

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Volume 45 No 2 2013

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Australian Economy – Growing Inequality & Uneven Impacts on Wellbeing

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The
Geography Teachers' Association
of New South Wales Inc.

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Front Cover: Holi colours, Mysore India



Back Cover: Offering to the Ganges, Varanasi India

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 the preceding page. 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 BULLETIN



The
Geography Teachers' Association
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Vol 45, No2 2013

EDITOR: Dr Susan Bliss

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STUDENT
CONTENT



Dr Susan Bliss, Editor

Australian Curriculum: Geography 7-10

The year 2013 has been a busy year for Geography teachers with the release of F-10 Geography curriculum in May and the anticipated Senior Secondary curriculum (11-12) by end of July.

GeoSpace, an initiative of the Australian Geography Teachers Association (AGTA), provides materials to support teachers in implementing the Australian Curriculum: Geography. The Annual Conference held on 30th August at Rydges World Square, Sydney will present about 15 speakers covering topics in the new 7-10 curriculum such as liveability, hazards, geographies of interconnections and personal geographies. Additionally this edition includes work units appropriate for the new curriculum.

Each year the Geography Teachers' Association of NSW holds a special function to celebrate the success of students in the Arthur Phillip Competition. The winning students were presented with a certificate to recognise their achievement and (where appropriate) a monetary prize. At the function the top ten HSC Geography students were presented with certificates, followed by awards to their respective teacher.

In this edition, Lorraine Chaffer explains the use of Scoop it!, famous surfer Joel Parkinson attended a Geography lesson at Barrenjoey High and Tim Costello commented positively on the new curriculum

Susan Bliss





Geography Teachers Association of NSW ANNUAL CONFERENCE

Geography – making a difference for Australia

**Friday, 30 August 2013, 8.30am – 3.30pm at the
Rydges World Square Hotel
389 Pitt Street, Sydney**

Conference Programme

8.00 – 8.30	Registration and view of textbook and resources
8.30 – 8.50	Susan Caldis, ACARA – Geography Curriculum
8.50 – 9.30	Prof. Gordon Waitt, University of Wollongong – Geographies of Interconnections – Tourism geographies/Personal geographies – Year 9
9.30 – 10.00	Rebecca Nicholas – Using Web 2 tools in the Geography Classroom
10.00 – 10.30	Dr Susan Bliss – Causes, impacts and responses to geomorphologic hazards – Year 8
10.30 – 11.00	Morning tea
11.00 – 11.30	Lindsay Swan – NSW Board of Studies and implementation of Australian Geography Curriculum
11.30 – 11.50	Dr Tracey McAskill, ACARA – Achievement Standards and Work Sample Portfolios
11.50 – 12.10	Lorraine Chaffer – Place and liveability – Year 7
12.10 – 12.30	Nick Hutchinson – Personal geographies – Year 9
12.30 – 12.50	Malcolm McInerney – AGTA web-based curriculum support materials
12.50 – 1.00	Awards, Geography Challenge and AGTA
1.00 – 1.40	Lunch
1.40 – 2.00	Milton Brown – Geographies of interconnections – Year 9 and role of NGO to improve human wellbeing – Year 10
2.00 – 2.20	Resourcing the new Geography Syllabus – Years K–10
2.20 – 2.40	Greg Reid – Water in the world – Year 7
2.40 – 3.00	Speaker on Biomes and food security (Year 9)
3.00 – 3.20	Debra Owens – Geographies of interconnections – Year 9
3.20 – 3.40	Speaker on Changing Nations (Year 8)
All day	Textbooks and resources for the new curriculum will be available to view

Please note this program is subject to alteration

Cost

Members \$200, Non-members \$230, Retired/unemployed \$75, Student \$50

Register now, see details over the page...

www.gtansw.org.au

Vale Pamela Gregg

16 January 1949 – 18 March 2013

It is with deep regret that the NSW Geography Teachers' Association announces the passing of Pam Gregg. She was a lifetime member of the association representing teachers from the Wollongong area, and a passionate teacher of geography.

After her retirement from teaching at Keira High School, she took a stronger role in the association. She presented at teacher workshops around the state. Teachers who attended her workshops will remember her for her down-to-earth practical approach to teaching.

Other projects Pam worked on were:

- the development of the Parramatta Park teaching resource
- the 'Be The Change' project which involved working with schools on the north coast to develop a DVD that encourages student action on environmental issues.

Her contributions to the association will be sadly missed.

Sue Field



*Below: PD workshop at Minnamurra Falls.
Right: Be The Change project.*



Australian Curriculum: Geography

**Susan Caldis Senior Project Officer
Humanities and Social Sciences, ACARA**

ACARA was pleased to announce that following the meeting of the Standing Council on School Education and Early Childhood (SCSEEC) on Friday 10 May 2013, the Foundation to Year 10 Australian Curriculum: Geography was endorsed for publication. The curriculum has been available online from Monday 20 May 2013 at – www.australiancurriculum.edu.au.

This was another significant moment in Australian education. The endorsement and publication of Geography builds on the work already completed by ACARA and continues to provide students with the opportunity to learn from a world class, modern national curriculum.

Geography is the first subject of the Phase 2 suite in the Australian Curriculum to be published after English, Mathematics, Science and History. This subject is part of the Humanities and Social Sciences learning area which also includes History, Civics and Citizenship, and Economics and Business. The Foundation to Year 10 Australian Curriculum: Geography received commendation for the way in which each of the cross-curriculum priorities and the general capabilities have been represented.

The Foundation to Year 10 Australian Curriculum: Geography has been developed with a two strand approach to be consistent with the other subjects of the Humanities and Social Sciences learning area:

- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills

The curriculum content identifies what teachers are expected to teach and students are expected to learn. Curriculum content is presented as 'content descriptions', and these specify what young people are expected to learn and what teachers are expected to teach across the years of schooling. The content descriptions are accompanied by 'content elaborations' which, as support material, will provide illustrations and/or examples of the content descriptions. The *Foundation to Year 10 Australian Curriculum: Geography* is written as one 'unit' of study across Foundation to Year 6, and two 'units' of study at each year level across Years 7 to 10. An integrated

approach taken across the year levels towards representing content related to human and environmental geography.

The *Foundation to Year 10 Australian Curriculum: Geography* curriculum has seven underpinning concepts weaving throughout the content. These concepts are gradually introduced across Foundation to Year 6, therefore, particular year levels emphasise one or more concepts. By the time students commence the study of Geography at a Year 7 level, they are thinking about and investigating all seven concepts in an integrated way. The underpinning concepts are integral to the development of geographical understanding and ability to think geographically. The seven underpinning **concepts** are:

- Place;
- Space;
- Environment;
- Interconnection;
- Sustainability;
- Scale; and
- Change.

The *Foundation to Year 10 Australian Curriculum: Geography* uses an **inquiry approach**, and encourages the use of **fieldwork** and **spatial technologies** to assist students in making meaning of their world and enabling them to respond to questions in a geographically distinctive way.

Through the study of Geography, students will:

- develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.
- explore, analyse and understand about the characteristics of the places that make up our world. Through this, they will develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.

ACARA Update

- learn to question why the world is the way it is, to reflect on their relationships with and responsibilities for that world, and to propose actions designed to shape a socially just and sustainable future.

The **cross-curriculum priority** 'Aboriginal and Torres Strait Islander histories and cultures' is exemplified across Years F-8 in particular, so that students will gain a deep understanding about the importance of Country and Place in relation to the geographical concepts of place, environment and interconnection. For example, the relationships people have with place and their interconnection with the environments in which they live are emphasised, and the Aboriginal and Torres Strait Islander histories and cultures priority provides students with the opportunity to develop a deeper understanding of this by investigating the thousands of years of Aboriginal and Torres Strait Islander connection to land, water and sky, and the knowledge and practices that developed as a result of these experiences.

Sustainability, one of the seven underpinning concepts in the *Foundation to Year 10 Australian Curriculum: Geography* provides an obvious focus for strengthening the cross-curriculum priority of 'Sustainability'. Particular emphasis is given to students being able to develop a futures-orientation towards protecting environments and creating a more ecologically and socially just world through informed action. For example, a holistic understanding of human dependence on the environment to support an integrated approach between human and environmental geography is emphasised, and through this priority, students will learn to apply their geographical understanding to explore how worldviews influence these relationships and interactions with the environment.

The **cross-curriculum priority** 'Asia and Australia's engagement with Asia' is exemplified through focusing geographical content towards particular countries of the Asia region. This is to ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world

In the *Foundation to Year 10 Australian Curriculum: Geography*, across Years F-6, students will **focus** on the local area (F-2), extending out to a study of Australia and its neighbouring countries (Year 3), South America and Africa (Year 4), Europe and

North America (Year 5), and the Asia region (Year 6). Across Years 7-8, apart from Australia and countries of the Asia region, students will also have the opportunity to specifically focus on either West Asia (Middle East) and/or North Africa, in addition to Europe, the United States of America and China. Throughout Years 9-10 there is less specificity about areas of the world to study but students are encouraged to focus on the Pacific Islands, Africa or South America in relation to human wellbeing. It is important to note that across all year levels, areas of the world other than those specified can be included for study as appropriate.

Engaging educators and the wider community in the consultation process has been crucial to ensuring that ACARA delivers a world class Australian Curriculum for Geography. ACARA is very appreciative of the responses received from the lead writer and expert advisory group; the Australian Geography Teachers Association (AGTA), its member associations and affiliate associations; state and territory curriculum authorities, individuals and other stakeholder groups. These groups have provided invaluable assistance in developing a curriculum since the process began in 2009. ACARA would also like to thank the teachers who intensively engaged with the draft *Foundation to Year 10 Australian Curriculum: Geography*. These teachers provided both student work samples and invaluable feedback on the useability of the curriculum for classroom teachers.

It is the responsibility of curriculum authorities in each state and territory across Australia to communicate with schools about the timeline and related decisions about implementation of the Australian Curriculum in Geography

ACARA looks forward to your continued interest and engagement with the Australian Curriculum as part of implementation. If you require further information about the *Foundation to Year 10 Australian Curriculum: Geography*, please contact Susan Caldis, SPO Humanities and Social Sciences, via email susan.caldis@acara.edu.au or telephone (02) 8098 3150.



AUSTRALIAN ECONOMY

Dr Susan Bliss



PART A: GROWING INEQUALITY IN AUSTRALIA

Australians like to think of themselves as egalitarian but the Gini coefficient which measures inequality increased from 0.27 in 1980 to 0.33 in 2012, indicating the rich are getting richer and the poor poorer. For example the top 50 corporate CEO's earn 100 times more than the average workers' wage and Australia's 200 richest people increased their wealth by 23% or an average of \$800 million per person last year.

Those who are poor tend to be unemployed, single mothers, refugees, the disabled and indigenous people. The Australian Council of Social Services (ACOSS) estimates over two million Australians lack adequate housing, health care and community services and welfare organisations such as the St Vincent de Paul Society are struggling to meet the growing demand for basic necessities such as food. At the other extreme four of the country's five richest people, Gina Rinehart, Ivan Glasenberg, Andrew Forrest and Clive Palmer have made billions from mining.

Credit Suisse Global Wealth Report noted Australia's median wealth of \$213,800 is the highest in the world and our average wealth of \$397,000 is the second highest in the world. Australia's wealth per adult quadrupled over the last decade attributed to high real estate values, superannuation and savings. The proportion of people with wealth above \$100,000 is now eight times the world average, the highest in the world.

Better but unequal life

The economic wellbeing of a person is largely determined by their income and reserves of wealth which enables them access to goods and services consumed daily. Income and wealth are unevenly distributed across Australia as the:

- wealthiest 20% of households account for 62% of household wealth, with an average of \$2.2 million per household
- poorest 20% of households account for 1% of household wealth, with an average of \$31,829 per household

In Australia the distribution of wealth is more unequal than income as people accumulate wealth throughout their working life. In general, older people have accumulated more wealth than younger people but older people earn lower incomes than younger people.

Human Development Index

Australia has one of the highest HDI in the world. Since the 1980s the HDI increased from 0.85 to 0.94 because of improvements in education, health and income. However the HDI varies between states with the highest in Victoria (0.98) and lowest in the Northern Territory (0.91).

When inequality within Australia is calculated the HDI fell from 0.94 to 0.85. Groups such as Aboriginal and Torres Strait Islanders face widespread disadvantage in health, employment, education and the justice system. Access to primary healthcare remains poor with indigenous

*Above: Homeless on Bench, stencil art, Melbourne 2009 (Photo: Fernando do Sousa)
Source: <http://www.flickr.com/photos/fernando/4480593824>*

PART A: GROWING INEQUALITY IN AUSTRALIA

children dying at more than double the rate of non-indigenous children.

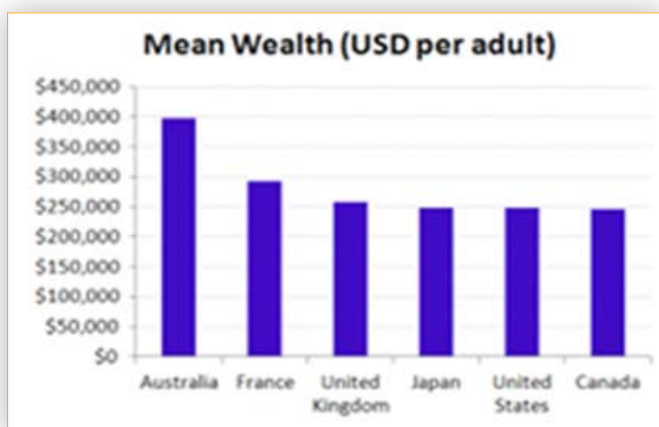
When taking into account the gender equality index (GII) Australia ranks 18 out of 146 countries with 28.3% of parliamentary seats held by women (compared to none in Saudi Arabia), a maternal mortality rate of 8 per 100,000 (compared to 1,900 in Afghanistan) and an adolescent fertility rate of 16.5 births per 1,000 live births (compared to 142 in the Congo).

Within Australia inequality in income ranges between cities from wealthier Canberra to poorer Hobart and between states with largest inequality in Victoria (23%) followed by South Australia (22%).

Geofacts

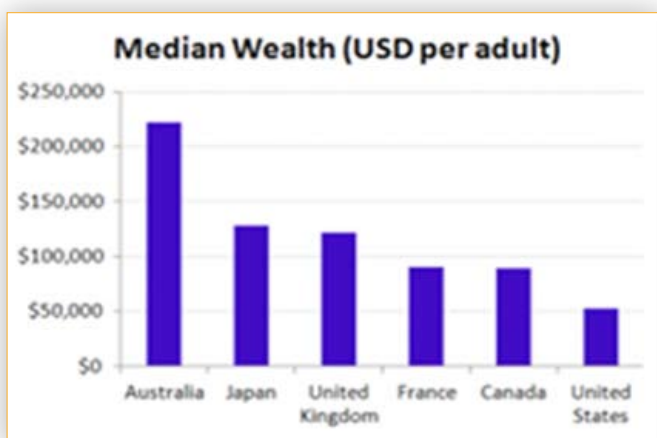
The wealthiest 20% of the Australian population have 61.8% of the wealth and the wealthiest 20% of the population receive 40% of household income

Column graph 1: Mean and median wealth per adult across developed countries



Source: <http://www.abc.net.au/unleashed/3726692.html>

Column graph 2: Median wealth per adult across developed countries



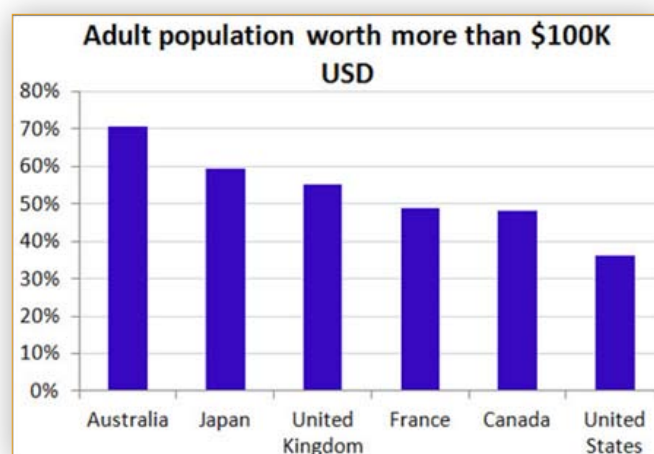
Source: <http://www.abc.net.au/unleashed/3726692.html>

Activities

Refer to column graphs 1 and 2 and answer the following questions:

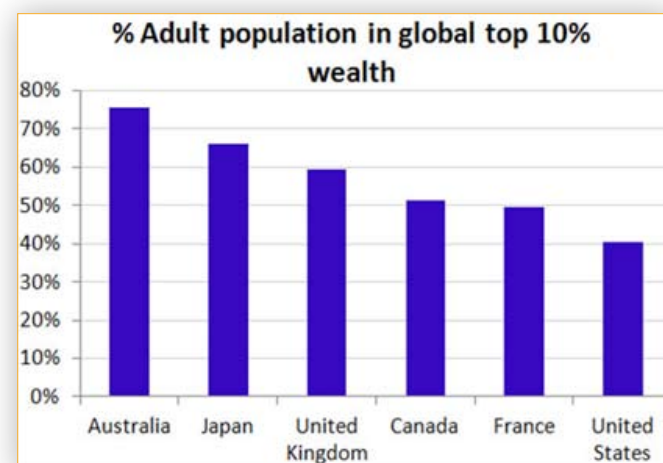
- Explain the difference between the terms median and average
- Describe the differences between median wealth and average wealth in Australia and Japan
- Discuss the advantages of living in Australia rather than living in the USA
- Imagine you worked for a welfare organisation in Australia. Suggest how you could improve the wellbeing of less fortunate people

Column graph 3: Adult population worth more than \$100,000 in selected developed countries



Source: <http://www.abc.net.au/unleashed/3726692.html>

Column graph 4: Percentage of adult population in top 10% wealth in selected developed countries



Source: <http://www.abc.net.au/unleashed/3726692.html>

PART A: GROWING INEQUALITY IN AUSTRALIA

Activities

Refer to two column graphs 3 and 4 and answer the following questions:

- Australia contains a larger percentage of wealthy people compared to countries listed on the graph. Discuss the differences using statistics
- Explain the reasons for Australia's growth in wealthy people

Table 1: Trends in debt, profits and wages in Australia over time

	Debt up Household debt to disposable income	Profits up Share of national income index	Wages down Share of national income index
1985	43.1	100	100
1995	67.1	11.4	96.5
2005	149.7	130.8	92.7
2012	170.1	140.1	89.1

Activities

Refer to the table and answer the following questions:

- Calculate the changes to debt, profits and wages from 1985 to 2012
- Explain how life is more difficult for an Australian today, if they earn a wage and have a home loan compared to living in 1985
- Draw debt statistics as a line graph and label the axis

Table 2: Trends in Human Development Index in Australia

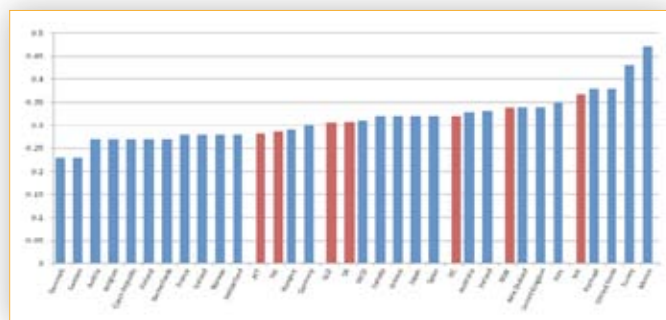
	Life expectancy	Years of schooling	GPD per capita
1980	74.4	11.6	19,690
2012	81.9	12.0	34,431

Activities

Refer to the table and answer the following questions:

- Calculate the differences in the three Human Development Indexes (HDI) in Australia since 1980
- Discuss the reasons for improvements in the HDI in Australia

Column graph: Income inequality (Gini coefficient) among OECD countries and Australian states



Source: <http://clubtrotto.com.au/files/2011/09/inequality-2.png>

Activities

Refer to the column graph and answer the following questions:

- What is the purpose of the Gini coefficient?
- Calculate the difference in the Gini coefficient between the following countries:
 - Denmark and Mexico
 - Australia and the United States
- Rank the Australian states from least inequality (nearest 0) to largest inequality (nearer 1)
- List states with less inequality than the Australian average

Table 3: Human Development Indicators on gender

	Australia	USA	Brazil	India	Yemen
Population with at least secondary education (Ratio of female to male rates)	0.979	1.009	1.05	0.528	0.311
Adolescent fertility rate (births per 1,000 women aged 15-19)	16.5	41.2	75.6	86.3	78.8
Labour force participation rate (Ratio of female to male)	0.808	0.811	0.734	0.404	0.271
Gender Inequality Index	0.136	0.299	0.449	0.617	0.769
Female-male ratio in parliament	0.395	0.202	0.106	0.119	0.007
Maternal mortality ratio (deaths of women per 100,000 live births)	8	24	58	230	210

Adapted from information at <http://hdrstats.undp.org/en/indicators/36806.htm>

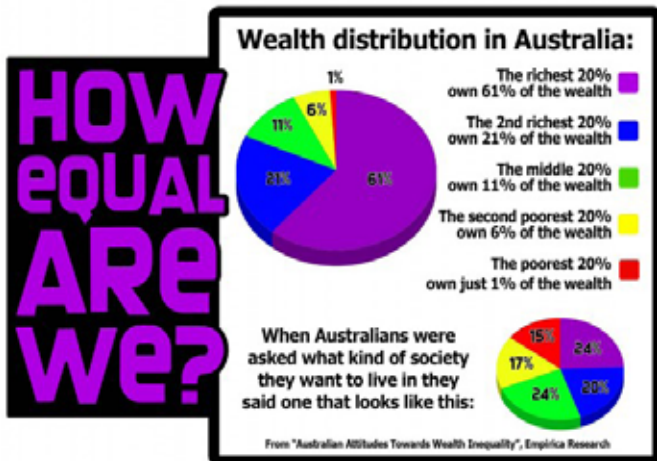
PART A: GROWING INEQUALITY IN AUSTRALIA

Activities

Refer to Table 3:

- Explain the country you would prefer to live in if you were a female. Provide statistics in your answer

Pie graphs: Wealth distribution in Australia



Source: <http://fightback.org.au/?portfolio=81>

Activities

Refer to the pie graphs and describe the difference in actual wealth distribution and what type of Australian society is most desirable

Maps: Inequality across Australia



Source: http://mccrindle.com.au/_blog/The_McCrindle_Blog/post/Australian_income_wealth_distribution/

Activities

Refer to the maps above and discuss the divide between income and wealth in Australia including people, cities and states.

Photograph: He may be homeless but he has a computer



Source: <http://www.gizmodo.com.au/2010/10/he-may-be-homeless-but-at-least-he-has-facebook/>

Activity

Refer to the photograph and express your thoughts

Inquiry process

Complete the following inquiry process

- What is the wellbeing of your postcode or census area? How does it compare with other areas in Australia? What should be done about inequality within your postcode or census area?
- Using primary sources such as photographs show inequality within the local area
- Refer to the ABS CensusAtSchool (<http://www.abs.gov.au/education>) and collect statistics on inequality in your census area or local area.
- Collate information and present findings as a report



AUSTRALIAN ECONOMY

PART B: TWO SPEED AUSTRALIAN ECONOMY – UNEVEN IMPACTS ON WELLBEING

Western Australia is responsible for 70% of national job growth during the last year with the state inundated with 1000 people a week seeking work in the mining industry. This increase combined with the inflow of overseas capital to fund mining expansion has improved the economic wellbeing of people involved in the industry. On the other hand higher wages in the mining industry has attracted an outflow of lower paid workers from the manufacturing and agricultural sector.

Two speed economy

Since 1995, income inequality increased 47% in Australia with the largest increase of 76% in Western Australia. Over this period the average income of the richest 20% of people living in Western Australia more than doubled. This was attributed to the growth of mining and its resource based industries resulting in the evolution of a 'two-speed' economy.

Australia has become further polarised with an investment boom above the 'Brisbane Line' as 57% of investment is committed to projects north of the Brisbane Line while 80% of the population work south of the Brisbane line.

Queensland's anticipated 39 mining projects costing \$55 billion aims to employ 40,000 people which will flow on to improvements in wellbeing. On the other hand while some mining jobs are well paid, approximately 99% of Queenslanders who are not employed in the mining industry are adversely affected by higher costs.

Australia's stable government and geographical proximity to Asian economies means the country is well placed to cater to China's and India's growing demand for our mineral resources. Over the three years the mining sector is anticipated to grow at 5% per year and mining related sectors at over 20%. By contrast the non-mining sector which comprises 75% of the economy is expected to grow at a slower rate of 1% a year.

The rate of productivity of mining or the rate a company produces goods or services, in relation to the amount of materials and number of employees needed, is higher than other sectors.

Costs and benefits

People employed in the construction, transport and power sectors related to mining have increased

their incomes. Other Australians will share the wealth via a Minerals Resource Rent Tax (MRRT) on profits generated from the exploitation of non-renewable resources. Billions of dollars from the tax aim to be spent on pensions and infrastructure. Additionally Western Australia aims to plough some of its mining wealth into a future fund worth \$4.7 billion to preserve the benefits of the resources boom for future generations

One of the challenges facing the mining industry is the unsustainable use of non renewable resources. As minerals cannot be replaced in the short term, Australia requires to act cautiously by not placing all money into mining as it could impact adversely on future wellbeing

Coal mining in NSW

Over the past 10 years the Hunter Valley farming region has been transformed into a coal mining area. Twenty four open-cut coal mines dig up 120 million metric tons of coal a year. Coal and coal seam gas has been a financial boon to the country and nearby rural communities like Muswellbrook but impacted adversely on the wine industry. The expanding sprawl of coal mines has edged out farmers and the inflow of workers caused house prices to soar.

From an environmental perspective there are concerns over use of water by the mining industry and its pollution of aquifers and streams. From a financial perspective many new coal seam gas projects are foreign owned providing limited direct benefits to the Australian economy which challenges the sustainability of Australia's economy

Geofacts:

Australia's mineral exports comprise of more than 50% of exports.

PART B: TWO SPEED AUSTRALIAN ECONOMY

Cartoon: The Two-Speed Economy



Activities

Refer to the cartoons and answer the following questions:

- What is meant by a two speed economy?
- Explain how the cartoons illustrates the differences within the Australian economy
- Provide examples of places in Australia illustrating the two cartoons

Source: <http://nicholsoncartoons.com.au/two-speed-economy-mining-jobs-business.html>

Map: Brisbane Investment Line



Source: <http://www.heraldsun.com.au/business/investment-divide-widens-above-brisbane-line/story-fn7j19iv-1226258848909>

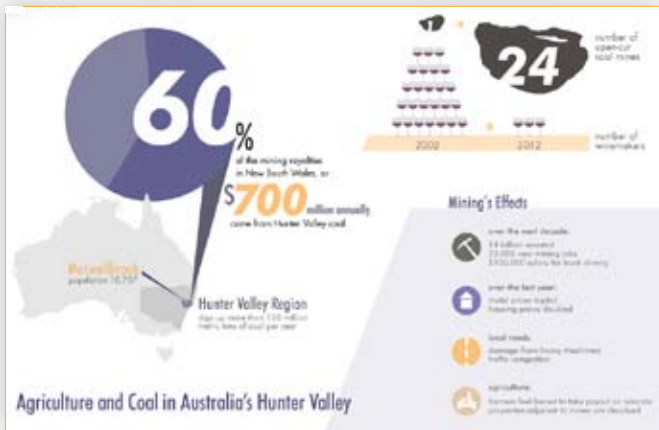
PART B: TWO SPEED AUSTRALIAN ECONOMY

Activities

Refer to the map and answer the following questions:

- Compare northwest with southeast of the Brisbane Line using statistics
- Discuss the impact of the Brisbane Line on the wellbeing of people living in Tasmania

Diagram: Agriculture and Coal in Australia's Hunter Valley



Source: <http://www.circleofblue.org/waternews/2012/world/burdens-of-extraction-growing-the-coal-mining-industry-in-australias-hunter-valley/>

Activities

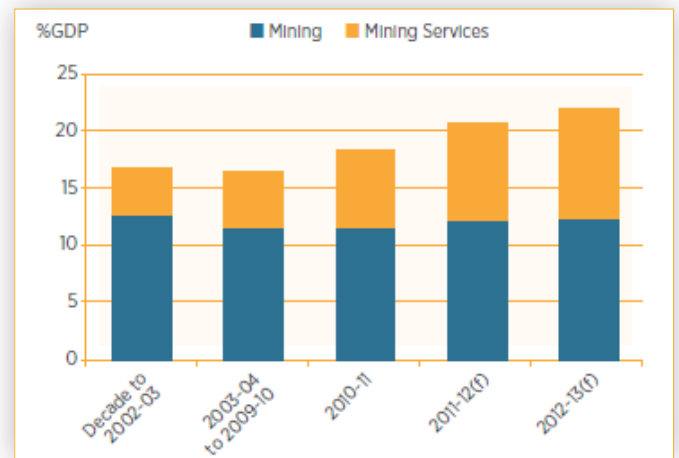
Refer to the diagram and answer the following question:

- Explain the impact of coal mining in the Hunter Valley on the wellbeing of people living in NSW
- Debate for and against mining in the Hunter Valley

For	Against

- Explain the relationship between the number of winemakers and the number of coal mines in the Hunter Valley

Composite column graph: Mining and mining services



Source: <http://www.theaustralian.com.au/business/economics/economy-surges-amid-jobs-growth/story-e6frg926-1226352518641>, page 15

Activities

Refer to the graph and answer the following questions:

- Calculate the change in mining as a percentage of GDP from 2002 to 2013
- List services linked to the mining industry
- Explain the importance of mining and mining services to the Australian economy and people's wellbeing

Composite column graph: Mining and productivity



Source: Deloitte Access Economics

Source: http://www.minerals.org.au/file_upload/files/publications/mca_maximising_growth_in_a_mining_boom_FINAL.pdf, page 22

PART B: TWO SPEED AUSTRALIAN ECONOMY

Activities

Refer to the graph and answer the following questions:

- What is meant by productivity?
- Explain why mining productivity is important to the Australian economy

Research the following inquiry questions:

- Where is Muswellbrook?
- What is the impact of coal mining on Muswellbrook?
- How could mining improve the wellbeing of the community?

Complete the following table:

Who are the winners and losers in the mining boom?

Winners	Losers

ICT

Complete the following ICT task.

Read the article and discuss how agriculture clashes with coal seam gas industry on the Liverpool Plains (<http://www.circleofblue.org/waternews/2012/world/australias-agriculture-and-energy-sectors-clash-over-water/>).

GTA NSW Awards Presentation Evening

On the 10th May 2013, the NSW GTA celebrated the success of both students and teachers in the annual Arthur Philip Fieldwork and Geography HSC Awards night. For the second year in a row the ceremony took place at the Sydney College of the Arts in Rozelle. We were delighted to host 75 guests that included teachers, students, Heads of Departments, family and friends and GTA Council members.

There were two parts to the ceremony:

The Arthur Philip Fieldwork Awards

This involved students from all over NSW entering their field work for assessing by the NSW GTA Council. This year the assessors were Grace Larobina, David Lattimer, Nick Hutchinson, John Lewis, and Robert Gandiaga. There were various categories for the students to enter. This year we had 51 entries and the schools that were represented were Merewether High School, Moss Vale High School, Normanhurst Boys High School, SCEGGS Darlinghurst, St Mary Star of the Sea College and Tara Anglican School for Girls.



Arthur Phillip Fieldwork Competition Award recipients

Distinguished HSC Geography Students 2012

Students and their teachers were congratulated and recognised for their outstanding performance in the 2012 Geography HSC. The students had distinguished themselves as the top ten candidates in NSW.

Thank you to the following Council members for their support and officiating on the evening, our President Nick Hutchinson and Vice President Grant Kleeman, John Lewis, Lisa Kendall, and Keith Hopkins.

We look forward to hosting this event in 2014.

Grace Larobina, HSIE Teacher,
The Hills Grammar School, Kenthurst

Editors note: The complete list of Award recipients appears in Vol 45, No 1 2013 of the GTA Bulletin.



Dr Grant Kleeman, Vice President GTA NSW (far left) with HSC Award recipients

DEVELOPING HUMANS IN INDIA

Concepts: Place, Space, Change, Scale, Environment

Dr Susan Bliss



India has evolved into an economically emerging country ranking 134 out of 187 countries on the human development index (HDI). With a HDI value of 0.57, the country is positioned in the 'medium human development' category. Despite improvements in wellbeing over the past 20 years the country is experiencing socio-economic obstacles such as gender inequality measured by GII as well as the largest number of multidimensional poor people measured by MPI. In general states with a low HDI tend to have greater gender inequality and more multidimensional poor people, compared to states with a high HDI.

Haves and have nots

Inequality in the distribution of human development is more pronounced in India than any other country. When the HDI is adjusted for inequality, using the IHDI, the country lost 32% compared to the average global loss of 22%. Largest inequality was in education followed by health.

The HDI noted inequality exists between income, gender, urban-rural areas and states:

- **Income:** Over the last 20 years inequality increased with the top 10% of wage earners making 12 times more than the bottom 10%. Inequality, measured by the Gini coefficient increased from 0.32 to 0.38, with 0 being the ideal score. As a result over 48 billionaires live beside 500 million people surviving on less than \$1.25 a day. The majority of poor are women and children living in rural areas and urban slums.
- **Gender:** Over the last 10 years while gender inequality improved for most countries it declined significantly in India. Afghanistan was the only country to rank below India in the South Asian region on the Gender Inequality Index (GII). Indian women experience forced child marriages, dowry burning, unpaid work, illiteracy and extreme poverty. About 8 million female foetuses have been aborted over the past decade as selective abortion occurs when people value a son more than a daughter. Despite laws promoting equality, women belonging to the lowest Dalit caste continue to face discrimination and are at greater risk of gender-based violence.
- **States:** Inequality exists within Indian states with Kerala ranked 1st with very high human development similar to the Netherlands compared to Orissa ranked 35th with low human development similar to Haiti.

*Above: High rise under construction in Gurgaon, Haryana, India.
Source: Wikimedia Commons*

DEVELOPING HUMANS IN INDIA

- Urban versus rural: The ratio of urban to rural GDP per capita was 2.45:1 in 1970 increasing sharply to 2.8:1 in 2012. Employment, better health and educational facilities in urban areas attracted more people to move from rural areas.

Even though discrimination based on caste is legally forbidden it has not disappeared. In general people living in urban areas are less strict about the caste system compared to those living in isolated rural villages. Sometimes violent clashes connected to caste jealousy arise when lower castes improve their status.

Progress

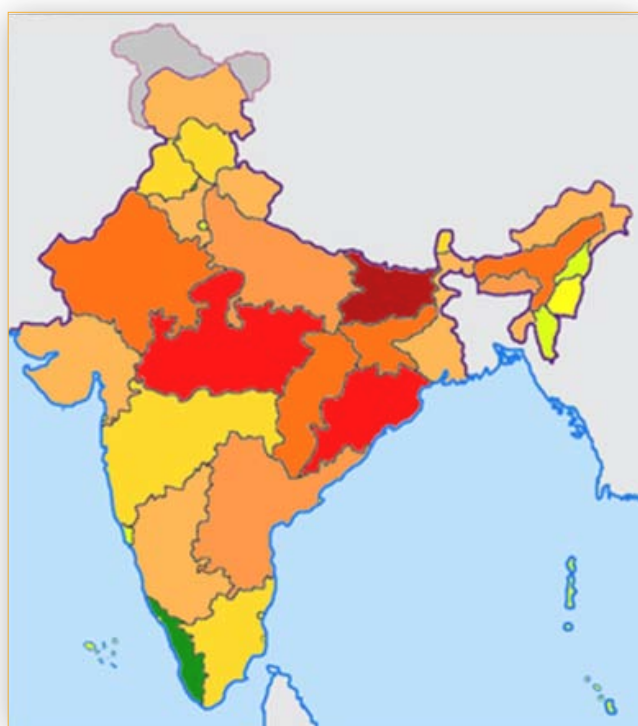
Over the past 12 years, the Indian economy grew by 7% per year and as a result poverty was reduced by 10%. India's HDI improvement was led by a 28.5% increase in the education index, which ranged from a high 0.92 in Kerala to a low 0.41 in Bihar. However these economic benefits were unevenly distributed with more money directed to the service industry but less to the agricultural sector which employs 60% of the workforce. However the gender pay gap is 1:4 in favour of male workers.

Table: Causes, impacts and solutions to income inequality in India

Causes of income inequality	Impacts of income inequality	Solutions of income inequality
Law of inheritance with son inheriting fathers wealth	Socio-economic gap between urban and rural areas	Tax the wealthy and redistribute money to poor people
Lack of education – higher paid jobs related to education	Migration of people from rural to urban areas	Encourage small businesses in urban and rural areas
Urban and rural divide in education and health services	Economic instability as rich become richer and poor poorer	Free education and uniform health care
Caste system	Increase in crime rate	Land reform and redistribution

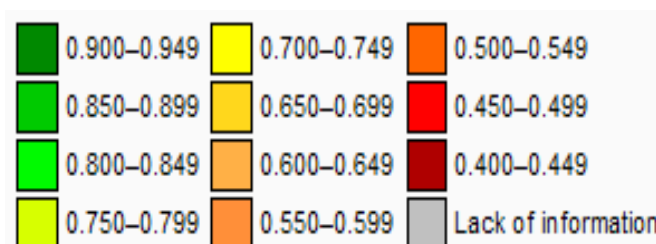
Maps: Inequality within India states and territories using HDI

Map 1: HDI states and territories



- HDI measures life expectancy, literacy, education and GDP per capita
- GII measures reproductive health, empowerment and labour market
- MPI measures health, education and living standards such as sanitation and water

Key shows the HDI of India by states and union territories



Source: http://en.wikipedia.org/wiki/List_of_Indian_states_and_territories_by_Human_Development_Index

Map 2: Names of states and territories



Source: <http://shijualex.wordpress.com/2010/09/18/wmfs-focus-in-india-english-wikipedia-or-many-indic-language-wikipedias/>

Table: Inequality within India using the Human Development Index

Country	Income per capita	Life expectancy (years)	Years of schooling	HDI	HDI Rank	IHDI
Kerala	\$5,300	74	6	0.625	1	0.525
Himachal Pradesh	\$4,200	67	5	0.558	3	0.403
Haryana	\$4,600	66	5	0.545	5	0.375
Bihar	\$2,200	62	3	0.447	18	0.303
Orissa	\$2,200	60	3	0.442	19	0.286
India	\$3,400	64	4	0.504		0.343

Activities 2

Refer to the two tables and answer the following questions:





- What is HDI?
- List the three measurements in the HDI?
- Calculate the range in income per capita between Kerala and Bihar
- Explain the advantages of using HDI rather than GDP to determine wellbeing?
- What is IHDI?
- List the advantages of using IHDI rather than HDI
- Calculate the difference in IHDI between Haryana and Orissa
- Describe the advantages of using IHDI rather than HDI to determine wellbeing
- Imagine you lived in Kerala. Discuss your wellbeing using indicators

Activities 1

Refer to the two maps of India and answer the following questions:

- Using the maps list the HDI of the following Indian states:
 - Bihar
 - Orissa
 - Rajasthan
 - Goa
 - Sikkim
 - Tamil Nadu
- Explain the spatial pattern of HDI between states and territories in India

Table : Inequality within Indian states and territories measured by the Human Development Index

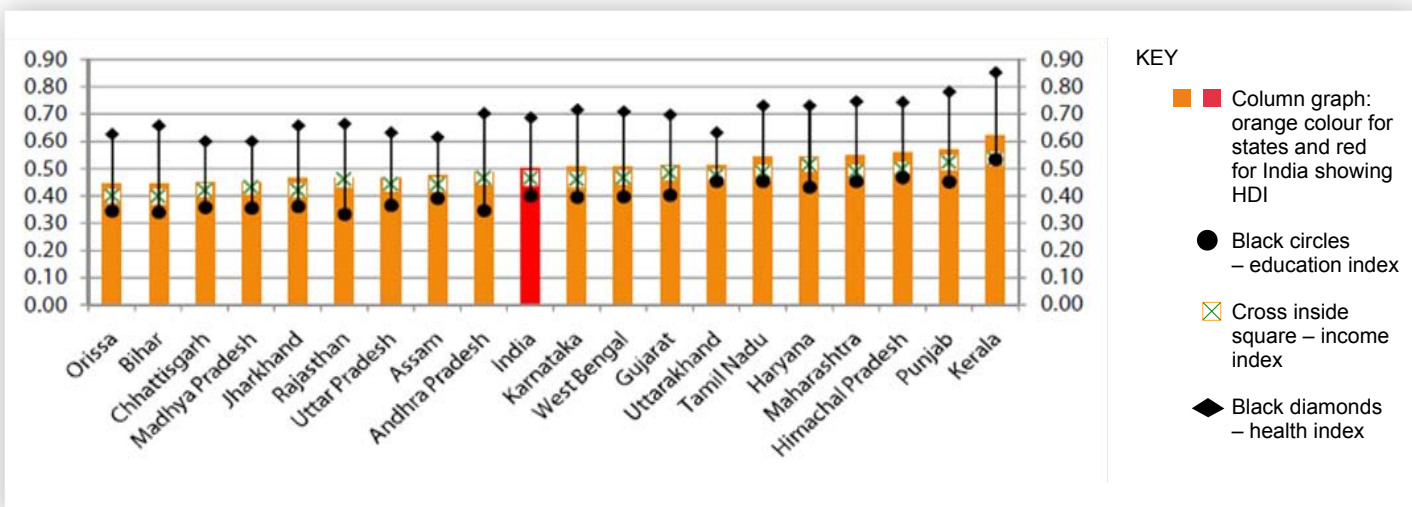
Rank	State/ Territory	HDI	Comparable country
1	Kerala	Very High 0.92	 Netherlands
5	Delhi	High 0.78	 Argentina
13	Sikkim	Medium 0.68	 China
35	Orissa	Low 0.45	 Haiti
	India	Medium 0.504	



Vezhinjam Mosque, Kerala. Source: Wikimedia Commons

DEVELOPING HUMANS IN INDIA

Column graph: HDI of Indian states and its dimensions e.g. income, education and health



Source: http://www.undp.org/content/dam/india/docs/inequality_adjusted_human_development_index_for_indias_state1.pdf, page 9

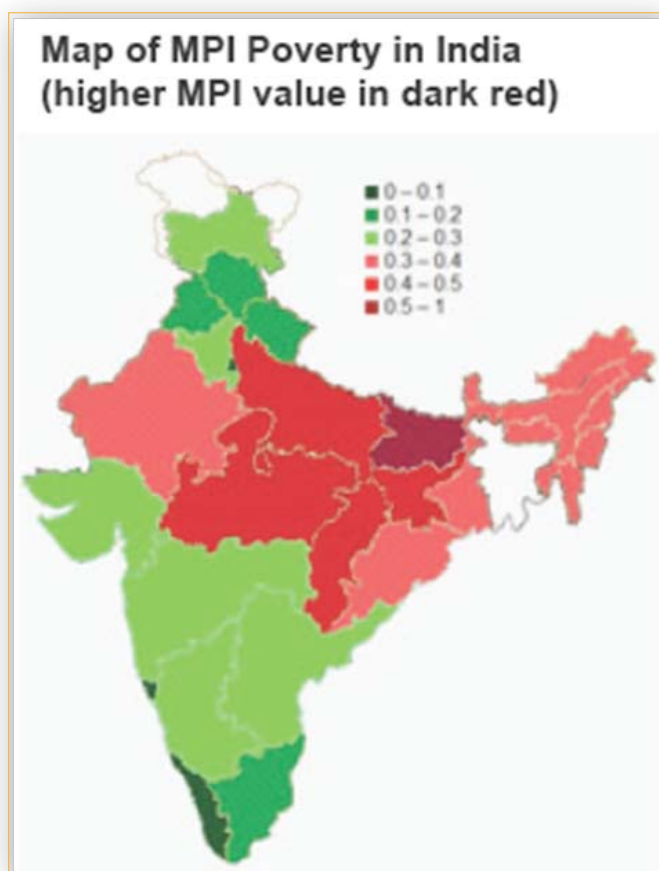
Activities 3

Refer to the graph and answer the following questions:

- What is the HDI of the following states?
 - Bihar
 - Assam
 - Punjab
- Calculate the difference in the education index between Andhra Pradesh and Kerala
- Calculate the difference in the health index between Punjab and Chhattisgarh
- There is little variation between states on income but greater variation on education. Explain this statement using statistics
- Complete an inquiry investigation:
 - Ask questions such as: What is inequality? How is inequality measured? What are the causes of inequality in India? Why are there differences in income, health and education across Indian states and territories? Why is the gender index higher than most other countries? What are the impacts of inequality on Indian people? Have there been changes in equality over time? What should be done about reducing inequality?
 - List the secondary data used to find answers.

- Present findings as a PowerPoint presentation to the class including maps, graphs, statistics and photographs

Map: Multidimensional poverty across India



Source: <http://www.ophi.org.uk/wp-content/uploads/OPHI-MPI-Brief.pdf>, page 4

There are more MPI poor people in eight Indian states than in the 26 poorest African countries. About 421 million people live in multidimensional poverty in the Indian States of Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal

Activities 5

Refer to the Indian map of MPI poverty with Indian states on previous page and answer the following questions:

List one state with a MPI between:

- 0 – 0.1
- 0.3 – 0.4
- 0.5 – 1

Discuss MPI poverty in India and its spatial distribution.

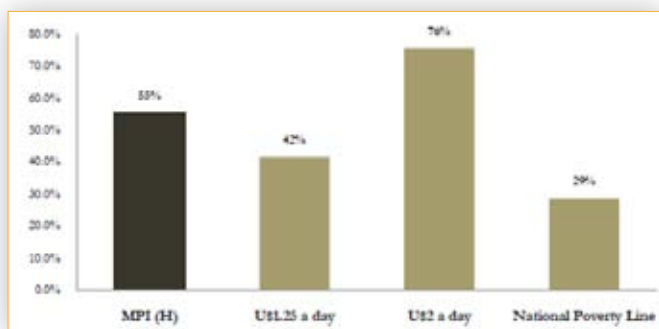
Table: Multidimensional poor in India

Multidimensional Poverty Index	0.296
Percentage of MPI poor (H)	0.554
Average intensity of deprivation (A)	0.535
Percentage of income poor (\$1.25 a day)	42%
Percentage of income poor (\$2 a day)	76%
Percentage of poor (below national poverty line)	29%

Source: <http://www.ophi.org.uk/wp-content/uploads/Country-Brief-India.pdf>, page 1

There are approximately 645 million people in India classified as MPI poor people

Column graph: Multidimensional poor in India



Source: <http://www.ophi.org.uk/wp-content/uploads/Country-Brief-India.pdf>, page 1

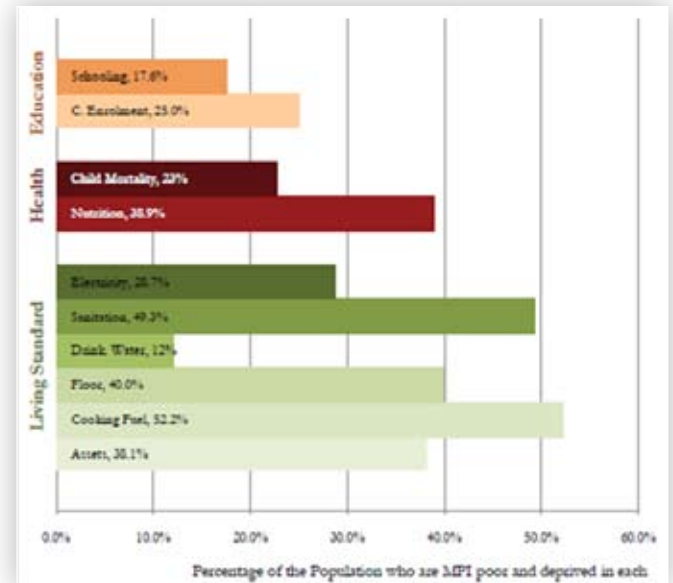
Activities 6

Discuss how poverty can be measured using different indicators.

- Select the indicator you think is most suitable to measuring poverty. Justify your answer

- Calculate the difference between the percentages of people living on \$1.25 a day with \$2 a day
- List food you could buy for \$1.25
- If you had a family explain the important items you would need to buy for survival

Bar graph: Deprivation of poverty using multidimensional poverty index (MPI) for India



Source: <http://www.ophi.org.uk/wp-content/uploads/India.pdf?cda6cl>, page 3

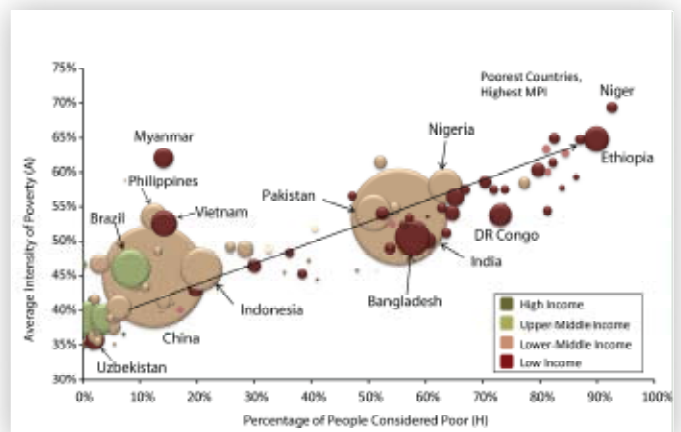
Activities 7

Refer to the column graph:

Rank poverty indicators in order from the largest (1) to smallest (10)

Discuss how lack of electricity would impact on your wellbeing

Graph: Multidimensional poverty compared to other countries



Source: <http://www.ophi.org.uk/wp-content/uploads/OPHI-MPI-Brief.pdf>, page 6

DEVELOPING HUMANS IN INDIA

Activites 8

Refer to the graph and indicate whether the following statements are True or False

- Low income countries are spread across the graph from Uzbekistan to Niger
- Countries with highest intensity of poverty are located in top right of the graph
- India has around 50%-70% of the population considered poor
- India has a higher intensity of poverty than Ethiopia
- High income countries have high intensity of poverty



Indian truck transporting a shipping container. Source: Wikimedia Commons

Narrative: Read the following story and answer the questions:

Adya, 30, lives in Bihar with his wife, Aashi, three daughters and a son. The family lives in a mud hut with no electricity, no sanitation and one water hand pump shared among many households. Adya does not own land and depends on local farmers for employment. His children are malnourished and he cannot afford to send them to school

Six years ago, Adya left for Delhi as a truck driver. Life is lonely and hard and he regrets spending half of the year away from his family. Tragedy struck when his two children died from water borne diseases.

The family realised there were enormous economic benefits in working in Delhi when he sent money home. The family now have three meals a day instead of one and the children attend school.

Activites 9

Discuss how Adya's family was deprived of an education, nutrition, sanitation, electricity, asset ownership and water before he left to work in Delhi

Explain how Adya's income could move the family out of poverty

Narrative: Contrasting wellbeing in Bangalore, India

About 7 million people live in the city of Bangalore, a major economic centre in India. The city is commonly referred to as the **Silicon Valley** of India because of the large number of information technology companies contributing to 33% of India's IT exports. The growth of the high technology industry increased land values and forced out small family businesses.

Over the last 40 years, as the city's built-up area expanded by 584% it lost 66% of its vegetation and 74% of its water bodies.



Infosys headquarters, Bangalore. Source: Wikimedia Commons

Emerging middle class

Infosys is a fast growing Indian outsourcing company located in Bangalore. The company hires 30,000 workers a year. High IT incomes have seen the emergence of a middle class attracted to Western style fashions, products and lifestyles. Catering for increased wealth new shopping malls and thousands of apartments are constructed to accommodate the growing population. However increasing house prices have priced poor rural migrants out of the market. As a result construction workers sleep in tents adjacent to luxury apartments they are building. While most people have prospered in the hi-tech boom the gap between rich and poor widened.



Building contrasts. Source: Wikimedia Commons

Urban slums

The high urbanisation rate in Bangalore resulted in inadequate infrastructure such as water, sewerage and transport systems. Most rural migrants unable to afford housing resorted to living in slums, such as Cement Huts. The slum contains 630 people and 260 children. As residents do not own their land they are ineligible for piped water and instead only have access to water delivered every three days to four public taps.

Aiming to improve wellbeing, a water and sanitation committee (WATSAN) with the support of Australian aid (AusAID) built toilet blocks and metred taps. The project illustrated how slum dwellers can improve their wellbeing.

Activites 10

Refer to the two articles:

- Compare the wellbeing of a worker employed in the IT business and a person constructing buildings for the growing population. Consider whether this is social justice.
- Discuss the impact of urbanisation on the environment

Table: Gender inequality in India

	Rank	Score
Total GII	113	0.619
a. Economic participation and opportunity	131	0.396
b. Educational attainment	121	0.835
c. Health and survival	134	0.931
d. Political empowerment	19	0.612

Activites 11

Refer to the table and answer the questions

- What are the four components in the gender inequality index in India?
- Refer to the rank and score in the table and discuss the differences in the four gender inequality measurements (GII)
- Suggest strategies to improve the life of women in India
- Over the past few decades India had made significant improvements in economic growth but at the same time inequality within the country increased. Discuss the statement using examples and statistics



Baqngalore public market. Source: Wikimedia Commons

BIG WEEK OUT 2013



Sydney's Northern Beaches, Bilgola Beach . Photograph (John Bliss)

The Australian Geography Competition winners will undertake their week long fieldwork activities on Sydney's northern beaches from September 29th until October 4th. They will be based at the Elanora conference centre and fieldwork will take place in the surrounding suburbs.

Context and overview

All terrestrial activity ultimately impacts on the sea. The water cycle is the mechanism that translates and transfers the plethora of land-based actions that find their final resting place in our waterways. Awareness of the anthropogenic impacts on the planet have risen exponentially in the past fifty years and since we live in a closed system, any learning directed at a deep understanding of human impacts on our biosphere is valuable.

One of the most basic impacts we have on the biosphere is on the place where we settle. It could be a cave, a Bedouin tent or a house made of palm fronds. Once humans settle, they start changing the space they inhabit.

During the Big Week Out, students will be looking at the impacts of human settlement on a special part of Sydney that continues to experience the changes associated with an increasing level of human habitation.

The study will focus on water catchment management issues and the impact of human activity on streams, lagoons, estuaries and the ocean. The Hawkesbury River, Pittwater estuary and beaches north of Narrabeen provide a perfect environment for the week's activities.

Milton Brown NSWGTA Councillor Organiser Big Day Out

Students will learn about effective catchment management through a series of studies and apply their knowledge and skills to a task involving the planning of a new land release.

The specific study areas will include Narrabeen Lagoon and parts of its catchment area, Careel Bay and the surrounding catchment and America Bay in the Kuring-gai National Park.

Australian Geography Competition

The 2013 Geography's Big Week Out is an event is a mix of stimulating and hands-on geography activities designed to challenge and extend high-performing senior students. Costs (airfares, accommodation, meals, entertainment) of participation in the Big Week Out are met by the organisers. The four members of Australia's team to the 2014 International Geography Olympiad in Krakow, Poland, will be selected based on students' performances during the Big Week Out. Australia's team to the 2013 Olympiad in Kyoto, Japan, has been selected from participants in the 2012 Big Week Out. Geography's Big Week Out and Australia's participation in the International Geography Olympiads are supported by the Australian Government.

For further information go to: <http://www.geographycompetition.org.au/faq> and <http://www.geographycompetition.org.au/>



YEAR 8 LIVEABILITY ASSESSMENT UNIT

Dr Susan Bliss

Figure 1: Liveability indicators



Hong Kong (Photograph: Susan Bliss)

Concepts: Scale, Environment, Space, Place, Interconnection, Change, Sustainability

Cross Curricula: Asia; Sustainability

Table 1: Measuring liveability using a variety of criteria

The Economist Intelligence Unit				Mercer Quality of Living Survey				Monocle lifestyle magazine			
Criteria: 127 cities covering stability, healthcare, culture, environment, education and infrastructure				Criteria: 221 cities based on 39 criteria such as housing, recreation, schools and natural environment				Criteria: 25 cities covering safety, international links, climate, public transport, environmental issues and urban design			
Rank	City	Country	Score	Rank	City	Country	Score	Rank	City	Country	Score
1	Melbourne	Australia	97.5	1	Vienna	Austria	(01)	1	Zurich	Switzerland	(02)
2	Vienna	Austria	97.4	2	Zurich	Switzerland	(02)	2	Helsinki	Finland	(01)
3	Vancouver	Canada	97.3	3	Auckland	New Zealand	(04)	3	Copenhagen	Denmark	(03)
4	Toronto	Canada	97.2	4	Munich	Germany	(07)	4	Vienna	Austria	(06)
5	Calgary	Canada	96.6	5	Düsseldorf	Germany	(06)	5	Munich	Germany	(04)
6	Adelaide	Australia	96.6	6	Vancouver	Canada	(04)	6	Melbourne	Australia	(05)
7	Sydney	Australia	96.1	7	Frankfurt	Germany	(07)	7	Tokyo	Japan	(09)
8	Helsinki	Finland	96.0	8	Geneva	Switzerland	(03)	8	Sydney	Australia	(07)
9	Perth	Australia	95.9	9	Bern	Switzerland	(09)	9	Auckland	New Zealand	(13)
10	Auckland	New Zealand	95.7	10	Copenhagen	Denmark	(10)	10	Stockholm	Sweden	(11)

YEAR 8 LIVEABILITY ASSESSMENT UNIT

Table 2: Spatially Adjusted Liveability Index

The Economist Intelligence Unit – Spatially Adjusted Liveability Index							
Criteria: 70 cities using the spatially-adjusted liveability index including seven extra indicators: green space, lack of sprawl, natural and cultural assets, connectivity, lack of isolation and pollution.							
Comments :Hong Kong, a compact city has maintained its natural heritage and enjoys extensive links to the rest of the world							
Rank Adjusted Liveability Index	Green space	Sprawl	Natural assets	Cultural Assets	Connectivity	Isolation	Pollution
Best performers							
Hong Kong	London	Hong Kong	Hong Kong	Rome	London	Hong Kong	Sydney
Amsterdam	Hong Kong	Madrid	Amsterdam	Berlin	New York/Chicago	Seoul	Toronto
Osaka	Paris	Seoul	Rome	London	Washington	Osaka	London
Paris	Sydney	Munich	San Francisco	Seoul	Amsterdam	Tokyo	Osaka
Sydney	Berlin/ New York	Tokyo	London	Sydney/ New York	Paris/Tokyo	Los Angeles	Rome
Worst performers							
Seoul	Tokyo	Toronto	Toronto	Tokyo/Boston	Berlin	Munich	Seoul

Table 3: Economist Intelligence Unit Liveability Index Weights

Stability (25%) 	Measures the prevalence of crime, terrorism threats, civil unrest and military conflict.
Healthcare (20%) 	Considers the availability of health services as well as drugs.
Culture and environment (25%) 	Includes climate, availability of sporting and cultural activities, levels of corruption, censorship, social and religious restrictions and availability of consumer goods and services.
Education (10%) 	Measures the availability and quality of education.
Infrastructure (20%) 	Assesses the availability and quality of housing, power and water supply, road, public transport and telecommunications networks.

Activities

Refer to Tables 1, 2 and 3, lesson notes and information and communications technology and answer the following questions:

1. What is liveability?

Liveability makes a place desirable for people to live in such as clean water, schools, hospitals, clear air, no wars, sports fields, shops and no disasters such as a tsunami.

2. Where would you like to live and why?

I like living in the country where there are less people and the environment is cleaner. Also the people are friendly.

When I get older I would like to live overseas for a short period of time to experience a different lifestyle. I eventually want to return home to the country to bring up my children.

3. List three liveability measurements:

1. The Economist Intelligence Unit (EIU)
2. Mercer Quality of Living Survey
3. Monocle lifestyle magazine

YEAR 8 LIVEABILITY ASSESSMENT UNIT

4. What type of city scores high on liveability measurements in Table 1?

Suggest reasons for the high rank

High ranking cities tend to be medium sized cities with relatively low population densities

They are not as crowded and have less traffic congestion

5. Refer to Tables 1 and 2. Read the following statements and answer True or False.

Statement	True or False
High ranking liveable cities are located in developing countries	<i>False</i>
Some liveability indicators include the environment	<i>True</i>
Inequality of liveability occurs within countries	<i>True</i>
Most Chinese cities experience a low rank because of air pollution	<i>True</i>
Parks and sports facilities are not important to liveability	<i>False</i>

6. Refer to Figure 1: Liveability Indicators.

List the positive and negative aspects of living in Hong Kong.

Positive	Negative
<i>Lots of shops</i> <i>Cultural vitality</i> <i>Different types of homes</i> <i>Clean water to drink</i> <i>Sanitation</i> <i>Roads and transport</i> <i>Schools</i> <i>Telecommunications</i> <i>Great food</i>	<i>Too crowded</i> <i>Too noisy</i> <i>Air polluted</i>



Causeway Bay, Hong Kong. Source: Wikimedia Commons

7. Refer to Table 2. Answer the following questions:

Question	Answer
What is the top city in EIU?	<i>Melbourne</i>
Name the second top city in Mercer?	<i>Zurich</i>
What is the third top city in Monocle?	<i>Copenhagen</i>
List one country ranked high on all indicators	<i>Vienna</i>
Which Australian city ranks the highest on the EIU and Monocle?	<i>Melbourne</i>
Where does Sydney rank on the indicators?	<i>7th Mercer, 8th Monocle</i>
Where are most high ranking cities located?	<i>Europe, Australia, Canada, New Zealand</i>
What European countries ranked high on the indicators?	<i>Finland, Austria, Switzerland, Germany, Denmark, Sweden</i>
List the Australian cities ranking high on the global indicators	<i>Melbourne, Sydney, Adelaide and Perth</i>
What Asian city ranked high on the liveability indicators?	<i>Tokyo</i>
List three famous global cities missing from the list	<i>London, New York and Paris</i>

8. Refer to Table 2. The EIU Spatially Adjusted Liveability Index added seven indicators.

List the new indicators:

- green space,*
- lack of sprawl*
- natural assets*
- cultural assets*
- connectivity*
- lack of isolation*
- pollution*

9. Refer to Table 3. Answer the following questions on the EIU spatially adjusted liveability index

Question	Answer
What city ranked highest?	<i>Hong Kong</i>
What city ranked lowest?	<i>Seoul</i>
What city ranked high for little pollution?	<i>Sydney</i>
What city appears most globally connected?	<i>London</i>
Name the city scoring high on cultural assets	<i>Rome</i>

YEAR 8 LIVEABILITY ASSESSMENT UNIT

10. Refer to the Figure 1 photograph and Table 2.

Provide three reasons why Hong Kong scored high on the index.

1. *Little urban sprawl with high density housing*
2. *Natural assets such as harbour surrounded by rugged hills*
3. *Not isolated as globally connected to rest of world via aeroplanes, ships and telecommunications*

11. Discuss how liveability varies between cities within a country.

Within India there are variations in liveability between cities. New Delhi was ranked first despite the highest number of homeless people. Kolkata was ranked as the safest city. South Indian cities had higher liveability indicators than North Indian cities based on medical standards and safety

12. Explain how liveability varies within cities.

Discuss this statement:

Within cities there are rich and poor areas. Some areas suffer from air pollution and some possess large green spaces with trees.

13. Refer to the following statistics and research why these countries are ranked low on the liveability indexes:

- * 1,300 people share one communal toilet with six squatting holes in Harare
- * In Baghdad 25% of residents remain disconnected from the city's water

Harare the capital of Zimbabwe was ranked the least liveable city in the world. The country fails to produce sufficient food to feed the population and people experience human rights abuses and poor infrastructure.

The city of Baghdad in Iraq, is one of the least liveable cities in the world. The war caused widespread damage to infrastructure such as transport, power and water supply.

14. What are the links between electricity and liveability?

About 1.3 billion people live without electricity needed for mobile phones, computers, lighting, refrigeration and mechanical power. Approximately 80% of people without access

to electricity live in rural areas in developing countries such as Asia and Sub-Saharan Africa. Electricity is essential for improved liveability.

15. Liveability is a safe place.

Discuss this statement:

Millions of people live in dangerous countries where kidnapping, murder, disease, terrorism, accidents and theft affect a person's wellbeing and the liveability of a place. The Global Peace Index (GPI) found Somalia the least peaceful country and Iceland ranked the most peaceful country. Travelling to cities such as Mogadishu (Somalia) and Port Moresby (Papua New Guinea) are not recommended by most governments. Somali pirates kidnap people travelling in the Indian Ocean. Kidnappers in Iraq target civilians, journalists and foreigners

16. What is the Spatially Adjusted Liveability Index?

Spatially Adjusted Liveability Index includes green space; urban sprawl; access to nature; connectivity to the rest of the world; isolation from nearby large cities; pollution; and availability of world-class cultural assets measured by counting the number of United Nations World Heritage Sites located nearby.

17. Explain the links between World Heritage sites and liveability

Tourism improves the liveability of communities dependent on World Heritage sites by paying entry fees to restore and protect sites and providing jobs to revitalise local economies.

18. Liveability changes over time when urban areas experience decay and renewal.

Provide examples supporting this statement
Over time buildings age and become run down in a process known as urban decay which reduces the liveability of a city or village. Cities can become more liveable if planners refurbish decaying areas into new precincts such as the Melbourne docklands and Sydney Barangaroo development

Urban redevelopment in parts of New York City increased liveability when new housing projects were built and areas allocated to parks. Detroit in the USA was a major automotive industrial

YEAR 8 LIVEABILITY ASSESSMENT UNIT

centre. The three large car manufacturers, Ford, General Motors and Chrysler were located in Detroit. Competition from cars assembled in Japan and South Korea saw the American car industry decline. Unemployment increased and dilapidated buildings evolved. At present the area is undergoing a multi-million dollar face lift aimed to improve liveability.

London's dockland area had abandoned buildings but was redeveloped into an upmarket commercial and residential area. London's docklands now have a high rise commercial zone containing Britain's tallest building.

19. Describe how many people live in slums.

Over 100 million people are classified as homeless. Currently the Asia-Pacific region accounts for 60% of the slum dwellers in the world.

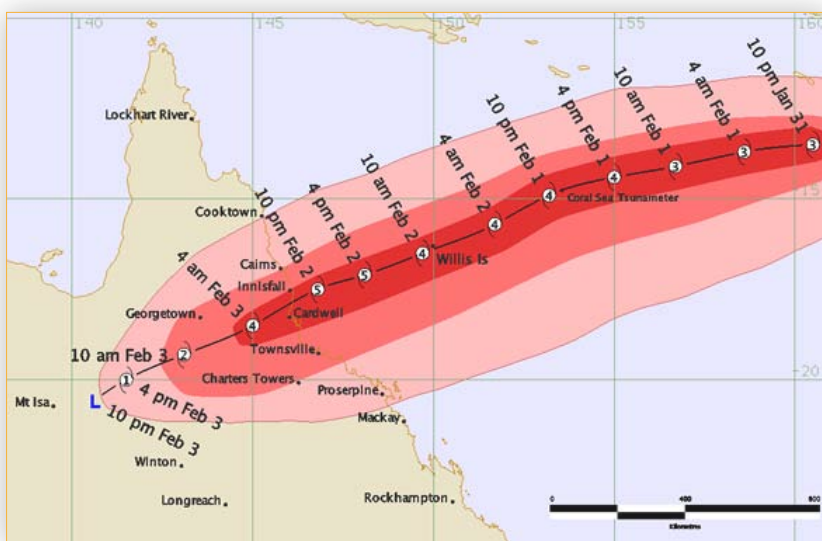
20. Why should people have adequate shelter?

Adequate shelter is a human right and Millennium Development Goal (7) aims to improve the lives of 100 million slum dwellers by the year 2020

21. How can organisations make places more liveable?

- * UN-HABITAT with 2,650 projects in 140 countries enabled millions of urban dwellers access to adequate shelter.
- * Habitat for Humanity Australia (HFHA) assists low income households build and own a home
- * Australia's aid program (AusAID) improves the liveability of millions of people in developing countries lacking access to clean water and shelter

Map 1: Path of Tropical Cyclone Yasi



LEGEND

- Very Destructive Winds
- Destructive Winds
- Gale Force Winds

Source: <http://www.bom.gov.au/cyclone/history/yasi.shtml>

22. Tracking Tropical Cyclone Yasi

a. What would be the most unliveable place during the cyclone?

Northern Queensland around Cairns

b. What date would be the worst time to be visiting this area?

February 2–3, 2011

c. The cyclone changed categories. What were the categories?

1–5

d. What would happen to low lying areas if there was a storm surge after the cyclone?

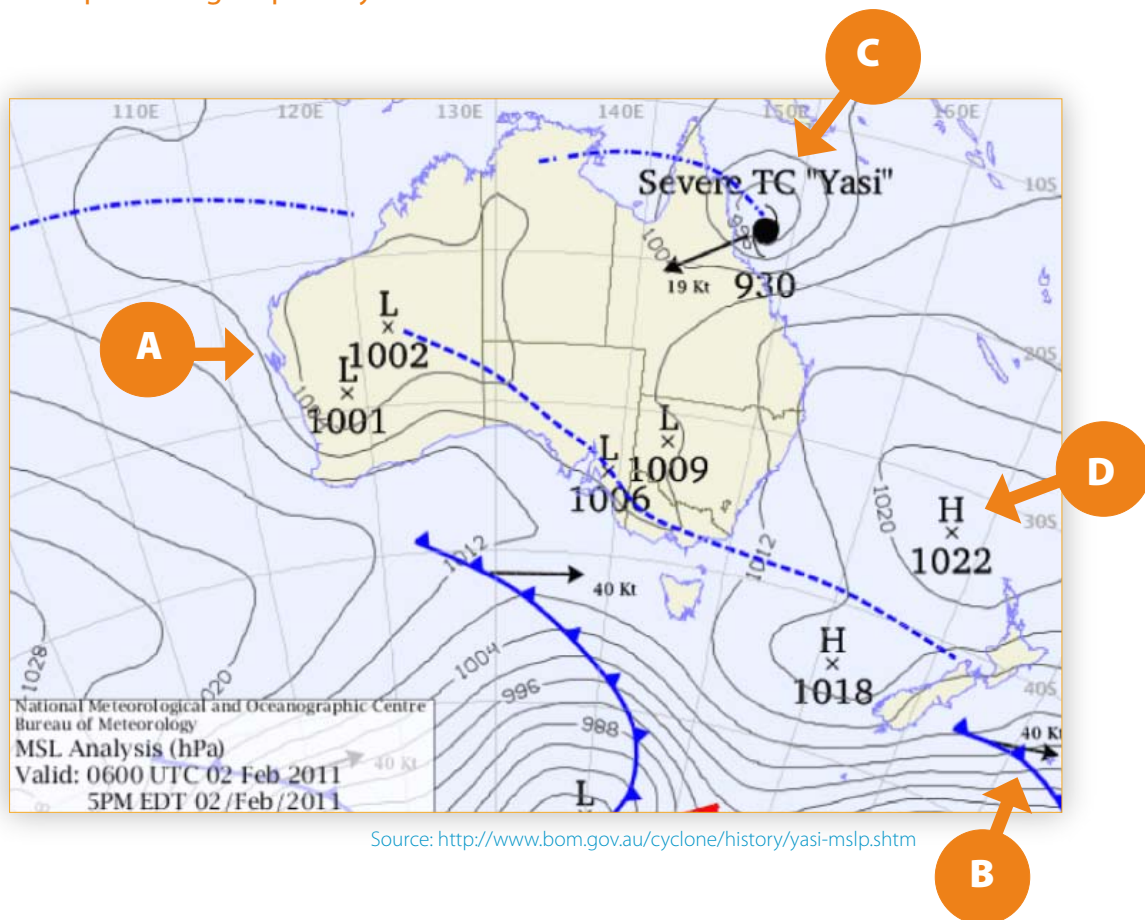
Area would be flooded

e. What would you do to prevent damage to property and loss of life?

Move out fast, lock up belongings, cover glass windows

YEAR 8 LIVEABILITY ASSESSMENT UNIT

Map 2: Weather map showing Tropical Cyclone Yasi



23. Weather map showing Yasi

a. Label the following features:

- A. name of line: *isobar*
- B. front: *cold front*
- C. tropical: *cyclone*
- D. pressure system: *high*
- E. pressure system: *low*

b. Why was it called a Category 5 cyclone

It was Category 5 when it hit North Queensland

c. Explain the movement of a cyclone

Low pressure system sits over the warm ocean and builds up power. When it hits land it becomes unstable with horrendous wind and rain. In the centre is the eye which has calm weather.

d. What type of weather does a cold front bring?

Colder weather

e. Refer to the website and watch the Tropical Cyclone Yasi Radar Loop

<http://www.bom.gov.au/cyclone/history/yasi-radar.shtml>

Where did it start?

Near Willis Island

f. What were the impacts on the liveability of communities in the path of Yasi?

Damage to property, floods

MAPPING OUT THE WORLD



People in the Zourare Azga Village, in between Bernin Konni and Tahoua, in Niger. Photo: Janie Barrett

Former Python and immediate past-president of the Royal Geographical Society, Michael Palin has noted: "Geography explains the past, illuminates the present, and prepares us for the future. What could be more important than that?"

By Tim Costello
Sydney Morning Herald – National, 24 May, 2013

A week after the annual NAPLAN testing routine in Australian schools, the new Australian geography curriculum has been launched. NAPLAN can narrow the focus of schools towards literacy and numeracy test scores, but the new geography curriculum opens the world to students and teachers.

It seems that we want Finnish educational outcomes but don't really want to follow the Finnish strategies. Dr Pasi Sahlberg, author of *Finnish Lessons: What can the world learn from educational change in Finland?* argues that "unlike many other contemporary systems of education, the Finnish system has not been infected by market-like competition and high stakes testing policies." The Finnish education system also has a robust appreciation of the importance of engaging students in the real world global issues of our day.

In a world of rapidly changing technology and communications, young Australians need to read effectively. Being literate means being able to decode written text, understand and compose meaningful texts, use texts functionally and analyse

texts critically. However, the lower level enabling skills are not an end in themselves but are means to an end – the goal of comprehension, critical thinking and action in the world. Geography is a powerful vehicle through which critical literacy and numeracy skills can be taught in an engaging, real-life context. Geography is not just about reading maps and the learning of capital cities.

Today, globalisation, the digital revolution, mass migration and the prospects of climate instability are triggering new concerns and making new demands on our education system. The new Australian geography curriculum looks to engage students with these powerful forces in our globally interconnected world.

Throughout our lives, at work and study, in families and relationships, in the life of the mind, and even in sport and leisure, we are constantly mapping out the terrain. We look forward a little or a long way, working out the lay of the land, identifying the best way forward and how to avoid the hazards.

MAPPING OUT THE WORLD

Over time and with experience we learn to make sense of the world, to understand the processes and systems that make it work the way it does. This learning is the accumulation of observation, measurement, mapping and analysis. We learn to perceive our space, and our sense of place in it, and to make judgments and take actions accordingly.

So many of the same skills needed to live life to the fullest are the ones that lie at the heart of good geographical learning.

Geography, well taught, allows students to understand their world, and especially how the human and physical environments interact. It is this understanding that will allow them to see and shape their future – to find ways to come to grips with future challenges.

Challenges like globalisation – not just of economic life, but of communications, culture, migration and travel. In year 8, the new curriculum explores the global process of urbanisation, and the problems and opportunities posed by the growth of megacities, most of which are in developing countries in our Asia region – such as Manila, Bangkok or Jakarta. It engages students as informed and active global citizens seeking to make further progress in the struggle to overcome global poverty and injustice.

All of these global challenges depend on a society where the citizens understand their immediate environment, and are well informed about the world – and where they have the critical skills to evaluate strategies and ideas about how we use the world's resources in ways that are sustainable, just, and give as many people as possible the chance to lead good lives.

Geography at work

So much that I've seen and experienced during my time at World Vision is really geography at work. A lot of the work we do with communities to improve their lives and livelihoods, and in responding to humanitarian emergencies, is all about the intersection of the physical and the human.

As we think about responding to natural disasters, we see that so much of the quality of human life, and life itself, depends on being able to manage the human interaction with the physical environment.



Niger inland delta. Source NASA (Wikimedia Commons)

Maintaining a secure food supply, bringing safe and clean water to communities, being prepared for emergencies – all depend on an understanding of the physical and human phenomena that geography is concerned with. Water scarcity and food security are important themes in the new Australian geography curriculum for years 7 and 9.

One example of this is some work that we have been engaged with for some years in Niger, on the edge of the Sahara Desert in West Africa. Over the past few decades, the desert has advanced, creating massive insecurity for farming communities who depend on an annual grain harvest that has become unreliable and erratic. But we have been able to make a great difference by introducing Australian wattle trees to the area. The soil erosion is too far gone to simply try and restore the original vegetation.

But the acacia plants have thrived and have helped to restore the soil.

At the same time, they produce an annual crop of seeds that the local people have come to value highly.

The acacia seeds are highly nutritious – containing about 60 per cent fat and 10 per cent protein. And they become available about a month before the millet crop is ready for harvest – during the time that local people call “the hunger season”. Also, the

seeds are delicious, and people have worked out many different ways of using them. So although this product is only a small part of the local diet, it is incredibly valuable in providing security and health to communities.

This innovative project illustrates how understanding the science of climate, soils and plant life really comes to life when it's joined with understanding human society – how people live, their culture, traditions and lifestyles. It also illustrates how the exchange of knowledge and resources across countries and cultures is a key to better lives.

To me, this is geography at work – underlining the critical role that geography plays in binding together the global community, and allowing all of us to be good global citizens.

Geography and global citizenship

Indeed, one of the aims of the new Australian geography curriculum is “to ensure that students develop as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable – and socially just world”. I take this as the most critical contribution that geography, taught engagingly and with conviction can make.

We have all heard the debates about the place of values in education. Sometimes people think education should be values-free. I don't think this is really possible. Young people are not fools. They do for the most part pretty quickly develop a strong sense of what's right and wrong, and I find in this society a strong sense of what's fair. I don't think we should hold back from giving young people to chance to live out their positive values in the world.

For this to happen, they need knowledge and understanding of the world, they need certain skills, and they need to be encouraged to be active participants – able to operate as citizens at every level, from the intimate world of family and school to the global stage. People sometimes

wonder if young people should be exposed to the world's problems so much – they worry that we're burdening them, overwhelming them with a sense of pessimism and gloom about the future. I don't think this is what is happening at all.

Young people are very resilient, and they are more likely to cope with the idea of a dangerous world if they feel empowered to do something about it. So we need to take care that we don't just teach about problems and dangers but that we make sure young people are inspired and informed enough to see the future full of possibility, and themselves as being part of shaping that future.

People growing up today have access to more information about the world than ever before. Through mass communications and new technology they see exponentially more images of the world. Places and events that would once have seemed a million miles away are now up-close and personal.

Everyone has their own mental geography – formed by images and impressions we see during our formative years.

If you don't know better, you might have a mental geography that sees other nations as strange and dangerous. You might have a geography that doesn't see them at all - or one that places Hollywood as the capital of the world.

We need to give young people the opportunity to form images of the world, of the interactions between people and places that are accurate, realistic and empowering. The next generation will make their own world. We need to give them the power to do it well. Having a substantial and really engaging geography experience as part of schooling is absolutely essential if this is going to happen.

Tim Costello is chief executive office of World Vision Australia and patron of the Australian Geography Teachers Association.

Source: <http://www.smh.com.au/national/education/mapping-out-the-world-20130524-2k5bj.html#ixzz2UTN7KqXO>

Worlds best surfer loves Geography



Joel Parkinson surfing in the Mentawai Islands, West Sumatra, Indonesia. Photo: Billabong SurfAid

When the 2012 World surfing champion Joel Parkinson visited Barrenjoey High School recently he attended a Geography class that was studying the work of SurfAid. Joel was at the school to announce his role as the lead ambassador for the SurfAid Schools Program. The class was working on a series of group activities and Joel settled in with the students who were doing an atlas-based activity. 'Parko' was the first at his table to find Bali on the map. "I used to love geography, it was my favourite subject," he said.

Professional surfers travel the world every year. They also go on special trips to different surfing locations so they experience many different cultures and living conditions. Joel has visited the Mentawai Islands, West Sumatra, Indonesia many times and he is acutely aware of the challenges facing the people there. His support for SurfAid and the Schools Program is his way of using his global profile to assist the communities there. Parkinson said he was stoked when SurfAid asked him to be an ambassador. "It's a huge honour, especially for something that does so much good.

It was a no-brainer for me to jump on board. I want to raise awareness around the world as much as I can and show the world what SurfAid do."

About the SurfAid Schools Program

www.surfaidschools.org

'To develop global citizens using the humanitarian challenges and achievements of SurfAid as an educational example for action.'

The SurfAid Schools Program is a global education program based around surfing and the surfing lifestyle.

The program was developed by teachers who made the connection between the humanitarian activities of SurfAid, the engaging appeal of the surfing lifestyle and the growing need for young students to develop a relevant global perspective for the future. This means building an informed approach to inter-cultural understanding, global social responsibility and global sustainability.

Thanks to support from Billabong, free teaching programs and other resources are available on our website. These resources allow teachers to show that "There's more to surfing" than just riding waves.

About SurfAid

www.SurfAid.org

SurfAid is a non-profit humanitarian organization whose aim is to improve the health, wellbeing and self-reliance of people living in isolated regions connected to us through surfing.

SurfAid views its mission to improve health and wellbeing as an invaluable investment in the future of the Mentawai and Nias people. Key stakeholders are our communities and individuals, regional government and partner non-governmental organisations. Our programs represent an integrated approach to improving health and wellbeing and we seek lasting improvement through cost-effective, high-impact interventions.

Quick trip – Mapping the tour

Association of Surfing Professionals Mens and Womens World tour. 2013

Mens World Tour

Gold Coast, Queensland, Australia, Quiksilver Pro
Bells Beach, Victoria, Australia Rip Curl Pro
Rio de Janeiro, Brazil Billabong Rio Pro
Tavarua/Namotu, Fiji Volcom Fiji Pro
Keramas, Bali, Indonesia Oakley Pro Bali
Teahupoo, Tairapu, French Polynesia Billabong Pro
Trestles, California, United States of America Hurley Pro

South West Coast, France, Quiksilver Pro France

Peniche/Cascais, Portugal Rip Curl Pro
Banzai Pipeline, Oahu, Hawaii Billabong Pipe Masters
Margaret River, Australia, Drug Aware Margaret River Pro

Womens World Tour

Gold Coast, Queensland, Australia, Roxy Pro
Bells Beach, Victoria, Australia, Rip Curl Women's Pro presented by Ford
Fitzroy Beach, Taranaki, New Zealand, TSB Bank NZ Surf Festival featuring the Dow AgroSciences Pro
Rio de Janeiro, Brazil, Colgate Plax Girls Rio Pro
Biarritz, France, Roxy Pro
Huntington Beach, California, United States of America, Vans US Open of Surfing

Source: <http://www.aspworldtour.com/schedule/asp-womens-world-championship-tour-schedule/>



Below: Barrenjoey teacher Mikala Yakich and 2012 ASP World Surfing champion Joel Parkinson. Photo: Willcox SurfAid

An event for your diary –

GTA NSW Regional Conference

Crowne Plaza Hunter Valley

Wednesday 18 and Thursday 19 September 2013



Details of this event will be posted on the GTA NSW website as they become available go to – www.gtansw.org.au



Year 9 Rice Farming Enrichment Worksheet

Lorraine Chaffer, GTA Vice President

Higher Order Project: Curating an online newspaper using Scoop.it

The task

Use Scoop.it to curate (gather) a selection of online articles and videos relevant to rice farming.

In your newspaper you are to scoop at least six articles.

Three of these can be scooped from other scoop-it members. Three must be original scoops.

One must be a YouTube clip or video clip from another source.

When you have scooped your six items you can use the tools available to edit your newspaper.

This includes

- Editing the content of each scoop cutting it down to a maximum of three paragraphs that summarise the main ideas.
- Using the advanced option at the bottom you can create tags for your topic (Key words that are relevant).
- Making an appropriate comment about the content of each scoop – this can be an opinion, a summary of the content or draw attention to major concepts.
- Adding a background image

Steps

- Join Scoop-it
- Create a topic name. This must be original because all of your classmates will be creating a scoop.it newspaper on the same topic.
- Add some words that act as keywords for your site topic. This means suggestions will be made for content you may want to scoop.
- Add the scoop.it icon to your toolbar to make scooping articles and videos easy
- Watch the scoop.it tutorials using the Geolinks
- Start scooping

Submitting your task

Email your teacher with your Scoop.it topic. They will be able to search for it and see your Scoop.it magazine for grading.

GEOLinks

1. Scoop.it.com – <http://www.scoop.it>
2. Scoop.it – <http://www.youtube.com/watch?v=Bnr6QKKcsII>
3. Using Scoop.it for research – <http://www.youtube.com/watch?v=B7Z4V7AHJNE>
4. Explore the Scoop.it Community – <http://www.youtube.com/watch?v=ityFe8pdD88>
5. Create online magazines with Scoop.it – <http://www.youtube.com/watch?v=73uuy0WWpxQ>
6. Online tutorial for Scoop.it – <http://www.youtube.com/watch?v=dkCqDLhTvgo>



Year 9 Rice Farming Enrichment Worksheet

Marking Rubric:

AC strands	Well above expected standard	Above expected standard	At expected standard	Below expected standard	Well below expected standard/Not shown
Geographical Knowledge and Understanding	<p>The Scoop.it magazine contains 6 highly appropriate and interesting items</p> <p>3 original</p> <p>3 rescops</p> <p>1 video clip</p> <p>Curated items are relevant and well edited to highlight key content.</p> <p>There is an excellent commentary about each scoop.</p>	<p>The Scoop.it magazine contains 6 relevant items</p> <p>3 original</p> <p>3 rescops</p> <p>1 video clip</p> <p>Curated items are relevant and well edited to summarise the main information.</p> <p>There is an appropriate comment about each scoop.</p>	<p>The Scoop.it magazine contains 6 scooped items</p> <p>3 original scoops</p> <p>3 rescops</p> <p>1 video clip</p> <p>Curated items are relevant to summarise the content.</p> <p>There is a general comment about each scoop.</p>	<p>The Scoop.it magazine contains 6 items</p> <p>3 original</p> <p>3 rescops</p> <p>1 video clip</p> <p>An attempt is made to edit each scoop.</p> <p>No comment is made or the comment is too brief.</p>	<p>The Scoop.it magazine contains 1 or 2 scooped items</p> <p>The items are not edited and there is no comment made.</p>
Geography Inquiry and Skills	Creates a Scoop.it account and creates an appropriately named topic about rice farming	Creates a Scoop.it account and a suitably named topic about rice farming	Creates a Scoop.it account and a topic about rice farming	Creates a Scoop.it account and a topic about rice	Creates a Scoop.it account and creates a topic.
Teacher's Comment					

Attention: All Geography, SOSE and HSIE teachers



GeogSpace
www.geogspace.edu.au

Materials to support teachers to develop their knowledge, skills and pedagogical capacity to teach geography in the Australian Curriculum

Free online - quality Australian resources for supporting the teaching of the recently published ACARA Australian Curriculum: Geography



GeogSpace has been designed to provide materials to support primary and secondary teachers to implement the Australian Curriculum: Geography.



GeogSpace has been developed by a team of geography teachers dedicated to produce a resource that reflects best practice in geographical education using current technology and pedagogies.



GeogSpace offers quality primary and secondary geography resource materials for all teachers of geography, including those that are very experienced and those just commencing their involvement in geographical education.



Contact your local geography teacher association (GTA) for information on professional learning opportunities in your state.

The AGTA site at www.agta.asn.au provides contact details for your local GTA and other useful information relevant to the teaching of the Australian Curriculum: Geography.

Ring 0401 123 372 if you have any questions regarding the work of AGTA.

Contact the AGTA Chair, Malcolm McInerney (manning@chariot.net) for information on the implementation of the Australian Curriculum: Geography.



Education
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A resource developed by the Australian Geography Teachers Association (AGTA) on behalf of Education Services Australia

Planet Geography

www.planetgeography7.com

The 7th edition of Planet Geography is such a major revision from previous editions that it is impossible to list every change. Significant changes include:

- All-new layout that reflects a green, environmental theme.
- Size expanded from 680 pages to 752 pages, but lighter weight paper reduces weight of the book as well as thickness from 41mm to 36mm.
- Statistics and content updated wherever possible, including the new composite measures of development.
- Chapters covering the Higher level extensions (chapters 12 to 18) have been expanded to add extra detail.
- The number of images has been increased from 1246 to 1409. Of the 1409 images, 442 are new photographs.
- Vertical photographs have been enlarged to full column width.
- Links to Theory of Knowledge now relate to the new ToK syllabus (for first assessment in 2015).
- New case studies include the impact of phosphate mining in Nauru (in Chapter 4), the ongoing impact of the Chernobyl nuclear power plant explosion (in chapter 8), the impact of the Honshu earthquake, associated tsunami and nuclear power plant shutdown (also in chapter 8), urban renewal and urban stress in Aleppo, Syria (in chapter 11), and political tensions in the West Asia and the Middle East (in chapter 17).
- TheToK BoX on 'Maps and Reality' in chapter 13 has been expanded significantly.
- The index is more detailed, and as a result has been expanded from 8 pages to 13 pages.

Planet Geography



Stephen
Codrington



7th edition

Solid Star Press

Planet Geography is tailored to the requirements of the International Baccalaureate Diploma syllabus. The book has 752 pages and contains more than 1400 photos, mostly taken by the author, plus about 250 maps and diagrams.

Written by respected geographer and author Stephen Codrington, Planet Geography was the first book in English to be tailored to meet the requirements of the International Baccalaureate Diploma Geography course.

Now in its 7th edition, it remains the most enduring, most comprehensive and best illustrated book for IB Diploma Geography.

The 7th edition of the book features many important improvements to address the demands of the IB Diploma Geography program. It is supported by a DVD containing high resolution images and a PDF copy of the book. A dedicated e-book version of Planet Geography will be released soon..

Each chapter of Planet Geography contains a "ToK BoX" to help integrate Geography with Theory of Knowledge.

The contents of Planet Geography 7th edition are designed to mirror the current IB Geography Subject Guide:

Section 1 – Patterns and Change - the core theme

- Chapter 1 Populations in transition (pages 9-62)
- Chapter 2 Disparities in wealth and development (pages 63-109)
- Chapter 3 Patterns in environmental quality and sustainability (pages 110-158)
- Chapter 4 Patterns in resource consumption (pages 159-192)

Section 2 – Geographical Themes - the optional themes

- Chapter 5 Freshwater – issues and conflicts (pages 194-247)
- Chapter 6 Oceans and their coastal margins (pages 248-295)
- Chapter 7 Extreme environments (pages 296-360)
- Chapter 8 Hazards and disasters – risk assessment and response (pages 361-399)
- Chapter 9 Leisure, sport and tourism (pages 399-448)
- Chapter 10 The geography of food and health (pages 449-497)
- Chapter 11 Urban environments (pages 498-602)

Section 3 – Global Interactions - the Higher Level extension

- Chapter 12 Measuring global interactions (pages 604-614)
- Chapter 13 Changing space – the shrinking world (pages 615-631)
- Chapter 14 Economic interactions and flows (pages 632-645)
- Chapter 15 Environmental change (pages 646-678)
- Chapter 16 Socio-cultural exchanges (pages 679-703)
- Chapter 17 Political outcomes (pages 704-728)
- Chapter 18 Global interactions at the local level (pages 729-739)

Index (pages 740-752)



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**5A3 Issues in
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- Are engaged in **social equity** considerations
- Learn to use appropriate Geographical **terminology**
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- Dynamic, **experienced** guides

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Urban Dynamics come alive for your students with programs based on over twelve years experience developing and running urban renewal programs in Pyrmont for NSW students.

During the two and a half hour excursion students:

- Undertake field studies on the excursion trail from Darling Harbour to Pyrmont Point
- Learn how the community has responded to change
- Are engaged in social equity considerations
- Learn to use appropriate Geographical terminology
- Compare community features of the past to those of today

5A2 Changing Australian Communities and 5A3 Issues in Australian Environments

Resources include

- Teachers resource pack with student worksheets
- Explicit content linked to curriculum outcomes
- Online archival footage and resources
- Accurate and up to date excursion image packs
- Free App supporting pre or post excursion review & assignments (homework on the bus home?)
- Dynamic, experienced guides

Urban Excursions are run by former staff of Sydney Learning Adventures at the Sydney Harbour Foreshore Authority Stunning Urban Adventures for NSW students.

For **bookings** or more information please visit our website

<http://urbanexcursions.org/>

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BENEFITS OF GTA NSW MEMBERSHIP

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:

- online publication 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 the state.

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



MEMBERSHIP RENEWAL/APPLICATION FORM 2013

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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☐ Corporate membership \$180.00

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School:

School address: Postcode:

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☐ Concessional membership \$40.00 ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

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Surname: Given Name(s):

Home address: Postcode:

Phone: (Mob) (Home) (Work)

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School:

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.

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

OR

Charge \$..... to my credit card: ☐ Mastercard ☐ Visa

Card Number: / / / Expiry: /

Name on card: Signature:

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

ADVICE TO CONTRIBUTORS

Editorial policy attempts to:

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

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

Refereeing

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

Books for review should be sent to:

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

Deadlines for articles and advertising

Issue 1 – 1 December	Issue 2 – 1 March
Issue 3 – 1 May	Issue 4 – 1 August

Notice to Advertisers

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

FULL PAGE (26 x 18cm) – \$368.50
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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:** Original in Word format on disk (or forwarded electronically via email attachment) 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 reproduction. Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption. Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.
4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.
5. **Covering Letter:** 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.
9. **Spelling** should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



The
Geography Teachers' Association
of New South Wales Inc.