# GEOGRAPHY BULLETIN



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# GEOGRAPHY BULLETIN

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The Geography Bulletin is a quarterly journal of the Geography Teachers Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to Contributors' on page 48. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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# GEOGRAPHY

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Grant Kleeman, Editor

# In this edition

Welcome to the first issue of the *Geography Bulletin* for 2011. I hope that you all had a restful and enjoyable Christmas and New Year and well prepared to meet the challenges of what will be an exciting year for school Geography. By the end of 2011, we will have our first Australian Geography Curriculum. The endorsed *Shape Paper* is now available and the writing of the syllabus will have commenced by the time you receive this issue. To help inform the membership of developments with the Australian Geography Curriculum, the GTA is planning a series of five regional conferences. Details of our professional development program are included with this issue of the Bulletin.

This issue of the *Geography Bulletin* features reports on the 2010 Australian Geography Competition and also the Big Day Out event by Kath Berg; an article outlining the challenges confronting the Australian viticulture and wine industry by Ray Donald; and articles by Dr Susan Bliss on Indian call centres and African blood diamonds. Dr Darrell Fisher has contributed an article on the concepts of 'landscape' and 'time' in Geographic thought and their implications for the Geography syllabus.

As joint editor, I would like to thank all those who have contributed to this issue. Your contributions are very much appreciated.

Dr Susan Bliss has kindly agreed to edit two issues of the *Geography Bulletin* in 2011. Thank you Sue!

# Changes to GTA Council

Sue Field has decided to step down from her position on Council. The GTA would like to thank Sue for her contribution to the Association in recent years. David Hamper has indicated that he is keen to rejoin Council. This is great news as David has much to offer, especially in terms of the Association's professional development program. Grace Larobina of Hills Grammar has also joined the Council. Unfortunately, Chris Marsden has accepted an appointment to a school in Melbourne. We thank Chris for his contribution.

Professional Teachers' Council of NSW recognises the contribution of GTA Council members

The Professional Teachers' Council NSW Exceptional Service Awards are presented for exceptional service over a significant period of time to member professional associations and education in NSW.

The Council's Outstanding Service Awards are presented to those who have made an outstanding, long-term contribution to the work of a professional association.

The 2010 Awards were presented at the PTC NSW Annual Presentation Evening on Tuesday 30 November 2010. The guest of honour, the Hon Verity Firth MP, NSW Minister for Education and Training, presented the awards.

Dr Susan Bliss, Dr Grant Kleeman and Mr Martin Pluss were all recognised for their contribution to teacher professional learning. Susan Bliss received an Exceptional Service Awards for her leadership in Global Education. Grant Kleeman and Martin Pluss received recognition for their contribution to the GTA.



Dr Susan Bliss receives her Exceptional Service Award from the Minister for Education and Training, the Hon. Verity Firth MP.



Dr Grant Kleeman receives his Outstanding Service Award from the Minister for Education and Training, the Hon. Verity Firth MP.



Mr Martin Plus receives his Outstanding Service Award from the Minister for Education and Training, the Hon. Verity Firth MP.

# AGTA Conference, Adelaide SA, 10-13 January, 2011

The biennial conference of the Australian Geography Teachers' Association was held at Adelaide's Scotch College in early January 2011. More than 240 Geography Teachers from Australia, New Zealand, Japan, Canada and the USA engaged in four days of professional learning, networking and fieldwork.

Keynote speakers included Dr Peter Hill, Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority; Duncan Chessell, explorer and adventurer; Dr Rita Gardner CBE, Director of the Royal Geographical Society (UK); and Tim Costello, Chief Executive Officer of World Vision Australia. There were also more than 40 workshops held across six sessions.

Fieldwork trips included a focus on Adelaide's metropolitan coastline, urban growth and renewal in Adelaide's suburbs, Adelaide's CBD, the Lower Lakes and the Coorong, urban renewal in Port Adelaide, St Kilda Mangroves and Salisbury Wetlands, and storm water recovery.

The Conference, with its pre-conference tour to Kangaroo Island, winery tours, fieldwork-based activities, keynote presentations and workshops, was considered by many of those participating to be the best Geography teachers' conference ever held in Australia.

Mark Manuel, the AGTA 2011 Conference Convenor, and his team from the South Australian Geography Teachers' Association, should be commended on the excellent job they did organising the conference.

The next conference will be held in Perth in 2013.



# Tim Costello appointed AGTA Patron

The Board of the Australian Geography Teachers Association (AGTA) is pleased to announce that Tim Costello has agreed to be AGTA Patron for the next three years.

Tim Costello, as Chief Executive Officer of World Vision Australia, is well qualified to speak on the role and value of Geography. As a student he excelled in geography and his outstanding work in the field of social justice makes him well qualified to represent the voice of Australian geography teachers.

In newspaper articles published nationally during September 2010, Tim Costello emphasised that "Geography is a subject that needs to be a core subject for the compulsory years of schooling and not an optional extra."

To ensure that outdated views of the subject held by some were corrected Tim explained that: "Geography is not just about reading maps and the learning of capital cities. Geography involves hard, critical thinking and the development of important knowledge and skills." His conclusion that: "Our children need a great education that equips them to be global citizens in an increasingly globalised world — and our world needs engaged and well-educated Australians with a global ethic" matches the view held by AGTA and we are greatly honoured to have a person of such high standing in the community accept the role of GTA Patron.

In July 2004, Tim Costello was named Victorian of the Year 2004 and in June 2005 he was made an Officer of the Order of Australia (AO). He holds a number leadership positions in the community and his work has been recognised through numerous awards including the 2008 Australian Peace Prize awarded by the Peace Organisation of Australia.

The appointment of a patron reflects AGTA's desire to increase the profile of Geography in the media and general community, especially at this time when geography is being included in the new Australian Curriculum.



Tim Costello with AGTA Chair Malcolm McInerney

Tim Costello officially became the AGTA Patron at the AGTA Conference in January 2011 when he presented his keynote on the role of Geography in modern Australia.

The following articles were published in the eastern States in September 2010:

*Brisbane Times*, 'Let geography teach next generation, says Costello', September 6, 2010 – www.brisbanetimes.com.au/national/education/let-geography-teach-next-generation-says-costello-20100905-14w4m.html

*Sydney Morning Herald*, 'Geography maps life in an era of global turmoil', September 6, 2010 – www.smh.com.au/national/education/geography-maps-life-in-an-era-of-global-turmoil-20100905-14w4y.html

The Age, 'Why geography must have its place,' September 13, 2010 – www.theage.com.au/national/education/why-geography-must-have-its-place-20100910-154t7.html

# Australian Geography Curriculum Shape Paper

ACARA has approved the *Australian Geography Curriculum Shape Paper* and appointed syllabus writers and an expert reference group. The writers and reference group will meet in February to begin drafting the syllabus. The Shape Paper is available for downloading from ACARA's website.

Grant Kleeman



# Internati

Great news! Australia came second in the International Geography Olympiad held in Taipei, Taiwan, from 29 July to 4 August 2010.

Australia's team was supported by the Australian Government through the Quality Outcomes Program, administered by the Department of Education, Employment and Workplace Relations. The team was chosen from students who participated in the senior level of the National Geographic Channel Australian Geography Competition via Geography's Big Week Out:

Samuel Buttenshaw, All Saints College St Mary's, Maitland Baris Dilaver, John Paul College, Kalgoorlie

Sophie Miller, Tasmanian Academy Hellyer Campus, Burnie

Emily Thoday-Kennedy, Modbury High School, Adelaide

Sam won Australia's first ever gold medal. Baris just missed out on a gold, winning a silver medal, as did Emily.

The Australian team was accompanied by AGTA Directors Margaret McIvor and Anne-Marie Gerlach. As well as being responsible for the team, they also supervised and marked tests. The Australian Competition Coordinator, Kath Berg, attended in her role as Secretary of the International Geographical Union Olympiad Task Force. As the senior member of the Task Force present, Kath was responsible for managing the Olympiad tests and other official duties.

Twenty-seven countries took part – Australia, Belarus, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, Germany, Hong Kong, Hungary, Japan, Latvia, Lithuania, Mexico, Netherlands, New Zealand, Poland, Romania, Russia, Singapore, Slovakia, Slovenia, Taiwan, Tunisia, United Kingdom.

The Singapore team came first with the highest combined score, winning two gold and two silver medals. This was a great achievement as it was the first time Singapore had been to a Geography Olympiad. Other teams new this year were Croatia, Denmark and Hong Kong. In the team scores, Poland came third, Lithuania fourth and Estonia fifth.

The venue for the Olympiad was the Sacred Heart High School for Girls, a large well-equipped boarding school located beside the Tanshui River at Pali, on the outskirts of Taipei. The staff were incredibly supportive. Many had given up a week of their holidays to help us - administration staff, IT staff, school nurse, etc – as had some students.

Lights, camera, geography! After much anticipation and excitement, the Opening Ceremony to the 2010 iGeo started at 6.30 pm Thursday 29 July. The opening speech was made by the president of the Geographical Society of China located in Taipei, which was done in Chinese, so it was slightly strange when all the Chinese speakers reacted and the rest of us had to wait for the translation to understand the reactions. After a few more speeches the teams were introduced with much patriotism and cheering from the masses. The best part of the night was a performance by the acclaimed Sacred Heart School Choir. Dressed in the costume of a local indigenous tribe they sang two traditional songs. The choir then taught the participants the Chinese version of "It's a small world", and a participation dance that resulted in an interesting version of organised chaos. A fitting start to the Olympiad, everyone holding hands with strangers, soon to be friends.

The next morning it was straight into the first test, called the Written Response Test. The questions are based on sets of stimulus material. Answers are maximum paragraph length as all students have to answer in English. (This is to ensure transparency of marking. Non-native English speakers get various concessions.)



Well, tests are tests, never the best part of the day, but always bring results. The first test, the Written Response Test was tough, as it should be, with questions on topics such as, floods, natural hazards and demographics, with a few random questions, such as India's agricultural practices. The last test, the Multimedia Test, was also tough, with

most questions using not only general knowledge but also our skills at collecting data and relevant information from sources given and analysing it to fit into one of the plausible answers given. Of course some questions were plain strange while others were simply general knowledge. The best of the three tests was the Fieldwork Test, which was done in two parts. The first part of the fieldwork day, Saturday, saw all participants collecting primary data on the vegetation and infrastructure around Guandu Wetland. This was then converted into a field-map using only observation and analysis skills. The second part involved using our analytical and geographical skills to answer questions about development issues in wetlands and in the Guandu Wetlands in particular. **Emily** 

The Australian students did particularly well in the Fieldwork Test, so it is not surprising that Emily liked it the most. On the Friday evening the first of the cultural functions was held.

# 2010 International Geography Olympiad



Cultural functions were held over two nights of the iGeo featuring performances from each of the 27 participating countries. There was everything from a humourous yet clever performance of the "Princess and the Pea" from the Danes, to traditional dances and songs. These were quizzes and games – which of course brings us to the Australian performance.

Our team held the first International Thong Throwing Competition, which proved a tough event and resulted in many vegemite grimaces from the losers, and a few Tim Tam smiles from the winners. I also won the Mexican's jalapeno eating contest, getting a lovely pair of green maracas.

Sophie



Palace Museum, Taipei. Source: www.flickr.com/arthur chapman

After the Fieldwork Test on the Saturday, the whole group (105 students, 58 leaders and various organisers) went to a special Chinese banquet at the Palace Museum, followed by a guided tour. The guided tour was in small groups and we each had headphones so that we could hear what our guide was saying. If you've been to the Forbidden City in Beijing and thought the rooms looked empty, this is why. The contents are in the Palace Museum in Taipei.



The Palace Museum was a highlight of our fieldtrips, for both its historical information about China and Taiwan and the exquisite artefacts on display. I particularly liked how galleries were themed into different artistic mediums, such as ceramics, bronze, jade and ivory exhibits. The most impressive pieces

of the museum would have to be the concentric spheres of ivory which seemed impossible to create. A minutely detailed boat carved out of an olive pit was another noteworthy exhibit.

On the Sunday we had an early start, with a "breakfast box" on the coach, as we travelled into central Taiwan.

Our first full day iGeo excursion started early, when we split up into 5 buses and travelled south to the Earthquake Museum of Taiwan, located at the old, earthquake-ruined Kuangfu Junior High, a victim of the 921 earthquake of 21 September 1999. This museum is both a memorial to those lost as well as a warning and learning centre

for the earthquake-prone country. The most interactive demonstration display included how to brace buildings and to not build on sand, but the most stark reminder of the power of an earthquake are the crumpled school buildings. After travelling along the Puli River terraces, we reached the Puli Papermill, where they make handmade paper from local plant fibres. Here, after a tour, we each made our own sheets of paper and decorated then with traditional stencils. To ranging degrees of success, each person made a traditional paper fan, before venturing into the souvenir shop filled with delights made of handmade papers. All in all it was an adventure into the centre of Taiwan which encompassed both fun and education. Emily

On the Monday morning the students sat the last of the tests, and in the afternoon, in three parallel sessions, the teams gave presentations on a geographical issue in their country.

Part of the preparation for the iGeo was to create a poster about a geographical issue in your country. Ours was titled "Coastal Management Issues in Australia". Case studies were prepared by Sam, Baris and Emily, then the poster was compiled by me! However, it was not quite up to scratch and Croatia took out the prize for the best poster. Each country also had to present their poster. Sophie

That night the teams went to the Tanshui night market for dinner. During the Olympiad, each team had two Sacred Heart students to help them. So getting the ferry to Tanshiu, helping order food from stalls, or going into central Taipei in any spare time, all were facilitated by our student volunteers.

Tuesday was free of tests so that all the marking could be finalised and the data entry checked. The teams visited Yehliu GeoPark on the northern coastline and Taipei 101.



Yehliu GeoPark. Source: www.flickr.com/coolmeow

Imagine walking for two hours in the most amazing coastal erosion scenery, then add 42°C heat and 70% humidity and you get our day at the Yehliu GeoPark. There was so much to see and so many types of erosion in one small place that it boggled the mind. There were candle rocks, mushroom rocks and even red beancurd rocks. Yet the weather stopped many from climbing to the top of the hill, including me I'm afraid.

Emily

Taipei Tower 101, what can I say. It is big, tall and home to the biggest collection of boutique and brand name shops imaginable. We had a lovely clear view of the surrounding city and mountains, able to see all the sights. Yet despite the view the best part was the post office located at the 89th floor where lots of students sent post cards to either "family, friends or lovers", with the special post mark.

# 2010 International Geography Olympiad

The Australian students very much appreciated the opportunity to explore another country, and one with a culture different from their own.

Taiwan itself exceeded my expectations by far, both its physical beauty and its people. It was interesting to see that even in regional cities agricultural land uses such as rice paddy fields could be found alongside or within commercial and residential areas. Taipei and its surrounds were surprisingly clean and not as chaotic as I expected it to be, especially in terms of traffic. The Taiwanese people were constantly cheerful, courteous and helpful, and the volunteer Taiwanese students assigned to each country exemplified this. It was evident that most residents disliked their at times stifling climate and were often nocturnal in their activities, making for a busy nightlife. Night markets seemed the most popular attraction. I found it surprising (coming from Australia) how insignificant sport seems to be in Taiwan. The Taiwanese food was quite an experience, and definitely an acquired taste.

The official part of the Olympiad finished with a Closing Ceremony and lunch.

The closing ceremony was a more formal event, but that didn't stop the fun. A video of the iGeo was shown which brought many laughs to the crowd. The ceremony was a little saddening as it was the first real indicator that we would be parting with many of our new friends. The awards section of the closing ceremony pulled everyone to the edge of their seats. Three Australians received medals – Sam got gold (5th place), Baris the first silver (10th) and Emily also a silver (14<sup>th</sup>). This put Australia  $2^{nd}$  in the overall ladder, after the boys from Singapore.

Following the Olympiad many teams, including Australia (minus Sam who felt he couldn't afford any more time away from school), went on a tour around Taiwan.



The Olympiad was over, we said our goodbyes, sadly, to the people who weren't coming on the trip. Waking up early the next day we packed the buses in searing heat and set off on our relaxing holiday. The beautiful mountains of Taiwan with sheer drops and lushly covered peaks were breathtaking. We travelled through

the stunning gorges and amazing rainforests of Taroko National Park, stopping to take pictures. Our guide, who was very cheeky, pointed out many major landmarks for us. The first night we were all spoilt when we arrived in a luxury hotel Silks Place in the heart of the national park.

The second day we hiked a trail in the park. The scenery was worth the effort. As we descended from the mountain sanctuaries the sea came into view, contrasting with the mountains in spectacular fashion. Next was the Jade and Marble City, Hualien City, where we visited a rock museum and a marble workshop. We thankfully decided to skip the fish museum and went to our hotel. Although

less flash than the previous night, it was closer to the beach, which we visited with the Dutch team and also the famous night markets. The Australian and Dutch teams became quite close because some of us shared rooms. We got accustomed to Dutch humour which we still couldn't understand. Plus we realised why the Dutch were so tall - to keep their heads above sea level.

*Day 3 was quite eventful as we drove along the coastline* visiting the rough Pacific coast. We were warned to watch our step on the craggy coastline. Our hotel at Kenting was also a popular resort.



Coastline of Kenting National Park. Source: www.flickr.com/Ming-chun

Day 4, we toured around the large unspoilt Kenting National Park in the morning and travelled for our last night to the city of Kaohsiung. Some went to the night markets for dinner, but as it was quite late the Australian and Dutch teams had a spontaneous craving for Subway which was quickly satisfied.

Day 5 and we knew it was the last day together. We walked uphill to see a mud volcano hoping to see something fascinating inside. The 60 minute journey in searing heat burnt off enough calories for the month. But through that gruelling journey more bonds were made and reinforced. Sadly the Australian team was first to depart, stopping at the airport hotel while the rest continued to Taipei. Waving goodbye to our friends was upsetting, but we were glad to be coming home.

We'll leave it to Sam to sum up the whole experience.

For me the International Geography Olympiad was a rewarding experience. It enabled me to observe how the study of geography is implemented around the world, often contrasting with its application within my school. Mixing with students from the other countries, many of whom could speak more than two languages, revealed how insular and somewhat disconnected Australia is compared with the rest of the world. The cultural events, poster presentations and conversations with other students have enlightened me to the physical and cultural character of the respective nations. The event has definitely given me the inspiration to travel internationally. I am glad that I took the opportunity to be part of the Olympiad.



Tiffany (left), Allen and Chris (right) during a break in the Final

Congratulations to the ACT and NSW students who came first in their age divisions, and to the school winners:

### NSW Junior (tied)

Connor Bruce, North Sydney Boys' High School David Gardiner, North Sydney Boys' High School Nandar Lin, Trinity Catholic College, Regents Park Jemy Ma, Sydney Boys High School Aaron Wong, Sydney Boys' High School Gus Wong, North Sydney Boys High School

# **NSW Intermediate**

Tiffany Wu, The Hills Grammar School

# NSW Senior (tied)

Andrew Grigg, The Armidale School William Khun, Scots College, Bellevue Hill

# NSW School

Sydney Grammar School

## ACT Junior (tied)

Jack Ashurst, Canberra Grammar School Vanessa Ma, Canberra Girls' Grammar School

## **ACT Intermediate**

Richard Annison, Canberra Grammar School

## ACT Senior (tied)

Brecon Grafton, Belconnen High School Jack Lattimore, Canberra Grammar School

# **ACT School**

Canberra Grammar School

The following students also received prizes for outstanding results in the Competition:

Andrew Wang, North Sydney Boys' High School Joshua Papandrea, Glenwood High School D'Arcy Roche-Bancroft, Fort Street High School

The National Geographic Channel Australian Geography Competition is a joint initiative of the Australian Geography Teachers' Association and the Royal Geographical Society of Queensland, and is proudly sponsored by National Geographic Channel. The number of students entering in 2010 was 85,365, from 822 schools. From New South, 321 schools entered 33,742 students, and from the Australian Capital Territory 14 schools entered 2,330 students.



Tiffany and Riley being wired for sound before the filming starts

Nick Findlay, St Joseph's College, Hunters Hill David Gardiner, North Sydney Boys' High School Billy Gosper, St Joseph's College, Hunters Hill Carl Hastings, Ryde Secondary College Dileepa Ratnakirthi, Glenwood High School George Stephens, Dubbo School of Distance Education Oliver Vasak, Sydney Grammar School Khilan Vekaria, Glenwood High School

It is encouraging to see students' names recurring from previous years, showing consistently high results. Tiffany Wu, Andrew Grigg, Nick Findlay, George Stephens and Oliver Vasak have all won prizes before, as have Sydney and Canberra Grammar Schools.

As usual, NSW and ACT schools rated highly in the school rankings. These are based on the school's best five students under 16 years of age, and the best five 16 years or older. This method is used so as not to disadvantage schools which enter whole Years.



Andrew at the Final



Below: Tiffany (left) and Lilly on a Sydney Harbour Ferry (yes they both play soccer)



Above: The finalists at Taronga Zoo with Adam (and a green iguana)

# The top results for Australia are:

- 1 Sydney Grammar School
- 2 Sydney Boys High School
- 3 Canberra Grammar School
- Merewether High School, Newcastle = 4
- St Joseph's College, Hunters Hill = 4
- Normanhurst Boys' High School 6
- = 7 Glenwood High School
- = 7 North Sydney Boys' High School
  - 9 Melbourne High School
- James Ruse Agricultural High School = 10
- = 10 Northern Beaches Secondary College Manly Campus

The students who won places in the Final for under 16s were: Tiffany Wu representing NSW, Richard Annison representing the ACT, and Andrew Wang who was the highest 2nd-placed student in Australia. These students spent the previous weekend in Sydney with the other student Finalists. The programme included behind-thescenes tours of both Taronga Zoo and the Australian Museum. The students took advantage of these special tours to ask lots of questions, carefully handle selected animals, etc. During the weekend the students also explored the historic Rocks area, went up a Sydney Harbour Bridge pylon and visited the Opera House to see *Glow* – a performance that mixed live theatre, animation and comic book elements.

The Final for under 16s was held at the Foxtel Television Centre on 7 June 2010, and filmed. It was compered by ex-Temptation host Ed Phillips, in front of a crowd of students, teachers and other invited guests. The questions in the Final covered a large range of topics: economic geography, Australian places, physical processes, and questions to mark the International Year of Biodiversity and the International Year of Cultural Rapprochement. The stimulus material included video footage from National Geographic Channel, photos and maps. National Geographic Channel broadcast a one-hour programme on the Final on 18 June.

Above: Richard (left), Andrew and Tiffany making friends with an Olive Python at Taronga Zoo

The results of the Final were:

### **First**

Riley Kernaghan, MacGregor State High School, Brisbane

### Second

Allan McManus, Thomas More College, Adelaide

# Equal third

Chris Krushka, The Hutchins School, Hobart Amelia Rowe, home-schooled, Maldon (Vic) Tiffany Wu, The Hills Grammar School, Sydney

Riley has won a place on the Australian team which will compete in the 2011 National Geographic World Championship. The other students won books and some money.

The Competition organising committee is reconsidering the pros and cons of shifting when the Competition is held to later in the year. We have distributed a survey, but if you haven't seen it, or haven't answered it yet, the important question is: Which month would you prefer the Competition to be held in schools – March, April, May or June? You can email, or phone, your preference through.

### Kath Berg

Coordinator, National Geographic Channel Australian Geography Competition

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# 2010 Geography's Big Week Out

Exciting, fun, great, fantastic, beyond amazing, life changing — these are just some of the words used by students to describe a week of geography fieldwork. Admittedly, they were special students, selected from their outstanding performances in the National Geographic Channel Australian Geography Competition, and the fieldwork was special as well, the 2010 Geography's Big Week Out. It took place in Perth and Rottnest Island from 5 —10 December. On offer was selection into the team which will represent Australia at the Asia Pacific Regional Geography Olympiad in Mexico, 4—9 July 2011.



(Left to right) Jono, James and Tarang biking on Rottnest Island Source: Kath Berg, The Royal Geographical Society of Queensland Inc,

The students arrived on the afternoon of Sunday 5 December, and it was straight from the airport to the first activity – field sketching at Kings Park.

Field sketching was the first challenge. This involved drawing a picture of the distinctive features of the landscape before us. We particularly focused on drawing carefully the most significant features – easier said than done. Few of us succeeded the first time but through practice in our workbooks, we were all able to produce good sketches by the end of the week .... and the exam (or so we hope). Older students from previous years had returned to help us. They were a great help in this activity, giving us some very handy hints on what our sketches should look like. Overall, the activity was both fun and challenging for all of us. Jono

We then settled into our apartments at Scarborough Beach.

On the first night we had a surfer-themed welcome BBQ (only a few people really dressed up). We were all standing around in big awkward circles trying to get a conversation started and get to know each other. That night was the night everyone started to form the friendships that we ended up with. The BBQ was the start of our fun, adventurous week.

Melissa

The next morning was an early start to catch the ferry from Fremantle to Rottnest Island. We picked up hire bikes on the wharf.

Cycling is the only way to fully experience Rottnest Island. Some of us (Kelly) had a few problems with broken bikes, but most of us managed to stay on. After we had finished dinner at the Settlement, we had to cycle back in the dark. This was very interesting to say the least. There were a few near misses and someone would not take off their sunnies even though it was pitch black (Kelly again). The cycling on Rottnest was one of the highlights of the trip. Good memories!

The fieldwork on Rottnest started with observations on the urban functions of the main settlement and a visit to the Museum. Then we biked to Kingstown for the first of our dune surveys.



(Left to right) Melissa, Grace and Will mapping a dune blowout with GPS Source: Kath Berg, The Royal Geographical Society of Queensland Inc,

# O Geography's



Geography's Big Week Out students on Rottnest Island, December 2010. Source: Kath Berg, The Royal Geographical Society of Queensland Inc,

One of the major pieces of work was what we did on dune blowouts on Rottnest Island. Dune blowouts are what happens when the vegetation on a sand dune dies and the wind then blows the sand out onto other plants killing them and increasing the size of the dune blowout. We divided up into groups of four and went around the perimeter of the dune mapping its size with a GPS. Later we used the GIS software to make an animated map of the dunes' size over the *last decade. This was very informative and most everybody* was highly competent at using GIS by the end of the day.

Harry

In the afternoon we took a small coach to the western end of the island – it would have taken too long to cycle – with various stops along the way.

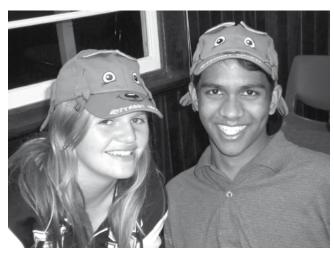
We went on an adventure bus tour around the island after lunch. Our guide, Lee, was really knowledgeable and had loads of interesting information (and a few jokes too) to share with us. We saw the whole island in around three hours, from the salt lakes in the east to the secluded bays out on the West End. It was really good being surrounded by other students who are as interested and engaged as you are; something which we don't always experience in a class environment. Louisa

We arrived at our accommodation at Kingstown on the Monday afternoon, but before we all knew it we were whisked away down to the beach at Bickley Point. Snorkels in hand the entire collective embarked on this aquatic journey. Although we were told that this area is particularly known for not being the most lively of the reefs, this did not stop many of us spotting some fish, the occasional starfish and the "elusive" crayfish. The water was amazing but soon it was time to head back to the cabins and sit in front on the heater, as the early onset of hypothermia set in!

After dinner at the Settlement, and the dark bike ride back. it was time for the quiz night.

The trivia night was one of the best evenings. With an atmosphere full of suspense the teams were chosen, each with four people. The questions were initially easy, with all teams getting 9 or even 10 out of 10. Increasingly, however, the categories became more and more difficult until finally, in round 6, disaster struck. The general geography category threw every team off. With one team (mine!) getting as low a score as 1 out of 10. From then on every question counted, with the difference between the teams no more than 3 points. Finally, the onslaught of questions ended and the scores were added up (sadly with my team placing last!). It turned out to be extremely close, with the 1st team ending with 82 points and the last placed teams tying on 79 points. Everyone had a great time participating, and the teachers really enjoyed seeing us stumped at some of the questions! Brecon

Tuesday started with a lecture from the Rottnest Island Authority education officer, then it was back on the bikes for fieldwork in the northern part of the island.



Laura and Tarang in the quokka caps they won during the quiz Source: Kath Berg, The Royal Geographical Society of Queensland Inc,

# 2010 Geography's Big Week Out



Jono (left) and Brecon testing the turbidity of Swan River water Source: Kath Berg. The Royal Geographical Society of Queensland Inc,

Doing the coastal fieldwork was something really different, especially since we were riding everywhere (and regularly getting distracted by the pretty views). It was amazing to see some of the differences in the bays, mostly caused by human impact, especially those only a couple a hundred metres apart. However after finally learning how the gears worked on my bike, and battling through some strange weather, I can safely say that I have a new-found knowledge of the bays on Rottnest. Grace

That afternoon we caught the ferry back to Fremantle. After time for a swim we went out for pizzas or pasta and a movie. Wednesday morning we spent on Burswood Peninsula looking at the implications for further development there.

One of the fieldwork activities that we participated in was examining the land use and its effects on the environment around the Burswood Peninsula. I was amazed at how clear and clean the Swan River was, especially looking at the results of the turbidity test we conducted. We also went down to the area near the racecourse and had to walk along a path, that apparently may have had snakes around it, to get to the bridge from which we could see the peninsula. The view from the bridge (which was under a freeway) was extraordinary. We could see the river and everything over the other side of the riverbank, along with the peninsula itself. It was interesting to hear what the land had been used for in the past, such as how it had been a dumping ground for ash from the old power station, and see how this was still apparent in the environment. Eva

In the afternoon we went to Leeming Senior High School and downloaded the GPS readings of the dune blowouts and manipulated the data using GIS – see Harry's comments above.

The traditional International Cooking Competition took place on Wednesday evening.

The cooking challenge was an amazing competition. After being grouped and given nationalities, Mexican, Greek/Middle Eastern, Indian and Thai, we were given an almost inexhaustible amount of money (\$100) to spend on any ingredients we desired. My group's supplies proved to be just

enough when an inspirational decision to buy a coconut for our Thai meal pushed our cost almost over the limit. With dishes that rivalled master chef and puns as corny as the nachos (see what I mean?!) coming from the judges the evening turned into a feast. Everyone was stuffed to the brim and we'd only eaten about half the food, despite Brecon's best efforts.

Alistair

Geography's Amazing Race took place on Thursday morning.

The Amazing Race: 4 teams, 3 sites, 1 city, 1 winner ... It was intense. Let loose on the city, we had to fend for ourselves, with few of us knowing our way around Perth (including some of the teachers). Inspired by TV's The Amazing Race we were sent to 3 checkpoints in the city to examine urban redevelopment and vertical and horizontal zonation in the Perth CBD. We could also conduct 'bonus activities', which ranged form collecting samples of water to making videos of ourselves singing and dancing in public, to earn extra points. The race ended in a dash to the finish in a mall in the Perth CBD. The race was a great way for us to learn about urban changes in Perth and planned future developments, all while having a bit of fun.



(l to r) Kelly, Laura and Tarang in the Amazing Race Source: Kath Berg, The Royal Geographical Society of Queensland Inc,

In the afternoon we visited the Department of Spatial Sciences at Curtin University for more work with GPS and GIS – incorporating a track onto a customised map.

Thursday night was our last night spent in Perth as a group. We all decked ourselves out in op-shop clothes (some better than others aka Marg who was clad head to toe in vibrant colours) and left the hotel on route to Jimmy Dean's Diner. While walking there we watched the sun start to sink over the ocean, a phenomenon only a few had witnessed before due to many of us coming from the east coast of Australia. As the sky began to light up in a whirl of golden, red and crimson colours everyone turned to watch nature at its best. We all stood in a group that had become so close and united after such a small time and watched the sun sink over Rottnest Island, while final photos were taken. After the sky started to turn darker and the sun had

# 2010 Geography's Big Week Out

disappeared we turned and walked into a diner that was very appropriate for the op shop theme. It was like walking back in time into the 1960s in America and seeing a beach diner filled with Elvis and Jimmy Dean. That night as we all sat around the table chatting and laughing I realised how close we had become after only 5 days, and how special everyone truly was. We even had our own Jimmy Dean as James 'Jimmy' Weir was wearing a leather jacket and had gelled slicked hair! It was an amazing night and I won't be forgetting it in a hurry.

The evening ended with some fun awards.

The people at GBWO were wonderful and I got to know them really well. On Thursday night Mike presented us all with our certificates of special significance. Everything from "The Master of Bike Destruction Award" [Kelly] to "You Can't Take the Country Out of the Girl Award" [Laura] to "The Tectonic Award" [to Tarang for his imaginative reason for including mango pavlova in an Indian meal - India and Australia are on the same plate – were all awarded to the particular people who demonstrated these exceptional skills and many more!

The last morning, and time for the assessment. We have to have some way of picking our international team!

Normally when you sit a test you would expect some questions, probably some short responses and then a longer essay hiding in the back pages of the exam. But for geography, apparently that isn't enough. The test we sat was completely different from any I'd done before. Basically it was a comparison and analysis of two separate development sites in the environmentally fragile region of Rottnest Island. But there was no essay and there was a lot of drawing, sketching and planning. That's not to say that the vast amount of information we had learnt over the past week was not of great use, but the exam style was totally unexpected. It levelled the playing field, so to speak, and enabled a greater comparison and analysis of the two sites on Rottnest Island. I felt that the exam, in terms of difficulty, was not hard to answer, but difficult to answer comprehensively. There is so much detail you could put into the exam that we spent the next fifteen minutes metaphorically kicking ourselves over ideas, examples and concepts that we hadn't written in our papers. It was an interesting, and, if such a term applies, fun exam.

The students who took part in Geography's Big Week Out were in Year 11 or lower, and achieved outstanding results in the senior division of the 2010 Competition. They were:

Bridget Anderson, St Mary's College, Hobart Laura Bennett, Coffs Harbour Senior College Brecon Grafton, Belconnen High School, Canberra Kelly Hart, James Nash State High School, Gympie Tarang Immidi, Sydney Grammar School Alistair Jardine, Hale School, Perth William Khun, Scots College, Sydney Melissa Lanigan, Mount Barker Community College Harrison Lovell, Burnie High School Jonathan Steven, Camberwell Grammar School, Melbourne

Louisa Taylor, Radford College, Canberra James Weir, Westminster School, Adelaide Eva Weiss, MacRobertson Girls' High School, Melbourne Grace Wilson, Trinity College, Gawler

The leaders who were so appreciated by the students were: Kath Berg, Royal Geographical Society of Queensland

Lidia DiGiuseppe, Geographical Association of Western Australia

Mike Fazio, Geographical Association of Western Australia

Ali Harris, Geographical Association of Western Australia

Marc Harris, Woodvale Senior High School Trish Harris, Australian Geography Teachers' Association

Phil Houweling, John Calvin Christian College Margaret McIvor, Australian Geography Teachers' Association

Denise Moore, Geographical Association of Western Australia

Simon Roos-Freeman, Leeming Senior High School Norm Snell, Geographical Association of Western Australia

Emmy Terry, Australian Geography Teachers' Association

We'll leave it to Laura to sum up what everyone thought about GBWO.

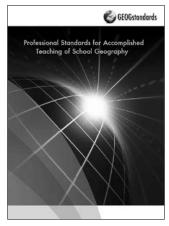
Spending a week with like-minded people in a beautiful place was an amazing experience. No-one treated it like a competition, expect maybe when we were having the exciting cook-off or during the amazing race. Even though we were doing work and learning throughout the week it was always a pleasurable experience, and I cherish every piece of knowledge, skill and the incredible friendships I gained. The people were all unforgettable and I'm sure in years to come I will still be talking about the amazing time I had in Perth at GBWO. Best week ever, can we please all come back?:)

# National Geographic Channel **Australian Geography Competition**

To give your students a chance to be selected for the 2011 Geography's Big Week Out in Victoria, enter them in the 2011 Competition.

Kathryn Berg admin@rgsq.org.au www.rgsq.org.au/agc.htm ph 07 3368 2066

# Professional standards for teaching school Geography



The Professional Standards for Teaching School Geography have been launched. These standards articulate common and distinctive elements of the specialised practice of Geography teaching. They provide aspirational goals for teaching as the standards are written to describe highly accomplished Geography teaching. The standards establish a

framework for Geography teachers to reflect individually and collectively on their professional practice and engage in continuing inquiry into their own teaching.

Standards will never capture the full complexity of accomplished teaching, but they are of use to guide teacher professional learning. These standards are supported by a website at www.geogstandards.edu.au which is designed to offer pathways to explore elements of accomplished Geography teaching by providing questions, samples of practice and further links based on each standard.

As well, the website contains samples of film clips of Geography lessons with supporting information. They can be used to initiate reflection and discussion about what are the elements of accomplished Geography teaching. Groups of teachers across Australia used these samples to help develop the standards and they reported that they were a powerful springboard in stimulating their thinking about the strengths of their own teaching practice and also in critically analysing ways of improving their teaching.

While standards for teaching in specialist areas have been developed by the teaching profession across Australia, the processes used to develop these Geography standards were unique in two respects. Firstly, the actual classroom practices of Geography teachers were documented in order to investigate the nature of accomplished Geography teaching. Secondly, student perspectives about what makes for effective Geography teaching were incorporated.

The investigations took place at eight schools in New South Wales, Victoria or South Australia. The schools represented the public, Catholic and Independent sectors and both metropolitan and non-metropolitan areas. The authors observed 22 Geography lessons conducted by accomplished teachers, who were selected through a process of peer nomination. Interviews were conducted with 57 students and with the teachers; the classroom recordings were used to help stimulate the participants' recall of key events.

# Key outcomes of the project

The following elements of Geography teaching were identified and defined through the project

- 1. Knowing Geography and the Geography curriculum
- 2. Fostering geographical inquiry and fieldwork
- 3. Developing geographical thinking and communication
- 4. Understanding students and their communities
- 5. Establishing a safe, supportive and intellectually challenging learning environment
- 6. Understanding Geography teaching and pedagogical practices
- 7. Planning, assessing and reporting
- 8. Progressing professional growth and development
- 9. Learning and working collegially.

These nine elements are expanded into 38 sub-categories, to express the specific characteristics of accomplished Geography teaching.

# Geographic inquiry and fieldwork

The importance of geographic inquiry and fieldwork emerged as key component of accomplished Geography teaching. Accomplished Geography teachers sought to develop not only students' content knowledge, but also their geographical thinking processes. In recent developments in the Shape of the Australian Curriculum: Geography (see: www.acara.edu.au) the guiding statement for writers is structured as two organising strands – geographical knowledge and understanding, and geographical inquiry and skills. These strands describe what teachers want students to know and how this knowledge can be constructed, and resonate with the outcomes of the research project, which suggests that accomplished Geography teaching focuses on both how knowledge is made, and how students are able to learn a body of knowledge.

This project, conducted from 2007–2010, was an initiative of the University of Melbourne, and was funded by the Australian Research Council, the Australian Geography Teachers' Association, the Geography Teachers' Association of Victoria and the Victorian Institute of Teaching.

Jeana Kriewaldt, Lecturer, Melbourne Graduate School of Education and Dianne Mulcahy, Senior Lecturer at the University of Melbourne. Email jeana@unimelb.edu.au

The research team comprised Dr Dianne Mulcahy (team leader), Jeana Kriewaldt, Associate Professor David Clarke, Nick Hutchinson from the Australian Geography Teachers' Association, Anne Dempster from the Geography Teachers' Association of Victoria and Fran Cosgrove from the Victorian Institute of Teaching. The team was supported by Sarah North (Research Assistant) and Roger Smith (who, in conjunction with other team members, helped develop and write the Geography standards).

# THE CHALLENGES CONFRONTING AUSTRALIA'S VITICULTURE AND WINEMAKING INDUSTRIES IN 2010

Ray Donald & Grant Kleeman

By the late 2000s the Australian viticulture and winemaking industry was in crisis. The reasons for the industry's plight are complex but include a rapid, tax-driven, increase in the grape vine plantings resulting in overproduction; the difficulties involved in establishing and growing export markets in the face of non-competitive exchange rates and competition from other, low cost, 'new world' wine producers; competition from imported wine; excessive discounting, aimed at reducing wine stockpiles, changing the 'price point' expectations of consumers; the retail dominance of Coles and Woolworths putting downward pressure on producers' returns; the 'creative', rather than business focused, culture of the industry; and the changing demographics of the wine consuming market.

Ray Donald, a wine industry insider, casts light on the complex factors impacting on the future prospects of the Australian viticulture and winemaking industries.\*

\* The article is based on Ray's presentation to the People and Productive Activity HSC mini-conference held at the Hunter Valley's Crowne Plaza Hotel on 12-13 May 2010.

# A perfect storm

People who like a glass or two of wine with their meal are constantly amazed at the deals they are offered in their local wine retailer. Thirty percent off when you purchase six bottles ... \$13.00 for six 'clean skins'... the price of premium wine labels slashed from \$25.00 RRP to just \$10.99. Consumers have never had it so good. But – what about the producers? For many, it is a bloodbath of red ink on their balance sheets. For the Australian Wine industry it is a perfect storm that threatens to leave devastation in its wake.

It is now widely acknowledged that the Australian wine industry is going through its toughest period in two decades. There is also recognition that it is the industry's problem and that it needs to fix it. Structural surpluses in grape and wine production are now so large that they are causing serious long-term damage to the industry by devaluing the Australian brand internationally, entrenching discounting, undermining profitability, and hampering the industry's ability to pursue a new strategic direction.

# How did it happen?

How did the industry get into its current state? What are the forces of this viticultural catastrophe? To answer these questions we need go back to another time ... the early 1990s. After decades of conservative government where the approach to industry development and export markets was reduced to selling what was running across the ground, digging and selling whatever was under the ground, and cutting down and selling what grew out of the ground – Australia finally had a government focused on transforming the Australian economy. We had the Accor, the J curve, the "banana republic", the "recession we had to have", and as the nation's treasurer once proudly noted "if you walked into pet shops across Australia, the resident parrot would be talking about microeconomic reform". The Australian economy was being opened to international competition across all sectors (including banking) and the exchange rates floated. It was an era defined by Australia becoming more efficient at home and more outward looking in terms of the promotion of international trade.

## In 2002, on the ABC's Landline, it was noted that:

"... only ten years ago the industry was producing half a million tonnes, it's now three times that. Investment has gone in to achieve tonnage and you'll find that the borrowings of growers are very high at the present time because it was the demand of the industry to expand. We had the export market but didn't have the fruit. Now we have borrowed and expanded and you'll find debt ratio is high because of expansion and you'll find we'll have to have a very viable industry to get over the hiccup we face at the present time."

One of the reasons the area under vines expanded so rapidly was the tax incentive that encouraged growers to increase the acreage planted. Under Australia's viticulture taxation arrangements, the money spent on infrastructure and planting is a tax deduction in the year it is spent. In many other industries, the tax deductibility happens over the life of the plant.

The tax arrangements encouraged large corporations to plant on a huge scale. Additionally, the tax benefit pulled in millions in investment funds from the rapidly growing superannuation stockpile. Money poured into Managed Investment Schemes for grape plantings – from where many brokers and fund managers did much better than the mum and dad investors. From 1987 to 2002 the production of wine grapes increased threefold while the value of wine grape production rose tenfold from around 100 million dollars to over a billion dollars. Plantings

surged to an all-time high in 1999, with a total of more than 16,000 hectares of new red and white grapes. With a vine taking three years to produce its first crop the inevitable state of overproduction was delayed until 2002.

Grapes: Price per tonne

Year	Cabernet	Shiraz*	Semillon*	Chardonnay*
	sauvignon*			
1999	\$740	\$600	\$160	\$650
2004	\$250	\$220	\$300	\$350
2009	\$195	\$187	\$151	\$155
2010	\$174	\$177	\$178	\$139

<sup>\*</sup> Lowest price

# Overproduction and the need for structural/industry reform

Comprehensive analysis of the state of the industry suggests at least 20 per cent of grape bearing vines in Australia are surplus to requirements, with few long-term prospects of improvement. Based on the cost of production alone, at least 17 per cent of all vineyard capacity is uneconomic.

The problem is national – although some regions are more adversely affected than others and does not appear to be restricted to any specific variety or price point. The industry needs to restructure to both reduce capacity and to change its product mix to focus on sales that earn viable margins.

On the supply side, Australia is producing 20–40 million cases a year more than it is selling – roughly equivalent to total sales to our second largest export market, the UK. Our surplus already exceeds 100 million cases and at current rates of production and demand this will more than double in two years. Drought, water shortages and climate change will continue to affect production but the impact is indiscriminate and largely insignificant given the scale of the problem. Estimates are that these factors combined can provide no more than 10 per cent of the necessary reduction in supply.

On the demand side, Australia's wine exports have fallen by eight million cases and 21 per cent in value since their peak in October 2007. The decline has been greatest for higher value exports, and where there has been growth at lower price points it frequently has been unprofitable and thus unsustainable. Over the same period domestic sales of Australian wine have fallen, while sales of imported wine have increased. The global financial crisis did not help, but it is far from the only factor; a strong dollar and the industry's cost competitiveness have been more significant. Better economic conditions will not automatically restore previous demand levels, and even if they do this would be insufficient to deal with our fundamental problem. Even an ambitious growth target of four million cases a year – equivalent to 6 per cent



Wine grapes. Source: G. Kleeman

annual value growth for the entire Australian category – would only eliminate 20 per cent of oversupply. New market opportunities do exist, but they will take time and significant, sustained investment to unlock.

# Competition from other producers

Australia's period of enormous wine industry growth was accompanied by major developments in productive capacity worldwide. Of particular importance was the increase in production of 'New World' wines, most notably in the Southern hemisphere countries of South Africa, Chile and New Zealand. We also saw young winemakers going overseas taking with them Australia's approach to blending wines from different regions to produce a consistently better commercial product for export. As a result, Australia is now facing competition from other New World producers, all of which have much lower cost structures for land, water and labour.

This approach adopted by Australian producers (and other New World winemakers) was very different from the French approach to appellation and winemaking. The rules, which govern production in France, can produce wines of variable quality.

Oversupply is unpicking our price structure, distorting perceptions about our product and exacerbating competitive pressures. Globally, Australian wine producers have been forced to trade in the low-value/low-margin market to sell excess wine, yet their costs are too high for them to be viable in that market in the long term. Australia cannot match the cost structures of some competitors (including a subsidised Europe) at very low price points. Just as damaging is the image being created that Australia is only a low-cost producer, making it difficult for our premium wines to gain recognition and market traction. Interestingly, New Zealand has followed Australia's path. New Zealand Sauvignon Blanc's success as a premium wine prompted a massive increase in the scale of planting. The New Zealanders now too have an oversupply of grapes. Sauvignon Blanc is being 'dumped' into all markets. Consumer benefits in the short term as \$17.00 bottles of quality wine are slashed to just \$8.99.

# Difficulties in establishing export markets

Australian wine producers seeking to gain a foothold in international markets have to overcome barriers of language, culture, different and often complex trading systems, and exchange rate risks (USD or AUD). Producers need to cope with having to work and communicate in different time zones. They have to email and telephone existing and potential distributers throughout the night. They also need to travel. Producers also need to change labels (to meet the raft of different regulatory requirements imposed by countries) and develop promotional materials. Above all they need to build relationships. Freddy Choong of Southcorp once described exporting as a marriage: 'You must be prepared to follow each other to the ends of the Earth."

# Cultural hurdles in markets such as China and India

The potential for growth in the both the Chinese and Indian markets relies on the growing middle class actively seeking out 'Western' lifestyle experiences. This is most apparent in larger cities with younger people embracing Western trends – fashions and beverages (wine bars in Singapore; exotic Havana-style cigar shops in Kuala Lumpur) and there is always a preference for the more prestigious brands.

Throughout Asia, it is impossible to deny the impact of French history and cuisine, and this overlaps with beverage preferences. One only needs to check out the duty free floor stacks of Remy Martin and Cognac.

On trade missions to Asia, and China in particular, producers need to recognize that the traditional beverage is green tea, with French brandy and cognac reserved for special occasions. Amongst young people, however, we are now seeing an embracing the cafe culture and wine as an accompaniment to Western-style food. Perhaps it is the food or their palate but Asians are developing a preference for a softer style of red wines, and because of the French Connection, a preference for cork as opposed to screw caps.



Vineyard. Source: G. Kleeman



Hospitality students, Ultimo TAFE. Source: J.Sillar

For both China and India, governments see the move towards wine as a healthier option than current high levels of spirit consumption - French cognac and scotch whiskey in India (courtesy of the British). The real challenge for the industry is to get these two massive potential markets more interested in white wines, which may be better suited to their foods and climate.

In terms of climate it is important to note that wine is temperature sensitive. This can be a major issue for exporters in terms of shipping and storage, and then educating the market (for example, restaurants being encouraged not to store wine next to their ovens. From a cultural perspective dining out is important -- all business being done over food. One of the biggest value adders for the Australian wine industry would be in the training of waiters to present wines correctly thereby enhancing the dining experience. So, for example, we don't have diners mixing red wine with Coke.

# Challenges of the European and North American markets

"Land of the free ... Home of the brave ..." The difference between Australia and the USA – they were settled by puritans and we were settled by convicts. As a result, the laws relating to alcohol are vastly different and Australia has never had to endure the violence and gangster connections associated with the distribution of the 'demon drink'.

In the United States, the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) presides over a set of laws whereby some states are dry while others have similar arrangements as Australia. In others, the government acts as the reseller. In most cases the rules were set according to a three tiered system (importer/distributor/ retailer) with no cross ownership. For exporters, seeking entry to the global crusaders of free trade, this structure prevents them from dealing directly with distributors, making their products less competitive if you have to feed an importer his 30 per cent cut to do the paperwork. The most effective way of circumventing this impost is to find a 'flat rate' importer to do the paperwork for \$3 per case. Canada's approach to liquor is to have total government control - the Liquor Control Board of Ontario (LCBO), for example, is the biggest single liquor buyer in the world and is a source of income for the

Ontario Government. The LCBO stores are generally the only outlets allowed to sell hard liquor in Ontario.

North America is a huge affluent market where all consumer goods face massive competition. Australian wines were everywhere five years ago, but with a high exchange rate Australian producers have had to cope with enormous competitive pressures from Chile, France and the huge US domestic industry. As a category, the Australian presence in the North American market has shrunk in terms of shelf space and market share.

# Marketing strategies

Every enterprise's objectives are defined in terms of the four Ps of marketing - Product/Position/Price/Promotion. For example, Mercedes, the German automaker produces prestige cars and positions their products as leading in terms of safety, technology and comfort for people who can afford the best. Pricing for Mercedes ranges from \$65K–\$450K, and they promote their products during high profile business/sports events, glossy magazines, and prestigious showrooms with chef prepared meals, courteousy cars and complimentary carwashes. Contrast with say Hyundai which represent affordable transport under \$20K. You may get a coffee during a trade in valuation but no lifetime carwash!! Mercedes Benz – lower volume /high price versus Hyundai – high vol/ lower price.

Marketing within the wine industry can be very sophisticated and is focused on differentiating one's product. An Australian winemaker, working for a prestigious pinot producer in California, provides an interesting insight into marketing within the industry. The producer's point of differentiation is that it produces wines without using pumps, which are considered to be 'hard' on the fruit. They move wine throughout the production process using gravity. Through this clever marketing initiative the company is now positioned at the top of the market. They choose to stay very exclusive with 25,000 club members – and selling everything they produce at \$US60/bottle. Contrast this approach with that of Yellowtail – a mass-produced product costing \$AUD32 a case to export into US market and selling for just US\$9.99 a bottle.

# Importance of price points

Consumers have an acute memory when it comes to price. If one wine retailer advertisers Wolf Blass Yellow Label (which normally retails \$19.99 a bottle) at \$9.99 then that becomes the new price for that product and consumers are unwilling to pay more than \$9.99 ever again! For the Australian wine industry, with 100 million cases in a stockpile – cash is king. All businesses need cashflow to survive, and the wine industry is not like the beer industry (It has taken Fosters about 10 years to figure that out). Beer is produced and converted to cash in two months – wine can take two years to mature and then be sold for cash. So now we see companies selling stock at a loss to pay for bottling and to clear tanks for the next vintage. But! In the process they have destroyed a fortune in brand equity that has taken generations to build.

# Dominance of the big supermarket chains

Domestically, excess wine supplies have allowed the major supermarket chains to move from being customers to competitors. The big chains have launching their own low-price products, without the need to invest in capital infrastructure or the long-term health of the industry. This clutters the marketplace and eats into the margins of established producers. As a result, wine producers have become price takers rather than price setters. The large retailers dictate the price producers are paid on a 'take it or leave it basis'.

In Australia, where consumer spending is so concentrated with Woolworths and Wesfarmers/Coles now accounting for \$0.75 in every consumer dollar spent on food, liquor, petrol and hardware, it is almost impossible for smaller wine producers to profitably access these channels. As an aside, it is also worth noting that Woolworths, via its huge network of hotels, is also one of Australia's biggest poker machine operators.

For the larger producer, who has invested in large plantings, wineries, bottling lines, advertising, trade shows, sales reps, and can still afford to pay retailers for shelf space and bonus, there are economies of scale to be realized. Unfortunately, such economies of scale mean little when they see their product being sold at cost or at a very small margin of profitability. When Dan Murphy's can sell a six-pack of 'cleanskins' for \$13.00 (inclusive of 30+% tax). – i.e. cheaper than water or softdrinks – one can only conclude that the future viability of the industry is at risk.



Wine racks at Trump International Hotel and Tower's Sixteen. Source:Wikimedia Commons

# Reliance on the 'baby boomer' market

Australia's baby boomers have helped underpin the expansion of the industry. Unlike young people, the baby boomers have not been seduced by the marketing of the spirit producers. Young Australians have shown a preference for the sweet carbonated spirit-based beverages (the RTD's or alcopops). One of the biggest challenges for the wine industry is to convert this younger audience to wine as the ageing baby boomers pass into history. There is, of course, some natural transition towards wine with food consumption as young people mature. Because of this, there is some hope that as young people mature they will embrace a more diverse drinking experience. But, building a wine consuming culture among young people may prove difficult in the face of competition from other well-marketed beverages.

# A final word: The culture of the industry

An objective observer could readily conclude that the industry is too focused on the creative endeavour of wine making while not paying enough attention to the business side of the undertaking.

Many of the players in the industry are dreamers and they fail to understand or confront reality. Too many don't engage in irrational commercial behaviour. Ultimately, it will be the job of the Winemakers' Federation to bring about a cultural change within the industry.



Empty wine bottles stacked on pallets. Source: Wikimedia Commons



# Professional development

# HSC Examination Review 2011

Once again GTA NSW will conduct a series of HSC Examination Review workshops. Experienced teachers and HSC markers will share their comments about the 2010 HSC Geography Examination.

### Newcastle -

Thursday 17 February, 4:00pm - 6:25pm Venue: Merewether High School, Newcastle

# Svdnev -

Tuesday 22 February, 4:00pm - 6:25pm Venue: Saint Ignatius' College, Riverview

# Wollongong -

Tuesday 1 March, 4:00pm - 6:25pm

Venue: Saint Marys Star of the Sea Wollongong

Audience: Secondary teachers

Target group: 10-12

KLA: HSIE Specialist Area: Geography NSWIT course endorsement pending

Places available: 100

Registration closes: One week prior to each event Cost: \$50.00 Members \$75.00 Non-members

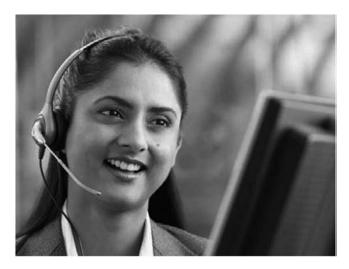
Event contact: Carmel Logalbo

Phone: 02 9564 3322 Fax: 02 9564 2342

# Globalisation (Focus Area 4G3)

Dr. Susan Bliss

... It's 6.30 pm as Ritu Sharma gets ready to leave her modest apartment at Paschim Vihar, West Delhi, in her smart casuals for another evening out. No, she's not going out partying with friends. A car will soon ferry her, along with other colleagues to her new place of work, General Electrics Capital's communications complex in Gurgaon. The moment she enters the complex, she will turn, quite literally, into another person. Ritu will become Ruth, a customer-relations executive with an American accent. As the sun rises over the Atlantic coast of the United States of America and sets on North Delhi, Ritu, now Ruth, will start calling customers across the US, moving slowly towards the west coast, following up on credit card bills, mortgages, dues and doing the occasional telemarketing.



Photograph: L Venkata Subramaniam (2008) Source:http://lvs004.googlepages.com/callcenters.pdf.

# Introduction

'Hi this is Ruth we have this new......' Have you experienced this familiar phone call? Do you hang up, humour or abuse the person, or end up buying the product she is selling?

Call centres are used by companies across the globe, for receiving and transmitting large volumes of requests by telephone. They are used by mail-order catalogue organisations, telemarketing companies, computer product help desks, banks and any organisation that use the telephone to sell or service products and services. Over 75 per cent of US and European based transnational corporations (TNCs) use outsourcing or shared services to support their financial functions.

Today, India is referred to as 'the call centre to the world' with six Indian cities among the top eight global destinations for outsourcing (Manila and Dublin the other cities in the list of the top eight). This is largely due to the large number of qualified, IT literate, trained, skilled and experienced professionals using the latest technology, best software and latest infrastructure to provide high-quality customer support services. As a result many global organisations (including ANZ, Telstra and American Express) are linked to call centres in India.

"You wake up as Ritu, but answer to the name Ruth." 30 March 2001, Economic Times, New Delhi

Despite their growth many people are uneasy about doing business with someone sitting on the other side of the world and theft of personal data. Others express concern that the following photograph is typical of where we outsource our business services.

# Outsourcing a symbol of globalisation: BPO

In a world where information technology has become the backbone of businesses worldwide, 'outsourcing' is the process when one company hands over part of its work to another company, often located in another country. This, referred to as **Business Process Outsourcing (BPO)**, has developed into a booming business in India catering mainly to Western transnational corporations (TNC).

In India the BPO is not new. The industry dates back to the early 1980s when several European airlines (e.g. British Airways) used Delhi as a base for its back office operations. During the second half of the 1980s, American Express consolidated its JAPAC (Japan and Asia Pacific) back office operations in New Delhi. During the early 1990s, the outsourcing sector grew as successive Indian governments pursued programs of economic reforms based on liberalisation and privatisation. The 1999, National Telecom Policy ended the state monopoly on international calling facilities, heralding the growth of the Information Technology/Business Process Outsourcing (IT-BPO) industry. This policy contributed to the growth of hundreds of inbound and outbound call centres and data processing centres in India.

The Indian Government supported the growth of IT-BOP, by establishing 'Software Technology Parks' and 'Export Enterprise Zones'. It also exempted call centres from service tax under the 2003 Finance Bill and provided workers with tax-holidays. These measures led to an inflow of investments by large foreign companies, such as Reuters, into India.

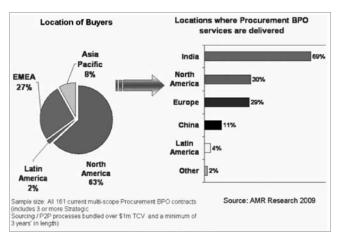


Electricity and communications cables in Delhi (Photograph S. Bliss)

Today, Indian companies offer a variety of outsourced services ranging from customer care, transcription, billing services and database marketing, to web sales/marketing, accounting, tax processing, transaction, telesales/ telemarketing, HR hiring and biotech research. At present the Content Development Services sector is expanding, which encompasses engineering and design services, digitisation (GIS), animation and biotech research. Animation studios like Walt Disney and Warner Brothers are outsourcing low-end work such as 'clean-ups' and 'modelling' to India. Tele-radiology companies provide highly skilled radiologists who provide 24/7 services to South-East Asian hospitals. Engineering services like CAD/CAM/CAE modelling and design automation are the latest additions to the ever increasing list of processes being outsourced to India.

Today, there are many companies in the BPO sector because they have access to skilled staff without having to worry about recruiting, training and retaining workers. In the next ten years it is anticipated that there will be a consolidation of companies in the sector, leaving only eight to ten major players serving the market.

Graphs: Global overview – location of buyers and providers of BPO services 2009



Source: http://blogs.amrresearch.com/outsourcing/

Only a couple of years' ago, a small fraction of work was sourced from offshore locations such as India. However, by 2009 it had reached almost 70 per cent for all global BPO services.

Table: Global BPO market by industry

GLOBAL BPO MARKET BY INDUSTRY			
Industry	Percentage (%)		
Information Technology	43		
Financial Services	17		
Communication (Telecom)	16		
Consumer Goods/ Services	15		
Manufacturing	9		

Source: http://en.wikipedia.org/wiki/Business\_process\_outsourcing\_in\_ India#cite\_note-pwcsurvey-2

# Why outsource to India?

India has been the preferred outsourcing location, because call centres in India offers a wide variety of advantages compared to other countries, such as lower costs and skilled workforce.

Figure: Advantages of call centres in India



Adapted: www.outsource2india.com/why\_india/articles/call\_centers\_india.asp

Table: Advantages of call centres located in India

ADVANTAGES OF CALL CENTRES	LOCATED IN INDIA
Largest number of qualified, IT literate, trained, skilled and experienced professionals	<ul> <li>large English-speaking population</li> <li>large labour supply willing to work for a lower wage than in other countries</li> </ul>
Best technology, people, processes, resources and operational expertise	<ul> <li>offers a variety of call centre outsourcing services e.g. inbound calls, telemarketing, technical helpdesk, disaster recovery, email support and chat support</li> <li>provides IT services e.g. accounting and transaction processing</li> </ul>
Time zone advantages	<ul> <li>twelve hour time difference enables global organisations to provide their customers with 24x7x365 days services</li> <li>takes advantage of India's time difference - companies in the US are able to ensure their customers receive round-the-clock customer support</li> </ul>
Government supports the outsourcing and IT industry	<ul> <li>allows duty free exports of capital goods</li> <li>provides tax exemption on the export of ITES (Information Technology Enabling Services)</li> <li>built software technology parks with latest telecom facilities and infrastructure</li> </ul>
Uses latest technology, best software and high-end infrastructure to provide high- quality customer support services	<ul> <li>privatisation of industry</li> <li>reduction in tariffs on internet, cellular and paging services. This has given India an advantage over other locations, in terms of infrastructure</li> </ul>
Cost-effective customer support services without compromising quality	<ul> <li>labour available at a fraction of the cost overseas</li> <li>cost is less than 50% compared to costs in the US or UK</li> </ul>
Enjoys confidence and trust of global organisations	<ul> <li>one of the first nations to step into the call centre outsourcing industry</li> <li>global organisations found India to be an ideal outsourcing provider</li> <li>some of the world's global companies have a base in India, from where they provide customer support services to their worldwide customers on a 24x7x365 days basis</li> </ul>

# Critics of call centres in India

There are some people and organisations still deciding whether call centres are good or bad. The rise of outsourcing in India is often associated with the death of its rich culture and values. However, it is not fair to single out the BPO industry as solely responsible for these changes.

The call centre industry in India is growing at the rate of 40 per cent per year however the attrition rates are as high as 30 per cent. Large call centres hire a few thousand new employees every year, so the cost of interviewing is a major expense.



Table: Criticism of call centres in India from different perspectives

Criticisms of call centres generally follow a number of common themes, from both callers and call centre staff such as:

# **CALLERS**

- no deviation from script can not answer some questions
- incompetent or untrained operators incapable of processing customers' requests effectively
- · overseas location, with language and accent problems
- touch tone menu systems and automated queuing systems
- excessive waiting times to be connected to an operator
- · deceit over location of call centres (such as allocating overseas workers false English names)
- requiring the caller to repeat the same information multiple times
- insufficient skills or authority to resolve problems



# CALL CENTRE STAFF

- work atmosphere de-humanising.
- · restrictive working practices e.g. restricting the amount of time an employee can spend in the toilet.
- close monitoring breaches human rights to privacy (e.g. frequent random call monitoring)
- · low compensation (wages and bonuses)
- restrictive working practices (some operators are required to follow a pre-written script)
- high stress a common problem associated with front-end jobs where employees deal directly with customers
- repetitive job task
- poor working conditions (e.g. poor facilities, poor maintenance and cleaning, cramped working conditions, management interference, lack of privacy and noisy)
- · rude and abusive customers

# Case study - Fraud

# United Kingdom

The Indian Police investigated reports that the bank account details of 1,000 UK customers, held by Indian call centres, were sold to an undercover reporter. The Sun claims one of its journalists bought personal details from a Delhi IT worker for £4.25 each and a call centre worker could provide 200,000 account details a month including those of US citizens.

The criminals targeted UK's top banks such as HSBC, Barclays and Lloyds.

# Australia

In 2005, Australian police were checking a report that fraudsters were selling the personal details of thousands of Australians held on the databases of call centres in India. The claim was made in an investigative report on the ABC Four Corners programme. Justice Minister Chris Ellison said the federal police were investigating the claim there was a flourishing black market in information held by Indian call centres.

Source: www.plex86.org/computer\_2/India-Call-Centres---abundance-ofcriminal-theft-and-poor-service.html



# Call centres linked to India's economic arowth

# Did you know?

Economic growth, coupled with India's rise to prominence in the worldwide IT-BPO marketplace, and some outstanding performances by Indians, have enabled the country to move to centre stage:

- Indians are CEOs of leading global companies.
- Indian economy recorded an average growth of over eight percent in last three years.
- India, in the midst of a mobile revolution, is helping bridge the digital, rural-urban and gender. divides
- Indian women, across industries, are breaking the glass ceiling to reach the top.
- India is expected to become second largest economy by 2050.

# a. Information Technology/Business Process Outsourcing (IT-BPO)

India's recent economic growth has been largely fuelled by its information and technology (IT) sector, especially the business process outsourcing industry (BPO) sector which comprises 65 per cent to 70 per cent of the IT sector. The IT-BPO sector now accounts for 6 per cent of GDP but

in states where its presence is significant (e.g. Karnataka, Tamil Nadu, Andhra Pradesh, Maharashtra and Delhi) its share in state GDP is closer to 14%. While labour has been a key driver of this growth, other factors such as access to talent, service quality and productivity have gained importance.

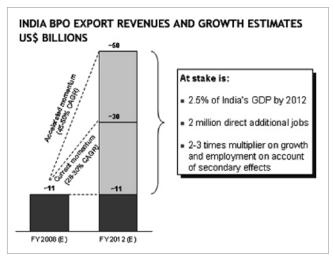
# b. Business process outsourcing industry (BPO)

The Indian BPO sector is the fastest growing segment of the total offshore market. In 2008, 0.7 million people worked in the sector and annual revenues were \$11 billion, which was 1 per cent of GDP. By 2010 it is expected to have grown to 2.5 per cent of GDP.

Table: Size and growth of BPO in India

SIZE AND GROWTH OF BPO IN INDIA				
Year	Size (US\$Bn)	Growth Rate (%)		
2003	2.8	59		
2004	3.9	45.3		
2005	5.7	44.4		
2010	11	About 40		

Diagram: India BPO export revenues and growth estimates



Source: www.nasscom.in/Nasscom/templates/NormalPage.aspx?id=53591

# CAGR (compound annual growth rate)

Forrester Research estimates that by 2020, the global outsourcing industry will reach \$1 trillion – that's the equivalent of the GDP of Spain or Mexico.

# BPO companies

India's economic growth is linked to the growth of BPO companies. For example the combined export earnings of the top 20 Indian BPO firms grew by 15 per cent to reach US\$6.1 billion in the 2009-10 fiscal year. In the same period the export revenue of the top 20 BPO firms grew twice as fast (14 per cent) as the top 20 IT firms (7 per cent).

Tata Consultancy Services (TCS) continues to remain as number one in the Top 20 IT-BPO employers in India for 2009–2010. Tata is India's oldest and largest provider of information technology and business process outsourcing services (IT-BOP) and since 2007 is Asia's largest information technology firm.

Table: India's top IT and BPO firms

INDIA'S TOP IT FIRMS			INDIA'S TOP BPO FIRMS		
1	Hewlett-Packard India	1	Genpact		
2	HCL Infosystems	2	WNS Global Services		
3	Ingram Micro India	3	Wipro BPO		
4	Redington	4	HCL BPO Services		
5	IBM India	5	ICICI OneSource		
6	Dell India	6	IBM Daksh		
7	Wipro	7	Progeon		
8	Intel India	8	Aegis BPO Services		
9	Microsoft India	9	EXL Service Holdings		
10	SAP India	10	24/7 Customer		

Table: India's top IT-BPO employers

INDIA	INDIA'S TOP IT-BPO EMPLOYERS				
Rank	Companies	Employers 2010			
1	Tata Consultancy Services	160,429 (US\$1.54 billion profit 2010)			
2	Infosys Technologies	114,822			
3	Wipro	112,000			
4	Cognizant Technology Solutions India	80,300			
5	HCL Technologies	65,000			
6	Genpact	41,000			
7	MphasiS	33,000			
8	Intelenet Global Services	31,000			
9	Tech Mahindra	33,524			
10	Aegis	More than 39,000			

Source: www.bpoindia.org/knowledgeBase/top-20-it-bpo-employers-inindia.shtml

# Case Study - Telstra and ANZ in India

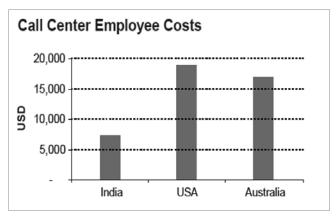
Telstra is not the only big company in Australia to send call centre jobs overseas. Since 1989 ANZ has had a technology and back office operation in Bangalore, India. With 3,500 employees, ANZ's business spans 26 countries in the Asia Pacific region. While sections of ANZ's support functions are based in India others remain in Australia and New Zealand, as customers still prefer to talk to staff they feel understand their banking and financial services needs.

ANZ's records for Australian customers are located in Australia and are subject to Australian privacy standards.

In India where poverty is widespread and consists of one third of the world's poor, the growth of the outsourcing industry has provided employment opportunities and increased the quality of life for many inhabitants. Also it has had a multiplier effect and increased the demand for employment in supporting industries like catering, training and development, transport vendors and security agencies.

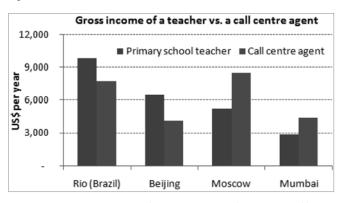
The growth of Indian BPO companies can be partially attributed to the cost advantage. For example it costs less than US\$7,500 annually to hire a call centre agent in India compared to US\$17,000 in Australia and US\$19,000 in the US. Even though call centre wages are lower than in other countries, a worker can earn more as a call centre operator than a teacher in India.

Graph: Call centre employee costs



Source: www.pwc.com/en\_GX/gx/technology/pdf/bpoinindia.pdf

Graph: Gross income of a teacher versus a call centre agent



Source: Data Source: Prices and Earnings 2009, UBS http://99sr.over-blog. com/

# Growth of cities

In the last two decades the industry has provided employment to millions as Indians with feigned Western accents and Anglicised names who handle credit card problems, collect debts and conduct customer surveys around the world. Relatively high salaries in the call centre sector have attracted thousands of applicants across the country. This rural-urban migration has led to the economic growth of Tier 1, 11 and 111 cities as well as rural areas.

In India large metros are called Tier I cities, smaller cities are called Tier II cities and even smaller cities are called Tier III cities. Recent trends show that lack of available business infrastructure and high property prices in existing metros, has led to BPO companies vying for smaller cities where they are promised better infrastructure, state-of-the-art office spaces and skilled labour.

As Tier 1 cities such as Delhi, Bangalore and Mumbai became saturated and real estate costs increased, BPO companies started locating in Tier II cities such as Kolkata and Hyderabad. Recently Tier III cities or smaller cities like Jaipur and Kochi have attracted BPO businesses as the government and the corporate sector now target them as lucrative destinations or 'India's Next Destination Cities'. At present there is a movement of BPO companies to rural areas.

Table: Tier I and Tier II cities

TIER I CITIES	TIER II CITIES
Bangalore, Chennai, Kolkata, National Capital Region (NCR), Mumbai and Ahmedabad	With rising infrastructure costs in these cities, many BPO's are shifting operations to Tier II cities like Nashik, Sangli, Aurangabad (Maharashtra), Mangalore, Mysore, Hubli-Dharwad, Belgaum, Coimbatore, Madurai, Hosur, Nagpur, Kochi, Trivandrum, Chandigarh, Mohali, Panchkula, Ahmedabad, Bhubaneshwar, Jaipur, Vishakapatnam and Lucknow.

Source: http://en.wikipedia.org/wiki/Business\_process\_outsourcing\_in\_India

# Case study – Visakhapatnam

Visakhapatnam located on the east coast of India has a population of 1.4 million. The city owes its economic growth to the availability of an educated English-speaking workforce. This highly educated workforce allowed the entry of BPO companies such as HSBC, thus providing the roots for the beginning IT/ITES industry in the city. The city registered 100% growth in the IT sector over the last year, contributing millions of dollars to the economy. The city has around 50 software and call centre units.

# Case study – Mercedes Benz and Ford



After a successful run in the Tier I and II cities, Mercedes Benz has its eyes set on the smaller Tier III cities. The company, which currently has 56 dealerships in 26 cities, is expanding into Tier III cities, such as Bhubaneswar and Indore.

Ford opened 28 sales and service facilities in 24 cities on a single day in

2010. Thirteen were in Tier III cities. This was in response to an increase in the purchasing power in Tier III cities which contributed 20% to the total sales in India in 2009.

# Rural outsourcing

Since 2005 there has been a movement of BPO companies to rural areas because:

 rental costs in urban areas increased by 15% to 20% and salaries in urban areas increased by 20 per cent to 30 per cent;

- in a Tier 1 city an employer earns Rs 8,000 compared to a Tier III city of Rs 3,500, and even less in villages;
- capital expenditure (bandwidth, computers) is the same for rural and urban centres, while the operating costs in rural areas is 30% to 60% lower;
- overseas clients are open to outsourcing anywhere as long as the service and quality is maintained;
- · they are viable businesses;
- provide customers with regional language support;
- employees consider a BPO job as short-term and opt for higher education once they have earned enough money at a call centre. This resulted in high employee turnover and increased recruitment and training costs for many BPO companies.

While the manpower is cheap its availability is limited. Most rural BPO companies face poorly developed infrastructure, poor broadband connectivity and frequent power blackouts.

At present there are about a dozen rural BPO companies including RuralShores and DesiCrew, accounting for a fraction of the domestic industry, but these companies are expected to grow in the near future.

Table: Rural Outsourcing in India Projections 2013 – 2015

Company	Customers	Current Centres	Current Employees	Centres 2013–2015	Employees 2013–2015
ADF*	1	2	550	NA	NA
B2R	3	2	100	100	6,000
DesiCrew	12	5	225	50	5,000
Drishtee	6–7	2	30	NA	NA
eGramIT	15	4	700	30	3,000
Harva	5	3	30	70–100	10,000
NextWealth	NA	2	200	40	1,000
RuralShores	12	6	500	500	100,000
Source For Change	4	1	70	200	10,000
SourcePilani	7	1	60	5	500
Tata Group**	4	NA	2000		10,00
Total		26	4,465	925	145,5000

Source: www.bpoindia.org/knowledgeBase/rural-bpo.html

The list includes only those companies that have rural BPO's for at least a year.

- \* A large domestic bank's back office located near Tirupati
- \*\* About 2,000 of the 7,000 staffers are in rural areas.

# Outsourcing your homework

Six days a week in the wee hours of the morning, Saswati Patnaik logs into her home computer. She is a tutor for a Bangalore company called TutorVista that helps American high school students write English term papers or finish homework assignments.

For \$99 a month, American customers of TutorVista obtain unlimited coaching in English, Maths or Science from Patnaik or one of her 1,500 fellow tutors. In comparison similar personalised services in the US charge about \$40 an hour.

The majority of customers are from the US but Canadians, Koreans, British and Australians also sign up for lessons.



Source: http://lirneasia.net/2007/10/india-remains-outsourcing-favouritesays-survey/

# Will India lose 'pole' position in BPO space?

Over the last decade, India has enjoyed being the leading BPO destination in the world. Increasingly, its pole position has been challenged by other countries.

# a. Call Centre workers

Relatively high salaries in the call centre sector have attracted thousands of applicants across the country. But now India faces a potential shortage of 500,000 professional employees in the IT sector by 2011 because workers:

- no longer feel the job is worth sleepless nights to serve customers halfway around the world;
- are offered better job opportunities in other fields;
- find the job tiring and stressful;
- are offered few career advancement opportunities;
- are offered wages in retail, airline and hospitality sectors closer to call centre pay; and
- sometimes cope with abusive and racist remarks from overseas customers upset with jobs being shifted to India.

### b. India recruits from other countries

The narrowing of the traditional cost advantage is spurring Indian outsourcers to hire more staff outside India. For example Wipro, the Bangalore-based IT outsourcing company, started recruiting workers in Europe, the Middle East and Africa during the Global Financial Crises (GFC). It forecasts that in two years 50 per cent of the company's overseas workforce will be non-Indians, an increase from the current 39 per cent.

# c. Back to home base - UK

Wages in India's outsourcing sector have risen by 10 per cent and senior outsourcing managers based in

the country command salaries above global averages. Increasing salaries, attrition rates and infrastructure costs has lead to some call centres moving back to their original country.

For example, Telecoms group BT, plans to relocate 2,000 call centre jobs in India back to Britain. This represents half the groups call centre staff in India.

# d. Dependence on US economy

India earned two thirds of its software and back office exports of \$49.7 billion in fiscal 2009-2010 year from the US. Many analysts believe the continued growth of India's outsourcing sector is optimistic. The BPO sector is predominantly dependent on the US and if the US dollar depreciates it could have an adverse impact on the sector. The recent American financial meltdown (Global Financial Crises) had a negative impact on India's IT and outsourcing business.

# e. Global competition

The country's global supremacy is being challenged by countries like the Philippines and China. Manila ranks 2nd among the top 10 outsourcing cities in Asia and the Philippines a destination for call centre and back office finance operations because costs are lower and labour quality and language/culture are compatible.

In 2010, aided by low labour costs, China has overtaken India as the primary destination of outsourcing and shared services for Asia-Pacific companies. Legal Processing Outsourcing (LPO) is expected to lead the field in the next three-five years. It is estimated to be worth \$146m million annually.

Diagram: 2009: Legal Process Outsourcing (LPO) top 10 countries



1 India; 2 China; 3 Malaysia; 4 Thailand; 5 Brazil; 6 Indonesia; 7 Chile; 8 Philippines; 9 Bulgaria; 10 Mexico

Source: www.cpaglobal.com/download\_centre/white\_papers/legal\_ process\_outsourcing

# e. Changes ahead

Organisations that offshore their business processes are increasingly looking for multi-location, multi-supplier and multi-country strategies to spread their business risks. The multi-country strategy enables organisations to compare the qualities of outputs produced and accordingly shift their processes between countries at new contractual negotiation times.

When the phone rings years from now, the call centre may be in another country - not India.

# Definitions

IT: Information Technology **BOP**: Business Process Outsourcing CAD/CAM/CAE: computer aided design/ manufacturing/engineering

## **Activities**

Documentary: In a 21st century call centre, India is an excerpt from the documentary Diverted to Delhi produced in 2002 (http://dl.nfsa.gov.au/module/1633/)

The video clip explores the attractions and stresses of call centre jobs, training methods and views of customers and unionists in Australia. It demonstrates globalisation issues and the need for intercultural understanding. A number of ethical issues are raised, including the re-shaping of one's identity for the needs of an employer.

Students discuss and respond to the following questions from the documentary:

- 1. In this era of globalisation it's common for customer queries to be re-routed through India. List its advantages and disadvantages.
- 2. What is an 'Anglicised name and accent'? How does it impact of Indian culture?
- 3. What is a stereotype? Do the trainers appear to be passing on stereotypes to their students?
- 4. Who enrols in the call centre courses in India? Why? What are the attractions and requirements?
- 5. Why is India's call centre industry growing? Do you think it is likely to continue growing in the future? Why/Why not?

# Other activities

- 1. Explain the economic impact of moving call centres from Australia to India.
- 2. Discuss the impacts of call centres on traditional Indian culture.
- 3. A range of businesses have exported jobs, mainly in the IT and call centre sectors, to India in the past decade in a bid to cut costs. However, some jobs are now flowing the other way. Discuss the reasons for the volatile call centre industry in a globalised world.
- 4. Due to the increasing demand to document medical records, countries outsource the services of medical transcription. Explain how the medical transcription process operates. http://en.wikipedia.org/wiki/ Medical\_Transcription

- 5. Discuss the functions of the Silicon Valley in India. http://en.wikipedia.org/wiki/Silicon\_Valley\_of\_India
- 6. Silicon Gulf is located in the Philippines and Zhongguancun is referred to as the Silicon Valley of China. Discuss how these 'Silicon Valleys' could have an impact on the BPO industry in India.
- 7. Technopark in Kerala, India is dedicated to IT ventures. It is the first and largest technology park in India. Research the advantages of the park to the economic and social development of Kerala. http://en.wikipedia.org/wiki/Technopark\_Kerala

# You tube

The Other side of Outsourcing. – www.youtube.com/ watch.php?v=jQaHrcwKsoc. 44 min.

ABC News Report on Outsourcing Part 2. www.youtube.com/watch?v=tXulLCkDf8Q&feature=related 6.27 min

### Websites

Evolution of BPO in India – www.pwc.com/en\_GX/gx/ technology/pdf/bpoinindia.pdf

Outsourcing history in India- www.outsource2india.com/ why\_india/articles/outsourcing\_history.asp

Why outsource to India? - www.outsource2india.com/ why india/why india.asp

What can be outsourced to India? – www.outsource2india.  $com/why\_india/articles/what\_outsource.asp$ 

BPOs in India – www.outsource2india.com/why\_india/ articles/BPO-india.asp

BPO Rankings - www.bpoindia.org/knowledgeBase/bporankings.shtml

NASSCOM-Everest India BPO Study: Roadmap 2012

- Capitalising on the Expanding BPO Landscape
- www.nasscom.in/Nasscom/templates/NormalPage. aspx?id=53591

True Stories Inside India's BPO and Call Centres www.rupapublications.com/client/Book/BPO-SUTRA.aspx

# Cartoons

www.cartoonstock.com/directory/i/indian\_call\_centre.asp

### References

One Night at the Call Centre by Chetan Bhagat. The story revolves around six call centre employees on night shift

Nalini by Day, Nancy by Night is a 2005 documentary film by Sonali Gulati



# Professional development

# The Geography Teachers' Association of New South Wales Inc. Regional mini-conferences 2011

# Geography Going National - Key issues in Geographical Education

This series of mini-conferences will focus on the development of the Australian Geography Curriculum; enhance skills in developing quality assessment tasks; assist non-Geography trained teachers to teach Geography skills (including a range of ICT-based skills); and to enhance participants' content knowledge in areas relevant to the Stage 4/5 and Stage 6 Geography syllabuses.

Presenters: Dr Grant Kleeman; Mr Rod Lane/Mr David Hamper; Dr Susan Bliss; Mr Nick Hutchinson; Ms Lorraine Chaffer; and a representative from ACARA.

# Hunter Valley -

Monday 10 and Tuesday 11 May

# Orange -

Monday 17 and Tuesday 18 May

# Coffs Harbour -

Monday 14 and Tuesday 15 June

# Canberra -

Tuesday 21 and Wednesday 22 June

## Batemans Bay -

Tuesday 26 and Wednesday 27 July

Session times: Day 1, 4.30pm - 6.30pm

Day 2, 9.00am - 3.30pm

Audience: Geography teachers Target group: 10-12, KLA: HSIE

NSWIT endorsed course Places available: 40

Registration closes: One week prior to each event Cost and venues: To be advised, check GTA NSW

website for updates – www.gtansw.org.au

Event contact: Carmel Logalbo

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# The place of 'Landscape' and 'Time' in geographic thought: Implications for the syllabus

Dr Darrell G. Fisher

The study of Geography at the school level in NSW was first included in the 'core' curriculum by the Board of National Education in 1848. Since that time the vicissitudes of changing social, political and economic conditions have seen the place of this discipline in the curriculum vary considerably. For example, its place in the 'core' curriculum was taken by History in 1911. (Fisher 1985:245). The growth of Geography Faculties in the universities and teacher training colleges, however, resulted in an expansion in interest in Geography, particularly in the school arena. Under the dynamic leadership of professors Griffith Taylor, John Andrews, James Macdonald Holmes and George Dury at Sydney University, Gilbert Butland at New England and Alan Tweedie at Newcastle, as well as Don Biddle and others at Sydney Teachers College, the numbers of students studying Geography at secondary school expanded, particularly through the enlightened years of the 1960s and 1970s (Biddle 1972).

Syllabus change emphasizing 'landscape' studies in the junior school, as well as systematic studies in the senior school, were of paramount importance in giving Geography some status in the minds of the students. During the 1980s, however, a decline in that status began to emerge as the wheels began to fall off and a state of disillusionment emerged. This, however, was not just a problem with the NSW syllabus, but was occurring elsewhere in the western world (Gilmore 1973; Fisher 2002). Several observers argued that Geography had lost its way and needed to return to its roots - to the study of 'place' and 'landscape' (Patmore 1980; Dennison 1981; Fisher 1985).

In his mammoth undertaking, The Nature of Geography, Richard Hartshorne traced the History of geographic thought from classical antiquity to the twentieth century (Hartshorne 1939), providing geographers with an understanding of the roots and character of the field in which they work. While Hartshorne's work was not without its critics, including Carl Sauer at Berkley and Fred Schaefer at Iowa, he did emphasis two concepts in his analysis that are central to many interpretations of Geography. Those concepts are 'landscape' (Hartshorne 1939 ch5) and 'time' (Hartshorne 1959 ch8).

# Geography and Landscape

For more than twenty five years I have been trying to understand and explain that aspect of the environment that I call landscape (Jackson 1989:152).

The concept of 'landscape' has certainly been an elusive and quite ambiguous term (Meinig 1979:1; Walmsley



Warrumbungle Mountains NSW, Frank Hurley collection 1910-1962. Source: http://nla.gov.au/nla.pic-an23817651

1988:71). Some confusion has been caused by the use of the German word 'landschaft' which refers to both the general appearance of the land as well as a distinct area of the land or region. Hartshorne favoured the use of the latter, but he also accepted landscape as the external, visible (touchable) surface of the earth (Hartshorne 1939 abstract 5 & 9).

More recently there has been a re-orientation of both cultural Geography and the landscape away from the scientific approach of the Berkley School (Mikesell 1968:576) and towards the humanities, allowing for the incorporation of individual imagination and creative human experience (Cosgrove 1984; Porteous 1989; Walmsley and Lewis 1983:12). In short, landscape studies became 'landscapes of the mind', broadened to incorporate the non-visual experience, 'a way of seeing' (Seymour 2000:195). Some included the sensually perceptive features of sound - the 'soundscape' (Knight 2006) and smell - the 'smellscape' (Porteous 1990:21) and other senses in this multi-sensory world. This is certainly the view of landscape adopted by the Landscape Research Group, an organisation devoted to the study of landscape from all view-points (Lowenthal 1986:1) and illustrated by their journal, Landscape Research, with submissions on art and leisure in the landscape (Biggs 2005).

Some, however, have suggested that the landscape for the geographer is very different from the poet, painter and novelist (Mikesell 1968:578). Certainly, with an interest in the more tangible and mappable objects in

the landscape, the term in general can be used to refer to the visible, material content of the earth's surface (Elkin 1989:26), both physical and cultural. For some human geographers at least, the content of landscape is found in the physical qualities of an area that are significant for people and in the forms of the use of the area. For Heathcote (1975:5), for example, 'the landscape combines the production system and the man-made structures [sic] and communication network associated with it'.

# Geography and Time

The space economy does not operate in a static time frame. The rural landscape, for example, is continually being reshaped by changing market and social conditions (Holmes 2003) and according to Massey (1994:2), 'space' must be conceptualised integrally with 'time' (space-time).

'Time', of course, has generally been considered the domain of History rather than Geography. Hartshorne (1958:99) suggested that the earliest statement in which History and Geography are compared and defined in terms of their position in a classification of sciences appears to have come from Immanuel Kant in his course on physical Geography at the University of Konigsberg in 1756.

History therefore differs from Geography only in respect of space and time... Geography and History fill up the total span of our knowledge; Geography namely that of space, but History that of time (quoted in May 1970:124).

However, Vidal de la Blache, the founding father of French Geography and a graduate in both History and Geography from Paris in 1865, emphasized that the present day Geography of a place should be considered alongside its historical development (Baker 1984:14). Later, the inseparability of both History and Geography was seen as the *raison d'etre* of the French 'Annales' school, founded by Febvre in 1929 (Baker 1984:7).

Certainly, under the influence of particular cultures, landscapes do change over time: a new landscape will be superimposed on the remnants of a previous one with a succession of landscapes indicating a succession of cultures. That is, the landscape is dynamic – it does not remain the same when conditions change - and the remains of the old landscapes are important as records of the older environment (Faegri 1990:2). In order to understand the present landscape some writers have, therefore, suggested that an analysis of the evolution of the landscape is essential. That is, the present is a product of the past. Henry Darby described such an approach as giving a series of cross-sections taken at successive periods in the development of a landscape (Darby 1936), a concept he applied to the English landscape (Darby 1951). Whittlesey (1929:164) noted that it is a similar concept to plant succession as applied in botany while others have likened it to stratigraphy in archaeology or to a series of rounds of new investment creating a new form of division of labour in economic Geography (Massey 1994:52).

This evolutionary sequential development of landscape can be seen clearly in agricultural activity. Paterson (1962:88), for example, mapped the westward migration of the wheat belt through the State of Wisconsin in the USA between 1850 and 1945. Another approach has been to indicate the stages that a specific area has gone through over time in a step-like progress (Fisher 1997:31). Others have used the 'slice approach' looking at a single historical period – a snapshot view that is a reconstruction of past geographies, such as a Geography of France in 1500 (Darby 1953:3/4).

Time, then, can be a major element in the study of Geography. Certainly, Carl Sauer was an ardent proponent of the important place of time (Sauer 1941:1) as was one of his most severe critics, Richard Hartshorne. He argued that the idea that Geography must use History to explain the present has been almost 'universally recognised' since the time of Ritter' (Hartshorne 1959:83). In his own words, 'the present can always be understood only from the past' (Hartshorne 1955:228). Indeed, Australian geographers in the past have made significant contributions in the subdiscipline of Historical Geography. Meinig (1962), Smailes & Molyneux (1965), Camm (1970), Jeans (1972), Williams (1974), Dahlke (1975), Robinson (1976) and Powell (1988) are just a few examples.

In the past major cultural changes have generally not evolved gradually but in great leaps brought about by significant historical events such as wars, depressions and technical innovation (Lewis 1979:23). Following such events, landscapes look very different but may still contain some relics of the pre-leap landscape. Major components of rural landscapes, for example, are the structures that have been added by human activity. However, 'sometimes the function for which the structure was built becomes unnecessary or is superseded and then the structure stands relict upon the landscape, a memento of times gone by' (Hart 1975:14). Sometimes these relics are still functional. The vertical concrete wheat silos built beside the railnet during the 1930s in inland NSW are often still in use. Others stand as symbols of a past era when transport from surrounding farmlands was slower. They are now unused, by-passed by more efficient systems and stand alone as icons in the landscape of bygone eras of production and distribution.



Hopetoun – Barley silo, Ian Hill (Grain Silos of Western Victoria 1999–2000). Source: http://nla.gov.au/nla.pic-an21657032-24

# Conclusion

The concept of 'landscape' was first introduced into the school curriculum in NSW in 1954 and was further emphasised in the Wyndham Scheme syllabus of 1962. It coincided with that great expansion in the number of students electing to study Geography during the 1960s and early 1970s. The 'fuzziness' that entered into the nature of the discipline in general and to the meaning of 'landscape' in particular during the 1980s has also been associated with a parallel decline in the number of students electing to study the subject. This is not necessarily causally related, as many changes in the eco/political environment may influence decision making. However, 'landscape' is a time honoured, successful and acceptable concept in Geography and should hold a pivotal role in the structure of a school syllabus.

Associated with landscape is the concept of 'time' and historical Geography. Rarely has this concept been emphasised in a school syllabus. While the honours section of the 1954 syllabus did provide a historical Geography option, 'few schools attempted this course' (Biddle 1972:108). This is not surprising if an analysis is made of the content suggested in this section of the syllabus. A later syllabus did incorporate the concept of 'sequent occupance' in the 3 Unit course but this again was withdrawn from more recent syllabi. However, 'time' is an important aspect of geographical analysis and should play a role in any syllabus formulated for the study of Geography in the secondary school.

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Source: NSW State Library photo archive, www.flickr.com



Dr. Susan Bliss

Geography syllabus: physical environment, globalisation, extremes of poverty and wealth, active local-global citizenship, land degradation, trade, human interactions, environmental issues, Argyle Mine (Australia) case study

### GLOBALISATION: DIAMOND RING AROUND THE WORLD

#### Introduction

Diamonds are a natural resource formed in molten rock 120–190 km below the earth's surface then transported to the surface in volcanic eruptions which cools into igneous rocks known as kimberlites and lamproites (Figures 1, 2). Today diamonds can be produced synthetically in a highpressure and high-temperature process which simulates the conditions in the Earth's mantle.

Diamonds have become a multi-billion dollar industry employing 10 million people. Diamonds are mined in 25 countries such as Botswana, South Africa, Australia, Canada, and Russia (Figure 3), then sold to diamond merchants to be cut and polished in countries such as India and Belgium, before being sold at jewellery stores in countries such as USA (Figures 4, 5)

Figure 1: Literacy – physical environment (4G1) Read the following information and answer the key

geographical questions

Diamonds are the crystalline form of carbon. They are formed in molten rock, 120-190 km below the earth's surface and then transported to the surface in volcanic eruptions. In order to remain a diamond and not turn into graphite or carbon dioxide, the diamond crystals must cool quickly near the surface of the ground.

There are two main types of diamond deposits:

- primary sources are the kimberlite and lamproite pipes that raise diamonds from the earth's mantle to the surface. The most recent kimberlite volcano eruption was 53 million years ago.
- secondary sources are created by erosion and deposition. They are found in rivers (alluvial deposits) and along coasts. Because diamonds are dense they tend to concentrate at the bottom of water sources

Question	Answer	Mark
What are diamonds?		1
How are diamonds formed?		2
Would diamonds form if the earth cooled too quickly?		1
Do you think all volcanoes have diamonds?		1
What are the two main types of diamond deposits?		2
What are two differences between primary and secondary sources of diamonds?		2
What type of deposit are you likely to see in a river?		1

Figure 2: 3D diagram: formation of diamonds (4G1)

This diagram shows the two geological processes in the formation of diamonds. The primary deposits, or diamond pipes, are the vertical portion (A). The most common shape of a kimberlite pipe is a carrot shape. The flared top of the pipes (top of the carrot) can yield large quantities of diamonds. As the pipes narrow downward (bottom of the carrot) mining generally becomes less profitable.

The **secondary process** shows the erosion of the landscape. Surface minerals move downhill into rivers and eventually to the ocean (B)



Explain the process where a diamond moves from the mantle of the earth (A) to the surface of the ground, into a river (B) and finally enters the ocean.

Figure 3: World map of diamonds showing the changing globalisation process – mining and cutting



(go to http://jcrs.com/ newsletters/2003/2003\_ 07.htm then http://jcrs.com/ newsletters/2003/images/ WorldDiamondMap.jpg)

- Name 3 top diamond mining countries.
- Name 3 traditional diamond cutting centres
- Name 3 countries where diamonds are cut
- What type of diamond activities occur in Australia, China, Botswana, Sierra Leone and India?
- What is the map projection?
- What is wrong with this map?
- Name one country that mines and cuts diamonds

Figure 4: Global diamond pipeline

The De Beers photo gallery invites the download of these photos – www.debeersgroup.com/debeersweb/Diamond+Journey/Diamond+Gallery/Types+of+mining/Types1.htm

PHOTOGRAPH 1
Exploration



PHOTOGRAPH 4
Cutting and polishing



PHOTOGRAPH 2 Mining (open cut)



PHOTOGRAPH 5
Advertising



PHOTOGRAPH 3
Sorting before and after cutting and polishing



PHOTOGRAPH 6 Retail



Look at the six photographs and put the name with the photograph

Process	Photograph 1,2,3,4,5 or 6	Mark	Explanation of the process	Mark
Exploration		1		1
Marketing		1		1
Sorting		1		1
Retail		1		1
Cutting and polishing		1		1
Open pit mining		1		1

Place the processes in order -1 is the first step in the process to 6 the final step in the process

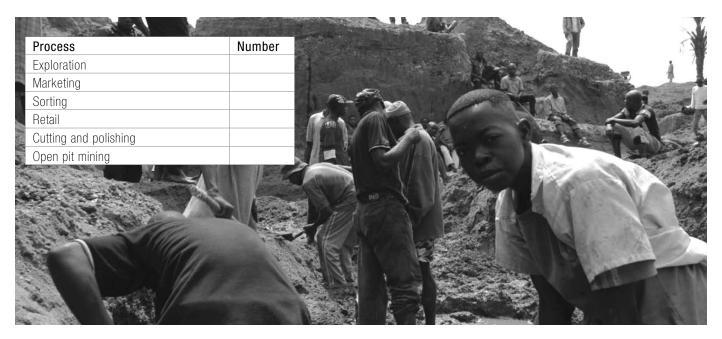


Figure 5: Table: diamond pipeline

The diamond pipeline is a representation in value of the steps in the diamond chain, from mining of rough to retailing of polished diamond jewellery.

Rough	Value of	Retail sales	Unsold in the cutting centres and the wholesale trade
diamond	polished	of diamond	
production	diamonds	jewellery	
US \$12.9 billion	US \$19.3 billion	US \$64.5 billion (includes non diamond components – gold, designs, stones)	US \$1.5 billion

#### Fill in the missing words.

The world rough diamond production is US\$ billion. It becomes US\$\_ billion in polished diamonds and US\$\_ billion in diamond jewellery sales. The difference between production and retail sales is US\$\_\_\_\_ billion.

Explain why the figure for retail sales is inflated

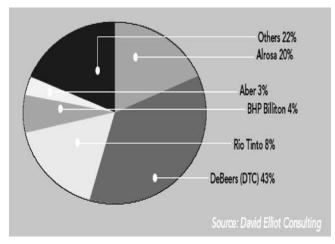
#### b. CHANGING GLOBAL RELATIONS

The diamond industry is controlled by a small number of powerful businesses. De Beers, a South African transnational corporation (TNC), is the world's leading diamond company with expertise in the exploration, mining and marketing of diamonds. Globally, De Beers is responsible for 43% of the diamond production (value) (Figure 6), 30% of the carats (volume) and controls the diamond trade.

About 15 years ago, 80% of the world's rough diamond production was sold by De Beers through the Central Selling Organisation (CSO). In 1996, Australia's Argyle Mine (Rio Tinto) broke away from the CSO and sold diamonds from their office in Antwerp. This change ricocheted around the world when: London and Antwerp became less prominent in the diamond trade; India became the leading manufacturing centre of polished gems (Figure 7); Israel the exclusive buyer of African rough diamonds; and Dubai the tax free diamond trading hub. Most retail sales continued to occur in the USA (Figure 8).

Recent globalisation has seen the emergence of new diamond cutting centres in China and Thailand. Israel and Belgium dominate the global market in easily cut, medium sized stones. India specialises in small cheaper stones that require fine manual work often performed by unskilled, low paid farm boys. The Indian diamond industry has the latest technology and employs one million people.

Figure 6: World rough diamond marketing – distributor's market share



Source: www.iti.gov.nt.ca/diamond/pdf/diamondfacts\_2006.pdf

#### Write a short response

Discuss how the diamond market is controlled by a few large transnational corporations. Include the names of the companies and the percentage of the market.

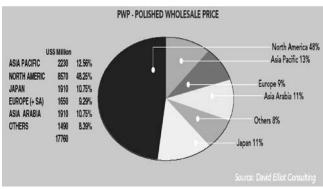
Figure 7: Polished gems by country

Country	US\$ Billions	
India	8.0	
Israel	2.1	
Russia/CIS	0.8	
Belgium	0.5	
US	0.4	
South Africa	0.5	141
Far East and others	2.5	
Total	14.8	

Source: www.iti.gov.nt.ca/diamond/pdf/diamondfacts\_2006.pdf

The polishing of diamonds is moving from Belgium to India and Israel.

Figure 8: World retail sales



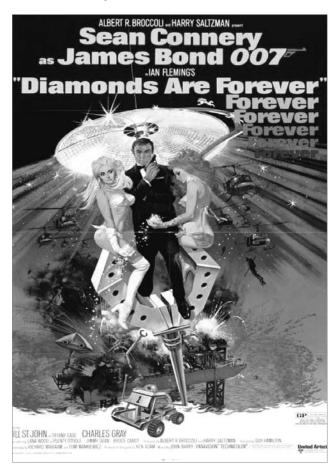
Source: www.iti.gov.nt.ca/diamond/pdf/diamondfacts\_2006.pdf

As India, China and the Gulf States (Asia Arabia) become wealthier their demand for diamonds is growing. The top luxury jewellers are Tiffany's and Harry Winston

#### Fill in the missing words

The US has the world's largest diamond jewellery market, accounting for nearly\_\_\_\_\_ (half, quarter or three quarters) of all global sales. Thanksgiving/Christmas gift giving season is when 40% of the year's sales normally occur

Asia Pacific has the world's \_\_\_\_\_(1st, 2nd, 3rd, 4th largest market)



#### c. BLOOD DIAMONDS

Extremes of wealth and poverty exist side by side in the diamond industry. Diamonds symbolise glittery icons of love, happiness and wealth. However the expensive diamond ring on the engaged finger, comes at a much higher price. The price is conflict, poverty, disturbed ecosystems, displaced indigenous people, child labour, child soldiers, illegal trade, physical disabilities and even death (Figure 9).

The glitter of diamonds faded in the movie Blood Diamond, starring Leonardo DiCaprio (2007). Blood diamonds or conflict diamonds, are those mined in a war zone and sold secretly all over the world, to finance government and/or rebel war efforts. Over the past decade, millions of civilians died in conflicts financed by diamonds in Sierra Leone, Angola and the Democratic

Republic of Congo. In some wars, armed groups fought for control of diamond-rich areas, terrorising local populations and seizing diamond resources to buy weapons. In Africa, every year, diamonds worth \$500 million finance wars, terrorism, arms trade and aid money laundering.

In the 1990's, 20% of diamond production in Angola, was sold for illegal purposes, and 15% for conflict. From 1975 to 2002 the National Union for the Total Independence of Angola (UNITA), and the National Liberation Front of Angola (FNLA) fought a civil war. UNITA sold diamonds abroad to finance its war. In 1988 the United Nations banned countries from buying diamonds from Angola. This was effective because by 2004 conflict diamonds had fallen to 1%.



Figure 9: This seventeen-yearold lost both hands to rebels' machetes. Waterloo camp, Sierra Leone, 1998.

Source: http://brysonburke.com/mining\_ angola.html

# d. GLOBAL CITIZENSHIP AND THE KIMBERLEY PROCESS

In 2003, in response to growing public concerns that diamonds were contributing to war and human rights abuses, the United Nations, the diamond industry (De Beers, World Diamond Council), diamond-trading countries (e.g. Botswana) and NGOs (Global Witness), established the **Kimberley Process** (KP). The process requires rough diamonds traded across international borders to have a certificate, guaranteeing the diamonds did not come from a conflict source.

In 2007, the movie *Blood Diamond* was not a box-office hit but received global media coverage. The public responded by lobbying politicians, writing to the media and boycotting

diamond retail stores. As a result, greater support for the Kimberley Process (KP), by governments all around the world, led to the reduced movement and sale of Blood Diamonds (Figure 10).

By 2008, 74 governments had adopted the KP. The number of conflict diamonds fell from 4% in 2002 to less than 1% in 2008. However at present there is an increase in the demand for diamonds in China and India. This will result in more rocks dug, polished and prepared by slave and child labour unless the KP widens its scope from mining to processing.

By 2009, 75 governments had adopted the Kimberley Process. Industries started following the 'Diamond Industry Agreement' and consumers acting as responsible global citizens only purchased jewellery that passed the '5 C' test (colour, carat, cut, clarity and conflict). As a result the number of conflict diamonds fell from 4% in 2002 to less than 1% in 2009.

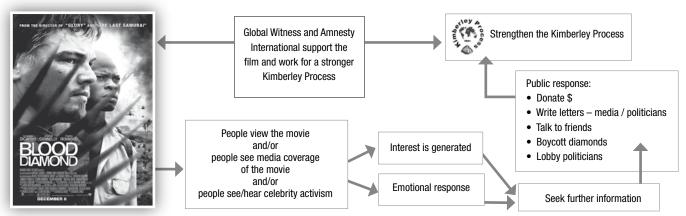
#### Diamond industry agreement

- · include a written guarantee on all invoices
- adopt a code of conduct to prevent the buying or selling of conflict diamonds
- train staff about company policies and government regulations
- keep records of all invoices and have them audited every year

As diamonds are a high value product they are still traded illegally. For instance in Sierra Leone, KP experts assess illegal trade is between 15% and 20%. Venezuela produces 150,000 carats of diamonds a year, but officially exported none since 2005. Illegal mining because of high taxes and corruption has driven Venezuela's diamond dealers underground. Poor border controls allows the country's entire annual diamond production to be smuggled out of the country.

The Global Witness campaign to combat conflict diamonds, wants government-run KP Certification Scheme to be strengthened. The diamond industry must become more transparent and accountable to make a better life for people living in poverty, who work in the global diamond industry.

Figure 10: Impact of the movie Blood Diamond on global citizenship



Adapted from source: www.evaluationcanada.ca/distribution/20070606\_babcock\_kelly\_cholich\_maja.pdf



Informal alluvial diamond digging is labour intensive. The worker first removes the sand on river banks and then extracts and washes the gravel to find the diamonds. Work is poorly paid, unhealthy and dangerous. The Diamond Development Initiative (DDI) in partnership with governments, NGOs and the diamond industry work to improve the quality of life of these workers.

#### e. DEVELOPMENT FOR MORE EQUAL WORLD

Diamonds a multi-billion dollar global industry are traded illegally. Corruption and poor border controls allows most of Venezuela's diamonds to be smuggled out of the country. World Vision is against a boycott on illegal diamonds because they provide jobs to poor people and money to developing countries.

The trade in legally sourced diamonds increases the income or **Gross Domestic Product (GDP)** of people living in diamond rich developing countries. For example after the ban on the export of illegal diamonds in Sierra Leone, revenue increased from \$10 million in 2000 to \$190 million in 2009.

About 65% of diamonds are mined in Africa. Nelson Mandela said diamonds are important to the lives of African people as it represents food on the table, better healthcare and safe drinking water (**Figure 11**). Botswana's revenue from diamonds funded basic education, free health care and 80% of anti-retroviral drugs for HIV/AIDS patients. In Namibia the diamond industry employs 4,000 people and is 10% of GDP.

Figure 11: Diamond facts

An estimated 5 million people have access to appropriate healthcare globally thanks to revenues from diamonds.

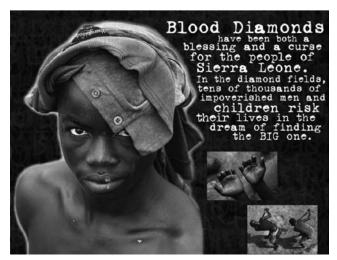
In 1999, Richard Holbrooke, Former US Ambassador to the United Nations said, "Conflict diamonds represent only a small percentage of global production, and we applaud De Beers' efforts to reassure its customers that the stones they buy contribute to national wealth, not destruction. The purchase of a diamond from the Jwaneng mine in Botswana, for example, makes a contribution to the national development of Botswana."

Read this website and discuss the advantages of diamonds to the lives of African people –\_www.diamondfacts.org/facts/fact\_19.html

# f. HUMAN RIGHTS ABUSES — SOCIAL INJUSTICE CHILD LABOUR

Child labour exists in the diamond industry. During Sierra Leone's 10 year civil war, children worked as labourers in diamond mines. Aged between seven and 16 years they worked from 8am to 6pm daily. (Figure 12). In India between 20,000 and 100,000 child labourers cut and polish small diamond chips. In Surat, Gujarat, they work nine hours a day, and suffer eyestrain and arthritis. Workplaces are congested, poorly lit and ventilated. Children receive wages based on the number of diamonds polished, which is about \$30 a month. International laws on human rights, International Labour Organisation (ILO) and the Indian government passed laws to prohibit this practice, but unfortunately it still goes on.

Figure 12: Blood diamonds and child labour in Sierra Leone



Source: www.zreportage.com/graphics/blood\_site/1one.jpg

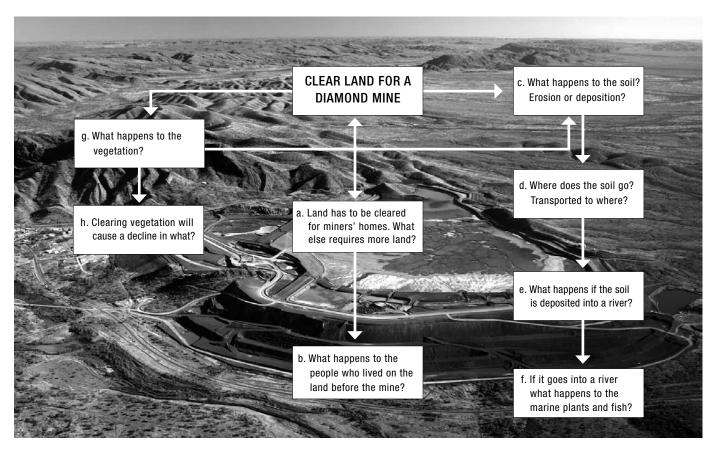
# g. TOWARDS AN ECOLOGICAL SUSTAINABLE ENVIRONMENT

Diamond mining has environmental problems such as waste disposal, ground water pollution, deforestation, soil erosion, sedimentation in rivers and loss of species (Figure 13 a, b, c). Today mine managers support ecological sustainability and return the altered landscape to its original shape by refilling the huge holes. Topsoil is preserved, and re-deposited on reclaimed land, and natural vegetation re-planted. De Beers in Africa rehabilitates mines and manages BirdLife South Africa. In parts of Sierra Leone environmental regulations are ignored. Steep pits are left open and loose fill is left unmanaged to runoff into rivers and streams, often with disastrous effects to marine species.



Source: www.debeersgroup. com/debeersweb/ Diamond+Journey/ Diamond+Gallery/ Types+of+mining/Types1. btm

Figure 13a: What happens when you clear land for a mine?



The initial Kimberley pipe of the Argyle mine (the world's largest) had surface dimensions of 1600 metres long by 150–600 metres wide. Vehicles, roads, ore crushing and separating equipment, and worker accommodations expanded the area. This resulted in some species in danger of extinction.

After reading this information imagine you are an owner of a diamond mine.

- What happens when you clear the land for a mine?
   Complete the table from a to h
- What can you do reduce social and environmental problems?

	Answers	Marks
a	Homes, equipment, disposal of used ore, ore crushing, roads, buildings	2
b	Displacement of people. Some sell land. Others forced off land	
С	Erosion	1
d	Runoff into inland lakes or rivers that flow into	
	the sea	
е	Increased sedimentation (dirt)	1
f	Sedimentation reduces sunlight. Less	1
	photosynthesis. Decrease marine plants. Less	
	food for fish. Decreased marine animals	
g	Cleared. Will cause increased soil erosion	1
h	Animals. Decline in ecosystem	1

Figure 13b: What can you do reduce social and environmental problems?

Social/Environmental problems	Answer	Marks
Soil erosion		1
Deforestation		1
Loss of species		1
Sedimentation in rivers		1
Displaced people		1
Waste (mining, miners homes)		1

Figure 13c: Photo literacy: open cut diamond mining

Aerial view of the open pit and plant, Finsch Mine

Draw a form line sketch of the mine. Remember to label roads, settlement, waste, mining, erosion and vegetation



#### ACTION CHART: WHAT IS YOUR PERSONAL RESPONSIBILITY?

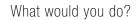
#### Fill in the two tables on the right

#### Diamond factors – external and internal

- Physical environment linked to diamonds (e.g. volcanoes)
- Poor developing countries need money from diamonds (e.g. Africa, India) for education, health, infrastructure
- Use of unskilled, uneducated, exploited poor workers (low wages, poor working conditions)
- Transnational corporations make billions of dollars from diamonds
- Wealthy consumers who pay a high price for a diamond ring
- Jewellers and consumers who buy illegal and blood diamonds because they are cheaper
- Businesses want larger profits (use child labour)
- Lack of troops for conflicts (use of child soldiers and illegal small arms)
- International politics between governments and TNCs (money, corruption)
- Increasing industrial demand for diamonds
- Growth in synthetic diamonds
- De Beers controls supply of diamonds to keep diamond prices high
- Ignoring human rights and the rights of the child (child soldiers, child labour)
- United Nations and aid organisation work for a better life for the people working in the diamond industry
- Illegal trade in diamonds because of poor border controls.
   Diamonds are easy to hide and too difficult to find their source (country of origin)
- Control of DeBeers over the global market restricts entry of small businesses
- Effectiveness of the Kimberley Process (weaknesses)
- Environmental damage from mining

#### Diamond industry agreement (KP)

- Include a written guarantee on all invoices
- Adopt a code of conduct to prevent the buying or selling of conflict diamonds
- Train staff about company policies and government regulations
- Keep records of all invoices and have them audited every year.



What do you hope are the results of your actions?



Diamonds: Sparkle or blood?

### POWER POINT PRESENTATION OR POSTER: CHILD LABOURER

Imagine you were a child labourer in the diamond industry such as a miner or cutter of gems. Present a PowerPoint presentation or poster on:

What you would like to be done to improve your life as a child labourer in the diamond industry. In the box are some suggestions that may help you

- RAISE AWARENESS AND RESPECT FOR CHILDREN'S RIGHTS
   Convention on the Rights of Children
- SUPPORT AND ENFORCE INTERNATIONAL LABOUR CONVENTIONS (ILO)
- INTRODUCE AND ENFORCE NATIONAL CHILD LABOUR LAWS
- LEGISLATE AGAINST THE WORST FORMS OF CHILD LABOUR: slavery, bonded labour
- STRENGTHEN TRADE UNIONS IN DEVELOPING COUNTRIES.
   Push for minimum global child labour rules (hours worked, age, working conditions, wages)
- REMOVE CAUSES OF POVERTY AND INEQUALITY. Work towards UN Millennium Development Goals (2015)
- PROVIDE COMPULSORY FREE QUALITY, RELEVANT, PRIMARY EDUCATION. Closer integration of school and work so education takes into account children's domestic and farm duties. Expand quantity and quality education
- EDUCATE WOMEN. Reduces incidence of child labour, especially girls
- REGULATE GLOBAL TRADE. Ban trade in diamonds that involves child and slave labour.

- INCREASE CONSUMER EDUCATION. Label diamond products using child labour and blood diamonds (Kimberley Process)
- INCREASE OVERSEAS AID. AusAID encourages governments in developing countries to enforce legislation banning child and slave labour
- INTRODUCE REHABILITATION MEASURES help children suffering from exploitation — health care, temporary shelter and flexible education programs
- SUPPORT, GOVERNMENT, NON GOVERNMENT AND INTERNATIONAL GOVERNMENT ORGANISATIONS AND CAMPAIGNS

Amnesty International – www.amnesty.org/; Save the Children Fund (SCF) – www.savethechildren.org/; The International Labour Organisation (ILO) – www.ilo.org/; Human Rights Watch – www. hrw.org/; Business for social responsibility – www.bsr.org/; UNICEF – www.unicef.org/protection/index\_childlabour.html; International Labour Rights Fund – www.laborrights.org/projects/childlab/index. html; United Nations Development Programme – www.undp.org/; World Bank – www.worldbank.org/; Global March Against Child Labour – www.globalmarch.org/campaigns/worldcupcampaign/posotion%20paper.php; Child Labour Public Education Project – www.continuetolearn.uiowa.edu/laborctr/child\_labor/about/ending. html; Child Labour an Industry Approach – http://usinfo.state.gov/journals/ites/0505/ijee/gorgemans.htm; Australian Union Aid Abroad – www.apheda.org.au/; AusAID http://www.ausaid.gov.au/

#### GAME: WHY DOESN'T NICOLA WEAR BLING?

Students form groups and receive a copy of the resource, cut into separate cards. Students are to look at each piece of information and decide whether each piece of information relates to the question. Students answer the question, via classroom discussion. Although there is no 'right answer', the activity requires that students process a lot of information and then present an argument that is consistent with the evidence.

(Adapted from Bury Church of England High School, Specialist Humanities College Source: www.juicygeography.co.uk/diamonds.htm#teaching)

Sierra Leone is located in western Africa.	Sierra Leone has millions of diamonds.	Almost all diamonds from Sierra Leone in 2002 were collected by rebel troops.
Locals work hard to find diamonds stolen by rebel troops.	Kollon, a diamond polisher, says 'People don't care where diamonds come from.'	The US state department estimate 10-15% of global diamond trade is made up of smuggled diamonds.
Kollon works hard in Antwerp, Belgium 'polishing' the rough diamonds.	The UN describes Antwerp as a 'diamond smugglers dream'	The mine owner is forced to split his diamond money with the local military commander.
Mine owners who refuse to co-operate are often maimed or killed.	The rebel troops have over 35,000 members spread over Sierra Leone	In 2004 75% of diamond retailers said they could not provide, or did not have a policy on conflict diamonds.
The money from conflict diamonds funds guns for child soldiers.	The money has provided arms to fight UN forces	Terrorist groups make millions from illegal diamond mining.
The rebel forces go into villages and forcefully take control of mines.	K. Allen director Amnesty International said 'Diamonds may be expensive, but they needn't cost people's lives'	The Kimberly process is ignored in many areas.
Despite Sierra Leone's vast diamond and mineral resources it remains one of the poorest countries on earth.	Kano, in Sierra Leone, is seen as a place of slave labour, torture and murder.	The Kimberly process (to guarantee diamonds are conflict free) was started in 2003.

80% of cut diamonds are sold to the US.	A conflict diamond comes from an area controlled by forces rather than from legitimate and recognised governments.	Children as young as eight are forced to fight as rebel soldiers
3.7 million people have died in civil wars across Africa.	The money from conflict diamonds has been used to pay for civil wars in several African countries.	Sierra Leone is not alone in this problem. Angola, Liberia and the Ivory Coast all have experienced similar issues.
Diamonds are quick and easy to trade illegally.	Rough (uncut stones) can be polished and cut and made into jewellery.	Customers want to pay the lowest possible price for diamonds — so buy illegal and blood diamonds
The polished diamonds are sold in Antwerp to US dealers.	Diamond jewellery is seen as the ultimate luxury for many. The diamonds are made into rings, necklaces, and jewellery.	Diamonds are a symbol of eternal love.
The UN blames conflict diamonds for 'destabilising the country for the best part of three decades.'	Ikbal is 7 years old and lives in India. He works 8 hours a day cutting diamond stones mined in Sierra Leone	Blood diamonds have lost their sparkle

#### FILM AS AN EDUCATIONAL TOOL

In an increasingly visual environment, film is a powerful way to engage students in global education issues. Use films from a variety of sources to help students engage with the wider world. Develop students' skills in visual literacy to assist in global awareness and to promote understanding, tolerance and acceptance of cultural, religious and political differences. Help students to learn how to interpret the complexities of different points of view and contextualise them through historical, geographical, cultural, economic, political and environmental lenses. Teach students to read the many layers in the visual images by asking questions about the environment and the interaction of people and their values.

#### Some key questions to assist interpreting a film

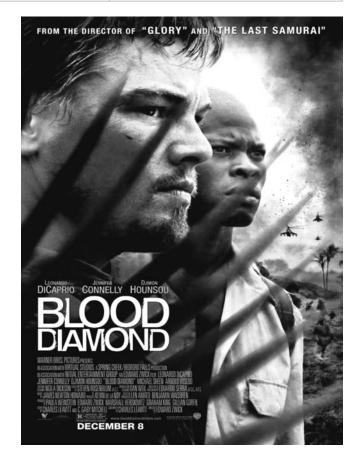
- · Who created the film?
- What message do the makers present?
- How have they created that message?
- · How might others interpret the film?
- What values, lifestyles and points of view are represented in, or omitted from, this message?
- What underlying information about the place and people is included in the film?

#### Google Earth and movie Blood Diamond

- www.juicygeography.co.uk/diamonds.htm

This site covers the movie *Blood Diamond* starring Leonardo DiCaprio. It includes audio, photos, interviews, newspaper articles, satellite images, GIS and student activities. Also:

- look at the images of diamond processing in Surat in India and Antwerp. Belgium
- see BBC video on globalisation, as diamond polishing moves between countries
- · compare two pieces of music on diamonds
- how can images of diamonds be creatively manipulated?



- design an outline of a movie on the diamond industry as a group
- what should you do as a global citizen to improve the lives of people working in the diamond industry?

#### Blood Diamond Curriculum Guide (pp. 1-15)

www.amnestyusa.org/education/pdf/bd\_curriculumguide.pdf.

The companion guide for the movie *Blood Diamond* provides activities and lessons designed to engage learners in discussion of issues. Interactive maps, international documents, fact sheets, discussion guide, personal responsibility diagram, corporate social responsibility quiz and links to actions and reports. It has a. It covers the Kimberley Process and a case study of conflict diamonds in Cote D'Ivoire.

**ICT** 

- Google Earth: Go to the Diamond Trade Google Earth file. There is a link at – www.juicygeography. co.uk/diamonds.htm. Look at the Google world map showing extraction, processing and dealing of diamonds globally. 1) Identify all the countries mentioned in the Google Earth file. 2) Use the measuring tools in Google Earth to estimate the distance that a typical diamond from Africa could have travelled to your nearest jewellery store
- Global Eye: www.globaleye.org.uk/secondary\_ spring06/focuson/index.html. Answer the diamond quiz; play the animation on the formation of diamonds; become a diamond prospector and find the clues to your fortune in three physical environments; use a map to locate the main diamond producing countries; follow the global links in the diamond trade and the increase price of diamonds on its path
- Refer to this web site and answer the key **geographical questions** – www.diamondfacts.org/ about/index.html. What are diamonds? Where are they found? How are they mined? What are the names of three famous diamonds? Are diamonds only white?
- Perspectives: become a mover and shaker in the diamond chain. Form a group of five. Take on the role of one person in the diamond trade. Learn about each other's lives. Make a spider diagram to summarise the five lives and how they are connected. – www.globaleye.org.uk/secondary\_spring06/focuson/ diamondchain.html
- Literacy: Conflict diamonds are the roughest link in the diamond chain. As a freelance undercover reporter you are on a dangerous mission to get to the bottom of conflict diamonds in Sierra Leone. Create a PowerPoint presentation of your story. Download a ready-made template for your PowerPoint and a list of links to information and pictures to start your investigation. Compare your presentations. Who has the snappiest, newsworthy angle on the conflict diamond issue?(peer assessed) - www.globaleye.org.uk/ secondary\_spring06/focuson/conflictdiamonds.html
- Photo literacy: What do these photos tell you? Summarise your thoughts.
- Website www.amnestyusa.org/blooddiamond/pics.
- **Design a magazine poster:** on diamonds using free photos from the Internet such as Flickr - www.flickr. com. The poster must show different perspectives
- **Role play:** The following people are part of the diamond industry. Amnesty International, child labourer in India, child solider in wars supported by diamond money, alluvial miner, jewellery shop owner, head of De Beers, activist NGO, Botswana Government, Australian Government, environmentalist, engaged girl and electronic industry that uses diamonds. Summarise the role play

- · Before diamonds can be exported, a Kimberly Certificate is required, without which they cannot be traded. Design your Kimberly Certificate. Explain how would you would ensure: the diamonds have been traded legally; the mine is not under the control of armed groups; and the workers have been treated fairly This site has lots of resources and explains the limits of the KP that will help you answer these questions – www.onesky.ca/diamonds/
- Write a report on the Argyle diamond mine in Australia – www.mining-technology.com/projects/ argyle/. Include location, mining operations, ownership, production, future, map and photograph
- Write a report on how De Beers manages the mining environment (e.g. mine rehabilitation, water management research and conservation) – www.debeersgroup.com/debeersweb/ Investing+in+the+Future/Environment/. Present the report as a PowerPoint presentation.
- · Explain why a supermodel backed out of a job promoting London's latest diamond outlet. Use images, video and websites to find the answer. – www.globaleye.org.uk/secondary\_spring06/ oncamera/index.html
- What can you do to clean up the diamond industry as a responsible global citizen? – www.globaleye.org. uk/secondary\_spring06/focuson/cleanerdiamonds.
- How can diamonds make a better life for people living in Africa? – www.diamondfacts.org/ difference/index.html. Present your answer as a poster divided into economic, employment, education and health.
- Despite the Kimberley Process, conflict diamonds are still on sale. Refer to this article http://news.bbc. co.uk/1/hi/world/africa/3581799.stm. Summarise the article
- According to Amnesty International, the reforms haven't gone far enough, and in some cases, are ineffective. Research the situation today
- Find out whether there has been improvements in the industry
- Explain the advantages and disadvantages of child labour in the diamond industry in India – www.ilo.org/public/english/dialogue/actrav/child/ proj/childiam.htm
- · How did NGOs, governments and United Nations improve the quality of life for people involved in the diamond trade? - www.amnestyusa.org/ amnestynow/diamonds.html
- The diamond mine in eastern Siberia (Mirny) is that largest open diamond mine in the world. It is 552m deep and 1,200m in diameter. The surrounding air zone is closed for helicopters as some were sucked into the hole by downward air. See photos at www. javafaq.nu/java-article766.html. Draw a line diagram of the mine. Go to Google Earth for a different view

#### Other sites

- A World of Diamonds www.amnh.org/exhibitions/ diamonds/world.html
- Amnesty International: Blood Diamond www.amnestyusa.org/blooddiamond
- Blood Diamond Action www.blooddiamondaction.org
- Child labour in the diamond and gemstone industry in India – www.oit.org/public/english/dialogue/ actrav/child/publ/indiadia.htm
- Global Witness and the Kimberley Process www.globalwitness.org/pages/en/the\_kimberley\_ process.html
- Global Witness Combating Blood Diamonds www.globalwitness.org/pages/en/conflict\_diamonds. html
- Kimberley Process www.kimberleyprocess.com/
- NGOs initiatives on blood diamonds http://globalpolicy.igc.org/security/issues/diamond/ ngoindex.htm
- Oxfam and diamonds www.oxfamamerica. org/whatwedo/campaigns/no\_dirty\_gold/news\_ publications/blood\_diamond
- United Nations and Conflict Diamonds www.globalwitness.org/pages/en/the\_united\_ nations\_and\_conflict\_diamonds.html
- World Diamond Council www.worlddiamondcouncil.com
- World Vision and Blood Diamonds www.worldvision.org/worldvision/wvususfo.nsf/ stable/globalissues\_diamonds07

#### 4G1

Physical: geology, molten rock 120–190 km below earth's surface, volcanic eruptions, primary deposits (kimberlite and lamproite pipes), secondary deposits (erosion and deposition in rivers and ocean).

Human: South India (secondary) not until 1870's in South Africa (primary), used in jewellery and industry

#### Stage 5 and School Certificate

Physical: Argyle mine the world's largest) had surface dimensions of 1600 metres long by 150–600 metres wide.

Environmental management

**Human Rights** 

Trade

Aid to developing countries with diamonds

Global Citizenship

#### 4G4

Land degradation and threatened habitats. Links between diamond mining and ecological sustainability

Human rights: Child labour, child soldiers, blood diamonds and displaced indigenous people. Implications for social justice and equity. Global citizenship: actions of individuals, groups and governments

Global citizenship: actions of individuals, groups and governments (e.g. Kimberley Process)

#### Geofacts

• In a De Beers mine, 250 tons of ore is excavated to find one stone big enough to polish a one-carat diamond. When cut and polished, the diamond gains 40% of its value but loses up to 50% of its weight.

A & 60 S

- Botswana is the world's largest producer of diamonds
- Largest rough diamond is the Cullinan (3,106 carats) discovered in South Africa, 1905
- Most of the known diamond reserves are located in Western Australia and Southern Africa.
- The Argyle mine in Western Australia is the world's most productive diamond mine
- Africa is the world's largest producer of diamonds, producing as much as 50% of global production. To date, Africa has produced over 75%, in value, of the world's diamonds
- 20% of world's diamonds are used as gem stones which are polished and set into diamond jewellery

#### 4G2

Location: all global environments – depends on primary and secondary deposits (Argyle - desert; Canada - polar)

Major processes: geomorphic and hydrologic

Environment influences community (jobs, wealth, quality of life)

Changing relationship between community and environment (conflict diamonds) Environmental problems: waste disposal, ground water pollution, deforestation, soil erosion, sedimentation in rivers and loss of species.

Human problems: blood diamonds, child labour, smuggling, corruption, human rights abuses

#### 4G3

Globalisation: process (trade); economic (wealth -African countries and India); cultural (US/wealthy – increased demand, child labour); changes in technology (mining, production and marketing (IT), synthetic diamonds), businesses (TNC De Beers); nations (Africa, Venezuela), organisations (UN, NGOs); impacts (control supply to keep prices high, child labour, funds African wars, environmental degradation, displaced indigenous people, increased cutting in Asian countries);

Global inequalities: extremes of poverty and wealth (diamond miner and child labourer in Africa versus the wealthy film star dripping in diamonds or CEO of De Beers). African diamond country and populations' access to education, food, health, shelter and water. Diamond money makes a difference to African countries (GDP, HDI)

Global citizenship – Kimberley Process, NGOs, UN, ILO, response to *Blood Diamond* movie

World Maps: location of deposits, main cutting centres, trade routes; GIS and Satellite; 3 D diagram, tables, statistics, topographic maps, ICT

#### ENEFITS OF GTA NSW MEMBERSHII

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

Phone: ..... (Mob)

School: .....

- publishing of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across

For further information about GTA NSW activities and events go to: www.gtansw.org.au

## **MEMBERSHIP RENEWAL/APPLICATION FORM 2011** ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included. Please select **ONE** of the following membership options and complete the details Personal membership \$90.00 Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other: ......

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#### **PAYMENT:**

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of Geography Bulletin will be forwarded. A membership reminder will be sent in December.

Fax: \_\_\_\_\_\_ Email: \_\_\_\_\_

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#### Please make cheques payable to: Geography Teachers' Association of NSW Inc OR

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Post this form and your payment to: GTA NSW, PO Box 577 Leichhardt, NSW 2040

# Advice to contributors

- 1. Objective: The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.
- 2. *Content:* Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:

PO Box 577, Leichhardt, NSW, 2040

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:* An original on disk plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for photographing. Photographs should be on glossy paper, and strong in contrast. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption.
- 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:* A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.
- 6. *Photo of Contributor:* Contributors should enclose a passport-type photograph and a brief biographical statement.
- 7. *References:* References should follow the conventional author-date format:

Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.

Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)

Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.

O'Donovan, M. J., et. al. (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography (Vol.* 2), Sydney: Williams and Sons.

- 8. Italics should be indicated by underlining.
- Spelling should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



Yehliu Geopark, Taiwan . Source: www.flickr.com/coolmeow

Books for review should be sent to:

Mr John Lewis, Review Editor, The GTA NSW Office PO Box 577 Leichhardt NSW 2040

Deadlines for articles and advertising

Summer issue - 1 December Autumn issue - 1 March Winter issue - 1 May Spring issue - 1 August

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FULL PAGE (26 x 18cm) – \$368.50 Special issues \$649.00

HALF PAGE (18 x 13cm or 26 x 8.5cm) – \$214.50 Special Issues \$382.80

QUARTER PAGE (13 x 8.5cm or 18 x 6.5cm) – \$132.00 Special issues \$242.00

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Carmel Logalbo, GTA NSW Office Telephone: (02) 9564 3322 Fax: (02) 9564 2342

Email: carmel.logalbo@ptc.nsw.edu.au

## EDITORIAL POLICY

### Editorial policy attempts to:

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

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

#### Refereeing

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

