

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Summer 2009
Volume 41 No 4

In this Issue:

Draft Professional
Standards for Teaching
School Geography 4

Putting the 'active'
back into Civics and
Citizenship education
in NSW 5

International Year
of Reconciliation.
Focus Area 5A4 15

The global burden
of HIV/AIDS 32

PROJECTS • REPORTS • RESOURCES • ARTICLES • REVIEWS

EXECUTIVE 2009–2010

PRESIDENT

Dr Grant Kleeman, Macquarie University

VICE PRESIDENTS

Ms Lorraine Chaffer, Gorokan High School

Ms Sue Field, Education Consultant
and Global Education

Ms Sharon McLean, St Ignatius College Riverview

Mr Martin, Pluss, Loreto Normanhurst

HONORARY SECRETARY

Ms Sarah Menassa, Franciscan Friars

MINUTE SECRETARY

Mr Paul Alger, Retired

HONORARY TREASURER

Ms Sarah Menassa, Franciscan Friars

EDITORS

Ms Sue Field, Education Consultant
and Global Education

Dr Grant Kleeman, Macquarie University

COUNCILLORS

Dr Susan Bliss, Director of Global Education NSW

Ms Pam Gregg, Retired

Mrs Barbara Heath, Retired

Mr Keith Hopkins, St Mary Star of the Sea
College, Wollongong

Mr Nick Hutchinson, Macquarie University

Mr John Lewis, Narara Valley High School

Mr Darren Tayler, DET (seconded to ACARA)

PUBLIC OFFICER

Ms Pam Gregg, Retired

GEOGRAPHY BULLETIN

Editors: Grant Kleeman and Sue Field
Articles and letters should be sent to the Editor:

Dr Grant Kleeman,
School of Education Macquarie University
Sydney NSW 2109

Email: grant.kleeman@mq.edu.au

Design and layout:

Jill Sillar, Professional Teachers' Council NSW
jill.sillar@ptc.nsw.edu.au

ISSN 0156-9236



The
Geography Teachers' Association
of New South Wales Inc.

OFFICE OF THE GEOGRAPHY TEACHERS' ASSOCIATION OF NEW SOUTH WALES

ABN 59246850128

Address: Block B, Leichhardt Public School Grounds,
101–105 Norton Street, (Cnr. Norton & Marion Streets)
Leichhardt NSW 2040

Postal Address: PO Box 577

Leichhardt, NSW, 2040, Australia

Telephone: (02) 9564 3322, Fax: (02) 9564 2342

Website: www.gtansw.org.au

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

ANNUAL MEMBERSHIP (Subscriptions include GST)

Personal membership \$90.00

Corporate membership (school, department or business) \$180.00

Concessional membership (retiree, part-time teacher or student) \$40.00

The Geography Bulletin is a quarterly journal of the Geography Teachers Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to Contributors' on page 76. 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.

© Copyright 2009 Geography Teachers' Association of New South Wales Inc.

Unless otherwise indicated in an article, non-profit organisations such as schools and universities may make up to 30 photocopies of any article in this journal without obtaining further permission.

GEOGRAPHY BULLETIN



Vol 41, No4

SUMMER 2009 – Values

EDITOR: Grant Kleeman

Editorial Grant Kleeman	2
Draft Professional Standards for Teaching School Geography.....	11
National Geographic Channel, 2009 Australian Geography Competition	16
Asia Pacific Regional Geography Olympiad	19
National Geographic World Championship.....	21
Putting the 'active' back into Civics and Citizenship education in NSW.....	24
South Korea: More questions than answers!.....	31
International Year of Reconciliation. Focus Area 5A4.....	36
Dust turns Sydney sky red.	
Stage 5: Air Quality, Land and Water Management	51
Danger surrounds Australia. Samoa and Indonesia – Are the quakes connected?.....	55
The global burden of HIV/AIDS.....	60
Geographia – December 2009	65
GTA NSW professional development and upcoming events for Terms 1 and 2 2010.....	74
Advice to contributors	76

SCIENCE
TECHNOLOGY



Grant Kleeman, Editor

In this edition

This is the final issue of the Geography Bulletin for 2009. As can be seen from the President's Annual Report, the GTA has had a very big year in terms of its professional development program. 2010 will be even bigger!

This issue of the *Bulletin* features a diverse range of articles. Kath Berg provides reports on the 2009 National Geographic Channel's Australian Geography Competition, the Asia Pacific Regional Geography Olympiad and the National Geographic World Championship. Malcolm McNerney contributes an update on the National Geography Curriculum and a report in his recent visit to South Korea. Dr Judith Wilks from Southern Cross University, Coffs Harbour, contributes a feature article *Putting the 'active' back into Civics and Citizenship Education in NSW*. Dr Susan Bliss provides a resource focusing on the International Year of Reconciliation, an insight into the recent Sydney dust storms, and a short paper on the Samoa and Indonesian earthquakes. The final article is by Anastasia Zarkos. Anastasia provides an interesting insight into the Global Burden of HIV/AIDS.

Dr Grant Kleeman
Editor



Award for Dr Susan Bliss

Dr Susan Bliss has been awarded the Macdonald Holmes Medal*

Susan has made an outstanding contribution to Geographical Education in Australia. She is an accomplished Geography teacher, HSC and SC examiner, curriculum writer, textbook author and teacher educator.

Susan has been a member of the Geography Teachers' Association of NSW for nearly 40 years. During this time she has served as councillor, president and vice-president. Susan has convened and presented more than 200 professional development activities, written in excess of 50 refereed journal articles, presented at numerous conferences and secured grants totalling \$1.1 million. Susan has also served on the executive of the Australian Geography Teachers' Association as a director and treasurer.

As a teacher educator, Susan taught the Geography methodology units at both Macquarie and Sydney Universities. At Sydney University, Susan received a *Teaching Excellence Award* for "preparation and sharing of extensive, detailed resources and for her enthusiasm which has been responsible for the transformation of student attitudes giving them a passion for the subject."

It is, however, in her role as State Director, Global Education Project, that Susan has made her greatest contribution. She is a passionate advocate of Global Education within a geographical context. Susan sees it as a means of building a better, more socially just, world. She is an enthusiastic advocate of social justice, global citizenship

and sustainable development. Susan's doctorate focused on the integration of Geography and Global Education.

Dr Susan Bliss is a worthy recipient of the Macdonald Holmes Medal. She has inspired a generation of Geography teachers and greatly advanced the cause of Global Education.

*The Macdonald Holmes# Medal is an award, granted jointly by the Councils of the Geographical Society of New South Wales Inc (GSNSW Inc) and the Geography Teachers' Association of New South Wales Inc (GTANSW Inc), to persons who have made a distinguished contribution to the field of geographical education in Australia.

James Macdonald Holmes was McCaughey Professor of Geography at the University of Sydney during the period 1929 to 1961. To commemorate his achievements over these years, the Geographical Society together with the Geography Teachers' Association decided to award, biennially, a medal bearing his portrait and name.

Previous recipients of the Macdonald Holmes Medal are:

1977	Edgar Ford & James Brock Rowe
1979	Donald Biddle
1981	John Shaw
1983	Alan Tweedie
1985	Sister Gonzaga Stanley
1987	Gilbert J Butland
1989	Peter G Irwin & Trevor Langford-Smith
1991	Malcolm Barlow & John S Emery
1993	John H Holmes
1995	Bruce G Thom
1997	Geoffrey K Conolly & Colin Davey
1999	Joseph M Powell
2001	Robert Fagan
2003	Nick Hutchinson
2005	Deirdre Dragovich
2007	John Connell & Grant Kleeman

Recognition for Nick Hutchinson and Susan Bliss

Susan Bliss and Nick Hutchinson are worthy recipients of 2009 Outstanding Professional Service Awards.

Each year the Professional Teachers' Council of NSW recognises the contribution individuals make to professional associations.



Nick Hutchinson receives his Outstanding Service Award from the Minister of Education and Training, The Hon. Verity Firth.



Dr Susan Bliss receives her Outstanding Service Award from the minister.

The Professional Teachers' Council Outstanding Professional Service Awards are presented to association committee members in recognition of their voluntary service over a significant period to professional teachers' associations and education in NSW.

The 2009 Awards were presented by the Hon Verity Firth MP, NSW Minister for Education and Training, at the PTC NSW Annual Presentation Evening on Tuesday 15 December 2009.

The GTA would like to congratulate Nick and Susan and thank them for their commitment to the Association over many years.



Dr Grant Kleeman receives a Certificate of Appreciation recognising the GTA's contribution to quality education, the students of NSW and the teaching profession.

Students continue to struggle with key geographical skills:

An analysis of the skill-based multiple-choice questions in the 2009 School Certificate and Higher School Certificate.

An analysis of the results of the 2009 School Certificate and Higher School Certificate Geography test/examination results reveals that there continues to be a deficit in the extent to which students are able to demonstrate their mastery of specific geographic skills.

Latitude and longitude still cause difficulty for many students. Only 56 per cent of School Certificate students could correctly identify a country on a map when given its coordinates. It should, however, be noted that the country (New Caledonia) was not named so the question focused just as much on students' place geography knowledge as it did the skills associated with latitude and longitude. In the HSC examination only 60 per cent of students could accurately determine the latitude and longitude of Kathmandu.

Perhaps surprisingly, only 59 per cent of HSC candidates could state the aspect of a slope, just 66 per cent were able to determine the area of a lake and only 49 per cent of students could interpret a map legend (Stage 4 skills). They did, however, have little difficulty determining the grid reference required in Question 1 (with 88% selecting the correct answer) – also a Stage 4 skill. Seventy-seven per cent of candidates were able to accurately measure the length of a cableway between two points.

Many HSC students also struggled with the Stage 6 map related skills examined. Only 56 per cent of students could accurately determine a bearing and only 51 per cent were able to calculate gradient. The question relating to vertical exaggeration proved very difficult with only 18 per cent of students answering the question correctly. Only 62 per cent of HSC candidates were able to accurately identify a choropleth map.

Graph interpretation skills were generally sound. In the School Certificate test students had little difficulty interpreting a column graph showing the differences in life expectancy between Indigenous Australians and the population as a whole (90 per cent of candidates selected the correct answer for questions 12 and 13).

In the HSC examination, candidates struggled with the more sophisticated graph types. In Question 12 only 58 per cent of candidates could accurately interpret the log graph (Source G). In Question 13 (which used the same source material) only 52 per cent of students could accurately interpret the graph.

The 'map interpretation' skills tested in the School Certificate test were poorly answered given the nature of the stimulus material and the questions asked. Only 58 per cent of candidates could correctly relate a map showing the global distribution of Australian peacekeeping military personnel to the issue of defence. Twenty-five per cent considered peacekeeping a form of aid. Only 58 per cent could correctly identify the Asia-Pacific region and tally the number of personnel based in the region.

In the HSC there was mixed success when it came to the interpretation of flow diagrams (Sources G and H). Only 41 per cent of candidates could accurately determine the relative importance of London as an Islamic financial centre. Eighty-six per cent of candidates were, however, able to identify the city with which Al Manama had the greatest volume of intercity financial connections.

Students' photographic interpretations skills were quite sound. Eighty-seven per cent of School Certificate candidates were able to correctly identify the type of photograph provided. Eighty-six per cent were perceptive to note that the photograph showcased Darwin's coastal location. In the HSC, however, only 52 per cent of candidates could accurately state the orientation of a photograph.

For the most part, students were quite adept at interpreting synoptic maps. More than 90 per cent of School Certificate candidates could readily note the season

that the map was indicative of, determine the distribution of rainfall and correctly identify a synoptic feature (a cold front).

Questions related to fieldwork processes were poorly answered. Only 41 per cent of candidates in the School Certificate test could correctly identify 'a response to a questionnaire' as an example of a primary source of data. Only 37 per cent of students could accurately name a clinometer and tape measure as the tools need to measure the height of a tree during fieldwork.

Multiple-choice questions that tested students' conceptual understanding or required them to apply the geographical knowledge and understanding achieved mixed results. In the School Certificate test only 45 per cent of students could accurately identify specified landuse practices as examples of sustainability. Only 52 per cent of students were able to demonstrate an understanding of the concept of 'social justice' and just 62 per cent were able to conclude that car park operators might seek to oppose a move to restrict the number of vehicles entering a city centre.

In the same test only 49 per cent of candidates knew that an application to construct a car manufacturing complex would need to be 'initially' submitted to the 'local council'. Note: this question is problematic for a number of reasons. Presumably it was meant to be one of this year's Civics and Citizenship questions. One could reasonably argue that a development of this scale would be handled as a project of state significance and be overseen by the State Government via the Department of Planning thereby overriding the relevant local government body.

In the HSC, candidates proved a little more adept at applying their geographical knowledge. In Question 10, for example, 93 per cent of candidates could accurately identify a landuse activity likely to impact on an ecosystem at risk.

While seventy per cent of School Certificate candidates accurately identified trade as the principal focus of APEC they struggled with the difference between bilateral and multilateral agreements with only 45 per cent of students getting this question correct. Just over seventy per cent of students were able to identify a 'peaceful rally' as an example of active citizenship.

Many of these observations simply reinforce what experienced Geography teachers have known for some years – that there are a range of Geography skills that students typically struggle with. By addressing this learning deficit in classrooms Geography teachers can give their students a significant 'edge' in the School Certificate and HSC.

The GTA is keen to provide the support necessary to enhance the teaching of Geography skills in classroom. A series of workshops, principally targeting the skills base of non-Geography trained teachers of Geography, will be held throughout 2010.

Grant Kleeman

Georesources

Online Registration for CensusAtSchool now open

CensusAtSchool goes Annual

The Australian Bureau of Statistics (ABS) is pleased to announce the next *CensusAtSchool* questionnaire will open on 27 January 2010 and will run annually thereafter. Participation in *CensusAtSchool* is free and voluntary.

Visit the *CensusAtSchool* website at www.abs.gov.au/censusatschool.

Have a look at the Teacher Area. Look at the activities. View the community pages and find out what teachers are saying. Look at the teacher support materials. Read about the International *CensusAtSchool* project.

Set up an online Teacher Account

All registration can now be performed using one simple online form. Use your Teacher Account to obtain Students Access Numbers (SANs). Each student will need a unique SAN to access and submit a questionnaire.

View previous questionnaires

Look at the type of questions that were asked in 2006 and 2008. Think about what your students can do with the data. All sorts of ideas will come to mind. Have students create a hard copy of their responses for classroom discussion.

Take a random sample from the *CensusAtSchool* Random Sampler

Ask your students to pose a question and use their random sample to answer it. How does their random sample compare with others in the class? Access the Random Sampler by visiting the CensusAtSchool web pages at www.cas.abs.gov.au/cgi-local/cassampler.pl

Discuss, with your colleagues, where CensusAtSchool will fit into your curriculum planning for 2010 (Mathematics and SOSE/HSIE in particular).

Plan to have all Year 5 to 12 students in your school complete a questionnaire in the first half of 2010. Don't restrict the questionnaire to those students who will be studying statistics in 2010. Have all students complete a questionnaire. All students will probably want to use the data in 2010 and beyond. If they have submitted a questionnaire they are part of the data.

View free online Professional Development tutorials 'Getting Started with CensusAtSchool'. These tutorials will give you an overview of the project and guide you through how to use and analyse CensusAtSchool data using Microsoft Excel.

Don't miss out – Get on board in 2010!

GTA President's Annual Report 2009

The GTA has had another successful year, especially in terms of the scope of its professional development program.

Our office is now well established and the outsourcing of our administrative functions to the staff of the PTC has proved effective. There will, however, be a need to closely monitor the costs of this outsourcing of our administrative functions.

Membership

Considerable effort has gone into rationalising the Association's membership records to eliminate duplication. We now have 400 fully paid-up members and our objective is to secure a total membership of 500 by the end of 2010.

We still need to develop an email distribution facility. This initiative has the potential to significantly reduce our postage expenditure and enhance our communication with members.

Professional Officer

The Association's Professional Officer resigned mid-year and the Council determined that we would not replace him in the short to medium term. We will revisit this issue early in the new year.

Accounts

The GTA's audited accounts are attached for the information of members.

We expect finish 2009 with approximately \$80,000 in cash reserves. This includes the surplus funds from the current Global Education contract. By bringing forward the membership renewal process to mid-November we should ensure that we enter 2010 in a very healthy financial position.

Going forward, we need to ensure that the fees charged for the Association's professional development activities generate sufficient returns to cover the cost of the activity and a proportion of the fixed costs of the Association.

The Association's new auditors have done a very thorough job auditing the accounts and I thank them for their work.

I would also like to thank Nick Hutchinson, Sarah Menassa and the staff of the PTC for their assistance in the complicated and time-consuming process of consolidating the Association's accounts and managing its finances.

Global Education

The GTA has been associated with AusAid's Global Education initiative for two contractual periods. Dr Susan Bliss has managed the project over this time and is to be congratulated on its tremendous success. The strength of the program is, in no small measure, due to Susan's passionate commitment to the ideals of Global Education.



 **GLOBAL
EDUCATION**
*Supporting
the integration of
a global perspective
across the curriculum*



www.ptc.nsw.edu.au
Professional Teachers' Council NSW
P: 02 9564 1322 F: 02 9564 2342 E: admin@ptc.nsw.edu.au

So successful has Susan been that the scale of the initiative now exceeds the organisational capacity of the Association. We have supported Susan's decision to join with the PTC in a bid for a third contract. Susan's success in gaining the new contract reflects her skills in building networks of committed 'fellow travellers' and the wide reach she has been able to achieve. There can't be a teacher left in NSW who has not been inspired by Susan's inservice presentations and her contributions to the *Geography Bulletin*, not to mention being a recipient of AusAid resources.

The GTA will continue to be an active supporter of Global Education. We will receive \$16,000 a year to support a range of Global Education initiatives including a GE issue of the *Geography Bulletin*.

Geography Bulletin

The *Geography Bulletin* continues to be the principal means by which the Association communicates with, and supports the work of, its members in schools. The design of the journal continues to evolve and costs have been reduced substantially through more competitive pricing, aligning the print run to the

number of members and moving the design process to the PTC. We hope to further reduce the cost of producing the journal in coming months.

The amount (and in some instances the quality) of the material submitted for publication has increased. Upcoming issues of the journal will focus on water and values education, with a supplementary focus on Global Education issues.

Sue Field will edit the water issue and has volunteered to edit two issues in 2010.

Website

The Association's website, ably managed by Martin Pluss, continues to be upgraded and made more accessible. This ongoing process will be made a priority in 2010.

Professional development initiatives

The GTA's year got off to a busy start with a range of professional development activities. The first event was the HSC Exam Review meetings held at St Ignatius College and Merewether High School in Newcastle. These well-attended gatherings were followed by a series of Geography skills workshops held in Sydney (Leichhardt), Wollongong (Dapto) and Newcastle (Wallsend). Again these activities were highly popular, especially with those teachers of Geography without an academic background in the subject.

The achievements of last year's HSC students were recognised at an awards ceremony held at Sydney's Intercontinental Hotel. The teachers of the top 10 candidates in HSC Geography also had their achievements celebrated.

Towards the end of first term, the GTA held a well-attended forum on the National Geography Curriculum at its base in Leichhardt. This forum is an important element in the development of the National Curriculum for Geography. The outcome of the consultation process is the publication of a position paper: *Towards a National geography Curriculum for Australia*, the latest version which can be accessed at: www.ngc.org.au/ The paper is an initiative of the Australian Geography Teachers' Association Ltd. (AGTA), the Royal Geographical Society of Queensland (RGSQ), and the Institute of Australian Geographers (IAG).

Term 2 featured a series of workshops on *Engaging Students in Geography* (Years 7–10). These were held in Sydney (Taronga Zoo), Newcastle (Catholic Education Office), Wollongong (Nan Tien Temple), and Canberra (Indonesian Embassy). Susan Bliss and Sue Field coordinated these well-received activities.

Also in Term 2 was a Leadership Conference, a joint initiative with the Economics and Business Studies Association. The Conference was held at the Monte Sant' Angelo Mercy College in North Sydney. Sarah Manassa, ably assisted by other Council members, coordinated this very successful activity on behalf of the GTA.

Towards the end of Term 2 the GTA held its annual HSC Student Lecture Days in Wollongong (University), the Central Coast (Brisbane Waters Secondary College), Sydney (St Andrews College) and Newcastle (Callaghan College). More than 400 students attended the lectures, which were well received. Lorraine Chaffer, Rod Land, David Hamper, Chris Tanna, Aaron Williams all contributed to the program of lectures and Keith Hopkins, John Lewis, Ray McCosker and Cath Donnelly helped facilitate the activity. A big thank you to all those involved.

The final activity of the first half-year was a workshop focusing on Warragamba Dam as a Fieldwork Location. Sue Field coordinated this new initiative and Susan Bliss and Pam Gregg provided valuable support. Further activities related to water will be conducted over the next 18 months as a result of our successful *Water for Life* funding application. Sue Field has taken a leadership role in this element of the GTA's program.

Early in Term 3 the GTA held two professional development activities for members. The first of these, a collaboration with the DET, was a broadcast to remote DET schools on the topic: *Origins of the continent from an Aboriginal perspective*. This provided an opportunity for students and teachers to speak with and listen to Bob Randall, an Aboriginal Elder and traditional owner of Uluru. Bob has been awarded the honour of Indigenous Person of the Year. He is well known for his singing and song-writing, but more recently for the DVD *Kanyini* explaining the Aboriginal connection to the land.

The second major event was the Association's Annual Conference at Parliament House in Macquarie Street. The theme of the conference was: *Future Challenges for Australia*. Bob Randall was one of the keynote speakers at the conference

EDITORIAL POLICY

Editorial policy attempts to:

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

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

Refereeing

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

talking about reconciliation in Australia and issues for the Mutijulu community at Uluru. Also contributing was Malcolm McNerney and Lucie Sorensen (the National Curriculum), Professor Nicholas Klomp (Environmental Sustainability) and Ed Santow (Human Rights). Sarah Menassa, Sue Field and Sharon Mclean are to be congratulated on putting together such an excellent conference program. Thanks also to all the members of Council who helped out on the day.

The GTA has also been supportive of the project to develop a set of national standards for Geography teachers.

The final events for 2009 were the Association's Governor Arthur Phillip Fieldwork Awards and a workshop at Olympic Park: *Making a difference – teaching about Water in Geography* coordinated by Sue Field.

While the size of GTA's program has expanded significantly in recent years there are, I believe, a number of issues that need to be addressed. These include:

- ensuring that the program adequately addresses the professional needs of teachers;
- the need to involve the younger members of Council in the planning and delivery of the professional development program; and
- ensuring that we meet the challenge of supporting the introduction of the National Curriculum for Geography.

(Dr) Grant Kleeman
President





PROFESSIONAL STANDARDS FOR

TEACHING SCHOOL GEOGRAPHY

Cultivating geographical imagination and understanding

Accomplished geography teaching engages students in the classroom and in the field and is built on substantive knowledge of the discipline. It involves deep understanding of geography teaching, continual planning, evaluation and renewal of professional practice.

Category statement	Standards statement
Knowing geography and geography curriculum	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none">• know the breadth and depth and of the academic discipline including its concepts, skills, values and understandings;• assist students to understand that geography draws from the physical sciences, the social sciences and the humanities;• understand current curriculum documents and know the reasons for curriculum change;• locate geography within a wider educational context, making connections with other curricula and co-curricula areas.
Fostering geographical inquiry and fieldwork	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none">• encourage students to carry out a range of geographical inquiries, from structured to more open ended and active investigations, from prearranged problem solving and open ended discovery to negotiated inquiry. Through these inquiries, students identify topics, generate questions, evaluate the quality of evidence, process and analyse data, select presentation methods to communicate the research findings effectively, think creatively about geographical issues, propose individual or group action in response to the research findings and, where appropriate, take such action;• make judgements about the essential skills, processes and values that students need to develop to carry out meaningful and ethical geographical inquiries;• support students to undertake inquiry in the field, to select and use fieldwork tools and techniques, ranging from simple purpose-built equipment to digital and video cameras, GIS and environmental sensors, appropriately, safely and efficiently.

DRAFT PROFESSIONAL STANDARDS FOR TEACHING SCHOOL GEOGRAPHY

<p>Developing geographical thinking and communication</p>	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none"> • promote an understanding of both physical processes and human activities and how they relate to each other in place, space and environments; • assemble the many strands of geography, providing multiple resources for the further development of geographical thinking by students; they set this comprehensive knowledge in contemporary contexts, opening the way for significant interconnections to be made; • support students to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present, analyse and evaluate information; • use case studies to give support to the subject's breadth and depth; • encourage students to recognise their personal geographies and to use these lived experiences as an entry point to understanding the complexities of the contemporary world, seen through events and issues arising at personal, local, national and global scales; • tell 'stories' which have real world contexts, whether they are based on the teacher's own life experiences, the teacher's own personal geographies or others' narratives and in so doing they make visible their geographical thinking.
<p>Understanding students and their communities</p>	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none"> • build bridges between the sophisticated understanding of the teacher and the developing understanding of the student; • bring an enriched understanding of students because of their particular sensibility to students' communities; they are alert to the spaces and places students occupy so that they can incorporate students' personal geographies into learning sequences, drawing clear connections with students' prior knowledge and identities, from the local community and beyond; • enhance student learning by using students' multiple ways of knowing and other background elements such as their social and cultural perspectives • enrich learning by incorporating particular insights into the local community, as a social network of interacting individuals, groups and social interests, in space, to establish relevance and connection and incorporate these resources into the curriculum.

DRAFT PROFESSIONAL STANDARDS FOR TEACHING SCHOOL GEOGRAPHY

<p>Establishing a safe, supportive and intellectually challenging learning environment</p>	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none"> • foster dynamic and challenging learning environments characterised by mutual trust, equity, risk taking, independence, interdependence and collaboration; they create conditions for students to question, rather than accept without further thought, complex geographical ideas and issues; • design teaching strategies specifically for different backgrounds, learning preferences, and dispositions of their students; • generate and communicate to the students a 'need to know' and their own high expectations, thereby promoting study of the complexities of place, space and environments; • facilitate students' responsibility for learning, to foster students' ability to take initiatives; in so doing they affirm the students' capacities as active participants in their own learning.
<p>Understanding geography teaching – pedagogical practices</p>	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none"> • have current and extensive understanding of geographical education processes — pedagogical content knowledge; they select, adapt and create field specific and general teaching approaches and resources to support deep understanding of place, space and environments and they justify their choices about planning and teaching; • promote geographic inquiry, through which information is gathered from a variety of sources, including fieldwork, libraries, the internet and digital media, official agencies and print media; • use fieldwork and outdoor learning as a key practice to develop students' data collection, analysis and evaluative skills to deepen their understanding of place, space and environments; • systematically introduce and develop a range of cartographic, statistical and graphical geographical tools and skills that enable students to think and communicate geographically, including making and interpreting maps, and a range of other representation collectively described as graphicacy and teach students to critically evaluate maps and other forms of representation.

DRAFT PROFESSIONAL STANDARDS FOR TEACHING SCHOOL GEOGRAPHY

Planning, assessing and reporting	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none">• design their curriculum in such a way as to spark an interest amongst all students, an appeal that is active, contemporary, enlivening and sustained;• plan and continually monitor their students' learning, using a wide range of formal and informal assessments methods;• prepare assessment for learning recognising the positive achievements of students and indicate the directions for improvement;• conduct summative assessment which is made available to students and care-givers;• use assessment methods that are appropriate, valid and reliable; in reporting students' achievements and difficulties, they employ a variety of procedures, ensuring they use clear and accurate language that is suitable for the intended audience;• employ diagnostic assessment to inform their own teaching and student understanding.
Progressing professional growth and development	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none">• place students at the centre of the learning experience while they continue to learn and develop as teachers; acknowledging that the greater the teacher learning, the more students learn as well; their focus is on critically applying their learning to improve student achievement;• recognise that the subject of geography is dynamic and evolving and therefore seek opportunities to further develop their disciplinary knowledge base;• commit themselves to learning formally, and to critically reflecting on their experiences both within the classroom and more widely, through travel, from literature and the arts and through engagement with professional learning communities.

DRAFT PROFESSIONAL STANDARDS FOR TEACHING SCHOOL GEOGRAPHY

Learning and working collegially	<p>Accomplished geography teachers:</p> <ul style="list-style-type: none">• build a culture of professional improvement by learning from and with their fellow teachers as well as learning from research; supported by the professional and school community, they create the conditions for teachers to teach each other, support their peers, and deepen their knowledge about their students and their subject;• play an active role in their professional associations, promoting professional learning and talking publicly about their practice and involvement in facilitating learning for other teachers;• engage actively as members of their professional and wider community and work collegially with fellow teachers to improve their teaching and enhance student learning; they create conditions for the growth of open and collaborative school cultures whereby parents and community members can play a dynamic role in supporting student learning about the world;• distribute and share their teaching expertise towards the continuing construction of a professional knowledge base for school geography;• communicate educational ideas and promote geographical education towards contributing to the resilience and renewal of their professional field.
---	---

Professional Standards for Teaching School Geography Project – we need your feedback

The 'Standards for Teaching School Geography' project is partly funded through an Australian Research Council Linkages grant. It is an initiative of the University of Melbourne, Australian Geography Teachers' Association (AGTA), Geography Teachers' Association of Victoria (GTAV) and Victorian Institute of Teaching.

The draft of these standards is now complete. The next step in the process to develop standards for teaching school geography is to seek feedback from Australian teachers. The draft can be accessed at www.agta.asn.au

We hope that you will find it a stimulating document that makes a significant contribution to the development of national standards for teaching school geography.

The writers and facilitators of the final draft welcome your feedback and ask that you use the online survey facility www.agta.asn.au to respond to the document by 12 March 2010.

Emailed and telephoned replies are also welcome. For more information regarding this process, please contact – jeana@unimelb.edu.au Tel: 03 8344 3753

NATIONAL GEOGRAPHIC CHANNEL

2009 Australian Geography Competition



The National Geographic Channel Australian Geography Competition is a joint initiative of the Australian Geography Teachers' Association and the Royal Geographical Society of Queensland, and is proudly sponsored by National Geographic Channel. The number of students entering in 2009 was 87,060 from 802 schools. The table on the next page summarises information about the 2009 Competition.

Congratulations to the New South Wales students who came first in their age divisions:

Junior –

Nicholas Findlay, St Joseph's College
(equal first in Australia)

Intermediate –

Tim House, Normanhurst Boys High School

Senior –

Andrew Robertson, Normanhurst Boys High School (first in Australia)

Additional prizes for outstanding performances were awarded to:

Junior –

Thomas Condon, Thirroul Public School
Helen Tong, James Ruse Agricultural High School
Lachlan Callister, Shore School
Samuel Scander, Sydney Technical High School
George Stephens, Dubbo School of Distance Education

Intermediate –

Kirra Porter, St John Bosco College
Ashwin Rudder, Sydney Boys High School
James Allworth, Shore School
Andrew Chan, Sydney Boys High School
Yu Sing Chan, Sydney Boys High School
Nicholas Duce, Killara High School
Andy Ho, Sydney Boys High School
Robert Oliver, Shore School
Oliver Vasak, Sydney Grammar School
Taylor Westlake, Gosford High School
Tiffany Wu, Hills Grammar School

Senior –

Samuel Buttenshaw, All Saints College St Mary's, Maitland
Andrew Grigg, The Armidale School (*in shared Geography class taught by Presbyterian Ladies College Armidale*)



Malcolm McInerney, AGTA President, at the Final for under 16s

The NSW school prize was awarded to Sydney Boys High School. NSW schools dominated the top ten Australian schools:

First –

Sydney Boys High School

Equal second –

Canberra Grammar School
Melbourne High School

Equal fourth –

Normanhurst Boys' High School
Sydney Grammar School

National Geographic Channel 2009 Australian Geography Competition



Tim out sailing on Sydney Harbour

Equal sixth –

Northern Beaches Secondary College Manly Campus

Seventh –

Ryan Catholic College, Townsville

Eighth –

Shore School

Equal ninth –

James Ruse Agricultural High School

Merewether High School

The senior students selected to represent NSW at Geography's Big Week Out in Perth in December are:

Samuel Buttenshaw, All Saints College St Mary's, Maitland

Elizabeth Hudson, Kambala

Sarah Onus, Ascham School

Andrew Robertson, Normanhurst Boys High School

The intermediate winner, Tim House, represented NSW in the Final for under 16s. Tim spent the weekend in Sydney with the other student Finalists. The programme included sea rafting in Chowder Bay, and dinner at King Street Wharf followed by the new Star Trek movie in Imax format. Sunday was to be the highlight with whale-watching from a sailing boat. It was certainly memorable, but not for the right reasons, with most of the students getting seasick. Still the sail out through The Heads was very enjoyable, until the rough weather hit.

The Final for under 16s was held for the first time at Foxtel Studios, and filmed. It was compered by Jacinta Tynan of Sky News and there was a capacity crowd of students, teachers and other invited guests. Nicholas Findlay, Andrew Robertson and Sydney Boys High School were presented with their Australian prizes. The questions in the Final covered a large range of topics: landforms, islands, cultural geography, Australian towns, etc. The stimulus material included video footage from National Geographic Channel, photos, maps, and pieces of clothing – modelled by students from Ryde Secondary College – to support questions celebrating the International Year of Natural Fibres. The results of the Final were:

First –

Nick Montgomery, Melbourne Grammar School

Second –

Tim House, Normanhurst Boys High School

Third –

James Gillard, Radford College, Canberra

Nick won a place on the Australian team which competed in the biennial National Geographic World Championship, 11–16 July 2009, Mexico City. The 2008 winner, Miguel Vera-Cruz from Fort Street High School, was also part of the team. The third team member was SA student David Giles who came second last year and beat Tim House in the decider. (See separate report on the National Geographic World Championship.)

Next year's National Geographic Channel Australian Geography Competition will be held in schools from 22 to 31 March 2010. For more information, contact Kath Berg, email admin@rgsq.org.au, phone 07 3368 2068, fax 07 3367 1011, website www.rgsq.org.au/agc.htm.



Tim receiving his prize from Jacinta Tynan (Sky News) and Ric Burns (National Geographic Channel)

Event sponsors



National Geographic Channel 2009 Australian Geography Competition

Table 1. 2009 National Geographic Channel Australian Geography Competition

State/ Terr.	Students	Schools	Junior Winner	Intermediate Winner	Senior Winner	School Winner
NSW	36532	332	Nicholas Findlay, St Joseph's College	Tim House, Normanhurst Boys High School	Andrew Robertson, Normanhurst Boys High School	Sydney Boys High School
Qld	15364	157	Justin Goldizen, Brisbane State High School	Jonte Verwey, Anglican Church Grammar School	David Brown, Mountain Creek State High School	Ryan Catholic College
SA	4411	42	Jonathan Zheng, Glengunga International High School	Paul Bowen, St John's Grammar School	David Giles, Pembroke School	Pembroke School
Tas	797	17	Jacob Van Tienen, St Patrick's College	Jacob Van Tienen, St Patrick's College	Thomas MacDonald, The Hutchins School	Taroona High School
Terr. ¹	3097	22	Rowan Kemp, Melrose High School	James Gillard, Radford College	William Nash, Canberra Grammar School Peter Young, Canberra Grammar School	Canberra Grammar School
Vic	17231	136	Amelia Rowe, home-schooled	Nick Montgomery, Melbourne Grammar School	Christopher Phillips, Melbourne High School	Melbourne High School
WA	9268	95	Solomon Choi, Shenton College	Jordan Gommer, Willetton Senior High School	Richard Trinder, Scotch College Mosese Talemaitoga, Aranmore Catholic College Catherine Jepp, All Saints College	Hale School
TOTAL²	87060	802				

¹ ACT, NT and Cocos Keeling

² Includes 1 overseas school with 360 students

Asia Pacific Regional Geography Olympiad

Australia participated for the first time in an Asia Pacific Regional Geography Olympiad at APRGO 09, held in Tsukuba, Japan, from 1 to 6 August. Other countries taking part were Japan, Mexico and Taiwan. Australia's team was selected from students who competed in the senior level of the 2008 National Geographic Channel Australian Geography Competition, via Geography's Big Week Out:

Nicole Filling, Geelong College

Pace Huxley, Sydney Grammar School

Alex Lawson, Brisbane Grammar School

Patrick Mackenzie, Christ Church Grammar School, Perth

The Australian team was supported by the Australian Government through the Quality Outcomes Program, administered by the Department of Education, Employment and Workplace Relations.

The team was accompanied by AGTA Director Margaret McIvor and Kath Berg from the Royal Geographical Society of Qld. As well as being responsible for the students, the leaders' roles include setting and marking questions in the tests, and for Kath, English editing of the tests.

Patrick Mackenzie and Nicole Filling were awarded the two silver medals. Ikeda Yuta from Japan won the gold. Alex Lawson and Pace Huxley were the next two students below the cut-off line for bronze medals. The fact that all four Australian students performed so creditably meant that Australia had the highest combined team score.

The first test, of stimulus response questions, was on Sunday morning (2 August).

Over the course of the week, all the competitors sat a number of exams which tested our knowledge and ability to analyse information. We were assessed through a variety of formats which, as well as our broader geographical knowledge, also tied in with the other activities we completed throughout the week, such as the fieldwork component. Although maybe not as enjoyable as other aspects of the Olympiad, these did not detract from the overall experience of the trip. Alex

The fieldwork exercise was to take place over the course of Monday along the newly opened Tsukuba Express train line (TX). We would stop at five locations, for around an hour and spend an extra two hours at a city of our choice about which we would create a presentation to address the theme of the fieldwork – the changes to the cities brought about by the TX. We were split into four groups, each of which had one representative from every country, the Green, Yellow, Pink and Orange teams. We caught the TX to its terminus, Akihabara, where we got our first real experience of what downtown Tokyo was like. We took in the ultra modern redevelopments and 'Electric City', as well as the tight winding alleyways that were inhabited by the small parts shops. From here we went to Asakusa on the TX, where we took in the Kappabashi, 'Tool Town', and the many ancient temples. The walk up to the final temple was lined with many stalls that slowed many teams down as all members were suddenly overcome by an urge to shop. Many teams also capitalised on the shops by stopping here for lunch, with varying degrees of success, some going to traditional noodle bars, others restaurants and even one adventurous student going for McDonalds.



The Australian Team (complete with matching sunnies from the 100 Yen shop), l to r: Nicole, Pace, Alex and Patrick

From Asakusa we made our way to Yashio, a suburb of light industry that has had a slight revival through the TX and is slowly turning itself into more of a residential area. The most interesting feature of Yashio is the fact that it lies 6 metres below the water level of the river that flows by it, resulting in an extensive network of drains and pumping stations to avoid inundation. The next stop along our TX journey was at Moriya, a traditional town that has undergone a radical transformation since the TX, with many new high rise buildings and massive shopping malls, such as Loc City, replacing the once traditional shops that line the old commuter roads that are barely surviving today. The final stop of the day was at Mirai-Daira, where again there was a lot of evidence of the massive social upheaval brought on by the TX, with changes in land use and demographics visible.

We were all very glad to get back to the hotel where we freshened up after our exhausting day of fieldwork (it was 28 degrees and very humid). After dinner, we again split up into our groups to prepare our fieldwork presentations that we would deliver the following morning. For some teams the language barrier proved a bit too much with some groups having heated debates about the use of certain words. In the morning, after a further 2 hours to put the finishing touches on our presentations it was time to present. All groups did tremendously well, with Orange Team taking out the overall grand prize. After our presentations it was time for our fieldwork test, a very intense hour long assessment that challenged many people, especially when we had to read a Japanese map. Patrick

On Tuesday afternoon the group visited Mt Tsukuba.

The bus ride out to Mt Tsukuba took a couple of hours. Once there it was a simple cable-car ride followed by (what we thought would be) a short walk, a delusion which led us to race to the top. Patrick won. The view we had from halfway up the mountain was spectacular, but the higher up we got the greater the cloud cover was, meaning the view from the summit was just a white veil, which I suppose is spectacular in its own way. The trip down was similar, but instead of a race we had a philosophy competition – the peak was very

Asia Pacific Regional Geography Olympiad

meditative. In the end, despite the fact that it's too short to qualify as a mountain, Mt Tsukuba was extremely impressive, one of many such experiences the team had in Japan. Pace

On the Wednesday morning the students sat the last of their three tests, and after lunch visited the Geographical Survey Institute.

The Geographical Survey Institute is Japan's government mapping agency. We were presented with a number of talks from such distinguished individuals as the Director-General Dr K. Komaki. They explained the complex processes associated with accurately surveying the topography and land-use of an entire nation. We went to see the VLBI (Very Large Baseline Interferometry) Station, part of a network which monitors the rotation and deformation of the Earth. Next was the outdoor model of the Japanese islands, complete with the curvature of the Earth, allowing us to "stand" on such famous locations as Tokyo and Mount Fuji. We also had the opportunity to visit the highly informative GSI museum, where we were easily amused by maps pasted to the floor which became three-dimensional topographic maps when special glasses were worn. Alex

To celebrate the last night everyone participated in a Cultural Night. The four represented countries, Mexico, Japan, Taiwan and Australia, each conducted a presentation illustrating their unique cultures. The Japanese team demonstrated some traditional Japanese games including "kendama" (a ball-in-cup game), as well as modelling traditional Japanese outfits. The Mexican team had the audience involved in a Mexican game which involved trying to burst balloons tied to other people's feet, which was thoroughly enjoyed by everyone who took part and those watching the mayhem unfold. We were also provided with some samples of Mexican food which included fudge, Mexican sweets and a spicy Mexican dip for the more adventurous. For the Taiwanese presentation we were shown a short video about Taiwan and then participated in a traditional Taiwanese game which involved four teams (lions and dragons) chasing after a ball and trying to get it into the goal. The Australian presentation was made up of several components; first we talked about the Australian Bush and got the other students to give a Cooe. We then illustrated some typical Aussie slang and spoke about the influence sport has on our culture as well as our love of the beach. We concluded our presentation by talking about our native animals and currency and providing some Australian snacks such as eucalyptus drops and Caramello Koalas. The night was very interesting and enjoyable and had everyone involved and 'on their feet' the whole night. Nicole

The students were presented with their medals at the Opening Ceremony of the International Geographical Union Commission on Geographical Education Conference. This emphasises the link between these outstanding student geographers and our international peak body.

After the closing ceremony and final goodbyes, Team Australia boarded the TX bound for Tokyo. Upon our arrival at Akihabara we caught taxis to our hotel, the grand Park Hotel Tokyo which started on the 25th floor of a rather new building and was adjacent to the newly developed Shiodome precinct. The hotel lobby had amazing views of Tokyo and after a brief discussion [be honest – you were mesmerised by professional

arm wrestling on cable TV], we set off to explore, beginning with a very traditional French lunch. From here we walked to the Imperial Palace, which you can only get into twice a year, but it still gave us some idea of the grandeur of the buildings. With yen burning holes in our pockets we set off to find a 100 yen shop, a Mecca for shoppers. After carefully navigating our way through the labyrinthine Tokyo station, we arrived at our destination. With everything costing about \$1.50 there were some interesting purchases, most notable of which was Pace's mannequin head. When we had bought what seemed like half the shop we went further upstairs to a restaurant for our traditional last meal of Italian before again carefully navigating the subway only losing Kath once. [I got on a train whose doors promptly closed behind me, leaving everyone else on the platform – Kath.]

In the morning after another traditional Japanese breakfast of French pastry we wended our way through the Tokyo Fish Markets where we beheld a bizarre array of very exotic fish. After this we caught some fresh air (that was sorely needed) in a traditional garden and enjoyed tea in a traditional teahouse that has been around since 1770. Returning to the hotel to freshen up before our final flurry in the shops of Akihabara we were beginning to realise that our amazing time in Japan was coming to and end, and this reality only sank in when we boarded our Friendly Airport Limousine for Narita Airport, laden with trinkets and memories of a great week. Patrick

The Geography Olympiads aren't just about tests and exploring another country. Mixing with students from different parts of the world is a very important aspect.

APRGO gave us the opportunity to mix with students from Taiwan, Mexico and Japan. Many of us were able to share a room with members from the other teams, giving us further opportunities to talk to each other. At first the cultural and language barrier, and also the fact that we had only just met, meant that there was only a little bit of mingling. The Australian team had already met each other 8 months prior to APRGO and had all remained friends in the period of time between Noosa and Japan. When we left for Japan we were very excited to see each other again. As the activities began we started to spend more time with the other team members. As we all got to know each other better the initial barriers were overcome and strong friendships were able to form. These friendships were strengthened by our fieldwork which saw us being put into teams that consisted of a representative from each country. Mingling with the other students enabled us to learn more about their cultures but also highlighted the similar hobbies and interests that we all shared, such as music, sport and, of course, Geography. By the last evening we were all good friends. Since leaving Japan we have been able to keep in contact with our new friends. Nicole

There will be a full International Geography Olympiad in Taiwan in 2010. Australia's team will be selected from the students participating in the 2009 Geography's Big Week Out. To give your students a chance to represent Australian at the 2011 Olympiad, enter them in the next Australian competition. This will be held in schools from 22 to 31 March 2010. For more information, contact Kath Berg, email admin@rgsq.org.au, phone 07 3368 2068, fax 07 3367 1011, website www.rgsq.org.au/agc.htm.

National Geographic World Championship

Australia participated in the 9th National Geographic World Championship held in Mexico City from 11 to 16 July 2009. This international contest, held every two years, is organised by the National Geographic Society. The teams taking part in 2009 were: Australia, Brazil, Bulgaria, Canada, Czech Republic, Germany, Hungary, Mexico, Poland, Romania, Russia, Slovak Republic, Taiwan, United Kingdom and USA.

Australia's team was selected from students who excelled in the intermediate levels of the 2008 and 2009 National Geographic Channel Australian Geography Competitions:

David Giles, Pembroke School, Adelaide

Nick Montgomery, Melbourne Grammar School

Miguel Vera-Cruz, Fort Street High School, Sydney

Australia performed very creditably, coming sixth, in a field where the top half was reasonably close. The score range was 56 to 136, and Australia scored 112. In the Final for the top three teams, Canada was the convincing winner, with the United States coming second just one point ahead of Poland.

The Australian team arrived in Mexico City one day early to allow some recovery time before the tests started.

On the team's first full day, before the arrival of the other teams, we took the opportunity to explore other parts of Mexico City. We took a private tour to Xochimilco, a vast area of 'floating' gardens built by the Aztecs as a source of food. They now have greenhouses, nature reserves, and market gardens on them, and the canals created have bright colourful boats, called trajineras, which can be hired (with gondolier) for a ride on the canals. The ride was a noisy and colourful experience, with a mariachi band on another boat playing songs for us. David and Miguel were unable to resist the temptation to buy brightly coloured ponchos. We also explored the colonial district of Coyoacan, with its magnificent church, and the beautiful

house of famed Mexican artist Frida Kahlo, with its courtyard garden and brightly painted walls. A visit to the World Heritage listed Mexican National University topped off our tour, with its huge mosaics and murals displaying the turbulent and fascinating history of Mexico. Nick

The programme of the National Geographic World Championship started that evening (11 July) with teams getting to know one another during a Welcome Dinner. The next morning the first of the tests was held, leaving the afternoon free to explore the historic centre of Mexico City.

We stepped off the buses in the Zocalo square in the middle of the city and were almost overwhelmed by the amount of people and the noise of the place. People were thronging, watching Native Indian performers, perusing street stalls or just enjoying the atmosphere. Our first stop was the Metropolitan Cathedral, taking over 250 years to build, and the oldest church in the Americas, which contained a spectacular gold-plated altar, and high vaulted ceilings. Next was the Templo Mayor, a remnant of the Aztec capital city of Tenochtitlan, built on the same site as the current Mexico City. It was a pyramid, but now only the foundations and the lowest bit of the building are visible, since the top was destroyed by the Spanish, with the rocks used to make the Cathedral next to it. It was fascinating seeing the remains of a once mighty advanced culture in the middle of a modern city. We also visited the National Palace – the former house of the president and seat of parliament. The most striking



Australian Team members, l to r: David Giles, Nick Montgomery and Miguel Vera-Cruz

National Geographic World Championship

features of the building were the giant Diego Rivera murals, depicting the history of Mexico, and the alarming way that the buildings were subsiding into the soft soil of the lakebed, causing them to tilt dramatically. Nick

On 13 July the second of the preliminary tests was held in the morning.

The teams had to take two preliminary tests in order to determine the three teams that would compete in the final. The first test was a combination of multiple-choice questions, ranking questions and map questions. The second test, however, was a geographical activity where we had to put together a map of the world, accurately positioning cut-outs of continents and islands with only the Equator and the Prime Meridian given as references, then place numbered dots on the world map in correspondence to the answers for other questions. Overall, I think that as a team we did very well considering their difficulty of the tests. David

In the afternoon, we went to Teotihuacan, begun in 200BC and the greatest city of all the pre-Columbian cultures. It long pre-dates the Aztecs, but was also revered by them.

When we arrived we first went to a restaurant inside a dark, spooky cave for lunch. After this, we went to the archaeological site to spend the afternoon wandering around. The first thing that we did was to climb the Pyramid of the Sun, the largest pyramid in the Teotihuacan complex. Over 300 steps later, we were at the top where we had sweeping views of the site plus took hundreds and thousands of photos! After having conquered the Pyramid of the Sun, it seemed only fair to conquer the Pyramid of the Moon, the other pyramid on the Teotihuacan site. While we were not allowed to climb to the top of the Pyramid of the Moon, the steps to the first level were the steepest in the whole complex. Nevertheless, the group I was with going up the Moon Pyramid decided to virtually sprint up the steps, a decision I certainly regretted later on with sore legs. Walking between the various attractions on the Teotihuacan site was also interesting as there was always some little thing that attracted our attention like a painting on a wall or a sculpture. By 5pm, it was time to leave Teotihuacan, but not before Nick and Miguel had each bought a Mexican sombrero. David (who celebrated his birthday on top of the Pyramid of the Sun)

Tuesday was a free day and we spent it exploring Chapultepec Park and the neighbouring area of Zona Rosa with its market and wide avenues with trees and sculptures (monumental and fun types).

Chapultepec is a giant park (7 sq km) which is situated close to the city centre and was opposite our hotel. In reality there is much less open parkland than that, since it includes a theatre, castle, freeway, the Anthropology Museum, the President's house, a military training venue, Mexico's largest cemetery, a theme park and a zoo. We only experienced a

small portion of it, and the two stand-out attractions were the Castle and the Anthropology Museum.

The Castillo de Chapultepec is a picturesque castle on top of a steep hill. Its construction began in 1785, and it served as a military academy, the residence of the Emperor and of the President, and as an observatory. It has several rooms on display, all of which have stunning colour, detail and furniture. Manicured gardens and panoramic views added to the castle's beauty, and it made for very pleasant sightseeing.

The Anthropology Museum is considered the finest of its type in the world, and as well as being the venue for the Final on the Wednesday, we had time to explore its vast and well presented displays of impressive objects, buildings, and reconstructions. The most interesting sections were those relating to the Aztecs, Teotihuacan and the Mayans, the first two of which we had already seen out in the open, which made it all the more relevant. Some of the reconstructed temples were stunning, as well as the original Aztec Sun Stone, widely recognised as the Aztec Calendar. Nick

The day of the Final ended with dinner and an exchange of gifts with all the other teams – the last official function of the National Geographic World Championship. The Australian team (minus Nick who had to go back to Melbourne) stayed a few extra days and travelled with the Taiwanese team to Oaxaca in southern Mexico.

When we first arrived in the town of Oaxaca it was like entering a quaint, laid-back, sleepy little town, one that I had hardly heard of before let alone could pronounce its name. But it was in these three days in which I felt that I was acquainted with the rich culture of Mexico most – a town so rich in history and old traditions, dating back to pre-Hispanic times. Before leaving for Oaxaca the Mexican team told me about its significance as a place of cultural heritage to the Mexican people. With its own distinct and unique industries, and cuisine with a range of influences, Oaxaca was really a place which confounded my expectations. I remember most all of the churches we visited, and the sheer beauty of their own individual size and architecture – all of them were very large, and there were quite a lot for a provincial town! Arriving in the peak of the Guelagueta annual cultural festival, we came at the time when the town was alive with energy and culture. During our last dinner in the city centre, we watched a large parade featuring massive human figures and dances. Miguel

We also travelled to some of the neighbouring villages and the archaeological sites of Monte Alban and Mitla.

Monte Alban is a place which featured in a lot of pictures I had seen of Mexico, yet in no place could it be more true that "being there is everything". I've always loved to explore and discover ruins and ancient sites, not only for their history but for the mystery and atmosphere. Monte Alban was a very mysterious and eerie place for me, feeling like some sort of an imperial fortress (complete with a ball game court) at the top of a mountain, yet it gave me a sense of

National Geographic World Championship

life and solitude in its wonder and history, knowing that thousands of years ago this place once bustled. Miguel

After visiting Monte Alban, we drove through the surrounding countryside and visited villages famous for different crafts. On the way to the first town we visited, San Antonio Arrazolla, we drove along very interesting roads that took us next to corn crops and down steep hills. San Antonio Arrazolla is famous for its handmade wooden animals, with pieces often very intricate and special. After buying some we walked around to where the wood is carved and then painted in elaborate colours. We then visited San Bartolo Coyotepec which is famous for its black pottery that has a metallic lustre. This is where I bought a large pot to take back to Australia, much to the amazement of others. David

The National Geographic World Championship isn't just about the tests and an overseas trip. It's about mixing with the other teams.

Of all the experiences I had in the NGWC, the best and most memorable times for me were undoubtedly those we shared with the other teams. It was an unforgettable experience being able to share our lives and home cultures; and as geographers, we all asked each other the inevitable questions of where we come from and what

all the places we had heard of in each others' countries were like. Many of our times together were spent over dinner, playing cards or in the pool, and we taught each other lots of fun games. Then there were the phrases we learned – how to say 'hello' in ten different languages. What I thought brought us together most, however, was sharing the experience of being in a unique and different country, being the first time in Mexico for many of us. Of all the things which we did or experienced throughout the Championship, it was the people I met and the friendships I made during my time in Mexico that were undoubtedly the best for me, and they're friendships that we're sure to keep for years to come. Miguel

The Australians had a fantastic time and applauded the National Geographic Society and Fundación Telmex for their commitment to promoting geographical education and encouraging friendly relations between young people of different cultures.

To give your students a chance to take part in the next National Geographic World Championship, enter them in the 2010 Australian competition. This will be held in schools from 22 to 31 March. For more information, contact Kath Berg, email admin@rgsq.org.au, phone 07 3368 2068, fax 07 3367 1011, website www.rgsq.org.au/agc.htm.



Sport court in Monte Alban, Mexico. Photo courtesy www.flickr.com/photos/benchilada/2467323065

Putting the 'active' back into Civics and Citizenship Education in NSW

Dr Judith Wilks Lecturer, School of Education
Southern Cross University, Coffs Harbour

Background

As every Geography teacher knows, mandated in the 7 – 10 syllabus is the study of civics and citizenship by way of outcomes that are common to all focus areas:

Outcome 4.10 –

(Students explain) how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship

Outcome 5.10 –

(Students apply) geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

Although students are graduating Year 10 as reasonably *well-informed* citizens, what is less certain is whether schools are really graduating *active* citizens. A 'crowded curriculum'; the emphasis placed on the frequent testing of students against national and international literacy and numeracy standards; the demands of the School Certificate preparation process; risk assessments; and multiple and complex timetabling issues, turn finding a 'window' to take the students out of the confines of the school and into the local community into a veritable art form.

Many Geography teachers attribute the complexities and difficulties in organising Geography fieldwork in Stage 4 and especially in Stage 5 (and therefore often sadly, the paucity of it) as a significant explanation underlying the drift away from senior Geography this decade. We are not getting the students out into the field as much as we should, and certainly not as much as the students would like us to.

In 1994 approximately 20,000 students in NSW were enrolled in HSC Geography, current enrolment is around 6,000 students. Universities have experienced the flow-on effects of this, with Geography departments experiencing dwindling numbers of undergraduate and postgraduate students. The current shortage of environmental and urban planners in all tiers of government is testament to this trend.

It is ironic and of considerable concern that at a time when geographical issues such as global warming and peak oil are such dominant features of the socio-political agenda, the number of students enrolling in Geography in Stage 6 [and also at universities] has declined. A perplexing mismatch has been created between the declining popularity of Geography as a subject of choice in senior secondary school, and the growing importance of possessing sound geographical and environmental understandings, in both everyday settings and in employment contexts.

Increasing the state's enrolment in senior Geography is a goal dear to every Geography teacher. Active environmental education projects that take students out of school and involve them in meaningful, authentic settings have the potential to re-engage young people with Geography and the study of environments, and to help stem the drift away from the study of Geography at the senior secondary level.

However, there is another imperative here. It is to do with the relationship between the long term health and well-being of our young people, and their level of participation in their community. In some contexts this dynamic is referred to as 'social inclusion'. In 2006 the NSW Government held an inquiry into *Children, Young People and the Built Environment*. This inquiry recommended key initiatives for improving the built environment for young people, in recognition of the major impact that the design of the built environment has on the physical and mental health and general well-being of young people.

The then NSW Commissioner for Children and Young People, Dr Gillian Calvert, advocated that as a community we need to find better ways to encourage young people to confidently connect with their communities, to take 'safe risks' and exercise their judgement about a range of matters. By not doing so we are missing out on the unique insights that children and young people can bring to a range of issues, but more importantly, young people are missing out on better outcomes around their own health.

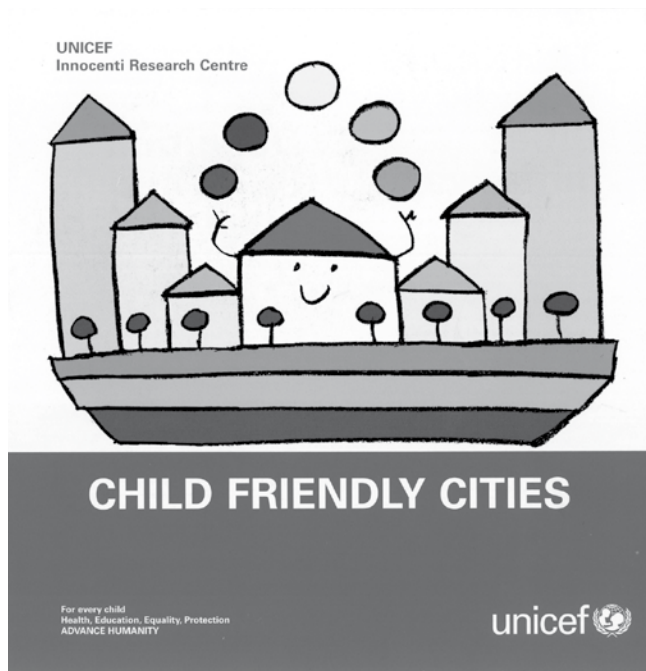
Increased participation by children and young people in local urban and environmental design processes is viewed by many as a means to increasing their level of social and neighbourhood connection, as well as expanding the breadth and standard of their play and recreation activities (NSW Commission for Children and Young People, 2007). This however has not always been an easy process, and as Bessell (2005, p.1) argues, adults' attitudes arising perhaps from a desire for respect or maybe from a concern about protecting children, can often be the greatest barrier to participation actually occurring.

In 2008 I travelled overseas¹ in search of projects that were addressing such issues in innovative ways. Moreover, I was looking for projects that were assisting students to engage with Geography in a hands-on manner and to investigate issues relevant to their social and spatial worldviews, whilst using relevant community resources and pertinent technology, and applying geographical skills methodologies along the way.

¹ My study tour was enabled by an Energy Australia NSW Premier's Teacher's Scholarship in Environmental Education

Putting the 'active' back into Civics and Citizenship Education in NSW

Quite a tall order! Do such projects actually exist? This article describes some projects, the curriculum innovations they have brought about in geographical education, and the creative work being done with young people. Through these projects young people are being assisted to develop spatial confidence and competence, and to find ways to become more engaged with their communities.



UNICEF's Child Friendly Cities Initiative

My search took me to a variety of UNICEF *Child Friendly Cities* (CFC) projects in the United Kingdom and Italy. The CFC initiative was launched in 1996 at the UN Conference on Human Settlement (Habitat II). According to UNICEF the building of a child friendly city (note the word 'child' in this context means a young person of 5 – 18 years of age) is a process of implementing the Convention on the Rights of the Child in a local government setting. A child friendly city is one where young people are safe and are protected from violence and exploitation, where they have access to all basic services including housing and water, where there are safe and healthy places to play, and where they have a voice to participate in the social and cultural life of their community.

Corkery et al (2006, p.8) in their research into the perceptions of young people around the built environment, found substantial evidence that they need to be acknowledged as "equal stakeholders in the design and development process". They found many students "possessed a limited awareness of public spaces as a designed environment for any activity other than sports", and concluded that:

To ignore the voice of young people in the creation of the built environment risks ignorance in pretending to know what is meaningful and relevant to them... (Thus) we must be conscious of involving and empowering young people in the creation of their world (p.8).

Active Civics and Citizenship in the United Kingdom

In the United Kingdom there are many child friendly cities projects where shared decision-making is a reality, where school students have the opportunity to learn about how their local areas are governed, and are encouraged to participate in the life of their community. In return local municipalities gain valuable insights from young people who describe their perspectives on the way their built and natural environments are designed and managed, and how their needs are being, or perhaps not being met.

Portsmouth

Portsmouth City Council in the south of England runs the Community Improvement Partnerships (CIP) program. There are five such partnerships, each for a specified geographical area of Portsmouth, and each comprised of students, teachers, principals, health officials, police, and relevant professionals.

One CIP, located in a relatively affluent part of Portsmouth, works in local high schools with Year 11 tutor groups to obtain feedback on their local area and what they would like to see happen. For example, a need for a Youth Café, as opposed to the standard PCYC type of club was identified. A Young People's Action Group was established with its own constitution within the CIP, they wrote a business plan and established such a café.

Although there is a mandated National Curriculum in the UK it is not impossible to make local curriculum changes around young people's health and well-being. For example, introducing boxercising, aerobics and dance into PDHPE programs.

Another CIP project involved bio-mapping whereby young people wear a type of "GPS glove" to identify the locations in Portsmouth in which they feel stressed, and the device they wear records and measures levels of stress. This project, apart from other outcomes, has identified and mapped "unsafe" parts of Portsmouth, information that has been passed on to city planners and police. From such interactions, a number of specific projects involving young people working with local authorities have arisen, addressing young people's perceptions of personal safety issues in certain locations, and along certain routes.



Road safety, Portsmouth City Council

Putting the 'active' back into Civics and Citizenship Education in NSW

Hammersmith and Fulham

The Hammersmith and Fulham Urban Studies Centre (HFUSC) has developed a range of geographical education projects that emphasise engaging young people in environmental research and in local environmental issues.

It provides opportunities for active learning within the National Geography and History curriculum, based around:

- Practical environmental learning experiences;
- Making a positive contribution; and
- Getting involved in decision-making and developing the skills to be able to do so.

With funding assistance from London Transport all boroughs must have completed a School Travel Plan for every school by 2009. Each year HFUSC works with about twelve primary, secondary, and special education schools to help them develop their plan. Most of these plans have the common objective of increasing the number of students walking and cycling to school and also using public transport.

In the process the students learn about issues associated with traffic and transport in the locality of their school, they learn how to contribute their views, and to develop strategies and solutions to the issues they research and identify. A major aim of the School Travel Plans, and indeed all the educational programs of the HFUSC, is to highlight the broader context of the issues the students identify, namely, sustainability and quality of life.

The students map their journey to school, compare historical photographs of their neighbourhood with how it looks now, do traffic and noise level surveys on local

roads, carry out basic environmental assessments and questionnaires with local people. Armed with their data they meet with the relevant council officers, for example, transport planners and engineers, and also with police representatives to talk about safety issues.

In addition to the skills and knowledge that they acquire the students derive enormous satisfaction from this process. They are always so very pleased to be asked what they think, and when they realise that they are really being listened to they become very enthusiastic. The students also produce a range of promotional and information material for example, posters, stickers and postcards with recycling and pro-walking campaigns to distribute to the school's student and parent bodies. There have been significant behavioural shifts in travel patterns to school in the Borough of Hammersmith and Fulham as a result of the School Travel Plans. Car trips to school have gone down by 30%, walking is up 3%, and cycling is up 63%.

The Children's Parliament is another program run by the HFUSC. Each year students from ten local schools take part in this. They research a local environmental issue and the HFUSC runs workshops to help them learn about how a local council functions and what it does. It also assists them with fieldwork involving mapping, collecting samples, doing surveys and questionnaires.

Recently one school did their parliamentary presentation on the state of the subway they have to use in order to get to the school under an extremely busy road. After their presentation to the borough councillors they took their findings about the unsafe and ugly state of the underpass to London Transport, where action was demanded.



Get in the picture and find out about the design of buildings and places by joining us at ...

'The Design Matters' Summer School

7th - 12th July 2008
@ The Urban Studies Centre in Hammersmith and Central Saint Martins studios in Holborn

5 days of creative fun and... by the end we'll have you acting like a designer!

You'll try out the 'tricks of the trade' that designers and architects use including- photography, mapping, sketching, drawing, 3D model-making, computer visualisation to make your ideas for buildings and places come to life!

You'll get the chance to show off your ideas 'Dragon's Den' style to top urban design experts and architects
We'll give you advice and show you how to develop a portfolio so you can access other education opportunities

Bonus day!
For those who complete the week, you'll join us for a trip to another European city on Saturday 12th July to experience a whole new take on design in a different country!

Create your future North Fulham NDC

University of the Arts London Central Saint Martins

Putting the 'active' back into Civics and Citizenship Education in NSW

Another project is the *Design Matters Summer School* in which the HFUSC partners with the nearby Central St Martins College School of The Arts. The aim of the project is to encourage teenagers to become involved in consultations on local planning designs and development proposals. Over the next twenty years or so, large parts of the borough will be redeveloped, and the philosophy of this project is that it's important to get teenagers' views now – as opposed to waiting until they are adults and the developments are a reality. Another aim is to encourage young people to pursue careers in architecture, planning and design.



My City Too, London

My City Too is funded by a number of charities and sponsors, and its aim is to work with young people across London to inspire them to take an active role in making better spaces and places in London for youth. A panel of about 35 young people aged 12–16 years known as the “Young Ambassadors” provide comment on planning and design in London. One of their key desires is to see spaces and places created for them in “in the middle of” instead of always “on the edges of” their communities, and for there to be more things for young people to do in the city.

Many London boroughs seek out the Young Ambassadors to sit on their design review panels.² As such, part of the work of *My City Too* involves training and equipping its

young ambassadors with the skills to do this. Monthly forums and workshops are held to involve and inform these young people about urban design. The project takes place out of school hours, but many of the ambassadors have become involved in the panel work as a result of their experience of the in-school projects run by *My City Too*.

Each year *My City Too* runs a program designed to educate students about famous or outstanding architectural and urban design in the London. The first stage of the program involves students from fifteen schools visiting a selection of London's outstanding buildings and urban spaces. The tours are led by architects and planners with great knowledge of these buildings and places, or often by the people who designed them.

The second stage of the project involves architects going into schools and working with the students and their teachers to build a model of a building using a specific brief. Each school gets the same brief and a competition is run to determine the most creative/inspiring/unusual interpretation of this brief. The process takes about two months, the culmination of which is the exhibition and judging in a special event.

Social Capital

At the University of London Virginia Morrow described the work she undertook with students aged 12–15 years in two comprehensive high schools in an English ‘new town’ about 70kms north of London. Her research was around notions of social capital and was designed to:

- Explore young people's subjective experiences of their neighbourhoods;
- Their everyday experiences; and
- The nature of their social networks.

Her work with young people involved:

Structured methods:

Students were asked to write freely written accounts in answer to the question “who is important to me and why?” and to brainstorm concepts such as ‘friendship’ and ‘belonging’. They were also asked to describe where they live, their leisure pursuits, work, and their aspirations for the future.

Visual Methods:

Year 10 students were supplied with disposable cameras and were asked to take 6 photos of places in their locality that were important to them and then to describe why. This technique enabled them to control and choose what they wanted to depict.

Group Discussions:

By way of discussion students explored how they use and perceive their town or neighbourhood, and used their photos and other prompts to describe:

- the extent of their sense of belonging and identity with their neighbourhoods/communities;

With the assistance of Coffs Harbour City Council and local architects we are currently in the process of establishing workshops to train local students from Years 10 and 11, who have expressed an interest in a career in the design professions, to sit on Coffs Harbour City Council's design review panel and provide comment around development proposals. Coffs Harbour City Council has also approved the establishment of a Children's Parliament under its auspices.

Putting the 'active' back into Civics and Citizenship Education in NSW

- their attitudes towards institutions and facilities in their community;
- the availability (or otherwise) of physical spaces (e.g. parks and streets), leisure centres and clubs; and
- participation in community activities and in decision-making in their schools and communities in general (2000, p.258).

Morrow (2000a, p. 46) found that for young people community exists in a 'virtual community' of friends based around school, the town centre and street, and friends' and relatives' houses. Social capital in the form of civic participation was generally lacking for them. They are denied a range of participatory rights and this limits their sense of self-efficacy. She urges that we start viewing children and young people as 'stakeholders' in government policy as opposed to 'successful or unsuccessful outcomes'.

Active Civics and Citizenship in Italy

Italy was one of the first countries in the world to embrace the 'child friendly cities' initiative and many programs were generated from about 1996 onwards following some key policy initiatives of the Italian government. At both the national and local level agencies sought to implement the Convention on the Rights of the Child's vision relating to the participation of children and young people in civic life. However it was at the level of the local municipality that child friendly city initiatives really 'took off'.



Italy – A young person's perspective on their town

Cremona

Cremona is a city of approximately 71,000 people in the north of Italy. Its *Bambini Laboratoia* (Young People's Workshops) promote their rights in the town, or rather, rights *to* the town. The project began in 1996 and aims to demonstrate that public spaces are where young people could and should play, attempting through its various activities to assist young people to build an active sense of community.

According to its coordinator one of the philosophies of the project is to "get young people away from television and video games, and out of cars and houses" (Stephania Reali, Pers. Comm) and into the public realm. In 1998 a suite of projects concerned with young people's circulation and mobility in Cremona was developed to assist them to explore their fears and desires about the town.



One of the things arising from discussions with Cremona's children was that they were not scared of the traffic – which they probably should have been – but of strangers, a fear that was in large part unfounded and stemmed from the transference of parents' fears. With the ever-present fear of strangers, fewer children and families are using public spaces, and this in turn affects civic life as they become even more unsafe the less people use them. The Laboratoia aim to promote young people's autonomy in the town to counteract "the dangers of the mind", that is, an overblown sense of 'stranger danger'.

In Cremona a number of programs have been developed to encourage young people to expand their range throughout the city and develop their spatial confidence and competence. Workshops are run in which students map their "experience" of Cremona, and they have proved to be very adept at this. The mapping begins with the students' neighbourhood and they draw freehand and also photograph the places that are important to them, for example, home, school, church and friends' houses. Teachers working on these projects express the desire to see the young people of Cremona "feel, smell, breathe, taste, and touch the city". They encourage the children to represent their experiences and emotions about their city through murals and large posters, CD-ROMs, exhibitions, games, musicals and plays.

One of the recent projects schools in Cremona have undertaken is the "Piccolo Guida" (Little Guidebook) whereby students collect information about Cremona and develop a guide for young people in other towns who may in the future come to Cremona as tourists. However they

Putting the 'active' back into Civics and Citizenship Education in NSW

are also encouraged to show their parents around the town using the guides they have developed. The Piccolo Guides are very popular, because young people are very creative at making games and seeing things in a city that adults are usually too busy to notice.



MUBA – Museo dei Bambini, Milan

Milan is the capital of the Lombardy region in northern Italy with a population of about 3 million people. MUBA (Museo dei Bambini Milano) began in 1995 through the efforts of a group of people who among other things, were trying to highlight the lack of art galleries and museums in Italy for young people, despite the country's abundant wealth of art, heritage and culture.

One of the issues confronting young people in Italy is the long length of their summer holidays (nearly 3 months). While young people from wealthier families usually go to the coast, the less wealthy have little option but to spend their whole summer in the city. In response to this the Comune di Milano (City of Milan) asked MUBA to organise a "Summer in the City" program for young people. The popular "A Me Mi Pace" project (roughly translated as "I Like Milan") was born.

For this project huge enlarged aerial photographs and maps of Milan were constructed and mounted on material that the students could walk on. The young participants measure things on these maps, draw and construct things on them, and designate the spots they like best and why. In 2008 the project introduced a third dimension whereby an artist helped young people to make huge cardboard models of aspects of the city important to them.

Through its exhibitions, MUBA supports students in developing their creativity and offers an alternative to the high dependency of many children and young people on technology for their leisure, which has in turn encouraged sedentary and indoor lifestyles. Its coordinators are concerned about the rising incidence of obesity amongst young people in Italy, their lack of 'urban adventures', and what has been described as the "over-protective Italian Mama syndrome" – resulting in among other things in young people being driven everywhere. Although many young people have "no time to be bored", this is not necessarily a good thing; they need to be bored because boredom often leads to things they wouldn't normally do – such as read (Marina de Luca, Pers. Com.).

Another MUBA project is "The City in My Pocket" where students develop a young person's tourist guide to Milan and exchange these with students from other cities. The guides have a scaffold on each page to be filled in or decorated, they can paste in their photos and drawings of what there is to see, what the people are like, how to get around, what people wear, and what young people like to do in Milan. These guides are then exchanged with students from other towns who come to Milan as tourists, and vice versa.

Conclusion

The role of 'connectedness' and 'meaningful' participation in fostering resilience and good mental and physical health of young people is vitally important (Oliver et al, 2006). 'Connectedness' arises as a result of working with others, through scaffolded capacity building, and through developing positive relationships with adults and other young people (ibid). 'Meaning' on the other hand develops through self-determination and autonomy, and from being involved in activities that hold for young people significance and authenticity.

Developing active and informed citizens is obviously not just the responsibility of Geography teachers. The responsibility for this clearly runs far deeper and wider, and young people require active assistance in order to develop participatory skills. Civics and citizenship education within schools must be complemented by the provision of active, creative, authentic and meaningful programs by agencies at the local level to give young people the opportunity to develop the citizenship skills they 'learn about' at school.

Child Friendly Cities programs demonstrate that it is possible to involve young people in authentic, significant and local ways in determining their own future. They assist them to develop the confidence and civics and citizenship skills to actively engage with the places and spaces, resources and issues, of their localities and their cities. In return rich and powerful information is obtained by local governments around the needs and perceptions of young people.



NSW Commission for Children and Young People (2006). *Parliament seeks young advice on the built environment*. Retrieved April, 2007 from: www.kids.nsw.gov.au/director/respources/news.cfm

Oliver, K., Collin, P., Burns, J. & Nicholas, J. (2006) Building resilience in young people through meaningful participation *Australian e-Journal for the Advancement of Mental Health (AeJAMH)* 5 (1). Retrieved June 2009 from www.auseinet.com/journal/vil51ss1/oliver.pdf

Organisations Visited

United Kingdom

Department of Communities, Schools and Families, Westminster, London (Ms Alison Venner-Jones, Team Leader, Child Wellbeing Team)

Institute of Education, University of London (Dr Virginia Morrow, Course Coordinator, MA in Sociology of Childhood and Children's Rights)

Greater London Council, Mayor's Office (Ms Rebecca Palmer, Strategic Development Officer for Children and Young People's Participation, Children and Young People's Unit)

Portsmouth City Council (Mr Mark Scarborough, Extended Services Manager; Ms Jo Derham, CIP Coordinator; Mr Julian Wright, CIP Coordinator)

Hammersmith and Fulham Urban Studies Centre (Ms Josie Fowler, Education Officer)

"My City Too", Open House, London (Elise Le Clerc, Coordinator)

Italy

Urbanistica, Comune di Roma (Mr Paolo Cesari, Mr Romano Vallasciam)

Sindaci difensori dei Bambini, UNICEF, Rome (Mr Christoph Baker)

International Secretariat for Child Friendly Cities, UNICEF Innocenti Research Centre, Florence (Ms Francesca Moneti)

MUDI Nuovo Museo, Bottega Istituto degli Innocenti, Florence (Mr Stefano Filippini)

Assessorato all'Educazione & Formazione, Comune di Pistoia (Ms Donatella Giovannini)

Le città sostenibili delle Bambine e dei Bambini, Comune di Cremona (Ms Stephania Riali; Ms Paola Fieschi)

MUBA, Museo dei Bambini, Milan (Ms Marina de Lucca, Coordinator)

[Author's note: If readers are interested in learning more about the projects discussed above, and others visited, I can be contacted at Judith.Wilks@scu.edu.au]

References

Bessell, S (2007). *Adult Attitudes towards Children's Participation in the Phillipines*, Discussion Paper 07-05: Policy and Governance, ANU

Corkery, L., Grant, A., Roche, B., & Romero, V., (2006). *They should fix the crack: reflections on the built environment in the middle years*. Faculty of the Built Environment, University of New South Wales

Morrow, V. (2001). *Networks and Neighbourhoods: children's and young people's perspectives* Health Development Agency, UK.

Morrow, V. (2001a). Using qualitative methods to elicit young people's perspectives on their environments: some ideas for community health initiatives. *Health Education Research* 16 (3), 255-268.

NSW Board of Studies (2003). *Geography Years 7-10 Syllabus*. Sydney, Board of Studies.



SOUTH KOREA: More questions than answers!

Malcolm McInerney,
Chairperson AGTA

1. The education scene

When searching for a country to study, the inquisitive geographer ideally wants to go beyond the mundane and investigate a place full of contradictions and complexities. From July 13th – 26th I was lucky enough to attend the Asia Education Foundation's Korean Studies workshop in Seoul. What a great experience! The trip went way beyond my expectations and provided an amazing amount of knowledge and awareness of modern South Korea. However despite the copious lectures and input from tour guides on the field trip I was left with many questions about what makes South Korea tick. These questions relate to development, growth, relations with neighbours, education, environment and the culture itself. On the surface the country is beautiful, the economy seems robust, education is highly desired and the people friendly and happy. However the more time I spent in South Korea the more the questions grew in number. Korean education, cultural sustainability, environmental perceptions, relations with neighbours and the rapidly changing demographics of South Korea are to be explored in this article. The questions posed are the observations of a geographer asking the questions of What? Where? Why? So what? What if? and Where next?

Competitive education

The educational scene in South Korea is highly valued but also highly competitive. Education is closely linked to South Korea's remarkable development and is seen as a necessary component of South Korea's future. As a result, South Korea has some of the highest Program for International Assessment (PISA) scores in the world for literacy and numeracy. Many believe that Korea's attitude to education is determined by the country's Confucian traditions and is firmly embedded in the national psyche and society as a result. Students are at school from 8am till 10pm at night (sometimes even later!). Even in the holidays students attend extra schooling to cram for the exams. There are many private tuition firms making a killing from the demand for extra tuition and academic success. Only now are academics and the Korean Government starting

to see that this may be exploitation of the young and a potential problem.

The questions!!

- What sort of pressure is this putting on the young people of South Korea?
- Is such a system of exam centred learning creating a creative society?
- Is such a pressure cooker for young people healthy and is it sustainable?
- Will young people eventually challenge such a competitive quantity based system or are Korean young people resilient enough to survive in such a system of education?
- Where will it stop? Can the treadmill of academic endeavour be slowed down?
- What social controls does the system use to ensure conformity and observance of expectations?
- Are the smiling young people really happy?

Considering the complexities of these questions in relation to education alone, the study of Korea has the potential to be a rich and challenging case study for Geography classes. Korea and its amazing development over the past 30 years provide a unique opportunity to study an economy, environment and society going through massive changes over a very short time. This compressed development is not only unique but will continue to be newsworthy in future years. It is inevitable that with its dynamic socio-economic-political nature, South Korea will be frequently in the news. Such currency will provide teachers with a country that will provide plenty of newsworthiness as well as a country worthy of Australians knowing about and understanding in the Asia-Pacific region. Korea and its study will provide plenty of rich multi-dimensional questions for the inquisitive geographer to explore.

2. Development pressure cooker

It is a remarkable that a country that was totally devastated 50 years ago after the Korean War is now a bustling nation

SOUTH KOREA: More questions than answers!

developing at an unprecedented rate. This development has been particularly noteworthy over the past 30 years with Korea appearing near the top of many of the important development indicators. What is the demographic impact of the compressed rapid development of the Korean economy and society? During our visit we were frequently made aware of Korea's rating on the world stage and how the country intends to continue to develop and expand as a force in the economic world. The economy of South Korea is a highly developed free-market economy that is the fourth largest in Asia and 15th largest in the world. South Koreans enjoy one of the highest living standards in the world and have high life expectancy and a high level of economic freedom. South Korea has one of the smallest gaps between the rich and the poor in Asia. South Korea boasts the world's highest broadband internet access per capita. In 2007, the Economist Intelligence Unit ranked South Korea's IT Industry Competitiveness among the top three in the world. South Korea's economy relies heavily on exports and it is among the world's top exporters. It is home to many well known global conglomerates such as Samsung, Hyundai-Kia, LG and SK. In 2007, the Hyundai Kia Automotive Group became Asia's second largest car company and one of the top five automakers in the world. Who would have believed in 1990 that Samsung would overtake Sony as an economic operator?

What are the ramifications of such development for Korean society as evidenced in demographic terms when we look at birth rates, age-sex ratios, urbanisation, homogeneity of the population, religious observance and liberalism? The demographic statistics listed below are not remarkable in themselves but what is unique is how rapidly South Korea has demographically changed since 1980 in particular. As a demographic case study it is unique.

Demographic changes over the past 30 years

In 2009 South Korea has:

- a Total Fertility Rate of only 1.08 (was 6.2 in 1960);
- an ageing population with 9.1% of the population over 65, projected to be 38.2% by 2050 (The % of the population over 65 was only 2.9% in 1960). South Korea has the most rapidly ageing population in the world;
- unless a massive immigration program is launched in South Korea, the population will decline to 42.35 million by 2050 (presently the population is 48.3 million);
- an agricultural/fishing workforce of 7.9% (81.6% in 1958);
- a manufacturing and mining workforce of 17.2% (4.6% in 1960);
- a commerce and services workforce of 74.9% (13.8% in 1960);
- a life expectancy of 86.02 (only 62.33 in 1971);
- an increasing imbalance between males and females. 108 males to every 100 females;

- 46.9% of its population say that they have no religion, 22.8% Buddhist, 18.3 Protestant and 18.3 Catholic. Of these only Catholicism is growing significantly;
- the highest % of high school graduates in the world (in 2009 it is 80% but in late 1990's it was only 40%);
- labour shortage is inevitable because of the rapidly ageing population and the decreasing size of the economic active population (15–64 years old); and
- a GDP/capita of US\$20,000 (in 1960 was \$60).

So what does this all mean for the South Korea of the future? Such a question is a great basis for a case study in a Geography class. The answers are unknown but many questions can be asked and explored.

The questions!!

- Will the sexual imbalance be corrected by the importing of brides? If so, what will be the impact on this homogeneous society?
- How will the welfare and health infrastructure cope with the ageing population?
- With increased urbanisation how will the cities adapt and be sustainable?
- In such a traditional society what will be the impact of non-religious identification and materialistic society?
- How will South Korean society deal with diminishing population growth?
- Will there continue to be well paid jobs for the educated to realise their economic dreams?
- Will South Korea be able to maintain its manufacturing competitiveness against the industrial giant of China? If not, how can South Korea maintain its standard of living into the future?
- Will South Korea be able to maintain its liberal democracy and economic miracle with the growing demographic pressures of an ageing, low growth and sexually imbalanced population?



SOUTH KOREA: More questions than answers!

In short, is the economic miracle of South Korea sustainable and is the society created in such a pressure cooker about to handle the heat?

Again, the case study of South Korea has the potential to ask more questions than provide answers for the geographer.

3. South Korea: a unique study for Cultural Geography

So what is different about Korea from a westernised country such as Australia? Has South Korean culture been lost in this frenetic rush for economic development and the associated demographic changes? When we travel to other countries as tourists it is often difficult to see beyond our own cultural norms and expectations because of limited contact with the people of the country. The great thing about the Korean Studies workshop was that we were able to mix closely with South Korean people (albeit University educated) and get an insight into what being South Korean meant. As enlightening was our frequent wanderings around Seoul and the fact that the South Korea's tourist industry is relatively small compared to other parts of Asia and hence we were often seen as a novelty (particularly out in the country on the field trip). Before making any comments on the characteristics of South Korean culture as a unique entity compared to other Asian countries, the following experiences and observations we (I say we

because I had some great travelling companions who were with me most of the time and we frequently asked questions of each other as we observed what was going on around us) experienced on the trip will give an insight into the nature of modern South Korean. Most astonishingly, a South Korean culture which seems to be maintaining its cultural integrity despite the onslaught of modernisation.

Experiences/observations

- The people are incredibly helpful. Time and again we were asked if we needed help and people went out of their way to take us to where we wanted to go.
- The calmness of the society. Unlike other parts of the world we heard no horns honking or road rage. A classic experience occurred in a lane when a vehicle knocked a meal from the tray a woman was carrying on her head (as one does!). No histrionics but calm discussion to resolve!
- The hand gesture of receiving with both hands and giving with one with the other touching the elbow is widely practiced.
- The honesty of the society was evident with merchandise often being left out in the streets overnight with no fear of thieving.
- The Korean smile was evidenced as you went about your business, whether at the university, school, streets or subway. The smile seems to be sincere and really is one of welcome.



- It was astonishing when on the subway train that perfect strangers would grab the grey haired members of our group and make them sit down. They insisted our members sit and they stood. Sometimes they were even older than the forced sitter! What was that all about? Respect for the grey haired aged foreigners? We really were quite bemused. On top of that one of the gentlemen, who forced us to sit, then gave us all lollies. Not normal behaviours on the train in Australia, even to visitors!
- There is an incredible respect for education and teachers (teachers are quite well paid). When I spent time with the student's family in Seoul the mother continued to address me as teacher rather than by my name. Observations at the university in relation to the interaction between the lecturers and students tended to reinforce this deferment to educators.
- Males seem to still have considerable influence over females in the society. Whether this is in status, privilege or just prestige I would need more time to determine. Again the obvious demographic evidenced preference for boys would tend to confirm that the society is still rather male-centric in attitude.
- The society has an amazing attitude to cleanliness. This is evidenced by the removal of shoes when entering a living space or restaurant. As well as a preference of sitting on the floor for meals, which is alive and well in the society, South Koreans insist on no footwear in restaurants. Even in some of the hotels and in the homes it was insisted that the shoes were removed. Linked to the cleanliness is the immaculate nature of their toilets. Not only are they all clean and pleasant, they are also decorated by flowers, pictures and even perfumes. The best toilets I have visited in the world!
- The society is remarkably organised. Everything seems to work with a minimum of fuss and all just happens. My experiences in the subway (amazing organisation) or in the hospital, everything was efficient and "fuss-free".
- A weird aspect of Korea is that the shopping is different. No-one bothers you to buy; haggling over price seems to be uncouth and if you don't buy there is no animosity. Again a very different experience for a visitor of Asia (if not most parts of the world).
- There seems to be great civic pride in the society. This is evidenced by the proliferation of beautiful statues/artwork everywhere in Seoul (every business seems to have an artwork to be proud of). Such civic pride is also evidenced by the lack of graffiti in South Korea and the provision of complex exercise equipment in parks and streets which would be vandalized in most western cities.

So what can be made about this culture from these random observations? Undoubtedly the society is clean, calm, community based, respectful, pleasant and organized. As one of our lecturers quoted: "Korea has an "us" culture.

Korea is a great place to visit and my observations confirmed the "us" culture view but again various questions are posed by the cultural geographer.

Cultural questions

- Is the respect for education, males and educators based in Confucian traditions?
- Is the reference to Korean Jeong a reality? Is this Jeong still alive and well in South Korea? From my observations, seemingly so.
- With the likely influx of migrants (rapidly "ethnocising" society) to redress the low birth rates and sexual imbalance, will the traditions of the culture be maintained? Will the "us" culture be maintained?
- What will be the impact of rapid economic development on the South Korean culture? Will it be maintained with the onslaught of western values and culture?
- As a visitor one is always aware of falseness in smile and demeanour by those you come across. The pleasure shown by Koreans in being involved with visitors was overwhelming and hard not to be seen as sincere. Are Koreans as happy as they seem?
- What are the social controls in place to encourage people to maintain Korean cultural customs? In view of the low religiosity factor for Korean religion (religion often being the cultural glue for conformity), what is the glue which keeps the subtleties of Korean culture together? The cultural observations discussed here are not social norms requiring law but rather the goodwill of the population to be Korean and to be part of the "us" culture.
- What does it mean to be Korean? Are they proudly nationalistic and what is their attitude to people from other countries settling in South Korea? I found it hard to answer this question in my time in Korea. Is their desire to be Korean homogenous and pride in their "Koreaness" a healthy scene? Apparently there have been only five refugees admitted into Korea in recent years. Begs the question, how difficult is it for a non-ethnic Korean to settle in the country? Even the international brides being allowed to enter Korea to redress the sexual imbalance tend to be ethnic Koreans.
- How difficult is it to be a Korean woman and reach the heights of Korean society? Is it a male-centric society, being difficult for Korean women to be leaders in the society?
- With education being so important is the society an "edutocracy" with the only way to advance and be respected is to be highly educated? Or does money talk as in all societies?
- Is there a difference in the "Koreaness" of the people between Seoul and the countryside?

SOUTH KOREA: More questions than answers!

Again, these are just questions, not meaning to be judgmental on Korean culture. What the questions do show is that South Korea is a fascinating study for the cultural geographer, with more questions of a cultural nature posed than answered after a quick visit to this beautiful country and people.

4. ... then there is more!

More than Geography!

In this article I have outlined areas with direct potential for Geography classes to study. However there are other aspects of the Korean experience which are worthy of note for study. They are foreign relations, ancient history, military history and democratic studies. Whilst not wanting to go into great detail in relation to these areas of study it is warranted in this article to provide some useful case study links.

Foreign relations

Korea has played a strategic geographical role over the centuries between China, Japan and Russia. Purely because of its geographic position at the centre of this area, Korea in the modern era has had a pivotal role in the Russo-Japanese War, World War 2, Korean War and the so-called Cold War. Interestingly this disputed geographical role is still being played out on the issue of the Korean Islands called Dokdo. The study of this present day contentious issue on the ownership of the Dokdo Islands provides a fascinating case study.

Ancient History

Korea has a rich ancient history involving the stories of dynasties, Kings and invasion. One of the most interesting talks we had on the study tour was by Moonjong Choi from the Ewha Womans University in Seoul who traced Korean history from the earliest times through the study of Korean art and pottery. The background to Korean art and pottery provided by this talk was supported by visits to the Seoul Museum and other cultural visits on the field trip. The approach was a very engaging way to learn about the history of Korea by linking the preservation of art with history. One of the highlights for me was the visit to the burial mounds of the Silla Kingdom at Gyeongju. These burial hills had all the mystery, wealth and intrigue of the Egyptian Pyramids. I had never even heard of them before this visit! With the added wonder of the Buddhist religion and relics as evidenced at the beautiful Seokguram Grotto, the study of Korean history is indeed a rich one, comparable with those we are so familiar with from Europe.

Military History

Naturally the Korean War of 1950–53 plays a key role in understanding modern day South Korea. The trip to the 38th parallel demilitarised Zone gives a great insight into the tension between North and South that still exists today. Only the week before our visit the North Korean launched missiles into the Sea of Japan, causing considerable news coverage and restrictions on the areas we could visit. The



The 38th parallel demilitarised zone

American teachers on a similar study tour were not even allowed to visit the zone (we could but they couldn't—much to their disquiet!). The North Korean tunnels, the Freedom Bridge, and lookouts over North Korea are amazing living relicts of the Cold War. Equally eerie was the visit to the massive Dorasan Station which was opened in 2002 for rail traffic between the North and South. With only a few trains a day, this station is an amazing edifice to the hopes of re-unification. The study of the Korean War opens the door to examine related issues of nuclear disarmament, US-Korea relations, China-North Korea relations, the nature of communism in North Korea and the attitude of the South Korean Government to the North Korean regime.

Democratic Studies

South Korea has a rich modern history in relation to liberalism and democracy. The 1960 'People Power' democracy riots which resulted in the April Democratic Revolution (which started at Korean University where our lectures were) and the 1987 Democratization Movement are interesting case studies for the students of revolution in sociology and history.

Geography?

Despite the comprehensiveness of the program, one of the puzzling factors for the geographers on the trip was the lack of Geography as a component of learning. At no time were we introduced to the internal geography of Korea as a topic and there seemed to be a total lack of spatial discussion of the Korean Peninsula, spatial representations used or discussion on environmental sustainability. For a country going through such enormous economic development and cultural change many of us thought that a study of Korea through the lens of geography would have been a necessity. Was this lack of geography and sustainability discussion just an oversight or is it way down the list of priorities for modern South Korea? Again, more questions than answers requiring another visit to Korea in the future. Hopefully!!

The South Korea blog entries on the Spatialworlds blog at: www.spatialworlds.blogspot.com/ provided the basis of this article and has numerous Internet links for many of the topics discussed in the article.

INTERNATIONAL YEAR OF RECONCILIATION

Focus Area 5A4



Dr. Susan Bliss

Director Global Education NSW and ACT

The United Nations General Assembly proclaimed 2009 the International Year of Reconciliation. The year supports the United Nations Millennium Development Goals (2000–2015) aimed to reduce Indigenous poverty especially of women and children.

Bringing Them Home Report –

www.humanrights.gov.au/social_justice/bth_report/report/index.html

There are 370 million Indigenous people around the world living in more than 72 countries. They represent 5000 languages and 90% of world's cultural diversity. Indigenous people occupy 22 percent of the Earth's land surface and their lifestyles support the sustainable consumption of natural resources. Yet, the gaps between Indigenous and non-Indigenous populations in health and socio-economic indicators, exists worldwide, despite different geographic, historical, and cultural environments. For example:

- Twa in Rwanda: inadequate sanitation is seven times higher than the national population and lack of access to safe water is two times higher.
- Ethnic minorities in Viet Nam: 60% of childbirths have no prenatal care compared to 30% for the ethnic majority, Kinh population.
- Inuit youth in Canada: suicide rates are eleven-times higher than the national average and are among the highest in the world.

Declaration on the Rights of Indigenous Peoples

Indigenous interactions with non-Indigenous societies has been complex, ranging from conflict, discrimination and racism to mutual benefit and cultural transfer. Today many Indigenous peoples live on the fringes of society and are deprived of basic human rights. In 2007, the United Nations adopted the Declaration on the Rights of Indigenous Peoples. The Declaration outlines the rights of Indigenous peoples to identity, culture, language, employment, health and education. The Declaration was accepted by 143 nations but the United States, Canada, New Zealand and Australia voted against it.

Comparisons: Canadian Inuit, American Cree Indian, New Zealand Maoris

Developed countries such as Canada, the United States, New Zealand and Australia have high Human Development Indexes (HDI). Yet all these countries have Indigenous people with poorer health and social



conditions than non-Indigenous people. The Canadian Inuits, the US Indians, New Zealand Māoris and the Australian Aboriginal and Torres Strait Islanders have been subjected to loss of culture and violence. Today rates of smoking, alcoholism, substance abuse and deaths due to suicide and violence are higher than the non Indigenous population. Obesity and Type II diabetes are major health problems. Indigenous people are more likely to be unemployed, to leave school early, and to live in poverty compared to other citizens. Unfortunately the gap between Indigenous and non-Indigenous people is larger in Australia. For example:

- difference in *life expectancy* is seven years in the USA and Canada, 7.5 years in New Zealand and 17 years in Australia;
- 13 per cent of Indigenous babies born in Australia have low *birth weights*. It is also more than double the Indigenous populations living in Canada and the USA; and 60 per cent higher than in New Zealand; and
- *Infant mortality rates* for Aboriginal and Torres Strait Islanders are more than 50 per cent higher than for Indigenous children living in the USA and New Zealand.

Although Aboriginal disadvantages are disturbing, overseas experience shows that the actions by governments, Indigenous people, businesses and the communities can make a difference. For example, the difference in life expectancy between Indigenous people and other citizens has been reduced to seven years in North America and New Zealand instead of 17 years in Australia.

Council for Aboriginal Reconciliation

Reconciliation refers to a process whereby Aboriginal and Torres Strait Islander peoples, non-Indigenous Australians and Australian governments forge a new relationship based on mutual understanding, recognition and respect.

A formal structure was given to the reconciliation movement in 1991 when the Federal Government established the Council for Aboriginal Reconciliation. The aim was to increase understanding of Indigenous history, cultures, past dispossession and present disadvantages. The preamble to the Act establishing the Council stated that:

- there has been no formal process of reconciliation between Aborigines and Torres Strait Islanders and other Australians; and
- it is desirable that there be reconciliation by the year 2001, the centenary of Federation.

The Council consulted with thousands of Australians and in December 2000 presented its final report called *'Reconciliation: Australia's Challenge'* to the Federal Government. The report included *'Australian Declaration Towards Reconciliation'* (Figure 1) and the *'Roadmap for Reconciliation'*. Key elements were unacceptable to the Federal Government, in particular an apology to Aboriginal people for past practices such as violence and the stolen generation, the concept of self determination, and acceptance of customary law.

Numerous individuals and groups have embraced the concept of reconciliation. In 2000 hundreds of thousands of people across Australia participated in a People's Walk for Reconciliation. In many communities, these walks have become an annual event. Groups such as Amnesty International and the Business Council of Australia have also shown their support for reconciliation.

Figure 1: Time line of relationship between Indigenous people and Australian governments

- 1911** Federal Government assumes legal guardianship of Aboriginal people in parts of Australia.
- 1962** Aboriginal people granted voting rights.
- 1967** Referendum amends Australian Constitution to allow Indigenous people to be included in the census.
- 1972** Aboriginal tent embassy established outside Parliament House Canberra (Figure 2).
- 1975** First legally recognised Aboriginal lease granted to the Gurindji people in the Northern Territory.
- 1991 – 2000** Federal Government created the Council for Aboriginal Reconciliation.

- 1992** Mabo judgement overturned concept of 'terra nullius' (land belonging to no-one). The High Court of Australia acknowledges that Australia was occupied by Indigenous people prior to colonisation in 1788.
- 1988** Representatives of Indigenous groups present the Barunga Statement to Prime Minister Hawke, expressing hopes and expectations for the future. Prime Minister suggests aiming for full reconciliation through a pact or treaty.
- 1993** The Federal Government passes the Native Title Act 1993 as a result of the Mabo case. Under the Act, traditional Indigenous owners were given the opportunity to make a claim on certain lands.
- 1996** The High Court found, in the decision known as Wik, native title could co-exist with the interests of pastoral leaseholders.
- 1997** Release of 'Bringing them Home' report of the stolen generations inquiry. Since early 1900's some Indigenous Australian children were taken away from parents and placed in institutions.
- 1998** Federal Government passed legislation that reduced native title rights and strengthened the rights of pastoral leaseholders. These changes were criticised by the United Nations Human Rights Committee.
- 2000** Council of for Aboriginal Reconciliation presents final report called 'Reconciliation: Australia's Challenge' to Federal Government.
- 2000.** Growth in active citizenship. Thousands of people across Australia participated in the People's Walk for Reconciliation.
- 2001** Council for Aboriginal Reconciliation was replaced with a new private body, called Reconciliation Australia.
- 2008** Prime Minister Kevin Rudd gave a formal apology, to the Stolen Generations. By saying 'Sorry' Parliament laid the foundations for a reconciled Australia, in which everyone belongs.
- 2008** Aboriginal Mick Dodson hired by the Human Rights and Equal Opportunity Commission to devise a new Aboriginal organisation to replace Aboriginal and Torres Strait Islander Commission (ATSIC) – abandoned by Howard government in 2000.
- 2009** Mick Dodson named Australian of the Year. After more than 30 years, a land claim over the Cox Peninsula in the Northern Territory was settled.

Figure 2: Tent embassy www.aboriginaltentembassy.net/



Roadmap for reconciliation

The 2000 'Roadmap for Reconciliation' aims to heal past wounds and work towards a future without discrimination, racism, social injustice and abuse of Indigenous peoples' human rights. It aims to address Indigenous disadvantage in relation to land, housing, law and justice, cultural heritage, education, employment, health, infrastructure and economic development. The Roadmap contains four national strategies:

- sustain the reconciliation process;
- promote recognition of Aboriginal and Torres Strait Islander rights;
- overcome disadvantage; and
- attain economic independence.

Meeting the challenges

There are three main strategies Australia can adopt for the future reconciliation journey with Indigenous peoples:

- make a commitment to the Australian Declaration Towards Reconciliation;
- follow the Roadmap for Reconciliation. The Roadmap recognises that every Australian has a role to play in making reconciliation a reality; and
- make a treaty between the government and Indigenous peoples that recognises the prior occupation and ownership of Australian land by Indigenous peoples, the dispossession, and the rights of Indigenous peoples. This treaty should be part of the Constitution and would not create a separate Aboriginal nation.

Heal the past, embrace the future

In 1997 the Human Rights and Equal Opportunities Commission (HREOC) *Bringing Them Home* report found between 10 per cent and 30 percent of Aboriginal and Torres Strait Islander children were forcibly removed from families and communities between 1910 and 1970. Many were sexually, physically and mentally abused and have scared memories (**Figures 3, 4, 5**).

On 13th February 2008 Prime Minister Kevin Rudd made a formal apology to the Stolen Generations and said 'SORRY'. By acknowledging and paying respect,

the government laid the foundations for healing to take place and for a reconciled Australia in which everyone belongs. The injustices to Aborigines and Rudd's apology reverberated around the globe.

Figure 3



'We may go home, but we cannot relive our childhoods. We may reunite with our mothers, fathers, sisters, brothers, aunties, uncles, communities, but we cannot relive the 20, 30, 40 years that we spent without their love and care, and they cannot undo the grief and mourning they felt when we were separated from them. We can go home to ourselves as Aborigines, but this does not erase the attacks inflicted on our hearts, minds, bodies and souls, by caretakers who thought their mission was to eliminate us as Aborigines.'

Link-Up (NSW) – www.humanrights.gov.au/social_justice/bth_report/report/images/2_ch3.JPG

Figure 4



'The Inquiry found that many children were told they were unwanted, rejected or their parents were dead, when this was not true. I remember this woman saying to me, 'Your mother's dead, you've got no mother now. That's why you're here with us'. Then about two years after that my mother and my mother's sister came to The Bungalow but they weren't allowed to visit us because they were black. We were transferred to the State Children's Orphanage in 1958. Olive [aged 6 weeks] was taken elsewhere — Mr L telling me several days later that she was admitted to hospital where she died from meningitis. In 1984, assisted by Link Up (Qld), my sister Judy discovered that Olive had not died but rather had been fostered. Her name was changed.'

www.humanrights.gov.au/education/bth/download/bth_final.pdf

Figure 5



'Going home is fundamental to healing the effects of separation. Going home means finding out who you are as an Aboriginal: where you come from, who your people are, where your belonging place is, what your identity is. Going home is fundamental to the healing processes of those who were taken away as well as those who were left behind'

Link-Up (NSW). http://www.humanrights.gov.au/education/bth/download/bth_final.pdf

Citizenship: Individuals give a hand

Australians for Native Title and Reconciliation (ANTaR) Sea of Hands, is a public education initiative (**Figure 6**). Local reconciliation groups and community groups, such as churches, schools and universities; have staged events where individuals add their signature to the Sea of Hands because they want:

- justice for Indigenous peoples;
- the right of Indigenous people to enjoy their cultures, languages, laws and traditions; and
- Indigenous people to have their right to land and cultural heritage be respected and protected.

Figure 6: Sea of Hands Sydney 2000



www.portrait.gov.au/exhibit/proof/index.html

Citizenship: National, Global and Non-Government Organisations

In many countries changes in the relationship between Indigenous peoples and the government have occurred. In Canada, Indigenous rights were included in the 1982 **Constitution Act**, the 1999 Marshall decision regarding fishing rights, and the 2006 Gray decision regarding the right to harvest wood on Crown lands for domestic uses. In the US and Canada, since the 1980s, Indigenous people were given more control over health and social services. In New Zealand, the 1993 **Māori Land Law Act** strengthened Māori land claims, and today has parliamentary seats especially for Indigenous people. Despite these changes, there is evidence that the gap between Indigenous and non-Indigenous people has not decreased.

The United Nations fights to combat racial discrimination and ethnic violence and is committed to human dignity and equality in its adoption of a number of resolutions, conventions and declarations (**Figure 7**).

Figure 7 Citizenship: national, global and non government organisations

International

- UN Declaration on the Rights of Indigenous Peoples
- UN International Decades of the World's Indigenous People (1995–2004 and 2005–2014)
- UN Convention On the Elimination of all Forms of Racial Discrimination
- UNESCO
- International Labour Organisation (ILO)
- International Day of World's Indigenous People August 9
- UN Convention for the Safeguarding of the Intangible Cultural Heritage – practices, representations, expressions, knowledge and skills

National

- Saami Council
- Quebec Grand Council of the Crees
- Indian Council of South America
- International Indian Treaty Council
- Sejekto Cultural Association of Costa Rica
- Ainu
- Hill Tribes in Thailand
- Inuit
- Arctic Circle



Non government organisations

- Amnesty International
- Human Rights Watch
- Cultural Survival
- Survival International
- Centre for World Indigenous Studies
- International Organisation of Indigenous Resource Development
- Native web



Climate change and future

Tibetans watch helplessly as glaciers melt and alpine medicinal plants disappear. Tribes in Borneo watch fires destroy their rainforests. Pacific Islanders watch coral atolls and land disappear as sea level rises. The Inuit no longer hunt safely as the ice breaks around them.

Indigenous groups across the world will be adversely affected by climate-related disasters leading to poverty and eco-refugees. Because Indigenous peoples have a close relationship with their environment they are more sensitive to the impact of climate change. The elders interpret signs from nature to determine when to plant crops or to start hunting. With climate change it is impossible for them to make these predictions.

As a solution to climate change Indigenous communities in Colombia, Brazil and Argentina have been forced off their lands for biofuel plantations. These voices must be heard in the climate change debate for a sustainable future.

Challenges and strategies for better future (Figure 8)

The UN Permanent Forum on Indigenous Issues (UNPFII) found Indigenous peoples are lagging behind the Millennium Development Goal (MDG) targets (poverty, education, health services) in most countries and most Indigenous women face gender-based disadvantages and discrimination. The UNPFII states that human rights-based and culturally sensitive strategies are essential if the

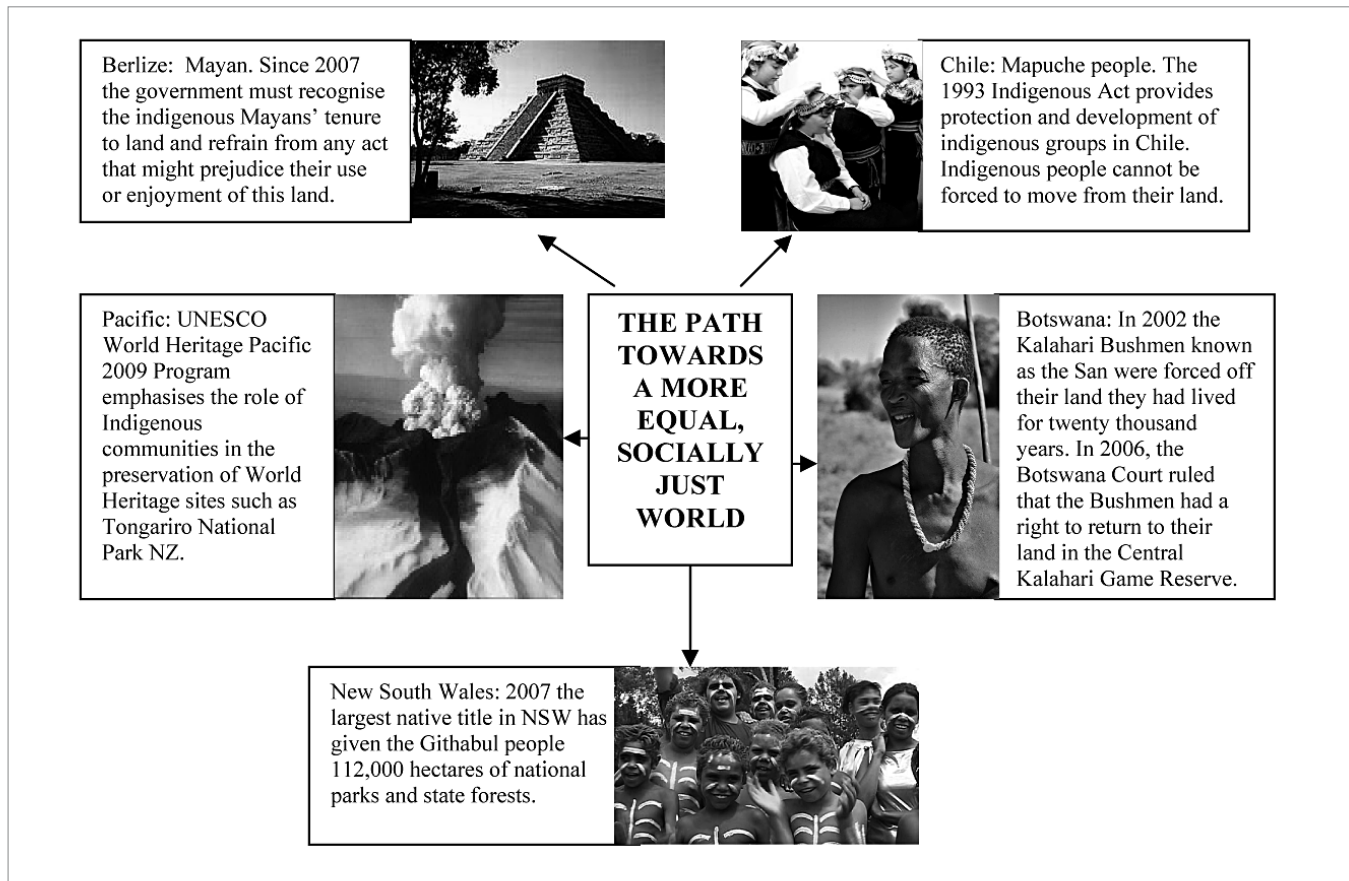
Millennium Development Goals are to be reached by 2015. These strategies involve the participation of Indigenous people in designing, implementing and monitoring MDG-related programmes.

To eradicate social and economic disadvantage in Australia, the *2007 Overcoming Indigenous Disadvantage Report* developed a framework covering twelve inequality challenges and seven action strategies. It aims to provide

quality, culturally-sensitive social services to Indigenous people by involving them in the decision-making and policy implementation processes.

The Government recognises that new ways of doing things are essential. In the past, governments accepted slow or no progress in Indigenous affairs. These low expectations contributed to poor outcomes.

Figure 8: Towards a better future



Activities

1. Explain reconciliation.
2. Discuss future actions proposed for reconciliation.
3. Discuss the phrase – 'heal the past and embrace the future'.
4. Outline the role of the Council for Aboriginal Reconciliation in the reconciliation process. List the key elements in the 2000 Report that were unacceptable to the Federal Government.
5. Figure 1: When did the formal reconciliation movement begin? Explain how Mabo, Wik and the Native Title Act contributed to the reconciliation process. Discuss the significant movement towards reconciliation in 2008.
6. Figure 2: Observe the photograph of the tent embassy. Describe the scene in the photograph. Why do you think the Aboriginal people used a 'tent embassy' to draw attention to their cause? Suggest other methods that could be used. Imagine you were a tourist from a European country on a visit to Canberra and saw the tent embassy. Write a postcard to a friend at home describing what you saw and learned about reconciliation and how it affected you.
7. Discuss Australian governments' mixed responses to the treatment of Indigenous people and the process of reconciliation.
8. Brainstorm Indigenous cultural heritage. Explain strategies you could adopt to improve non-Indigenous peoples' understanding of Indigenous peoples' culture. Present your strategies as a poster, PowerPoint presentation or on Interactive White Board.
9. What does ANTaR stand for? Why are people adding their name to the Sea of Hands? Devise an activity that will involve your school in the Sea of Hands.
10. 'Until we settle on an alternative date for Australia Day, Aboriginal people will always feel excluded ... January 26 was invasion day, the beginning of the philosophy of terra nullius – an unoccupied Australia' – Bev Manton, chairwoman of the NSW Aboriginal Land Council.

International Year of Reconciliation

Discuss for and against a changed date for Australia Day. Suggest a date you think would be suitable if it was to be changed. Explain your answer.

11. Imagine you are a journalist. Your task is to write a report on 'Possible strategies Australia can implement to achieve reconciliation.' Using a variety of resources prepare your report and present it to the class.
12. You are required to report on the reconciliation process in Australia to your local council. Present your report to the class. Present a proposal to your local council on future strategies it could adopt for a better future.

Citizenship

- May 27 marks the anniversary of the 1967 Referendum in which more than 90 per cent of Australians voted to remove clauses from the Australian Constitution which discriminated against Indigenous Australians. Draw a plan of what your school can do during National Reconciliation Week.

Fieldwork

- Virtual fieldwork: Tour of Indigenous Australia – www.dreamtime.net.au/
- Fieldwork with National Parks and Wildlife Service e.g. Blue Mountains, Botany Bay, Kosciuszko, Bongil Bongil, Jervis Bay, Morton and Murramarang National Parks. Barren Grounds Nature Reserve, Cecil Hoskins Nature Reserve, Bundjalung Cultural Heritage Tour – Ballina and Lennox Head Aboriginal Place. More details at www2.nationalparks.nsw.gov.au/parks.nsf/WebMgmt/HTMLPages+NPWSchoolexcursion

Research Action Plans

- Develop a Reconciliation Action Plan (RAP) in your school. Download at www.reconciliation.org.au/i-cms.jsp?page=476

ICT

- Roadmap for reconciliation – www.austlii.edu.au/au/other/IndigLRes/car/2000/10/
- **Webquest on Reconciliation** – Aboriginal and Torres Strait Islander Peoples www.humanrights.gov.au/education/face_facts/index.html#4
This Web Quest is designed to lead students through a series of steps to enable them to locate, analyse and synthesise information about Aboriginal and Torres Strait Islander Peoples and the reconciliation process in Australia in order to construct a response and reflect on their learning.
- **2009 is the International Year of Reconciliation** – Countries are invited to support reconciliation processes among affected and/or divided societies and to plan and implement adequate cultural, educational and social programmes to promote the concept of reconciliation www.ser-foundation.de/

en/reconyear2009.php provides some background resources.

- **21 March is International Day for the Elimination of Racial Discrimination** – This day commemorates the killing of 69 people who were peacefully demonstrating against apartheid's "pass laws" by police in 1960, in the township of Sharpeville, South Africa. The Human Rights and Equal Opportunity Commission's resource for secondary students, 'Voices of Australia' increases awareness about experiences of diversity, discrimination, race relations, friendship, and respect.
www.hreoc.gov.au/education/voices/index.html
- **Reconciliation Australia** – Reconciliation Australia is an organisation which is building relationships for change between Indigenous and non-Indigenous Australians. They have just launched an advertising campaign which challenges stereotypes.
www.reconciliation.org.au/
- **21 March Harmony Day in Australia** – Harmony Day in Australia celebrates the cohesive and inclusive nature of Australia and promotes the benefits of cultural diversity. The website www.harmony.gov.au/harmony-day/ has information, tips and teacher and student resources for celebrating Harmony Day.
- **Give Peace a Chance Project** – has activities to encourage peace building and living in harmony. A special forum will be created in this project for teachers and students to share your Harmony Day activities. Write a forum entry to tell others how you celebrated Harmony Day. You might even like to upload photographs but please make sure you have permission to share them first.
www.ozprojects.edu.au/course/view.php?id=44
- **Analyse the Reconciliation website** – www.reconciliation.org.au/i-cms.jsp?page=1. Who is responsible for the website? Is the information current, accurate, biased or exaggerated? What resources are available for Geography? Refer to the latest statistics and summarise Indigenous peoples quality of life.



- Collect ten digital images which illustrate important events in Australia's reconciliation process. Label and place these images around the school.
- Refer to the following websites. What organisation is responsible for the websites? How reliable is the information (exaggerated, biased)? Can you contact the organisation by email? Are the websites regularly updated?
- Bringing Them Home Report – www.humanrights.gov.au/social_justice/bth_report/report/index.html

- **Bringing them Home: Education Module** – www.humanrights.gov.au/education/bth/index.html
- Select a country and discuss how its Indigenous population is progressing towards the Millennium Development Goals – www.un.org/esa/socdev/unpfii/documents/MDG_Reports_and_IPs_2008.pdf . Indigenous Peoples and the Millennium Development Goals – www.un.org/esa/socdev/unpfii/en/mdgs.html
- Discuss the impacts of climate change on Indigenous people and how it could increase poverty. Suggest strategies that could be implemented. www.un.org/esa/socdev/unpfii/en/climate_change.html

- SORRY: Rudd Speech – full text <http://news.ninemsn.com.au/article.aspx?id=379056>
- Overcoming Indigenous Disadvantage Report 2007 – www.pc.gov.au/_data/assets/pdf_file/0003/69276/keyindicators2007.pdf
- UN Declaration on the Rights of Indigenous Peoples – www.unhchr.ch/html/racism/indileaflet5.doc
- UN Convention On the Elimination of all Forms of Racial Discrimination – www.atsic.gov.au/issues/indigenous_rights/international/CERD/default.asp
- Native web – www.nativeweb.org/
- Ainu – www.ankn.uaf.edu/ainu.html

STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

Answers are included with suggested marks

BDE Activity: Before/During/End of Topic

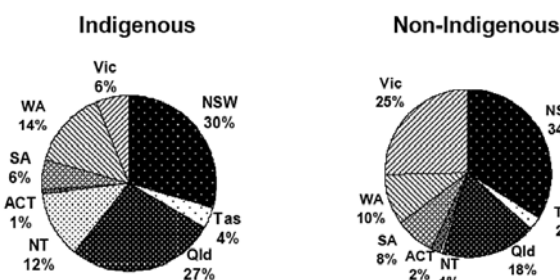
- Before: Get students to brainstorm everything they know about Aboriginal and Torres Strait Islander Peoples. Some information will have been covered in Geography Stages 4/5, History and other subjects. They list the information in Column 1. This is to avoid repetition in class and to determine students' prior knowledge.
- During: As lessons proceed get students to list what they would like to know about the topic as a guide to future lessons in Column 2.
- End: Check what students would like to know, has been covered. Get student to complete Column 3 on what they have learnt.

After completion of each column is it is important that students share this information. Class discussion and debate should follow.

Column 1 What I know	Column 2 What I would like to know	Column 3 What I have learned at end of topic

Geographical tools should be integrated within the topic

Pie graphs: Percentage of the Australian population (4 marks)



What is wrong with these pie graphs? (the graph should start at 12 o'clock and in a clockwise direction go from the largest to the smallest sector).

A higher percentage of both Indigenous and non-Indigenous populations live in:

- Northern Territory
- NSW
- Victoria
- Queensland

Answer: NSW

What percentage of Indigenous people live in Queensland and Western Australia?

- 14% and 27%
- 18% and 10%
- 10% and 18%
- 27% and 14%

Answer: 27% and 14%

What is the percentage difference between the number of Indigenous people and non-Indigenous people living in the Northern Territory?..... (**Answer: 12% – 1% = 11%**)

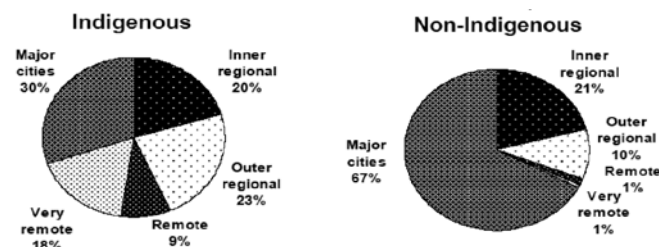
What is the percentage difference between the number of non-Indigenous people and Indigenous people living in New South Wales?..... (**Answer: 34% – 30% = 4%**)

Did you know? _____

Between 2001 and 2006, the Australian Indigenous population increased by 58,700 or 13%. The highest growth rates were Western Australia (18%), the Northern Territory (17%) and Queensland (16%).

Pie graphs: Where do Indigenous and non-Indigenous people live? (8 marks)

How many non-Indigenous people live in major cities and inner regional areas?



STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

- 50%
- 67%
- 21%
- 88%

Answer: 88%

How many Indigenous people live in major cities and inner regional areas?

- 67%
- 50%
- 30%
- 20%

Answer: 50%

How many Indigenous people live in major cities and very remote areas?

- 30% and 9%
- 30% and 18%
- 67% and 1%
- 9% and 30%

Answer 30% and 18%

Short response (5 marks):

Where do most Indigenous people live?

..... (Answer: major cities – 1 mark)

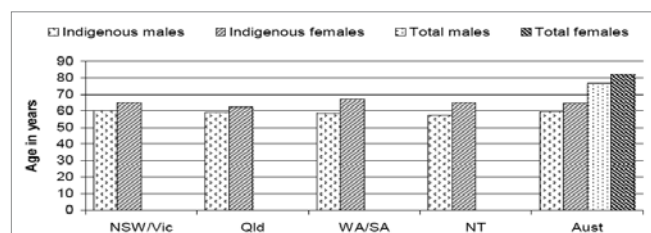
About 18% of Indigenous people live in very remote areas. List four problems of living in these areas:

1.
2.
3.
4.

(Answer: lack of access to higher education, specialist doctors, a variety of jobs, dentists/eye specialists, transport, more expensive food etc 4 marks)

Column graph: Life expectancy (9 marks)

The life expectancy of Indigenous people is estimated to be around **17 years lower** than that for the total Australian population (Recent calculations state 11 years).



What is the approximate life expectancy of Indigenous males in:

- NSW/Victoria? (Answer: 60 years)
- Northern Territory? (Answer: 58 years)

What is the approximate life expectancy of Indigenous females in Western and South Australia? (Answer: 66 years)

What is the approximate life expectancy of total Australian males? (Answer 78 years)

What is the approximate life expectancy of total Australian females? (Answer 82 years)

Which state has the lowest life expectancy for Indigenous males and females? (Answer: NT)

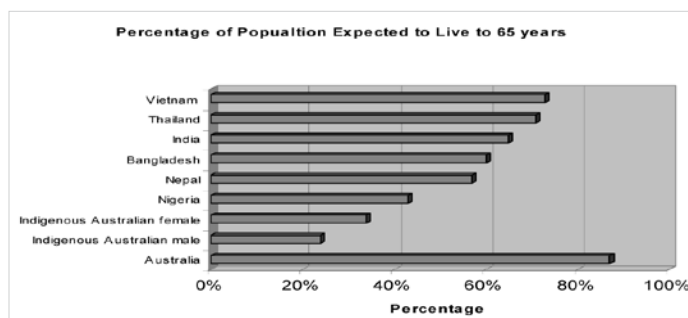
Give three reasons why there is a 17 year life expectancy gap between Indigenous and non-Indigenous people? (3 marks)

1.
2.
3.

(Answers: poverty, lack of health services, inadequate housing, lack of immunisation, increasing diabetes)

Bar graph: International perspective: Indigenous people living in developing countries (4 marks)

Refer to the graph and answer the questions.



Short response (4 marks – half a mark for country and percentage): Indigenous Australian people live in a wealthy developed country. When comparing the percentage of Indigenous Australians who will live beyond 65 years, with people living in poor developing countries, they are worse off. Explain this statement by referring to the statistics.

Answer: (Figures are approximate)

Developed country: Australia – men 22%, women 30%

Developing countries: Nepal 55%, Thailand 69%, India 62%, Bangladesh 59%, Nigeria 42%, Vietnam 70%

Line graph: Indigenous Infant Mortality Rate

Refer to the graph and answer the questions.

What is the correct answer in these sentences? (5 marks)

- IMR is short for **infant marginal rise or infant mortality rate (infant mortality rate)**.
- Indigenous infant mortality rates in most of the states and territories have **increased or declined** in recent years (**declined**).
- Mortality rates for Indigenous infants is **two to three times as high or one to two times** as those for the total population of infants (two to three times).
- The greatest decline is in **Northern Territory or New South Wales (Northern Territory)**.

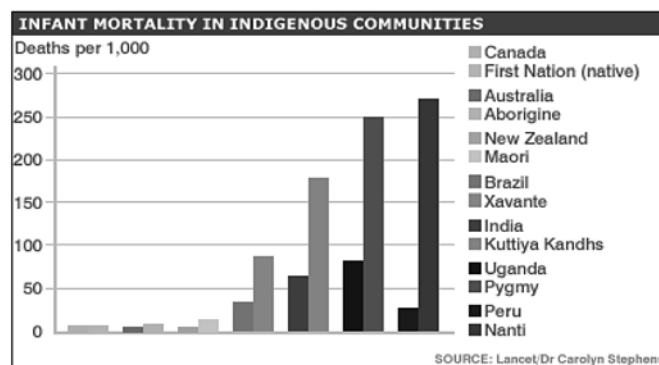
STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

- **Western Australia or South Australia** had an increase in Infant Mortality Rates in 2000–2002 (**South Australia**).

Draw this line graph as a column graph (10 marks)

Bar graph: International perspective

Refer to graph *Infant Mortality in Indigenous Communities* and answer the questions



<http://news.bbc.co.uk/2/hi/europe/5019582.stm#graph>

Refer to the graph and complete the table (12 marks)

Questions	Answer	Correct Answer
What is the name of the Indigenous community in: <ul style="list-style-type: none"> • Brazil? • India? • Uganda? • Peru? 	Answer <ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • Xavante • Kuttiya Kandhs • Pygmy • Nanti
List three countries where IMR for both Indigenous communities and the country are below 50 per 1000.		Canada, Australia, New Zealand
List two developing countries where IMR for the country is below 50 per 1000.		Peru, Brazil
Which country has a similar IMR for Indigenous people and the rest of the country?		Canada
Which country has the biggest gap between the IMR of Indigenous people and the population?		Peru
What is the gap between the IMR of Indigenous people and the population in Uganda?		250 - 80 = 170 approx

Table: Education inequality

Complete the table by finding the gap or difference.

	Non Indigenous	Indigenous	Gap	Answer
Achieved Year 3 benchmarks: <ul style="list-style-type: none"> • reading • writing • numeracy 	90% 93% 93%	75% 77% (67% in 1999) 78%		15% 16% 15%
Achieved Year 5 benchmarks: <ul style="list-style-type: none"> • reading • writing • numeracy 	89% 94% 90%	68% (59% in 1999) 76% 66%		21% 18% 24%
Achieved Year 7 benchmarks: <ul style="list-style-type: none"> • reading • writing • numeracy 	89% 91% 84%	65% 72% 52%		24% 19% 32%
Completed Year 12	43%	18% (9% in 1994)		25%
Attended University	23%	5%		18%
Bachelor Degree	16.9%	3.7%		13.3%
Non-school qualification (e.g. diploma, certificate, bachelor degree, etc.)	40%	18%		22%

STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

- Numeracy: Complete the graph (12 Marks)
- Where is the gap largest? (1 mark – Completed Year 12)
- Is the gap larger in Year 3 or in Year 7? (1 mark – Year 7)
- In general, is the gap larger in reading/writing or numeracy? (1 mark – the gap is larger in numeracy).
- Short response: The education gap widens as the Indigenous child gets older. (3 marks – good answer will include statistics for three statements that prove this statement).
- Short response: Indigenous people who had completed higher levels of schooling, are more likely to report better health and less likely to have a disability or long-term health condition than those who had completed lower levels of schooling. Why do you think this has happened? (3 marks – education links to improved health – drinking clean water, washing hands after the toilet, immunisation, attend doctor and improved diet. Strong links to education of women and improved health).
- The proportion of Indigenous people aged 15 years and over attending a TAFE or university course doubled from around 6% in 1994 to 12% in 2002. The proportion of Indigenous people with a certificate level 3 or above also doubled from 8% in 1994 to 16% in 2002. What are three other indicators that there has been improvements in Indigenous education since 1994? (3 marks).

Tables: Housing Tenure and Unemployment

Draw **two pie graphs** on housing tenure (10 marks each). Remember the rules for drawing pie graphs. Start at 12 o'clock and in a clockwise direction draw the largest percentage first and the smallest percentage last.

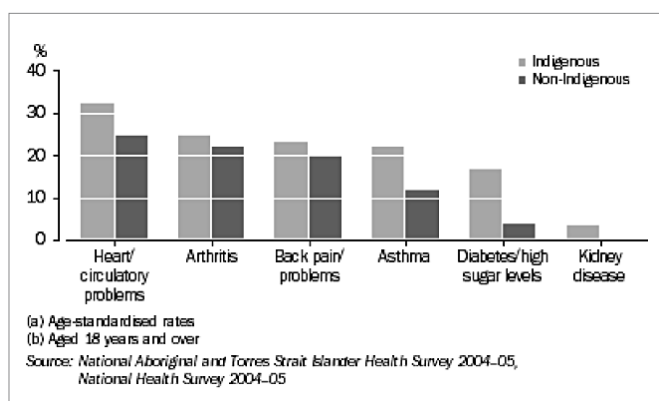
HOUSING TENURE %		
	Indigenous people	Non-Indigenous people
Renting	63.5%	26.6%
Purchasing	19.4%	27.0%
Owner	12.6%	40.5%
Other / not known	4.5%	5.9%

UNEMPLOYMENT RATES BY REMOTENESS		
	Indigenous people	Non-Indigenous people
Major cities	20.1%	6.9%
Inner Regional	25.0%	8.1%
Outer regional	23.1%	7.4%
Remote	19.2%	4.9%
Very remote	8.3%	3.5%

Numeracy: Refer to the two tables *Housing Tenure* and *Unemployment Rates by Remoteness* and answer the following questions (6 marks)

Question	Answer		Answer	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
What percentage of people own homes?			12.6%	40.5%
What percentage of people rent homes?			63.5%	26.6%
Where is unemployment highest?			Inner regional	Outer regional

Column graph: Gender: long term health problems of women



<http://144.53.252.30/AUSSTATS/abs@.nsf/ProductsbyCatalogue/17F05E41BC13F1D0CA2572D8001C1110?OpenDocument>

Indigenous women were more than ten times as likely as non-Indigenous women to have kidney disease; more than four times as likely to have diabetes/high sugar levels; and nearly twice as likely to have asthma.

Refer to graph and complete the table (6 marks)

Question	Answer	Answer
What is the main health problem for Indigenous and non-Indigenous people?		Heart/circulatory
List five other health problems that are higher for Indigenous people than non-Indigenous people?		Arthritis, back pain, asthma, diabetes, kidney disease

STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

ICT: Using latest statistics to develop a report or argument

The Australian Bureau of Statistics website at: www.abs.gov.au/ is useful to update your information

Statistics are used to show inequality between Indigenous and non-Indigenous Australians. Governments, community groups and individuals use statistics to identify those Indigenous groups most in need and work towards making their life better.

Research latest information on Indigenous people by completing this table with statistics.

Question	Statistics
How many Aboriginal and Torres Strait Islander peoples are in Australia?	
Compare life expectancy with non-Indigenous people.	
Compare IMR with non-Indigenous people.	
Compare number who went to Year 10 with non-Indigenous people.	
Compare unemployment with non-Indigenous people.	



Citizenship: groups

Read the following and answer the questions.

Australians for Native Title and Reconciliation (ANTaR), Sea of Hands, is their main public education initiative.

The Sea of Hands is a reconciliation activity. Many local reconciliation groups and other community groups, such as churches, schools and universities have staged Sea of Hands events of various sizes. This may involve anything from a few hundred to many thousands of hands.

The Sea of Hands has been installed in every major city and many regional locations throughout Australia. It continues to gather signatures everywhere it appears.



Active citizens add their signature to the Sea of Hands because they want:

- justice for Indigenous peoples;
- for the right to be themselves, to enjoy their cultures, languages, laws and traditions; and
- to have their rights to land and cultural heritage respected and protected.

Look at the Sea of Hands Photo gallery – www.antar.org.au/content/view/78/171/

What does ANTaR stand for?

Why are people adding their name to the Sea of Hands?

How could your school participate in the Sea of Hands?

Literacy: Governments' responsibilities

Read the following article from ILO Indigenous and Tribal Peoples Convention, (No. 169), Articles 2, 3, 6, 7, 13, 14, 15, 16, 17, and 19 and complete the sentences.

"Governments shall have the responsibility for ... Ensuring that [indigenous] peoples benefit on an equal footing from the rights and opportunities which national laws and regulations grant to other members of the population.... Indigenous and tribal peoples shall enjoy ... human rights ... without ... discrimination.... Governments shall ... Establish means by which [indigenous] peoples can freely participate ... at all levels of decision-making in ... institutions and ... bodies responsible for policies and programmes which concern them.... The peoples ... shall have the right to decide their own priorities for ... development as it affects their lives ... and the lands they occupy ... and to exercise control ... over their ... development.... [G]overnments shall respect the special importance ... of their relationship with the lands....The rights of ownership and possession ... over the lands which they traditionally occupy shall be recognized.... Measures shall be taken ... to safeguard the right of the peoples concerned to use lands ... to which they have traditionally had access for their subsistence and traditional activities.... The rights of the peoples concerned to the natural resources pertaining to their lands shall be specially safeguarded. These rights include the right of these peoples to participate in the use, management and conservation of these resources.... Governments shall take steps ...to guarantee effective protection of their rights of ownership and possession.... The peoples concerned shall not be removed from the lands which they occupy.... Procedures established by the peoples concerned for the transmission of land rights among members of these peoples shall be respected.... National agrarian programs shall secure to the peoples concerned treatment equivalent

STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

to that accorded to other sectors of the population with regard to: the provision of more land for these peoples when they have not the area necessary for providing the essentials of a normal existence, or for any possible increase in their numbers; the provision of the means required to promote the development of the lands which these peoples already possess."

Questions – 12 marks

- What 'governments' does it refer to?
.....
(Federal, states, territories and local governments in Australia)
- Indigenous peoples can freely at levels of which concern them
(participate, all, decision-making)
- Indigenous people shall enjoy human without **(rights, discrimination)**
- Indigenous people will benefit, on equal footing, with other **(Australians)**
- Indigenous people can exercise control over the development of their **(land)**
- Measures shall be taken to safeguard the right of Indigenous peoples to use lands to which they have traditionally had access for and activities **(subsistence and traditional)**
- Provision of land when they have not the area necessary for providing the essentials of a normal existence **(more)**

Future challenge: climate change and Indigenous communities

Read this paragraph and answer the questions:

Indigenous communities around the world will be affected by climate change. In arid and semi-arid lands: excessive rainfall and prolonged droughts, resulting in dust storms that damage grasslands, seedlings, other crops and livestock. In the Arctic: stronger waves, thawing permafrost and melting glaciers and sea-ice, causing coastal and riverbank erosion.

Complete the table

	Arid lands	Arctic lands
Name an Indigenous group living in these environments?		
What are the environmental problems?		
What do you think should be done about it?		

Report: Present a report on inequality between Indigenous and non-Indigenous people and what should be done to make a better future life for these original Australians.

To complete this activity, students must report on their findings, using statistics and other facts to support their argument. Students should share their reports with classmates. This could include publication of the reports in hard copy or on a website.

Before –

Before you start the research list important things you know about inequality between Aboriginal and Torres Strait Islander Peoples and non-Indigenous people.

During –

Obtain current information from a variety of sources – ICT, newspapers, interviews, narratives, journals.

Find maps, graphs, statistics, photographs, art work, music, DVDs, poems to supplement the report.

Decide on the format you will use to present your report.

After –

Write a story for publication in your schools or local newspaper.

What actions will you take to make a difference?

Citizenship

You are a member of a committee established to report back on the reconciliation process in Australia to your local council.

1. List important events during the reconciliation process at both a local, state and national level.
2. Plan an event to mark the importance of reconciliation between Indigenous and non-Indigenous peoples in your community.
3. Present a short proposal to your local council.

Webquest: reconciliation

Aboriginal and Torres Strait Islander Peoples – www.humanrights.gov.au/education/face_facts/index.html#4

This Web Quest is designed to lead students through a series of steps to enable them to locate, analyse and synthesise information about Aboriginal and Torres Strait Islander Peoples and the reconciliation process in Australia in order to construct a response and reflect on their learning. They will also develop valuable skills in web research and writing proposals.

At the end students have gained an awareness of:

- some of the important events in Australia's history in relation to reconciliation including Reconciliation Week and 'Sorry Day,' and the establishment of the Council for Aboriginal Reconciliation; and

STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

- the history of government policies on Aboriginal and Torres Strait Islander peoples including the separation of Indigenous children from their families, Self-Determination, and Native Title.

Planning a Reconciliation Event

Some key questions to assist students in structuring the event:

- How will you involve the local Indigenous community in your event?
- When will you stage the event?
- Where will you stage the event?
- What form will the event take? e.g Indigenous cultural day, where traditional foods and customs are observed
- What special guests have you arranged and why?
- How will you advertise it?
- How do you see the event will be accepted by the Indigenous community/ the non-Indigenous community?

Go to for figures – www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/C36E019CD56EDE1FCA256C76007A9D36?OpenDocument

School Certificate Questions

Extended response

Examine the challenges and responses to reconciliation for Australia.

In your answer provide:

- a definition of reconciliation;
- some challenges for Australia; and
- some responses to these challenges by individuals, groups and governments.

Extended response

Australian Indigenous societies possess a unique body of cultural and environmental knowledge that should be conserved and/or preserved. Discuss using examples.

- Introduction
 - o Define: Indigenous Australians
 - o Examples of Indigenous communities in Australia
- Middle section
 - o Give examples of unique culture (e.g. art, song, dance, food, shelter, language, Dreamtime, rock carvings).
 - o Give examples of environmental knowledge (e.g. water, plants, animals, medicine).
- Conclusion:
 - o Give reasons why they should be conserved and or preserved (define these terms) for a sustainable future.

Extended response

In 2008 Mr Rudd said Indigenous health was a priority and is promising to set benchmarks on Indigenous progress. Write a letter to Mr Rudd explaining the health problems and emphasise the importance of keeping his promise.

Short responses: (10 lines)

Outline the actions Indigenous people have taken in their struggle for land rights in the post-war period.

Describe the problems faced by Indigenous people in their struggle for rights.

Outline some of the changes in government policy affecting Indigenous people since 1900s.

Aborigines 'locked out of real economy'

Indigenous people are condemned to poverty and treated as "museum pieces" by governments whose education policies have locked a generation out of the real economy. Aboriginal leader Tracker Tilmouth has called for an urgent solution to the chronic underfunding of remote community schools, where up to 4000 indigenous children each year in the Northern Territory have no access to secondary education.

"We've got to move away from this ridiculous socialist experiment of (treating) Aboriginal people as museum pieces, living museums. We want to be able to look after ourselves, we want the economic independence. We can't do that unless we have a very good basis of education."

Indigenous children in the NT who are schooled in communities or outstations classified as "very remote" lag severely behind in literacy and numeracy.

"If a child does not have access to education and is unable to go to school in a comfortable, reasonable manner and be trained accordingly, then you are sentencing that child to a life of unemployment, of dysfunction, of alcoholism, of drug abuse and substance abuse."

Adapted: The Australian, April 1 2008

Source: www.theaustralian.news.com.au/story/0,25197,23464159-5014046,00.html

What is meant by "treated as museum pieces"? (2 marks)

.....
.....
.....

How many Indigenous children in the Northern Territory have no access to secondary education? (1 mark)

What are three problems that occur due to lack of access to education? (2 marks)

.....
What do Indigenous people want? (2 marks)

**The Kimberley Declaration: International Indigenous Peoples Summit on Sustainable Development
Khoi-San Territory, Kimberley, South Africa**

'We are the original peoples tied to the land by our umbilical cords and the dust of our ancestors. Our special places are sacred and demand the highest respect. Disturbing the remains of our families and elders is desecration of the greatest magnitude and constitutes a grave violation of our human rights. We call for the full and immediate repatriation of all Khoi-San human remains currently held in museums and other institutions throughout the world, as well as all the human remains of all other Indigenous Peoples. We maintain the rights to our sacred and ceremonial sites and ancestral remains, including access to burial, archaeological and historic sites.'

'The national, regional and international acceptance and recognition of Indigenous Peoples is central to the achievement of human and environmental sustainability. Our traditional knowledge systems must be respected, promoted and protected; our collective intellectual property rights must be guaranteed and ensured. Our traditional knowledge is not in the public domain; it is collective, cultural and intellectual property protected under our customary law. Unauthorized use and misappropriation of traditional knowledge is theft.'

What are the problems of disturbing the dead remains of Indigenous families and elders (2 marks)

Why is Indigenous knowledge not in the public domain? (2 marks)

What do they consider as 'theft'? (1 mark)

What is the violation of their human rights? (2 marks)

Multiple choice

The stolen generations

To remove the disadvantages of primitive backgrounds and, in many cases, to make their education possible at all, it has been advisable to establish hostels as living places for aboriginal children. Parts of the education system provided for them included an organisation to place aboriginal youths and girls in apprenticeship or employment; to supervise conditions of employment, wages, accommodation, etc., and*

maintain subsequent inspection and supervision until each child reaches an age and stage when it can confidently stand on its own feet as a social and economic unit within the Australian community.

From — Our Aborigines, prepared by the Minister for Territories, 1957, revised and re-issued for use on National Aborigines Day, 8 July 1962

*hostels – houses where students lived away from their families

According to the article what was the purpose of establishing hostels for Aboriginal children?

- a) provide more housing for Aboriginal families
- b) limit opportunities for Aboriginal children
- c) make Aboriginal people second-class citizens
- d) encourage Aboriginal children to become part of Australian society

What was the significance of the High Court Mabo decision?

- a) that Aboriginal people had no legal right to land.
- b) overturned the concept of terra nullius.
- c) overturned the concept of self-determination.
- d) that Australia had been settled peacefully

Which of the following is an example of an action that promotes social justice?

- a) lobbying for more McDonalds
- b) participating in a landcare group
- c) conserving endangered specie
- d) establishing remote healthcare facilities for Indigenous Australians

Which term best describes the acceptance and tolerance of many cultures?

- a) reconciliation
- b) assimilation
- c) integration
- d) multiculturalism

The forcible removal of Aboriginal children from their parents was associated with which government policy?

- a) self-determination
- b) integration
- c) assimilation
- d) multiculturalism

True or false

- Life expectancy is an indicator of long-term health and wellbeing (T)
- Death rates were higher for non-Indigenous people than for Indigenous people. (F)
- Employment is not important to living standards and self-esteem (F)

STUDENT WORKSHEET USING GEOGRAPHICAL SKILLS: PRACTICE FOR SCHOOL CERTIFICATE

- Home ownership is not an important economic indicator of wealth and saving. (F)
- Suicide rates are higher for Indigenous people than other Australians. (T)
- Indigenous people are not over-represented in the criminal justice system. (F)
- 'Dare to Lead' program fosters Indigenous education programs in schools throughout Australia. (T)
- Greatest difference between Indigenous and non-Indigenous rates was for kidney disease, where the Indigenous rate was 10 times as high as the non-Indigenous rate. (T)
- *Deadly Vibe* is a magazine for Indigenous students that encourages Indigenous students to stay at school. (T)
- Environmental factors, such as lack of clean drinking water or adequate sanitation accentuates health risks, particularly for babies and young children. (T)
- People who have completed secondary education are more likely to encourage their children to do the same, so that the benefits flow from one generation to another. (T)
- Lifestyle factors such as consumption of tobacco and excessive alcohol, poor nutrition and lack of exercise

can contribute to high levels of chronic disease and lower life expectancy. (T)

- In non-remote areas, the proportion of Indigenous adults who lived on their homelands decreased from 22 per cent in 1994, to 15 per cent in 2005. (T)
- One quarter of Indigenous people aged 15 years and over had attended an Aboriginal or Torres Strait Islander ceremony in the previous 12 months. (T)

The Keeping Kids Healthy Makes a Better World program operates in four communities in the NT. As well as improving the nutrition of 0–5 year olds, the program has improved engagement in the community, cultural awareness and family cohesion. Find two more examples of improvements to Indigenous people.

1

2

5th April 2008: During a speech in London, Prime Minister Kevin Rudd announced he will report to parliament on the first sitting day of every year on the Government's efforts to improve the living conditions, health and education of Aboriginal people.

Give an outline of the report this year.



Cathedral Cave, Carnarvon Gorge. Photo: J. Sillar

Wednesday 23 September 2009 –

DUST TURNS SYDNEY SKY RED

Stage 5: Air Quality, Land and Water Management

Dr. Susan Bliss, Director Global Education NSW and ACT



Left: Photograph looking south from Bilgola Beach to North Head.

Below: Photograph taken from the same location during the dust storm of Wednesday 23 September 2009

Photos: J. Bliss



While large dust storms are common place in inland Australia they make headlines when they reach capital cities. On Wednesday, 23 September 2009, red dust blanketed Sydney, disrupting transport, placing health authorities on alert for respiratory illness, and stripping thousands of tonnes of topsoil off Australia's farms. The dust storm started in South Australia, engulfed NSW, reached Far North Queensland and travelled 2,160 kilometres across the Tasman Sea to New Zealand. In Sydney, 75,000 tonnes of dust per hour were dumped into the Tasman Sea and air pollution levels were 1500 times above normal levels. By contrast, a normal day has 10 micrograms of particles per cubic metre of air and a bushfire may generate up to 500 micrograms.

What is a dust storm?

A dust storm or sandstorm is a meteorological phenomenon common in arid and semi-arid regions around the world. It occurs when strong winds associated with the passage of a front passes through an area with little vegetation, removing the soil from the dry surface.

Dust particles vary in size from coarse (non-inhalable) to fine (inhalable). Heavy particles are transported by saltation (rolled along the ground by wind) and fine particles transported by suspension (moved in the air by wind), causing soil erosion in one location and deposition in another location. Some argue that poor land-water management, increasing desertification and climate change are contributing to the growing number of dust storms globally.

What caused the dust storms?

A low pressure system was generated in the Indian and Southern Oceans. This system created a cold front with winds blowing at approximately 100km per hour. Winds whipped up dust from drought-affected outback lands in South Australia. As vegetation disappeared due to the drought the topsoil was loosened, and blown away. When the winds crossed New South Wales, one of the worst states affected by drought, the dust storm grew in size. By Wednesday morning it had affected most of NSW and descended on Sydney like a thick red blanket. A few days later another, less severe dust storm, hit Sydney. More dust storms are expected if the inland drought continues.

What were the impacts of the dust storm?

While dust storms may cause temporary disruptions to towns and cities, by far the worst effect is the stripping of topsoil from Australia's farmlands. In Sydney the impacts of the 2009 dust storm were:

- visibility on the roads reduced to a few hundred metres;
- M5 East tunnel was closed because of dust in the tunnel;
- international and domestic flights at Sydney Airport were delayed;

Stage 5: Air Quality, Land and Water Management

- Sydney's ferries were suspended due to poor visibility on the harbour;
- health authorities warned parents to keep children under 5 years at home in a locked house;
- emergency services were stretched by the conditions – increased asthma;
- Fire Brigade received over 500 calls between 3am and 7am, triggered by automatic fire alarms. Dust gets into the alarms and sets them off. In comparison the Fire Brigade normally receives only 30 calls a day in that time period; and
- loss of topsoil and crops – in the late 1970s and early 1980s drought saw dust storms strip millions of dollars worth of topsoil, causing crop and stock losses.

How do you measure air quality?

The Australian Air Quality Forecasting System (AAQFS) predicts daily levels of photochemical smog, atmospheric particles and 22 other pollutants. The Bureau of Meteorology/CSIRO computer shows air quality every hour in different suburbs over 36 hours <http://www.csiro.au/services/ps2o1.html>. The NSW Department of Environment and Climate Change use an Air Quality Index (AQI) to report air quality and its effect on health every day. AQI includes ozone, nitrogen dioxide, visibility, carbon monoxide, sulphur dioxide and particles. It is measured at 24 sites around NSW and is updated hourly at <http://www.environment.nsw.gov.au/AQMS/aqi.htm>.

Air Quality Index (AQI) –
23 September 2009 it was 1,500

Air Quality Index (AQI)	What action should people take?
VERY GOOD 0–33	Enjoy Activities
GOOD 34–66	Enjoy Activities
FAIR 67–99	People sensitive to air pollution: Plan strenuous outdoor activities when air quality is better
POOR 100–149	Sensitive Groups: Cut back or reschedule strenuous outdoor activities
VERY POOR 150–200	Sensitive groups: Avoid strenuous outdoor activities. Everyone: Cut back or reschedule strenuous outdoor activities
HAZARDOUS 200+	Sensitive groups: Avoid all outdoor physical activities. Everyone: Cut back on outdoor physical activities

Have dust storms occurred before?

There have been numerous dust storms across Australia. The dry 1930s and 1940s period generated severe dust storms, culminating in the summer of 1944/45 when dust in Adelaide was so thick that street lights were turned

on during the day. In 1983 an El Nino drought saw dust storms sweep across Melbourne. In 2002 satellite images showed a dust storm, about 1,500 km long by 400 km wide and 2.5 km high, stretching across New South Wales and Queensland.

Sydney was subject to large dust storms in September 1968, December 1957 and January 1942. In 1944 Sydney was covered with red dust and the New Zealand Alps were tinged with pink. Ships were in trouble as thick haze, resulted in no radar and no sight of the sun or stars for guidance. With global warming dust storms are likely to continue unless sustainable land-water management is practiced.

Is the dust storm linked to climate change?

Weather scientists are reluctant to directly link climate change with extreme weather events such as dust storms and droughts, saying these fluctuate according to atmospheric conditions. On the other hand Green groups link the two in their calls for action to fight climate change.

Should we be concerned?

Australia is experiencing a drought and weather officials are concerned that this will continue as El Nino is developing in the Pacific Ocean. This would mean more dust storms in the future. Whether they remain confined to inland regions or sweep across farmlands and reach more populated centres remains an unknown.

What are we doing about it?

DustWatch, led by Professor Grant McTainsh, is supported by researchers at Griffith University and the Department of Environment and Climate Change in Sydney. *DustWatch* has been studying the transport and deposition of dust across Australia for over three decades, by using monitoring equipment to record data on wind erosion. Also by using an Australia-wide network of volunteer DustWatchers, local observations have been combined with data from satellite imagery, meteorological records, field measurements and models to produce detailed maps of regional wind erosion. Schools collecting data for DustWatch are located at Alpururulum, Canteen Creek, Stirling, Laramba, Walungurru and Finke. In this way, the extent and severity of wind erosion across Australia can be better understood by everyone. [www.dustwatch.edu.au/about.html]

Who do you blame?

Many scientists claim that farming practices are not to blame for the worst dust storms to hit Sydney in 75 years. The NSW Department of Environment scientist Dr John Leys says it's a sign of little ground cover after many years of drought and farmers should not be blamed as most have improved their land to reduce wind erosion. He stated that Australia is experiencing climate extremes and a seven-year drought means that it has been difficult to maintain

Stage 5: Air Quality, Land and Water Management

ground cover especially during long periods of hot dry windy weather. Dr Simon Spears, a soil scientist with the Broadacre cropping group of the NSW Department of Industry and Investment, stated that an increasing number of farmers are using conservation farming techniques that has protected soils from severe winds. He said district agronomists were happy with the way the top soils were generally staying on farms during the September 2009 dust storms. [www.abc.net.au/rural/nsw/content/2009/09/s2694376.htm]

News item

David Bradbury, an Academy Award-nominated documentary maker claims the red dust dumped onto east coast cities on September 23 is a reason to be concerned about BHP Billiton's proposal to turn South Australia's Olympic Dam uranium mine into an open-cut mine. He has made four documentaries on the nuclear issue and says figures in the company's environmental impact study suggest that 70 million tonnes of radioactive tailings will be dumped at the mine site each year. These tailings contain alpha radiation, which is known to be carcinogenic to humans and animals.

What is the global perspective on dust storms?

In arid and semi-arid areas of *Asia*, dust storms occur frequently, impacting on air quality in densely populated areas of China, Korea and Japan. During the late 1990s and early 2000s land degradation and sand encroachment in China increased 3,436 square kilometres per year. About 330,000 tons of sand fell on Beijing in a single night during spring 2006. In extreme cases, dust and sand storms, resulted in the loss of lives and disruptions to social and economic activities. In recent years, progress has been made in the development of integrated dust storm monitoring and modelling systems by making use of satellite remote sensing and GIS data.

Each year, several hundred million tons of dust from *Africa* are transported westward over the Atlantic to the Caribbean, Central America, and South America. Warm summer storms lift dust as high as 5,000 metres above the African deserts, and then move it out across the Atlantic Ocean. Today scientists using satellite imagery

can see the movement of dust storms from space. Coupled with soil analyses some researchers have theorised a relationship between degradation of Caribbean marine species (especially coral reefs) and airborne pathogens. The researchers also believe the dust may be contributing to human health problems. Suspended particles in the atmosphere can affect global warming and have deadly impacts on society. For example at the *United Nations Convention to Combat Desertification* (UNCCD) on 24 September 2009 it was noted that there is a high probability that meningitis in Africa and Valley Fever in the Americas is associated with sand and dust storms.

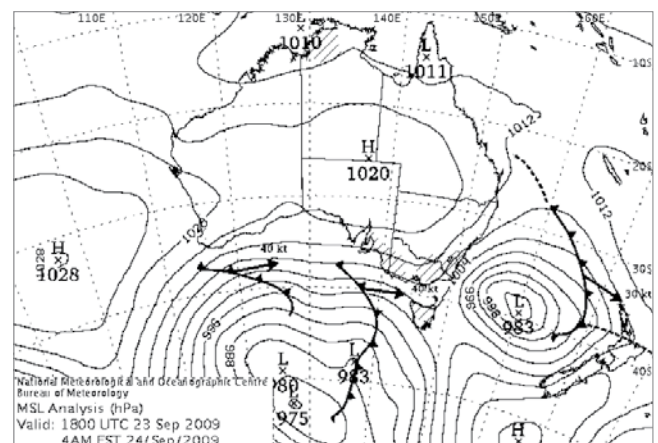
What is the global response?

At Buenos Aires on 24 September 2009 experts from UNCCD and the World Meteorological Organisation (WMO) discussed over-grazing, over-cultivation and destruction of soil that accelerates wind erosion in dryland regions. They called for an immediate global response to the increasing number of sand and dust storms. In response the WMO is establishing a Sand and Dust Storm Warning Advisory and Assessment System to help countries receive early warnings on devastating sand and dust storms around the world. Efforts to control land degradation in Northern China, such as the 'Grain for Green Project', have helped to minimise sand and dust events in recent years.

United Nations declared 2006 the *International Year of Deserts and Desertification*.

The main objective was to get the message across that desertification is a major threat to humanity, compounded by both climate change and loss of biological diversity. Land degradation affects one third of the planet's land surface and around one billion people in over a hundred countries. Areas subject to desertification are a source of dust storms.

Geographical tools



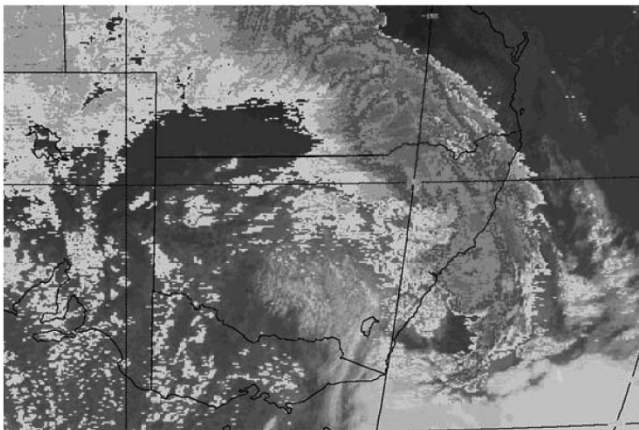
Weather map September 23 2009

Source: www.bom.gov.au/weather/national/charts/synoptic.shtml

Stage 5: Air Quality, Land and Water Management

Activities:

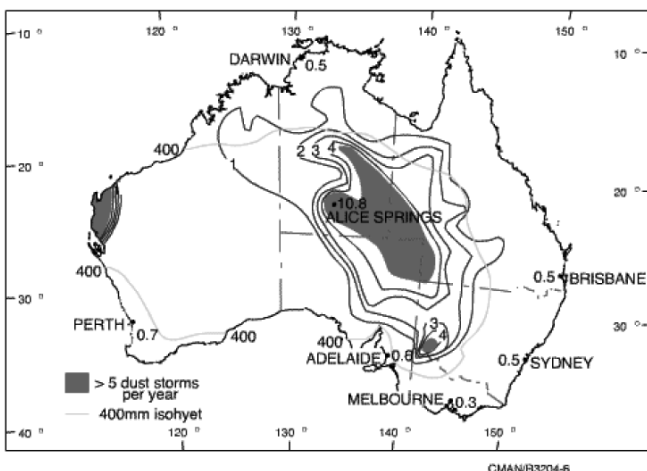
- What is the date on the weather map?
- What is the air pressure at Sydney, Darwin, Perth, Brisbane and Melbourne?
- How many cold fronts are on the map?
- What direction are the cold fronts moving?
- What is the wind direction around the low and high pressure systems?
- Why did the dust storm move from west to east?
- What is the latitude and longitude of Sydney?



An enhanced colour satellite image shows the dust storm covering eastern Australia morning 23 September 2009
– www.stuff.co.nz/dominion-post/national/2896303/Apocalyptic-red-dust-storm-heading-for-NZ.

Activities:

- What are the advantages of satellite imagery?
- Where did the dust storm come from and where is it going?
- Describe the location of the dust storm.
- Discuss strategies to reduce future dust storms.



Average dust storms over Australia – www.bom.gov.au/lam/climate/levelthree/c20thc/storm8.htm

Activities:

- Where are most dust storms located?
- How many dust storms occur in Sydney per year?
- What capital city has the largest number of dust storms per year?
- What is the relationship between the 400mm isohyet and the number of dust storms per year?
- Give reasons for the location of most dust storms across Australia.

ICT

NSW Department of Environment and Climate Change Framework of Action of Air
– www.environment.nsw.gov.au/air/actionforair/actionforair-04.htm

Air quality for kids. Teacher information and classroom activities – www.epa.vic.gov.au/air/aq4kids/default.asp

Australia wide wind blown dust and bushfire smoke
– www.dar.csiro.au/ozaaqfs/

Australian Government Department of Environment, Water, Heritage and Arts – www.environment.gov.au/atmosphere/index.html

Action for Air Plan – www.environment.nsw.gov.au/air/actionforair/actionair.htm

Smogbusters school kit – www.waytoschoolkit.infoexchange.net.au/

Air pollution and health – www.health.nsw.gov.au/PublicHealth/environment/air/air_pollution.asp



9.00am, Wednesday 23 September 2009, view to the east from Leichhardt Marketplace. Photo: J. Sillar

DANGER SURROUNDS AUSTRALIA



SAMOA and INDONESIA – Are the quakes connected?

Dr. Susan Bliss, Director Global Education NSW and ACT

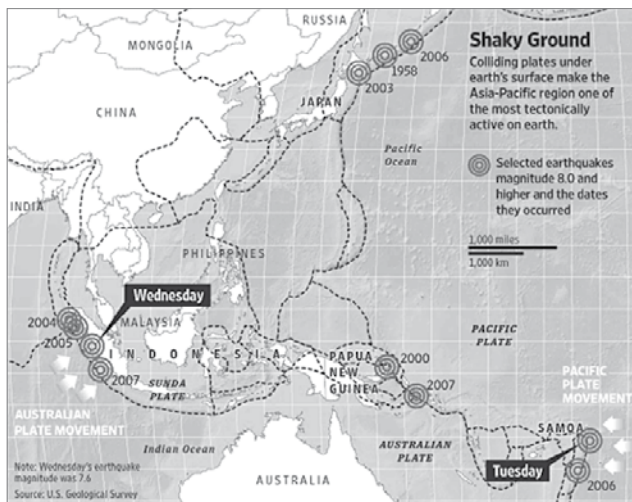
Stage 4 Physical Environment

Stage 5 Australia and its Asia-Pacific Regional Links (Aid)

The *Ring of Fire* runs for 40,000km around the edge of the Pacific Ocean and accounts for 90 per cent of the world's earthquakes and 75 per cent of its volcanoes. In September 2009, Samoa and Indonesia located on the *Ring of Fire*, experienced earthquakes, 16 hours and 10,000km apart. The Australian Plate is bordered by the Pacific Plate (where Samoa is located) and the Sunda Plate (where Indonesia is located). As both quakes occurred on the boundaries of the Australian Plate, there is debate as to whether there was a causal link between these two natural disasters.

Generally one of the 1.5 million earthquakes a year is a magnitude 8 or above on the Richter scale. Since the gigantic 9.3 Boxing Day earthquake in 2004, five of the eight earthquakes of magnitude 8 and above have been located on the *Ring of Fire*. Seismologists have warned that a major earthquake is long overdue in the region.

Map: Shaky Ground 29th and 30th September 2009



Source: <http://online.wsj.com/article/SB125435879711354753.html>

Activities:

- What is the distance in kilometres between the two earthquakes on Tuesday and Wednesday?
- Name the plates Australia, Samoa, Indonesia and Malaysia are located on.
- How many earthquakes of magnitude 8 and higher occurred since 2000?
- Since 2000 list the countries affected by these large earthquakes.
- Explain why the Asia-Pacific region is one of the most tectonically active on earth.
- Suggest strategies to reduce the adverse impacts of earthquakes and tsunamis on communities.

Samoa

On September 29, 2009 Samoa experienced an 8.3 earthquake, as measured on the Richter scale. The earthquake generated a tsunami which caused damage and loss of life in Samoa, American Samoa, and Tonga.

Table: List of aftershocks

Only shocks with magnitude 5.5 or higher are listed. The main shock had a magnitude of 8.0 M_w

Date	Time	Latitude	Longitude	Depth	Magnitude
2009-09-29	17:48:11	15.558° S	172.073° W	18km	8.0
2009-09-29	18:08:22	15.467° S	172.092° W	10km	5.6
2009-09-29	18:19:36	15.952° S	171.611° W	10km	5.6
2009-09-29	18:21:42	16.197° S	173.069° W	10km	5.8
2009-09-29	23:11:51	15.565° S	173.365° W	10km	5.5
2009-09-29	23:45:03	15.840° S	172.531° W	10km	5.9
2009-10-01	06:13:30	15.116° S	172.935° W	10km	5.5

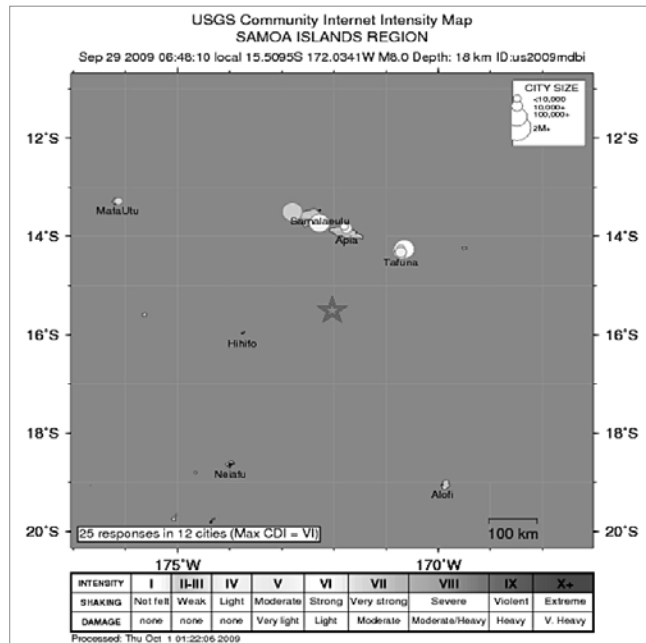
Source: http://en.wikipedia.org/wiki/2009_Samoa_earthquake

SAMOA and INDONESIA – Are the quakes connected?

Activities:

- What is the time difference between the first earthquake and the last aftershock?
- What is the range in latitude and longitude between the first earthquake and the last aftershock?
- Calculate the difference in the magnitude of the first earthquake and the last aftershock?

Map: Showing the location of the Samoan earthquake and effected areas



Source: <http://earthquake.usgs.gov/eqcenter/dyfi/events/us/2009mdbi/us/index.html>

Activities:

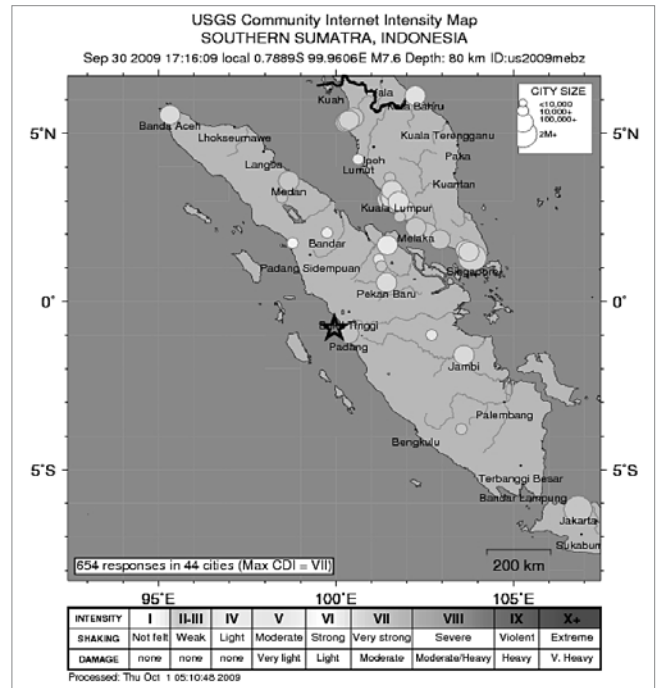
- What is the latitude and longitude of Apia?
- List the areas in Samoa where the intensity of the earthquake's shaking was strong and damaged light.
- What is the size of Apia?
- Measure the distance from Apia and Mata Utu.
- What is the direction of Tafuna from Hiifo?

Indonesia

On 30 September 2009 a 7.6 magnitude quake struck Padang on the island of Sumatra in Indonesia. Padang is a low-lying city with a population of 900,000 people. The earthquake was located on the same fault line that caused the 2004 tsunami killing 230,000 people across Asia. On 31 October Padang was again rattled by another quake, this one registering 6.6 on the Richter scale. This second quake, hit about 150 miles south of Padang, damaged hundreds of buildings in the nearby town of Jambi.

About 21,400 buildings were damaged. People are homeless or too scared to return to their homes for fear of further earthquakes and a possible tsunami. As a result they live outside in temporary shelters they have erected.

Map: Showing location of Indonesia's first earthquake in September 2009 and affected areas



Source: <http://earthquake.usgs.gov/eqcenter/dyfi/events/us/2009mebz/us/index.html>

Activities:

- What is the latitude and longitude of Padang?
- List the areas in Indonesia where the intensity of the earthquake's shaking was strong and damaged light.
- What is the size of Banda Aceh?
- Measure the distance from Padang to Kuala Lumpur.
- What is the direction of Banda Aceh from Singapore?



Rubbish and debris block the streets in Banda Aceh, Sumatra, Indonesia, following the massive Tsunami that struck the area on December 26, 2004. Source: www.defenselink.mil/multimedia/about.html

SAMOA and INDONESIA – Are the quakes connected?

Compare and contrast the Samoan and Indonesian earthquakes September 2009

The Australian Plate is moving in a northeasterly direction at about 65mm/yr

Earthquake	Samoa	Indonesia
Date	30 September 2009	31 September 2009
Magnitude	8.3	7.6
Location of earthquake	200km off the coasts of Samoa and Tonga.	The quake struck at sea, 50km WNW of Padang in Sumatra, Indonesia,
Plate	Samoa is on the Pacific Plate.	Sumatra is on the Sunda Plate.
Movement of Plates	<p>The Australian Plate meets the Pacific Plate near Samoa. The Pacific Plate is thrusting westward under the Australian Plate at a rate of 86mm a year.</p> <p>On 30 September the Pacific plate bent under the Australia plate. It cracked and caused the earthquake. Tremors were consistent with slippage along a 100km-long crack.</p>	Near Sumatra, the opposite is happening. The Australian plate is being dragged under the Sunda plate about 65mm a year disappearing almost straight down to the deep earth.
Depth of quake and resulting tsunami	Earthquake was 18km beneath the Earth's surface, causing the seafloor to deform, triggering a tsunami that battered Apia the capital of Samoa, Pago Pago the capital of American Samoa and Tonga.	Earthquake was deeper, about 80km beneath the seafloor, which was too deep to cause a tsunami.
Impacts	<p>The Samoan earthquake generated a large tsunami that rushed ashore on the South Pacific islands, levelling towns with waves over 3 metres and killing people.</p> <p>The floodwater engulfed cars and homes, flattened villages. Killed about 190 people.</p>	The Indonesian quake sprouted only a small tsunami. In Sumatra and elsewhere in Indonesia damage was caused by tremors. Killed at least 470 people and thousands trapped under the rubble.
Aftershocks	Samoa earthquake was followed by a series of aftershocks but none large enough to cause a second tsunami.	Aftershocks brought further destruction to affected areas. A magnitude 5.5 aftershock struck off the coast of Sumatra the next day.
Citizenship	<p>AusAID: \$1 million package to the island of Niutoputapu, Tonga. Also a \$2 million initial package to help Samoa respond to the immediate aftermath of the tsunami.</p> <p>NGOs: Caritas, Oxfam</p> <p>The European Commission set up a humanitarian fund to be channelled to the International Red Cross through the Disaster Response Emergency Fund (DREF). Oxfam International responded to the disaster with staff and supplies.</p>	<p>AusAID: Australian officials (AusAID and Defence) were dispatched to earthquake-ravaged Sumatra to assist Australians caught in the tragedy and assess humanitarian assistance needs.</p> <p>NGOs: World Vision, Oxfam and Mercy Corps flew in their emergency response team to do a rapid assessment of the catastrophe.</p> <p>World Vision airlifted 2,000 collapsible water containers and distributed them immediately to the area most affected by the earthquake. Additionally World Vision has launched US\$ 1 million appeal for the relief effort.</p> <p>SurfAid International loaded a boat, with emergency supplies for Pasaman Barat. On board were 300 shelter kits, 700 tarpaulins, 300 construction kits and 500 hygiene packs, plus medical staff.</p>

Perspectives

Earthquakes are connected

- 2008 study found that a large earthquake can trigger smaller tremors in distant locations around the globe.
- 2009 study found 'earthquake doublets'
 - where one large quake triggers another of similar magnitude (versus aftershocks which are weaker than the original quake)
 - can occur, although they are rare.
- 2009 study announced that large earthquakes could weaken faults on the other side of the world. For example, the 2004 Indian Ocean quake weakened California's San Andreas fault line.
- The epicentre of the earthquakes are on the borders of the same plate so the stresses could have transferred down the fault.

Matter of chance

There are two ways an earthquake can trigger another earthquake in another place but neither seem likely in the Samoan and Sumatran cases. For example:

- slippage in one region causes stresses to build up further along a fault; and
- fast-moving surface waves that spread out from the epicentre of an earthquake can cause others as they pass over.

Some scientists advocated that it is unlikely these two earthquakes are linked. They are too far apart for stresses to be responsible, and surface waves would have reached Sumatra long before its earthquake.

- Some scientists advocate that it is not easy to prove one way or the other. The closeness of the quakes in time was a matter of chance. There are many earthquakes in these regions and it would not be unusual to have two occur in the same region around the same time. However, seismologists advocate that it is too early to know one way or the other.
- The quakes were in different fault zones, and the chance of one earthquake triggering another by seismic waves moving up the fault line are slight over a great distance.
- Indonesia is one of the most seismic zones in the world – so it's not surprising that a large earthquake happened, but the fact that it happened within hours of the Samoan one is a coincidence.
- There has been an upsurge in seismic activity along the Indonesian fault line since the 2004 Asian tsunami – and recent earthquakes in that region have added to the likelihood of further disasters. As one earthquake happens, the stress in the fault changes, making another earthquake in that segment more likely.

Technology and tsunami warning systems

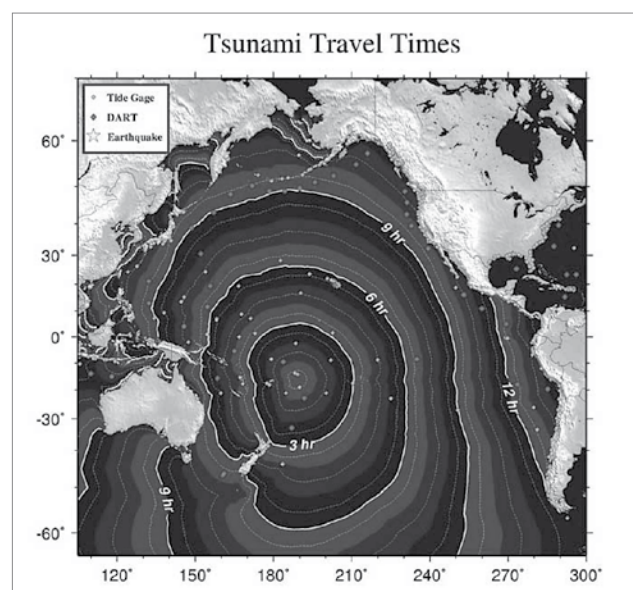
Kevin McCue, president of the Australian Earthquake Engineering Society, said tsunami warning systems were useless in Indonesia and Papua New Guinea. All residents and tourists to the South-West Pacific and South-East Asia needed to understand that waiting for a phone or radio alert could be fatal. 'If you are near the sea and feel a large earthquake (that lasts longer than 30 seconds) then immediately make for a spot at least 10 metres above the high-water mark and wait there for several hours.'

Tony Leggett, of the Bureau of Meteorology, added that people need to be aware that the tide did not always go out before a tsunami hit. Also tsunamis appear more common because of better communications from remote areas. Fifty years ago, the Samoa earthquake might have gone unnoticed in other parts of the world, or dismissed as a 'freak wave'.

Today authorities are erring on the side of caution in issuing tsunami alerts. The impact of giant waves, has grown as more people live in coastal locations.

Tsunami travel times

A tsunami travel time map and table generated by the United States National Oceanographic and Atmospheric Administration (NOAA) and National Weather Service West Coast and Alaska Tsunami Warning Center shows projected travel times for the effects of an earthquake that the centre measured as having a preliminary magnitude of 8.3 occurring in the Samoa Islands Region of the Pacific Ocean September 29, 2009. The centre warns that travel time maps and tables indicate forecasted times only, not that a wave travelling those distances has actually been generated. The centre reported that sea level observations indicate a tsunami was generated which may have been destructive along coasts in the source region. REUTERS/Source: The Daily Telegraph.



An image from the United States National Oceanographic and Atmospheric Administration mapping how fast the tsunami travelled from the earthquake epicentre near Samoa.

Source: www.theage.com.au/world/we-all-fled-in-a-hurry-it-is-real-this-time-20090930-gbmj.html

SAMOA and INDONESIA – Are the quakes connected?

Activities:

- How long will the tsunami take to reach the eastern coast of Australia, USA, South America and Japan?
- Suggest strategies you would use if a tsunami was approaching your coastal holiday resort or coastal home.

Management – warning system

Samoans, if they were lucky to be listening to the radio were given three minutes' warning that a deadly tidal wave was about to strike. For many, there would be no warning at all. The warning came from the \$70million Joint Australian Tsunami Warning Centre established after the 2004 Boxing Day tsunami.

The Samoan earthquake was also monitored by the US-based Pacific Tsunami Warning Centre. Alerts were issued for the coast of California and Japan. In New Zealand, residents of the North Island's East Cape (the region expected to bear the brunt of the tsunami) were given 2 1/2 hours' warning. Ultimately the sea levels in New Zealand rose just 80cm, and the threat was cancelled. 'The system worked well, as we expected it would,' said the director of New Zealand's civil defence department, John Hamilton.

Small tsunami waves reached Japan, about 4,700 miles north-west of Samoa. Warnings were issued in Australia. Waves were 30cm higher but no serious damage was reported.

Global Citizenship – AusAID provides assistance

The most intensive international disaster-relief effort since the 2004 Boxing Day tsunami swung into action, as the death toll from the Pacific tidal waves that struck Samoa and Tonga climbed to over 190. Survivors described walls of water up to 9m high. The remoteness of islands hit by the tsunami means it was days before the full extent of the tragedy could be assessed.

Australia provided assistance to the Samoan and Indonesian disaster. Australia airlifted humanitarian supplies and medical personnel to Samoa. Australian Government personnel from AusAID, Emergency Management Australia, the Australian Federal Police and the Department of Foreign Affairs and Trade were on the first flight. The support included disaster relief items such as tents, tarpaulins, blankets, mosquito nets and water containers. The response is part of a \$A2 million initial package to help Samoa respond to the immediate aftermath of the tsunami.

The second Wednesday in October is *International Day for Natural Disaster Reduction* which focuses on the need for prevention activities to reduce loss of life, damage to property, infrastructure and environment, and the social

and economic disruption caused by natural disasters. In 2008 there were 354 natural disasters in which 236,000 people died and 211,628,186 were affected. Asia was the region worst affected in 2008 with 141 events including, Cyclone Nargis in Burma which left nearly 140,000 people dead (or missing, presumed dead) and an earthquake in Sichuan, China killing 87,476 which made up 93% of the global disaster toll. 2008 was the deadliest year since 2004, the year of the Indian Ocean tsunami.

Activities:

- Explain why some earthquakes generate a tsunami while others have minimal effect on waves.
- Discuss your thoughts on whether the two earthquakes were a cause and effect or a terrible coincidence.

Did you know these Geofacts?

- The highest recorded wave in history took place in 1958 in Alaska. A 7.9 earthquake caused 30 million cubic metres of rock to fall into Lituya Bay. This created a 520 metres wave. As it took place in a sparsely populated area only two deaths were recorded.
- Three and a half billion years ago, an asteroid is believed to have crashed into the ocean. The impact caused a tsunami that swept around the world several times. It travelled fast enough to make it around the world in 30 hours.
- In 1883, a volcano exploded on the island of Krakatoa in Indonesia. The explosion, blasted 20 cubic kilometres of rock and ash into the air, causing the average global temperature to drop by as much as 1.2°C. The resulting tsunamis, caused by the explosion and by superheated rivers of gas and rock called 'pyroclastic flows' rushing into the ocean, accounted most of the 36,417 death toll. Ships as distant as South Africa, 7,500 kilometres away, were rocked by the wave.

Global Education and ICT

The Global education website has materials about managing disasters, teaching activities for understanding emergency relief and fund raising and case studies including one about disaster preparedness programs conducted by SurfAid on the islands off the coast of Sumatra – www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/308

The AusAID website outlines what the Australian government is doing, how you can help and links to other organisations – www.ausaid.gov.au/default.cfm

Relief web has regular updates and useful maps – www.reliefweb.int



THE GLOBAL BURDEN OF HIV/AIDS

Anastasia Zarkos

"Each bout of illness presents a range of negative economic consequences for households and loss of productivity for the sectors in which the sick and their caregivers are involved. The poorest households are most likely to resort to coping strategies including the sale of land or livestock or withdrawal of children from school."

Source: OECD, Ann Nolan – Irish Aid, 2009

HIV/AIDS is a global problem of staggering proportions and is a specific target in the United Nations (UN) Millennium Development Goals (MDG). It has been more than 25 years since the Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome (HIV/AIDS) epidemic was officially recognised. Since 1981 more than 25 million people have died from AIDS-related illnesses and worldwide 33 million people are still living with HIV (UNAIDS, 2008).

Efforts to prevent the spread and treatment of HIV infections, has seen an overall decline in new HIV infections and AIDS related deaths (UN, 2009) but the epidemic continues nurtured by social inequalities and ignorance. There is no cure or vaccine except for antiretroviral (ARV) treatment, a daily drug therapy that can slow down disease progression and stop any weakening of the immune system (UNAIDS Fast Facts, 2008).

In some countries like China, Papua New Guinea, Vietnam and the Russian Federation rates of new infections are rising and in some older epidemics like Germany, United Kingdom and Australia HIV incidence is also increasing (UN, 2009). Globally the percentage of people with HIV has stabilised but Africa is bearing the brunt of the HIV/AIDS epidemic, as illustrated in Figure (1) below (UNAIDS, 2008).



Figure (1): Global View of HIV infection, 2007
Source: UNAIDS Global Aids Epidemic Report 2008

Statistics published by various intergovernmental organisations (UN, 2009; UNAIDS, 2008; WHO, 2004) reveal that Africa is home to 67% of the total number of people infected with HIV and 75% of AIDS deaths; in Africa women account for 60% of those infected with HIV; sub-Saharan Africa has 12 million AIDS orphans; of the 15–24 years young people living with HIV, 63% live in sub-Saharan Africa; and three out of four young people living with HIV in Africa are female.

Life expectancy has been dramatically reduced by the impact of HIV/AIDS, as illustrated in Figure (2) below with AIDS now the leading cause of death in the region *"In Africa, death takes the young; in high-income countries, death takes the old"* (WHO, 2004 p8).

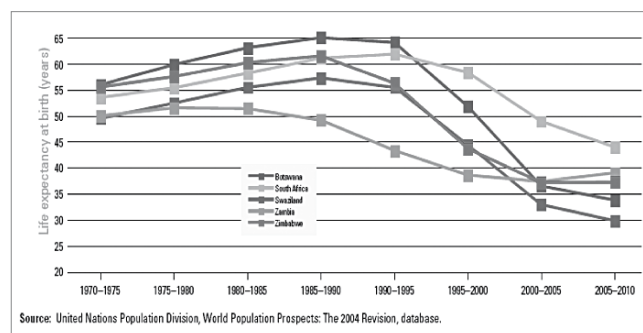


Figure (2): Declining life expectancy in five sub-Saharan countries
Source: UNICEF A call to action, 2005

HIV/AIDS is a multidimensional problem encompassing economic, political and socio-cultural factors and a range of factors have contributed to the emergence of the epidemic in sub-Saharan Africa (World Bank, 2002) as follows:

- Lack of information on sexual health including HIV infection and prevention;
- Disempowerment of women due to low socio-economic status, lack of education; lack of economic independence; and limited or inequitable legal rights;
- Vulnerability of AIDS orphans;
- Poverty and survival needs leading people to engage in migrant labour or as commercial sex workers resulting in an increase in partners;
- Needle sharing among intravenous drug users;
- Regional/cultural attitudes that sanction polygamy and multiple partners leading to an increase in partners;
- Religious and cultural conservatism that hampers information dissemination and stigmatises AIDS; and
- Denial of the epidemic in the early years including lack of political commitment and prevention strategies leading to inaction and entrenchment of HIV.

HIV infections in sub-Saharan Africa occur mainly through heterosexual relations in the context of transactional and long term relationships including

marriage (UNICEF, 2009). The number of married women becoming infected including girls and young women is increasing (UN MDG, 2006). The continuing power imbalance between men and women means that women and girls have a greater risk of exposure to HIV infection. Widespread machismo, male violence and discrimination against women are contributing to the spread of HIV in sub-Saharan Africa (Ellwood, 2002). Ironically, one of the greatest HIV risk factors for women is marriage due to unprotected heterosexual intercourse. Lack of education and economic and social dependence on men often limits or negates women's power to refuse sex or negotiate the use of condoms (UNAIDS Policy & Practice, 2009). Women whose partners die from AIDS often suffer discrimination and abandonment. To survive they turn to commercial sex becoming more marginalised from society and less likely to have access to health care or ARV treatment (UNAIDS, 2009). Girls are at a greater risk of infection unable to reject sexual advances because of their age. They are also more likely to be withdrawn from school to care for the family or if there is insufficient money for education (UNAIDS Policy & Practice, 2009). Denying females an education and knowledge of HIV/AIDS increases their vulnerability and risk to HIV infection (IGO, 2008).

In 2005 approximately 37% of Botswana's population was HIV positive. Botswana is seen as a 'leader' in sub-Saharan Africa for its HIV/AIDS infrastructure. Renwick (2007) examined Botswana's national response to the epidemic and identified the following initiatives to prevent HIV infection:

- Teachers trained to counsel students and encourage preventative behaviour in response to religious groups opposing education programs and condoms in favour of abstinence; and
- Increasing the legal marriage age to 18 years to increase girls' advantage in bargaining with partners with regards to sexual intercourse and use of condoms.

In addition, Renwick (2007) identified the following challenges that have sustained the spread of HIV:

- Social practices associated with urban-rural cattle post migration as males are separated from their families for economic reasons;
- Gender inequalities, legal and cultural practices act as obstacles to girls' education, which is free but not compulsory; and
- Children living in poverty are the most vulnerable with traditional laws and practices that subjugate girls into subordination and exploitation including incest, rape and early marriage.

Stigma directed at persons with HIV/AIDS is a very real barrier in prevention programs in Africa (Benotsch et al., 2008) with NGOs reporting that in some communities the use of condoms and the teaching of safe sex are seen

as leading to promiscuous behaviour. Considering the potential rejection, blame and discrimination people with HIV are reluctant to seek testing, treatment or disclose their health status. Women in particular have been found to experience the most negative social and economic consequences when they or their partner are diagnosed with HIV (Benotsch et al., 2008).

HIV/AIDS is more than a public health issue; it's a serious constraint on economic growth and development. It impacts adults when they are at their most productive and highest earning capacity (OECD, 2009). The prevalence of HIV infection in the 15-49 age group in sub-Saharan Africa (as depicted in Figure (3) below) impacts agricultural productivity resulting in food shortages and poverty. HIV/AIDS consequences also extend to public resources such as education, as illustrated in Figure (4) below.

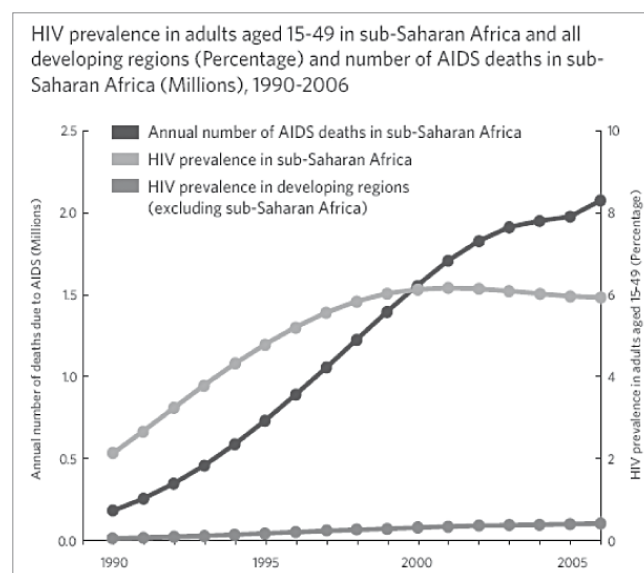


Figure 3: HIV in adults aged 15–49 in sub-Saharan Africa
Source: UN MDG Report, 2007

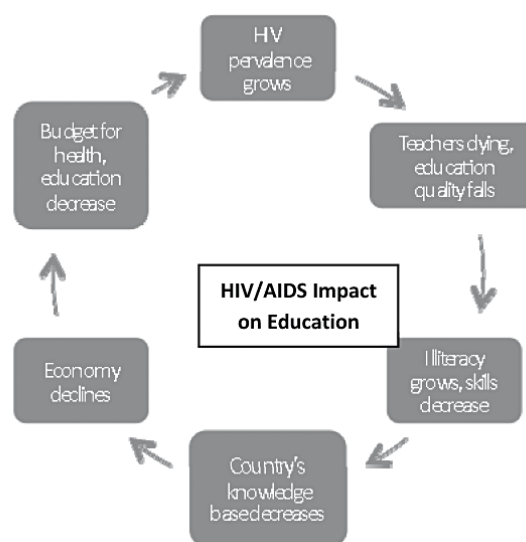


Figure 4: Impact of HIV/AIDS on Education and Economy
Source: Daniels, 2001

In Uganda since 2004 HIV/AIDS has been part of the curricula taught in secondary schools but the program has been not universally implemented in schools as teachers lack appropriate training to teach the subject (Jacob et al., 2007).

HIV/AIDS impacts education access and quality for current and future generations. Rural communities are particularly affected by the death of a teacher or if a teacher is absent, due to illness, as they rely on one or two teachers (World Bank, 2002). In South Africa 21% of teachers aged 25-34 are HIV-positive (UNICEF/UNAIDS, 2006). In Zambia 40% of teachers are HIV-positive and are dying at a faster rate than they can be replaced by graduate teachers (UNICEF/UNAIDS, 2006). Tanzania estimates that an additional 45,000 teachers are required to replace teachers lost to HIV/AIDS with the greatest proportion being experienced staff aged 41–50 years (AVERT, 2009).

Vulnerable children whose lives are affected by HIV/AIDS have many types of missed opportunities for education including lack of enrolment, interrupted schooling, poor performance and discrimination. School enrolments in Swaziland and the Central African Republic have declined by 25–30% as a result of the epidemic (UNAIDS, 2002). A study of AIDS orphans and vulnerable children in Zambia (Robson and Sylvester, 2007) found that:

- Orphaned students were more likely to be malnourished, inattentive, have irregular attendance and poor performance; and
- AIDS-related stigma and discrimination at school was a factor in students dropping out.

By 2010 it is anticipated that 15.7 million children in sub-Saharan Africa will have lost one or both parents to AIDS (UNICEF, 2009). Data from UNICEF/UNAIDS (2006) shows that:

- Double orphans in South Africa, Kenya, Tanzania and Zimbabwe are at lower educational level at school compared to non-orphans;
- In Kenya children of HIV-positive parents are significantly less likely to attend school;
- In Tanzania children with ill parents spend less hours in school; and
- In Uganda 27% of double orphans in primary school miss a term compared to 14% of non-orphans and in high school absences by double orphans is 43% compared to 16% for non-orphans.

The relationship between the orphans and the head of the family is critical in school attendance, the closer the biological ties the greater the chance that the child will attend school consistently (UNICEF/UNAIDS, 2006). Access to ARV therapy has also been found to have a positive impact on children's education. Data from Kenya indicates that the number of hours in school by children with HIV infected parents increased by 20% within six months of the infected parent commencing treatment (IGO, 2008).

Earlier this decade pressure was applied on pharmaceutical companies by the Clinton Foundation, Médecins Sans Frontières, UNITAID, Governments and NGOs to successfully achieve a reduction in the cost of ARV drugs (AVERT, 2009). In May 2003, the President's Emergency Plan for AIDS Relief (PEPFAR) was established to combat HIV/AIDS by funding treatment and preventative programs including free ARV therapies for pregnant women and children. Since these interventions access to ARV treatment in lower and middle income countries has increased tenfold, as shown in Figure 5 and Table 3 below, resulting in the decline of AIDS-related deaths in almost 30 years (UN, 2009). International NGOs like Oxfam, World Vision (Hope Initiative, 2009) and Caritas (Action in Response, 2007) work with local communities to prevent HIV transmission by providing education, care and advocacy programs and by financing specific requirements for example the training of local workers for HIV services (Oxfam, nd).

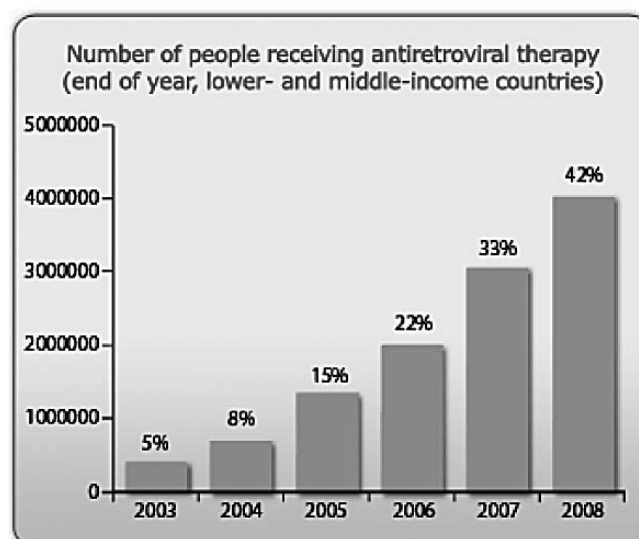


Figure 5: Number of people receiving ARV and treatment coverage (%) of those who need it. Source: AVERT, 2009

Region	ARV therapy coverage	Est. number adults on ARV	Est. number adults needing ARV
Sub-Saharan Africa	44%	2,700,000	6,100,000
Eastern & Southern Africa	49%	2,200,000	4,500,000
Western & Central Africa	32%	500,000	1,600,000

Table 3: Coverage (%) and estimated number of people receiving ARV and estimated number of people needing ARV in African Regions



HIV/AIDS was spreading rapidly alongside the violence and rape in Rwanda in 1994. Angelique and Dative's parents survived the war but not HIV infection. These resilient young women are now growing enough food for themselves. Economic independence and greater stability in Rwanda will lessen the risk of sexual violence for Angelique and Dative.

Photo: Alison Preston. Source: photo library, www.ousaid.gov.au

To date more than US\$8.1 billion has been spent on HIV/AIDS programs and a further US\$48 billion has been allocated for future prevention strategies (AVERT, 2009). Various authors (Gostin, 2007, Renwick, 2007 and Yach et al., 2004) have been critical of international HIV/AIDS funding such as the PEPFAR fund that stipulates that 33% of prevention funding be allocated for chastity and fidelity instead of proactive measures such as needle exchange programs. Gostin (2007) is also critical of poor countries' reliance on humanitarian assistance and charity for health improvements whilst their governments spend their gross domestic product on military rather than health needs. Further, Gostin (2007) cites World Bank's estimates that about half of all foreign aid in sub-Saharan Africa is misappropriated by excessive bureaucracy, incompetence and corruption and that drugs and equipment are often diverted to the illicit market.

Nonetheless we should continue to support IGOs, NGOs and governments' efforts and interventions that focus on halting and reversing this epidemic and its human toll, particularly in sub-Saharan Africa.

References

- AVERT (2009). Aids and HIV information. <http://www.avert.org/#>
- Benotsch, E. G., Seal, D. W., Stevenson, L. Y., Sitzler, C., Kelly, J. A., Bogart, L. M., & Gore-Felton, C. (2009). Stigma, AIDS and HIV prevention in Africa: reports from community organizations providing prevention services. *Journal of Human Behaviour in the Social Environment*, 18 (3) 329-349
- Daniels, P. (Ed.). (2008). *An introduction to human geography: issues for the 21st century* (3rd ed.). Essex: Pearson Education Limited
- Caritas (2007). Action in response. Retrieved October 20, 2009 from www.caritas.org.au/Content/NavigationMenu/BeInformed/Globalissues/HIVAIDS/default.htm#
- Ellwood, W. (2002, June). We all have Aids. Retrieved October 2, 2009, from <http://www.newint.org/features/2002/06/01/keynote/>
- Gostin, L. O., (2007). Meeting the survival needs of the world's least healthy people: a proposed model for global health governance. *JAMA*, 298 (2), 225-228
- IGO – UNICEF, UNAIDS, WHO & UNFPA. Children and Aids: Third Stocktaking Report 2008. Retrieved October 6, 2009 from www.unicef.org/publications/index_46585.html
- Jacob, W. J., Mosman, S. S., Hite, S. J., Morisky, D. E., & Nsubga, Y. K. (2007). Evaluating HIV/AIDS education programmes in Ugandan secondary schools. *Development in Practice*, 17 (1), 114-123
- OECD (2009). Social protection in the context of HIV and Aids. Retrieved October 19, 2009 from www.oecd.org/dataoecd/26/36/43280854.pdf
- Oxfam (nd). HIV and Aids information. www.oxfam.org/en/about/issues/hivaids
- Renwick, N. (2007). Global society's response to HIV/AIDS: Botswana's experience. *Global Society*, 21 (2), 133-153
- Robson, S., & Sylvester, K. B. (2007). Orphaned and vulnerable children in Zambia: the impact of the HIV/AIDS epidemic on basic education for children at risk. *Educational Research*, 49 (3), 259-272
- The World Bank (2002). Education and HIV/AIDS: a window of hope. Retrieved October 6, 2009 from www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/05/14/000094946_02043004023371/Rendered/PDF/multi0page.pdf
- UNAIDS (2008). 2008 Report on global aids epidemic, executive summary. Retrieved October 20, 2009 from www.unaids.org/en/KnowledgeCentre/HIVData/GlobalReport/2008/2008_Global_report.asp
- UNAIDS (2006). 2006 Report on global aids epidemic. Retrieved October 20, 2009 from www.unaids.org/en/KnowledgeCentre/HIVData/GlobalReport/2008/2008_Global_report.asp

The Global Burden of HIV/AIDS

UNAIDS Fast Facts about HIV (2008). Retrieved October 6, 2009 from www.unaids.org/en/KnowledgeCentre/Resources/FastFacts/default.asp

UNAIDS (2009) Policy & Practice: women and girls. Retrieved October 6, 2009 from www.unaids.org/en/PolicyAndPractice/

UNICEF (2005). A call to action, children the missing face of Aids. Retrieved October 5, 2009 from www.unicef.org/publications/index_29157.html

UNICEF (2009). Childinfo. Retrieved October 21, 2009 from www.childinfo.org/hiv_aids

UNICEF/UNAIDS (2006). Africa's orphaned and vulnerable generation: children affected by Aids. Retrieved October 21, 2009 from www.unicef.org/publications/files/Africas_

[Orphaned_and_Vulnerable_Generations_Children_Affected_by_AIDS.pdf](#)

UNITED NATIONS (2009). The millennium development goals report 2009. Retrieved October 20, 2009 from www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf

UNITED NATIONS (2007). The millennium development goals report 2007. Retrieved October 20, 2009 from www.un.org/millenniumgoals/pdf/mdg2007.pdf

World Health Organization (2004). The global burden of disease 2004 update. Retrieved October 20, 2009 from www.who.int/healthinfo/global_burden_disease/2004_report_update/en/index.html

World Vision (2009). Hope Initiative. Retrieved October 20, 2009 from www.wvi.org/wvi/wviweb.nsf/maindocs/



Australia's most popular Geography skills texts are still available for every secondary level with time-saving teacher support resources!

CAMBRIDGE

GEOGRAPHY SKILLS

Grant Kleeman & Andrew Peters

www.cambridge.edu.au/education



Introduces **Year 7&8** students to fundamental geography skills within a global context

Australia's most popular resource available for mastering key geographical skills in **Years 9&10**

Helps students in their **senior secondary** years to approach exams and coursework with confidence

Contact us today to order your inspection copy!



Freephone 1800 005 210



enquiries@cambridge.edu.au

477 Williamstown Road, Port Melbourne, VIC 3207 • ABN 28 508 204 178 • ARBN 007 507 584

GEOGRAPHIA

Geographia is the national newsletter of the Australian Geography Teachers' Association Limited.

DECEMBER 2009

Occasional Newsletter of The Australian Geography Teachers' Association Limited

In this issue..

AGTA Board Meeting 104	1
Australian Capital Territory	
AGTA Geo Careers Website	2
AGTA Website	
Geography's Big Week Out	
Towards A National Geography Curriculum For Australia	3
AGTA Conference 2011	4
Keys To Geography Edition 2	
Ensuring Quality Teaching In Geography	5
ARC Linkage Project	
Australian Geography Competition	6
Asia Pacific Regional Geography Olympiad	
National Education Forum	7
National Geographic World Championship	
Institute of Australian Geographers (IAG) Council Meeting	8
Affiliate News - TAS	9
Affiliate News - QLD	
Affiliate News - SA	10
Affiliate News - NSW	11
Affiliate News - WA	12
Affiliate News - VIC	13
Teaching Australia Geographical Education	14

AGTA Board Meeting 103 Melbourne Victoria October 2009

This is an incredibly busy time for Geography – a lot of things are happening including the National Geography Curriculum. In terms of the National Curriculum, at this meeting we will be investigating in full what has happened in the past, AGTA's work to date towards the National Curriculum, and what we propose for the future. A welcome to delegates from the ACT – Carol Pogson (Canberra Grammar School) and Karen Tuhon (Alfred Deakin High School), who are looking at re-establishing a Geography Association in the ACT.

The Board Meeting also encompassed the Annual General Meeting of AGTA. Election and appointment of the board was ratified:

- Chair – **Malcolm McInerney**
- Deputy Chair – **Grant Kleeman**
- Secretary – **Rebecca Nicholas**
- Treasurer – **Rob Berry**
- Elected Directors – **Stephen Cranby, Nick Hutchinson, Margaret McIvor, Emmy Terry**
- Public Officer – **Jeanna Kriewaldt**

Australian Capital Territory

In establishing themselves in their formative year(s), delegates from the ACT proposed that they be accepted as a sub-branch of the GTANSW. As such ACT delegates would not fulfill a director's role but would be invited to attend board meetings. This option is still to be confirmed by the ACT branch as an alternative option is to become an incorporated association. AGTA will invite one delegate from the ACT to attend the next Board Meeting at a non-director level. The ACT branch may also opt to send a second delegate to the meeting at their own cost.

Capitation

Currently, capitation fees are \$13.20 (including GST). AGTA has become more visible and has taken a lead role with the National Curriculum. At the federal level, Government is only interested in talking to peak bodies. Three options were discussed - no change; small increment; CPI indexation. A letter will be sent to affiliates to determine the direction to be taken informing them of that fees be increased to \$15.00 (including GST). A special General Meeting will be conducted at the next Board Meeting to be held in May 2010, to address the issue of capitation.

Snippets

- AGTA is seeking Google Sponsorship for the conference. Although not big in sponsorship Google may be willing to provide some support for the Association.
- GTAV will coordinate the AGTA Awards – congratulations and thank you to South Australia for coordinating this important activity over the past three years.
- A GeoCareers Brochure has been developed to promote the website. Delegates are asked to promote this widely at this time when students are looking at their future options.
- Membership – invoices are sent out on 31 October 2009. Affiliates should identify total membership including students to determine the number of Geographical Education Journals required by affiliates. Affiliates who wish to provide the Journal to complimentary members (e.g. Life Members) must pay an affiliation fee for these members.



AGTA's GeoCareers Website

The GeoCareers website is a 'user friendly' resource for learning about geographical careers. The website contains resources and case studies of young people who have studied geography at school and see a link between what they learnt in geography and what they do in their job. The main sections of the website include:

Meet a Geographer

People who have studied Geography are highly sought after in a wide range of careers for the special skills and knowledge they bring. In this section you can read about the interesting and rewarding careers in which people who have studied are employed. This section includes profiles of people working outdoors, indoors, helping people, engages in environmental care, sharing knowledge with others and undertaking research.

Studying Geography

Whether you are a secondary school student or enrolled in a tertiary institution such as a university or college this section will assist you to find the right course. It includes links to State and territory education departments, curriculum authorities and tertiary institutions offering Geography.

Resources

A range of resources that help students make decisions about their future career include:

- Career pamphlets
- Online resources
- Geospatial careers
- Job search indexes
- Volunteer work

This is a great website for students, their teachers, career counsellors and subject/career selection personnel.



Geography's Big Week Out

The 2009 Geography's Big Week Out will be held in Perth (Perth, Rottnest Island and Scarborough) from 7 to 11 December. A high-scoring male and female student in each State and the combined Territories, who are in Year 11 or lower, have accepted places, as have the next highest male and female student – a total of 16 students. It is worth noting that 9 of the 16 students are from outside capital cities (although 3 board at capital city schools). Australia's team to the 2010 International Geography Olympiad, 29 July - 4 August in Taipei, will be selected from this Big Week Out.



AGTA Website

The main changes made to the website have been the inclusion of a new section devoted to the AGTA 2011 conference in Adelaide. Graphic files and supporting material have been provided by Mark Manuel to enable an initial structure to be designed and populated with information. This will become an increasingly important section of the website providing information for participants, publishers and sponsors. Mark will provide Rob with updates during the lead up to the conference.

A new section providing links to Web 2.0 Geography websites has also been added. This will provide a portal to a number of useful blogs, wikis, nings, forums, discussions and other participatory web applications that support geography teaching both in Australia and overseas.

Other changes to the website include updates to the news section, Board members, affiliate details, resources and the AGTA 2008 conference section. Updates have also been made to Geographia, the National Geography Curriculum website, standards for Geography teaching and details of affiliate conferences. Please advise Rob of any changes to these details as they become known.

It is most important that affiliates forward details of changes when these occur so that the relevant pages can be updated. The listing of state conferences has been updated (where such details are known) with links to each state association's website.

Geocareers Website

Only minor changes and revisions have been made to the GeoCareers website. Invitations to submit profiles have been sent, however, as yet response rates have been low despite follow-up letters being sent. Each affiliate was asked at the last AGTA Board meeting to make a special effort to send Rob Berry a list of people who might be invited to submit a profile for publication.

At present the major sections include Meet a Geographer, Studying Geography, Using Geography and Resources. Additions will

be made to each of these sections and if necessary, refined as the website extends its scope. Please forward suggestions of people who might be approached to submit a profile to Rob as there are still many career areas we would like to include. Please send the person's name, their email address and current area of employment to Rob (rberry@melbpc.org.au). Rob will then contact each person nominated and provide them with a standard proforma and agreement sheet.

Towards a National Geography Curriculum for Australia

The Australian Geography Teachers' Association (AGTA), Institute of Australian Geographers (IAG) and Royal Geographical Society of Queensland (RGSQ) collaborated on a project, Towards a National Geography Curriculum for Australia.

The aim of the Project was to develop a joint statement to inform the rationale, content, structure and organisation of the forthcoming National Curriculum in Geography. The Project was led by a Steering Committee: Malcolm McInerney, Chair, AGTA; Kathryn Berg, Secretary, RGSQ; Nick Hutchinson, AGTA; Alaric Maude, IAG; Lucie Sorensen, RGSQ. Two experienced educators, Rob Berry and Roger Smith, were contracted to assist in the work of the Project, with Lucy Rahaley contracted to give advice on primary school aspects.

There was wide consultation with the Geography community, starting with a meeting in Caloundra, coinciding with AGTA's biennial conference. This was followed later in the year by meetings in Adelaide, Brisbane, Melbourne and Sydney. Input from these meetings, from over 125 responses to the online survey, from examination of Australian and selected overseas syllabuses, and from an extensive literature survey, resulted in a Background Report. This Report was the subject of more consultations, with feedback from written responses and from eight meetings – in the four cities above, plus Canberra, Darwin, Launceston and Perth. Based on the Background Report, feedback from the meetings and their own extensive reading the Steering Committee wrote the paper *Towards a National Geography Curriculum for Australia*.

In early June the Steering Committee found that the Australian Curriculum, Assessment and Reporting Authority (ACARA) timeline for the development of the Geography curriculum had been brought forward from what the Committee had been anticipating. The Committee took the decision that in order to maximize the influence of the Project, the final report should be sent to ACARA by 16 June. This entailed intensive work

Significant Timelines

The following ACARA timeline will give an idea of the 2009-2011 progression with the writing process for the National Geography Curriculum. Naturally, the time-line may change as time goes by but at this stage these are the dates, events and milestones ACARA has mapped out for the process:

- **October - December 2009:** The next phase is to write the initial advice paper for the National Geography Curriculum.
- National Forum to be held in Term 1 2010 in Sydney as ACARA will move to Sydney in December.
- **February 2010** National Forum to gather responses to the Initial Advice Paper.
- In **March 2010** ACARA will be advertising for writers.
- **February - March 2010** – Development of the Shape of Australian Curriculum: Geography Paper.
- **April 2010** – National consultation on the Shape of Australian Curriculum: Geography Paper.
- **June 2010** – Release of the final Shape of Australian Curriculum: Geography Paper.
- **June - December 2010** – Appointment of writers and an advisory group to develop the scope and sequence for the national curriculum. The writing to be accompanied by a consultation process for the scope and sequence document. Writing will be conducted in two 10 week blocks – scoping sequence for content description K-10;
- **September 2011** – Content description; performance standards and elaborations finalized.
- **End of December 2010** – Draft Document will be published.
- **Beginning of 2011** – Consultation process.
- **January - June 2011:** Course writing in line with the final scope and sequence document for the National Geography Curriculum.
- **July 2011** – Publication of the final National Geography Curriculum.
- **January 2012** – Implementation of the National Curriculum.

and it was not possible to send a draft of the final report out to organisations for their feedback before submitting it. The report was therefore submitted with the disclaimer that it represented the view of the Steering Committee. ACARA has made it clear that its remit is to write the curriculum content descriptions and elaborations. ACARA will work in an ongoing collaboration with the jurisdictions and professional associations to meet the needs of teachers and students. This situation has prompted the Steering Committee to develop a submission to the Federal Government requesting funding to ensure that the new Geography curriculum will be supported with appropriate and adequate teaching resources and professional learning opportunities for teachers across Australia. AGTA, IAG, RGSQ would join with other geographical organizations in this proposed project. To work on this submission have been taken from the *Towards a National Geography*.

ACARA is developing an internal position paper to address issues in Geography including possible strands, possible senior courses, ICT and spatial technology, equity issues and crossover between Science and Geography. AGTA will have a significant role in working towards putting geography back into schools.

AGTA encourages all Australian Geography teachers to keep informed of the ACARA process via their website at <http://www.acara.edu.au> and take advantage of the opportunities provided by ACARA and Geography teachers' associations to feed comments and ideas into the process.

ACARA has not mandated hours for any subject – this has been stated within the Curriculum Design Paper. Possible hours are given to guide writers only. Schools are using the writers' hours as an indication to plan for the implementation of the discipline. Certification will belong to the states.

Geography Going National

agta 2011

Australian Geography
Teachers' Association

January 10-13, 2011
Scotch College, Adelaide,
South Australia
agta2011@scotch.sa.edu.au
www.agta.asn.au



AGTA Conference 2011

Theme **GEOGRAPHY GOING NATIONAL**
Venue: **Scotch College, SOUTH AUSTRALIA**

Scotch College is an independent, co-educational day and boarding school of approximately 900 R-12 students. The College is set on adjoining campuses encompassing over 20 hectares. Set at the foot of the Mount Lofty Ranges, it is only eight kilometers from the Central Business district in Adelaide. We are pleased to announce that at this early stage, Dr Rita Gardner, Director of the Royal Geography Society in London has agreed to be our keynote speaker. Considering the experience her society and the UK Geography Association have had with the UK National Curriculum, her talk should be very influential in our implementation work with national Geography in Australia. Much, much more will be communicated about this exciting geographical education event in coming months.

Program Outline

Monday 10 January 2011

– National Curriculum; Keynote plus workshops.

Tuesday 11 January 2011

– Fieldtrip Day 1

Wednesday 12 January 2011

– Fieldtrips Day 2

Thursday 13 January 2011

– National Curriculum; Keynote, panel discussion plus workshops; Conference dinner and close.

Social Events

Registration, welcome, drinks and BBQ on Sunday 9 January 2011; Tuesday: eating Out in Adelaide; BBQ and AGTA Cup Games; Pre-Conference winery Tour on Sunday to the McLaren Vale; post conference event in Adelaide is the TOUR down UNDER.

Accommodation options are currently being explored – budget accommodation – 60-80 single beds available at the Scotch Boarding House for \$40.00 per night including cooked or continental breakfast. Alternative options include: Caravan Parks sites and cabins; Beachside Parks; Hotels and Apartments – details will be provided at a later date.

Timeline

Sept 09: Fax out to all Secondary Schools: 50 expressions of interest so far from GTAV and Fax out.

Oct 09: Website development flyer to Affiliate Journals. Call for presenters through flyer and website

Jan/Feb 10: Fax out flyer and program brochure/booklet to state journals.

Feb/Mar 10: program finalized with abstracts.

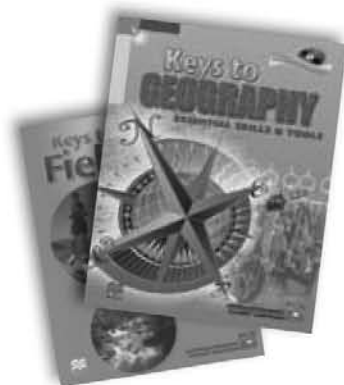
April 10: Registrations open via website.

Oct 10: Early bird registrations close.

Nov 10: All registrations close.

Jan 11: Pre-conference Tour.

Keys to Geography ^{Edition 2}



We are now well into the process of revising Keys to Geography for the second edition.

All major authors have kindly and generously agreed to revise their sections by the deadline of 7 November. Bob Digby is supporting the editing of the second edition. In addition others have offered to write new sections.

Proposal to produce a separate UK edition Since the May 2009 report, Jeanna Kriewaldt negotiated a proposal from Macmillan to develop a UK edition which was subsequently revised twice. This proposal was put to the Geographical Association and they chose not to proceed.

There are still (at least) three reasons to produce Keys to Geography (UK)

1. AGTA has the potential to gain a new income stream (UK population is approx 61 million)
2. This project may strengthen the relationship between the Geographical Association which

has included collaboration in development of Olympics resources in 2008.

3. It is more efficient to review both products in parallel as some workload can be shared.

Jeanna also negotiated a new contract for Keys to Geography (Edition 2) which ensured no loss of entitlements for AGTA but which specifies the territory of the contract as Asia-Pacific. This means that AGTA has ownership of the word files to use as they wish outside the Asia-Pacific region. AGTA, for example, could enter into an arrangement with an organization to write for the UK market developing figures to suit that market. This opens up the possibility to come to an arrangement with the Geographical Association or another publisher and Bob will pursue this once we have the Australian edition submitted.

A full manuscript of the second edition will be delivered to Macmillan by 9 November with publication by August 2010.

Ensuring Quality Teaching in Geography

In partnership the Australian Geography Teachers' Association, Institute of Australian Geographers, National Committee for Geography of the Australian Academy of Science, Royal Geographical Society of Queensland, Geographical Society of New South Wales and Royal Geographical Society of South Australia, a submission is being prepared to gain federal funding for a National Project to support teachers of the new Geography curriculum led by the geographical profession.

Geography's need for Australian Government funding to support the implementation of the new curriculum is greater than that of any other subject, for the following reasons:

- Geography will be a subject in every year from K-12;
- Many of those teaching Geography have limited formal training in the subject;
- There is no national program to improve teaching and learning in the discipline;
- Geography teachers students on topics and issues that are fast changing and sometimes contentious including environmental sustainability, climate change, diversity and difference, global interdependence and so on; and
- The new curriculum is likely to require the teaching of digital technologies and most teachers have had no training in these technologies.

It is anticipated that the project will address three priority areas: materials for teachers and students on the new curriculum; professional learning programs for teachers; and a website as a focus of a nationwide learning community of geographers.

The National Project will have the following objectives:

- Build the capacity of teachers to deliver the National Geography Curriculum through a variety of professional learning programs;
- Support teachers in their own classrooms through the provision of high quality resource materials linked to the National Geography Curriculum; and
- Develop communities of learning through which teachers can collaborate in continuous professional learning.

Three types of materials are being proposed:

- Electronic handbooks on the aims and philosophy of the new curriculum and on the methods of teaching it – primary and secondary.
- Substantial modules for teachers on content and ideas of each of the topics in the curriculum, with suggestions for teaching strategies.
- Units of work teachers can use in their classroom.

AGTA endorses the support of this proposal for the National Geography Curriculum project. Documents are currently being finalized in conjunction with partners.



Arc Linkage Project

Strengthening standards of teaching through linking standards and teacher learning: the development of professional standards for teaching school Geography.

Project Phase 1:

All case studies are now complete (11 altogether). The final case study was conducted at Camberwell High School on Wednesday 22 April. Stephen Cranby's Year 9 class was filmed as they used ArcMap.

Project Phase 2:

Teacher panel meetings (18 projected altogether) have been conducted in 5 states (VIC – 4 panels; NSW – 2 panels; QLD – 1 panel; SA – 1 panel; WA – 1 panel).

Without exception, teachers have commented on how useful they have found the panel meetings in challenging their thinking about their own practice.

Teacher professional learning interviews:

In conjunction with the panel meetings, individual interviews are being conducted with participating teachers. Interviews are directed at exploring the links between activities directed at developing teaching standards (i.e. activities engaged in by panel members and their post-panel reflections) and teacher professional learning.

Towards Project Phase 3:

It is anticipated that a draft set of standards for the accomplished teaching of school Geography will be available in late December 2009. Drawing on the interview data and field notes, analysis of the links between teaching standards and teacher professional learning is planned to inform the final design of the website. Our energies will also be directed to conceptualising and designing the final website.

Actions

1. Early next year we will ask affiliates to circulate details of the draft standards and invite feedback from members. This is part of the in kind contribution agreed at the start of the project.
2. Affiliates to consider:
 - including a brief launch of the standards in their annual conference in 2010.
 - offering workshops on Geography standards.



National Geographic Channel Australian Geography Competition



The final number of students participating in the 2009 Competition was 87,060 from 802 schools. This compares to 89,586 students from 819 schools last year.

Each student receives a detailed results sheet and a certificate in one of four categories – High Distinction, Distinction, Credit, and Participation. Winners of states and territories and very high-scoring students across Australia each receive a special certificate and a book prize. The prize-winning senior students also receive medals. Excluding participation in Geography's Big Week Out, prizes for 2009 were awarded to 15 students in the junior division, 31 students in the intermediate division and 9 students in the senior division. School prizes are based on the scores of the school's top five students under 16 years old and the top five 16 and over. In 2009 the school prizes were awarded to: ACT Canberra Grammar School; NSW Sydney Boys High School; Qld Ryan

Catholic College; SA Pembroke School; TAS Taroona High School; Vic Melbourne High School; WA Hale School.

Final for under 16s

The Final for under 16s was held in Sydney with the eight student finalists also spending the preceding weekend there. The weekend program included sea rafting in Chowder Bay, and dinner at King Street Wharf followed by the new Star Trek movie in Imax format. Sunday was to be the highlight with whale-watching from a sailing boat. It was certainly memorable, but not for the right reasons, with most of the students getting seasick. Still the sail out through the heads was very enjoyable, until the rough weather hit.

The Final for under 16s was held for the first time at Foxtel Studios, and filmed, which added another layer of complication. It was again compered by Jacinta Tynan of Sky News

and there was a "sell-out" crowd of students, teachers and other invited guests, including some of the other prize-winning students from Sydney. AGTA Chair Malcolm McInerney spoke at the Final. The questions in the Final covered a large range of topics: landforms, islands, cultural geography, Australian towns, etc. Another round used pieces of clothing – modeled by students from Ryde Secondary College – to support questions celebrating the International Year of Natural Fibres.

The results of the Final were:

- First **Nick Montgomery**,
Melbourne Grammar School
- Second **Tim House**,
Normanhurst Boys High School, Sydney
- Third **James Gillard**,
Radford College, Canberra

Asia Pacific Regional Geography Olympiad

Australia participated for the first time in an Asia Pacific Regional Geography Olympiad at APRGO 09, held in Tsukuba, Japan, from 1 to 6 August 2009.

Countries taking part were Australia, Japan, Mexico and Taiwan. Australia's team was selected from students who competed in the senior level of the 2008 National Geographic Channel Australian Geography Competition, via Geography's Big Week Out:

- **Nicole Filling**
Geelong College
- **Pace Huxley**
Sydney Grammar School
- **Alex Lawson**
Brisbane Grammar School
- **Patrick Mackenzie**,
Christ Church Grammar School, Perth

The team was accompanied by Kath Berg and Margaret McIvor. As well as being responsible for the students, the leaders' roles include setting and marking questions in the tests, and for Kath, English editing of the tests.

Patrick Mackenzie and Nicole Filling were awarded the two silver medals. Ikeda Yuta from Japan won the gold. Alex Lawson and Pace Huxley were the next two students below the cut-off line for bronze medals. The fact that all four Australian students performed so well meant that Australia had the highest combined team score.

The Olympiad tests were challenging tasks: a multi-media quiz, stimulus-based written responses and a fieldwork test. The fieldwork test focused on changes to various localities resulting from the opening of a new rail link, the Tsukuba Express. This gave the students the opportunity to explore several areas – from historic temples to downtown Tokyo to a rural village. Other parts of the program included visits to Mt Tsukuba and the Geographical Survey Institute.



National Education Forum

Chair, Malcolm McInerney attended the National Education Forum in Sydney in October and met with leaders in other teacher associations and discussed issues facing associations and the possibilities for co-operation. Malcolm identified the following as relevant points/information/perceptions in regards to AGTA:

- **Letter has been sent by the NEF** to Julia Gillard's office re: implementation of National Curriculum. No reply as yet. NEF will be following up with the letter.
- **Ministers should also get the submission** or reference to the fact that AGTA's submission has been sent to the Federal Minister because under National Partnership the jurisdictions will be responsible for implementation.
- **Nicole Panting from DEEWR** talked about the Improving Teacher Quality National Partnerships. Members of NEF at the meeting made it clear that in each state the associations played the key role in professional development and learning.
- As an ex-member of GAWA, Peter Hill also made it clear the associations had a key role to play in the implementation

process and were crucial to professional learning of teachers at all stages. The point was made that it is important that a synergy is created between associations and jurisdictions now that the responsibility and funds for implementation of national initiatives such as the national curriculum has been devolved to states via the National Partnerships. Peter promised to take up this issue with DEEWR and Barry McGaw.

- **Peter Hill, ACARA CEO**, Geography teacher and still passionate about the discipline of Geography. Peter sees National Curriculum as an opportunity to get a national approach with curriculum and for curriculum to be a conduit to address teaching and learning.

National Geographic World Championship

Australia participated in the 9th National Geographic World Championship held in Mexico City from 11 to 16 July 2009.

This international contest, held every two years, is organised by the National Geographic Society. The teams taking part in 2009 were: Australia, Brazil, Bulgaria, Canada, Czech Republic, Germany, Hungary, Mexico, Poland, Romania, Russia, Slovak Republic, Taiwan, United Kingdom and USA. This is fewer teams than in previous years, as a result of a combination of the global financial crisis, swine flu and visa problems.

Each team consists of three students. Australia's team was selected from students who excelled in the intermediate levels of the 2008 and 2009 Australian Competitions. The first-placed student from each Final and one of the second-placed students (chosen by a 75-question decider) made up the team:

- David Giles, Pembroke School, Adelaide (2nd in 2008)
- Nick Montgomery, Melbourne Grammar School (1st in 2009)
- Miguel Vera-Cruz, Fort Street High School, Sydney (1st in 2008)

Australia performed very creditably, coming sixth, in a field where the top teams were reasonably close. The score range was 56 to 136, and Australia scored 112. This result is satisfactory as Australia chooses to design its national competition to match Australian needs, not to maximize our chance of winning in this international competition. In the Final for the top three teams, Canada was the convincing winner, with the United States coming second just one point ahead of Poland.

The National Geographic Society put on a great program for the students. Highlights included time spent in the historic centre of Mexico City and among the step pyramids at Teotihuacan. Following the World Championship, the Australian team (minus Nick who had to return to Melbourne) stayed a few extra days and travelled with the Taiwanese team to Oaxaca in southern Mexico. We also visited some of the villages in the area famous for their handicrafts and the archaeological sites of Monte Alban and Mitla.

Institute of Australian Geographers (IAG) Council Meeting



At the Annual meeting Malcolm McInerney met with Geography academics from around Australia and had the opportunity to inform academic Geography leaders responsible for IAG activities about the work of AGTA and in particular the 'Towards a National Geography Curriculum' project and the ACARA National Geography Curriculum process. Malcolm invited IAG Council to participate in the action plans of AGTA over the next few years. In particular the proposed 'Ambassadors' program.

Relevant points/information/perceptions in regards to AGTA

- The IAG Council produces an excellent publication titled, 'Geographical Research'. The refereed journal is published 4 times a year and has very healthy readership (mainly electronically now) across the world. They have had some interesting issues with their publisher Wiley. We can learn quite a bit from their streamlined process and it would be worth us talking to the two retiring editors about their process and distribution strategy for the IAG

journal. It seems electronic journal is the way to go to improve readership and dispersal.

- Alaric Maude has written an article on the 'Towards a National Geography Curriculum' project for the next IAG 'Geographical Research' journal.
- The IAG will place the PowerPoint presentation and journal article on their website to inform their membership of the National Geography Curriculum work of the 'Towards a National Geography Curriculum' project and ACARA.
- The 'Ambassador's program is an ideal opportunity to develop a proposal to the IAG because for it to be successful the university geography department must be heavily involved in supplying the young people to be ambassadors.
- Half of the meeting was dedicated to the 'Towards a National Geography Curriculum' project report and the submission to the Federal Government. The meeting was very impressed and positive about AGTA's work

(and RGSQ) on the project and are keen to support the initiative in any way possible. They are happy to be signatures to the Federal submission and will consider the edited promotion strategy and 'Ambassadors' proposal.

- One study group is planning to go to web 2.0 technology to encourage discussion. The IAG website has the ability to be interactive this technology. AGTA could investigate for its website to improve interactivity and communication to members. AGTA also needs to look at the member's only aspect of the IAG website.



Teacher guide

Pacific Neighbours: Understanding the Pacific Islands has been produced to help students develop their knowledge and understanding of the Pacific region, its history and geography, its political and social development, and its people and their cultures. They will examine a range of issues that impact on the region, consider Australia's place and role in the Pacific and explore opportunities to take action.

This book is designed for students in Years 7–10 in all states and territories of Australia. It aims to develop the key concepts, processes (social, historical and geographical inquiries), skills and values that will enable students to gain a deep knowledge of the Pacific region.

Australia is geographically located in the Pacific region, and the Pacific island countries are our closest neighbours, so developing our appreciation of the countries in our region is a fundamental step towards fulfilling our role as responsible global citizens.

The countries of the Pacific Islands Forum, excluding Australia and New Zealand, are the main focus of this book: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru,

Niue, Palau, Papua New Guinea, Samoa, Tonga, Tuvalu and Vanuatu. Some of these island nations are made up of thousands of micro-cultures.

Structure and key concepts

Pacific Neighbours: Understanding the Pacific Islands provides teachers with a variety of source material and inquiry-based teaching activities to encourage students to develop their knowledge, understanding and skills and to consider their own level of engagement with their Pacific neighbours.

Each chapter begins with a general summary and a list of key words, then includes a variety of texts, tables, maps and graphs that can be explored through three levels of thinking

– 'Thinking about', 'Thinking more deeply' and 'Collecting our thoughts'. End-of-chapter activities can be used to stimulate discussion around the theme and explore possibilities for taking action. Teachers may integrate the content and teaching activities in their geography, history or economics curriculum, or select short sections for deeper study, or allocate a particular country to small groups for investigation.

The first chapter gives a brief overview of the geographic, socioeconomic and cultural features of the Pacific island countries. It includes important background information that will support the achievement of the learning outcomes in the other five chapters which are structured around the learning emphases of *Global Perspectives: A framework for global education in Australian schools*.

Summary of chapter 1

Chapter 1 – Let's get specific about the Pacific!

This chapter starts with an overview of the geographic, socioeconomic and cultural features of the Pacific island countries. Students will be given opportunities to observe, record and describe the social and physical environmental patterns of activity.

AFSSSE

Arab Project

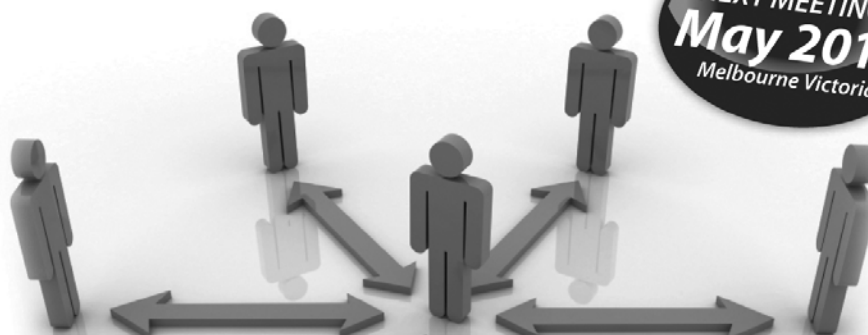
Asia Pacific

Further information is available on:

www.globaleducation.edna.edu.au/globaled/go/pid/140
www.agta.asn.au

NEXT MEETING:
May 2010
 Melbourne Victoria

Teaching Australia



Teaching Australia is in flux awaiting DEEWR to make decisions on its future. Hence the meeting was not as action based as previously. Too many unknowns meant that no decision could be made in relation to creating an on-going teacher association network.

ACARA continues to not see their role as implementing national curriculum. ACARA is saying that the associations will have a key role in implementation and providing professional learning.

Malcolm sees the key action being to work with NEF to investigate possibilities for the future of association networks.

Points for associations to consider:

- Ensure clarity of purpose: Defining the mission of our association – plus five or six objectives to achieve the Mission.
- Make practical plans with objectives linked to 'activity based costing' budgets and financial reports.
- Should the structure of the association be a federal body with separate state and territory associations compared to single-entity national associations? This would reduce duplication of resources, be national in membership, enable pooling of resources and gain economies of scale.
- What is the correct level of equity and hence profit required to attain this? Be strategic, spend if required or plan to increase cash-flow if not.
- Can we afford not to have staff? Can we afford to have staff? With staff the Board moves from management to governance. Having staff should be money making in potential.
- Constitution should be easy, understandable, up-to-date and reviewed regularly (5 years at least). Constitution does not have to be a micro-manager!
- Consider the size (9-12), composition (non-teachers?), balance between fresh ideas and institutional memory and term limits (yearly elections).
- Develop a marketing strategy to recruit new Board members.
- To attract members, find out what they need.
- Being commercialised as an association is not a dirty word! Is a means to develop cash-flow and service members.

Geographical Education

Volume 22

Geography Teaching Standards in Australia the revised theme for 2009 volume 22 of *Geographical Education*. This volume will be timely as we move towards having standards for teachers in a range of discipline areas – especially ones that are already announced in the new national curriculum.

Volume 22 will build on the papers in volume 21 on Australia's national curriculum. So as a form of national curriculum is released, so too will a form of teaching standards be available for use (albeit with slightly different timeframes).

Nick Hutchinson and Malcolm McInerney are the main people looking after the development of this year's *Geographical Education*, with Office Logistics the publishing of the journal. It is anticipated that the journal will be published and distributed during January 2010.

Geoffrey Paterson will be editing editor of the book reviews and other learning resources in that section of the journal as usual.

Volume 23

In 2010 the theme noted in earlier reports will be: *Geography in Australia's national curriculum* and a number of papers from different writers has already been received for next year's journal. More for review are always welcome!

Opportunity is available for jurisdictions (affiliates) to provide a snapshot of the National Curriculum from a state perspective.



Registered Address
 503 Burke Road
 Camberwell South
 VIC 3124

Postal Address
 PO Box 2066
 Camberwell West
 VIC 3124

www.agta.asn.au

GTA NSW Professional Development and Upcoming Events for Terms 1 and 2 2010

HSC EXAMINATION REVIEW

A review of the 2009 HSC Geography examination by experienced markers and teachers. In response to the needs of our members, this activity will be held in three locations this year using different presenters at each location. These events will be coordinated by Sharon McLean with Lorraine Chaffer and Keith Hopkins.

- * *Santa Sabina College, Strathfield*
Tuesday 9 February 4pm – 6:30pm
- * *St Mary Star of the Sea College, Wollongong*
Thursday 11 February 4pm – 6:30pm
- * *Merewether High School, Newcastle*
Monday 16 February 4pm – 6:30pm

HSC GEOGRAPHY 2009 AWARDS CEREMONY

This is an opportunity to applaud the hard work and success of the top ten students at the 2009 HSC Geography examination. Acknowledgement is also given to the teachers of these ten students.

- * *Parliament House Sydney*
Friday 26 February 9:30am – 12:00pm

CONFIDENCE WITH SKILLS AND THE SCHOOL CERTIFICATE

Due to popular demand and the success of last year's skills workshops we are conducting four more in 2010. Next year they will go to country as well as the metropolitan areas. Once again the main audience is teachers of Geography that are not confident with Geography, with an emphasis on Years 7–10 skills, particularly the skills required for the School Certificate Test in Geography. The day will include research and fieldwork skills along with examination techniques. These workshops will be led by Lorraine Chaffer from Gorokan High School and Pam Gregg who has recently retired from Keira High School. Pam is also a Coordinating Senior Marker at the School Certificate marking centre with extensive experience with the SC.

- * *PTC Conference Room, Leichhardt*
Monday 1 March 8:30am – 3:30pm
- * *Calrossy Anglican School, Tamworth*
Tuesday 9 March 8:30am – 3:30pm
- * *Council Chambers, Wagga Wagga*
Tuesday 4 May 8:30am – 3:30pm
- * *Charles Sturt University, Bathurst*
Friday 21 May 8:30am – 3:30pm

Need more information about GTA NSW events?

Please go to the GTA NSW website for downloadable registration forms or email carmel.logalbo@ptc.nsw.edu.au.

MAKING A DIFFERENCE BY TEACHING ABOUT WATER IN GEOGRAPHY

These workshops are in the Sydney Water region of Sydney, Blue Mountains and Illawarra for the *Water for Life* project. They are focussed on case studies of local water efficiency projects and fieldwork (guest speaker) opportunities. Each workshop in the series is different, using local speakers from schools, government and business organisations. Each workshop will include a practical session or inspection of a water project. These workshops will be facilitated by Sue Field, Manager for the Water for Life Education Project with GTA.

- * *Coastal Environment Centre, Narrabeen*
Wednesday 3 March 8:30am – 3:30pm
- * *Centennial Parklands Learning Centre*
Tuesday 23 March 8:30am – 3:30pm
- * *Australia's Industry World, Port Kembla*
Wednesday 31 March 8:30am – 3:30pm
- * *Georges River Environmental Education Centre*
Wednesday 21 April 8:30am – 3:30pm
- * *Centre for Learning Innovation, Strathfield (DET)*
Friday 28 May 8:30am – 3:30pm
- * *School of Arts Hall, Wentworth Falls*
Tuesday 1 June 8:30am – 3:30pm

USING CONTEMPORARY RESOURCES IN GLOBAL GEOGRAPHY

This is the *Global Education* series of workshops. These workshops are always well supported and the evaluations are impressive. This series will have a focus on quality teaching using contemporary resources in the classroom. The resources used will have applications from Years 7–12. A central feature of these workshops is the DVD: *The Burning Season*, which is a documentary on climate change, threatened habitats and land degradation. The movie uses a case study on rainforest burning in Indonesia to investigate these issues and what can be done to change it. Teachers attending the workshop will receive a copy of the DVD, included in the registration fee. These workshops will include practical sessions on skills and vary in structure at different locations. These workshops will be led by Dr Susan Bliss, Director of Global Education NSW and Sue Field, Manager of Secondary Project for Global Education NSW.

- * *Glenbrook Theatre*
Thursday 11 March 8:30am – 3:30pm
- * *Quality Inn and Western Plains Zoo, Dubbo*
Thursday 18 March 4:30pm – 6:30pm
and Friday 19 March 8:30am – 3:30pm

GTA NSW Professional Development and Upcoming Events for Terms 1 and 2 2010

- * *Minnamurra Rainforest Centre*
Tuesday 25 May 8:30am – 3:30pm
- * *Queenwood School and Taronga Park Zoo*
Wednesday 16 June 8:30am – 3:30pm
- * *Canberra Grammar School*
Thursday 22 July 8:30am – 3:30pm
- * *Sea Acres Rainforest Centre, Port Macquarie*
Friday 30 July (Term 3) 8:30am – 3:30pm

SC WORKSHOP: WHAT IS GEOGRAPHY?

This workshop is an introduction to the discipline of Geography, specifically designed to meet the needs of teachers teaching Geography without a background in Geography. It is located in Canberra to prepare teachers in the Canberra system for the National Geography Curriculum. Speakers will be from Sydney, local NSW schools and universities. This workshop will be led by Deidre Geelan and Carol Pogson.

- * *Sterling College, Canberra*
Friday 26 March 8:30am – 3:30pm

HSC GEOGRAPHY: URBAN PLANNING FOR SYDNEY

This workshop will have Urban planners from the City of Sydney Council who will be available to explain *City of Cities: A Plan for Sydney's Future* and discuss contemporary issues and urban planning for Sydney. Teachers attending the workshop will receive class sets of the urban planning books for Sydney. This workshop will be led by Nick Hutchinson.

- * *PTC Conference Room, Leichhardt*
Wednesday 28 April 4:00pm – 7:00pm

HSC MINI CONFERENCE: PEOPLE AND ECONOMIC ACTIVITY

This mini conference is specifically designed for the HSC Geography course. The presentations will focus on global tourism and the challenges facing the global wine and viticulture industries. Of course there will be a wine tasting tour and dinner included. This workshop will be led by Grant Kleeman.

- * *Crowne Plaza Hotel, Hunter Valley*
Wednesday 12 May 4:30pm – 7:30pm
and Thursday 13 May 8:30am – 3:30pm

HSC STUDENT LECTURES

This is the annual series of HSC lectures designed for students in Year 12 Geography. Experienced teachers, HSC markers and distinguished academics will provide students with a summary and a fresh perspective on the HSC course. Like this year, it will be presented in four locations: Sydney, Wollongong, Central Coast and Newcastle. This lecture series is coordinated by Grant Kleeman, Macquarie University; John Lewis, Narara Valley High School and Lorraine Chaffer, Gorokan High School.

- * *Brisbane Waters Secondary College (Woy Woy Campus)*
Tuesday 1 June 8:30am – 3:30pm
- * *Callaghan Secondary College (Jesmond Campus)*
June (TBA) 8:30am – 3:30pm
- * *St Andrews Cathedral School, Sydney*
Thursday 17 June 8:30am – 3:30pm
- * *University of Wollongong*
Tuesday 22 June 8:30am – 3:30pm



Participants at the GTA NSW workshop 'Warragamba Dam as a fieldwork location for Geography teachers, years 7–10'. Photo: P. Gregg

Advice to contributors

1. **Objective:** The *Geography Bulletin* is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the *Geography Bulletin* is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.

2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:

PO Box 577, Leichhardt, NSW, 2040

Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.

3. **Format:** An original on disk plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for photographing. Photographs should be on glossy paper, and strong in contrast. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption.

4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.

5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.

7. **References:** References should follow the conventional author-date format:

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

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

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

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

8. **Italics** should be indicated by underlining.

9. **Spelling** should follow the *Macquarie Dictionary*, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



Within Ankor Wat, Cambodia. Photo: J. Sillar

Books for review should be sent to:

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

Deadlines for articles and advertising

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

Notice to Advertisers

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

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

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

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

INSERTS (A4 supplied) – \$374.00
All prices include GST

Advertising bookings should be directed to:

Carmel Logalbo, GTA NSW Office
Telephone: (02) 9564 3322
Fax: (02) 9564 2342
Email: carmel.logalbo@ptc.nsw.edu.au

EDITORIAL POLICY

Editorial policy attempts to:

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

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

Refereeing

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

