of content, choice of case studies, illustrative examples and the integration of contemporary issues within the syllabus.
- Requirements for the integration of **fieldwork, tools and skills** are clearly stated and linked to topics. This could be enhanced with the inclusion of new technologies and a clearer integration of content and skills within topics. Modern tools like augmented reality, GPS, remote sensing, are not explicit in the Stage 6 Syllabus, clearly illustrating that the current skills and tools have become outdated.
- There is a **balance** of both physical and human geography across both years and the opportunity for teachers to integrate local studies.
- Whilst the **course outcomes** for both preliminary and HSC are clear, the appropriateness of some is questioned including P1 and H1 - given that student achievement of these is difficult to assess.
- The syllabus **no longer builds on the knowledge and skills developed in the K-10 syllabus**. There should be a rethink of the transition from Stage 5 to Stage 6 taking into consideration both content coverage and concepts to modernise and remove overlap.
- The inclusion of Aboriginal students is explicit and achievable however there is a lack of **inclusiveness** in relation to Special Education, Gifted and Talented students, EAL/D and Torres Strait Islander students. More direction is needed to ensure these students can better access Stage 6 Geography. Some suggestions on enhancing **inclusiveness** include an Extension Course, a lower level course and an enhanced Life skills Course. There is an opportunity to apply Gagne's model for **Gifted and Talented** as well the Maker Model, as suggested in policies for these students.
- There is ample opportunity to incorporate the **Cross-Curriculum Priorities, General Capabilities** and other **Learning Across the Curriculum** Areas in a revised geography syllabus through an inquiry such as the SGP, choice of case studies, topic content, studies of contemporary issues, fieldwork and inquiry learning - as occurs with the current syllabus. If the Syllabus is carefully composed these can be represented explicitly (as in the case of traditional management of ecosystems), implied (as in the numeracy skills built into studying topographic maps) or as an integral component of what is being studied (as in personal and social capability and work and enterprise skills developed when completing the SGP)



## Topics

### Preliminary

- **Biophysical interactions** content is considered relevant and appropriate with room for a focus on contemporary issues. The foundation studies based on the four spheres provide a good conceptual basis for further biophysical studies. This topic structure could be integrated into a topic selected from the Australian Curriculum.
- **Global Challenges.** Population studies are highly relevant and appropriate. The other challenges investigated through topics such as: Cultural Integration, Development, Political Geography and Natural Resource Use are still relevant but need a new approach, possibly through the lens of a case study or issue. There is considerable overlap between Human Wellbeing in Stage 5 and Development.
- The **Senior Geography Project** is considered a key component of the preliminary course for the development of geographical inquiry skills and engagement with the subject. It is both relevant and appropriate but could be updated with improved guidance for teachers, a new name (Senior Geography Inquiry/ Investigation and greater emphasis on critical and creative thinking; and citizenship (Local problems, Local solutions).

### HSC

- **Urban places** – relevant but content no longer appropriate. Too content heavy and concepts are outdated. The overlap with stage 5 Changing Places needs to be considered.
- **Ecosystems at Risk** – highly relevant and appropriate but the content could be restructured to a more user-friendly format. For example, two separate references to biophysical interactions in the core and case studies confuses students.
- **People and Economic Activity** – considered mostly relevant and appropriate. This unit needs a general introductory section about the nature of economic activity to cover some types of questions in the HSC examination. There is some feeling that the enterprise study could be replaced by a fieldwork or investigation based on the economic activity. This could broaden options for investigating an element of the topic at a local scale. Other subjects contain studies of enterprises / businesses such as Business Studies and Food Technology.

Note: There was worthwhile discussion about how climate change might be dealt with in a new Senior Syllabus. A range of options were suggested from a separate topic or component to integration where relevant. Current studies in climate change across the curriculum 7 – 10 was also a consideration.

### Life skills

The Life Skills Syllabus (outcomes and content) is neither relevant nor appropriate to the needs of NSW Senior Life Skills students. It fails to develop solid geography knowledge and skills while at the same time building the Life Skills needed to transition from school to future studies or work.

A format similar the Life Skills component of the new 7-10 Geography Syllabus would be appropriate and build on the geography they are now experiencing in Stage 5.

Comments made regarding the diversity of learners, Cross-Curriculum Priorities, LAC's and others also apply to consideration of a new Life Skills Syllabus.

### HSC Examination

#### Likes

- General structure 60 / 40 Short answer and extended responses and gives enough scope for all students.
- Stimulus booklet – 4 pages
- Internal choice in extended response questions
- All year 12 topics are examined

## **Dislikes** (This is a summary of concerns rather than a consensus)

- Questions encourage rote learning rather than critical thinking and application of knowledge and understanding.
- Not enough reference to the integration of fieldwork within the wording of questions
- Little specific reference to the stimulus booklet outside the skills and some short answer questions
- Inconsistency in the number of time consuming skills calculation questions from year to year, particularly those involving multiple steps (There may be six one year and two the next).
- Questions becoming too obtuse or narrow in recent years due to the age of the current Syllabus – there is nothing left to ask.
- Short answer questions that are too broad and could be answered as an extended response.

## **Suggestions (Consensus)**

- Retain the stimulus booklet and make greater use of it in questions that require the application of knowledge and understanding as well as skills.
- Inclusion of a formula sheet for numeracy based skills questions as occurs in Mathematics, Sciences and Business studies.
- Provide clear exam guidelines and specimen paper to ensure clarity and consistency in teacher approaches to preparing students for the HSC exams such as how different skills are to be taught and marked.

## **Australian Curriculum**

Any new Syllabus should be based on what is best for NSW and reflect the best features of the current Syllabus while drawing on the Australian Curriculum. This may be best achieved with new topics that integrate the best of both documents to create a contemporary study of geography relevant to C21st learners and workers.

The Geography Teachers Association of New South Wales looks forward to further consultation with NESA and participation in the process to develop Stage 6 Geography and Geography Life skills.

Lorraine Chaffer

President GTANSW

On behalf of the Geography Teachers Association of NSW



**GTANSW Facebook Page is used for major events and the general promotion of Geography at <https://www.facebook.com/GTA.NSW/>**

### **GTANSW has two specific support groups:**

- **GTANSW Teachers of Senior Geography Group**  
<https://www.facebook.com/groups/841307156040600/>
- **GTANSW Primary Geography Teachers Group**  
<https://www.facebook.com/search/top/?q=gtansw%20primary%20geography%20teachers%20group>

**Admission to these groups is on request and requires questions to be answered before approval is given.**



## CONFERENCE FEEDBACK

### 2018 GTA NSW ANNUAL CONFERENCE: My Challenging Geography Classroom

I am happy to report on the success of the GTANSW 2018 Annual Conference. This is the largest event in the GTA calendar each year made possible through many hours of hard work by the volunteers that comprise the GTA NSW council. The focus away from content towards pedagogy, literacy, tools and skills in 2018 was widely appreciated. The plan for 2019 is a more even mix of content, skills and tools and pedagogy.

A range of comments and responses from GTA are provided in this report.

GTA thanks our three conference sponsors for their generous financial support as well as their contribution to the trade display and conference presentations.

#### GOLD sponsor: LANDCOM



#### BRONZE sponsor: Sydney Olympic Park



#### BRONZE sponsor: Education Perfect



The Novotel at Sydney Olympic Park hosted the annual conference for the third year and provided outstanding support to the conference organisers over the two days.

#### Some Statistics

- 40 presentations and workshops
- 40 presenters
- 24 exhibitors (18 on each day)
- 200 to 220 teachers registered for each day

#### Participant Feedback

Online evaluation: 158 teachers responded to the evaluation survey

The overall evaluation was 4.3 (out of 5) stars.



This indicates a lot of positive feelings but with room for improvement. There are huge variations in satisfaction that clearly illustrate that there will always be differences in expectations and perceptions.



## CONFERENCE FEEDBACK

### A Selection of quotes: Happy and Unhappy Responses

#### HAPPY

*'The presentations and workshops were excellent and rewarding. The encouragement of presenters towards teachers and the availability of their resources and assistance is exemplary. Thank you so much for a great conference.'*

*'Most sessions were not just informative but had practical resources, strategies etc. Hard to pick between my favourites.'*

*'Great variety and different from the previous year. Loved the change of focus away from content to skill development.'*

*'Excellent array of workshops that teachers could choose to suit their interests. Glad there wasn't any keynote speakers - made it 100% useful and relevant for the classroom.'*

*'It was an excellent time, great incentives with the prizes to be won, very helpful and informative stalls, relevant seminars. I came away feeling better equipped and inspired to try new technologies rather than overwhelmed with unrealistic and unattainable ideas that would take more effort/time to recreate than I actually have available. Thank you for running it!'*

*'The presentations and workshops were fantastic. They were presented by experienced colleagues and allowed me to develop my pedagogy and teaching skills across a number of stages and content areas. It was great to understand what teachers are doing and how they implementing different teaching and learning strategies'*

*'Found most of the workshops I attended very productive. Presentations were good, but preferred the 'how to' aspect of the workshops.'*

*'Being actively engaged in relevant workshops and presentations in every session! I love having the spatial tech stuff regularly as it changes quite quickly.'*

*'I love having it at Olympic park as the food and coffee is seamless making it easy to network in breaks and around workshops.'*

*'Great to have the stage 6 marking workshop and the academic literacy lecture was great to hear - both delivered the right mix of information and practical skills you can take back to the classroom and implement.'*

*'Great location and venue, very accessible for most of us (I am regional), but good that it is not in city centre. Great to see the stalls and great to have the time to talk to the people and put some systems in place.'*

*'Great variety on offer across Stages, as well as, applications (fieldwork, fieldtrips, content integration, use of technology, exam assessment).'*

*'The presentations were very practical. I liked the classroom focus of the conference, in particular, the skills for marking/feedback and pedagogy (flipped).'*

*'Very well organised - a logistical nightmare but it all flowed seamlessly'*

#### NO SO HAPPY

*'The presentations I attended were incredibly boring and hardly relevant to a classroom teacher. Given some of the presenters were once teachers/deputies/principals it was shocking to see how little of an effort was made to interact and provide an engaging presentation. In particular, the presentations on academic literacy and instructional leadership. It was a whole lot of academic talk with very little applicable strategies for the classroom, which should be the focus of the PDI'*

*'Some sessions are not useful e.g. the first session about literacy (1.1) was suitable for students but not teachers. The whole session was about 1 example - 1 sentence about climate change. Need to provide a variety of examples and text types. This was very disappointing.'*

In contrast

- *'Brian Miller (1.1. Academic literacy) was excellent.'*
- *'1.1 Literacy masterclass was extremely beneficial for writing skills in Geography.'*
- *'The literacy presentation was crucial in defining the struggles students tend to face when accessing Geography'*
- *'Session 1 academic literacy was excellent. It was useful for both junior and senior high school lessons in a range of subjects'*

*'Format a bit confusing. Not enough resources on offer.'*

*'Have presenters who provide interesting, engaging and useful advice to educators. It's expensive and difficult to get time out to these days, so it needs to be more useful to teachers. There really isn't a difference between workshops and presentations as far I could see.'*

## ISSUES

Participant comments	GTA Response
Internet access and parking was not clearly communicated in terms of discount options.	Emails were sent with this information to all registrants. GTA will look at the wording of these for next year.
If tying in with Novotel again then on-site accommodation deals for those from out of town.	There was a conference package deal with a booking code sent with the email to all participants after registration. Other accommodation options will be investigated as well.
Too much focus on non-geographers and primary school teacher's PD, need to focus on 'geographers' PD.	The focus was on pedagogy and relevant across all stages and Geography classes. Most of the content based workshops were for 7–10 for Geographers. There were only three dedicated workshops for primary on Monday and limited reference to non-geographers.
An easier way to register for workshops. It was an expensive conference and <b>to be told that I could not attend 5 of the workshops I intended to go to AFTER I enrolled</b> was difficult to justify the payment the school made for me to come here. <b>I missed out on a lot of the sessions and probably wouldn't have attended if I had realised that would be the case.</b>	<b>Selection of workshops is done with registration – it is clear in that process if workshops are full. A decision to continue with registration can be made at that point.</b> Maybe you are confusing school approval to attend with actual registration. The later you register the fewer workshops are available and you have the choice not to register by not submitting the form.
Workshops need to be in rooms that are wide, not long. Slow down steps.	GTA has looked at many venues and unfortunately to allow a variety to presentations big rooms need to be divided up this way. 5 minutes between sessions was to allow travel time. The downstairs room is 1 minute walk.
Even though I value the achievements, <b>I didn't want to sit for an hour through the award presentations.</b> As selfish as it sounds, I really wanted that time to learn for my own students. The presentation of awards, is irrelevant to anyone not involved – waste of time. Have the presentation after the conference – not part of PD and <b>most of the schools that succeed are private schools or selective schools so for the average school this is just not obtainable and irrelevant.</b>	The Award ceremony was <b>30 minutes only</b> . The aim is to present students and teachers in front of an authentic audience. It is relevant because it is Geography and Fieldwork Many teachers love hearing about the topics student investigate to get ideas for their own class investigations. This is PL. Many public schools enter and succeed. This varies year to year. GTA encourages all schools to participate. Participation is more important than winning. Non participation on these grounds sends the wrong message.
Allow for more spaces in selected workshops. I was <b>forced to attend</b> some sessions because others were booked out.	Sizes of workshops are determined by spaces available. In 2019 some sessions will be offered twice. No-one is forced to attend. There is a choice in the registration process not to continue.
If ALL presenters can provide the PowerPoints they use (and other resources) on the google drive after the conference. Making resources from these presentations and conferences more available perhaps an email could be sent out to each person in the presentation.	An advantage of membership of GTA is that many conference presentations are available on the GTA website after the conference. Presenters are asked for a copy of their presentations. Sadly this does not always happen even after follow-up requests. Emailing all attendees is a big task and many PPTs are too large to send this way, even as PDF's.



Have all the presenter materials available before their session so you could focus on what they were saying rather than trying to get all the notes down. Resource bank available at the start of the conference?	A reasonable request. This is being investigated by GTA for the future, however it would necessitate getting presentations at least a week ahead and for many teacher presenters, this is a big ask.
I know there was a detailed description of the sessions, however, at least one didn't match up with the content that was delivered 100%. More detailed descriptions of workshops/presentations before choosing them.	GTA will look at the guidelines given when Expressions of Interest to present are called for. Presenters are given an opportunity to revise their abstracts before the choices are published however, this does not guarantee presentations match descriptions. Revised guidelines may help.
Human Geography topics e.g. human wellbeing not addressed this year I would like to see more specific workshops/ lectures for stage specific content.	The 2017 Conference was all about content and skills with sessions on all 7–10 Syllabus topics. These were videotaped and are on the GTA website for members. 2018 was an opportunity to explore pedagogies that are innovative and relevant to inquiry learning. 2019 will go back to a larger proportion of content especially the newer content areas such as wellbeing and biomes.
Maybe a day focused on senior geo and a day of junior geo (stages 4–5), so that we can choose and manage time out of school more effectively? <b>Senior Geo focus conference</b>	Usually the Annual Conference does not cover Stage 6. This year, some sessions were included on the Tuesday, following feedback from the Senior Conference in November 2018. At this stage the separate senior conference will continue each year. Planning is occurring now for early November. 7–10 will continue to be spread across two days of the AC.

## SUGGESTIONS FOR FUTURE CONFERENCES

Participant suggestions	GTA Response
Possible <b>repetition of some presentations</b> or workshops during other sessions to make the choice a bit easier. Was very hard to choose which sessions I wanted to go to (or what I was missing out on in place of that choice).	This will be a part of the programming for 2019. Some presentations will repeat on the same day and others on different days depending on availability of presenters.
Would be good to dedicate some time if people are interested in a <b>meet and greet at the end of the first day</b> in one of the larger rooms for people to make some more connections.	There will be something organised for 2019. A Day 1 informal 'drinks' meet-up is also being considered for those staying in and around the venue.
It would be nice to have a larger area to sit during lunch time. I sat in the conference room so I could have a chair while eating but wasn't sure if this was okay to do. More tables and chairs during break times	This has been discussed with Novotel at SOP and if we use the same venue there are options available. Similar issues occur at other venues. Rooms not being reconfigured can be used. This message will be reinforced in the opening address in the future.
Is there more representation available for <b>Indigenous perspectives</b> ? How to get their voices into the classroom, through resources or people?	There was a significant aboriginal perspective in 2017 sessions so not a priority in 2018. There will be more in 2019.
There could be a bit more on literacy in Geography, visual literacy and perhaps a bit more on differentiation for mixed ability classes.	GTA had hoped for differentiation workshop(s) this year but did not eventuate. It can be easily incorporated into most presentations with a bit of thought. This will be considered in the revised guidelines for presenters.

<p>Maybe <b>a session on promoting the subject</b>. I have noticed a lot of people asking recently how others promote the subject and the importance of studying Geography.</p> <p><b>Post school Geography options</b></p>	<p>These two ideas are already on the agenda for the 2019 conference.</p> <p>There is so much we can do in a limited time frame.</p>
<p>Three sessions per day with time allocated for Q &amp; A. All sessions involved using apps, technology tools etc should be treated as one presentation</p>	<p>GTA will look at whether the Technology sessions can be more holistic. This would need collaboration between different presenters, which could be problematic.</p>
<p>More teachers presenting on critical areas like <b>formative assessment</b> and creating high challenge with high support.</p>	<p>Assessment is definitely a consideration for 2019 as people move from the content focus of implementing a new syllabus to review and develop formative and summative assessments.</p>
<p>Many workshops very Sydney centric.</p> <p>There is a strong focus on Sydney in a lot of presentations and workshops. Many of us are coming from regional and rural NSW. I know there are regional conferences but the ideas and tools presented in the workshops need to be easily accessible for everyone. Eg. 'This is how you could use this in a regional area such as.....'</p> <p>Have some <b>workshops and presentations dedicated to teaching Geography in rural schools</b>.</p> <p>Fieldwork relevant to country areas</p>	<p>GTA would love this to happen but our challenge is getting rural school teachers to offer to present.</p> <p>Asking presenters to incorporate reference to rural schools is a reasonable request that will be followed through. GTA will look at the guidelines given when Expressions of Interest to present are called for.</p> <p>Most fieldwork techniques are adaptable to country areas .... presenters will be asked to make suggestions where possible.</p>

**Great venue, wonderful food, teachers networking and a variety of exhibitors and presenters.... a great two days of teacher professional learning.**









## Pilot empowering teachers in Geography

Launched in December 2017, the Education Perfect Geography pilot is providing **all** Australian schools the opportunity to access a wealth of content for **free** throughout 2018. The pilot program is helping shape the development of future Geography content and areas for refinement, and providing schools with over 100 lessons across Stages 4 and 5, including:

- Geography Skills
- Geography core concepts
- Stage 4
  - Water in the World
  - Place and Liveability
  - Landforms and Landscapes
  - Changing Nations
- Stage 5
  - Biomes and Food Security
  - Geographies of Interconnections
  - Environmental Change and Management, and
  - Geographies of Human Wellbeing modules

The appetite for quality Geography resources in schools is considerable, with teachers across the country innovatively engaging with the content. Here are just a few stories from teachers involved in the pilot.



“The Geography lessons in Education Perfect are succinct, well-pitched and engaging for the students. They enjoy the opportunity to learn at their own pace and to review presentations as needed. They also love the DASH challenges!

Being able to assign and time tasks is great, as is the capability to track student progress live. All round - a great experience for students and teachers!

— Alison Weller, Shenton College (Level 2)



“It has been exciting to be a part of the pilot for EP NSW curriculum for Geography. The students are well versed in using the EP platform in other subjects, so the focus has been more on being able to practice skills in tandem with content acquisition. I am excited for the opportunities for future development.

— Phillip Pain, St. Andrew's Cathedral School (Level 2)

Education Perfect would love to offer the resources to more schools. **To gain access, go to [www.educationperfect.com](http://www.educationperfect.com)**

## A GUIDE TO GEOGRAPHY BULLETIN RESOURCES

**Lorraine Chaffer**  
**President GTANSW**

The following table is a record of GTANSW Bulletin articles that support the Geography K–10 Syllabus in NSW and current Stage 6 Syllabus. All articles are highly relevant to the content and skills components of these syllabuses. Older articles are full of good material that can be updated with contemporary information and illustrative examples.

### Easy access to articles on the GTA Website

All articles are available to members of GTANSW in the publications section of the website.

Very shortly this document will be on the website homepage with direct links to an article you wish to find. This will save time searching the different volumes.

We encourage members to both read and contribute articles to the bulletin as professional learning activities.

### Australian Professional Standards

Time spent reading articles or writing for the NSW GTA Bulletin can be used as 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 Australian Professional Standards for Teachers*

## GEOGRAPHY 7–10

Article and author	Edition / Year
<b>LANDFORMS AND LANDSCAPES</b>	
Namib Desert <i>Dr Susan Bliss</i>	Volume 50, No 1, 2018
Geomorphic Hazards: Earthquakes in Haiti and Chile <i>Dr Susan Bliss</i>	Volume 50, No 1, 2018
Illustrative study: A natural disaster. Whose fault? Port-au-Prince, Haiti <i>Dr John Buchannan</i>	Volume 50, No 1, 2018
Introducing landforms and landscapes <i>David Alchin</i>	Volume 50, No 1, 2018
Mongolia: Grassland landscape and biome <i>Dr Susan Bliss</i>	Volume 48, No 1, 2016
Canada, beautiful, liveable but vulnerable Part 1: Landscapes, landforms, geomorphic processes and hazards <i>Lorraine Chaffer</i>	Volume 47, No 4, 2015
Canada, beautiful, liveable but vulnerable Part 2: Selected landscapes, landforms, values and protection <i>Lorraine Chaffer</i>	Volume 47, No 4, 2015
Incredible journeys across earth: Biodiversity <i>Dr Susan Bliss</i>	Volume 45, No 1, 2013
Hazards: Year 7 & Year 8 <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
Japan; Earthquake, Tsunami and nuclear crises <i>Dr Susan Bliss</i>	Volume 43, No 2, 2011

PLACE AND LIVEABILITY	
Place and Liveability Part 1: Some teaching ideas <i>Lorraine Chaffer</i>	Volume 49, No 2, 2017
Place and Liveability: Part 2 <i>Lorraine Chaffer</i>	Volume 49, No 3, 2017
New Zealand: Perceptions of liveability <i>Nick Hutchinson</i>	Volume 46, No 2, 2014
Liveability Assessment Unit <i>Dr Susan Bliss</i>	Volume 45, No 2, 2013
WATER IN THE WORLD	
Groundwater resources and depletion <i>Lorraine Chaffer</i>	Volume 48, No 1, 2016
Canada, beautiful, liveable but vulnerable Part 3: Canada's water resources <i>Lorraine Chaffer</i>	Volume 48, No 1, 2016
Canada, beautiful, liveable but vulnerable Part 4: Stimulus based inquiry activities <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016
Year 7 and Year 8 (Hydrologic & atmospheric hazards) <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
Meteotsunamis from the sky <i>Dr Susan Bliss</i>	Volume 46, No 4, 2014
Three Gorges Dam <i>Dr Susan Bliss</i>	Volume 45, No 4, 2013
Mentawai Islands: Recovery from disaster (SurfAid) <i>Milton Brown</i>	Volume 43, No 4, 2011
Geography at the movies / Natural Hazards assessment activity <i>Kate Donnelly</i>	Volume 43, No 4, 2011
INTERCONNECTIONS	
Coffee Interconnections <i>Dr Susan Bliss</i>	Volume 49, No 4, 2017
Bangladesh Leather <i>Dr Susan Bliss</i>	Volume 49, No 3, 2017
Chocolate <i>Dr Susan Bliss</i>	Volume 49, No 1, 2017
Sharks in hot soup <i>Dr Susan Bliss</i>	Volume 49, No 1, 2017
China: Surfing connections — The Legend of the Magic Wind <i>Milton Brown</i>	Volume 48, No 4, 2016
Geography of My Stuff <i>Royal Geographical Society</i>	Volume 45, No 3, 2013
Coffee from Bean to café <i>Dr Susan Bliss</i>	Volume 43, No 3, 2011
India: call centre of the world <i>Dr Susan Bliss</i>	Volume 43, No 1, 2011



Diamonds: Sparkle or blood <i>Dr Susan Bliss</i>	Volume 43, No 1, 2011
Bitter sweet chocolate: From ground to mouth <i>Dr Susan Bliss</i>	Volume 43, No 4, 2011
<b>SUSTAINABLE BIOMES</b>	
Sharks in hot soup <i>Dr Susan Bliss</i>	Volume 49, No 1, 2017
Coffee biomes <i>Dr Susan Bliss</i>	Volume 49, No 4, 2017
Sample Assessment Tasks Task 1: Research task for sustainable biomes Task 2: End of topic examination for sustainable biomes <i>Nicole Gray</i>	Volume 49, No 4, 2017
Canada, beautiful, liveable but vulnerable Part 1: Canada's biomes and climate zones <i>Lorraine Chaffer</i>	Volume 47, No 4, 2015
Exploring the geography of food <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
Using Scoop.it Rice farming activity <i>Lorraine chaffer</i>	Volume 45, No 2, 2013
UN International year of forests Game: Christmas Tree <i>Dr Susan Bliss</i>	Volume 43, No 2, 2011
<b>CHANGING PLACES</b>	
Changing places Task <i>Melinda Rowe</i>	Volume 50, No 1, 2018
China: Urbanisation <i>Steve Weingarth</i>	Volume 48, No 4, 2016
Asia green city index <i>Dr Susan Bliss</i>	Volume 45, No 2, 2012
Urban India using geographical tools <i>Dr Susan Bliss</i>	Volume 45, No 2, 2012
<b>ENVIRONMENTAL CHANGE AND MANAGEMENT</b>	
Management: A river is a person <i>Dr Susan Bliss</i>	Volume 49, No 2, 2017
Invasive species in Australia's aquatic environments <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016
Desertification – Desertification and environmental geography – Desertification and the Social Sciences <i>Nick Hutchinson</i>	Volume 46, No 3, 2014

HUMAN WELLBEING	
Conceptualising and measuring development <i>Lyndon Kleeman</i>	Volume 47, No 1, 2015
India – A nation in transition – India, impediments to development – Patterns of Human Wellbeing <i>Dr Grant Kleeman</i>	Volume 47, No 1 2015 Volume 47, No 3, 2015
Australia – Growing inequality in Australia – Two speed Australian economy: impacts on human wellbeing <i>Dr Susan Bliss</i>	Volume 45, No 2, 2013
Developing humans in India <i>Dr Susan Bliss</i>	Volume 45, No 2, 2013
Gender equality: women's rights <i>Dr Susan Bliss</i>	Volume 44, No 1, 2012
Human wellbeing, poverty, wealth and citizenship <i>Dr Susan Bliss</i>	Volume 44, No 4, 2012
SurfAid: Why our work is needed in the island chains off Sumatra <i>Anne Wuijts, SurfAid</i>	Volume 44, No 2, 2012
Somalia's famine <i>Dr Susan Bliss</i>	Volume 43, No 4, 2011
Diamonds: Sparkle of blood <i>Dr Susan Bliss</i>	Volume 43, No 1, 2011
Birthing kits – Human wellbeing and citizenship (School participation) <i>Dr Susan Bliss</i>	Volume 43, No 2, 2011 Volume 43, No 4, 2011
PROGRAMMING AND PLANNING	
Two shared teaching units: ‘Push and shove’: Landscapes & Landforms ‘Let it burn’ Environmental Change and management <i>Leah Arthur</i>	Volume 50, No 1, 2018
The freedom of the Geography elective course <i>Drew Collins</i>	Volume 49, No 4, 2017
ICT / TOOLS AND SKILLS	
Game of Thrones Mapping Task <i>David Massingham</i>	Volume 50, No 1, 2018
Integrating film into the classroom (Stage 4 & Stage 5) <i>Jeana Kriewaldt and Dr Jane Dyson</i>	Volume 49, No 4, 2017
Visual literacy <i>Dr Susan Bliss</i>	Volume 49, No 2, 2017
Professional reading: Five GIS trends changing the world <i>Jack Dangermond</i>	Volume 49, No 3, 2017
Professional reading: How Drones are being used in Disaster Management <i>Jack Dangermond</i>	Volume 49, No 3, 2017
GEO-inquiry: A National Geographic Resource <i>National Geographic</i>	Volume 49, No 3, 2017

Professional reading: MH370. View the data behind the largest search in aviation history <i>Anthony Wallace</i>	Volume 49, No 4, 2017
Professional reading: The search for MH370 – An interactive story map <i>Anthony Wallace</i>	Volume 49, No 4, 2017
Using technology to assist in the teaching and learning of geography <i>Marco Cimino</i>	Volume 48, No 1, 2016
Engaging with geographical tools and skills <i>Sharon Mclean</i>	Volume 48, No 1, 2016
Unpacking the K–10 Syllabus: Geographical Inquiry skills and tools <i>Lorraine Chaffer</i>	Volume 48, No 2, 2016
Differentiating geography fieldwork to address students' needs <i>Louise Swanson</i>	Volume 48, No 3, 2016
Year 7 Fieldwork: Investigating an environment <i>Grace Larobina</i>	Volume 48, No 3, 2016
Fieldwork: Choosing a suitable fieldwork site <i>GeogSpace resources collated by Lorraine Chaffer</i>	Volume 48, No 4, 2016
Appreciating the visual in Geography <i>Jaye Dunn</i>	Volume 48, No 4, 2016
Integrating spatial technologies in the Geography classroom <i>Lorraine Chaffer</i>	Volume 47, No 2, 2015
Geography comes alive through fieldwork <i>Susan Caldis</i>	Volume 47, No 1, 2015
Geography in the reality world <i>Clare Kinane</i>	Volume 47, No 2, 2015
Drones: ICT in action <i>Patricia Smith and Vanessa Sefton</i>	Volume 47, No 2, 2015
Satellite images in geography <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
Cartoon analysis: telling a story <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
Films and photographs in classrooms: Diamonds <i>Dr Susan Bliss</i>	Volume 45, No 1, 2013
Digital citizenship and the Australian curriculum <i>Martin Pluss</i>	Volume 45, No 1, 2013
Place writing: narratives, experience and identities <i>Nick Hutchinson</i>	Volume 44, No 1, 2012
Learning using Twitter <i>Martin Pluss</i>	Volume 43, No 2, 2011
Augmented reality <i>Martin Pluss</i>	Volume 43, No 4, 2011
<b>ASIA</b>	
Crouching tiger, hidden dragon: uncovering some questions about sustainable livelihoods in SE Asia <i>Nick Hutchinson</i>	Volume 44, No 3, 2012



<i>Asia Focus:</i> 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>	Volume 44, No 2, 2012  Volume 44, No 4, 2012
Space: moving beyond spatial science to engage Australian Students with Asian geography <i>Nick Hutchinson</i>	Volume 44, No 1, 2012
<b>SUSTAINABILITY</b>	
Education for sustainability <i>Lorraine Chaffer</i>	Volume 46, No 4, 2014
Sustainability Cross Curriculum project <i>Louise Swanson</i>	Volume 46, No 4, 2014
Green Day: Enhancing sustainability in a school <i>Catherine Donnelly</i>	Volume 46, No 4, 2014
<b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>	
Dark Emu: A fresh insight into Aboriginal landuse in Australia <i>Bruce Pascoe</i>	Volume 49, No 2, 2017
Aboriginal Australia Series. Part 1: Aboriginal land care <i>Jens Korff</i>	Volume 49, No 4, 2017
Aboriginal Australia Series. Part 2: Aboriginal Fire Management <i>Jens Korff</i>	Volume 50, No 1, 2018
Aboriginal Australia Series Part 3: Indigenous Protected Areas <i>Jens Korff</i>	Volume 50, No 2, 2018

## PRIMARY GEOGRAPHY 2013 – 2018

Geography Alive Units free via GTANSW website home page

Article and author	Edition / Year
Geography Alive resource (Units of work for K–6) <i>Various authors</i>	Direct link via GTANSW Homepage
Place based learning <i>Botanic Garden Mount Tomah</i>	Volume 49, No 2, 2017
Investigating the Quarantine Station Stage 1 Geography <i>Susan Caldis</i>	Volume 48, No 4, 2016
Geography in Primary schools <i>John Butler OAM</i>	Volume 45, No 4, 2013
Kindergarten love Geography <i>Rebecca Pierpoint</i>	Volume 48, No 3, 2016
Little J and Big Cuz <i>Website</i>	Volume 49, No 4, 2017
Resources for Geography K–6 <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016

## Preliminary and HSC GEOGRAPHY

Article and author	Edition / Year
<b>PRELIMINARY HSC</b>	
Biophysical Interactions (Relevant studies of the 4 spheres) Canada: Beautiful, liveable yet vulnerable <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016 Volume 48, No 1, 2016
Biophysical Interactions (Relevant to changing biosphere) Invasive species in Australia's aquatic environments <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016
Natural Resources Sand: Sand mafia in India <i>Dr Susan Bliss</i>	Volume, No 3, 2017
Natural Resources India's Blood Mica <i>Dr Susan Bliss</i>	Volume, No 3, 2017
Natural Resources Bangladesh Leather <i>Dr Susan Bliss</i>	Volume, No 3, 2017
Biophysical Interactions – Malaria <i>Marco Cimino</i>	Volume 48, No 2, 2016
Biophysical Interactions: flipped classroom <i>Susan Caldis</i>	Volume 47, No 3, 2015
<b>HSC GENERAL</b>	
Incorporating Fieldwork references into HSC answers <i>Lorraine Chaffer</i>	Special HSC Edition, No 1, 2017
Using organisational templates and checklists <i>Lorraine Chaffer</i>	Special HSC Edition, No 1, 2017
Busting the Bands <i>Matt Carrol</i>	Special HSC Edition, No 1, 2017
Fieldwork: HSC Geography via regional NSW and Central Australia <i>Susan Caldis</i>	Volume 47, No 1, 2015
Geography in our universities A passion for Geography flourishes at the University of Wollongong <i>Professor Gordon Wait</i>	Volume 48, No 4, 2016
Geography in our universities University of Sydney: School of Geosciences	Volume 49, No 4, 2017
Geography in our universities 5 cool topics you can study with a Geography Major	Volume 49, No 4, 2017
<b>PEOPLE AND ECONOMIC ACTIVITY</b>	
Going Bananas <i>Rae Dufty-Jones</i>	Special HSC Edition, No 2, 2017
Dairy Production using Beestop <i>Drew Collins</i>	Special HSC Edition, No 2, 2017

Starbucks: An economic enterprise at a local scale <i>Dr Susan Bliss</i>	Special HSC Edition, No 2, 2017
Gloria Jeans: An economic enterprise at a local scale <i>Dr Susan Bliss</i>	Special HSC Edition, No 2, 2017
Coffee Production <i>Patricia Dybell</i>	Special HSC Edition, No 2, 2017
Coffee: an economic activity and economic enterprise study <i>Dr Susan Bliss</i>	Volume 49, No 3, 2017
Chocolate (Cocoa) <i>Dr Susan Bliss</i>	Volume 49, No 3, 2017
Big Data: Products and Services <i>Dr Susan Bliss</i>	Special HSC Edition, No 2, 2017
Big Data: A Changing World <i>Dr Susan Bliss</i>	Special HSC Edition, No 2, 2017
Understanding Big Data: Student activities <i>Dr Susan Bliss</i>	Special HSC Edition, No 2, 2017
Introducing People and Economic Activity <i>Lorraine Chaffer</i>	Special HSC Edition, No 1, 2017
Classroom Activities: Inspiration for introducing people and Economic Activity <i>Alexandria Lucas</i>	Special HSC Edition, No 1, 2017
Global tourism update Global Cruise Industry <i>Dr Grant Kleeman</i>	Volume 46, No 1, 2014
Regional economies and the place of tourism <i>David Hamper</i>	Volume 44, No 1, 2012
The challenge confronting Australia's viticulture and wine making industries in 2010 <i>Ray Donald and Grant Kleeman</i>	Volume 43, No 1, 2011
<b>URBAN PLACES</b>	
Urban Dynamics: Sydney. A tale of two cities? <i>Marco Comino</i>	Special HSC Edition, No 1, 2017
Hong Kong: A large city study <i>Tim Kelleher</i>	Volume 48, No 1, 2016
Detroit: A large city in the developed world incorporating "New Republic: Decline of Detroit in 5 maps" <i>Alexandra Lucas</i>	Volume 47, No 2, 2015
Las Vegas, USA <i>Dr Grant Kleeman</i>	Volume 46, No 1, 2014
Culture of place <i>Sandy de Bottom</i>	Volume 45, No 1, 2013
<b>ECOSYSTEMS AT RISK</b>	
The role of traditional strategies in managing coral reefs <i>Louise Swanson</i>	Special HSC Edition, No 1, 2017
Evaluating: Traditional and Contemporary Management Strategies applied to coral reefs <i>Louise Swanson</i>	Special HSC Edition, No 1, 2017

# ADVICE TO CONTRIBUTORS

## Geography Bulletin guidelines

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, methods and content. 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, should be submitted to the GTA Office by email [gta.admin@ptc.nsw.edu.au](mailto:gta.admin@ptc.nsw.edu.au)

Submissions can also be sent directly to the editors:  
Lorraine Chaffer ([lchaffer@tpg.com.au](mailto: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 coloured background, 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.

**Note: From 2018 there is a limit of TWO images (Table, map, graph, photograph, diagram etc) per page to facilitate ease of reproduction by teachers.**

**Diagrams created using templates should be saved as an image for ease of incorporation into the bulletin.**

**All assessment or skills tasks should have an introduction explaining links to syllabus content and outcomes. A Marking Guideline for this type of article is encouraged.**

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.)

## 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 577  
Leichhardt NSW 2040

## Editions

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

## Notice to Advertisers

'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50  
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Geography Teachers Association of NSW

## REGIONAL CONFERENCE

# WRITE ON AND LOG ON

Friday 10 August 2018

Twin Towns Services Club, Tweed Heads

**The GTANSW 2018 professional learning focus is on literacy, geographical inquiry skills, pedagogy and spatial technologies in the geography classroom.**

### Program

TIME	ACTIVITY	PRESENTER
8:15am – 8:45am	Registration	
8:45am – 9:45am	Welcome Keynote: Literacy in Geography	President Lorraine Chaffer Brian Miller
9:45am – 10:45am	<b>WORKSHOP 1</b> 1(a) Primary Literacy <b>OR</b>	Brian Miller
	1(b) Marking HSC responses <b>OR</b>	Sharon McLean /Melinda Rowe
	1(c) Young, People, Places and Livability: An Approach to Inquiry Learning	Lorraine Chaffer
10:45am – 11:15am	Morning Tea	
11:15am – 11:45am	<b>WORKSHOP 1 (continued)</b> 1(a) Primary Literacy <b>OR</b>	Brian Miller
	1(b) Marking HSC responses <b>OR</b>	Sharon McLean /Melinda Rowe
	1(c) Young, People, Places and Livability: An Approach to Inquiry Learning	Lorraine Chaffer
11:45am – 1:00pm	<b>WORKSHOP 2</b> 2 (a) Secondary Literacy Workshop <b>OR</b>	Brian Miller
	2 (b) Pens and Maps	Sharon McLean
1:00pm – 1:30pm	Lunch	
1:30pm – 3:15pm	<b>WORKSHOP 2</b> 3(a) Using GIS in the Geography Classroom <b>OR</b>	Skye Rodgers
	3(b) Taking Geography Outdoors	Cindy Pickett

**Participant fee: \$250 member or \$260 non-member**

**Regional Conference registration [CLICK HERE](#)**

# www.gtansw.org.au



# REGIONAL CONFERENCE WRITE ON AND LOG ON

## Presenters

### **Brian Miller – Keynote: Literacy in Geography, Primary and Secondary Workshops**

Brian is an independent educational consultant specialising in instructional leadership, academic literacy and executive teacher coaching.

Brian has filled many educational positions in his career:

English/History/ESL teacher; Senior Education Officer 1 in Literacy and SEO 2 in Training and Development DoE; Senior Lecturer at the University of Western Sydney in the Secondary Teacher Education Program; DP and Principal; Director Department of Education's Leadership & High Performance Directorate where he authored the Leading Teaching & Learning Module (Principal Credential), the Instructional Leadership Reflection Tools and Leadership Development Initiative; Secondary Principal Council member of the Quality Teaching Council; Deputy Chair of the Initial Teacher Education Committee and Chair of the Moderating and Consistency Committee which oversaw all applications for higher accreditation.

### **Lorraine Chaffer – Young, People, Places and Livability: An Approach to Inquiry Learning**

Lorraine is President of GTA NSW, Bulletin Editor, Geography Consultant and Author. She has 37 years teaching experience and is currently developing resources for the new Geography Syllabus K–10, assisting schools in programming, creating fieldwork opportunities and using creative pedagogies to develop deep knowledge and understanding to effectively teach the new K–10 Syllabus and Stage 6. Lorraine has a passion for physical Geography and developing new teaching resources.

### **Melinda Rowe – Marking HSC responses**

Melinda has taught a range of HSIE Subjects with 17 years' experience including Geography and Business Studies in both Government and

non-Government schools. She has worked at Lindisfarne Anglican Grammar School for thirteen years and was a HSIE coordinator for nine years. Melinda has marked HSC Business Studies for six years and has recently joined Geography Teachers Association Council. She is currently studying a Masters of Gifted and Talented at UNSW.

### **Cindy Picton – Taking Geography Outdoors**

Cindy is the Principal of the Dorrroughby Environmental Education Centre.

Staff members from Dorrroughby Environmental Education Centre discuss ideas in which you can incorporate geographer's tools and skills into authentic geographical inquiries, either by booking the centre or organising your own excursions/incursions. Brainstorm ways to take Geography outdoors and utilise our amazing local sites.

### **Skye Rodgers – Using GIS in the Geography Classroom**

Skye is a Geography, History and English teacher from Queensland, as well as the Education Program Manager for Esri Australia.

Skye is working with schools across Australia to implement spatial technologies into the Geography classroom using applications through the free ArcGIS in schools program.

### **Sharon McLean – Pens and Maps Integrating Literacy and Geography Tools – for those new to Geography tools and skills**

Sharon has taught in a variety of boys and girls secondary schools teaching History and Geography and has been at Saint Ignatius' College for thirteen years and the Head of Geography for ten years. During her teaching career, she has been the Convener of the NSW Catholic Trial Examination Committee and also a member of the Geography Teachers Council where she has also holds the position of Vice-President.



**NSW  
EDUCATION  
STANDARDS  
AUTHORITY**

**Geography Teachers' Association of NSW** through the Professional Teachers' Council NSW – NSW Education Standards Authority (NESA) as the endorsed provider of QTC Registered professional development for the maintenance of accreditation at Proficient, Highly Accomplished, and Lead levels.

Completing the **GTA NSW Regional Conference: Write On and Log On**, 10 August 2018 will contribute **5 Hours & 30 Minutes** of NESA Registered PD addressing 2.5.2; 3.3.2; 3.4.2; 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

## Part 3: Indigenous Protected Areas

**Author Jens Korff , Creative Spirits**



This is part 3 of a series of four issues articles titled **Aboriginal Australia** by Jens Korff, owner and author of **Creative Spirits**. The series is relevant to many sections of the K–10 Geography Syllabus

**Part 1: Aboriginal Land Care (Edition 4 2017)**

**Part 2: Aboriginal Fire Management (Current edition)**

**Part 3: Indigenous Protected Areas**

**Part 4: Threats to Aboriginal Land**

### SYLLABUS LINKS

#### Cross Curriculum Priority Area

Aboriginal and Torres Strait Islander histories and cultures

#### Stage 1: Features of places / People and Places

Students investigate features of places and how they are cared for.

#### Stage 2: The Earth's Environment

Students investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples

#### Stage 3: Factors that shape places

Students investigate the ways people change the natural environment in Australia and another country

#### Stage 4: Landforms and Landscapes

Students investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes

#### Stage 5: Sustainable Biomes / Environmental change and management

Students investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples

### What is an Indigenous Protected Area?

An Indigenous Protected Area (IPA) is an area of Aboriginal-owned land or sea where traditional owners have entered into an agreement with the Australian government to promote cultural resource conservation and biodiversity.

When Aboriginal landowners decide to declare their lands an Indigenous Protected Area, they agree to manage their country for conservation and to meet international conservation standards.

Most IPAs are cared for by either volunteers or rangers employed under the Working on Country program, implemented in 2007 by the Howard government. [4]

### What are Indigenous Protected Area good for?

IPAs provide Aboriginal people with an opportunity to look after their country in their own way and pass on their knowledge about the land and its resources to future generations [1].

IPAs also create jobs and qualifications, economic and social benefits for Aboriginal communities, and protect the environment.

Through Indigenous Protected Areas, Aboriginal communities manage their land to protect its plants, animals and cultural sites. Day-to-day management includes weed and feral animal control, fire management, revegetation, wildlife protection and monitoring.



Benefits for the government include low-cost land management, an increase in income taxes and a decrease in welfare payments. [4] Some IPAs generate income through fire management and carbon abatement projects. [4]

In 2017, Social Ventures Australia conducted a cost-benefit analysis of the social return on investment in five IPAs. It found that between the 2009 and 2015 financial years, for every dollar invested the programme returned more than \$2.70 worth of social, economic, cultural and environmental outcomes. 80% of program outcomes directly aligned with government strategic priorities. [4]

*Being sustainable on country means making decisions locally that do not harm country, now or in the future. It means providing future generations with the rights and the abilities to enjoy their responsibilities to country*

*Ngurrara Traditional Owners [1]*

The analysis report noted that IPAs and ranger programmes were “effectively overcoming barriers to addressing Indigenous disadvantage and engaging Indigenous Australians on country in meaningful employment to achieve large-scale conservation outcomes”.

## Case study: Indigenous Protected Areas—Yalata

Lying at the edge of the Great Victoria Desert on the southern margin of Australia’s majestic Nullarbor Plain, Yalata Indigenous Protected Area (IPA) covers 456,300 hectares of coastal dunes, limestone cliffs, sand plains and shrublands. It was declared in October 1999.



Screen capture.

For video clip visit *Creative Spirits* at

<https://www.creativespirits.info/aboriginalculture/land/indigenous-protected-areas#ixzz5GVpl1RgN>

## How many Indigenous Protected Areas exist in Australia?

Since IPAs were first championed in the early 1990s. In 1998 South Australia declared the first Indigenous Protected Area - Nantawarrina, about 555 kms north of Adelaide.

There are now 60 declared Indigenous Protected Areas covering just over 48 million hectares across Australia. Indigenous Protected Areas now cover an area which equates to around 36% of Australia’s network of protected areas [1].

Australia’s IPAs range from the turquoise waters of the Dhimurru IPA in the Gulf of Carpentaria to the arid beauty of Australia’s first IPA at Nantawarrina in South Australia.

The largest declared Indigenous Protected Area is the Southern Tanami in the Northern Territory, at 10.16 million hectares and the smallest is Pulu Islet in the Torres Strait, at around 15 hectares [1].

### **STORY: “This country was almost gone.”**

*For decades Aboriginal elder Lofty Bardayal Nadjamerrek, 83, saw the rock country of Arnhem Land in the Northern Territory as an orphan with no-one to care for it. All the region’s clan families had moved into the mission towns, abandoning the land where their ancestors existed for over 50,000 years [2].*

*Regular traditional burning stopped and huge late-season bushfires—some raged for months and had 200 to 300 kilometre fronts—permanently damaged the landscape.*

*In 2002 Mr Bardayal led a movement of his people back to the plateau, establishing a base in bushland 550 kilometres east of Darwin from where they again began to take care of the land.*

*In September 2009 two new Indigenous Protected Areas were established in that area covering an area about one-third the size of Tasmania.*

*“This country was almost gone. If we had not come back it would have been lost forever,” said Mr Barda*

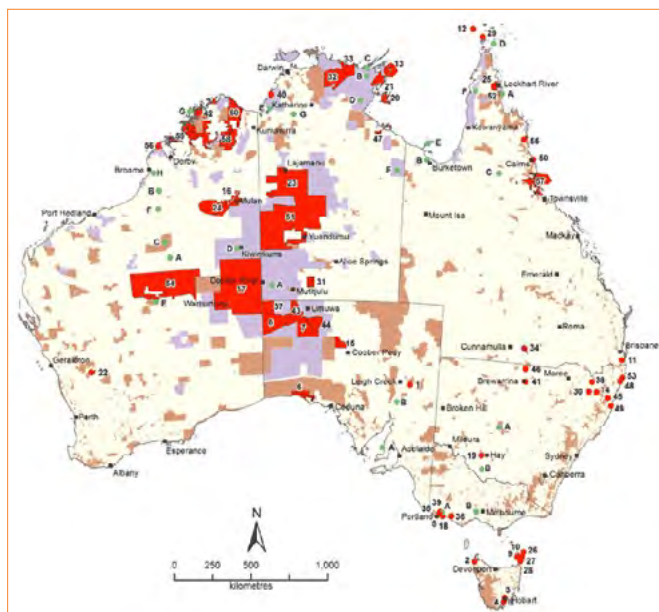
The stories of Australia’s first 23 Indigenous Protected Areas are told in the book *Growing Up Strong - The First 10 Years of Indigenous Protected Areas in Australia*.



# ABORIGINAL AUSTRALIA SERIES – PART 3

## Map of Australia's Indigenous Protected Areas as of August 2013 [3].

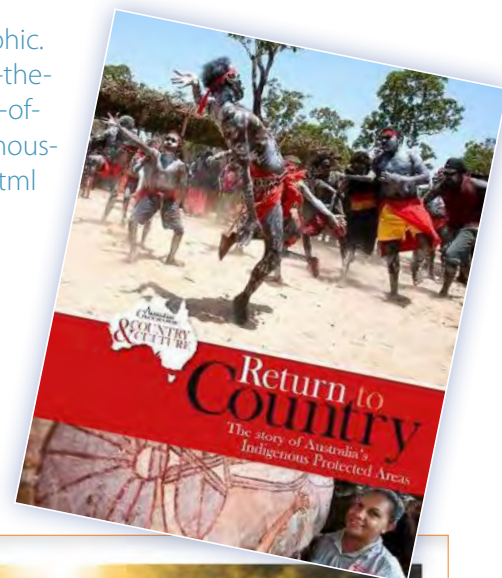
IPAs are marked in red, other protected areas are brown, and Aboriginal lands are purple.



Source: <https://www.creativespirits.info/aboriginalculture/land/indigenous-protected-areas#ixzz5GifLuT7b>

## The Geography Bulletin: Editors suggestions for further reading

Return To Country: The Story of Australia's Indigenous Protected Areas. Australian Geographic <https://shop.australiangeographic.com.au/return-to-the-country-the-story-of-australia-s-indigenous-protected-areas.html>



Country Needs People  
<https://www.countryneedspeople.org.au/ipas>

"Strong Women on Country" about the success of women caring for country as Indigenous Rangers on Indigenous Protected Areas. See Country Needs People website: [https://www.countryneedspeople.org.au/strong\\_women\\_on\\_country](https://www.countryneedspeople.org.au/strong_women_on_country)

## Footnotes

- [1] 'Indigenous Protected Areas', Department of the Environment, <http://www.environment.gov.au/indigenous/ipa/>, retrieved 13/12/2008
- [2] 'Sign on the dotted line saves spectacular rock art', SMH 25/6/2009
- [3] 'Locations of Indigenous Protected Areas in Australia', Department of the Environment, <http://www.environment.gov.au/indigenous/ipa/map.html>, retrieved 25/10/2013
- [4] 'Glowing review of Indigenous protected areas leaves sector proud but perplexed', *The Guardian Australia* 14/5/2016

## Cite this article

An appropriate citation for this document is: Aboriginal culture - Land - Indigenous Protected Areas (IPA), retrieved 25 May 2018 <https://www.creativespirits.info/aboriginalculture/land/indigenous-protected-areas#ixzz5GVpl1RgN>



# CREATIVE SPIRITS

# discover



## Education programs

Sydney Olympic Park offers a range of engaging educational experiences for K-12 school students and accredited Teacher Professional Learning workshops.

### Early Stage 1 Our Place

#### Stage 1

- Park Safari
- Lets Go Walkabout

#### Stage 2

- Nature of Living Things
- Wangal Walkabout

#### Stage 3

- Investigating Mangroves
- Bennelong and the Wangal

### Stage 4

- Landscapes and Landforms – Coastal Wetlands
- Water in the World – Wetlands
- Water in the World – Urban
- Place and Liveability

### Stage 5

- Environmental Change and Management
- Changing Places

### Stage 6

- Biophysical Interactions
- Urban Places – Urban Renewal
- Ecosystems at Risk

### Teacher Professional Learning

- Koori Classroom

### Education Events

- Youth Eco Summit for Secondary Schools (September)
- Youth Eco Summit for Primary Schools (November)

For more details on excursion programs and related syllabus outcomes please visit our website. [sydneyolympicpark.com.au/education](http://sydneyolympicpark.com.au/education) | 02 9714 7888 | [education@sopa.nsw.gov.au](mailto:education@sopa.nsw.gov.au)

**SydneyOlympicPark** 



# WHAT'S HAPPENING IN SCHOOLS?

## Digital Literacy and Digital Fluency

**Martin Pluss, Geography Teacher  
and Dean of Learning, Loreto Normanhurst**

How do you store your family photos? Do you still have a photo album or are all your photos digital? If you have an album, what is your process for choosing photos to print and place in an album? If you only have digital photos how do you manage them? How often do you take them off your phone or do you use a camera? Do you have both because you are not sure which way to jump?

These types of questions can be applied to many aspects of life and learning. Do you keep a paper diary or schedule your life through your phone and laptop? If you have to write something that requires deep thinking do you start with pen and paper, go straight to the word processor or make some notes on your phone?

Your answers to these questions relate in part to your digital literacy and digital fluency.

Digital literacy *"refers specifically to the range of skills, knowledge and competencies required to operate effectively in a world immersed in digital technologies."* CORE Education

At Loreto Normanhurst we have had success in normalising the use of technology for appropriate age-specific, learner-centred, digital literacy. Now we are turning our attention to building digital fluent students who *"can decide when to use specific digital*

*technologies to achieve their desired outcome... and can articulate why the tools they are using will provide their desired outcome."* Ministry of Education NZ TKI Te Kete Ipurangi

How do we create digital fluency in our students? We encourage the girls to leverage technology to create new knowledge, deal with new challenges and issues, at the same time complementing critical and creative thinking, complex problem solving and social intelligence within and beyond the school gate.

Digital fluency flows into student learning, for example, through understanding data, leveraging digital tools of communication and in their digital creativity:

1. In an era of information overload, having digital data fluency is crucial. Students need to develop the capacity to use data to make informed decisions, ask more questions and develop deeper learning.



# WHAT'S HAPPENING IN SCHOOLS?



For example, students sometimes only look at the final mark of an assessment task. As they become fluent in interpreting and using data they can break down performance in multiple choice, short answer and extended written responses to measure improvement.

2. In learning students need to be digitally fluent in communication. Discerning the appropriate digital media resources while identifying bias, errors of omission and facts requires a savviness in using digital tools. A digitally fluent student can tell her story by making her presentation in person but she is also required to use digital storytelling skills whether it be in an assessment in school, a tutorial presentation at university or a marketing lobby in the work environment. This requires not only the ability to use but create material, for example, through social media, augmented reality, QR Codes, blogs, wikis, survey software, infographics, screen capture videos podcasts and videos.

3. Students can be digitally fluent by leveraging digital tools to creatively undertake tasks and activities. Instead of taking notes they can creatively learn their work by using the mind mapping software 'Inspiration' to sort the logic of their ideas and learning. Alternatively, they can audio record their notes and listen to them at their desk, in the backyard, on the back deck, in the gym or on a walk/run.

It is most important to encourage face-to-face conversations, use a pen and paper, keep a photo album and handwrite a journal and maintain an analogue diary. Likewise, it is important to be abreast of and use the digital tools which can assist learning at school and to this end we have been successful in building the digital literacy of our students.

We are still on the journey of attaining digital fluency across the curriculum whereby students know which digital tools to use for what purposes. We are confident we are on a path that will help the girls' learning and life skills and I encourage the geography community to be part of the journey.





## Virtual Excursions

Melissa Ellis

**Southern Cross School of Distance Education provides primary and secondary full-time, pathway and single course students with a wide curriculum in the context of distance education.**

Our students are located over a vast area spanning from Tweed Heads in the North, Coffs Harbour in the South and West to Inverell. In an attempt to provide, flexible learning and quality course material, the staff teach using an online learning management system called Canvas, and Adobe Connect, phone lessons, videoconferencing, mini-school days and teacher visits.

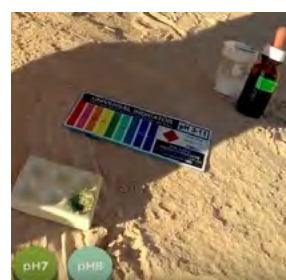
Teaching Geography via distance education poses a practical challenge and the HSIE faculty at Southern Cross School of Distance education have endeavoured to make learning materials engaging and accessible. Many fieldwork methodologies and geographical skills can be taught over the phone, using video and at mini schools. However, when it comes to experiencing geographical excursions our students are at a disadvantage. For a variety of reasons our students can not participate in face-to-face fieldwork. To provide our students with this mode of learning, we have begun creating 'Virtual Excursions' which are quality video resources where teachers participate in an excursion as a class would. Experts such as National Parks Discovery Rangers, archaeologists, local residents, Indigenous elders are interviewed.

The first completed body of work 'Lake Mungo Virtual Excursion' consists of seventeen cross curriculum episodes with a geographical focus on the topic 'Landforms and Landscapes'.

The 'Lake Mungo Virtual Excursion' was developed in a massive collaboration effort with traditional tribal groups Mutthi Mutthi, Paakantji and Ngyiampaa people, Jim Bowler, Lake Mungo National Parks and Wildlife, Lake Mungo Youth Project, Southern Cross School of Distance Education and the NSW Department of Education Learning Systems department. All interviews belong to the individual participating and have been produced for educational purposes. The series of seventeen episodes are freely available on the NSW Department of Education Learning Systems Youtube site – <https://www.youtube.com/user/LearningNSWDEC/playlists>. Or Search each episode on Youtube.

### Episode List

- Episode 1 Acknowledgment of Country
- Episode 2 Introduction
- Episode 3 A Landscape for Dreaming
- Episode 4 Location Description
- Episode 5 Willandra Lakes Environment
- Episode 6 Ancient People
- Episode 7 Ancient fauna
- Episode 8 The Megafauna Mystery
- Episode 9 Lady Mungo and Mungo Man
- Episode 10 Burial Customs
- Episode 11 Lake Mungo and European Occupation
- Episode 12 Lake Mungo Today
- Episode 13 Soil and Geology
- Episode 14 Land Management World Heritage
- Episode 15 Repatriation as a social justice issue
- Episode 16 Fossil formation
- Episode 17 The Ecosystem Today
- Extra Message from Mungo



# WHAT'S HAPPENING IN SCHOOLS?

## In the age of alternative facts, we need to teach our kids to uncover the truth

Posted by Dr Rod Lane and Dr Penny Van Bergen|

**Misinformation is an increasingly difficult challenge for Australian teachers and students. In a world of fake news, sponsored news and marketing posing as news, how do we arm kids with the skills and knowledge to tell fact from fiction?**

Sam scratched her head. Mobile phone in-hand, she puzzled over her Year 8 Physical Education assignment. The assignment asked her to rate the nutritional content of her diet. She googled. Some articles said the soft drink she had for lunch contained too much sugar. But another, published in an online journal, claimed that one soft-drink per day is healthy. Sam wasn't sure.

How do we make sure that Sam doesn't stop at the first article she finds and presume its content is accurate?

"Alternative facts" have always been present in education. Students of the 1980s and 1990s will remember their teacher pointing out the occasional inaccuracy in a textbook, for example. But here the problem was always contained. Textbooks had typically been through an editorial process and vetting by the school. Students researched their projects from these pre-agreed texts and there was little opportunity to dispute their findings.

Students now have access to a world of information outside the classroom walls. Google, Wikipedia, YouTube and Facebook have become the primary source of research for school projects. And it's difficult for students to tell if the information they find is right or wrong.

It is impossible to contain what students find online, and nor should we. The internet provides access to a mind-bogglingly wide range of perspectives and data in mere seconds. Students can access government agencies like the Australian Bureau of Statistics and CSIRO and find reports only available by mail order in the past. Even Wikipedia, sometimes maligned for its reliance on crowd sourcing, provides information that is validated by a global community and is always up-to-date.

As students become adults, they'll continue to go to the internet first for information. They'll make career decisions, political decisions, and life decisions based on

what they find. It is vital that we arm students with the skills to question, research and decipher misinformation as it emerges in the wild.

This is not an easy task. But as parents and teachers, here are some of the ways we can help.

### 1. Build deep, discipline-specific content knowledge

Deep knowledge is becoming more, not less, important in the digital age. Students need deep knowledge to enable them to search for information in a targeted way and to question the validity of what they find.

Research shows that people without knowledge in a field are surprisingly poor at finding accurate information on the internet. Even as they are still learning, students with a developing knowledge of the key concepts in a field will spot tell-tale signs when what they read is questionable. To develop deep knowledge, learners should:

- Relate new ideas to their existing knowledge
- Question their existing knowledge and test themselves to determine the limits of their understanding
- Engage in activities that require "difficult decision-making" by analysing, evaluating, debating and innovating.

While the resulting state of questioning and confusion can be uncomfortable for some students, it is vital for the deep encoding of knowledge in long-term memory.

### 2. Build student's information skills

Increasing these skills allows students to unpack assignment questions, identify key search terms and use academic databases and other research tools to locate relevant information.

# WHAT'S HAPPENING IN SCHOOLS?

## 3. Assist students to critically evaluate the validity of information from a range of sources

Books, blogs, articles and websites are all sources of information that students should become accustomed to critically evaluating by assessing:

- Currency – Is the information up to date?
- Focus – Who is the intended audience?
- Scope – Is the information adequately detailed and relevant to the topic?
- Authority – Who are the authors/editors and what are their credentials?
- Accuracy – Can the information in the source be verified?
- Purpose – What is the author's motivation for publishing the information? Is the content likely to be balanced or biased?

### What Sam did next . . .

Sam applied these skills to her assignment. She checked the date of the study in the online journal. The paper was published in 2015, reflecting current scholarship on the subject. The findings were relevant to her assignment so she focussed her attention on authority, accuracy and purpose. The author was a scientist but

did not have experience in the area of nutrition. She read the paper in detail and discovered that a major soft drink producer had sponsored the research. There were a number of other "sponsored" articles in the journal promoting the health benefit of soft drinks in a "balanced diet". This prompted her to look for other research on the topic. She used a range of search terms recommended by her teacher, and using Google Scholar and the school library database she found a number of highly cited papers and government reports highlighting the relationship between high levels of sugar consumption, obesity and chronic disease. She also found evidence that the online journal she had been working from had been criticised for publishing fraudulent articles in the past. This made her question the reliability of the information in her original source – the evidence from other reputable sources did not support it.

### Dr Rod Lane and Dr Penny Van Bergen

Dr Rod Lane and Dr Penny Van Bergen are both academics from Macquarie University's Department of Educational Studies. Dr Rod Lane is a Senior Lecturer in Education with expertise in students' misconceptions and strategies for improving understanding, and Dr Penny Van Bergen is a Senior Lecturer in Educational Psychology with expertise in memory and learning.

Source: Originally posted in ABC Education, October 2017



## 2018 HSC PREPARATION LECTURES FOR YEAR 12 STUDENTS & TEACHERS



### DATES AND LOCATION

**Tuesday 26 June**    **Sydney: NSWTF Conference Centre**  
(Reservoir St, Surry Hills)

### TIME

**9.30am – 3.00pm, registration from 9.00am**

### ONLINE REGISTRATION – [CLICK HERE](#)

Supply a list of attendees with your school's registration • Registration closes one week prior to each event • Students are encouraged to bring writing equipment and paper or tablet devices to mind map key concepts and advice.



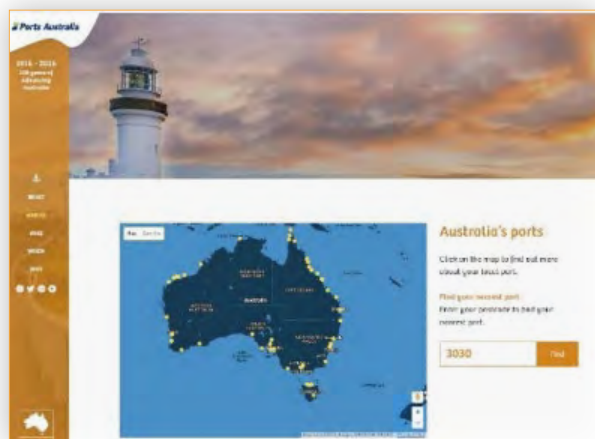


## NSW – Year 7 & 8 Geography Stage 4 ‘Interconnections’ Unit of Work

*It's never been easier for students to use and apply spatial technologies.*

**AUSMEPA is inviting all NSW high schools to participate in the We Are Ports Geography Interconnections high school competition!**

**A unit of work has been written for you, in line with the National Curriculum.**



*"Absolutely brilliant work. The best I have seen for the Global Interconnections Unit."* Victorian Geography Teachers Association

*"We are currently working on the unit. Last week we were able to visit the Port and I am a few lessons into the unit you have written up. The content is relevant, and the kids are enjoying doing and seeing something different. There are lots of geographic skills that they can practice, and the websites and activities are interactive"... Darwin*

*"Please pass on my congratulations to your writer(s), the tasks engaged my class and stimulated lots of discussion. Fantastic Unit!" Bunbury Senior High School*

### About the competition

**The competition, can begin from Term 1 through to Term 3 in 2018.**

The unit of work will also involve a class, group or individual communication project which to be submitted to AUSMEPA and your closest port. The group communication project will be judged by a panel and first place is a prize for the Geography Department of \$1500. At this stage, there will be opportunities to promote the competition and the winners, by the port and the schools.

The unit of work is supported entirely by online data. Everything students need for their learning experience is online. They will interpret graphs, tables of data and manipulate online maps choosing overlays that explain what they intend to communicate. Students will use geography skills to explore, question and discover why ports are a major component of interconnecting places, trade and consumption.

If you and your school is interested in participating, please email Julie. In 2017 other states participated and teachers and students alike loved this unit. For further information and student's submissions see [We are Ports](#)

### Contact

Julie Nash  
Executive Officer, AUSMEPA  
[julie.nash@ausmepa.org.au](mailto:julie.nash@ausmepa.org.au)

## Sydney's Urban Future

This article is based on a workshop session delivered by Louise Swanson at the GTANSW Conference , held on Monday 9 and Tuesday 10 April 2018

### Overview



This resource will examine strategies being implemented by the NSW State Government to address housing needs and transportation issues associated with population forecasts and future growth in Sydney's Inner West. The economic, social and environmental sustainability of these strategies will be examined, along with actions of individuals and communities to contribute to the development of a sustainable future.

### Background concepts



- Urbanization
- Urban settlement patterns
- Population growth
- Population forecasting
- International migration
- Rural-to-urban migration
- Liveability
- Sustainability

### Key Inquiry Questions



- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?



## Syllabus Links

### Stage 5 – Changing Places

Investigate the management and planning of Australia's urban future, for example:

- description of Australia's projected population growth
- discussion of the implication of population forecasts for the future growth and sustainability of urban places
- explanation of strategies used to create economically, socially and environmentally sustainable urban places
- proposal of ways for individuals and communities to contribute to a sustainable urban future.

## Australia's Projected Population Growth

### Australia's Population

Australia's population is continuing to become more urban and the population structure is aging. As Australia's population grows, this will have implications for how Australian cities will continue to grow and how sustainable they will be. Issues of sustainability include access to water, affordability of food and the distance food travels to get on the plate, loss of habitat areas and species diversity and greenhouse gas emissions. Planning for Australia's urban future, involves strategically planning for equitable and affordable access to services and infrastructure. It is imperative that we develop resilient communities that can cope with and manage changes in the future.

### Sydney

The population of Greater Sydney (including the Blue Mountains and Central Coast) reached 5 million in June 2016. Last year, Sydney had the largest population growth of the capital cities.

### Inner West

For the purposes of this unit of work, the "Inner West" will be defined as the suburbs which are part of the Inner West Council. However, the Inner West is a very loosely defined term, which can be used to describe a much broader range of suburbs.

According to the 2016 census, the Inner West of Sydney had a population of approximately 192,000, and a population density of approximately 55 persons per hectare.

### Graphs and Statistics: Population growth

#### Population Growth in Sydney

Conduct your own research on population growth in Sydney. Create a summary including the location of the highest growth areas and the impact of migration on growth in Sydney. Use data tables, column graphs and/or line graphs to present your information.

### Visual representations: Population

#### Population Growth and Transport in Sydney

In groups of 2-3 examine the current population projections for Sydney and consider the effectiveness of current transport infrastructure, taking into account commute times and traffic congestion. Suggest strategies to address transport issues in Sydney, including the pros and cons of each strategy. Devise a plan that you would put in place if you were Premier. Present it to the class (include annotated maps, descriptions justifying your choices, references to economic, social and environmental sustainability of your choices).

#### Sydney's Inner West

Use the Inner West Council Community Profile website: <https://profile.id.com.au/inner-west>

Create an infographic that presents the main characteristics of the Inner West. You might include information about age, ethnicity, income, etc.





## Geographical Inquiry:

Develop a set of questions to study change in Sydney's Inner West. Your questions should encompass the issues of new transport infrastructure, population growth and increase in population density.

Identify the geographical concepts that are relevant to your geographical inquiry.

Identify fieldwork techniques that will be appropriate for your geographical inquiry.

Outline the steps that you will undertake to complete your geographical inquiry. Set a schedule with dates by which to complete each part of the geographical inquiry.

## Visual representations: Population

### Population Growth

Visit <https://www.populationpyramid.net/population-density/australia/2016/>

Compare the [population density in Australia](#) with the rest of the world.

How does Australia's population density compare with some countries in Europe?

How does Australia's population density compare with some countries in Asia?

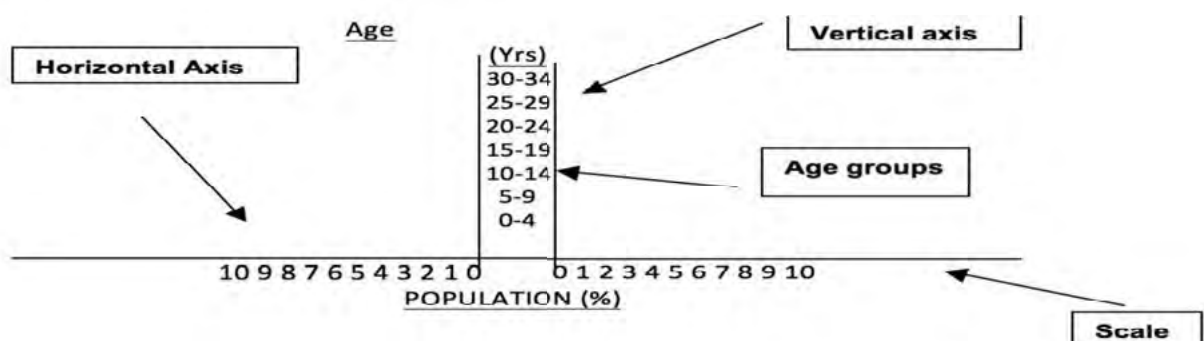
List countries that have a similar population density to Australia.

## Graphs and Statistics: Population pyramids

Population pyramids show the age and gender structure of a population. They can be used to predict what will happen in the future and predict what services may be needed.

### How to draw a population pyramid:

1. Draw a horizontal axis and add the scale. Remember to start in the middle with your scale and represent the males on the left and the females on the right.
2. Draw two lines in the centre of the graph as your vertical axis. Label the age groups starting with 0-4 years and then increasing in 5 year age groups up the graph.
3. Using the data plot the bars with data for males on the left and data for females on the right. Don't forget to label your graph!



## Implications for Future Growth and Sustainability

Population forecasts for continued and accelerating growth of urban areas have a range of implications for sustainability.

Sustainability is development that meets the needs of the present population without endangering the capacity of future generations to meet their needs. Indicators of sustainability in urban areas include air and water quality, biodiversity, integration of green building initiatives, health and well being measures, employment rates, transport infrastructure and access to employment.

Implications of growth of urban areas include loss of agricultural land, habitat areas and open space, increased pressure on transport infrastructure resulting in heavy flows of commuter traffic and traffic congestion.

Planning for the future growth of urban centres in Australia needs to address the provision of:

- public transport,
- more efficient use and upgrading of existing infrastructure and the provision of additional infrastructure,
- land-use and infrastructure planning which takes into consideration equitable access and reduction in carbon emissions,
- provision of green and public space,
- creation and support of employment centres

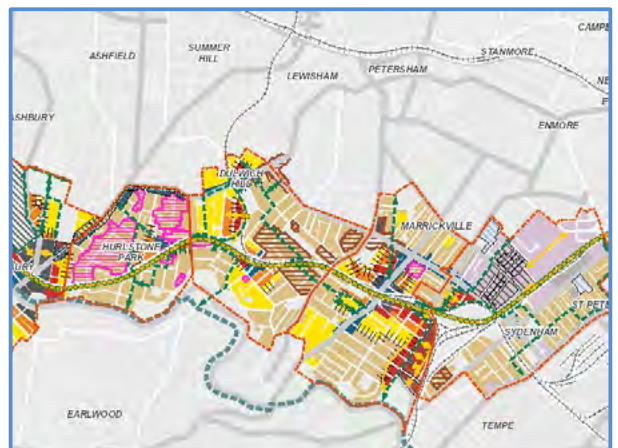
### Priority Precincts and increased density

An increase in density of urban areas creates more compact, “efficient” urban areas. This allows for services and infrastructure to be provided for a greater number of people and can allow residents to access public transport more easily and become less reliant on cars. The State Government’s Priority Precinct Program encourages population growth and increased density in specified areas. The Sydenham to Bankstown Urban Renewal Corridor includes the Inner West suburbs of St Peters, Sydenham, Tempe, Marrickville, Dulwich Hill and Hurlstone Park. For further reading click:

<http://www.urbangrowth.nsw.gov.au/assets/Living-Cities/CfS-Discussion-Paper-Making-Great-Places-Density-Done-Well.pdf>

### Connectivity and Infrastructure

Public infrastructure such as hospital, police centres, schools, trains, buses and roads is required for cities to function effectively. Upgrades of schools include Ashfield Boys, Ashbury Public, Croydon Public, and the construction of NSW School of Languages at Petersham. An ambulance super centre is being built at Haberfield. Transport infrastructure includes the construction of the Metroline and the M4 East extension, M5 extension and the M4-5 link.



Economically, socially and environmentally sustainable places.



Above: WestConnex brochures to engage with the community.

Below: The construction site at Haberfield.



## Maps: WestConnex and Sustainability

Create a series of maps showing where the WestConnex project is located and the changes to landuse along the corridor (for example, acquisitions and demolitions, new open spaces).

Examine the WestConnex development from a range of different perspectives. Develop a criteria to assess the project for economic, social and environmental sustainability. What might you change to improve the economic, social and environmental sustainability of the project?

Consider the following:

- What is the overall cost of development (economic, social, environmental)?
- What kind of Sydney do we really want?
- Do the benefits to the city/commuters outweigh the costs to others?
- Will the project really relieve traffic?

## WestConnex

### Stage 1 (M4 East)

Stage 1 of the WestConnex project involves the widening of the M4, a connection between Parramatta Road and the City West Link and new connections at Concord Road. A tunnel will run from the end of the current M4 to the City West Link.

### Ashfield and Haberfield

A section of Ashfield along Parramatta Road was acquired and demolished for WestConnex. The exit to the M4 tunnel will be near the crossroads of Frederick St/ City West Link and Parramatta Road. A large sections of Haberfield has been acquired to allow the WestConnex to link directly with the City West Link.

### Stage 2 (New M5)

Stage 2 of the WestConnex project involves the construction of a tunnel between St Peters and Kingsgrove.

### St Peters, Alexandria and Newtown

A traffic interchange is under construction next to Sydney Park. This will feed traffic into Edgeware and Enmore Roads and King Street, Newtown. Campbell Street and Euston Road will be widened.

### Stage 3 (M4-M5 Link)

Stage 3 will involve an underground tunnel from Victoria Rd, east of the Iron Cove Bridge to St Peters.

### Balmain and Rozelle

While Stage 3 of WestConnex is being finalized , recent announcements suggested that the former Balmain Tigers Club on Victoria Rd at Rozelle, will be used as a dive site. Further details have not yet been released.





Above: New development in the Sydenham-Bankstown Precinct.

## Consolidation - Planned Precincts and Growth Areas

The NSW Government has released a revised Sydenham to Bankstown Urban Renewal Strategy for public comment. The strategy will be implemented over 20 years and sees plans for urban consolidation and retail opportunities along the a new metro line which will replace the existing train line and link with the Metroline being built in Sydney's north west. It includes the creation of over 35,000 new homes.

Planned Precincts are areas where development will be concentrated. Developments in these areas will include buildings up to 25 storeys high. Marrickville will have an increase in homes of 84%, while Canterbury will increase by 208%. Some suburbs such as Dulwich Hill and Hurlstone Park have had a reduction in the number of new dwellings proposed compared to the previous plan released, but will still have substantial increases.

## Lesson Idea: Planned Precincts

Define the terms low-density, medium-density and high-density. Describe the advantages and disadvantages of each type of housing.

Examine:

<http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/Sydenham-to-Bankstown-Urban-Renewal-Corridor/Map>

Outline the changes that will occur in each Inner West suburb as a result of the Sydenham to Bankstown Planned Precinct.

Assess how the new Metroline will support population growth in the Urban Activation Precincts.

Below: New high-rise residential buildings in Summer Hill.





## Light Rail Extension

A key issue in sustainability is its car-dependence. Every improvement in public transport is a step towards improving Sydney's sustainability. The 2013 Inner West Light Rail Extension involved utilising former freight lines to extend light rail services from Lilyfield to Dulwich Hill. The light rail now extends from Lilyfield into the CBD, and commuters can also connect to the Inner West rail line at Summer Hill or Stanmore. The extension of the light rail line through the Inner West involved a 5.6 km line extension and the construction of stops at Leichhardt North, Hawthorne, Marion, Taverners Hill, Lewisham West, Waratah Mills, Arlington, Dulwich Grove and Dulwich Hill Interchange.

## Metroline

The existing rail line between Sydenham to Bankstown will be converted to a Metro line. During construction the rail line will not be in operation. It is anticipated that once completed, it will reduce wait times and travel times to the city. However, the existing rail line allows commuters to connect with the existing CityRail network and travel to locations such as Chester Hill, Villawood, Cabramatta and Liverpool, without having to change trains. Commuters can then change trains to connect with the rest of the CityRail network. It is unclear at this stage how the Metro line will interact with the existing City Rail and light rail networks.

Below: Images of the Light Rail construction from 2013, and the completed line in 2018.



## Lesson Activity:

Determine the advantages and disadvantages of replacing the existing train line with the Metroline.



## Spatial Technologies: Geographic Information Systems (GIS)

Geographic Information Systems are software that help us to collect, record, organize and analyse geographic information. The information (or data) that is stored in the program is presented spatially on a map, so GIS presents information as well as the location of where the information was collected. A map of a location is provided with different layers of information that can be overlaid on top of the map. We use GIS regularly when we use Google Maps, and observe different layers of information. GIS can be used to help investigate issues and devise solutions to problems.

Go to the NSW Planning website and examine the map for the Sydenham to Bankstown Urban Renewal Corridor.

<http://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/Sydenham-to-Bankstown-Urban-Renewal-Corridor/Map>

You can see that you have been provided with a base map. In the left hand column, there are different layers of information that you can click. When you click on a selection, it provides another layer of information on top of the map.

As an introduction, just click on a few different layers of information to see how the map changes dependent on what is clicked in the left hand column.

- Click on “View map full screen”.
- Zoom into the map so that it only shows suburb categorise as being in the Inner West. At the west you should see Ashfield and Ashbury, and at the east of the map you should see St Peters and Sydenham.
- Click all the boxes except “Sydney-Bankstown Urban Renewal Corridor” to remove all layers of information.
- Click on “Land Use Implementation Plans”.

Describe the spatial distribution of medium and medium-high rise housing in the suburbs of the Inner West.

- Click on “Special Infrastructure Contribution”.
- Describe the extra infrastructure that is going to be provided to cater for the Urban Renewal Corridor in the Inner West section or the corridor.

### Sustainability

- Click on “New and Enhanced Connections”, “Walking Catchment” and “Open Space”.

How will the new cycle and pedestrian routes contribute to the sustainability of the Inner West?

Examine the location of Open Space, and describe its location in relation to the areas that are likely to be most densely populated.

Assess whether these provisions will be adequate for the proposed increase in the population.

Evaluate whether the Sydenham-Bankstown Urban Renewal Corridor will create an economically, socially and environmentally sustainable urban place for the Inner West.



## Deindustrialisation

Sydney's Inner West is still experiencing deindustrialization as industrial land users continue to move further west. Zoning for high density residential developments has exacerbated the increase in land values of industrial properties in Inner West suburbs. As a result some of the last remnants of the suburbs' blue collar, industrial working class history are being redeveloped. Old waterfront industrial sites such as Rozelle Bay and White Bay have already been rezoned as part of the Bays Precinct urban renewal initiative. Recent rezoning for high density residential housing in suburbs such as Marrickville and Dulwich Hill will see a decline in small industries in coming years.

### Fieldwork:

See the "Fieldwork – Marrickville" handout.

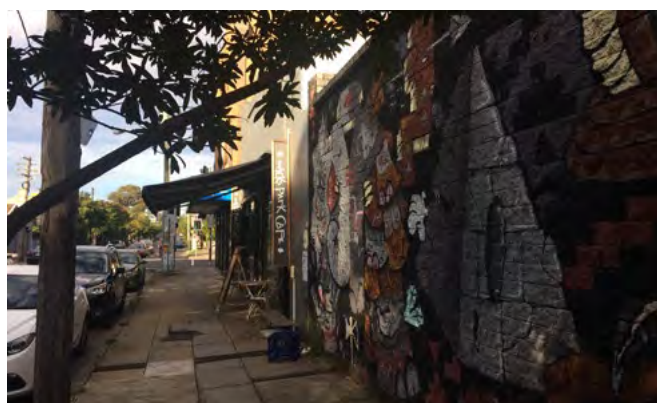
Draw two different field sketches of Marrickville – one that shows evidence of the heritage of the suburb and one that shows evidence of change taking place.

Complete an environmental survey on the main street of Marrickville.

Complete a landuse survey of Marrickville.

Complete a survey of residents asking about their perceptions of the changes occurring in their neighbourhood.

From top: Industrial sites in Marrickville, the redeveloped Flour Mill at Summer Hill and the café culture in Marrickville.



## Maps: Deindustrialisation

Choose one suburb that will be changed by the Planned Precinct. Create a digital map that shows the existing density of the suburb, and another map which shows the proposed density of the suburb. Use Google Maps to help you create your map.

## Visual Representations: Deindustrialisation

Use flowcharts and mind maps to visually represent the changes that are occurring in Sydney's Inner West. You may choose to group your ideas around specific suburbs or developments.





## GreenWay

Community groups lobbied for the continuation of a Greenway Trail along the light rail corridor to link up with the Cooks River cycleway.

The Cooks River to Iron Cove GreenWay is a green corridor following the route of the Rozelle to Dulwich Hill light rail line. It is shared pedestrian and cycleway that links the Cooks River Cycleway and the Iron Cove BayRun. The combination of both light rail and the Greenway encourages public transport use and cycling/walking both for recreation and commuting, reducing some of the car dependence in this part of Sydney.

In addition to providing opportunities for residents to choose cycling and walking as an alternative to car travel, it also provides a habitat corridor, linking several bushcare sites in the Inner West.

Above: the GreenWay. Below: GreenWay signage



## Fieldwork:

Visit a site along the GreenWay. Walk along the greenway and choose 3 separate locations to complete a quick environmental survey. Photograph any wildlife you see along the Greenway. See the "Fieldwork: GreenWay (Waratah Mills)" handout.

# WestConnex

WestConnex – a case study in "Changing Places"



## 01 M4 EXTENSION

WestConnex involves an extension of the M4 Motorway and the creation of new interchanges at Homebush Bay Drive, Concord Rd, Haberfield and Parramatta Road.

## 02 NEW M5

The new M5 will be built between Beverley Hills and St Peters and will include a major interchange at St Peters and links to the Airport precinct.

### Visual Representations: WestConnex

#### Interpret a cartoon

Google "WestConnex cartoon" and click images. Choose one cartoon. Describe what the cartoon is showing, and explain what the cartoon says about how WestConnex contributes to an economically, socially and environmentally sustainable urban place.

#### Create an infographic

Above is part of an infographic about the WestConnex.

See the complete infographic at:

<http://changingplaces.hsieteachers.com/visual-representations-westconnex-infographic.html>

Create your own infographic using Picktochart or a similar program. Your infographic should be on the topic of change in Sydney's Inner West. It should include themes such as transport, green space, housing, and land uses.



## Individuals contributing to a sustainable urban future

Individuals' personal actions can contribute to a more sustainable urban future and facilitate a gradual move towards policy development and institutional change to address sustainability. Some possible ways that individuals can contribute to a sustainable urban future:

### Commuting

Reducing car dependence and using alternate forms of travel is one way to be more sustainable. A measure of this is census data on travel to work. In 2016 in Greater Sydney 52.7% of residents drove to work while 3.9% travelled by car as a passenger. 16.9% travelled by train, 6.1% travelled by bus and 0.4% travelled by ferry or tram. 0.7% of residents of Greater Sydney cycled, while 4.0% walked to work. In Sydney's Inner West in 2016, 35.4% travelled by car to work (2.6% as a passenger), 24.9% travelled to work by train, 10.9% by bus, 2.2% by ferry or tram, 2.6% cycled and 5.2% walked to work. Residents in the Inner West were more likely to travel to work by train, bus and bicycle than in Greater Sydney as a whole. They were also less likely to drive to work. The greater use of public transport by Inner West residents contributes to the sustainability of the area. (Statistics taken from: <https://profile.id.com.au/inner-west/travel-to-work>)

### Responsible consumption and production

An important aspect of creating a sustainable urban future is the decisions consumers make when they purchase goods and services. This can range from the types of shops people visit to the shares people choose to buy. In relation to food, people may choose to purchase produce which has been grown locally in urban farms, and purchase ethically sourced and cruelty free products. Free range chickens and eggs and grass fed beef are examples where people who consume meat can reduce their environmental impact. Vegetarianism and veganism are choices some may make to reduce their impact on the environment even further.

The suburb of Newtown is known colloquially as the vegetarian capital of Sydney, and was home to Australia's first vegetarian butcher, a vegan gelateria, and a vegan pizzeria among others. While the Red Lion Hotel in Rozelle sells only vegan meals and wines. In Glebe (on the edge of what is considered as the Inner West), The Cruelty Free Shop sells vegan cleaning products, pet supplies and snacks.

### Waste

Managing waste effectively reduces the raw materials needed to make products and reduces the amount of rubbish the ends up in landfill. The mantra Reduce, Reuse and Recycle encourages individuals to rethink and manage how they dispose of their waste. New Return and Earn vending machines have monetised recycling to encourage more people to actively recycle. Rotting food waste contributes methane gas into the atmosphere. Composting and worm farms can process this food waste so that it can be productive waste, adding nutrients to soil to help grow more food.

### Energy usage

Individuals can reduce their energy usage by installing energy efficient light bulbs, purchasing products with a high energy rating, switching appliances off at the powerpoint, hanging clothes on a line instead of using a dryer, using a gas hot water system instead of an electric one.

## Biodiversity

To encourage native bird species, residents can plant native plants in their garden. Providing a pond can encourage frogs. Depending on local council regulations, individuals can remove the grass on council verges (the part between the footpath and the road) and replace it with native shrubs and grasses. Some part of Marrickville such as Tamar Street and Neville Street are part of the Marrickville Sustainable Streets Program and have converted their verges into native plantings.

Bushcare programs are run by community volunteers and involve weeding, reinforcing sites and planting native species. An example of a bushcare site in Sydney's Inner West is on the grounds of Sydney Secondary College, Balmain Campus. This is one of the last remaining remnants of native bush land on the Balmain peninsula.



## Communities contributing to a sustainable urban future

### Community Gardens

Community gardens allow local residents who don't have access to suitable land to participate with other members of the community to plant vegetables and ornamental plants in a shared space. Community members can access food grown locally, can make connections with other locals and connect with nature. Examples of community gardens in the Inner West are in Ashfield Park, Taringa St Ashfield, Mort Bay and Punch Park in Balmain, Denison Rd Playground in Dulwich Hill, Francis St in Enmore, in the grounds of Haberfield Library, Turtle Lane in Newtown, Wilkins Green (within Wilkins Public School), Addison Rd in Marrickville, as well as many others.

### Biodiversity volunteers

A range of different community and volunteer groups contribute to the environmental sustainability of Sydney's Inner West. Examples include the Inner West Microbat Monitors, the Tempe Birdos, the Mudcrabs Cooks River Eco Volunteers and the GreenWay Birdos.

## Social Movements

Social movements can provide residents of a community with a means of influencing their local environment. They provide a way for residents to communicate opinions to the formal planning structures and organisations, and to intervene in the formal political system. Activities of social movements can include letter-writing campaigns, protest meetings, and media campaigns.

Social movements can be important agents of urban change and can empower local communities. An example of a social movement is the urban cycling movement which aims to reduce car dependence and improve sustainability of transport, increase safety on roads for cyclists and encourage a collective increase in personal health and wellbeing through exercise.

## Lesson Idea: Individual and community action

Examine the ways that individuals and communities have contributed to the political process and discussions about the WestConnex project. Write a paragraph about 5 actions taken by individuals and communities. Do you think these have been effective? Do you think these actions are justified? What other actions could individuals or communities take?

## Fieldwork: Questionnaire

Conduct a questionnaire on residents that live in the Inner West of Sydney. Design 8-10 questions to ask. Some examples:

- Do you have concerns about the WestConnex development (or a another development)?
- What might be the benefits of WestConnex (or another development)?

Tabulate and analyse the results of your survey. What do the findings tell you about perceptions of WestConnex (or another development) in the Inner West.

## Resident Action Groups

Resident Action Groups are a form of social movement at a smaller scale, and usually involve issues of a short term nature. RAGs often tend to be localized and single-focused. Although these groups are usually designed to force significant changes in society as a whole, they can at times bring about change at a smaller scale. Unlike social movements more generally, RAGs are more obviously limited and can be interpreted as having NIMBY (not in my backyard) motives. Recent transport infrastructure development and proposals for high density throughout the Inner West of Sydney have created an increase in the number of RAGs and concentrated the patterns of RAGs around development sites. There are currently a large number of Resident Action Groups in the Inner West of Sydney protesting and lobbying against WestConnex and increased development. Examples include Rozelle Against WestConnex, Save Dully, and Newtown WestConnex Action Group.







## Rozelle Against WestConnex

The Rozelle Against WestConnex group lobbies against WestConnex in general, but more specifically the Rozelle Interchange in the vicinity of the Rozelle Goods Yard, as well as the tunnels running below Denison and Darling Streets. This will involve acquisition and demolition of homes and businesses and creation of 12-metre high, unfiltered smoke stacks.

## Save Dully

The Save Dulwich Hill Community Group promotes issues related to the redevelopment of the suburbs and lobbies the government to preserve the heritage of suburb. Visit the Save Dully website to read more about their actions. Dulwich Hill experienced growth in the late 1800s following the introduction of the tram line, and as a result contains buildings with heritage architecture, particularly Federation architecture. The Sydenham to Bankstown Urban Renewal Strategy, encompasses the suburb of Dulwich Hill, rezoning for higher density and redevelopment of older buildings. Save Dully is lobbying to ensure that the historic and diverse nature of Dulwich Hill is preserved.

## Newtown WestConnex Action Group

The M4-M5 link tunnels will run underneath Newtown. Many Newtown business owners have begun protesting the development, worried that congestion and bottlenecks will negatively impact retail businesses, or alternatively that clearways along King St will kill business. The Newtown WestConnex Action Group has been formed. In Alexandria a new bridge is being constructed over the canal to allow movement of traffic from the St Peters interchange.

## Visual Representations: Resident Action

Examine a video of a council meeting about WestConnex (try a simple search on Youtube). Consider how the different groups and individuals perceive how WestConnex impacts their community and/or environment. Choose a persona from one of the following: local resident, local councilor, construction worker, urban planner. Write a series of tweets that you might compose to tell your feelings and opinions about the issue.

Take photographs of a site that will be or has been affected by WestConnex. You may use Google Street View if you are not close by to a relevant site. Annotate the photographs showing how features of the environment have changed or will change as a result of the WestConnex development.

Assess how the changes to the site will impact on its environmental quality.

Obtain aerial photographs of the Inner West of Sydney (these may be screen shots from Google Maps). Visually represent the changes that are taking place in the area. Annotate the aerial photographs showing locations affected by Planned Precincts, WestConnex and the Metroline. Include detail about the types of changes that are going to take place.

## Geographical Inquiry

Throughout this unit you have designed a geographical inquiry, examined secondary sources and completed fieldwork.

Refer back to the planning you completed at the beginning of the unit.

## Review and process geographical information

Review the sources of information you have used. Is each source reliable? Are some of the sources influenced by bias? Are all of the sources useful? Make judgements about which information you will use to complete your geographic inquiry.

You have already processed geographical information throughout this unit. Examples of some of the activities you have already completed are:

- represented the spatial distribution of geographic phenomena on maps
- used spatial technologies to examine changing places
- used geographical information systems to analyse geographical data and make predictions.

Collate all of your work that relates to your inquiry question.

## Communicate geographical information

Consider: How will you present this information?

Present your findings, arguments and explanations that address your inquiry question.

Propose action that can be taken to ensure environmental, economic and social sustainability. What might be the outcomes and consequences of the action you are proposing?

### Edit your work:

- have you used correct capitalisation, punctuation and grammar?
- have you used a range of geographic terminology?
- is your inquiry well set out and easy to follow?

Activities in this resource have been colour coded according to the type of Geographic Tool being used.

Maps – can take many forms including digital and non-digital

Fieldwork – facilitates an understanding of geographical processes and inquiry

Graphs and Statistics - used to collate, organize, illustrate summarise information

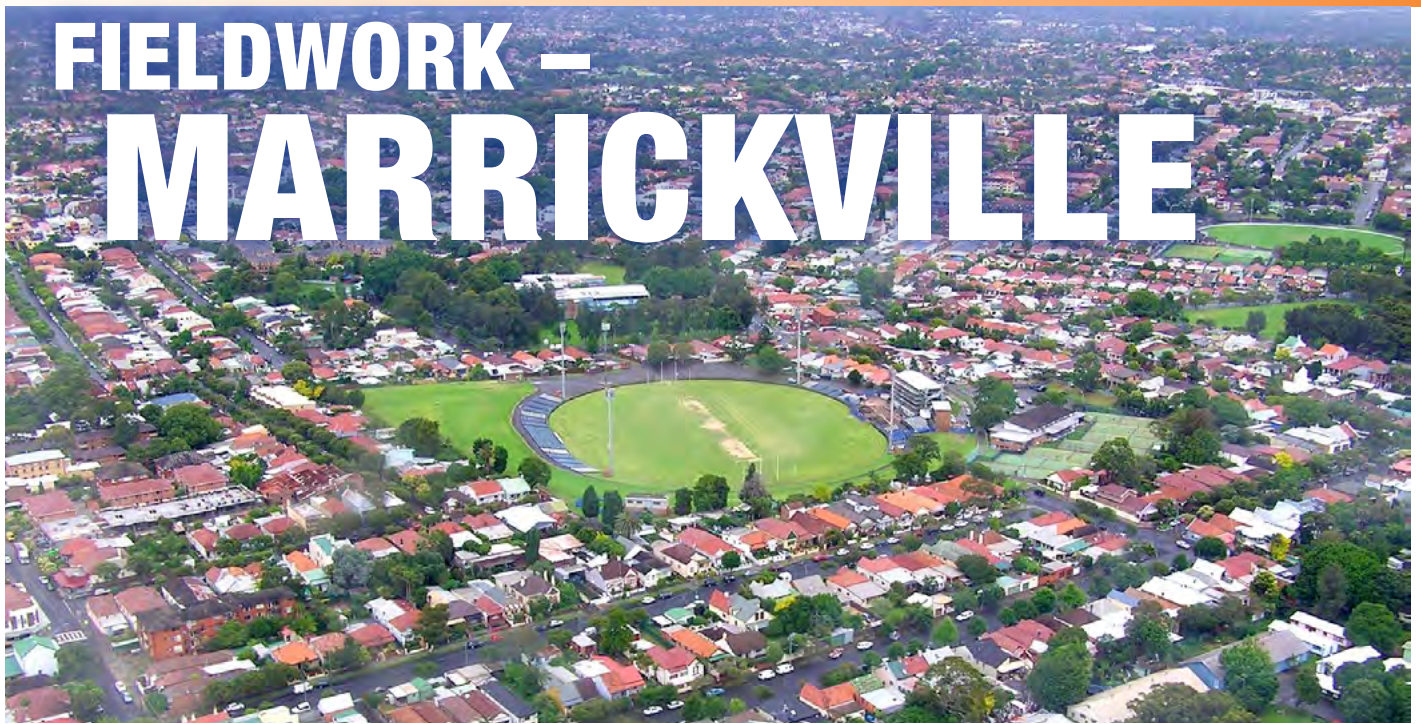
Spatial Technologies – software or hardware that interacts with real world locations.

Visual representations – display, visualize, analyse and communication information.



This resource has been created by  
Louise Swanson and is available in full at:

[www.changingplaces.hsieteachers.com](http://www.changingplaces.hsieteachers.com)



The suburb of Marrickville with Henson Park at centre, aerial photo by Graeme Bartlett .  
Source: <https://commons.wikimedia.org/wiki/File:Marrickville-HensonPark-PC220102.JPG>

### Field sketch

Draw two different field sketches of Marrickville – one that shows evidence of the heritage of the suburb and one that shows evidence of change taking place (this might be more modern architecture, high density housing, etc.). Ensure that you annotate your field sketches.

**Field sketch 1:**

**Field sketch 2:**



# URBAN PLACES: MARRICKVILLE

## Environmental survey

Examine the following environmental criteria and make a judgement about the main street of Marrickville. This is a subjective task and requires you to make a judgement about what you think of the location and how it makes you feel. For each item you need to give a rating from 1 to 5 (tick the box).

	1	2	3	4	5	
Ugly						Beautiful
Smelly						Fresh
Chaotic						Ordered
Unhealthy						Healthy
Motionless						Moving
Poor						Rich
Boring						Interesting
Old						New
Weak						Strong
Noisy						Quiet
Hostile						Friendly
Dirty						Clean
Empty						Dense
Dark						Light
Tense						Relaxed
Pessimistic						Optimistic
Multicultural						Mono-cultural
Alternative						Mainstream
Unsafe						Safe
Monotonous						Colourful



## Photographic evidence

During the day, take photographs that demonstrate:

- Marrickville's heritage
- Multiculturalism
- Marrickville's industrial landuse
- Marrickville's artistic scene
- Marrickville's alternate culture
- Marrickville's café culture/pub scene

Street performance: [https://commons.wikimedia.org/wiki/File:Soap\\_bubble\\_performance\\_in\\_Marrickville.jpg](https://commons.wikimedia.org/wiki/File:Soap_bubble_performance_in_Marrickville.jpg)

English Breakfast: [https://upload.wikimedia.org/wikipedia/commons/c/c7/English\\_breakfast\\_tea%2C\\_Marrickville%2C\\_Sydney.jpg](https://upload.wikimedia.org/wikipedia/commons/c/c7/English_breakfast_tea%2C_Marrickville%2C_Sydney.jpg)

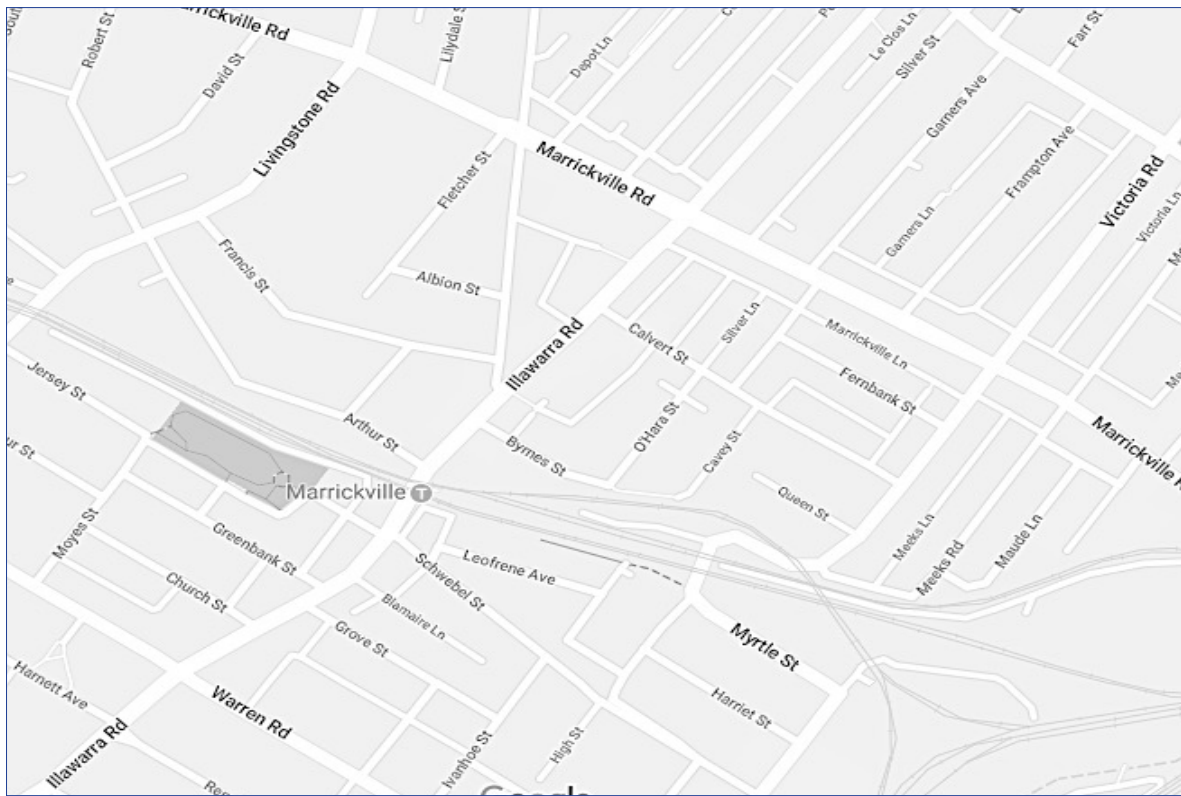
Pink house: [https://upload.wikimedia.org/wikipedia/commons/7/7e/63%5E%5E%5E\\_%28Pretty\\_in\\_Pink...for\\_Pam%29\\_%29%29\\_-\\_panoramio.jpg](https://upload.wikimedia.org/wikipedia/commons/7/7e/63%5E%5E%5E_%28Pretty_in_Pink...for_Pam%29_%29%29_-_panoramio.jpg)

Main Street: [https://upload.wikimedia.org/wikipedia/commons/0/01/Marrickville\\_NSW\\_2204%2C\\_Australia\\_-\\_panoramio\\_%2861%29.jpg](https://upload.wikimedia.org/wikipedia/commons/0/01/Marrickville_NSW_2204%2C_Australia_-_panoramio_%2861%29.jpg)

# URBAN PLACES: MARRICKVILLE

## Land use survey

As you walk along the streets annotate your map indicating which land uses are present. Before you begin, fill in the key below with colours or symbols to represent each land use.



### KEY

- |  |   |
|--|---|
| <input type="checkbox"/> Residential – low density         | <input type="checkbox"/> Recreational             |
| <input type="checkbox"/> Residential – medium/high density | <input type="checkbox"/> Agricultural             |
| <input type="checkbox"/> Commercial                        | <input type="checkbox"/> Mixed use                |
| <input type="checkbox"/> Industrial                        | <input type="checkbox"/> Transportation/Utilities |

### Reflection:

Describe how the different land uses are represented in discrete zones in the suburb of Marrickville.

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Explain why the commercial and industrial land uses are concentrated in particular areas.

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## Questionnaire

1. Do you live/work in Marrickville?

☐ Yes

☐ No

2. If you live/work in Marrickville, how long have you lived/worked here?

☐ 0-5 yrs

☐ 6-10 yrs

☐ 11-15 yrs

☐ 16-20 yrs

☐ 20+ yrs

3. What attracted you move into/visit Marrickville? (You can tick more than one).

☐ Multiculturalism – food, people, etc

☐ Café culture/Pub scene

☐ Affordable housing

☐ Alternate culture

☐ Heritage architecture and streetscapes

☐ Artistic scene

☐ Industrial jobs/Factories

☐ Music scene

☐ Other

Please specify \_\_\_\_\_

4. There are currently plans proposed to radically change the nature of Marrickville through increased density. What do you think will be the benefits of this?

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5. What will be the negative impacts of this (refer to previous question)?

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6. How do you feel about proposed changes to increase the density of Marrickville?

☐ Strongly oppose

☐ Oppose

☐ Neutral

☐ Support

☐ Strongly support

7. How do you feel about the proposed decrease in industrial land and increase in artistic/creative space in Marrickville?

☐ Strongly oppose

☐ Oppose

☐ Neutral

☐ Support

☐ Strongly support

8. Have you attended any public meetings or council meetings about the proposals to change Marrickville?

☐ Yes

☐ No

9. Have you attended any rallies, participated in any email or social media campaigns about this issue?

☐ Yes

☐ No





## Fieldwork

### The Greenway (Waratah Mills)

Alight from the light rail at the Waratah Mills stop. Walk east towards the corner of Davis St and Victoria St. Examine the GreenWay signage. Before you exit the Greenway onto the road choose a location at which to stop and complete a quick environmental survey.



	1	2	3	4	5	
Ugly						Beautiful
Unsafe						Safe
Unhealthy						Healthy
Unhappy						Happy
Clean						Polluted
Monotonous						Diverse
Dead						Alive
Closed						Open
Passive						Active
Smelly						Fresh
Motionless						Moving
Noisy						Quiet
Hostile						Friendly
Dirty						Clean
Empty						Dense
Dark						Light
Tense						Relaxed
Pessimistic						Optimistic

Photograph any wildlife that you see along the Greenway.

The Greenway is not a continuous pathway or bushland area yet.  
Explain how the Greenway contributes to the sustainability of the Inner West.

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Suggest changes to the Greenway that could enable it to contribute more to making the Inner West more sustainable.

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# STAGE 5 ASSESSMENT



## HSIE FACULTY ASSESSMENT TASK COVERSHEET

**Kate Graham,**  
**Head Teacher HSIE,**  
**Sydney Secondary College, Balmain Campus**

**Subject: Geography**

**Task: Environmental change and management  
OR Changing Places – Investigative Report**

**Stage: 5**

**Year: 10**

**TOPIC/MODULE:** Environmental Change and Management – Investigative Report

**WEIGHTING:** 30%

**DUE DATE:** Week 2 Term 2

**TIME ALLOWED:** 6 weeks

**OUTCOMES:**

**GE5-2** Explains processes and influences that form and transform places and environments

**GE5-3** Analyses the effect of interactions and connections between people, places and environments

**GE5-4** Accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** Assesses management strategies for places and environments for their sustainability

**GE5-7** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GE5-8** Communicates geographical information to a range of audiences using a variety of strategies

**TASK:** Investigative Report

**ADDITIONAL INFORMATION:**

- This is a formal assessment item. Absence due to illness must be supported by a medical certificate and the appropriate forms from the assessment booklet, presented to the Head Teacher on the **first** day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school – i.e. when your medical certificate expires.
- **Penalties for unacceptable late submission and non-attempt of assessment** are a mark of zero will be issued and an N warning issued. All work is to be attempted.
- If **plagiarism** is evident an automatic mark of zero will be given and the student/s guilty will re-attempt the assessment.



## Revitalisation of the White Bay Power Station



Urban Growth NSW is seeking an Environmental Management Plan for the White Bay Power Station (not really, but just humour your teachers ☺)

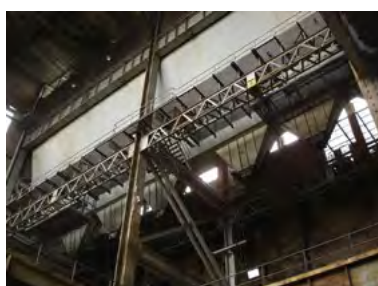
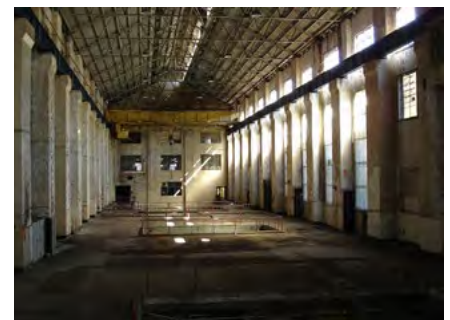
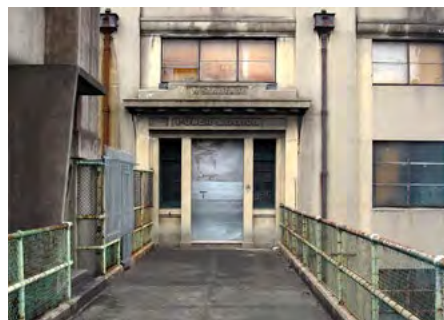
The White Bay Power Station sits within the Bays Precinct which consists of approximately 80 hectares of Government owned land and sits within 2km of the Sydney CBD. It includes sites such as the heritage-listed White Bay Power Station, Glebe Island, White Bay, Rozelle Bay, Rozelle Rail Yards and Blackwattle Bay, including the Sydney Fish Market. It is the story of Sydney's many parts, combining commerce, industry, leisure, housing and water activities. It is also neighboring developments including west Connex, revitalisation of the fish markets and the White Bay passenger terminal.

Left: Bay Precinct Discovery Day, White Bay Power Station April 2015. Photo: J. Sillar

Your task is to provide an investigate geography report which answers the following key question:

Outline your vision to redevelop the White Bay Power Station considering:

- Economic viability — is it affordable?
- Social justice — is it fair to all in the wider community and accessible?
- Environmental benefits — are your plans sustainable and/or have minimal environmental impact? Consider source, sink and spiritual function.



Top Left: White Bay Power Station from Glebe Island. Photo: J. Sillar, Main entrance, Victoria Rd. White Bay. and Turbine Hall Photos: Andy Mitchell

Lower left: Boiler House and Main Control Room. Photos: Andy Mitchell

Source: [https://commons.wikimedia.org/wiki/White\\_Bay\\_Power\\_Station](https://commons.wikimedia.org/wiki/White_Bay_Power_Station)



# STAGE 5 ASSESSMENT

## The Task Detail:

### *Outline your vision for The White Bay Power Station – 1500 words*

Create a redevelopment plan for The White Bay Power Station which includes environmental management and change considerations. Include the following:

- Description of the site
- Urban renewal plans – you can use <https://www.sketchup.com/download/> for this
- Innovative design concepts – can be drawn from a site overseas that has undergone urban renewal eg. The High Line in New York City; Yas Island UAE; Delhi Mumbai Industrial Corridor India
- Provide a map of the site with annotations eg <https://thebayssydney.com.au/map-10/>
- Sustainability considerations including Heritage listings
- Biophysical changes including sink function, source function and spiritual function
- Environmental consequences of the change
- Economic Viability
- Social Justice – affordability/accessibility/sustainability

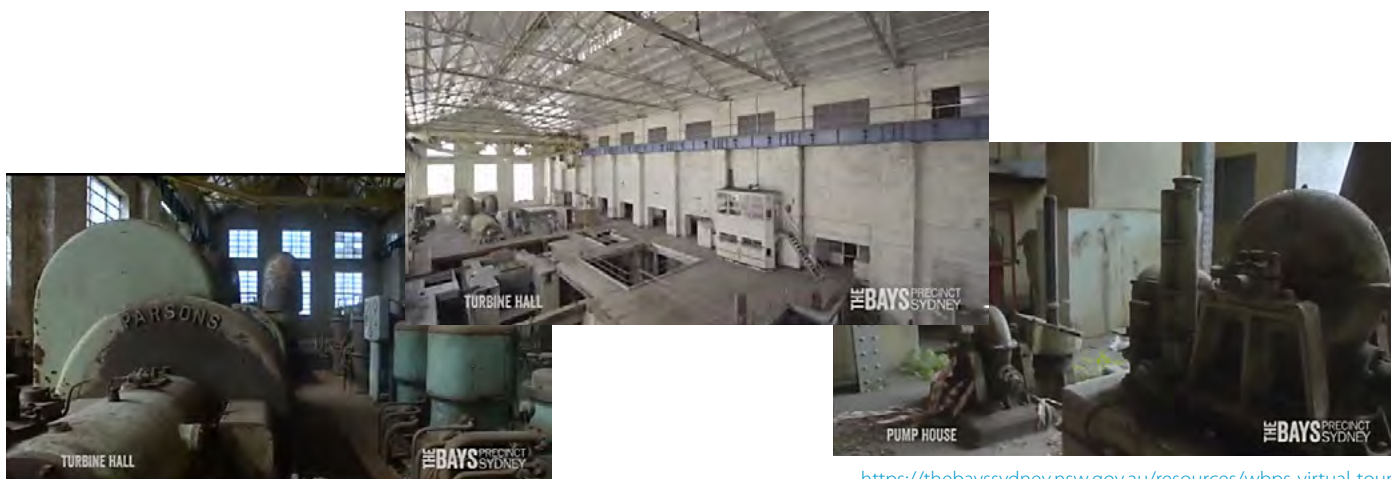
The task is to be presented in geography report format by including and referring to:

- Maps of your chosen sites
- Pictures of innovative design which can be adopted from elsewhere globally
- Diagrams of building and environmental innovations
- Field sketches
- Concept sketches

Your task must include a bibliography. Refer to the site [www.bibme.com](http://www.bibme.com) for assistance with this.

The format of your task will be a Geography Report produced:

- On A4 paper
- And/or
- In digital format eg. Google Docs
- And/or
- As a digital presentation
- And/or
- In the form of a website
- And/or
- On a poster/s
- And/or
- A combination of the above
- And/or
- A format negotiated with your teacher



<https://thebayssydney.nsw.gov.au/resources/wbps-virtual-tour/>

# STAGE 5 ASSESSMENT

## Self Assessment

You have used a number of important geographical skills to develop your task. Use the table below to consider how you performed in the various activities.

Activity	Completed with confidence	Needed assistance to complete	Reasons for needing assistance
Planning the workload and key questions			
Researching information about your issue			
Collecting and recording data (mapping, graphing, etc.) about your issue			
Analysing your information and data			
Comparing global environments			
Preparing and producing the final report			
Referencing your sources			

As you attempted the task what worked well?

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It would have been even better if...

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## Geography Changing Places – Assessment Task

Student Name and Class: \_\_\_\_\_

### MARKING CRITERIA:

Level		Marking criteria
Outstanding	25–30	<ul style="list-style-type: none"> <li>Applies extensive skill, knowledge and understanding to demonstrate a high degree of informed and active citizenship in the understanding of environmental management and change</li> <li>Sophisticated analysis of the impacts of urban development on the natural and human environment</li> <li>Skillfully incorporates appropriate written and graphic forms to communicate geographical information in a sophisticated manner</li> <li>Extensively identifies, gathers, acknowledges and evaluates geographical information</li> </ul>
High	19–24	<ul style="list-style-type: none"> <li>Applies skill, knowledge and understanding to demonstrate a degree of informed and active citizenship in the understanding of environmental management and change</li> <li>Analyses the impacts of urban development on the natural and human environment</li> <li>Incorporates appropriate written and graphic forms to communicate geographical information</li> <li>Clearly identifies, gathers, acknowledges and evaluates geographical information</li> </ul>
Sound	13–18	<ul style="list-style-type: none"> <li>Applies skill and/or knowledge and/or understanding to demonstrate a high degree of informed and active citizenship in the understanding of environmental management and change</li> <li>Attempts to examine the impacts of urban development on the natural and/or human environment</li> <li>Attempts to incorporate appropriate written and graphic forms to communicate geographical information</li> <li>Identifies, gathers, acknowledges and evaluates geographical information</li> </ul>
Basic	7–12	<ul style="list-style-type: none"> <li>Acknowledges informed and active citizenship in some understanding of elements of environmental management and/or change</li> <li>Describes the impacts of urban development on the natural and/or human environment</li> <li>Acknowledges written and graphic forms to communicate geographical information</li> <li>Attempts to identify, gather, evaluate and or acknowledge geographical information.</li> </ul>
Limited	0–6	<ul style="list-style-type: none"> <li>Implies knowledge of informed and active citizenship which may relate to environmental management and/or change</li> <li>Acknowledges urban development can impact the natural or human environment</li> <li>Acknowledges written or graphic forms to communicate geographical information</li> <li>Attempts to identify geographical information.</li> </ul>

Teacher's comment:

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Total: \_\_\_\_\_/30



## SOUTH KOREA THE 2018 WINTER OLYMPICS



Dr Susan Bliss, Educational Consultant

The contemporary topic '2018 Winter Olympic Games' not only supports the Australian Curriculum, but also focuses on the Cross-Curriculum Priority: Asia and Australia's engagement with Asia, as well as integrating General Capabilities across all Key Learning Areas K-10

### GENERAL CAPABILITIES

Literacy; Numeracy; Information and communication technology capability; Critical and creative thinking; Personal and social capability; Ethical understanding; Intercultural understanding; Civics and citizenship; Difference and diversity; and Work and enterprise.

### GEOGRAPHY K-10 CURRICULUM/SYLLABUS

Integrate geographical tools: maps, graphs, statistics, spatial technologies and visual representations

FOUNDATION KINDERGARTEN	STAGE 2: YEARS 3/4	STAGE 3: YEARS 5/6	STAGE 4: YEARS 7/8	STAGE 5: YEARS 9/10
Investigate features of places, weather and seasons, and how places are organised. Describe features of places, and connections between people and places.	Investigate the natural and human features of Australia's neighbouring countries e.g. South Korea	Investigate the culturally diverse connected world. Explain how places, people and cultures differ across the world. Describe Australia's global connections, especially the 2018 Winter Olympics in South Korea.	<p><b>Landforms and landscapes:</b> Investigate the Taebaek Mountains</p> <p><b>Place and liveability:</b> Compare liveability of cities: Seoul, PyeongChang and Pyongyang.</p> <p><b>Water in the world:</b> Describe how the Taebaek Mts are the source of rivers and glaciers.</p> <p><b>Interconnections:</b> Investigate the interconnections between the 2018 Winter Olympic Games and sport, ICT, satellite TV, global media, social networks, tourism, transport, peace and the environment.</p>	<p><b>Environmental change and management:</b> Discuss the processes that form and transform places and environments such as PyeongChang County.</p> <p><b>Human wellbeing:</b> Measure South Korea's GDP per capita and Human Development Index (HDI). Compare indicators with North Korea. Analyse reasons for the differences.</p>

# CURRICULUM LINKS

## OVERVIEW

Athletes from countries around the world competed in the 2018 Winter Olympic Games, in a procession of sportsmanship and global citizenship. The visually and physically spectacular performances from the world's top athletes, were held at PyeongChang in Gangwon Province, South Korea. The XXIII Olympic Winter Games, referred to as the Peace Games, were held between 9th and 25th February featuring 3,000 athletes from 92 countries. The participants competed in 102 events in 15 winter sports. This event was followed by the Paralympic Winter Games held between 9th and 18th March, highlighting 80 events in six winter sports, emphasising ability not disability.

## LOCATIONS

PyeongChang, is a small rural town of 45,000 people in Gangwon Province. Located in the Taebaek Mountains, at an elevation of around 750masl, it was the Olympic venue for skiing, snowboarding and sliding sports, while the larger coastal city of Gangneung hosted indoor Olympic events such as figure skating, ice hockey and speed skating.

## CLIMATE

PyeongChang experiences long, cold and relatively dry winters. The cold air and low humidity assists to conserve the little snow that falls. Fortunately, during the Olympic Games, sophisticated snowmaking technology was available if Mother Nature disappoints.



Somunsubong Peak on Mt. Taebaek, South Korea.

Source: [https://commons.wikimedia.org/wiki/File:Mt.Taebaek\\_Somunsubong.jpg](https://commons.wikimedia.org/wiki/File:Mt.Taebaek_Somunsubong.jpg)

## PyeongChang locality map showing event venues



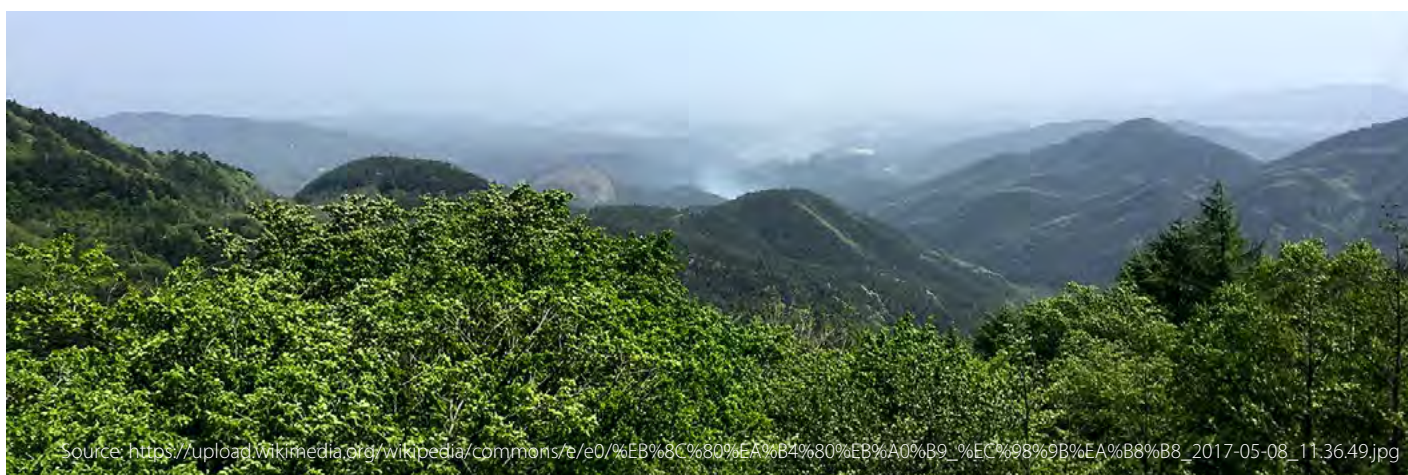
Source: <https://www.allkpop.com/forum/threads/winter-olympics-2018-impressions-closing-ceremony-180225.143106/>

**Table: Climate statistics of Daegwallyeong, PyeongChang County. 700-800masl**

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Daily mean °C	−7.7	−5.5	−0.5	7.0	11.9	15.7	19.1	19.1	14.1	8.3	1.3	−4.4	6.6
Av precipitation mm	62.6	53.6	75.6	89.5	122.3	201.0	326.7	420.9	307.3	124.9	76.9	36.8	1,898
Av snowy days	13.0	11.8	12.0	3.3	0.2	0.0	0.0	0.0	0.0	0.8	5.2	10.9	57.2

Sources: [https://en.wikipedia.org/wiki/Pyeongchang\\_County](https://en.wikipedia.org/wiki/Pyeongchang_County)

Below: Terrain of Daegwallyeong



Source: [https://upload.wikimedia.org/wikipedia/commons/e/e0/%EB%8C%80%EA%B4%80%EB%A0%B9\\_%EC%98%9B%EA%B8%B8\\_2017-05-08\\_11:36:49.jpg](https://upload.wikimedia.org/wikipedia/commons/e/e0/%EB%8C%80%EA%B4%80%EB%A0%B9_%EC%98%9B%EA%B8%B8_2017-05-08_11:36:49.jpg)



## CHANGING PLACES

### FROM OBSCURITY TO OLYMPICS FAME

Aimed to accommodate this global event, Gangwon Province underwent physical transformations. Pine-covered hills were bulldozed to create a \$1.5 billion resort complex called Alpensia, snow-covered rice paddies were replaced by Olympic skating rinks, and high-speed trains connected tourists to the Games.

Refer to major infrastructure projects for 2018 PyeongChang Olympics [https://build.export.gov/build/groups/public/@eg\\_kr/documents/webcontent/eg\\_kr\\_093169.pdf](https://build.export.gov/build/groups/public/@eg_kr/documents/webcontent/eg_kr_093169.pdf)



Alpensia, Ski Jumping Stadium. Source: [https://en.wikipedia.org/wiki/Alpensia\\_Ski\\_Jumping\\_Stadium#/media/File:Alpensia\\_20170202\\_08\\_\(32537578151\).jpg](https://en.wikipedia.org/wiki/Alpensia_Ski_Jumping_Stadium#/media/File:Alpensia_20170202_08_(32537578151).jpg)



Pyeongchang 2018 Olympic Stadium during the opening ceremony Source: [https://en.wikipedia.org/wiki/Pyeongchang\\_Olympic\\_Stadium#/media/File:Pyeongchang\\_2018\\_Olympic\\_Stadium\\_during\\_the\\_opening\\_ceremony.jpg](https://en.wikipedia.org/wiki/Pyeongchang_Olympic_Stadium#/media/File:Pyeongchang_2018_Olympic_Stadium_during_the_opening_ceremony.jpg)

### From 'Pop-Up Stadium' to oblivion

*The 35,000-seat pentagonal Olympic Stadium is an example of 'pop-up architecture'. The stadium will only be used four times—opening and closing ceremonies of the 2018 Winter Games and Paralympics. Then it's scheduled to be torn down.*

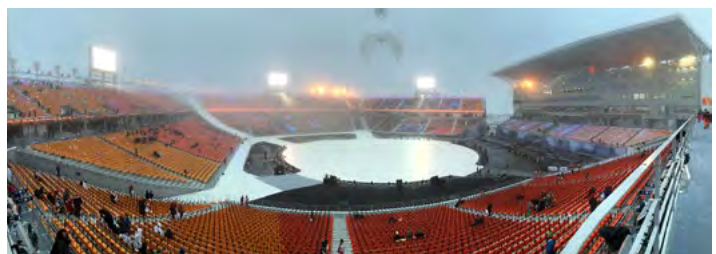
*Its simple temporary structure and open roof was designed to be demolished. Otherwise it would probably join a herd of 'white elephants' from past*

*Olympics. It's hard to 'Knock it down', but the unused stadium is estimated to cost \$10 million to maintain.*

*Recently, cities hosting the Olympic Games have embraced the concept of 'temporary architecture'. CityLab's Linda Poon reported in 2016—"they're building sites that can be more easily dismantled or repurposed. The Olympic Village will be turned into condos, and the express train line should improve tourist access to the region from Seoul."*

*The rising cost of hosting future Olympics, is a predicament facing the International Olympic Committee. Will the 'pop up' stadium in South Korea be the answer?*

Adapted: <https://www.citylab.com/life/2018/02/its-time-for-the-pop-up-olympics/552896/>



Source: [https://en.wikipedia.org/wiki/Pyeongchang\\_Olympic\\_Stadium#/media/File:Pyeongchang\\_Olympic\\_Stadium\\_at\\_day\\_for\\_2018\\_Winter\\_Paralympics\\_opening\\_ceremony\\_-\\_1.jpg](https://en.wikipedia.org/wiki/Pyeongchang_Olympic_Stadium#/media/File:Pyeongchang_Olympic_Stadium_at_day_for_2018_Winter_Paralympics_opening_ceremony_-_1.jpg)

## LOOKING BEYOND THE MEDALS

The 2018 Winter Olympic Games, not only focussed on sportsmanship but also peace, economics, culture, environment and high tech information and communications technology.

### PEACE

Tensions between North Korea and South Korea date back to the end of World War II. Both countries claim to be the government for the entire Korean Peninsula. Recently, North Korea conducted intercontinental ballistic missile tests, sending alarm bells ringing in South Korea and the rest of the world. Most

troubling is the location of PyeongChang-64km from the Demilitarised Zone (DMZ) and only 290km from Pyongyang, the capital of North Korea.

The Olympic Games also referred to as the Peace Games focussed on Sport Diplomacy:

- North Korean delegations attended the Games. South Korea views Kim's visit from North Korea as a positive sign of the leader's willingness to ease tensions.
- North and South Koreans marched together at the opening and closing ceremonies under the 'banner of unification'. Thomas Bach, president of the IOC, stressed that it showed "*the unique power of sport to unite people*".



# CURRICULUM LINKS

South Korea's president Moon Jae-in, declared that now the Olympic Winter Games has ended, peace will continue. We shall see!

Learn about the Olympic truce <https://www.olympic.org/olympic-truce>

## ECONOMICS

South Korea spent \$13 billion on organising the Games, nearly double \$7 billion originally projected.

The Olympics created 230,000 jobs and generated \$20 billion in investments and consumption. Additionally, it resulted in the economic growth of Gangwon Province, and the anticipated tourist boom over the next 10 years.

## CULTURE

The Cultural Olympiad is a programme of culture and entertainment, that aims to engage people around the world. The Game showcased Korean traditions and culture with vibrant opening and closing ceremonies plus events around the PyeongChang Olympic Plaza and Gangneung Olympic Park. What is meant by Han Style? What is K-pop?

## ENVIRONMENT

- Games aligned with Sustainable Development Goals (SDG 2030)
- 'Carbon Responsible Games' aimed to reduce the carbon footprint
- Ensured biodiversity and ecological balance in cleared areas for Olympic infrastructure
- Six new Olympic venues received green building certification
- Recycling infrastructure across Games locations
- Staff drove electric and hydrogen-powered vehicles
- Eight venues to be used as winter sports facilities in the future. Aimed to help region become the Asian winter sports hub
- Apartments at Olympic Village sold for residential use
- However, the new ski resort required partial demolition of a sacred indigenous forest



Source: [https://commons.wikimedia.org/wiki/File:EB%8C%80%EA%B4%80%EB%A0%B9%EC%98%9B%EA%B8%B8\\_\(57\).JPG](https://commons.wikimedia.org/wiki/File:EB%8C%80%EA%B4%80%EB%A0%B9%EC%98%9B%EA%B8%B8_(57).JPG)



Source: [https://commons.wikimedia.org/wiki/File:KTX\\_Passing\\_DMC\\_Station.jpg](https://commons.wikimedia.org/wiki/File:KTX_Passing_DMC_Station.jpg)

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

### ICT AT OLYMPIC GAMES

Revealed latest South Korean technology.

- Tested largest 5G wireless network.
- Introduced Interactive Time Slice, using 100 cameras fitted around ice arena to allow 360-degree instant replay and zooming.
- Fitted athletes in bobsleigh, ski jump and cross-country skiing events, with GPS trackers or cameras to share location and view with audience.
- Exhibited technology including: self-driving cars, high speed video streaming, virtual reality viewing, cyber security, and automatic multilingual translation.

Presented companies' technology such as:

- Panasonic provided laser projectors revealing spectacular images of ceremonies and competitions.
- Intel developed a 1,218 Shooting Star drone light show for Opening Ceremony, and 300 drone light show that dotted the image of the Games mascot Soohorang (white tiger) in Closing Ceremony.
- Samsung's SmartSuit provided live feedback on athletes' body positions to coaches. Smartphone software analysed their racing posture, and coaches relayed suggested improvements back to competitor on a wrist band via buzz signals.

Displayed, Multi-directional Impact Protection (MIPS) helmets or Giro Advance, for downhill skiers to alleviate cranial damage from crashes.

Unveiled, Dainese airbags: Vests with seven sensors detected when a racer is losing control and about to crash. This prompted vests to inflate, and as a result reduced injuries.

Additionally, the Korail KTX or Super-fast Bullet train transported athletes and spectators to PyeongChang (Gangneung or Jeongseon), the location of the Games

## ACTIVITY

### Investigate the use of ICT

1. Inside Olympics Opening Ceremony – World Record Drone Show <https://www.wired.com/story/olympics-opening-ceremony-drone-show/>
2. Winter Olympics 2018: Top Twitter follows for Pyeongchang Games <http://www.sportingnews.com/athletics/news/2018-winter-olympics-top-twitter-follows-pyeongchang-korea-nbc-ted-ligety-mikaela-shiffrin-lindsey-vonn-mike-tirico/1fpukzmdxgy1t2mvs7qm8wsr>

### NEW YORK TIMES AUGMENTED REALITY

Students can use *New York Times* interactives that slows down and narrates the action in the following sports:

- Figure skating (augmented reality)
- Giant slalom
- Halfpipe snowboarding
- Ice hockey (augmented reality)
- Luge
- Short-track speed skating and Short track (augmented reality)
- Ski jumping
- Snowboard slopestyle and Slopestyle (augmented reality)

Students are required to use relevant vocabulary, such as kinetic energy, angular momentum, friction and aerodynamics.

Source: <https://www.nytimes.com/interactive/2018/02/05/sports/olympics/ar-augmented-reality-olympic-athletes-uk.html>

### Ice Skating



*Nathan Chen is an 18-year-old American figure skater. He became the first person to land five quadruple jumps in a program (four 360-degree spins, in the air). Chen's quadruple jump takes less than a second and his rotation makes it blurred to the naked eye. Chen's body build and quick muscle reactions enables him to rotate quickly and spring off the ground easily.*



### Speed Skating

*J.R. Celski is small for a male, and has a lean upper body and thick thighs, like most other athletes in this sport. Plastic caps on his fingertips protect them during turns*

## ACTIVITIES USING A VARIETY OF WEBSITES

New York Times

<https://www.nytimes.com/2018/02/07/learning/lesson-plans/teaching-the-winter-olympics-across-the-curriculum-with-help-from-the-new-york-times.html>

### 1. CONTROVERSIAL ISSUE

**Debate:** In groups list your thoughts on the following topics. Follow this activity by a class discussion. Then write concluding thoughts explaining your perspective on the issue.

- Did the International Olympic Committee (IOC) make the right decision to ban Russia from competing in the 2018 Winter Olympics because of state-backed doping during the 2014 Sochi Games?
- Did the IOC make the right decision in allowing Russian athletes, who can prove they are "clean", to compete under a neutral flag?
- Did North and South Korean politicians make the right decision in deciding to field a joint women's hockey team for the sake of "sports diplomacy"? Was the decision unfair to individual players who have worked hard to get to the Olympics, yet lose playing time or are benched for some games?
- Should participating countries hesitate to send their delegations to the Games because of North Korea's recent nuclear and ICBM tests? Should visitors be reluctant to attend the Games considering the proximity to North Korea?

# CURRICULUM LINKS

## 2. LITERACY

**Sports writing:** Discuss how you enable readers to understand and feel the actions in Olympic Winter sport activities? Select one sport and list the words you would use to visualise the sport's actions.

**Describe a dramatic sports moment:** Remove any reference to the sport. Read the event to the class and establish if they can name the Olympic event.

## 3. NUMERACY

List the medal count at the end of the Winter Games, and draw data as a column or pie graph using ICT. Compare Asian with European countries. Analyse the differences.

Fractions in the Olympics – <http://mathforum.org/paths/fractions/olympic.fractions.html>

## 4. GEOGRAPHY

Explain how climate, landform, infrastructure and wealth determined the location of the 2018 Winter Olympic Games.

List connections between Australia and South Korea

## 5. HISTORY

Discuss how the Olympic Games could ease political and nuclear tensions on the divided Korean Peninsula. Investigate the history of North and South Korea over the last 30 years and why their relations are strained. What are the current conflict issues?

What is meant by marching under one flag?

## 6. ECONOMICS AND BUSINESS STUDIES

Name five global designer brands worn at the Winter Olympic Games.

Investigate one major partner/supporter of the Winter Olympic Games e.g. Coca Cola, Samsung, Visa, Alibaba, General Electric, McDonalds, Korean Air and Panasonic. Discuss their positive connections to the Olympic Games.



## RESOURCES

### EDUCATION WORLD

Winter Olympics History [http://www.educationworld.com/a\\_lesson/02/lp250-01.shtml](http://www.educationworld.com/a_lesson/02/lp250-01.shtml)

Comparing ancient and modern Olympics: Venn activity [http://www.educationworld.com/a\\_lesson/02/lp250-04.shtml](http://www.educationworld.com/a_lesson/02/lp250-04.shtml)

Olympic biographies [http://www.educationworld.com/a\\_lesson/00-2/lp2140.shtml](http://www.educationworld.com/a_lesson/00-2/lp2140.shtml)

Plan and stage Olympics – Students work together in cooperative groups to plan and stage their own Olympic Games [http://www.educationworld.com/a\\_lesson/00-2/lp2144.shtml](http://www.educationworld.com/a_lesson/00-2/lp2144.shtml)

Measuring greatness – Students participate in a variety of Olympic-type activities involving measurement [http://www.educationworld.com/a\\_lesson/00-2/lp2148.shtml](http://www.educationworld.com/a_lesson/00-2/lp2148.shtml)

### HOMESCHOOL SUPER FREAK

<http://homeschoolsuperfreak.com/56-free-winter-olympics-lesson-plans-activities/>

56 Free Winter Olympic lessons: Plans and activities I

In addition to sports, students could learn about:

- Geography of the country
- History of the country
- Culture of the country (including music, food and industry)
- Language of the country
- Fashion for the Olympics, *and so much more!*

### CHALKBOARD: TEACH STARTER

<https://www.teachstarter.com/blog/2018-winter-olympics-classroom-activities-and-resources/>

- Winter sports comprehension activity
- Olympics mapping task
- Olympic medal design task
- Olympic host city inquiry research task <https://www.teachstarter.com/teaching-resource/olympic-host-city-inquiry-task-worksheet/>
- Athlete profile activity PowerPoint

### WINTER OLYMPIC GAMES PYEONGCHANG 2018 CURRICULUM

<https://www.olympic.org/>

<https://www.pyeongchang2018.com/en/sustainability/news/PyeongChang-2018-Excite-Inform--Engage-through-Education-Program>



# CURRICULUM LINKS

An interactive educational resource that includes lesson plans, multimedia classroom materials and videos.

## PINTEREST: HUNDREDS OF TEACHING IDEAS AND ACTIVITIES

508 best 2018 Winter Olympics for Kids images  
<https://www.pinterest.com.au/walterbones/2018-winter-olympics-for-kids/?lp=true>

## TEACHERS PAY TEACHERS: COUNTLESS RESOURCES

Teachers Pay Teachers website contains resources from Pre-Kindergarten to Year 12, across subjects. It also includes Videos, PowerPoints and Worksheets  
<https://www.teacherspayteachers.com/Browse/Search:2018%20winter%20olympics%20interactive%20lesson%20plans>

## PARALYMPIC SPORTSCAST PRESENTATION

*We're the Superhumans* Paralympics 2016 Trailer  
<https://www.youtube.com/watch?v=locLkk3aYlk>

In small groups, students are to create a Paralympic sportscast that will include:

- accurate information using a variety of sources
- descriptive words to ensure presentation is interesting and engaging actions or demonstrations to make dialogue clearer to the audience

Students can include diagrams and photographs, and use video resources such as YouTube or video clips, from websites such as the Vancouver Olympics site, NBC or NYTimes.com. Students are to present the oral sportscast to the class, supported with ICT.



Image: <https://www.skiandsnowboard.org.au/para/2018-paralympic-games/>

## ACTIVITIES TO CELEBRATE WINTER GAMES

Source of activities: <https://www.weareteachers.com/winter-olympic-activities/>

- Host a sport game show-trivia time!
- Explore STEM through winter sports
- Celebrate countries from around the world
- Teach a lesson on the challenge of confidence and self-doubt Write and share stories of perseverance
- Conduct an Olympic Games at your school



PyeongChang Winter Olympics logo. Source: [https://en.wikipedia.org/wiki/2018\\_Winter\\_Olympics#/media/File:PyeongChang\\_2018\\_Winter\\_Olympics.svg](https://en.wikipedia.org/wiki/2018_Winter_Olympics#/media/File:PyeongChang_2018_Winter_Olympics.svg)

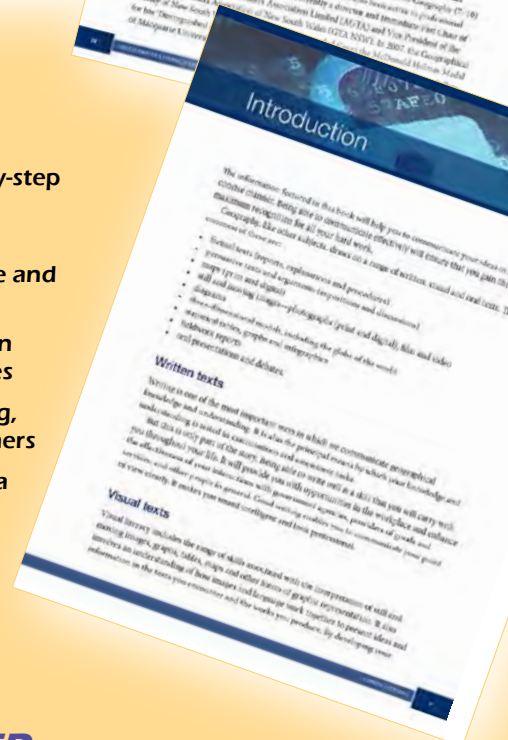
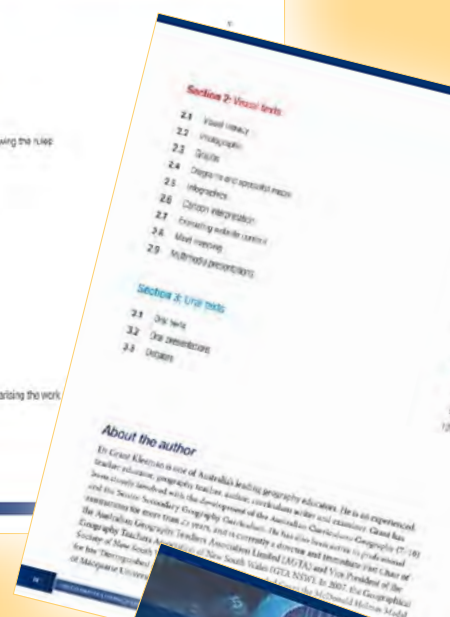
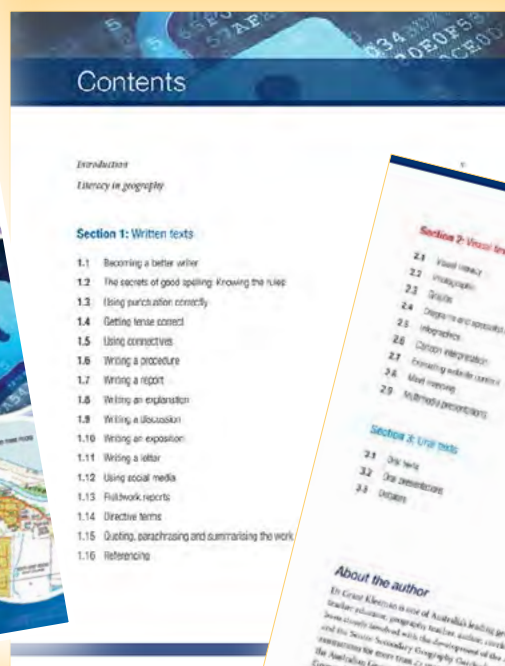
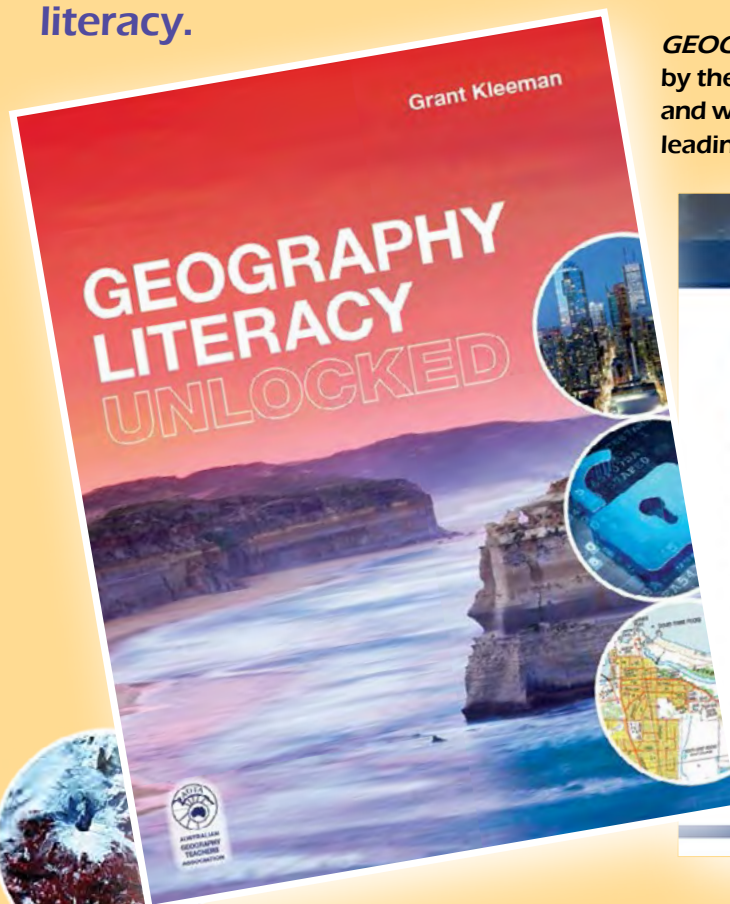
## OTHER ACTIVITIES

- Design a pictogram of your favourite sport  
[http://www2.edgate.com/summergames/lesson\\_plans/efg/](http://www2.edgate.com/summergames/lesson_plans/efg/)
- List five sports in the 2018 Winter Olympic Games.
- How many countries were involved in the 2018 Winter Olympic and Paralympic Games? Explain why Russia was suspended from the 2018 Winter Olympic Games.
- Discuss how some Russians were finally permitted to compete in the 2018 Winter Olympic Games. List the technical innovations showcased at the 2018 Winter Olympic Games.
- Explain the relationship between North Korea and South Korea before the 2018 Winter Olympic Games. Outline the compromises between North and South Korea during the 2018 Winter Olympic Games?
- Explain the term 'sports diplomacy' in relation to the 2018 Winter Olympic Games.
- Compare weather in PyeongChang with the weather you experienced during the 2018 Winter Olympic Games.
- Track the gold, silver and bronze medals at the 2018 Paralympic Games, and create a chart of the top ten countries. Convert the chart into a line, column or pie graph.
- How many medals did Australia win at 2018 Winter Olympic and Paralympic Games, and in what sports?
- List the costs and benefits of a gold medal in a two-column table. Summarise your thoughts on the value of a gold medal.
- Write a report from the point of view of an Olympic athlete attending the Games, and present it as an oral report to the class.

# RESOURCES FOR SALE

**AGTA ANNOUNCES AN ESSENTIAL NEW GEOGRAPHY RESOURCE**  
**GEOGRAPHY LITERACY UNLOCKED** has been written for secondary geography students seeking to improve their literacy skills. It includes a focus on written, visual and oral literacy.

**GEOGRAPHY LITERACY UNLOCKED** is published by the Australian Geography Teachers Association and written by Dr Grant Kleeman. One of Australia's leading geography educators.



## KEY FEATURES:

- ➔ An engaging, easy-to-navigate design
- ➔ A student-friendly approach featuring step-by-step explanations and annotated exemplars
- ➔ A focus on the basics of effective written communication – spelling, punctuation, tense and the use of connectives
- ➔ Descriptions of the principal text types used in geography, supported by annotated examples
- ➔ Guidance for writers in quoting, paraphrasing, summarising and referencing the work of others
- ➔ A focus on the responsible use of social media
- ➔ A comprehensive coverage of the principal forms of visual and oral texts students encounter in geography
- ➔ Templates or scaffolds to support the interpretative skills students are expected to demonstrate.

**GEOGRAPHY LITERACY UNLOCKED**

is available for purchase from the GTANSW website: [www.gtansw.org.au](http://www.gtansw.org.au)





## Geography Teachers' Association of NSW **ARTHUR PHILLIP AWARDS 2018**

### **GEOGRAPHY FIELDWORK COMPETITION**

The Geography Teachers' Association of NSW/ACT (GTA NSW/ACT) organises an annual competition for students and schools to foster an enthusiasm for Geography through engagement and rewards. The emphasis of the competition is the use of fieldwork and the gathering of primary and secondary data as core skills in students' study of Geography. Teachers are encouraged to use the competition as a form of authentic assessment for their teaching and learning programmes. The competition is open to all primary and secondary schools in NSW and ACT. Entries are welcome from both members and non-members of GTA NSW/ACT.

In 2018, the submission of entries and the prize categories have been updated to better reflect the requirements of the new Australian K–10 Geography Curriculum and the central place that inquiry holds within Geography. Firstly, the categories have been modified to reflect the Australian K–10 Geography content now used in both NSW and ACT. The Brock Rowe Senior Geography Fieldwork Competition will be open to entries of HSC Senior Geography Projects, International Baccalaureate Diploma Geography Internal Assessments or fieldwork based Depth Studies for ACT participants. There will also be a form available on the GTA NSW/ACT website to submit digital entries. Entries must be submitted either by mail or online by Friday 23 November 2018.

**Please complete and return a student entry form either by mail or online with all student entries by Friday 23 November 2018.**

### **NATURE OF THE COMPETITIONS**

1. **The "Investigating Places" Primary Fieldwork Competition**  
Three subcategories: Years K-2, Year 3-4, Years 5-6

*This section is open to Primary Students across NSW and ACT. Entries can be made by individuals, groups or classes.*

- Identify a Geographical inquiry that demonstrates the interaction of People, Places and Environments
- Undertake fieldwork to gather primary data
- Support fieldwork with secondary data if required
- Present research findings

2. **The Geographical Fieldwork and Research Competition:**  
Five subcategories: Years 5-6, Year 7-8, Year 9-10, Life Skills and Year 11-12

*This section is open to all Geography Students across NSW and ACT. Entries can be made by individuals or groups. Inquiry topics must be clearly relevant to the Australian K-10 Geography Curriculum, the NSW Elective Geography Syllabus or the IB Geography courses at any level. There is an expectation that geospatial technologies will play a role in either the gathering, organising or presentation of student research.*

- Identify a Geographical inquiry topic relevant to any of the Geographical concepts (Place, Space, Environment, Interconnections, Scale, Sustainability, Change) or the Australian cross-curricular priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or Sustainability)
- Undertake research using both secondary data and primary fieldwork such as that obtained during interviews, questionnaires or other fieldwork methods
- Analyse data gathered
- Present research findings



## ARTHUR PHILLIP AWARDS 2018

### GEOGRAPHY FIELDWORK COMPETITION

#### NATURE OF THE COMPETITIONS

**3. The Dr Don Biddle Places and Environments Study (Year 9 and 10 only)**

*Entries are open to NSW or ACT schools teaching the Australian K–10 Geography Curriculum content. Inquiry topics must be relevant to the Year 9 and 10 syllabus. There is an expectation that geospatial technologies will play a role in either the gathering, organising or presentation of student research.*

- Undertake research into a place or environment relevant to the Year 9 and 10 Australian Geography Curriculum
- Undertake fieldwork to gather primary data
- Support fieldwork with secondary data if required
- Organise and analyse the data gathered
- Present research findings

**4. The Brock Rowe Senior Geography Fieldwork Competition**

*This section is open to Senior Geography Students across NSW and ACT. Only individual entries will be accepted. The competition is open to either Senior Geography Projects, International Baccalaureate Geography Internal Assessments or a Depth Study for ACT participants.*

- Undertake an HSC Senior Geography Project, International Baccalaureate Internal Assessment for Geography or ACT Depth Study that uses fieldwork to gather primary data
- Support fieldwork with secondary data if required
- Analyse data gathered
- Present research findings
- Evaluate the research methodologies used and the ethical aspects of research undertaken

**5. The Dr Susan Bliss Cross-Curricular Priority Awards**

*The Dr Susan Bliss Awards are available for entries from any category or subcategory that demonstrates significant achievement or development of understanding in any of the three Australian K–10 Geography Curriculum cross curricular priority areas; Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or Sustainability.*

**6. The Dr Maurine Goldston-Morris Civic and Citizenship Awards**

*The Dr Maurine Goldston-Morris Civic and Citizenship Awards are available for entries from any category or subcategory that demonstrate civic action has occurred at either the individual or group level, as a result of the research/fieldwork activity.*

**7. The Dr Maurine Goldston-Morris Teacher Awards**

*The Dr Maurine Goldston-Morris Teacher Awards will be allocated to teachers for outstanding involvement in the Geography Fieldwork Competition during 2018.*

## Arthur Phillip Fieldwork competition 2017 award recipients

### The “Investigating Places” Primary Fieldwork Competition

#### First Place

**Cody Thacker**

Medowie Public School

Teacher: Darren Gould

Synopsis: How technology can help save the planet.

### The Geographical Fieldwork and Research Competition

#### First Place

**Olivia Yu**

Meriden

Teacher: Anita Kondichetty

Synopsis: Improving the liveability of Burwood.

#### Second Place

**Trisha Chari**

Meriden

Teacher: Anita Kondichetty

Synopsis: Improving and evaluating West Ryde's liveability.

#### Third Place

**Scarlett Pearce**

SCEGGS Darlinghurst

Teacher: Katie Treacy

Synopsis: The liveability of Rose Bay.

#### Fourth Place

**Lucia Gelonesi**

SCEGGS Darlinghurst

Teacher: Katie Treacy

Synopsis: The liveability of Paddington.

### The Dr Don Biddle Places and Environments Study

#### First Place

**Lydia Hall**

St Mary Star of the Sea College

Teacher: Lisa Kendell

Synopsis: The nature of transport in the Illawarra region.

#### Second Place

**Laura McKay**

Hunter School of Performing Arts

Teacher: Natalie Hudson

Synopsis: Mine Subsidence in Lambton and surrounding suburbs.

#### Equal Third Place

**Grace Alston**

Hunter School of Performing Arts

Teacher: Natalie Hudson

Synopsis: The construction of the new Rankin Park to Jesmond Bypass.

**Yvone Delos Reyes**

Hunter School of Performing Arts

Teacher: Natalie Hudson

Synopsis: Urban Consolidation is a contemporary issue for Australian cities and environments.

#### Fourth Place

**Georgia Vaughan**

Hunter School of Performing Arts

Teacher: Natalie Hudson

Synopsis: Air quality in Armidale.

### The Brock Rowe Senior Geography Fieldwork Award

#### Equal First Place

**Hannah Carlon**

St Mary star of the Sea

Teacher: Adam Everatt

Synopsis: the relationship between the design of cities and urban heat.

**Jessica Green**

St Mary Star of the Sea

Teacher: Adam Everatt

Synopsis: Food Organics Garden Organics.

#### Second Place

**Annabelle Brophy**

Santa Sabina

Teacher: Eva Guiguis

Synopsis: The Summer Hill Flour Mill and Lewisham Towers developments.

#### Equal Third Place

**Milena Cugali**

Cecil Hills High School

Teacher: Fleur Farah

Synopsis: How does the traffic congestion at the intersection of Cowpasture Road and Frederick Street Cecil Hills create an unsafe environment for local communities?

**Grace Holland**

Warners Bay High School

Teacher: Kendall Dieleman

Synopsis: Waste Water Treatment in the Lake Macquarie Area.





## **Luke Poier**

Sydney Grammar School

Teacher: Shona Newall

Synopsis: An investigation into the formative processes of NSW beaches in particular, Stockton, Collaroy, Cronulla, Hyams beaches.

## **Mia Azzi, Daiana Chen, Holly Stott**

Tara Anglican School for Girls

Teacher: Rebecca Wood

Synopsis: The Values of the Landscape – Lake Parramatta and the Burramattagal.

## **Fourth Place**

### **Alexandra Molloy**

Santa Sabina College

Teacher: Eva Guguis

Synopsis: Croydon Station upgrade.

## **Second Place**

### **Thomas Melliush**

Broughton Anglican College

Teacher: James Ulrich

Synopsis: The Recycling of Coffee Pods.

## **Equal Highly Commended**

### **Michael Agiotis**

Sydney Grammar

Teacher: Brett Marturia

Synopsis: Recreational use of the present and future recreational use of the Parramatta River.

### **Alba Engelen**

SCEGGS Darlinghurst

Teacher: Darryn Sullivan

Synopsis: How does graffiti affect different communities in Surry Hills?

## **The Dr Maurine Goldston-Morris Civic and Citizenship Award**

## **Equal First Place**

### **Jessica Green**

St Mary Star of the Sea College

Teacher: Adam Everatt

Synopsis: Why does Shellharbour Council have FOGO bins [Food Organics Garden Organics] and Wollongong Council does not?

### **Cody Thacker**

Medowie Public School

Teacher: Darren Gould

Synopsis: How technology can help save the planet.

## **The Dr Susan Bliss**

## **Cross-Curricular Priority Awards**

## **Equal First Place**

### **Nara Baek , Cherie Ghadiali, Angel Poi**

Tara Anglican School for Girls

Teacher: Elizabeth Wood

Synopsis: The Values of the Landscape – Lake Parramatta and the Burramattagal.

## **The Dr Maurine Goldston-Morris Teacher Award**

### **Adam Everatt**

St Mary Star of the Sea

### **Natalie Hudson**

Hunter School of Performing Arts



# GTA NSW HSC AND FIELDWORK AWARDS





## ARTHUR PHILLIP AWARDS 2018

### ENTRY INFORMATION

#### ENTRIES

From 2018 there will be a competition entry fee of \$20 per school, regardless of the total number of entries submitted.

Each school can submit a maximum of FOUR (4) entries in each competition category.

**To enter the 2018 Arthur Phillip Fieldwork Competition [CLICK HERE](#)**

**Final date for competition entries to be received [Friday 23 November 2018](#)**

All **postal entries** MUST be clearly marked as **Geography Fieldwork Competition**.  
Entries can be mailed to:

**GTA NSW Office (PO Box 699 Lidcombe 1825)**

Please contact our office on **9716 0378** prior to delivering entries to the following location:

**PTC NSW Office and Training Rooms  
Ground Floor, Community First Credit Union Building  
Cnr. Hall and Percy Streets, Auburn**

Enquiries via email to the GTA NSW office – [gta.admin@ptc.nsw.edu.au](mailto:gta.admin@ptc.nsw.edu.au)

Hardcopy entries may be in a book, as loose leaves (with reinforced rings) or mounted on cardboard (limit 2 sheets of 65 x 55cm).

All digital entries MUST be submitted as a hyperlink through the online entry form available on the GTANSW website. All digital presentation formats, such as videos, web pages and podcasts are welcome. Slide presentations (Such as PowerPoint, Slides or Pages) will have a maximum slide number of 20. It is the responsibility of the student and supervising teacher to ensure hyperlinks are functional and able to be accessed by markers.

No models will be accepted.

All entries will be available for collection at the end of the award ceremony. GTA NSW/ACT is unable to return uncollected entries to schools.

#### PRIZES:

Prizes will be awarded for the first, second, third and highly commended place entries in each competition category or subcategory where available.

#### AWARDS:

Awards will be allocated to each category according to marking criteria. The presentation of awards will take place at the Arthur Phillip Awards ceremony in early 2019. Award recipients, their parents and teachers will receive invitations.







The  
Geography Teachers' Association  
of New South Wales Inc.