GEOGRAPHY BULLETIN Edition 52, No 3, 2020

Created by L Chaffer for GTANSW & ACT Edition 52, No 3, 2020



People and economic activity

- Bulletin 'Economic Activity and COVID-19' Page 62 Supplement Pages 39-42
- Bulletin Stage 6 Skills Page 101 Supplement Page 43



SOURCE A ACTIVITY 1: IS YOUR ECONOMIC ACTIVITY A WINNER OR LOSER?



SOURCE B

ACTIVITY 2: HOW HAS COVID-19 IMPACTED ACTIVITIES GLOBALLY?

GLOBAL IMPACT OF THE PANDEMIC COVID-19



closing borders between countries



crowded ban



sporting events

collapse in oil prices



concert cancellation

collapse of

world markets

transferring employees to remote work

high inflation











increase in

unemployment

NEED JOB





decrease in business volumes



panic





shortage of essential goods





lung complications

environmental improvement

mass deaths



Source Shutterstock

transfer of students bankruptcy of to distance learning travel agencies











GPD reduction

economic crisis recession

the ruin of

restaurants and cafes



SOURCE C: Chains of reasoning

ACTIVITY 4: EXPLAIN OR PREDICT COVID - 19 IMPACTS









Slump in international tourism numbers

International tourist arrivals fell by 22 percent in the first quarter of 2020 due to the coronavirus, and the crisis could lead to a decline over the year of up to 78 percent, according to the World Tourism Organization



SOURCE A

i. Complete a PQE for the column graph on the infographic. (See next slide)

ii. Investigate tourist numbers for the following quarters in 2020 to identify ongoing trends.

iii. Explain the most positive projection illustrated on the line graph. What do the different projections of tourist arrivals mean for tourism as an export industry.



PQE Method

PQE is a tool used by geographers to describe the data and to look for patterns in this data.

P – Pattern

Give a general overview of any patterns you may identify. Look for things that stand out or form patterns. A pattern may be a group of similar features on a diagram, a concentration of a particular colour or feature on a map, or a particular shape that is created by data on a graph. For example, a feature is located in a particular area on a map or a general trend shown by a graph.

Q-Quantify

Add specific and accurate information to define and explain the patterns. Use statistics (quantities) such as amounts, sizes and locations to give specific details. For example, replace 'The forest is located in the centre of the country' with 'Approximately 10,000 hectares of forest extend across an area between 3 degrees South and 10 degrees south'. 'The graph shows an increase between 2010 and 2020 from 10,000 to 25,000 people'.

E – Exceptions

Identify everything that does not fit your patterns e.g. There are pockets of forest spread throughout the country' or '2020 was an unusual year that did not fit the general trend shown in the graph'.



Europe's worst cruise ship-polluted ports

Luxury cruise vessels docking in European ports produce two to five times more cancer-causing gases than entire passenger car fleets in those cities, according to a report



SOURCE B

i. Calculate total emissions from ships and cars in the following port cities

- Barcelona
- Copenhagen
- ii. Calculate the % of emissions that come from cruise ships in both cities

iii. Calculate the ports in Spain as a % of the 15 'most polluting ports'

iv. Locate these Spanish ports on a map (Google Earth or Atlas). Explain why cruises are a popular in this location.

v. Investigate efforts made to improve the sustainability of the cruise industry



Ecosystems at risk

- Bulletin 'Great Barrier Reef: resilience and change ' illustration Page 62
- Bulletin Stage 6 Skills Page 43 "Giant Pumice raft reaches Australia"





GREAT BARRIER REEF RESILIENCE and CHANGE

"As an ecosystem the GBR has been more resilient to past sea-level and temperature fluctuations than previously thought, but it has been highly sensitive to increased sediment input over centennial–millennial timescales."

Nature Geoscience 'Rise and fall of the Great Barrier Reef over 30,000 years'

Graphic by James Tuttle Keane and courtesy of Nature Geoscience





SOURCE C

i. Name components of the biophysical environment linked in this story.

- Create a flow chart to show a sequence of events

Identify the relevant Ecosystems at Risk syllabus
dot point

ii. Write a short statement that you could incorporate into an extended response question as an illustrative example for the Ecosystems at Risk dot point.

iii. Add a source to your illustrative example that would show an examiner that you are using contemporary sources that go beyond your textbook.iv. Create a chain of reasoning to explain one consequence of the volcanic event for aquatic ecosystems such as coral reefs



URBAN PLACES

- Bulletin 'Dharavi' Bulletin
- Stage 6 Skills' p102



Flying over Mumbai https://www.youtube.com/wat ch?v=uFEq-CB0Ev8





SOURCES D and E (See Bulletin Page 102)

i. Describe the location of the following places. Refer to distance, area, direction and proximity to

other places.

– Mumbai

– Dharavi within Mumbai.

- Hotspots within Dharavi

ii. Identify the map with the largest scale.

iii. Draw a large-scale sketch map and a small-scale sketch map that could be incorporated into an extended response. Add annotations to the large scale map relevant to the concept of 'challenges' facing mega cities.

iv. Identify features of Dharavi and challenges facing the megacity of Mumbai that impacted on the spread of the COVID-19 in the slum?

v. Why was contact tracing not a viable response to dealing with the virus outbreak?



SOURCES F and G

Read the tourist story (Bulletin page 103) and examine the images in the photo story.

Make brief notes under the following headings. Include information from sources D and E where relevant.

- The central location of Dharavi
- A working sum
- Contribution to Mumbai's economy and environment.
- Redevelopment plans
- Human wellbeing





SOURCE G: DHARAVI

















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