

People and Economic Activity

Alexandria Lucas

GTA NSW Councillor

Warners Bay High School





The Syllabus

The focus of this study is a geographical investigation of economic activity integrating the local and global context.

- **Outcomes:**

H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H4 analyses the changing spatial and ecological dimensions of an economic activity

H5 evaluates environmental management strategies in terms of ecological sustainability

H6 evaluates the impacts of, and responses of people to, environmental change

H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8 plans geographical inquiries to analyse and synthesise information from a variety of sources

H9 evaluates geographical information and sources for usefulness, validity and reliability

H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11 applies mathematical ideas and techniques to analyse geographical data

H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.



Students learn about

A global economic activity:

- a description of the **nature, spatial patterns and future directions** of ONE economic activity in a global context. The economic activity selected can be from a wide range of activities such as wheat farming, hydroponics, viticulture, textiles, tourism, advertising, retailing, wholesaling, information technologies, financial and business services industries
- **factors explaining** the nature, spatial patterns and future directions of the selected economic activity **such as** – biophysical: climate, soils, topography, site – ecological: sustainability and resource use – economic: competitive advantage, consumer demand, mobility of labour and capital – sociocultural: tradition, changing lifestyles, labour participation rates – organisational: ownership, decision making and control – technological: transportation, information transmission and flows, biotechnology – political: quotas, tariffs, compacts, agreements
- the environmental, social and economic **impacts of** the economic activity **such as** pollution, resource depletion, labour exploitation, cultural integration, provision of infrastructure, job creation, transfer pricing



What is 'Economic Activity'?

- **“Actions that involve the production, distribution and consumption of goods and services at all levels within a society.”**
- Primary- Hunters, Gathers, Mining, Agriculture, Forestry
- Secondary- Auto Production, Construction, Textiles (Value is added to a raw material eg making furniture)
- Tertiary- Service Industries, Infrastructure to transport goods and services.
- Quaternary- high % of population working in research



Why is this topic “Geography”?

- We are Geographers so naturally we are concerned with any economic activity that uses the physical environment to produce/consume goods and services.
- We want to know the Spatial dimension – what and where?
- We want to know the ecological dimension – how does the environment effect us producing or consuming the activity, how do we effect the environment by producing or consuming the activity?

Outcome: H4 (Analyse)



Students learn to

Investigate and communicate geographically by:

- asking and addressing geographical questions such as
 - where are certain crops grown throughout the world?
 - how have market preferences changed the pattern of tourism in Australia?
 - how do changes in global technology affect enterprises operating at the local level?

Stimulus based,
Multiple Choice and
Short Answer questions

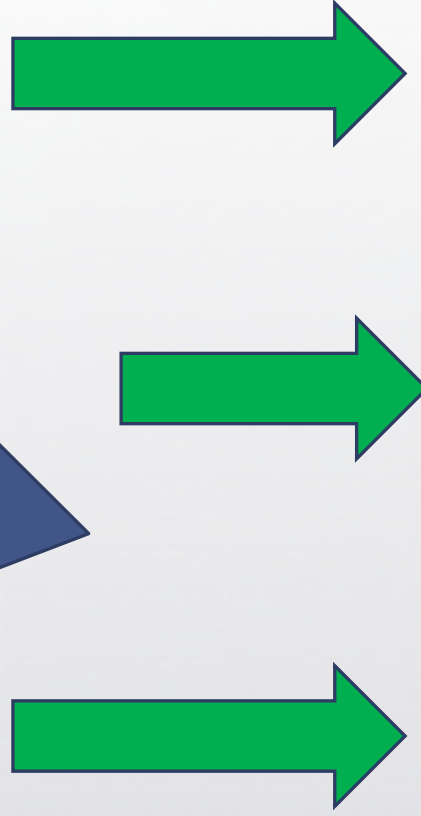
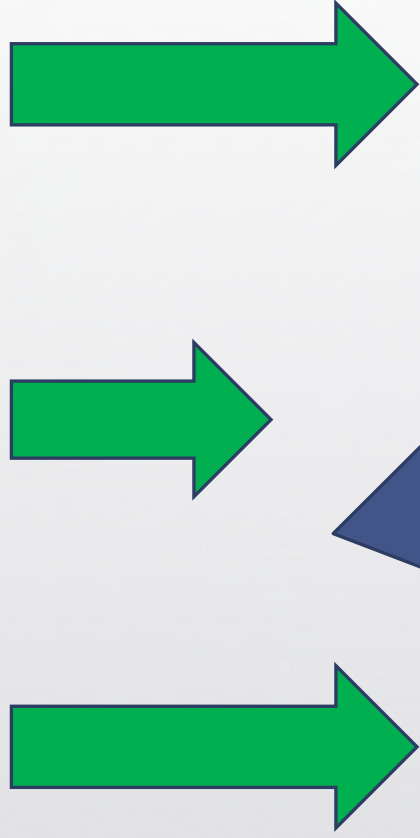
Introduction Activities

- What economic activities are present in the source? Categorise these.
- List 5 inquiry questions you would like answered.
- Classify your questions as a 'factor explaining' or an 'impact on'



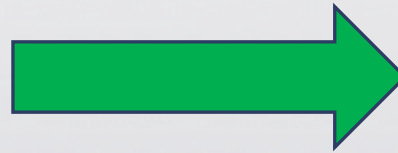
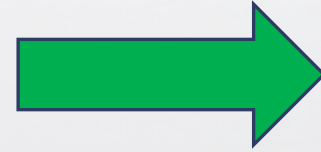
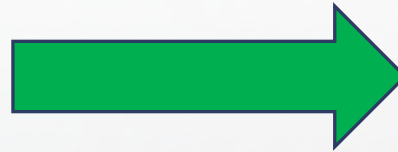
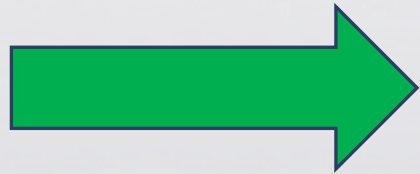
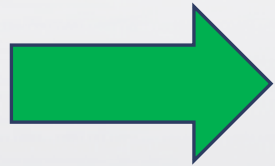
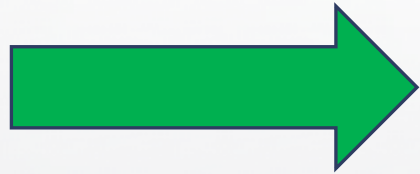
Factors that

EXPLAIN (effect)



IMPACTS on....

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P



S
E
E



Biophysical

Economic

Ecological

Social

Technological

Organisational

Political

Economic Activity

- Tourism
- Viticulture
- Mining
- Chocolate
- Coffee
- Dairy
- Wheat

Social

Environmental

Economic



The importance of understanding the basics

- Nature
- Spatial patterns
- Future directions (in relation to **nature** or **spatial patterns**)

The importance of understanding the basics



Biophysical

- Soil
- Temperature
- Rainfall
- Topography
- Natural resource availability (eg coal)



Ecological

- How does the environment constrain the activity?
- How does the activity impact the environment
- Ecological sustainability



Economic

- General level of economic activity
- Developed v developing countries
- Costs



Social

- Cultural history
- Cultural integration
- Consumer tastes
- Consumer awareness



Technological

- GIS
- Driverless tractors
- Drones
- Cloning
- Flight time



Organisational

- Institutions that support/restrict



Political

- Trade agreements
- Visa's
- Political tensions

Must be able to discuss these factors in relation to the nature, spatial patterns and future directions (future directions should be referenced in relation to how they will change the nature or spatial patterns)



Future directions

Future Direction	Cause (relate to a 'factor effecting)	Effect (relate to nature or spatial patterns)
Soil probes, GIS, Drones	Advances in technology (describe developments, relate to media sources - evidence)	This will change the NATURE of viticulture, improve consistency, reduce labour costs, yield quality
Enhanced Greenhouse Effect (global warming)	Biophysical – changes in temperature and rainfall will change the type of grape variety suitable for growing in specific regions (relate to media sources - evidence)	This will change the SPATIAL PATTERNS of viticulture in the future.



Creating a media file

- Outcome H9
- Students should find/be provided with 5 articles that 'explain' and 5 articles that demonstrate 'impacts' of different economic activities. Write a paragraph that relates the article to the syllabus dot points.
- Students then choose two sources within their articles eg a graph, picture, quotes etc and evaluate the source for **usefulness, reliability and validity**.

Usefulness, reliability and validity

2018 – Exam Tip

- **Usefulness** – A source is useful if it provides you information on the topic/question you are asking. Does it aid you in getting an answer? (this doesn't make it reliable or valid)
- **Reliability** – Is from a reliable source? Is the data accurate?
- **Validity** – Does it correlate with other information presented?

2006 HSC exam

Question 16 (continued)	MARKS
Refer to Sources G and H on page 3 of the Stimulus Booklet to answer part (b).	
(b) Evaluate the usefulness, validity and reliability of the Southern Oscillation Index as a tool for predicting drought in Australia.	6
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Students learn to

Investigate and communicate geographically by asking and addressing geographical questions such as

- where are certain crops grown throughout the world?
- how have market preferences changed the pattern of tourism in Australia?
- how do changes in global technology affect enterprises operating at the local level?



How can students be asked about an economic activity they haven't studied?

Question 21 (10 marks)

Refer to Source *E* on page 4 of the Stimulus Booklet to answer Question 21.

National Park rangers plan to conduct a fieldwork investigation to study the impact of tourism on Little Rotamah Island (AR 1227).

(a) What are the possible **impacts** of tourism on this environment?

2

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(b) What fieldwork activities could the rangers use to analyse the impact of tourism on this environment?

2

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Question 21 (continued)

(c) Outline how ONE primary and ONE secondary source could be used by the rangers to provide data and information for their investigation.

4

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2014 Exam

investigate and communicate geographically by

- asking and addressing geographical questions

identify geographical methods applicable to and useful in the workplace

- collecting and analysing field data about economic activity

Question 21 (7 marks)

Identify an economic activity from the sources on page 4 of the Stimulus Booklet.

.....

(a) Describe ONE factor related to the nature of this economic activity.

3

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(b) Describe TWO environmental impacts of this economic activity.

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(i)
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(ii)
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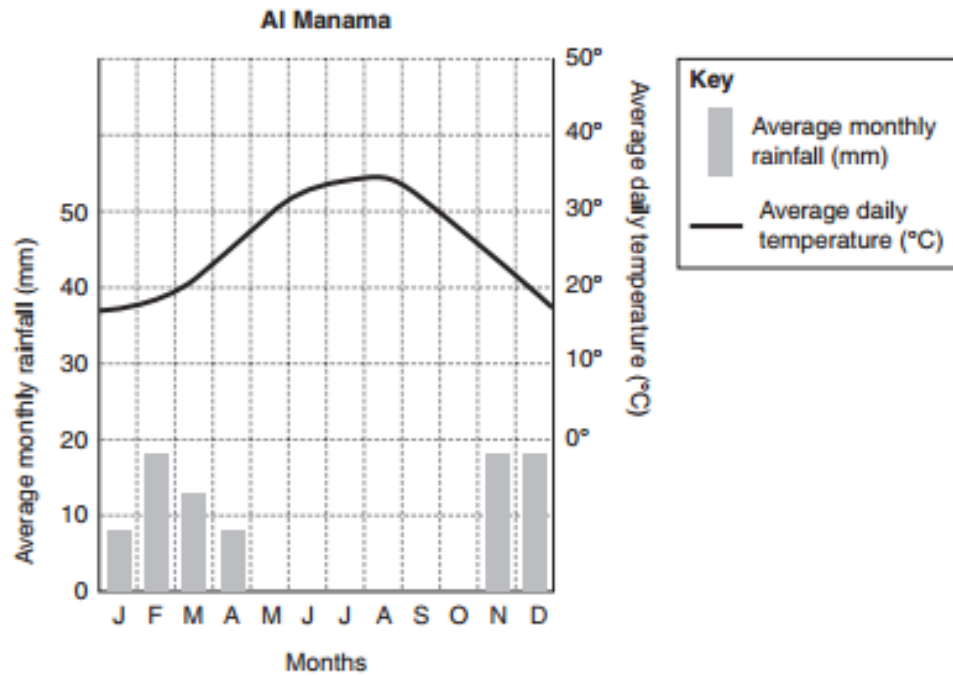
2

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Question 18 (3 marks)



Explain how the pattern of climate shown in the graph could affect outdoor tourist activities in the Al Manama region.

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3

2009 HSC

investigate and communicate geographically by

- asking and addressing geographical questions

Application of geographical tools and skills

The Stronger Smarter HSC



2015	2016	2017
7/40	13/40	15/40
17.5%	32.5%	37.5%

Will HSC examination questions change?

The final HSC examinations held every year will continue. They will also continue to form 50 per cent of a student's final HSC marks.

However, HSC examination questions will change to help reduce cheating and plagiarism.

Some HSC examination questions are very similar every year. Teaching and learning can become formulaic in reflecting this.

HSC examination questions will be less predictable so students must apply their knowledge and skills in their answers.

Students repeatedly practise their essay writing skills (particularly in English and History), resulting in pre prepared and memorised essays. Some schools set the previous HSC essay questions for homework tasks, or under examination conditions for the HSC trial examination.

Memorising key facts and skills, such as times tables and quotations, is important, however memorising entire essays to adapt and reproduce in an examination is a narrow demonstration of a student's application of knowledge and skills.

Introduction Activities

- Identify one economic activity
- Identify TWO factors that effect it's nature
- Describe how ONE factor determines the **spatial pattern** of the economic activity
- Outline how ONE factor will determine the **future directions** of the economic activity
- Discuss TWO **impacts** of this economic activity
- Evaluate the ecological sustainability of this economic activity (outcome H5)



Students learn about

Global economic activity

- a description of the nature, spatial patterns and future directions of ONE **economic activity** in a global context. The economic activity selected can be from a wide range of activities such as wheat farming, hydroponics, viticulture, textiles, tourism, advertising, retailing, wholesaling, information technologies, financial and business services industries
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- the environmental, social and economic **impacts of** the economic activity such as pollution, resource depletion, labour exploitation, cultural integration, provision of infrastructure, job creation, transfer pricing





Students learn to

Identify geographical methods applicable to and useful in the workplace

such as:

- analysing census data, statistical registers and digests, economic production data and reports
- analysing aerial photographs, electronic street directories, cadastral maps, tourist maps, atlases
- collecting and analysing field data about economic activity
- the relevance of a geographical understanding of people and economic activity to a particular vocation such as: advising public servants, consulting in market and commercial research, contributing to environmental impact statement



Geographic Vocations

- What is a vocation?
- Recognise vocations from a source.
- Why is geographical understanding important to a particular vocation?
(go back to the core geographical concepts: place, space, interconnections, environment, sustainability, scale, change)
- What fieldwork could be undertaken?

Introduction Activities

- 1) Name a vocation that requires a geographic understanding.
- 2) Why is a geographic understanding important to this vocation?



Place	Space	Change	Interconnection	Scale	Environment	sustainability

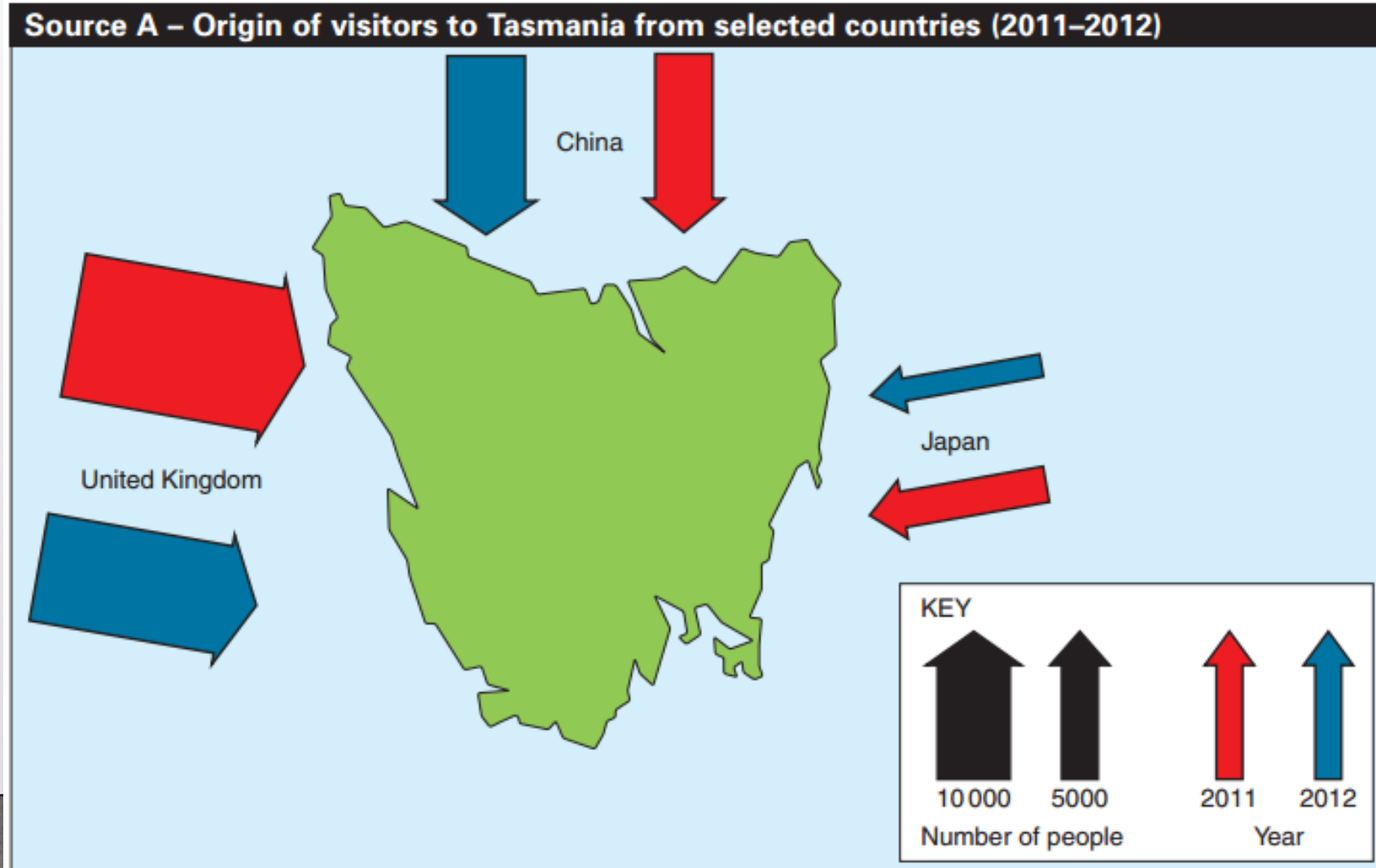
- 3) Describe TWO fieldwork activities they could undertake.

Students learn to

Use geographical skills and tools such as

- analysing spatial relationships using land use and topographic maps
- interpreting flow charts depicting trade data - **MC**
- identifying, collecting and recording geographical data from primary sources through fieldwork – **expected to see in essays or higher weighted SA**
- calculating the rate of increase or decrease between two points on a line graph showing employment change - **MC**
- interpreting a ternary graph depicting raw material inputs - **Very common in the SA**
- interpreting proportional circles containing pie graphs -**MC**
- calculating the area of a land use or vegetation type from aerial photographs, absolutely and relatively - **MC**
- identifying spatial associations, interactions and changes from aerial photographs.

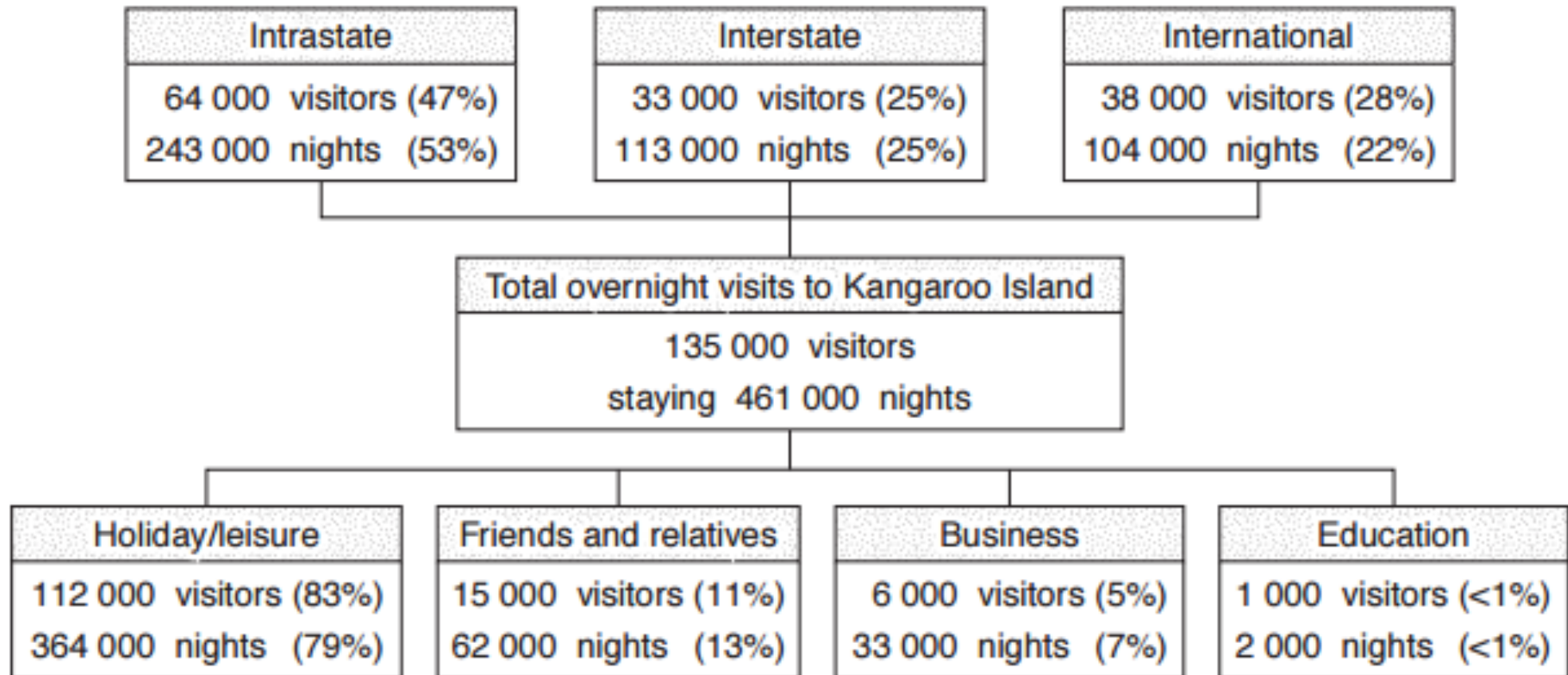
Flow charts



2013 HSC

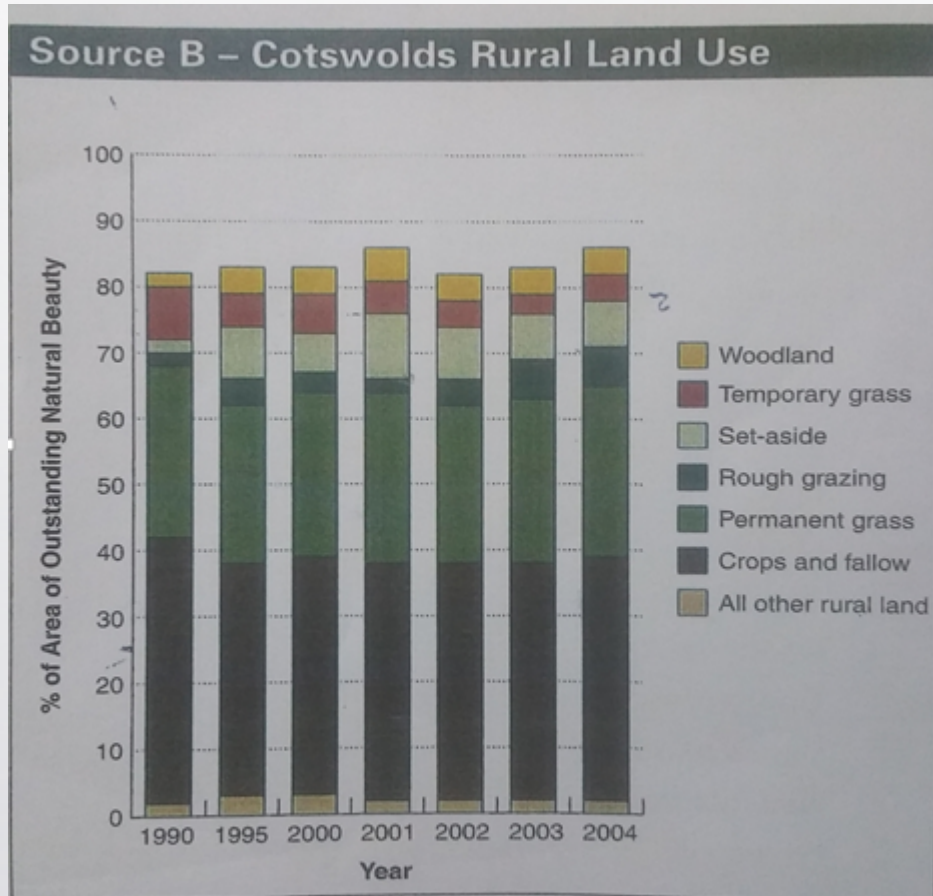
Refer to the stimulus below to answer Questions 7–9.

Kangaroo Island market summary 2008
 (figures approximate to the closest '000)



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Rate of increase and decrease using graphs

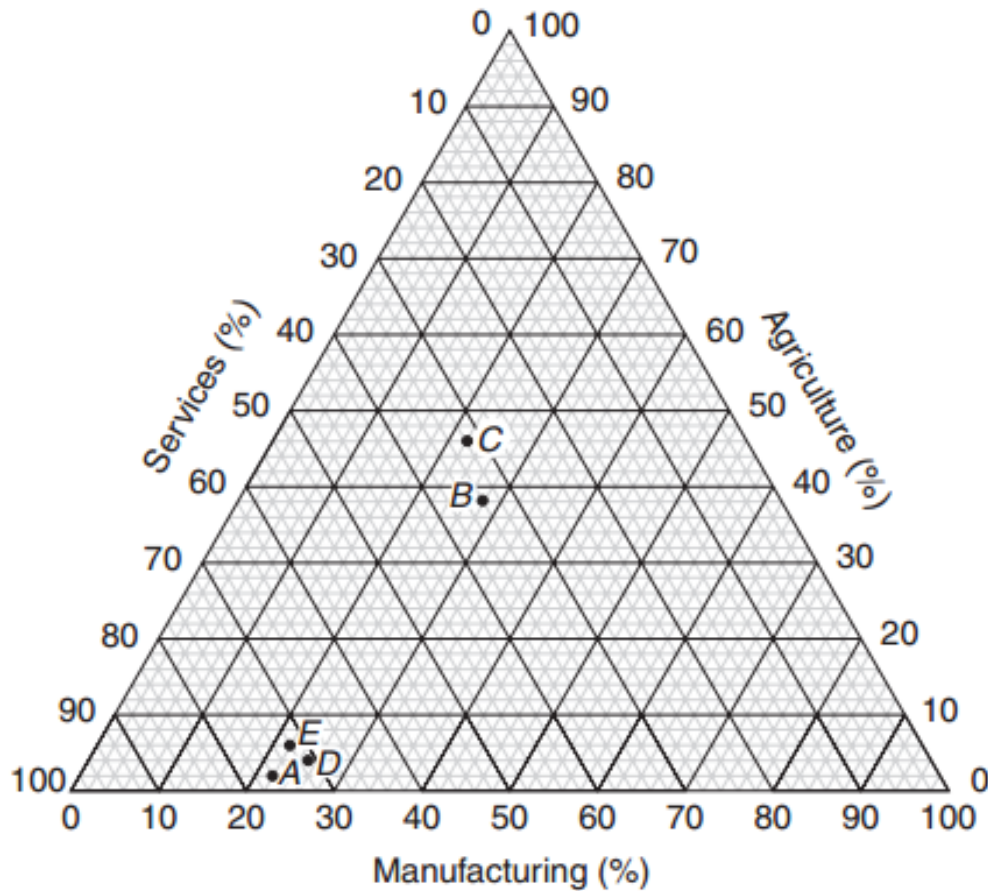


2008 HSC

Ternary graphs

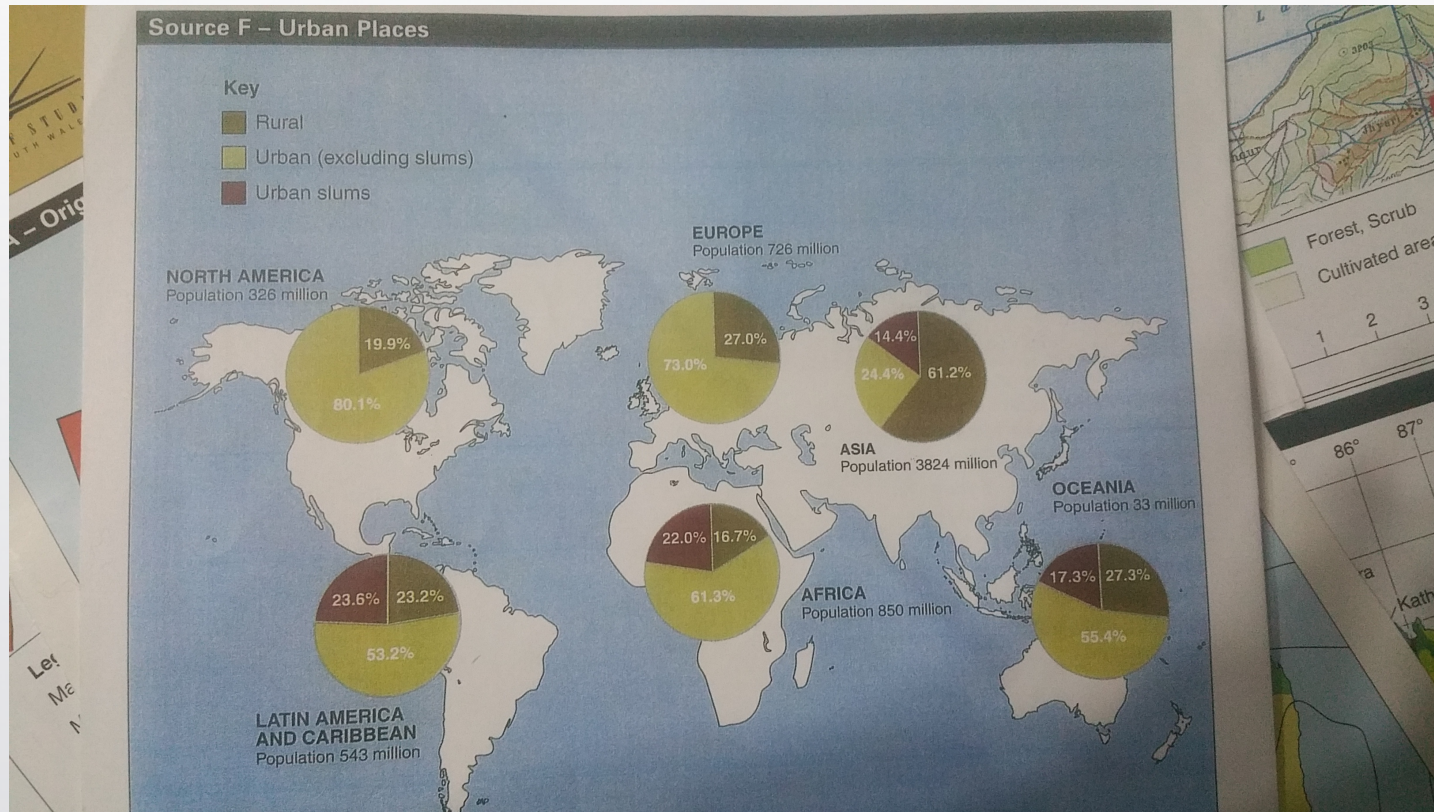
Refer to the ternary graph to answer Questions 18–19.

Employment by industry sector for selected countries, 2011



2013 HSC

Pie graphs



2008 HSC

Source G – Pearling in Japan



Source H – Mining in Papua New Guinea



Source I – Farming in Vietnam



Source J – Mechanised farming in Australia



Source K – Tourism in Italy



Source L – Manufacturing in the USA

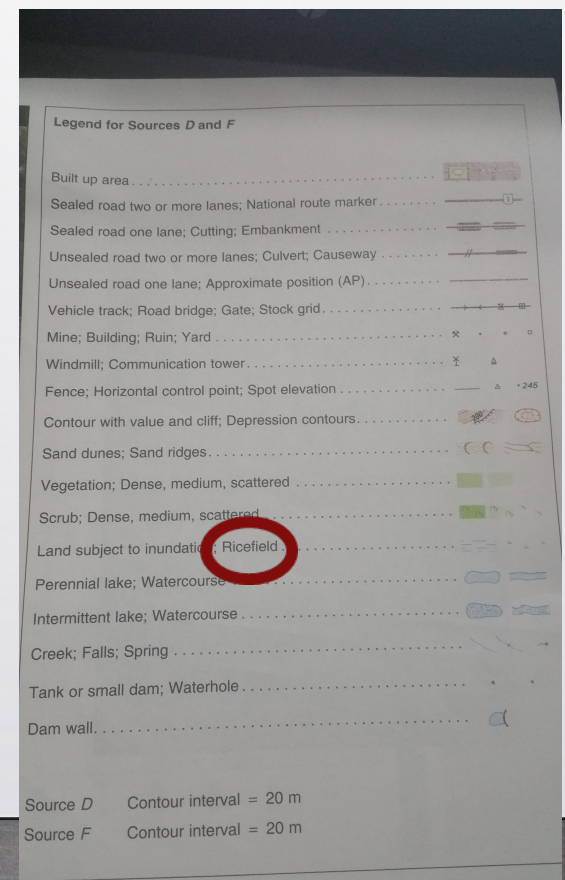
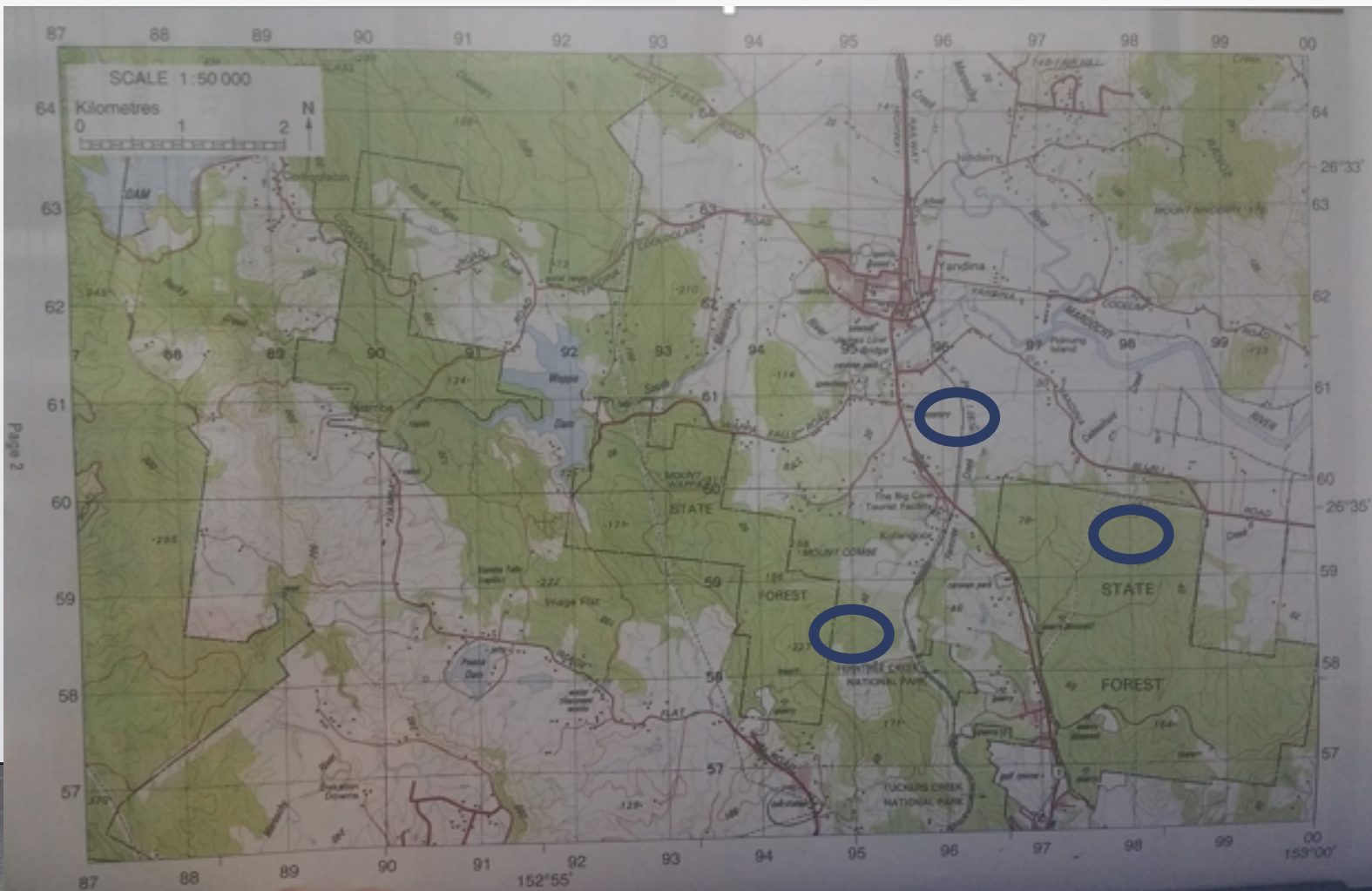


Photographs

2010 HSC

What are some economic activities we can expect to see in a broadsheet?

2015 HSC





Students learn about

A Local case study

- a geographical study of an **economic enterprise** operating at a local scale. The business could be an individual enterprise, firm or company such as a family farm, a mine or mining corporation, a hotel, chain of hotels, heritage or tourist site. The case study should explore
 - the nature of the economic enterprise
 - locational factors
 - ecological dimensions including environmental constraints, climate, and human impacts on the environment such as pollution and **ecological sustainability**
 - internal and external linkages and flows of people, goods, services and ideas
 - effects of global changes in the economic activity on the enterprise

Source E - Vancouver topographic map (1986)



Question 18 (8 marks)

Refer to Source E on page 3 of the Stimulus Booklet to answer parts (a)–(d).

(a) Identify an economic enterprise operating in Vancouver.

1

2007 HSC

- locational factors
- ecological dimensions including environmental constraints, climate, and human impacts on the environment such as pollution and ecological sustainability

(b) State the location of this economic enterprise.

1

(c) State TWO locational factors for this economic enterprise.

2

(d) Outline possible human impacts on the biophysical environment of the economic enterprise identified in part (a).

4



Students learn to

- use geographical skills and tools such as
- analysing spatial relationships using land use and topographic maps
- interpreting flow charts depicting trade data
- identifying, collecting and recording geographical data from primary sources through fieldwork
- calculating the rate of increase or decrease between two points on a line graph showing employment change
- interpreting a ternary graph depicting raw material inputs
- interpreting proportional circles containing pie graphs
- calculating the area of a land use or vegetation type from aerial photographs, absolutely and relatively
- identifying spatial associations, interactions and changes from aerial photographs



Precis Map

- A precis map is designed to summarise the features of an area shown in the map.
- It is usually a simple map showing one feature from a topographic map eg vegetation type, land use, land reclamation (2009 HSC)
- It could be used for people and economic activity as a skills construction (catholic paper)



So what general knowledge do students need to have?

- General level of global economic activity (GFC, interest rates, consumer confidence, exchange rates)
- Climate change
- Natural resources
- Biophysical interactions; lithosphere, hydrosphere, atmosphere, biosphere
- Fieldwork methods
- Sustainability
- General human impacts eg soil compaction, monocultures, CO2 emissions, fertilisers, water usage
- General knowledge of how we are affected by the environment eg heavy rainfall
- Tourism overview, nearly always applicable to any source
- Political policy

Stay current.....



In the news



Technological

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ABC Rural By Sarina Locke

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By Ali Khalil | AFP - Sun, Jun 5, 2016 3:24 AM AEST

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