

BOWERBIRDS- STOLEN GOODS FOR HSC GEOGRAPHY

<p>Revision</p> <p>Speed Dating</p>	<p>Students are allocated topic areas, ideas, or syllabus dot points to revise in depth and detail, possibly with a set of questions. The class ‘speed dates’ through these topics/dot points so that they revise content <i>through</i> a peer—a good way to refresh, move around, and get talking. Students could then summarise their speed dating talk and add to a class set of study notes (perhaps a Google Doc). Students can discuss their best date, worst date topic etc.</p>
<p>Course Review</p>	<p>Using a list of topics or the course syllabus, students colour code (red, orange, green) or otherwise indicate how well prepared they feel for each topic/section (could also use a scale rating). This can inform the teacher’s approach to revision, and also provide direction for students in terms of how they need to prioritise their own study notes and exam practice</p>
<p>Exam-Ready</p> <p>Got a Goal?</p>	<p>Have students set subject-specific goals for themselves yet? Can they revisit their goals now that Trials are over and the HSC exams are coming? Another approach could be to have them create their own ‘check box’ list of study goals for between now and the end of term. They submit this list and the teacher adds to it if necessary, then work toward ticking every box so that they’re well prepared. A pre-prepared list could also be used.</p>
<p>‘Come at me, Question!’</p>	<p>Are your students still struggling with the task of ‘answering the question’? Using past questions or questions that the class has created, identify command words (discuss, explain, evaluate, etc.)</p>

	<p>and discuss the type of response needed. Unpack the terminology and meta-language, and then have students construct sample responses in groups. The teacher could then mark these responses, groups then re-attempt, and then the class marks the second drafts together</p> <p>Useful resource: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html</p>
Know Your Grade Ranges	<p>As a means of applying what they've learnt/revised, students work in groups to construct responses that fit into different grade ranges (A-E). One group could be in charge of the A-range, another the B-range, and so on. The teacher works with groups to ensure that they are accurate, and then the class discusses each grade sample (what makes it a certain grade, how to 'bust the next band', etc). The A-grade sample could be collectively improved if needed, then shared as a class resource.</p>
Prediction Bingo	<p>Students are issued with a template and are asked to predict the terms/concepts that should be in a response on a particular question or syllabus dot point, such as spatial patterns and dimensions. The teacher then reads a response and students call out bingo if they have ticked all the terms/concepts off on their sheet</p>
Practice, Mark, Re-draft – Repeat!	<p>Students complete practice test sections or responses and bring them to class. They mark someone else's using criteria and/or sample/s. The teacher <i>could</i> categorise the responses into grade ranges first so that students know what mark range they need to stay within. They then re-draft or re-attempt, bring their second attempt to class, and the teacher projects so that responses can be marked and discussed 'live'</p>
Sticky note challenge	<p>Students are issued with a set of sticky notes and are required to come up with 3-4 terms that sum up a particular syllabus dot point. This works well for sections of the course that have multiple sub dot points, such as 'reasons for E/S management and</p>

	<p>protection' or 'Biophysical Interactions'. This is a good way to ensure lower ability students are not overwhelmed with endless notes and paragraphs of text. Students are then issued with a question (utility value or dynamics of weather and climate) and need to respond only off their sticky notes (closed book response under timed conditions). For example, students might remember or write down 'Tourism, Ecosystem services, Medicine, Health Care' for Utility Values. This can be used for the entire syllabus as a revision exercise before the Trial and HSC exams.</p>
Peer Marking games	<p>Students all respond to a short answer or essay question that has been completed in class or for homework. They are given a marking criteria to read and grade their response. The class then does 4-5 rotations around the room, sitting with another student's response. Each time the students are looking for different aspects, such as: 1: Where have they address the directive term? 2: Terminology, 3: Examples from Case Studies or the stimulus booklet, 4: Use of statistics, media and/or fieldwork. Students are then left with a grade and a series of comments from their peers on ways to improve. This is a good way for students to see each other's work and to improve their writing by modelling the higher order students work.</p>
Rocket Model (stolen from Business Studies)	<p>From the start of Year 11 or 12, the teacher surveys students and places them in mini pod like teams for the duration of the course. In class tasks, study notes and homework are worth points and the team works together to achieve the maximum points possible. Points are displayed and teams create names (Geographic of course!). Students are accountable to the team and use the team members as a first point of contact for help/assistance.</p>

WHAT DO STUDENTS VALUE MOST IN GEOGRAPHY FROM THEIR TEACHERS?

- Class discussions
- Being tested in class on information in the course and applying it to actual pieces of writing. It sucks at the time but at the end of the day it's practice that helps heaps
- Videos and pictures as i am a visual learner and find it easier to understand the way in which it plays a role within the world
- the fact that we have done exercises (like the paddle pop sticks) that will stick in your brain
- Practice papers
- Personally, I like when things are explained to me in an engaging way because it's easier for me to retain, I find it more useful than simply writing stuff. For me, this is how I learn content, I don't need to constantly be writing info, I need an explanation.
- By giving us assignments in little groups which are presented the week after help me by staying on top of my work and working with others to share ideas and get a better idea of the topic.
- going through examples of band 6 essays and doing past papers in class
- Trial exam gave me hope
- Field work and videos
- Study cards / flash cards
- Completing past papers
- Answering past HSC questions and receiving feedback
- Note taking
- Just constant advice
- Past papers are the only things I can 100% say have contributed to my improvement in marks along with making flash cards. Any encouragement from my teacher also improves my confidence so much because I feel proud knowing I'm not only doing this for myself but that my teachers are proud of me too.
- Past papers, mock exams, slideshows
- Writing & repetition. Exam style questions to fortify what was learnt in classtime.
- Doing past papers. They have helped my writing ability throughout the year

- The continuous revision that we do
- Class collaboration - pooling notes together so that everyone has the same information.
- practice papers
- Being tested on about the syllabus. Group activity work
- Fieldwork. The fact that we can get out of the classroom and do practical learning and have fun is the best form of learning.
- Going through past papers and sample HSC questions in class.
- Just the general stuff really. Have a level of understanding that the teachers subject isn't the only subject that exists and everything can be a bit much. Gives feedback, encourages and all that jazz.
- Learn in the best possible way but have fun while doing so
- Approachable, knowledgeable, has a sense of humour, engages students with their opinions, reasonable and considerate with homework and tasks, compassionate
- ones that are willing to go that extra mile, to drop everything to help you.
- A teacher that is very connected and has good relationship with their class. I think it's always good to have a laugh and relax but when it comes to needing to be serious and teaching. Overall a teacher who has a balance and also spending one on one teaching time.
- 1. They teach us useful knowledge about the exam, that could be tested, how it can be tested, deconstructing questions and making sure we know the syllabus 2. Teachers that are lenient to our busy schedules and understand we have 6 subjects to juggle 3. Ones that are willing to help students even at 4am when we pull all nighters
- The best qualities of teachers that I have experienced always push the students to do their best without making them feel like they need to for the sake of it. They give the work a purpose which makes the work seem as though it is going towards something. Focusing on all students and not just a small niche group (smart girls e.g.) so everyone feels included. Allowing students to use music and have lessons where we are learning out of a text book individually is something that I love to do. Continue watching documentaries and reading articles to make learning a little more interactive. Being attentive to students questions and answering them until they are fully aware.
- they treat us like adults and understand when we are stressed and don't always have time to do things
- Relatable and understanding
- Backing up content with current real world examples, going through the layout of the course and exams to prepare for what is expected in the HSC.
- Always available and willing to help
- Gives you personal feedback and helps you to understand where improvement is needed.
- Teachers who clearly enjoy teaching the subject and make the content interesting allows students engage with the course
- Someone you can get along with
- A teacher that is down for you and your HSC

- I appreciate a good relationship with my teachers, I feel if I get along well with my teacher I often perform better in that class.
- Treat students like adults, treat students equally
- Good personality, teaching with elements of humor etc. Makes you wanna go to class and learn.
- Teachers need to be able to get along with their students and be able to have fun whilst learning
- A teacher who can relate to us as teenagers
- A teacher that is willing to sit down with a student and explain where their weak and strong areas are in the course and tell them exactly what they need to do in order to improve. A teacher that is good at reading a student and knowing that their mental health isn't good.
- Get to know their students and communicate on a more personal level
- passionate about what they teach and a good connection with their students
- Down to eat, chill, knowledgeable, be a mate, able to make the course fun and interesting, dependable, take an interest in our lives.
- Someone that is engaging, passionate, willing to give their time and commitment, making learning in a fun environment, creating relationships with the students and empathetic.

HSC POSSIBLE CASE STUDIES:

ECOSYSTEMS

Please note- make sure your students know and refer in their exams to the type of ecosystem (eg Coral reef ecosystem) as shown by the GBR. (The case study is meant to allow students to highlight their knowledge and understanding of an ecosystem at risk not be the ecosystem.)

- Great Barrier Reef
- The Everglades
- Towra Point
- Prayers Creek Wetland
- Koorangang Island (Intertidal Wetlands)

LARGE CITY

- Sydney

COUNTRY TOWN OR SUBURB

- Greensquare (urban renewal)
- Leppington (suburbanisation)
- Warnervale (Central Coast) Suburbanisation - a semi rural suburb to 6 new urban release suburbs
- Dubbo (Evocitie - Decentralisation, Renewal)

ECONOMIC ACTIVITY

- Viticulture
- Coffee production
- Tourism
- Wheat Production
- Beer
- Aquaculture
- Rice
- Coal
- Bananas

- Dairy
- Honey

ECONOMIC ENTERPRISE

- Two Figs Winery
- Whitehorse Coffee
- Starbucks
- Tassal Aquaculture
- Port Stephens Whale watching ecotourism venture (Imagine Cruises)
- Kangaroo Valley Safaris
- Skyrail
- Sydney Aquarium
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