

GEOGRAPHY BULLETIN



The
Geography Teachers Association
of New South Wales Inc.

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The Geography Bulletin is a quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. 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 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' at the back of this issue.

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- Appendix 1: Case Study- Investigating Rainforests
- Appendix 2: Case Study- Investigating Rainforests (Answers)
- Appendix 3: Visual Verbs

Editorial

Welcome to Edition 3 of the *Geography Bulletin*. This edition has a focus on classroom resources and I thank the contributors for their generous contribution of articles, activities and resources.

I would like to congratulate Dr Susan Caldis and Lorraine Chaffer for being awarded the 2022 Macdonald Holmes Medal. Susan and Lorraine have made a sustained and distinguished contribution in geographical education in Australia.

One of the features on this edition is the 'Meet the Councillors' that are supporting you (pp 9–16). I hope you enjoy reading about the people that make the GTA NSW&ACT run efficiently. GTA councillors are volunteers that have come together due to their extreme dedication to the discipline of Geography. HSC exam support is still available. It is not too late to purchase your copy of the HSC exam support package for this year. The Open Learning courses are still proving to be popular, in this edition we are showcasing our new courses, *Unpacking the HSC Geography exam for teachers* and *Primary Geography in Australia, Directions and Discussions*. The Young Geographer Awards are running again this year, make sure you get your entries in soon, closing dates are 24th October for senior entries and 9th December for junior entries.

AGTA has recently launched the new careers website '[Go with Geo](#)', which provides valuable information on career pathways, resources, study and news. It is worthwhile to show your students the types of careers that they can embark upon once they have finished their study.

We have several interesting articles / resources in this edition:

- Connecting Geography education to national priorities: A national report which demands action about out-of-field teaching – Dr Susan Caldis
- Dumbed-down curriculum means primary students will learn less about the world and nothing about climate – Alaric Maude, Associate Professor of Geography, Flinders University
- Success in the SGP – James Harte
- Sustainable Biomes: Film Study – Zootopia and Case Study – Investigating Rainforests by Christina Kalinic
- Changing Places Assessment Task – Amy Freshwater
- Assessing Strategies Scaffold; Interconnections Fast Fashion; Cultural and Aesthetic Value of Landscapes – Nicholas De Bressac
- Deforestation and fast finishes activity – Rebecca Sutcliffe
- Book Reviews: *Prisoners of Geography* and *The Power of Geography* – Alex Pentz

Katerina Stojanovski
Editor



Katerina Stojanovski

PRESIDENT'S REPORT

Welcome to the Term 3 edition of the Geography Bulletin

Thank you to Vice President, Katerina Stojanovski for conceptualising the theme and taking on the guest editor role. A focus on developing pedagogical practice around outdoor geographies, such as through the Senior Geography Project, and sharing activities suitable for adaptation into a range of classrooms will provide inspiration for many across all career stages. There is also the bonus of getting to know a bit more about what makes us tick as a Council – we hope you enjoy reading the Councillor biographies!

This will be my last report for the Bulletin as President. The Annual General Meeting will be held on 31 October via zoom at 5.30pm (information to be distributed to members shortly) and this will conclude my three-year term. Obviously, I will remain involved in the work of Council, and I look forward to supporting the vision and strategy of the incoming President and Executive team for 2023 and beyond.

In the last week of September, the Australian Geography Teachers Association Conference will be held in Hobart. There are several from GTANSW&ACT Council and many from our membership who are participating in the conference which is terrific for collegiality and strengthening relationships across NSW schools and across states and territories. We look forward to hearing about the experience from our conference scholarship awardees, and we are excited to see NSW & ACT representatives feature in the conference program. This year, GTANSW&ACT had responsibility for managing the AGTA Awards process and I would like to thank Vice Presidents Alexandria Warnock and Lorraine Chaffer for co-ordinating and leading a small team through the judging process to determine quality learning and teaching resources for geography produced across Australia.

I speak often with Council about the importance of explicitly grounding our planning and activity around an evidence base. We need clear reasoning and evidence to empower us and to be embedded in our thinking, planning and practice. I hold up high the GEOGStandards for personal reflective practice and as a tool for developing shared understanding amongst colleagues about effective, impactful geography teaching. I also hold up high *Geography: Shaping Australia's Future* to help develop our practice, prompt thinking, and encourage action. As a Council, we have made good progress this year in advancing dialogue around geography as a STEM subject through the symposium and associated e-learning portal; promoting awareness about, responses to, and implications of out-of-field teaching in geography through the provision of scholarly readings, careful responses on social media platforms and offering conference scholarships targeted at out-of-field teachers; strengthening collaboration with academic geographers and the Geographical Society of NSW through the co-badged webinars and in-person social networking events; developing clarity around connections with geography-centric careers through the careers posters initiative, and having input into the GoWithGeo <https://www.gowithgeo.com.au/> careers website; and advocating overall for quality geography education in school settings through writing submissions to NESA, having a range of representative roles on various stakeholder committees, gaining NESA accreditation for e-learning, and being willing to share practice in the Geography Bulletin.

The theme and contents of this edition of the Geography Bulletin clearly connect into Understanding Geography and the curriculum (GeogStandard 1) and Developing geographical thinking and communication (GeogStandard 3). The nature and purpose of the Geography Bulletin provides an opportunity to also connect into Progressing professional growth and development (GeogStandard 8) and Learning and working collegially (GeogStandard 9). I hope you enjoy reading through and reflecting on this edition of the journal. GTANSW&ACT Council do important work in connecting theory to practice, sharing ideas from their lived experience, and extending their sphere of influence from their own classroom up to the state and also national scale. I would like to extend my appreciation to each member of Council for the role they play in shaping the future of geography education in Australia.

Macdonald Holmes Medal

The 2022 Macdonald Holmes Medal recipients are Dr Susan Caldis and Mrs Lorraine Chaffer

Congratulations Dr Susan Caldis and Lorraine Chaffer on being awarded the 2022 Macdonald Holmes Medal. Susan and Lorraine have made an outstanding contribution to Geographic Education and are so deserving of this prestigious Medal.

About the Macdonald Holmes Medal

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 awards, biennially, a medal bearing his portrait and name, to a person deemed to have made a distinguished contribution in the field of geographical education in Australia.

The announcement is listed on the website of The Geographical Society of NSW.

<https://www.geogsoc.org.au/site/index.cfm?display=288314>

We are excited to announce that the 2022 Macdonald Holmes Medal recipients are Susan Caldis and Lorraine Chaffer. Dr Susan Caldis and Mrs Lorraine Chaffer have made outstanding contributions to geographical research and education in Australia and internationally. The below was written by the 2022 Macdonald Holmes Committee and details their outstanding contribution:

Both Mrs Chaffer and Dr Caldis have made outstanding contributions of deep and lasting significance to geographical education in NSW over these difficult years. These contributions are built on their valuable contributions over much longer periods.



Mrs Chaffer's work in ensuring accessible resources, ongoing conference and workshop opportunities and continuity of networking support for teachers and their students during the pandemic was seen as exceptional by the Committee. The importance of her contribution spoke strongly to the shared values and goals of the GTA and the NSW Geographical Society.



Dr Caldis is at an important pivot point of her career in moving from classroom-focused practice to the academic arena, where her impact is already impressive and important in shaping a pedagogically sophisticated practice that bridges the remit of the two societies. In her impressive leadership on issues of climate, justice, and learning, and as STEM ambassador for Geography, Dr Caldis exemplifies the ongoing importance of geographical education to students at all levels and to the next generation of Geography teachers.

Australian 2021 National Summit on Teaching Out-of-field, Online



Connecting geography education to national priorities: A national report which demands action about out-of-field teaching

Dr Susan Caldis, President GTA NSW & ACT; Lecturer, Macquarie School of Education, Macquarie University

<https://oofas-collective.squarespace.com/s/TOOF-National-Summit-Report.doc>

Teaching beyond subject-specialisation is prevalent across subjects and schools in Australia and has implications for teacher well-being and student learning outcomes. A recently released national report reveals the urgent need for a response to out-of-field teaching and calls for a cultural shift in the way this concerning and ever-present phenomenon is acknowledged and responded to.

A definition for out-of-field teaching is not clear-cut. However, it is acknowledged through the eminent scholarship of Hobbs (2013) and Du Plessis (2015) to be understood as (i) teaching beyond subject specialisation, and/or (ii) teaching beyond stage of schooling specialisation, and/or (iii) through self-identification, and/or (iv) also at scale where teachers recruited into Key Learning Areas such as HSIE will be specialised in two subjects, such as History and Society and Culture but will often be required to teach across the suite of HSIE subjects in a Stage 4 or 5 setting, of which geography is included.

To connect out-of-field teaching as a national priority and concern in education overall with geography education, we can look to policy and research to understand why this phenomenon occurs and what future actions are possible as a response.

Geography: Shaping Australia's Future (National Committee for Geographical Sciences, 2018), identifies several concerns facing the future of geography

education in Australian schools. One of these concerns relate to the incidence of out-of-field teaching in geography. It is proposed that the extensive nature of out-of-field teaching across the secondary education sector in part spirals from a lack of provision within initial teacher education.

That there is insufficient preparation for effective geography teaching in initial teacher education programs, for example only nine out of 37 universities across Australia have a full-time specialist geography educator, and many of the geography or humanities courses are taught by sessional staff and/or coordinated by non-geographers (NCGS, p. 85)

A possible action is for data and information to be gathered which can be used as a foundation for geography education stakeholders such as the National Committee for Geographical Sciences, the Australian Geography Teachers Association and its affiliates to lobby Ministers of Education at a local, state and federal level. Such lobbying could include writing to Ministers about the extent of out-of-field teaching occurring in geography, the urgent implications for teacher confidence and student learning outcomes, and request this circumstance be addressed (NCGS, p. 86)

An Australian Council of Educational Research *Policy Insights* report (Weldon, 2016) proposes, and recent research conducted by Caldis (2022a; 2022b) confirms, that whilst geography teachers are recruited for their

OUT OF FIELD TEACHING

specialisation in geography, they are also timetabled to teach out-of-field within a Humanities and Social Sciences setting. Problematically, geography teachers are not offered a full teaching load in geography even when available and often these geography teachers are put in a position where they are responsible for mentoring colleagues who are teaching geography out-of-field. Also of concern is the 'Teaching In-Field' section of the *Australian Teacher Workforce Data Report* (AITSL, 2021, pp. 88 - 89) where data shows that 22% of teachers who are timetabled to teach within the Humanities and Social Sciences (of which geography is part), have no training in the area.

The incidence of teachers being asked to regularly teach subjects they are not qualified to teach as part of their timetabled teaching load remains an increasingly critical issue in Australian schools. It is likened to a plague. Often, teaching out-of-field can become an administrative solution to teacher shortages, however, this is not an appropriate strategy due to the spiralling implications for student learning outcomes, teacher confidence and wellbeing, and the integrity and rigour of a subject.

A national summit was held in October 2021 to discuss the complexities of out-of-field teaching in Australian schools. The Out Of Field – Teaching Across Subjects (OOFAS) Collective were responsible for devising the summit as a prototype for bringing multiple experiences and perspectives together to affirm the need for change and discuss possible solutions. The summit was attended by academics, school leaders, classroom teachers across various career stages, representatives from curriculum authorities, and representatives from professional associations. The Australian Geography Teachers Association (AGTA) was represented by Trish Douglas (Immediate Past Chair) and Dr Susan Caldis, (Chair, also President GTA NSW & ACT).

Five Summit Themes



Source: Australian National Summit on Teaching Out-of-Field, Synthesis and Recommendations for Policy, Practice and Research (Hobbs et al., 2022)

The *Australian National Summit on Teaching Out-of-Field: Synthesis and Recommendations for Policy, Practice and Research* is an outcome of the national Summit and comprises two parts. Part A synthesises contributions to the Summit into key messages, actions and recommendations across five themes. Part B provides summaries of the presentations.

In response to contributions from Trish Douglas and Dr Susan Caldis, the complexities associated with out-of-field teaching in Geography are specifically explored and addressed within Theme 2 School Management and Leadership, Theme 3 Initial Teacher Education, and Theme 5, Teacher Professional Learning.

A total of 22 Actions and 46 Recommendations to inform policy, practice and research have been further distilled to 5 cross-cutting Key Messages



Source: Australian National Summit on Teaching Out-of-Field, Synthesis and Recommendations for Policy, Practice and Research (Hobbs et al., 2022)

It is our responsibility as geography educators to call out to school leadership about the concerns, extent, and implications of out-of-field teaching in geography. Please be assured that GTA NSW & ACT works closely with AGTA and researchers at a state and national scale to build and share a picture about out-of-field teaching in geography. Once enough data is gathered, a focus on lobbying Ministers of Education can occur. However, this slow, long-haul work, and we all have a part to play in promoting awareness and noting situations evident in our local context and sphere of influence.

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GEOGRAPHY AND CAREERS: Making the links

Lorraine Chaffer, Vice President GTA NSW & ACT



Raising awareness every day

As Geography teachers we have an important role to play in showcasing where Geography fits into different careers as well as highlighting the **workplace skills and capabilities** developed through geographical studies and inquiries.

GTA have developed a series of small A3 sized posters showcasing different careers with a link to Geography and are currently developing a **NEW SERIES** of three larger posters.

The first of these is *Where will Geography take you?*
Now available for sale.

The other two posters in the series will include:

- a redesign of the Pathways with Geography (course offerings in tertiary institutions).
- a mind map design showcasing workplace skills developed through a study of Geography.

Meet the Councillors of the Geography Teachers Association of NSW & ACT

Dr Paul Batten

This is my second year as VP of the association. I really enjoy being amongst passionate Geographers who think, talk and act on that passion to help shape the future of Geography in NSW. Some of the challenges and opportunities for our association are directional – what we want to do and how we can accomplish those things. I enjoy thinking about this stuff. My PhD – done many years ago, was on understanding the philosophies, perspectives and information frameworks in the subject, across physical and human Geography.

I also enjoy acting as an online learning coordinator for the association, managing NESA-accredited courses with Katerina Stojanovski. We have ten courses now, and I think we can be proud of what we've achieved there. We continue to think about how we can further these efforts in sustainable ways.

One of the most important things I try and encourage in my students in the classroom is their capacity to discuss issues in the world. I strongly believe that not only is everything Geography, but also that learning Geography enables students to become better people – more informed, more capable of thinking about issues, and more open to hearing different perspectives. On that “everything is Geography” line – I do think Geography is a superb subject because it combines literacy and numeracy, science, culture and language, politics, economics, etc., etc., etc. Geography is a strong choice for senior years including because all other subjects



complement it, and because it complements all other subjects by providing context and perspective to those subjects. Ditto with the associations big push for our subject to be thought of with STEM. STEM without geo can be directionless. STEM with geo is applied and strategic.

I have some extra-curricular interests that are directly related to Geography. Life is a bit busy living in the Illawarra and working in Sydney, and having four children of my own, but when we get a chance my wife and I love to go orienteering or rogaining. Rogaining is like orienteering but over a longer timeframe, a larger mapped area, and rather than an A to B to C event it's a choose your own path event (you may go B to A and leave C). I also enjoy owning an electric car, not only because of the sustainability of the thing, but also because it is a pretty sweet ride. Finally, I enjoy following politics. Not as a member of any party, just as a person who cares about our futures, a.k.a. I'm a Geographer ;-)

Kieran Bonin

I decided to become a GTA councillor this year to give back to the Geography community. The GTA helped me out when I started teaching through their Facebook pages, Bulletins and various workshops they run. Being in a school that had not run a Senior Geography class in quite a while, the GTA gave me confidence in delivering content and case studies that were engaging to students. This year I have contributed to the Bulletin and am helping out with the Young Geographers Awards.

I like to develop hands-on lessons for my students. I have made my own surveying poles and infiltrometers to be used out in the field and the use of other kinesthetic tools like play-dough and lego in the

classroom. I find students remember the concepts from these hands-on lessons rather better than if I were to use a worksheet or textbook. With all the covid restrictions slowly easing I have finally gotten a field work week up to Cairns running for my year 12 class. Through these techniques we have now got two preliminary Geography classes in 2022 and the more Geography students the better the world will be!



Dr Susan Caldis, President GTA NSW & ACT



I've been a member of GTA NSW & ACT since 2005 and joined Council in 2011. GTA NSW & ACT has been a big part of my journey in geography education as a Head Teacher, Curriculum Development Officer, PhD researcher and now as a Lecturer in geography education working with pre-service teachers, education academics and

geography academics. Being part of Council has been a constant source of inspiration where we are not afraid to explore opportunities for enriching and extending understanding about geography and how to teach it. Since 2011 I've held the roles of Councillor (2011, 2012), Honorary Secretary (Oct 2016 – 2019) and been President twice (Oct 2013 – Oct 2016 and Oct 2019 – present), which also means I've been an Immediate Past President (Oct 2016 – Oct 2019).

My contributions are focused on advocacy for geography. As geography educators we are all

compelled to be ambassadors for our subject – we are a small pool! If we don't stand up for our subject who will? I see my role on Council as being one who is fearless in leading and demonstrating the possibilities for geography education in connection with an evidence base – so we are grounded and empowered by clear reasoning.

Key areas of my leadership in the Association focus on developing the practitioner and developing the subject. To develop the practitioner, I actively promote the GEOG Standards as a pedagogical and reflective tool to enhance individual professional practice as geography educators. To develop our subject, I am leading the Association in actioning recommendations of the strategic plan for Geography which include raising the profile of our subject through a Geography and STEM agenda, raising awareness about the extent and implications out-of-field teaching in geography, deepening connections with academic geographers, and connecting the work of GTA NSW & ACT to a national scale.

Lorraine Chaffer

GTA NSW has been a part of my teaching life since day 1. I would eagerly await the arrival of the Geography Bulletin to the faculty (hard copy only), eventually becoming a personal member because I wanted my own copies of the Geography Bulletin (the staff copy was always 'lost' on someone's desk). For every GTA conference, I would be the first at my school volunteering to attend and hoping no one else would want to go. I loved the exposure to new resources and mixing with like-minded professionals who loved their geography as much as I did - sharing teaching ideas and resources. Creating new resources has been a passion of my teaching career and the opportunity to join GTA Council provided the opportunity to share my ideas and resources wider than my local community.

After many years and whilst presenting at one particular HSC Exam Review Day I was approached by Susan Bliss and encouraged by a colleague, to join the GTA Council. I had always thought that living out of Sydney would preclude me this role, so I joined as a co-opted member to see if I could make it work, and eventually sought election at the AGM. It was only at that time that I realised the council was principally run by practicing or retired classroom or university geography teachers from a mix of public and private schools. Despite the long



Exploring the world. North Cape – as far north as I could go in Norway

trip to Sydney for council meetings (Zoom or Teams did not exist) several times a year I loved being able to contribute to the support the association provided to teachers through the provision of resources and professional learning opportunities. It was exciting as a 'young' teacher to be working alongside geographers that I admired and respected such as Susan Bliss, Nick Hutchinson, and Grant Kleeman. Before long I had contributed my first bulletin article and was touring NSW to provide professional learning in regional towns. I was fortunate that my school principals all supported me and saw the benefit for myself and the school of my involvement in a professional association.

Throughout my time at GTA I have taken on many roles including councillor, Vice President and President, conference organiser, HSC Exam Preparation lecture coordinator and editor. Through these roles my belief has always been that GTA is there to enrich the teaching lives of NSW geography teachers while at the same time advocating for geography when situations arose that needed a response on behalf of teachers and to promote the subject. I took these roles very seriously and still do.

Over recent years I have been proud to have played a role in a team that has transitioned GTA to a digital world and provided support for teachers in a time that has seen a rapid growth in technology, new pedagogical demands and practices, the advent of STEM, increased accountability, and an increasing number of 'out of field' teachers. It has been challenging to keep support relevant with the added complexity created by the COVID-19 Pandemic. During this time GTA has modernised their website; provided conference events offering teachers choice to match their needs; introduced a webinar program under the leadership of Sharon McLean; developed anytime E learning courses under the leadership of Paul Batten and Katerina Stojanovski; transitioned to online council meetings; delivered digital conferences and symposiums and HSC support packages during Covid, and produced Geography Bulletins that are resource rich – with a balance of teaching resources, advocacy, and professional reading.

Today, I still have as much passion for supporting classroom teachers as when I began as a GTA councillor. While stepping down from many council responsibilities, I see myself increasingly as a mentor to councillors who will take on leadership roles in the future, providing historical knowledge and practice and my ideas and visions for the future of geography. Succession planning has always been a part of my mindset and under the leadership of Susan Caldis and future leaders I look forward to seeing GTA NSW & ACT continue to transition and adapt to meet the needs of geography teachers in NSW and ACT.



Exploring the world. Adding a stone to a travellers cairn in Morocco.

Amy Freshwater

This is my first year as a GTA councillor and I hope to contribute to the work that the GTA does by helping to provide teaching resources and professional development to those teaching geography in schools. I have seven years experience teaching both junior and senior geography so I fit somewhere in the middle of the really experienced teachers and the beginning teachers. As a beginning teacher I relied upon the experience of others and my fellow teachers' resources, so I hope I can help the new beginning teachers when it comes to this. I am also still learning myself and often look to the GTA for resources or advice when coming up with new teaching resources or lessons. I have a strong interest in sustainability and believe the strong links we make to sustainability in geography make it a pivotal subject for our students' future.

A practical strategy I use in my geography classroom is getting students to debate a controversial topic. This engages students with the topic in a different way, and challenges them to think critically and construct evidence-based arguments for one side of the argument. I run the debate quite informally and find that the students find this activity fun, they learn about both sides of the argument and therefore it gives them multiple perspectives, which we know are so important in geography.



James Harte



I am an early career teacher at Roseville College on Sydney's North Shore. This is my first year on the Council for the GTA NSW & ACT and my primary role so far has been supporting the implementation of online learning modules for Stage 4, and Stage 6 professional learning. This

offering of the GTA provides step-by-step guidance on concepts and content of the NSW Geography syllabus, whilst also offering relevant and practical teaching strategies, in addition to programming guidance. The aim is to upskill experienced teachers, whilst also supporting out-of-field Geography teachers.

In furthering the efforts of the GTA NSW & ACT in

supporting its members, I would like to offer a practical teaching strategy to the readers that they can access at any time.

One thing I have benefitted from my own attendance at the GTA NSW & ACT Annual Conferences is the provision of new, innovative, and effective teaching strategies. One I would like to share is the use of 'visual verbs', which Khya Brooks, Chantelle Hicklin, and Jade Cunningham presented at the 2021 Annual Conference. One of many innovative and effective teaching strategies presented on the day, 'visual verbs' provides visual components to directive terms, to better enable students to understand the requirements of directive terms when answering questions. These cater to diverse learning needs in the classroom and enable Stage 4 and Stage 5 students grapple with the sometimes complex requirements of the directive terms.

Note: The visual verbs document has been added as an appendix to supplement this edition of the Bulletin.

Christopher Jenkins

This is my first year as a counsellor on the GTA NSW & ACT. So far, I have contributed to the HSC Examination Analysis and am looking to increase my involvement in small group professional development across the Junior and Senior Courses. I decided to join as I've received strong and consistent support from the association over the last ten years, particularly through professional learning, conferences and developing strong professional networks, and wanted to formally provide that support for others to support the growth of geographical education in NSW.

As a Geography Educator, I privilege geographical thinking in the classroom to support students to develop a deep understanding of geographical processes and content to create transferable knowledge which can be applied in a variety of situations and contexts. This is aligned to the AGTA *GEOGstandard 3*. I want young geographers to be presented with current geographical issues, be able to identify why they are occurring (linked to concepts) and be able to confidently and capably apply an informed opinion to determine what action is appropriate. My Geography is promoting a functional understanding to make clear connections between geographic thinking, concepts and its application in the real world.

Practical strategies I use in the classroom to achieve this



are Harvard Project Zero *Visible Thinking* routines. I prioritise *what makes you say that?* and *the explanation game* to promote process and critical thinking when exploring geographic content and concepts.

John Lewis



In my 38 years of teaching HSIE (the last 18 as Head Teacher), I have had the experience and privilege of working with many talented and passionate Geography teachers. In that time, I have been fortunate to work on three significant professional associations: the North-West Secondary Social Science Curriculum

Committee, Central Coast Social Science Teachers Association, and I have been a Councillor with the GTA NSW & ACT for the past 20 years.

As a Councillor on GTA NSW & ACT, I have supported all of their major events and programs including the Annual Conferences, Regional Conferences, HSC Student Days, Arthur Phillip (now Young Geographer) Awards, and HSC Marking and Skills Workshop initiatives. I have also assisted in Constitutional amendments, GTA NSW & ACT resource storage, and administration matters. New challenges for me have included webinars, online learning, and of course Zoom meetings!

My practical advice to all (experienced and new) Geography teachers is to have a checklist of important requirements and constantly refer to it. It would include the following as a start:

- Know your current syllabus (is it readily accessible?)
- Programs (school model, samples from GTA NSW & ACT)
- Content
- Classroom/Online Activities
- Assessments
- Fieldwork (Field Study Centres – Local, State, National)
- Skills
- Resources (texts, online, neighbouring schools, colleagues, GTA bulletin, Professional Associations)
- HSC Requirements (possibly HSC Marking Experience)
- Professional Development (requirements, avenues, Facebook groups)

I look forward to continuing my support of the GTA NSW & ACT program and to meeting many more of you passionate and inspirational teachers.

Sharon McLean

As a member of the Geography Teachers Association NSW and ACT Council for twenty years I have been committed to supporting teachers through a variety of forums. Geography has a key role in educating our students about environmental sustainability and assisting teachers to navigate the changing world views in this area. GTA provides teachers with strategies and opportunities to assist students in their learning so that they are empowered to act to build a hope filled environmental future.



Alex Pentz

I have been on Council for three years and have loved having the opportunity to help provide Geography teachers with professional learning and resources. This year I have been working on completing some book reviews of resources that can help us as professionals expand our knowledge of geographical issues. I am also currently completing a PhD part-time researching how students are being prepared as global citizens through social science curricula in secondary schools. My research intersects with my passion for Geography and has so far revealed the key place Geography has in effectively preparing students for the global challenges they are going to be solving.

A strategy that I enjoy using in my Geography classroom is the 'Zoom In' visible thinking routine. In this routine you find an interesting image and then crop the image to only show a very small section of it. Students have to guess what the image is of as you slowly reveal more and more of the entire picture. It is a great lesson hook, and gets students interested in the topic you are looking at. It also helps students to practice noticing details and to think geographically.



Martin Pluss



What do you see as your role as a Geography teacher?

My role is to enable Geography students to become geographers.

What is your teaching background (experience/education)?

Since 1984 I have taught in four independent schools including including my current school Northholm Grammar. I have professionally grown by serving on committees of the Geography Teachers Association, Geographical Society of NSW, Australian College of Educators, NSW AIS and NESA.

How did you get interested in your subject area?

I think I have always been a geographer with a reasonable spatial awareness of the human and natural environment. My Honours Thesis was on the Historical Geography of Strathfield and my Masters in Education had a geographical angle, focusing on Asia and the Pacific.

How would you describe your educational/teaching philosophy and how it influences how you teach?

I believe in depth before breadth in teaching to enhance learning. This is facilitated by academic intentionality, encouraging students to use deeper knowledge as evidence to analyse broader geographical issues. The key

influence on my teaching is that I encourage students to engage in the natural and human environment of their local area.

What do you enjoy most/what excites you most about your subject area?

Observing the lightbulb moment when a student sees the relevance of geography. Geography becomes real beyond the classroom and students learn how to make a difference in the world.

What would you like to see in the future?

A world where more Geography students become geographers, implementing their geographical knowledge in their personal, family and professional lives.

What is one thing most people don't know about geography?

There are many employment opportunities for students by 'being geographers'. Geographers know how to balance perspectives and work sustainably within the natural and human environment.

What is an interesting thing about you personally?

I am an ultrarunner with a goal to run around Sydney. To date I have run Gosford to the Opera House, Pennant Hills to Penrith, Pennant Hills to Richmond, Pennant Hills to Manly, Manly to Watsons Bay and Liverpool to Pennant Hills via Strathfield and Chatswood. Anyone like to join me?

Katerina Stojanovski

I joined GTA council in November 2019 to support and contribute to the Geography community. My motto is 'make every lesson count' and learning should be fun and rewarding. It is important to me that all the students that I teach are engaged authentically during class time. An example lesson to teach complex ideas is "The carbon cycle game" where students take on the role of a carbon atom as it cycles through each of the spheres to help them understand the short term and long-term carbon cycle. This type of experiential learning 'learning by doing' assists students in retaining information and facts as they remember the experience which is a key component of the learning process. During my time on council this year, I have been involved in projects including writing, administering and marketing the NESA accredited Open Learning Courses with Dr Paul Batten, writing articles for the *Geography Bulletin*, Bulletin Guest Editor and supporting the organisation of the STEM symposium.



I am fortunate to be in the company of like-minded people (fellow GTA councillors and work colleagues) – all dedicated Geographers wanting to support and inspire their fellow colleagues, students and the wider geography community on best practice geography education.

Rebecca Sutcliffe

This is my second year as a GTA councillor but my fourth year as a member of the GTA. I discovered the GTA when I was at Macquarie University studying a Bachelor of Arts with Human Geography as my Major and a Bachelor of Education Secondary degree with Geography Teaching Methodology units. As a second career teacher, having worked in the Finance industry in England and Australia for over 20 years, I found myself surrounded by school leavers and others who had first hand experience of the Australian and NSW Geography Curriculum and education system. Having completed my Geography GCSE and 'A' Level in England in the early 90s I was very unfamiliar with the whole NSW educational process. In my corporate career I understood the importance of networking and how valuable having a strong network of professionals around you was. So, becoming a member of the GTA was, for me, an easy decision. As a member I took advantage of the workshops, presentations, online resources as well as attending the annual conference which developed my relationships with other experienced geography professionals. I attended the AGTA conference on the Gold Coast in 2019 and saw how the State GTAs came together under one roof to provide a richness of geographical knowledge and experience. As an early career teacher, I found being a member of the GTA provided me with a place to refer to for resources, opinions and knowledge. In late 2020 I reached out to the Council and expressed my interest in becoming a councillor. I attend meetings regularly to



observe what was being discussed and planned, and I really enjoyed what I heard. In my corporate career, as the Executive Assistant to the Head of Equities at a large corporate Investment Bank, I was highly organised in administration and regularly involved in planning and running large scale events. Traits I knew would be beneficial to the GTA.

How have I contributed to the success of the GTA so far?

In 2021/22 I hosted several webinar events under the 'From the Classroom' specifically:

I connected, via my network, with UK Geography teacher Laura Pelligrini, also known by her Twitter

handle as [@missgeog92](#). Laura spoke about the positive impact of Geography classroom displays and how she adapts these year upon year. Laura ran through a number of Geography related resource ideas and made a few suggestions on how to survive online teaching as well as the return to face to face teaching.

Co-hosted a Geography Extracurricular Activities Webinar which focused on explaining the logistics and road map to creating the Students of the World lunchtime initiative mentioned earlier. As well as providing teachers with extension ideas to help keep their students globally connected.

I hosted the 'Unpacking the HSC Geo Exam' seminar. This professional learning was aimed at making teachers more adept at assisting their students to interpret and

answer questions, and thus better prepare students for the HSC Trials and Examinations.

One practical strategy I use when planning my geography classes is to ask myself "How will the students know this is a Geography lesson?", "What makes my lesson geographical?". These questions make me stop and think. To think about how I can make sure my students understand the relevance, importance and the connection to the topic we are studying, to geography as a whole but to themselves. I would highly recommend giving this a try.

Looking ahead at the back end of 2022 and beyond I am working alongside other councillors on the 2022 HSC Geo Exam analysis as well as contributing more resources via the GTA *Geography Bulletins*.

GTA NSW & ACT Support for Teachers and Students

Professional Learning events

- Conferences / Symposiums
- Webinars
- Online Learning courses – Anytime PL

Online Social Media Support

- Facebook page
- HSC Teachers Group
- Primary Teachers Group
- Twitter @gtanswact

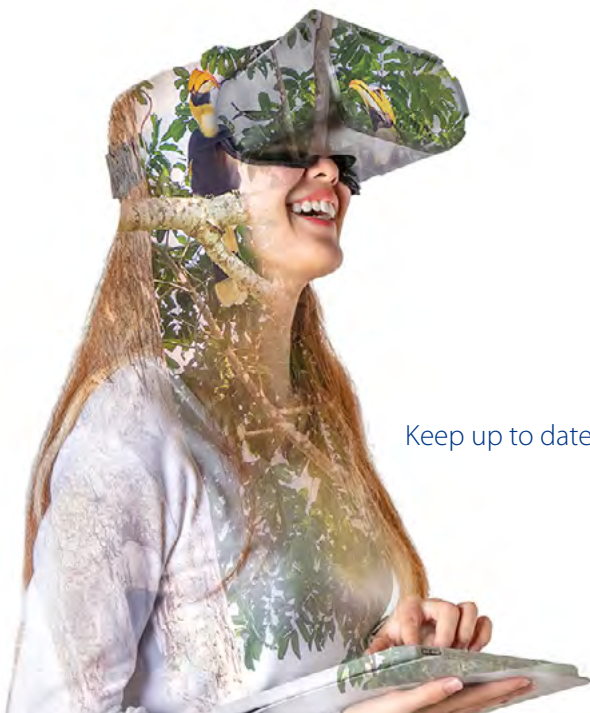
Resources

- Geography Bulletin
- Geography Bulletin Guide (Find any article)
- Classroom Posters
- [Scoop.it](#) media curation site. Topics K–12

For Students

- HSC Exam preparation support
- Young Geographer Awards

Keep up to date with upcoming events. Visit the GTA website [HERE](#)



SENIOR GEOGRAPHY PROJECT

Success in the SGP

James Harte, Councillor GTA NSW & ACT

The Senior Geography Project (SGP) is aimed at developing the geographical inquiry skills of the student through its application into a practical research project (NESA, 2009). It develops a student's organisational, analytical, communicative, and geographical inquiry capabilities. However, it can be daunting for many students and, as I am sure many Senior Geography teachers can attest to, it can range from a highlight to a lowlight in Preliminary Geography for both student and teacher alike. However, with appropriate planning, structure, and support, the process can be streamlined to maximise student achievement and minimise teacher stress.

Success in the SGP is different for every school, every teacher, and every student. For some, success is simply undertaking independent research on a topic that genuinely interests them, for others it may just be having a finished product to submit, whilst the results-focused students might only view success as an A grade. In addition, at a state-wide level success can be achieved in the Young Geographers Competition, the annual competition in which teachers are able to submit up to four student projects to be assessed by a marking panel from the GTA NSW & ACT.

Who Am I?

My name is James Harte and I am on the Council for the GTA NSW & ACT. I work at an independent girl's school in Sydney's North Shore and I am in my fifth year of teaching. Each year of my (early) career has involved the Senior Geography Project, and each year has presented a range of challenges and achievements. Consistent evaluation and reflection on the processes implemented throughout the Senior Geography Project have ensured that my students and I feel comfortable and confident in completing this major project in Preliminary Geography.

My Stories of Success

In terms of academic success, in 2021 a student I taught achieved outright first place in the Young Geographer competition for her investigation into the implementation of environmentally sustainable practices in Frenchs Forest, whilst another of my students achieved equal second place for her investigation into demographic change in Yass Valley. In addition to this, the Geography team at my school achieved second and third place in 2020, and first and second place in 2019. Going beyond purely academics, however, success in this project for me is also viewed as sustained motivation, consistent progress, and genuine interest in its completion. The Senior Geography Project is a cornerstone of the Preliminary Geography year, and the

significance of this on the learning and development for the student should be supported and celebrated throughout its completion.

How I structure / plan SGP

I have provided the structure I utilise for the SGP each year in the table below:

Stage	Task	Due date
1	Senior Geography Project assessment notification and booklet handed out	Week 5, Term 1
2	Interview with teacher on TWO potential topic ideas	Week 6, Term 1
3	Research Proposal due	Week 7, Term 1
4	Gathering and processing data due	Week 2, Term 2
5	Final Report due	Week 6, Term 2

At each step of the project, I provide feedback and guidance on the work submitted. Below I have outlined the expectations and detail of each stage.

Stage 1 – Assessment Launch

Here, I hand out the notification and booklet. Within this, I have collated a series of activities and tasks aimed at generating a broad range of topics and locations that students could potentially choose. The activity that is most enjoyed by students' year in and year out is the 'ABC of the SGP' source Matt Carroll (2018).

I wish I could take credit for this, but I learned about this from Matt Carroll's GTA NSW Senior Geography conference on the SGP in 2018. This activity requires students to attribute each letter of the alphabet with a potential topic for the SGP. This promotes thinking

SENIOR GEOGRAPHY PROJECT

of a wide range of locations and topic areas, whilst also building collaborative and group thinking amongst the class. In addition to this, students are shown exemplars from a range of topics and presentation types. This sets the expectation and prepares students for the final product. The two primary purposes of this stage are to make students aware of the requirements of the assessment and submission, whilst also generating ideas about the range of topics and locations that they can choose.

At this stage, be sure to tell students that there is no explicit mode of submission requirement. Traditionally, the SGP is done in a written-report format. However, the syllabus does not explicitly state this is required. Alternative options can include vlogs, podcasts, websites, among many others. Additionally, it is important to guide students to think about local topics. The SGP works best when it is local Geography with people and places that students can easily access. This helps students to narrow down the focus of their project and achieve sufficient depth in their analysis of data and sources.

Stage 2 – Interviews

In this step, I hold individual meetings with students during class time in which they propose two ideas that they have thought about since being provided the assessment. I have a conversation around the following:

- What is most interesting for you?
- What is the one that can easily be investigated within the time frame?
- What topic do you think is most valuable?
- What data sources, people and places do you have access to?

Choosing a topic is often the hardest part of the project and can often cause mental blocks and a state of languish. These interviews provide support and instil confidence in the students who appreciate (and often explicitly require) the feedback and guidance, whilst also offering an opportunity to redirect topics early on and ensure that all topics are ethical and safe for students to undertake.

Stage 3

At this stage, students are provided a research proposal scaffold with a structure for them to fill in outlining:

- Their topic and question
- Specific aims, focus questions and hypothesis linked to one another.
- An annotated map of key locations of the project
- Key contacts that will be used in their research
- A timeline of research to be completed

Getting these components completed early is pivotal in guiding effective research and making the inquiry process structured and valuable. From this, the teacher can help support students in gathering their data through a bank of tools that can be loaned from the department to undertake their research.

Note: students are not expected to have completed any significant research by this point.

Stage 4

By this stage, students will (hopefully) have completed the majority of their research. By submitting their research here, I am able to work with them in determining what is valuable and how the data can be best synthesised in order to identify key patterns and trends in the research; with this feedback providing the opportunity for deeper, more accurate, and more effective analysis of the collected data.

For a range of reasons, there will always be students who have completed limited research. If nothing else, this submission date will act as an opportunity for you to discuss with student (and parent if necessary) what they can do from this point to ensure they succeed in the SGP.

Stage 5

The submission of the SGP is met with relief and a sense of achievement. For most, there is a lot of pride in the work they have submitted. Months of hard (and sometimes physical) work and genuine passion have gone into this submission. On the due date, I have tried a variety of strategies which all hold equal value. Some years, the class have a party and watch a documentary and/or movie as a reward for their work. Other years, I have had students create an informal presentation outlining their topic, the research completed, and the conclusion they have come to present to other students. However, the latter option can often add unnecessary stress depending on the class and student.

The Marking

Whilst the marking of this project can be a lengthy process (commiserations if you have a large class), it is a point of genuine enjoyment for me as a teacher. This project, in my opinion, is a point of enthusiasm for Geography, and for the geographical inquiry process. There are not many other opportunities across Stage 4, Stage 5, and Stage 6 Syllabus that allow for this level of student autonomy and personal investment in the learning process. As a teacher, putting in the work through support, facilitation, and guidance early on makes the marking process much smoother overall.

SENIOR GEOGRAPHY PROJECT

How you can support students

In my teaching, there have been two keys to success in maintaining student engagement in the project. What has been most effective for me are regular individual interviews and check ins, and the development of a booklet for students to consistently refer back to when they need guidance. This booklet includes examples of research methodologies, FAQs from past years, and checklists for students to complete prior to submission.

Future planning

In all things we do as educators, it is important to reflect on our practice. I have developed my methods through trial and error, and they will continue to evolve year-by-year for as long as the SGP is a part of the Geography Syllabus. The methods used by teacher and student in this process should also develop in line with the new technologies and tools available for students to complete research. No cohort will ever be the same, and each class holds significant variables that influence student capacity in the completion of this project. As such, it is important to reflect on the strengths and areas for improvement of the teacher's role in the SGP, and how the processes you use to ensure student achievement can be influenced.

Final Comments

As mentioned in the article, each year you are able to submit up to four projects from your class to GTA NSW & ACT for marking. In this, the projects considered to be the most outstanding are awarded various prizes (2021 was a \$500 cash prize for first place!). The YGA information brochure can be downloaded [HERE](#): Senior entry submission closes **Friday 24 October 2022** and prize winners notified by March 2023.

I have uploaded resources, such as the research proposal and marking criteria, to the GTA NSW & ACT HSC Teachers Facebook Group Google Drive folder [HERE](#). You are welcome to use these.

If you've made it this far, I'd like to leave you with the following tips for the SGP:

- Guidance and support *are* crucial. I love independent learning strategies and building autonomy in learners, but students can't do this alone
- If students are involving local councils in their primary research, contact them EARLY. Response times can be slow!
- This project is a marathon, not a sprint. It cannot be done last minute. Emphasise the importance and value of this project early on and ensure student buy-in; this is crucial!

The 2022 GTA NSW & ACT Young Geographer Awards

See page 51 of this Bulletin for
Award Categories, Project Specifications & Marking Criteria

Stage 1: Assessment launch

A – Z of the of SGP

Selecting Your Topic

One of the biggest struggles of the Senior Geography Project is selecting the topic, this page is here to help you generate ideas.

Each student within the class will be allocated a selection of letters. With your letters, you need to come up with at least one idea for a proposal.

Letter	Topic
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Any additional ideas can go here

SGP Research Proposal

SGP Research Proposal

This proposal is due **Monday Week 7**, but I would encourage you to submit it earlier.

Topic	
Question	

Aim

An **aim** is what you set out to achieve in conducting your research. Your project should have 2-3 aims that are stated as sentences. These sentence should begin with words like: To investigate, to understand, to examine etc.

Focus questions are the specific questions that will need to be answered in order to meet each of your aims, and thereby answer your overarching research question. You should have 2-3 focus questions for each of your aims.

Aim 1	
Focus Question	
Focus Question	
Focus Question	

Aim 2	
Focus Question	
Focus Question	
Focus Question	

Aim 3	
Focus Question	
Focus Question	
Focus Question	

Hypothesis

A **hypothesis** is what you expect to find out as a result of conducting your research. You should have a hypothesis for each of your aims.

This is an 'educated guess' about what you think will be the answer to your aims.

Hypothesis 1	
Hypothesis 2	
Hypothesis 3	

Rational

This is a section that explains the purpose of your research. This needs to explain the relevance and importance of the topic needs. i.e. Describe your topic / issue and state what your research is trying to find out

Stage 3: Research Proposal Scaffold

Proposed Methods

For each aim you should have a detailed list of BOTH primary and secondary methods. You can choose to list these in bullet point form, or in a table. It would be beneficial to include some sources of secondary data (specific reports/ articles).

Aim 1	Primary Research Methods	
	Secondary Research Methods	
Aim 2	Primary Research Methods	
	Secondary Research Methods	
Aim 3	Primary Research Methods	
	Secondary Research Methods	

Locations

Insert annotated map/screen capture of Google Maps – different coloured pins for different types of data/methods

Key Contacts

Note: You do not need to have made contact with them yet! You just need to know who you can contact when you need to

Contact 1	
Name	
Position	
Phone Number	
Email	
Contact 2	
Name	
Position	
Phone Number	
Email	
Contact 3	
Name	
Position	
Phone Number	
Email	

Timeline

Insert table, calendar or Gantt Chart – all data collection needs to be accounted for, as well as time for data analysis, and writing up of final report



The Geography Teachers' Association of NSW & ACT

HSC EXAM PREP PACKAGE FOR STUDENTS & TEACHERS

PURPOSE OF THE PACKAGE

- Examination support and advice for 2022 HSC Students
- Professional Learning for teachers new to teaching Stage 6 Geography and useful for institutions preparing pre service teachers for classroom practice.

CONTENTS

- The package consists of pre-recorded videos and support materials. Teachers can use the materials with their HSC classes, irrespective of the number of enrolled students.
- Seventeen shorter presentations and thirteen presenters representing all sectors, and both Sydney and regional schools. Only two case study presentations are repeated from 2021. **Note there may be small variations in the final package.*

USE

- Recommended for tutorial and in class revision / teacher led revision.
- Transfer key ideas and advice from illustrative examples and case studies to those studied in your school.
- One suggestion for deeper learning during revision is to ask students to prepare their own HSC Preparation video for a section of a topic.
- Not to be used for private tutoring purposes.
- Links and passwords are NOT to be provided to students.
- Streamed directly from Vimeo and not downloadable.
- Support materials downloadable from a Google Drive folder.

ACCESS

- Registration is by school. The registered teacher will receive the links and passwords to access Vimeo and the Google Drive resources
- Access will be available from **Tuesday 14 June to Monday 24 October** (HSC exam)
- Presentations on specific case studies show approaches that can be applied across other studies and will be particularly useful for teachers new to HSC Geography. Stopping a video to draw comparisons will help students contextualise the depth of their knowledge and understanding of their own case studies. Individuals or groups of students can be asked to create their own case study presentations to share with other students. Developing a presentation and creating a script will reinforce key concepts and factual information and expose gaps in their preparation for the HSC.

[See over for package content, cost and registration ...](#)

HSC EXAM PREP PACKAGE FOR STUDENTS & TEACHERS

PACKAGE CONTENT

TOPIC	PRESENTATION	PRESENTER
All Topics	General Advice 1 – Ten Tips to Nail the Trial / HSC Exam	Matt Carroll, Cranbrook, Bellevue Hill
	General Advice 2 – Revision strategies	Renee Yeowell, Knox Grammar, Warrawee
Skills and tools	Skills and tools presentations include mapping and using mathematical techniques.	Sammy Coburn and Alan Cizzio Maitland Grossman High School James Harte, Roseville College
People and Economic Activity	General advice for this topic	Nathalie Newton- Walters, Lindisfarne Anglican Grammar, Terranora
	Economic Activity – Cocoa	John Wigan, Asquith Girls High School
	Economic Activity – Viticulture	Renee Yeowell, Knox Grammar, Warrawee
	Economic Enterprise – Tamburlaine *	Matt Carroll, Cranbrook, Bellevue Hill
Ecosystems at Risk	Biophysical Interactions	Judd Newton, Henry Kendall High School, Gosford
	Vulnerability and Resilience*	Lorraine Chaffer, GTA NSW & ACT
	Importance of management and Protection	Brendan Stewart, The Kings School, Nth Parramatta
	Evaluating management strategies	Judd Newton, Henry Kendall High School, Gosford
	Case study: Alpine ecosystems	Liam Callaghan, Kinross Wolaroi School, Orange
	Case Study: Great Southern Reef	Matt Carroll, Cranbrook Bellevue Hill
	Case Study: Great Barrier Reef *	Matt Carroll, Cranbrook Bellevue Hill
Urban Places	General Advice, World cities and Megacities	Karen Bowden, GTA NSW & ACT
	Urban Dynamics in a Country Town or Suburb	Andrew Toovey, Mount Annan Christian College
	Urban Dynamics in a Large City	Jaye Dunn, Asquith Girls High & Aurora College

* Denotes a repeat presentation from 2021

SCHOOL & TEACHER REGISTRATION

\$ 265 Members \$385 Non-members

Schools with less than 5 students can contact the GTA for a per student rate.

NOTE: All prices include GST

REGISTER HERE

Any questions contact Lorraine Chaffer through GTA NSW & ACT at gta.admin@ptc.nsw.edu.au

Phone: (02) 9716 0378 • Email: gta.admin@ptc.nsw.edu.au • www.gtansw.org.au • PO Box 699 Lidcombe 1825



The Geography Teachers' Association of NSW & ACT

NEW

UNPACKING THE HSC GEO EXAM

A 3hr NESA-accredited, flexible, anywhere, anytime online learning opportunity through Open Learning

This professional development course unpacks the HSC Geography exam using the 2021 exam as an exemplar, and so explores strong approaches for teachers to prepare their students for the HSC.

Through watching the videos, reading the materials and engaging with the discussions in this PD you should become more confident about rigorously preparing your students to interpret and answer questions, and so better prepare them for the HSC Trials and Examinations.

The course objective is for you to complete learning activities where you address the following outcomes:

- apply knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2)
- develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess student learning (NESA Standard 5.1.2)

Here are some reviews of *Unpacking the HSC Exam*:

- *Very thorough, informative, and detailed, but most of all valuable. For example, I really enjoyed hearing from the Senior Marker. Such an insightful process that I wouldn't get otherwise.*
- *This course is great! The GTA should feel so proud of the effort and expertise in putting this together.*

To access the course go to openlearning.com/ptc-nsw/courses/geo-hsc

COST: \$90 you can register straight away at that website, by first creating an Open Learning account by clicking *Join Up* or *Sign Up*, and then paying using credit card. If you want your school to pay for you, follow the instructions at shorturl.at/golJ4 to organise an invoice.

If you have any questions email gta.elearning@gmail.com

Completing Unpacking the HSC Geo Exam will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing standard descriptors 2.1.2, 5.1.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

www.gtansw.org.au • gta.admin@ptc.nsw.edu.au • 02 9716 0378



GTA NSW&ACT scholarships to the AGTA Conference

GTA NSW & ACT Council would like to announce and congratulate awardees of a scholarship to attend the AGTA Conference in Hobart between 28–30 September 2022.

The scholarships are awarded through a merit-selection process; each application was de-identified. There were five committee members who assessed each application and provided a written rationale. Each awarded application demonstrated critical engagement with the AGTA Conference program in connection with personal professional learning and networking needs and demonstrated possibilities of benefit and action for future practice because of attending the conference. The expectations associated with attending the AGTA Conference on a GTA NSW & ACT scholarship are: active participation in a chosen workshop for each session; active participation in the plenary sessions; being present at the keynote sessions; writing a 750 word reflective report for the *Geography Bulletin*, journal of GTA NSW & ACT during 2023. We are delighted to extend our congratulations to:

- Gaby Barford, Chatswood High School
- Enya Shaefer, Ravenswood School
- Alison Wheatley, Covenant Christian School
- Sarah Blades, St John the Evangelist
- Hugh Walsh, Coffs Harbour Community Christian School
- Jessica Skinner Crowe, Riverside Girls High School

AGTA Conference presentations by GTA NSW & ACT Members

The loss and management of Australia's kelp forest ecosystems. The Great Southern Reef

– Lorraine Chaffer

Learn about Australia's unique Great Southern Reef; the economic, ecological, social and cultural values kelp forests; processes of change, and innovative management responses to address change. For teachers in NSW, Victoria, Tasmania, SA and WA this study is relevant for Environmental Change and Management, Land cover Change, Climate Change and Biodiversity or Ecosystems. The GSR makes a refreshing alternative to studies of coral reefs and highly relevant for students living in coastal LGAs. Supporting resources contain contemporary case studies specific to each state.

Geography Bulletin Issue 3 2021 featured the GSR.

Strategies for kinaesthetic learners in theory based topics – David Proctor

This session will provide teachers with some examples of strategies to make their Geography teaching more engaging for students who are kinaesthetic learners including students with ADHD, and all learners in general. Strategies will be demonstrated via the Human Wellbeing topic to show how theory centered topics can be made hands on, where abstract or foreign ideas become more tangible.

An article by David entitled: *Human Wellbeing as a hands-on topic to engage kinaesthetic learners* was published in Issue 1 2022 of the *Geography Bulletin*.

2021 CONFERENCE REVIEWS

Conference report

Scholarship winner – Kieran Bonin

I was fortunate enough to receive a scholarship last year for the GTA conference. As someone who was only two years into teaching the conference shaped the way I now teach.

The first thing I did when I got back to Orange High was print off and make MUAC bracelets (pictured right) for my year 10 Geography class thanks to David Procter and his session on 'Human Wellbeing for Kinaesthetic Learners'. I was fascinated by how simple hands on objects can be used and implemented into classroom pedagogy. One example I implemented was the use of play-dough for physical geography lessons. Inspired by the session I have created kinaesthetic lessons for other topics like landscapes and landforms where students create different landforms and in Ecosystems at Risk where students have created different types of reefs (pictured below). These have been some of the best lessons I now have up my sleeve which students always remember.



Another session which gave me inspiration was run by Sydney Water which focused on the year 8 topic Water in the World. Some of their surveying techniques for the pollution of waterways gave me great knowledge to help students with their Senior Geography Projects. In addition, the session inspired me to make my own infiltrometers (pictured at left) which I developed into an incursion for year 8 students.



A session run by 'She Maps' which looked at drones in the classroom was super helpful, their lesson on Healthcare in the Himalayas for Human Wellbeing (pictured at left) is now always a hit with my year 10's.

Overall, the greatest part of the conference was meeting up with the Geography community. Everyone was very welcoming and kind, the warmth I felt from the conference led me to join the GTA as councillor this year. A year down the track and it's safe to say that the GTA conference was very beneficial to my teaching and I am still very grateful for the scholarship..

Conference report

**Scholarship winner – Denna Purton, HSIE Teacher
Melville High School**

I attended the 2021 conference as a scholarship recipient, and I am grateful for the opportunity to attend.

The many workshop options on offer allowed me to effectively select a combination suited to my personal development and allowed me to take a wealth of knowledge back to my school community.

At the conference I attended many valuable workshops from Fieldwork in the Urban and Natural environment at Sydney Olympic Park, using Geospatial Tools at regional and global scale to engage Stage 4 with Geographic skills. I found the Fieldwork workshop to be incredibly valuable. The workshop was engaging and provided me the opportunity to learn the skill and apply it practically with support. As a result, I have since taken this back to my school and incorporated more fieldwork activities into teaching and learning programs and had the confidence to deliver professional learning to colleagues.

I would recommend attending the conference to new and experienced teachers. The combination of professional learning on offer allows every educator to develop a skill and leave more motivated than ever. I left the 2021 conference with more passion and innovative ideas to improve my teaching practice to ensure my students are engaging meaningfully with Geography.



Keynote presentation at the 2021 GTA NSW & ACT Conference

This article is republished from [https://theconversation.com](https://theconversation.com/the-conversation) *The Conversation* under a Creative Commons license. <https://theconversation.com/dumbed-down-curriculum-means-primary-students-will-learn-less-about-the-world-and-nothing-about-climate-183520>

Dumbed-down curriculum means primary students will learn less about the world and nothing about climate

Alaric Maude, Associate Professor of Geography, Flinders University

Revisions to the Australian primary school curriculum for geography mean children will learn much less about the world and its diversity than they do at present. They will learn nothing about some significant concepts such as climate.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) launched the [new version](#) of the Australian Curriculum on May 9. ACARA [described](#) it as “a more stripped-back and teachable curriculum that identifies the essential content our children should learn”.

Overall, the new curriculum reduces the number of content descriptions by 21%. These are statements that describe what teachers should teach and what students should learn. In primary school geography, however, 50% of the content descriptions in the Knowledge and Understanding strand have been deleted or had content reduced.

The education ministers of the governments of Australia [pressured](#) ACARA to reduce the content in the primary school humanities and social science learning areas. What is this knowledge that they have decided is no longer essential for our children to learn?

What knowledge of the world is gone?

The [previous curriculum](#) had a sequence of content descriptions that gave students some knowledge of the world beyond Australia. The following have been deleted:

- the division of the world into hemispheres, continents and oceans (in year 2)
- the main climate types of the world and the similarities and differences between the climates of different places (in year 3)
- a brief study of the continents and countries of Africa

and South America (in year 4), and Europe and North America (in year 5)

- differences in the economic, demographic and social characteristics of countries across the world (in year 6)
- the world’s cultural diversity, including that of its indigenous peoples (in year 6).

The only world knowledge retained in the revision is the study of Australia’s neighbouring countries in year 3 and Asia in year 6. As a result, students will learn nothing about four of the continents, or of the environmental, economic, demographic and social differences and similarities between the countries of the world. They will have no sense of the world as a whole, and its diversity.

In an increasingly interconnected world, children need at least to know about the countries we are connected to through history, trade, migration, alliances and government and non-government aid.

What key concepts have been lost?

Concepts are what we think with, and intellectual development is based on conceptual thinking. The previous curriculum developed children’s understanding of the following key concepts and ways of thinking.

The **concept of place**, including the definition of a place, and an understanding of the importance of places to people. The study of places is the core of primary school geography.

The **concept of location**, including why things are located where they are, and the influence of location

and accessibility on people's activities. These were in the curriculum to get students thinking about the effects of location and distance on their lives, and about where things should be located.

The **concept of space**, including the management of spaces within neighbourhoods and towns. This introduced students to debates about how land should be used and how development conflicts are resolved, and to the idea of town planning.

The **concept of climate**. The difference between climate and weather still confuses debate over climate change, so an understanding of this difference is vital.

The **concept of a settlement**, including the differences between places in types of settlement and demographic characteristics. This added another concept to students' knowledge of places, and introduced them to the small area census data that reveal much about Australian communities.

All this content has been removed.

What are the impacts on learning?

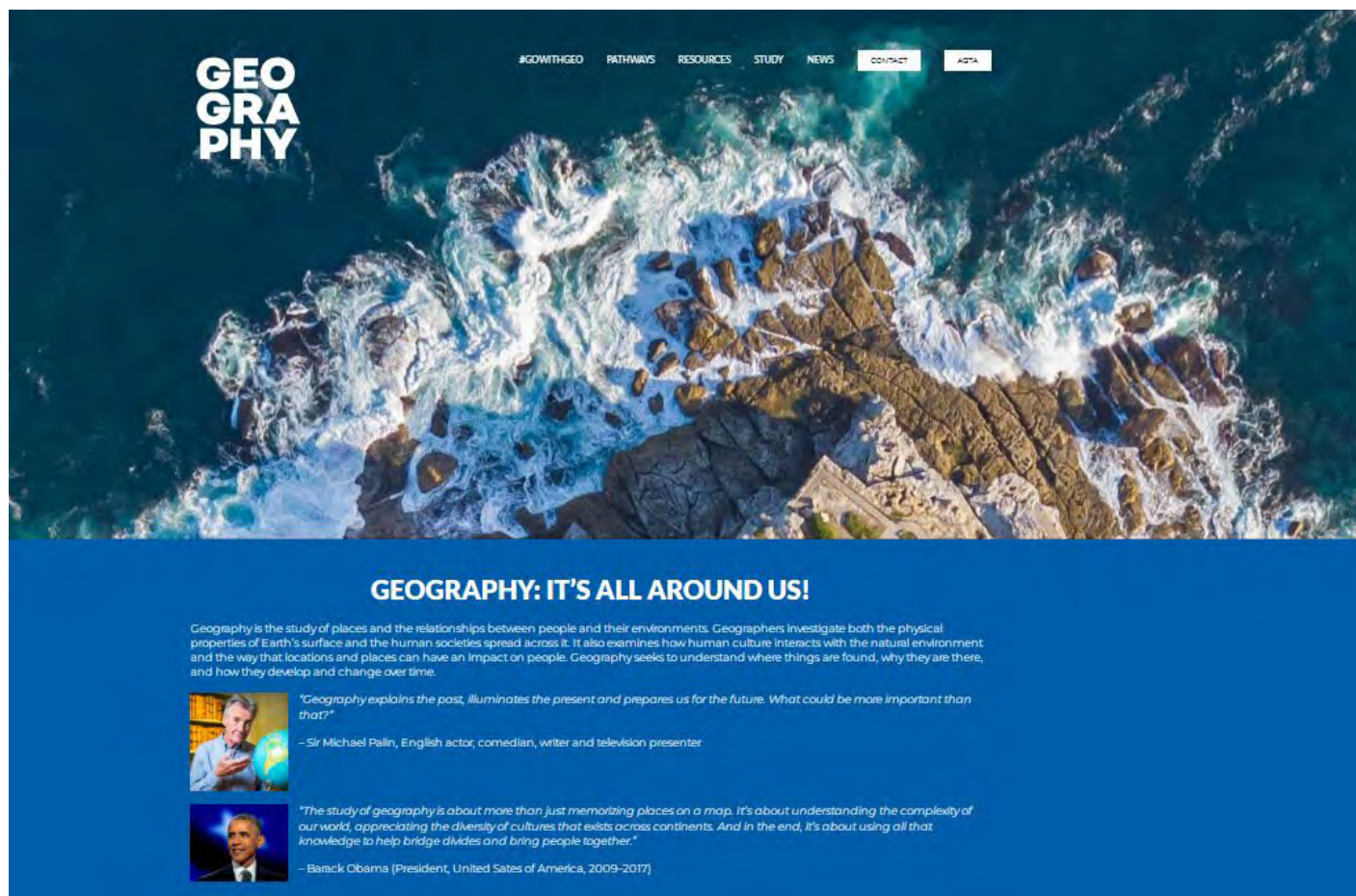
The revision of the primary school geography curriculum has done three things:

1. it has severely reduced children's knowledge of the world
2. it has reduced the level of conceptual thinking that students will be exposed to
3. it will leave them less prepared for geography in secondary school, where the curriculum was designed on the assumption that students would know what is in the current one.

If the aim of these deletions has been to make more time for the development of literacy and numeracy skills, it is self-defeating. Children apply and develop these skills and expand their vocabulary through subjects such as geography and history.

Is this the best we can do to help young Australians understand the world? The [geography curriculum for England](#) demands much more.

#GOWITHGEO provides valuable information on career pathways, resources, study and news.



GEOGRAPHY: IT'S ALL AROUND US!

Geography is the study of places and the relationships between people and their environments. Geographers investigate both the physical properties of Earth's surface and the human societies spread across it. It also examines how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

– Sir Michael Palin, English actor, comedian, writer and television presenter

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

– Barack Obama (President, United States of America, 2009-2017)



The Australian Geography Teachers Association

NEW

PRIMARY GEOGRAPHY IN AUSTRALIA – DIRECTIONS AND DISCUSSIONS

Imagesource NASA

*A flexible, anywhere, anytime online learning
opportunity through Open Learning*

AGTA is proud to present this professional learning experience so that you can further your thinking about the teaching of geography in Australian primary schools.

The Australian Curriculum: Geography V9.0 was released in mid-2022 and reveals the direction geography teaching, including at primary level, should be heading in Australia.

Teachers in all states and territories can learn from its new directions. You can also think about how best to create meaningful student learning activities within this new direction.

This professional development course has been created by Dr Paul Batten and it features video of Assoc. Prof. Alaric Maude – lead writer of the original Australian Curriculum: Geography – interviewed by Dr. Susan Caldis, 2022 Chair of AGTA.

This course provides a bite-sized opportunity of 1-hour of PD including:

- unpacking V9.0, especially through hearing from an expert geographer on the topic (AITSL Standard 2.3.2)
- providing opportunity for collegial discussions with others from across Australia (AITSL Standard 6.2.2)
- inviting you to develop some engaging teaching ideas (AITSL Standard 2.1.2)

Here are some reviews:

- *What a fantastic resource. I can see this being very helpful to teachers of all levels of experience, and something that will be well-received by our communities.*
- *The videos were fantastic and the platform is really slick and worked well.*
- *I love it! I can see real benefits for our community of primary teachers doing this course.*

To access the course go to www.openlearning.com/agta/courses/primary-geo/

COST: \$43 (Geography Association members \$33) you can register straight away at that website, by first creating an Open Learning account by clicking *Join Up* or *Sign Up*, and then paying using credit card. If you want your school to pay for you, follow the instructions at shorturl.at/aBOU7 to organise an invoice. If you have any questions email agta.elearning@gmail.com

www.openlearning.com/agta • agta.elearning@gmail.com

SUSTAINABLE BIOMES

Biomes film study: Zootopia (2016)

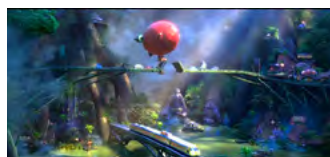
Christina Kalinic, Stella Maris College

Watch Zootopia (2016) via ClickView at: <https://online.clickview.com.au/libraries/videos/47774657/zootopia-movie->

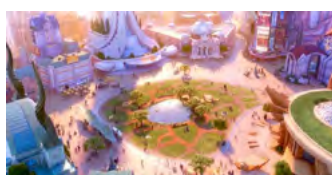
While watching the film, make observations about each of the biomes – types of plants and animals and climatic conditions.



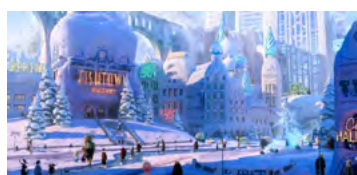
DESERT
"Sahara Square"



RAINFOREST
"Rainforest District"



SAVANNA
"Savanna Central"



TUNDRA
"Tundratown"

Investigating Rainforests

Christina Kalinic, Stella Maris College



What percentage of the Earth is covered by rainforest?

= _____

CONSTRUCT A COLUMN GRAPH!

Use the data in the table below to construct a column graph that shows the amount of rainforest in each country.

REMEMBER to label the axes and units of measurement!

COUNTRY	AREA OF RAINFOREST (million hectares)
Brazil	533.0
Democratic Republic of Congo	135.2
Indonesia	105.0
Angola	69.8
Peru	65.2
India	60.9
Papua New Guinea	30.6
Malaysia	19.3
Madagascar	11.7

TITLE: _____



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

TROPICAL RAINFOREST

Describe where tropical rainforests are located.



Types of tropical rainforests...

TYPE	DESCRIPTION
Lowland rainforests	<hr/> <hr/> <hr/> <hr/>
Montane forests	<hr/> <hr/> <hr/> <hr/>
Cloud forests	<hr/> <hr/> <hr/> <hr/>
Swamp or flooded forests	<hr/> <hr/> <hr/> <hr/>

TEMPERATE RAINFOREST

Describe where temperate rainforests are located.



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

Distribution of Tropical and Temperate Rainforests around the world

Complete the map below!

1. Draw and label the following on the map below:

⇒ Tropic of Cancer (_____ °N)

⇒ Tropic of Capricorn (_____ °S)

⇒ Equator (_____ °)

2. Label the following rainforests on the map below:

⇒ Amazon Rainforest

⇒ Congo Rainforest

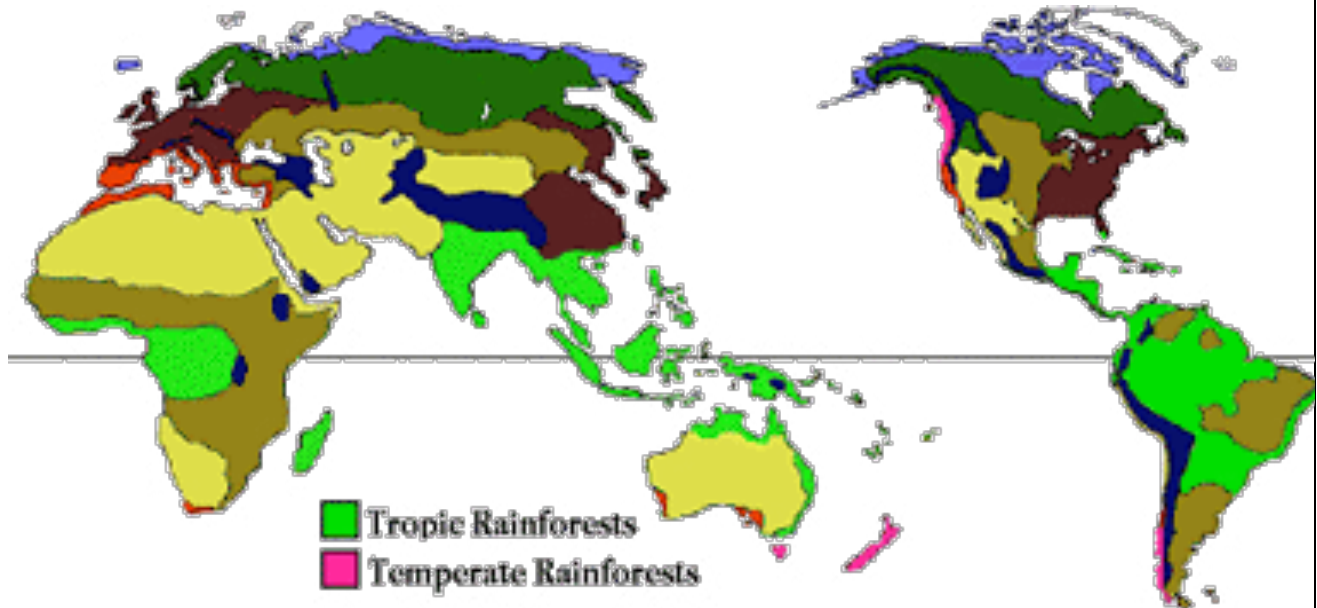
⇒ Daintree Rainforest

⇒ Madagascan Rainforest

⇒ Pacific Temperate Rainforest

⇒ Sumatran Rainforest

⇒ Valdivian Temperate Rainforest



CLIMATE OF THE AMAZON

In tropical regions the sun shines for approximately the same time and intensity every day, all year round. Due to its latitude, sunlight shines on the Amazon at about a 90° angle, resulting in intense solar energy. This means that it is usually warm- ranging from 20°C to 34°C- and there is little variation in temperature throughout the year. The Amazon also experiences high rainfall of 2-10 metres per year.

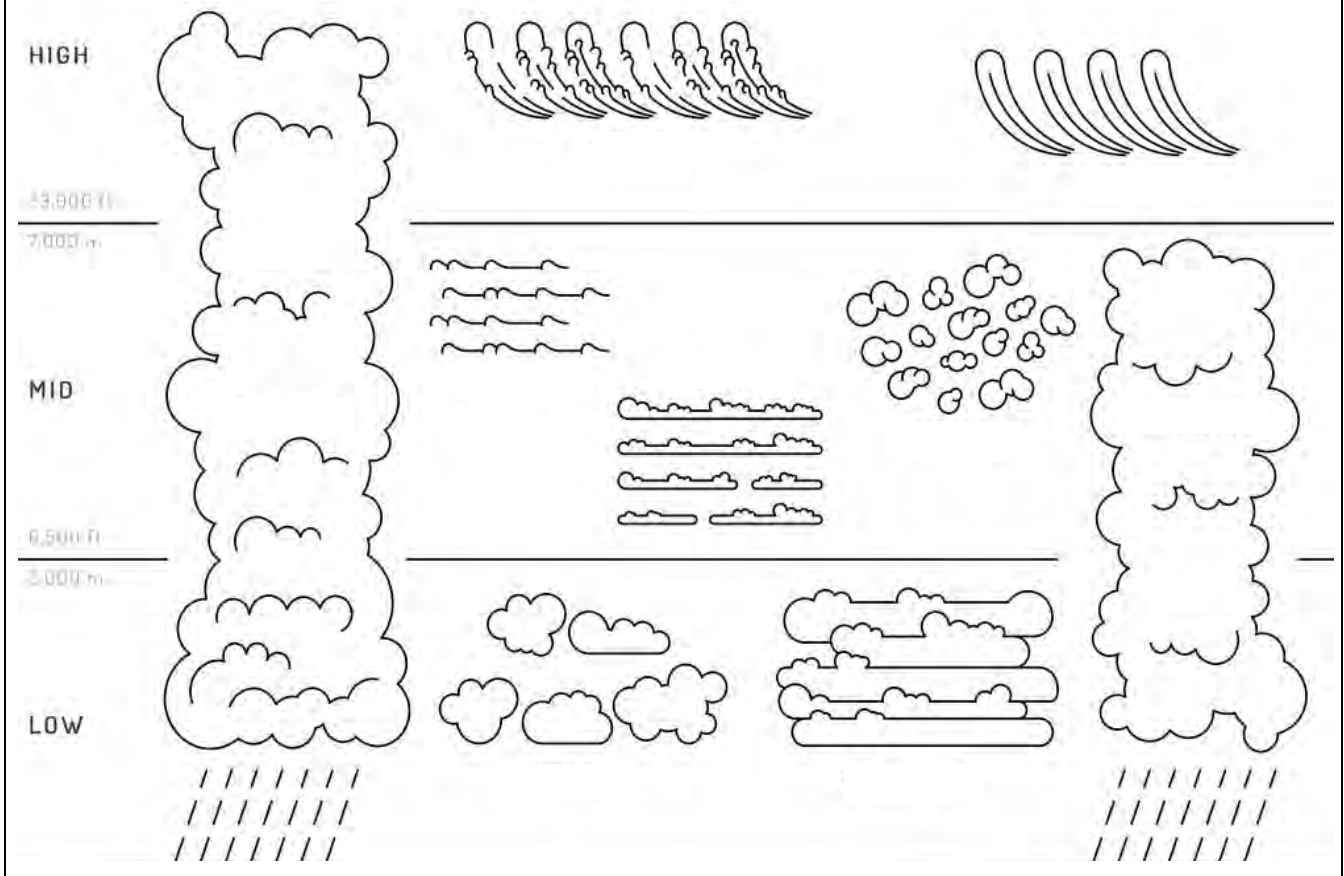
Draw a labelled diagram to explain convectional rainfall.

Paragraph- Explain convectional rainfall.

SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

TYPES OF CLOUDS

1. Circle the image that best represents a cumulonimbus cloud.
2. Conduct some research to help you name the remaining types of clouds.

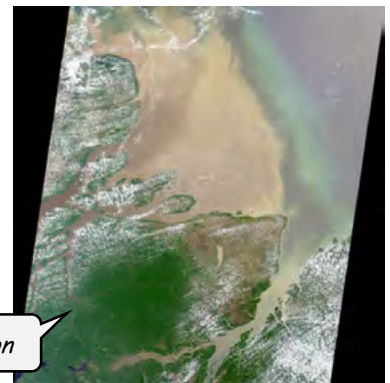


CHALLENGE TIME!



Woronora Dam, Sutherland Shire, NSW

There are 22 dams that make up the Sydney water catchment. These dams can hold more than 2.5 million megalitres.



NASA's Earth Observatory- Mouth of the Amazon

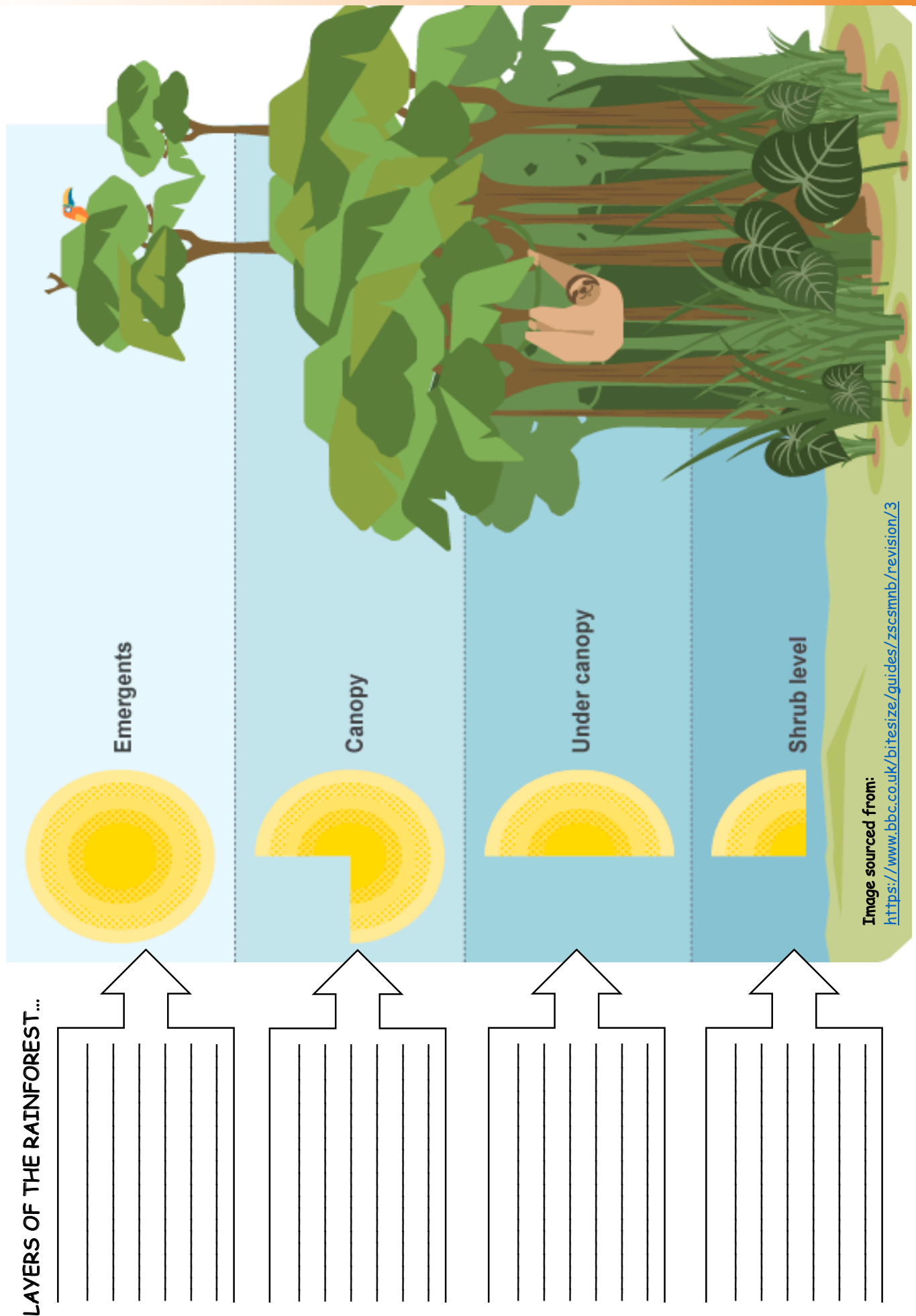
The Amazon River has a daily discharge at its mouth of around 30.3 million megalitres per day.

How many hours would it take for the Amazon River to fill all the dams used to supply Sydney with water if the dams were completely empty?













Show working out...

SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS



PLANTS AND ANIMALS OF THE RAINFOREST...

Determine which layer of the rainforest each of the following plants and animals belong to.

<p>The Kapok Tree belongs to the _____ layer of the rainforest.</p> 	<p>The Greater Bulldog Bat belongs to the _____ layer of the rainforest.</p> 	<p>The Sloth belongs to the _____ layer of the rainforest.</p> 	<p>The Philodendron belongs to the _____ layer of the rainforest.</p> 	<p>The Giant Anteater belongs to the _____ layer of the rainforest.</p> 
<p>The Harpy Eagle belongs to the _____ layer of the rainforest.</p> 	<p>The Strangler Fig belongs to the _____ layer of the rainforest.</p> 	<p>The Heliconia belongs to the _____ layer of the rainforest.</p> 	<p>The Hercules Beetle belongs to the _____ layer of the rainforest.</p> 	<p>The Sparkling Violetear belongs to the _____ layer of the rainforest.</p> 



How many centimetres can bamboo grow in the rainforest in one day?
= _____

SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

THE RAINFOREST PRODUCES FOOD...

[List foods that you consume that originally derived from the rainforest]

Fruit	Grains	Nuts	Vegetables	Spices

Investigate the following foods:

- ⇒ Acai berries
- ⇒ Maca
- ⇒ Maqui berries
- ⇒ Camu Camu
- ⇒ Lucuma

1. Map where these foods grow in South America.



2. What are the traditional uses for;

⇒ Maca?

⇒ Camu Camu?

3. What properties do some of these foods possess?

Animals in the rainforest are also seen as sources of food...

The giant ditch frog and green iguana are being consumed for their chicken-like meat!

THE FACTS ON IGUANA MEAT:

- ⇒ The iguana is a delicacy in Mexico and Central and South America
- ⇒ Iguana is served in several trendy US restaurants- e.g., iguana popcorn nuggets
- ⇒ It is high in protein and low in fat
- ⇒ Iguana meat is well-suited for tacos, burritos, curries, soups, stews, etc.

Sourced from: <https://www.usatoday.com/story/news/nation/2020/01/24/falling-iguanas-meat-sales-people-eat-chicken-trees/4553457002/>



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS



BUSHMEAT TRADE

What is the "bushmeat trade"?

Why has the bushmeat trade grown?

To help you answer this question, watch *Illegal Commercial Bushmeat Trade* at:

<https://www.youtube.com/watch?v=56jJsHJFlm8>.

How much is the bushmeat trade industry worth?

In Kinshasa, The Democratic Republic of Congo, it is possible to purchase the meat of almost any forest animal.

In Australian dollars:

- ⇒ 1 kilogram of elephant meat costs \$1.50
- ⇒ A whole smoked chimpanzee costs up to \$30
- ⇒ A whole gorilla costs up to \$200
- ⇒ A pouched rat costs \$1
- ⇒ A monkey costs \$7.50

Label the following on the map of Africa:

- Democratic Republic of Congo
- Kinshasa



A Kinshasa hunter who sells ONE gorilla will give them one-quarter of their annual income!

PROPOSE A SOLUTION!

Hunters are resistant to stop participating in the bushmeat trade.

Propose a solution that stops the bushmeat trade AND supports the hunters.



This chimpanzee was injured by a hunter's snare



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

DEFORESTATION OF THE RAINFOREST...

What is deforestation?



Deforestation is the deliberate removal of forests. This is done by cutting down trees and shrubs, starting fires and removing too many trees during logging.

Between 1990 and 2015, the world lost

129 million ha of forest



An area the size of South Africa

This happens so that the land can be used for other things- *e.g., soybean crops, grazing cattle, mining and the development of towns and cities.*

Deforestation destroys the habitats of many flora and fauna species.

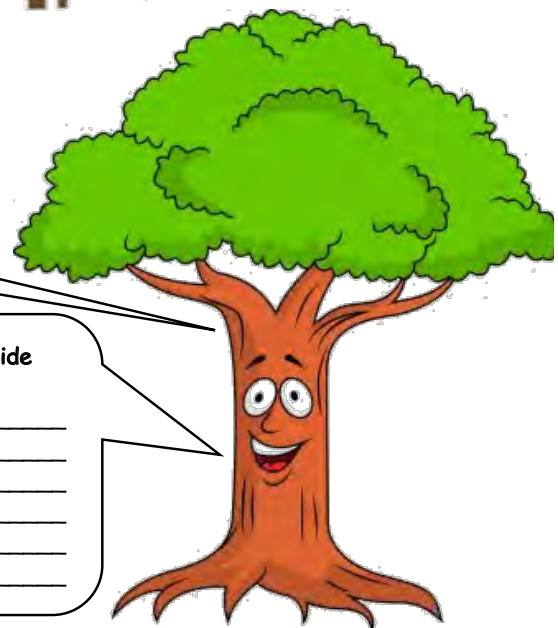


1km of rainforest is home to over 1000 species!

How much carbon dioxide does the Amazon rainforest absorb per year?

= _____

If deforestation continues, what impact will this have on carbon dioxide levels in the atmosphere?



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

VALUE OF THE RAINFOREST: DEAD AND ALIVE

Setting a value on nature is a complex process, and certainly not without its critics, but it offers a way to make decisions about natural resources such as rainforests.



Academics in the US and the Netherlands have calculated the economic value of Leuser National Park in Sumatra, Indonesia – one of the two remaining habitats for Sumatran orangutans – which is under threat of deforestation for the cultivation of palm oil and rubber. They calculated the value of the forest to people in the region over a 30-year period if it were protected, and the value if it were destroyed for logging and subsequent cultivation.

Visit The Guardian's *Rainforest Interactive* at: <https://www.theguardian.com/sustainable-business/ng-interactive/2014/nov/10/palm-oil-rainforest-cupboard-interactive> to complete the table below.

COMPARING ECOSYSTEM BENEFITS-
value per hectare/per year

ECOSYSTEM BENEFIT		CONSERVATION	DEFORESTATION FOR CULTIVATION
Water Supply			
Fisheries			
Flood prevention			
Agriculture			
Hydropower			
Tourism			
Biodiversity			
Carbon sequestration			
Fire prevention			
Non-timber forest products			
Timber			

Conservation
Value per hectare/per year

\$128



Deforestation for cultivation
Value per hectare/per year

\$91







Conservation outweighs the economic benefits of deforestation.

[illegible]

DEBUNKING MYTHS ABOUT DEFORESTATION!

Visit WWF's 10 Myths About Deforestation webpage at: <https://www.wwf.org.uk/10-myths-about-deforestation#:~:text=Myth%201.&text=While%20growing%20demand%20for%20wood,accounted%20for%2073%25%20of%20deforestation> AND record WHY these myths about deforestation are just that- MYTHS!

DEBUNK THE MYTH- EVIDENCE	
NO.	MYTH
1	<div>  <p>Most trees are cut down for paper or wood</p> </div> <div> <p>Deforestation is inevitable- there are too many people to feed</p> </div>
2	<div>  <p>Beef is the only food that causes deforestation</p> </div> <div>  </div>
3	<div>  <p>Boycotting products that contain palm oil will help stop deforestation</p> </div>

ACTIVITY TIME- Get Deforestation #OffOurPlates!

While we can try our best to eat more sustainably, there's no way of knowing where deforestation might be hiding in our food. Our government has the power to take deforestation #OffOurPlates! Using recycled materials, design your own placard for your school lunch.

Think about what you'll be eating. If it's meat or dairy, the supply chain may well have included soy. If it's vegan it may contain unsustainable palm oil. Then conjure up your best food jokes and puns.

Just remember, you don't want any of your food to cause deforestation.



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

PALM OIL...

Palm oil is an edible vegetable oil. It comes from the fruit of oil palms. This oil is used in food manufacturing, cosmetics, biofuel, etc.



71%

Food products



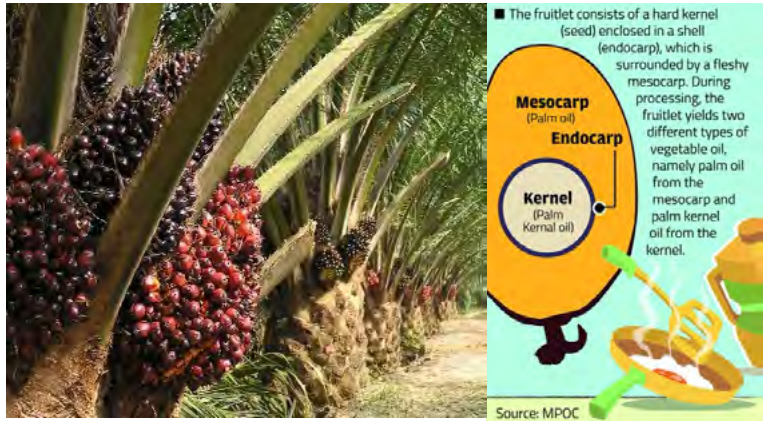
24%

Consumer goods

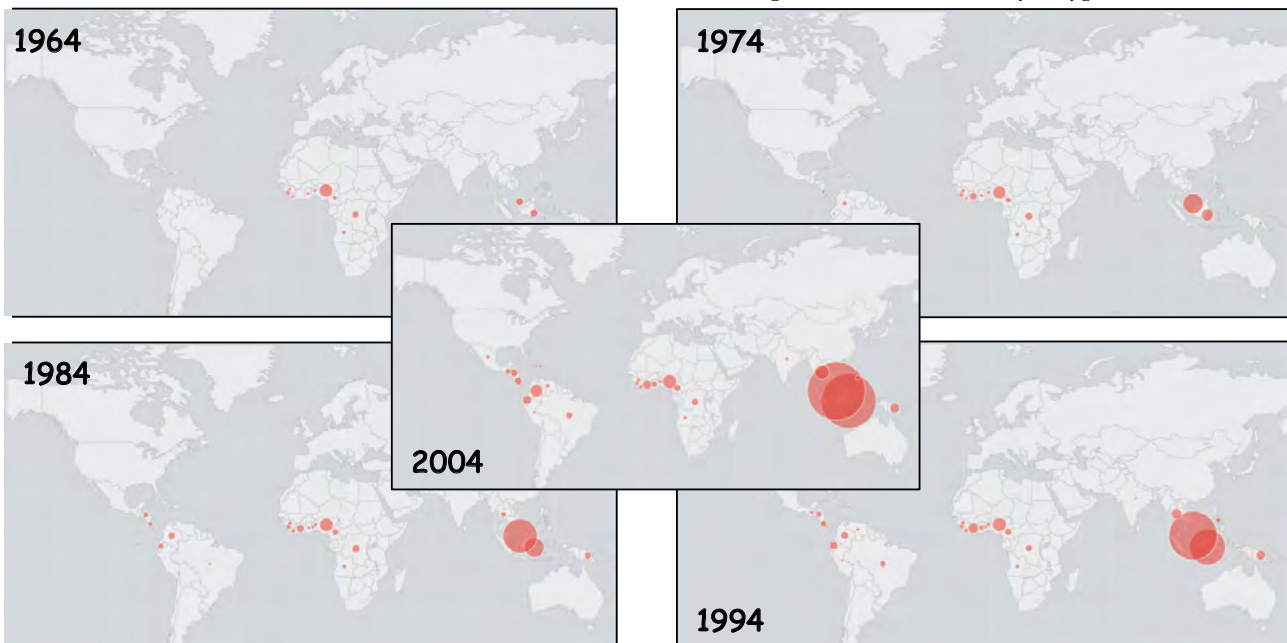


5%

Energy



PALM OIL PRODUCTION BY COUNTRY [in metric tonnes (MT)]



Visit The Guardian's *Rainforest Interactive- Palm Oil Production by Country* at:

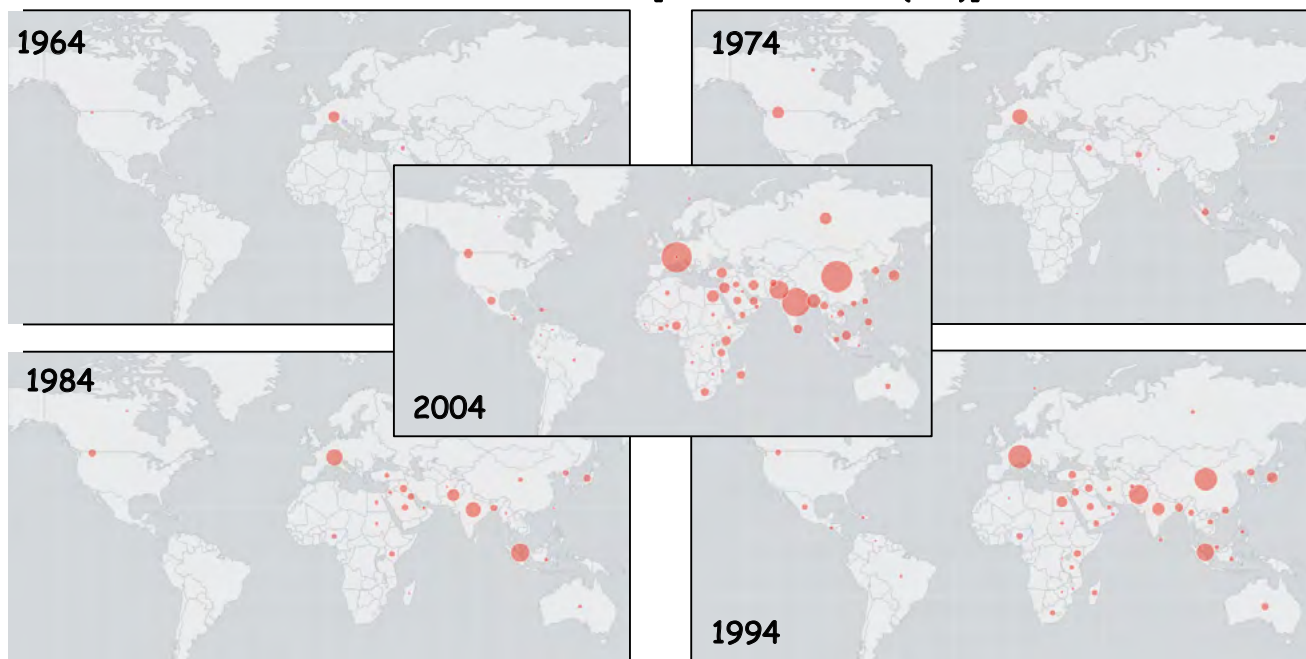
<https://www.theguardian.com/sustainable-business/ng-interactive/2014/nov/10/palm-oil-rainforest-cupboard-interactive>.

1. Label the countries that produced palm oil in 2014
2. Draw in the metric tonnes (MT) produced by each of these countries



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

PALM OIL IMPORTS [in metric tonnes (MT)]



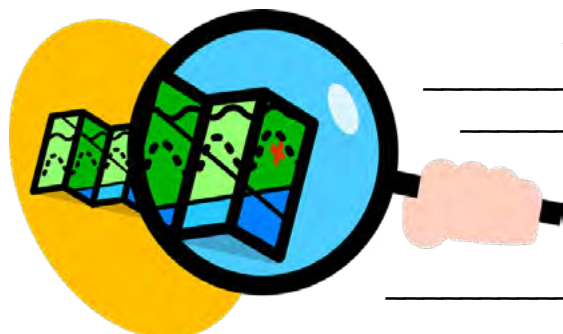
Visit The Guardian's *Rainforest Interactive- Palm Oil Imports* at: <https://www.theguardian.com/sustainable-business/ng-interactive/2014/nov/10/palm-oil-rainforest-cupboard-interactive>.

1. Label the countries that imported palm oil in 2014
2. Draw in the metric tonnes (MT) imported by each of these countries

2014



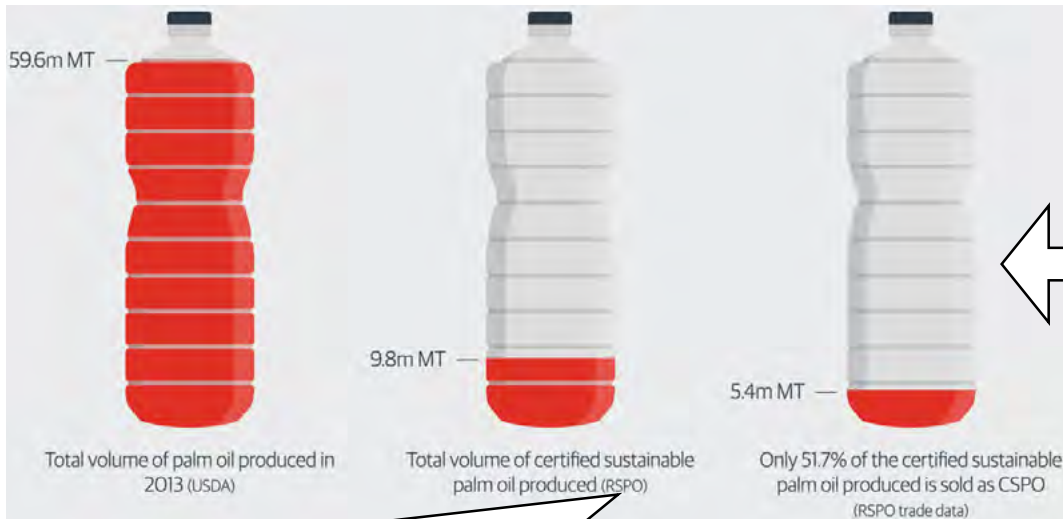
MAKE OBSERVATIONS...



What do you notice about the two maps?

SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

Sustainably sourcing palm oil...



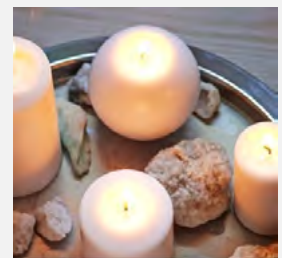
Write an informative caption for this graph.

RSPO stands for...

Visit <https://rspo.org/about> to help you outline what RSPO is all about.

IKEA- Palm Oil

- ⇒ IKEA uses approximately 29,000 tonnes of palm oil annually. About 90% of the total volume is used in home furnishing products, mainly in candles. Around 10% can be referred to food. IKEA suppliers currently buy palm oil mainly from Malaysia and Indonesia.
- ⇒ Since 2015, 100% of the palm oil used in our home furnishing products such as candles is certified sustainable palm oil from segregated RSPO sources. In total we use approximately 99.9% palm oil from more sustainable sources. Our goal is 100%.
- ⇒ The Roundtable on Sustainable Palm Oil (RSPO) is a multi-stakeholder organisation whose mission is to advance the production, procurement, finance and use of sustainable palm oil products. IKEA is an active member of RSPO.
- ⇒ Until we have reached 100% certified segregated palm oil, we buy RSPO Credits for the volume not secured as segregated. Buying credits supports sustainable palm oil production at the plantation level.



Sourced from: <https://about.ikea.com/en/about-us/our-view-on/palm-oil>

Explain what RSPO credits are.

Visit RSPO's webpage *What is a Credit?* at: <https://www.rspo.org/rspo-credits/introduction>.



SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS



Palm Oil in Disguise!

It is incredibly difficult to avoid palm oil. This is because products often do not list "palm oil" as an ingredient.

Currently, only three vegetable oils **MUST** be labelled in food products in Australia and New Zealand. **These are- peanut oil, sesame oil and soybean oil.**

This means, palm oil is often disguised. **Below is a list of ingredients that is commonly derived from palm oil or have palm content.**

Please note: Palm sugar and vegetable gum is NOT palm oil!

Acetic and fatty acid esters of glycerol Alkyl Poly Glucoside Aluminium stearate Aluminium, calcium, sodium, magnesium salts of fatty acids Ammonium laureth sulphate Ammonium lauryl sulphate Arachamide mea Ascorbyl palmitate (304) Ascorbyl stearate Azelaic acid Butyl stearate Calcium lactylate Calcium oleyl lactylate Calcium stearate Calcium stearoyl lactylate Capric triglyceride Caprylic acid Caprylic / Capric Glycerides Caprylic triglyceride Caprylic/capric triglyceride Caprylic/capric/stearic triglyceride Capryloyl glycine Caprylyl glycol Carotene (Sometimes made from palm) Castile soap (often from palm) Ceteareth (2-100) Cetearyl alcohol Cetearyl ethylhexanoate Cetearyl glucoside Cetearyl isononanoate Ceteth-20 Ceteth-24 Cetyl acetate Cetyl alcohol Cetyl ethylhexanoate Cetyl hydroxyethylcellulose Cetyl lactate Cetyl octanoate Cetyl palmitate Cetyl ricinoleate Citric and fatty acid esters of glycerol Cocoa butter equivalent (CBE) Cocoa butter substitute (CBS) Cocamide DEA Cocamidopropyl betaine Decyl Glucoside Decyl oleate Diacetyltartaric and fatty acid esters of glycerol Dilinoleic acid Disodium laureth sulfosuccinate Disodium lauryl sulfosuccinate Distilled Monoglyceride Palm Elaeis guineensis oil Emulsifiers: E304, E422, E430, E431, E432, E433, E434, E435, E436, E470, E470a, E470b, E471, E472, E472a, E472b, E472c, E472e, E472f, E473, E474, E475, E476, E477, E478, E479, E480, E481, E482, E483, E493, E494, E495	Emulsifying wax Epoxidized palm oil (uv cured coatings) Ethyl lauroyl arginate (243) Ethylene glycol monostearate Ethylhexyl hydroxystearate Ethylhexyl Palmitate Ethylhexyl palmitate Ethylhexyl stearate Ethylhexylglycerin Fatty acids Fatty alcohol sulphates Glycerin Glycerin or glycerol (442) Glyceryl distearate Glyceryl laurate Glyceryl monostearate Glyceryl myristate Glyceryl oleate Glyceryl polymethacrylate Glyceryl Rosinate Glyceryl stearate Glyceryl stearate SE Glycol distearate Glycol stearate Guineesis (palm) Hexadecylic Hexyl laurate Hexyldecanol Humectant glycerol Hydrogenated palm glycerides Isopropyl isostearate Isopropyl palmitate Isopropyl titanium triisostearate Isostearamide DEA Isostearate DEA Isostearic acid Isostearyl alcohol Lactic and fatty acid easters of glycerol Lauramide DEA Lauramide MEA Lauramine oxide Laureth Lauric acid Lauroyl sarcosine Lauryl betaine Lauryl lactate Lauryl glucoside (from palm) Lauryl pyrrolidone Linoleic acid Magnesium myristate Magnesium stearate Mixed tartaric, acetic and fatty acid esters of glycerol Mono-and- di-glycerides of fatty acids Mono-glycerides of fatty acids Myristate Myristic acid Myristic Cetrimonium Chloride Acid Myristoyl Myristyl alcohol Myristyl myristate Octyl palmitate	Octyl stearate Octyldodecyl myristate Octyldodecyl stearoyl stearate Oleamide MIPA Oleic acid Oleyl betaine Palm fruit oil Palm kernel oil Palm oil Palm olein Palm stearine Palmate Palmitate Palmitic acid Palmitamidopropyltrimonium chloride Palmitoyl myristyl serinate Palmitoyl oxostearamide Palmitoyl oligopeptide Palmitoyl tetrapeptide-3 Pentaerythrityl tetraisostearate Peptide complex Polyethylene (40) stearate (431) Polyglycerol esters of fatty acids Polyglycerol esters of interesterified ricinoleic acid Polyglycerol-2 oleyl ether Polyglyceryl-3 dilisostearate Polyglyceryl-4 isostearate Polyglyceryl-4 oleyl ether Polysorbate 60 or polyoxyethylene (20) sorbitan monostearate Polysorbate 65 or polyoxyethylene (20) sorbitan tristearate Polysorbate 80 or polyoxyethylene (20) sorbitan monooleate Polysorbate-20 Polysorbate-40 Polysorbate-80 Polysorbate-85 Potassium stearate PPG-15 stearate ether Propylene glycol esters of fatty acids Propylene glycol laurate Propylene glycol stearate Retinyl palmitate Saponified elaeis guineensis Sleareth SLES SLS Sodium cetearyl sulphate Sodium Dodecyl Sulphate (SDS or NaDS) Sodium Isostearoyl Lactylate Sodium lactylate; sodium oleyl lactylate; sodium stearoyl lactylate Sodium laurate Sodium laurel Sodium laureth sulfate Sodium laureth sulphate Sodium laureth-13 carboxylate Sodium lauroyl lactylate Sodium lauryl Sodium lauryl ether sulphate	Sodium lauryl glucose carboxylate Sodium lauryl sulfate Sodium lauryl sulfoacetate Sodium lauryl sulphate Sodium palm kernelate Sodium palmate Sodium palmitate Sodium stearate Sodium stearoyl lactylate Sorbitan isostearate Sorbitan laurate Sorbitan monostearate (491) Sorbitan oleate Sorbitan palmitate Sorbitan sesquioleate Sorbitan trioleate Sorbitan tristearate Sorbitan tristearate (492) Stearalkonium chloride Stearalkonium hectorite Stearamide MEA Stearamidopropyl dimethylamine Steareth-10 Steareth-2 Steareth-20 Steareth-21 Stearic acid (vegetable oil) Stearic acid or fatty acid (570) Stearoyl sarcosine Stearyl alcohol Stearyl dimethicone Stearyl heptanoate Sucrose stearate Sucroseesters of fatty acids Taxanomic TEA-lauryl sulphate TEA-stearate Tocopheryl linoleate Triacetin Triacetin (1518) Tribehenin Tricaprylin Tristearin Vegetable glycerin Vegetable Oil Vitamin A palmitate Zinc stearate
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Sourced from: <https://thelincolnpantry.co.nz/palm-oil-in-disguise/>

LET'S GET SHOPPING...

ACTIVITY TIME- Let's get shopping








1. Visit Coles online at <https://shop.coles.com.au/a/national/home>.

2. Use the search bar to help you locate the grocery items identified in the table below.

Search for a product e.g. milk

Search for a list of items

3. Carefully read the ingredients list for each grocery item- *does the product include palm oil?*
 [Hint: refer to the previous page for a list of ingredients that is commonly derived from palm oil or has palm content]
 4. Record your findings.

Fantastic Beef Noodle Cup, 70g 	Arnot's Original Chocolate Tim Tam, 200g 	Nutella Hazelnut Chocolate Spread, 750g 	Bega Smooth Peanut Butter, 780g 	Hershey's Cookies and Crème Sticks 4 Pack, 360ml 
Palm oil present: Yes / No Sustainable and Certified: Yes / No Coles Baker Super Soft White Sandwich Loaf, 680g 	Palm oil present: Yes / No Sustainable and Certified: Yes / No Meadow Lea Original Margarine Spread, 500g 	Palm oil present: Yes / No Sustainable and Certified: Yes / No Betty Crocker Devil's Food Cake Mix, 540g 	Palm oil present: Yes / No Sustainable and Certified: Yes / No Kellogg's Coco Pops Chocolatey Breakfast Cereal, 650g 	Palm oil present: Yes / No Sustainable and Certified: Yes / No Lindt Cornet Assorted, 333g 
Palm oil present: Yes / No Sustainable and Certified: Yes / No OMO Sensitive Top and Front Loader Laundry Liquid Detergent, 2L 	Palm oil present: Yes / No Sustainable and Certified: Yes / No Palmolive Naturals Replenishing Milk and Honey Soap, 4 pack 	Palm oil present: Yes / No Sustainable and Certified: Yes / No Pantene Pro-V Classic Clean Shampoo, 900ml 	Palm oil present: Yes / No Sustainable and Certified: Yes / No L'Oréal Paris Paradise Mascara Black, 6.4ml 	Palm oil present: Yes / No Sustainable and Certified: Yes / No My Dog with Gourmet Beef and Roast Vegetable Flavour Dry Dog Food, 1.5kg 
Palm oil present: Yes / No Sustainable and Certified: Yes / No	Palm oil present: Yes / No Sustainable and Certified: Yes / No	Palm oil present: Yes / No Sustainable and Certified: Yes / No	Palm oil present: Yes / No Sustainable and Certified: Yes / No	Palm oil present: Yes / No Sustainable and Certified: Yes / No

How many grocery items used sustainably sourced and certified palm oil? _____ Did this surprise you? Yes / No

SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

HOUSEHOLD CHALLENGE (1)- *Pantry Audit*

Have you ever thought about whether your family consumes palm oil products? Check out your pantry now!



Complete the table below- take a tally!!!

PANTRY CATEGORY	Includes palm oil	Sustainably sourced/ certified	Does not include palm oil
Grains/pasta			
Dry ingredients (e.g., flour, sugar)			
Wet ingredients (e.g., oil, honey)			
Healthy snacks (e.g., nuts)			
Junk food (e.g., lollies, potato chips)			
Breakfast foods (e.g., cereal)			
Canned goods			
Spices			

Report your findings to your family- record their thoughts.



HOUSEHOLD CHALLENGE (2)- *Cook a meal without palm oil*

Design and cook a meal for your family.

This needs to be free of palm oil OR uses palm oil that has been sourced sustainably and certified.

Upload to MS Teams:

- ◇ A list of ingredients and method
- ◇ A photograph of the final product




SUSTAINABLE BIOMES: INVESTIGATING RAINFORESTS

PALM OIL FREE OR SUSTAINABILITY CERTIFIED PRODUCT SHOPPING GUIDE

Find palm oil free or sustainably certified products for the following grocery categories.

[Hint: Access Sustainable Table's *Palm Oil- the oily truth* pdf (pp.3-4) at: https://sustainabletable.org.au/wp-content/uploads/Palm_Oil.pdf]

SNACK FOOD	CEREALS	ICE CREAM	SAVOURY BISCUITS	SWEET BISCUITS
CHOCOLATE	SPREADS	CLEANING PRODUCTS	PERSONAL CARE	



THE CAMPAIGN

Since 2009, Zoos Victoria has been campaigning to get labelling laws changed in Australia so that palm oil is no longer hidden as 'vegetable oil' or any other names on the products you buy. So far, more than 470,000 Australians have spoken up for palm oil labelling through *Don't Palm Us Off* and you can too!

By having mandatory labelling of palm oil on products, this will put the power back into the hands of consumers who will have the choice to buy products containing certified sustainable palm oil.

This will put pressure on manufacturers to clean up their act and only source 100% Segregated and sustainable palm oil as certified by the independent governing body the Roundtable on Sustainable Palm Oil (RSPO).

Tell your Minister that you want palm oil to be clearly labelled.

Because you have the right to know where that palm oil came from.

Choose your state or territory to send a message to your minister:

ACT

New South Wales

Northern Territory

Queensland

South Australia

Tasmania

Victoria

Western Australia

OPTIONAL:

Message the NSW Minister to let them know that you want palm oil to be clearly labelled at: <https://www.zoo.org.au/dont-palm-us-off>



The 2022 GTANSW & ACT Young Geographer Awards

The Young Geographer Awards invites students in NSW and the ACT to demonstrate engagement with Geography, the discipline and with the tools and skills of Geography through the creation and conduct of an inquiry-based research project. Although it is not essential, teachers are encouraged to incorporate the research and construction of the project into their teaching programs to help support students.

Prizes for the winning entries in the Young Geographer Award prizes, in any category are:

★ 1st Prize \$500 ★ 2nd Prize \$250 ★ 3rd Prize \$100

Senior entries close: Friday 24 October 2022

Junior entries close: Friday 9 December 2022

Register here: SENIOR ENTRIES | JUNIOR ENTRIES

Unsplash image by Bill Oxford @bill_oxford

The 2022 GTANSW & ACT Young Geographer Awards



AWARD CATEGORIES



GEOGRAPHICAL RESEARCH AWARD

This award allows students to demonstrate original geographic research on any topic from the Australian Curriculum or NSW K–10 Geography Syllabus. Students will identify an inquiry focus and should conduct both primary and secondary research to investigate this topic. Category submissions will be judged against entries in the same Stage.



GEOGRAPHY IN STEM AWARD

This award allows students to demonstrate geographic research on any topic from the Australian Curriculum or NSW K–10 Geography Syllabus. However, a significant STEM contribution must be present in the final product and Geography must drive the project. The STEM contribution may be explicitly evident in the collection of primary data, the tools used for analysis of data and/or in the final presentation and communication of the research.



NESA SENIOR GEOGRAPHY PROJECT (SGP) / IB INTERNAL ASSESSMENT AWARD / ACT EQUIVALENT PROJECT

This award recognises excellence in the NSW Senior Geography Project (SGP) or International Baccalaureate Internal Assessment (IA) Projects. Those who study Geography in the ACT may also submit Geography research projects of a similar scope.



GTA NSW & ACT GEOGRAPHY TEACHER AWARD

Although a separate award event, teachers are encouraged to use their experiences in supporting the Young Geographer Award as an entry. This award recognises the contribution that teachers make in supporting their students and teaching peers. Participating teachers are asked to write an article of approximately 500 words for the Geography Bulletin, journal of GTA NSW & ACT, that examines how they successfully incorporated the competition into their teaching practice, established an exemplary fieldwork program or delivered outstanding Professional Learning events.

The 2022 GTA NSW & ACT Young Geographer Awards



PROJECT SPECIFICATIONS

The projects submitted for all categories should:

- Be less than 3000 words when written or under 10 minutes in an audio-visual format.
- Incorporate appropriate primary and secondary research for the inquiry topic.
- Demonstrate excellent research skills
- Demonstrate excellent communication of geographical information using a variety of tools and skills.
- Demonstrate the capacity for active citizenship from the undertaken research.

All award entries must be submitted digitally as either .PDF files, websites or suitable audio-visual files.



AWARD TIMELINE

2022 competition closing dates: Senior entries – Friday 24 October
Junior entries – Friday 9 December

Each school is able to submit a maximum of 4 entries per category.
There is no cost for entry.

Judging will take place between Term 4 2022 and Term 1 2023. Members of GTA NSW & ACT are encouraged to apply and participate as a member of the judging panel. This is a valuable Professional Development event and participation in the judging process, for example SGP marking, will help teachers gain perspective about their own classroom practice and student achievement.

Prize winners will be notified by March 1, 2023. Award winners will have their prizes and projects presented at the 2023 GTA NSW & ACT annual conference.

Prizes will only be awarded where suitable entries are available.



The 2022 GTA NSW & ACT Young Geographer Awards

AWARD MARKING CRITERIA

CRITERIA	OUTSTANDING	COMMENDABLE	SATISFACTORY	NEEDS FURTHER DEVELOPMENT
Identifies a relevant and engaging geographic inquiry topic.	Topic is appropriate for the relevant syllabus. Topic is highly engaging Topic allows for research which is spatial in nature.	Topic is appropriate for the relevant syllabus. Topic allows for research which is spatial in nature.	Topic is inappropriate for the relevant syllabus. OR Topic does not allow for research which is spatial in nature.	Topic is inappropriate for the relevant syllabus. AND Topic does not allow for research which is spatial in nature.
Incorporates appropriate primary research for the inquiry topic	Outstanding demonstrations of accurate, well planned primary data collection. Clear and appropriate presentation of collected primary data.	Demonstrations of well planned primary data collection. Clear presentation of collected primary data.	Primary data is collected using appropriate methods.	Little or no primary data is collected. OR Primary data is collected using inappropriate methods.
Incorporates appropriate secondary research for the inquiry topic	Outstandingly detailed information and technical vocabulary used consistently throughout the project. An accurate, complete, and consistently styled bibliography is presented.	Detailed information and technical vocabulary used throughout the project. A consistently styled bibliography is presented.	Some detailed information and technical vocabulary used in the project. A bibliography is presented.	Generic examples and generic language used throughout the project. No attempt is made to reference sources used.
Quality of geography research	Insightful analysis or discussion is made based on the collected primary and secondary data. Conclusions about inquiry topics are based on analysis or discussion of data.	Analysis or discussion is made based on the collected primary and secondary data. Conclusions about inquiry topics are based on analysis or discussion of data.	Primary and secondary data is used to draw conclusions.	Conclusions are based on superficial, generic or general information.
Communication of geographical information.	Geographical information is presented in sustained, logical and well sequenced paragraphs. A variety of appropriate tools (photos, graphs, maps etc) are selected and used to convey geographic information engagingly.	Geographical information is presented in sustained, logical and well sequenced paragraphs. Appropriate tools (photos, graphs, maps etc) are selected and used to convey geographic information.	Geographical information is presented in logical paragraphs.	Geographical information is presented in paragraphs.
Capacity for active citizenship from the project.	Evidence of active citizenship is present within the project.	Capacity for active citizenship is articulated within the project.	Capacity for active citizenship is alluded to within the project.	No capability for active citizenship is evident within the project.
Format and presentation	Project is highly engaging and is attractively formatted. 3000 words or less or under 10 minutes. Digitally submitted in correct file type and able to be accessed by judges.	Project is attractively formatted. 3000 words or less or under 10 minutes. Digitally submitted in correct file type and able to be accessed by judges.	Project exceeded 3000 words or 10 minutes by up to 10% Digitally submitted in correct file type and able to be accessed by judges.	Project exceeded 3000 words or 10 minutes by over 10% Digitally submitted in incorrect file type or unable to be accessed by judges.
STEM Award Category	Outstanding, sustained and innovative incorporation of Science, Technology, Engineering and/or Maths to support the enactment, collation and/or communication of the geographical inquiry The contribution and purpose of STEM in the geographical inquiry is clearly and thoroughly explicated.	Commendable innovative incorporation of Science, Technology, Engineering and/or Maths to support the enactment, collation and/or communication of the geographical inquiry. The contribution and purpose of STEM in the geographical inquiry is clearly explicated	Some innovative incorporation of Science, Technology, Engineering and/or Maths to develop the enactment, collation and/or communication of the geographical inquiry. The contribution and purpose of STEM in the geographical inquiry is explicated at times although mostly inferred	Little evidence of innovative incorporation Science, Technology, Engineering and/or Maths in the enactment, collation and/or communication of the geographical inquiry The contribution and purpose of STEM in the geographical inquiry is not explicated

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Changing Places Assessment Task

Amy Freshwater, St John the Evangelist High School

Outcomes

- GE5-2 explains processes and influences that form and transform places and environments
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Inquiry Questions

What strategies are used to manage environmental change in urban places to enhance sustainability?

Concepts: Place and Sustainability

Content: investigate the management and planning of Australia's urban future

This year at St John's, geography teachers decided to flip the content around and teach about 'the future' first. This means we are able to look at innovative and exciting technologies and ideas at the beginning of a topic and we find this engages our students more effectively than starting with key terms and basic concepts. When writing this assessment task, I kept in mind links to potential jobs in the geography and sustainability fields and was able to link to these within my teaching (e.g.: town planner, member of parliament, product developer). I find when students can link what they are learning in geography to a real life job or situation, this enhances their understanding and is likely to give them more interest in the task.

This task asks students to act as a town planner with sustainability in mind and plan a brand new town. Students use research to come up with a number of sustainable features of their town. I also wanted to incorporate skills into the task, so students need to create a map of their town incorporating all of their chosen sustainable features. I have found having the research component tied in with a more creative/skills based component has meant this task is accessible for all of the different types of learners in the classroom. We teach Changing Places in Terms 2 and 4 when we have a quick turnaround for reporting, so this task is handed out in Week 1 and collected in Week 5. This is a flexible task that could be used at any time, depending on when you teach this part of the content. It would also work as a great end of term task to keep students engaged in the second half of the term. I have included in this package:

- Assessment Task notification, checklist and marking guidelines
- Scaffolds for the map and annotations
- Supported version of the task
- Extension Task
- Completed exemplar maps from students.



2022 Common Task Notification Geography Task 2

Year Group:	9
Date Issued:	Week 1
Midpoint Check:	Week 3
Due Date:	Week 5
Format:	An A3 map with annotations, bibliography and mood board.
Submission details:	Hand drawn maps submitted as a hard copy. Digital maps can be submitted via google classroom.

Task

Sustainable Urban Futures – Town planning

You are a sustainable town planner who has been given the exciting project of planning a new town estate in an **urban** area. Your new estate must contain all required facilities and infrastructure, be accessible for the general population (not in space) and most importantly, be **sustainable**.

What you will hand in:

1. An annotated A3 map of your new town - this can be hand drawn or digital (yes, you can use minecraft or another digital mapping tool such as SketchUp)
2. Annotations detailing the sustainable aspects of your town. You will be provided with a scaffold for this. You should aim for a minimum of 10 sustainable features to your town.
 - a. What is it? Describe the sustainable aspect.
 - b. How is it sustainable? Explain what makes this a sustainable feature of your town.
 - c. Why did you include it in your town?
3. Other relevant documents including:
 - a. Mood board that illustrates the sustainable town you envision.
 - b. Bibliography - Harvard referenced including any resources you use for information for this task.

Assessment Criteria

See Marking criteria sheet attached.

Mid-Point Check

By the Mid-Point date, the following must be completed:

Mood board, Draft map + draft annotations (these do not have to be fully complete).

Feedback you can expect from this Task:

Marking Criteria with grade and written teacher comment.

Verbal feedback to the class.

Outcomes being assessed in this task:

- RO1: Explains the diverse features and processes that form and transform environments and analyses the effect of interactions between people, place and environment.
- RO2: Accounts for differing perspectives on a range of geographical issues and assesses management strategies for sustainability.
- RO4: Processes geographical information and uses appropriate and relevant geographical tools for inquiry.
- RO5: Communicates geographical information to a range of audiences using a variety of strategies.

CHANGING PLACES: ASSESSMENT TASK

Checklist to keep yourself accountable

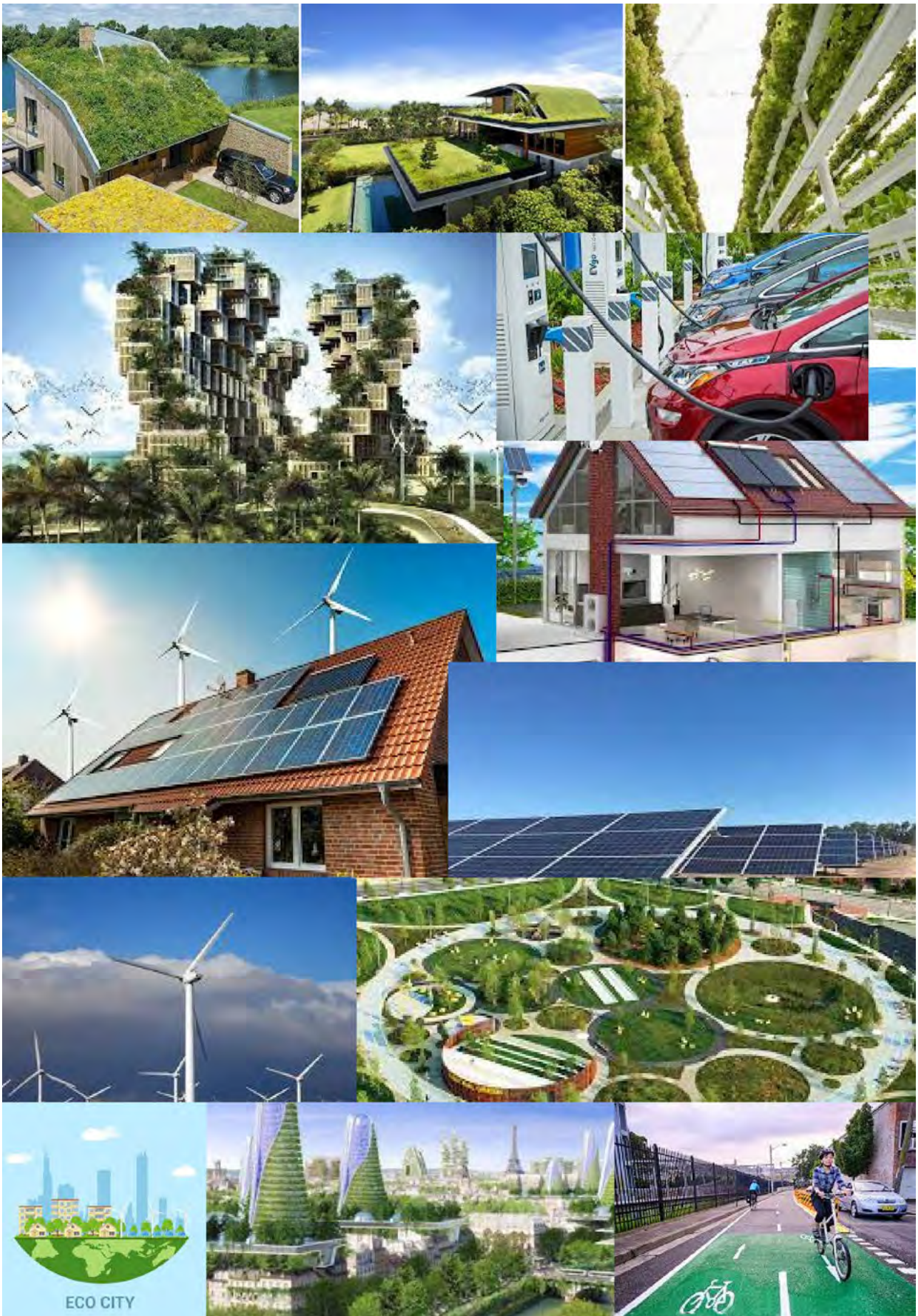
1. Create a mood board for your ideas on a google doc, slides or canva. This will involve researching sustainability factors for housing estates and towns. A mood board is a visual representation of your goals. See the google classroom for an example of a completed mood board.
2. Start researching aspects of your estate that you need to consider.
 - a. Transport
 - b. Facilities (e.g., schools, doctors, food shops)
 - c. Energy efficiency
 - d. Water supply
 - e. Sewage and waste disposal
 - f. Recreational spaces and green areas
3. Write annotations to your map (these will explain each sustainable aspect you have included and why you have included it).
4. Begin to draw a draft map of your estate.
5. Once you are happy with the design and features of your estate, you can begin work on your final copy that you will hand in during Week 4.
6. **Extension** – in addition to designing a sustainable town plan, students will design a sustainable home. The features of a home will be different; however, you will design and annotate the features of this similar to the way you did your estate.
7. **Supported** – students will be given a list of features to include in their town plan.

Marking Rubric

GRADE	(R01)	(R02)	(R04)	(R05)
A	Student has provided an extensive annotation of features of their sustainable town.	Student has selected an extensive range of features that successfully address sustainability issues.	Student has used extensive research to effectively locate and apply sustainable strategies to their town planning.	Student has presented an extremely clear, well designed and cohesive town plan and comprehensively annotated sustainable features.
B	Student has provided a detailed annotation of features of their sustainable town.	Student has selected a solid range of features that successfully address sustainability.	Student has used research to effectively locate and apply sustainable strategies to their town planning.	Student has presented a very clear, well designed and cohesive town plan and thoroughly annotated sustainable features.
C	Student has provided a sound annotation of features of their sustainable town.	Student has selected a range of features that address sustainability issues.	Student has used research to locate and apply sustainable strategies to their town planning.	Student has presented a clear, well designed and cohesive town plan and annotated sustainable features.
D	Student has provided a basic annotation of features of their sustainable town.	Student has selected some features that address sustainability issues.	Student has used limited research to locate and apply sustainable strategies to their town planning.	Student has presented a somewhat clear town plan and annotated some sustainable features.
E	Student has provided an elementary annotation of features of their sustainable town.	Student has selected minimal features that address sustainability issues.	Student has used minimal research to locate and apply sustainable strategies to their town planning.	Student has presented a town plan and may have annotated some sustainable features.
Overall Grade:				

CHANGING PLACES: ASSESSMENT TASK

Mood Board example



CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate Map – Annotations supported

Map reference	Annotation	Map reference	Annotation	Map reference	Annotation
	Community Garden What is it? How is it sustainable? Why did you include it in your town?		Public green spaces		Technology hub
	Public transport		Waste Recycling centre		Water management
	Cycleway/walking track		Electric vehicle charging stations		Sustainable roads
	Wind farm		Green buildings		
	Solar farm		Vertical farms		

Sustainable Urban Estate Map – Annotations

Map reference	Annotation	Map reference	Annotation	Map reference	Annotation
			Vertical farms		

CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate Map – Template

Name:

Title:



Scale: 1 cm represents 50m

Legend:

CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate – Resources

A list of useful resources for this task:

1. What is a sustainable city?
2. Essential features of sustainable cities and eco cities
3. BBC Sustainable Cities
4. 21 Features of Future Sustainable Cities
5. The most important features of sustainable cities and society
6. 10 traits of a sustainable city and eco-friendly urban planning
7. What is a sustainable community

Extension

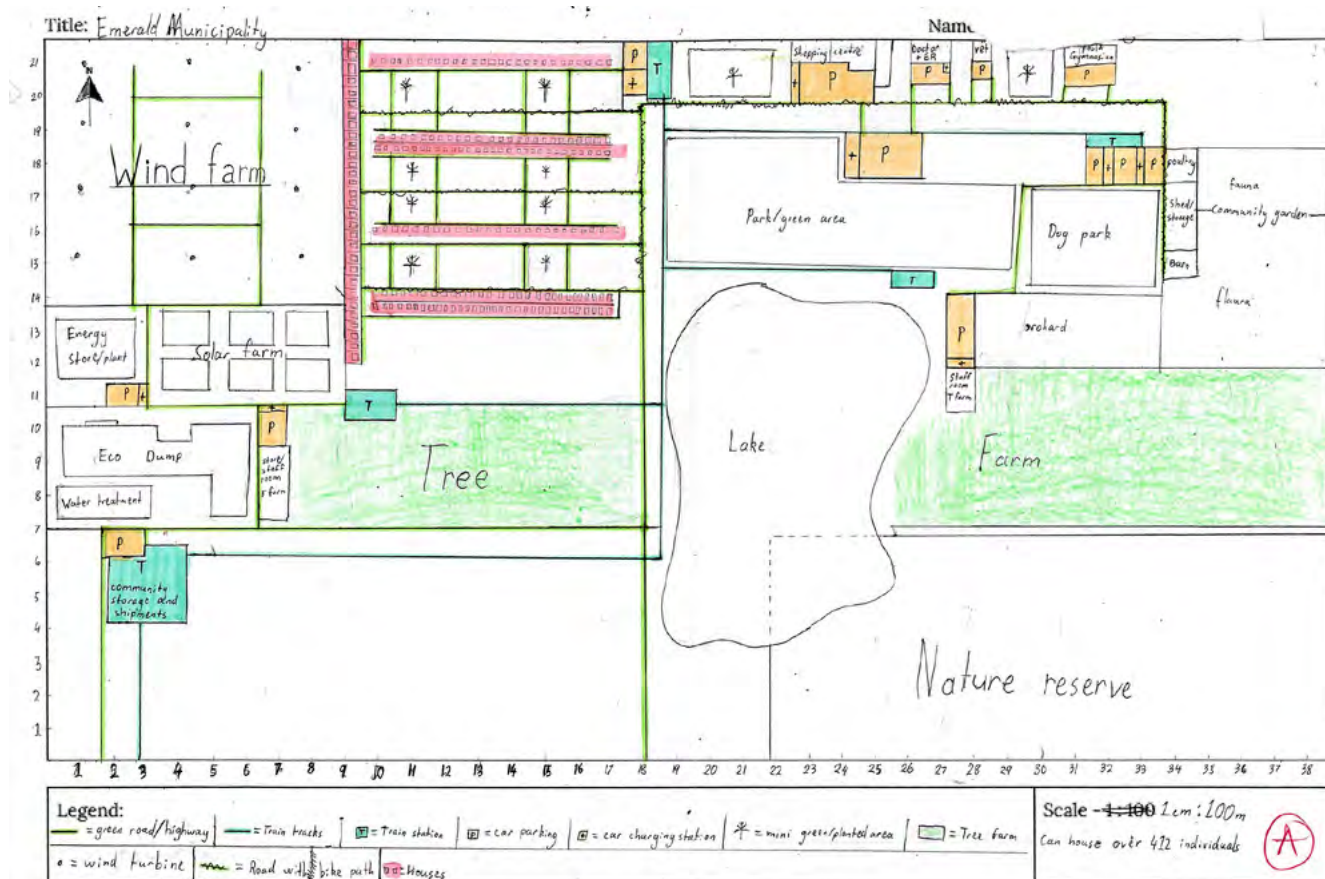
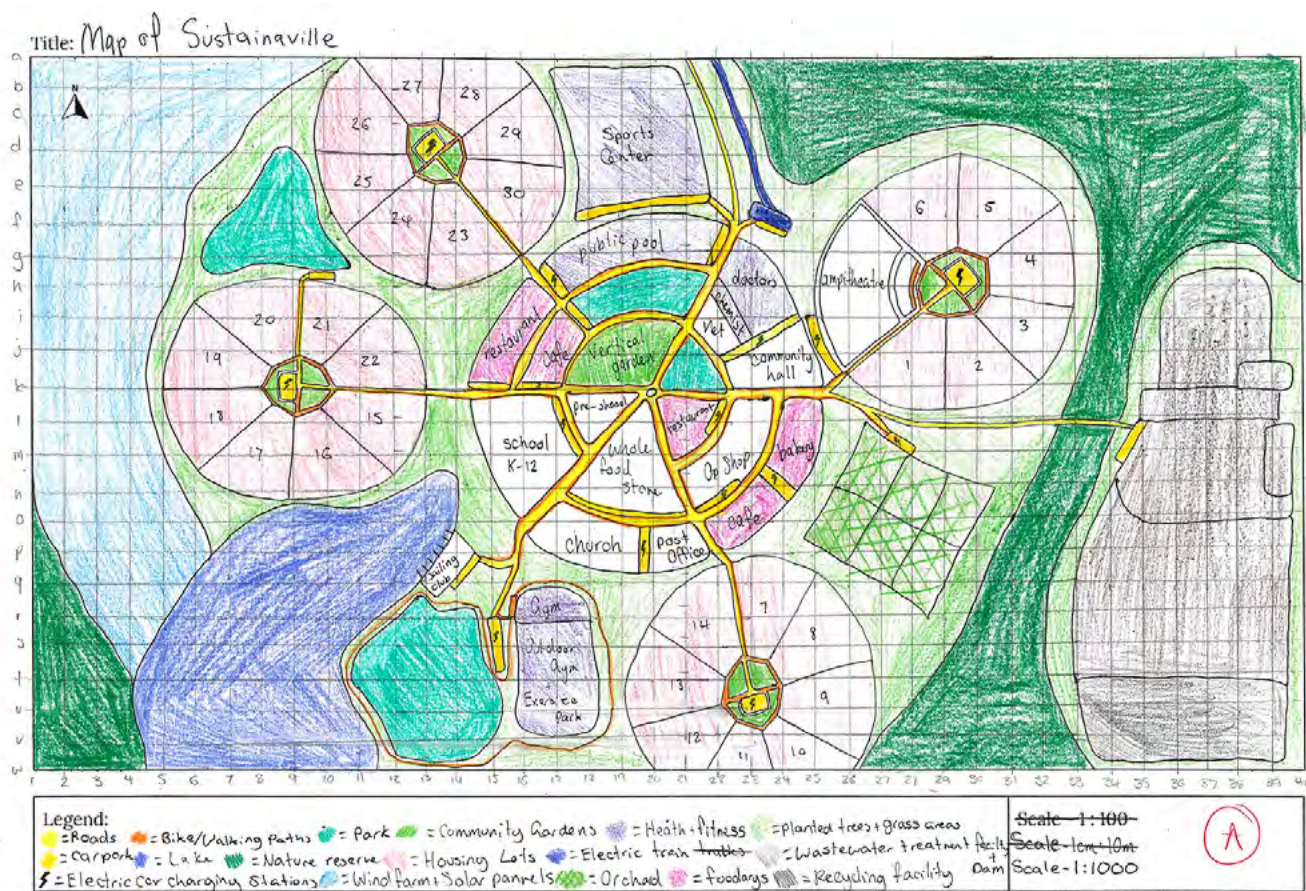
8. Your Home website
9. 9 technologies that will shape the sustainability agenda
10. Top 20 sustainable cities in the world
11. 5 ways to make cities more sustainable and resilient
12. 6 traits of a sustainable city
13. 7 innovative projects making cities sustainable
14. Sustainable cities: a cleaner future



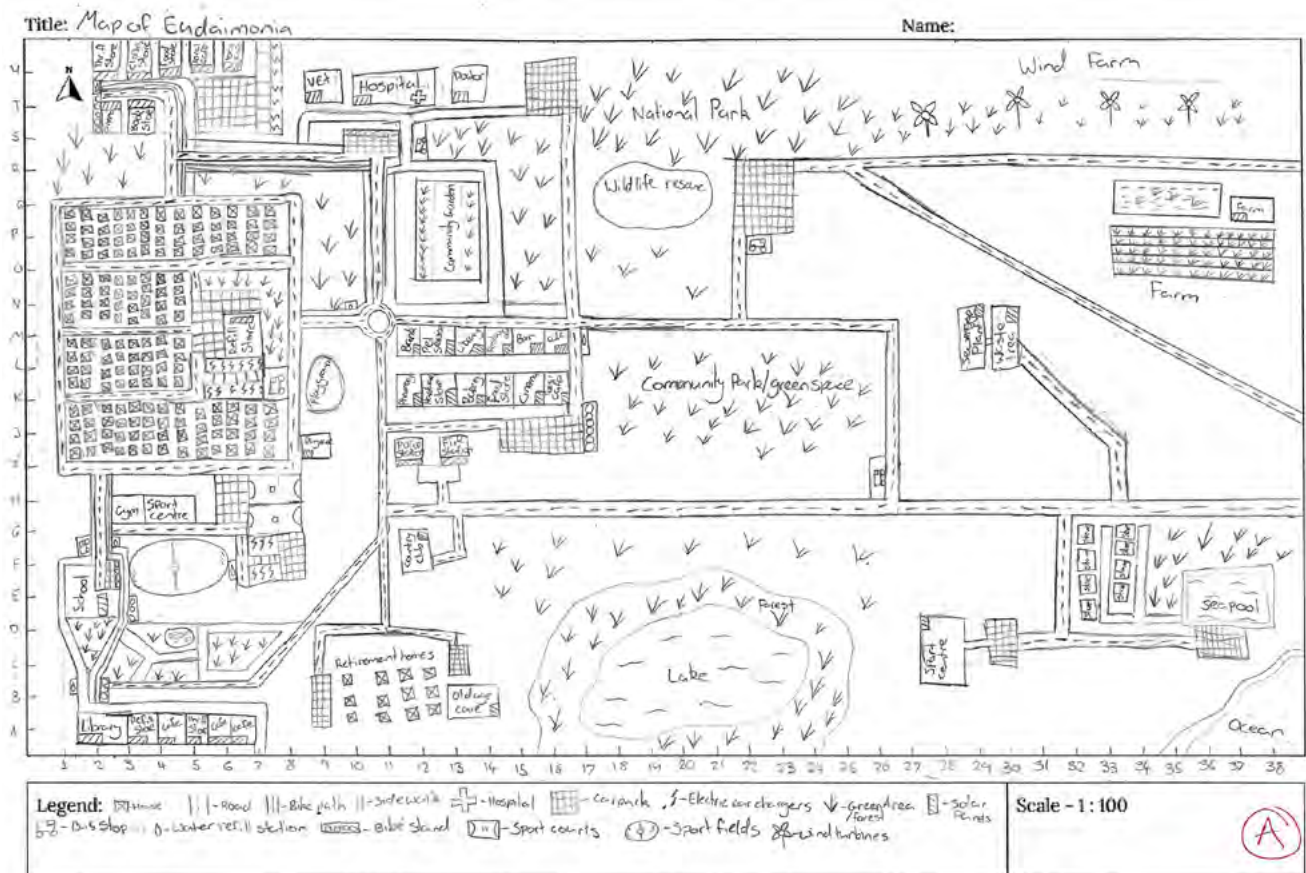
Image Source: Google Images

CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate Map – Exemplar tasks



Sustainable Urban Estate – Exemplar tasks



CHANGING PLACES: ASSESSMENT TASK

Design your own sustainable home!

Instructions: You now have time to design your very own sustainable home! You have many aspects you will need to think about. Be creative - you're a sustainable home architect with an unlimited budget! It's time for you to create the most sustainable home. Further instructions on the attached doc. Don't forget about landscaping :)

For this task, you will design a sustainable home for the future that includes qualities that will assist in improving Australia's urban future.

You will each design your own sustainable home. This will include the house interior and exterior, gardens as well as some extras like waste disposal. You must add notes in each category listed in the table explaining how you will be sustainable in that aspect of your home.

Research the following list when considering your home design. You will need to include information on each in relation to your sustainable home.

DESIGN CRITERIA	RESEARCH	FINAL PRODUCTS (description, price and image).
Location (must be in an urban area)		
Building materials (consider both interior and exterior of the house, insulation)		
Aspect (which direction does the house face)		
Size (in square metres)		
Energy efficiency (eg. solar panels, light fittings, heating/cooling etc)		
Waste disposal (eg. recycling, compost)		
Water usage (eg. water saving technologies, water storage)		
Landscaping and gardens (eg. vegetable growing/natural shade, backyard design (pets/chickens), rooftop garden)		
Security measures (alarms, guard dogs,		
Storage (eg. garage, cupboard space)		
Kitchen (cooking facilities, food storage)		

CHANGING PLACES: ASSESSMENT TASK

Design your own sustainable home!

Draw a detailed house plan for your house in your workbook or on spare paper. See below for an example of what a house plan looks like.



Image Source: Unknown

Learning how to assess a management strategy in Geography

Nicholas De Bressac, Stella Maris College

NESA provides a glossary of key words that appear in the syllabus and examinations.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Examples of topics where students “assess” include:

Stage 4

Landscapes and Landforms – assess strategies to reduce the future impact of natural hazards.

Water in the World – assess strategies to overcome water scarcity

Stage 5

Changing Places – assess strategies used to create economically, socially and environmentally sustainable urban places

Environmental Change and Management – assess the effectiveness of management strategies to achieve environmental sustainability

What does the word ‘assess’ mean?

The word ‘assess’ means to make a judgment about the value of; quality, results, outcome or size of a particular idea, strategy or argument.

In other words, ask yourself the question: Is this thing good? Is it working? Is it effective? How do we know?

Assessing in Geography

Throughout our studies in Geography, we are constantly looking at how our world is changing or how there are problems within the interactions between the natural and human environments. We also explore the attempts by humans (as individuals, community groups and governments) to manage this change, resolve these problems or reduce the severity of the overall impacts.

Obviously we would like these attempts to be successful and effective. Something is ‘effective’ when it does what it says it will do. Assessing a strategy is judging whether it has been successful in achieving its stated aims or whether it was unsuccessful or had unintended negative consequences.

Steps to assess:

1. Identify the name of the strategy – it should have some sort of title or name that it has been given.
2. Describe the main features of that strategy – who is doing it, what is it supposed to do and how will it do it?
3. Explain the impact of the strategy on problem it is trying to solve.
4. Make a judgement about whether it is working using specific evidence or data to support your argument. Use words such as effective, successful, appropriate, responsive for positive judgements and ineffective, unsuccessful, inappropriate or unresponsive for negative judgements.

Assessing Strategies Scaffold

Identify the name of the strategy:

Describe the main features of that strategy – who is doing it, what is it supposed to do and how will it do it?

Explain the impact of the strategy on problem it is trying to solve with reference to specific evidence.

Make a judgement about whether it is working using specific evidence or data to support your argument.



Image Source: <https://tpd.edu.au/product/keyword-flashcards/>

Assess Definition: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Interconnections – Fast Fashion

Nicholas De Bressac, Stella Maris College

Syllabus Links

Production and Consumption

Investigate the effects of the production and consumption of goods on people, places and environments throughout the world.

Image Source: <https://www.mydomaine.com/marie-kondo-method>



Collecting primary data on clothes in your wardrobe and drawers

Tally up HOW MANY of the following clothing items you own:

T-shirts	Shorts/Skirts	Pants/Trousers	Hats	Dresses	Jeans	Jumpers/Jackets

Select FIVE random t-shirts AND FIVE shorts/skirts. For each t-shirt and shorts/skirts answer the following questions:

How many are made from cotton?	Which countries were they made in?	How many were bought in the last 12 months?	How many were bought in the last 3 months?

How often would you buy a new item of clothing? (Circle or highlight):

Weekly

Fortnightly

Monthly

THREE months

SIX Months

In an average month (or if you averaged it out), how much would you spend on items of clothing?

Less than \$20

\$20–\$50

\$50 –\$100

\$100 –\$150

\$150 +

Which brands OR from which stores do you find yourself selecting/choosing items of clothing?

INTERCONNECTIONS: FAST FASHION

Collecting primary data on clothes in your wardrobe and drawers



Image Source: <https://source.wustl.edu/2019/01/how-fast-fashion-hurts-environment-workers-society/>

How would you rank the following from 1–8 in terms of importance when choosing clothing items
(1 = most important AND 8 = least important)?

Cost	Quality	Brand Name	Design/ Look	Material	Country of Origin	Environmental Impact	Social Impact

How long (months, years) would you generally keep an item of clothing such as a t-shirt, shorts or pants? _____

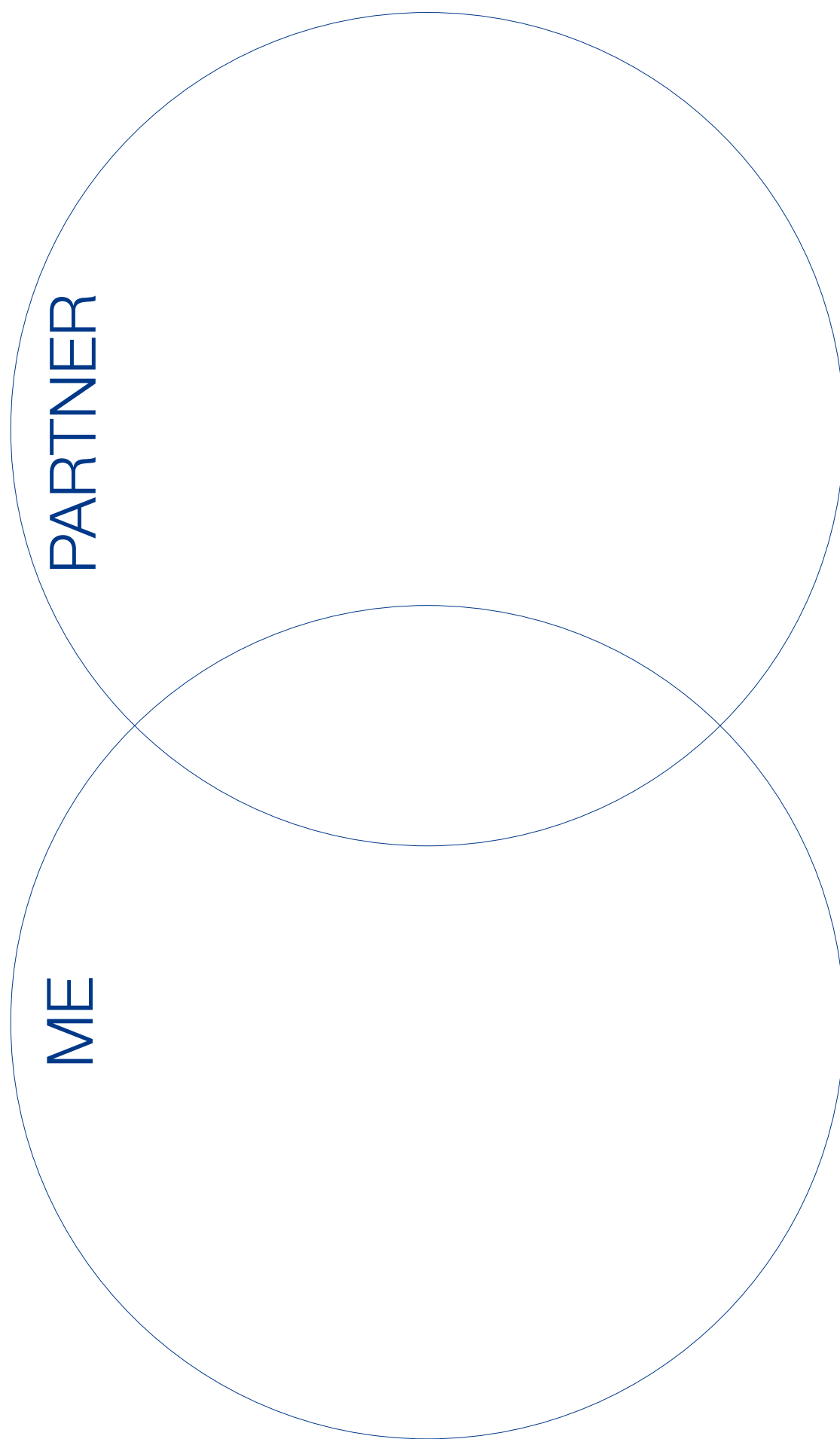
Do you wear items until they are unwearable/worn out? (Circle/highlight) YES NO

What do you do when you no longer wear your clothes or you grow out of them? (Answer YES or NO)

Throw them out	Donate them to a charity/clothing bin	Reuse them as rags/ cloths or for other uses	Hand them down to a friend/family member	Other (Please explain)

What did you learn about yourself through this process?

Comparing our relationship with clothing



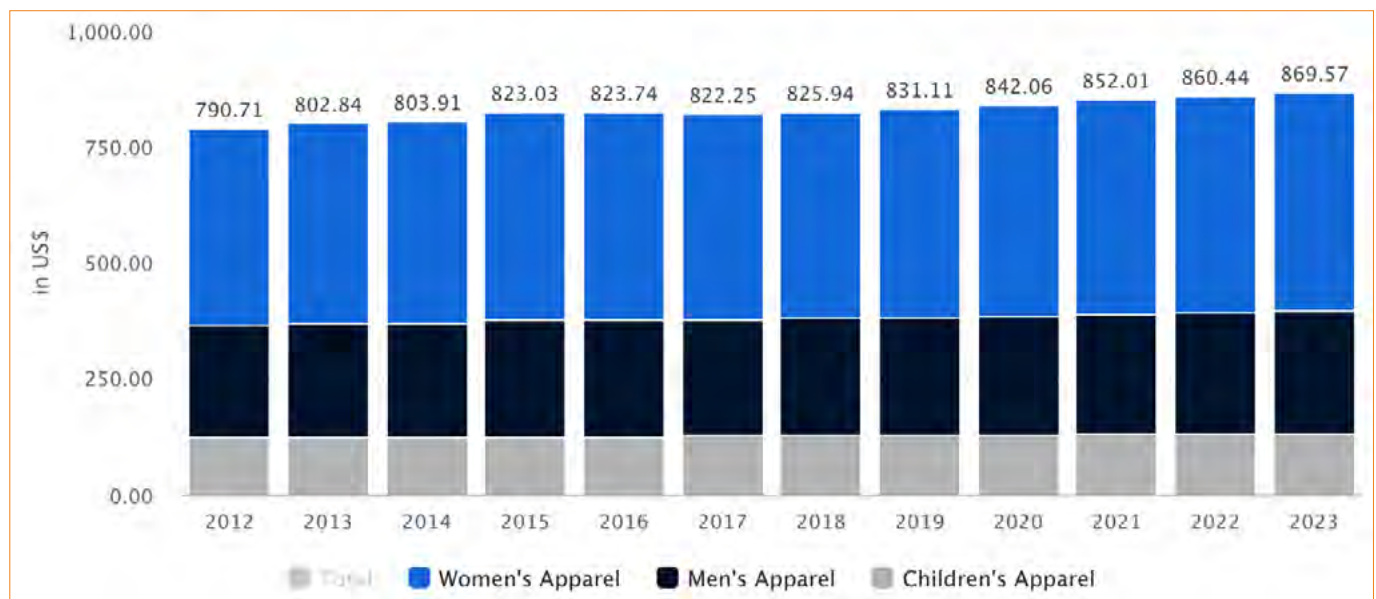
Instructions on how to use a Venn Diagram

After completing the primary research task "Collecting primary data on clothes in your wardrobe and drawers" compare and contrast your relationship with clothing between you and your partner.

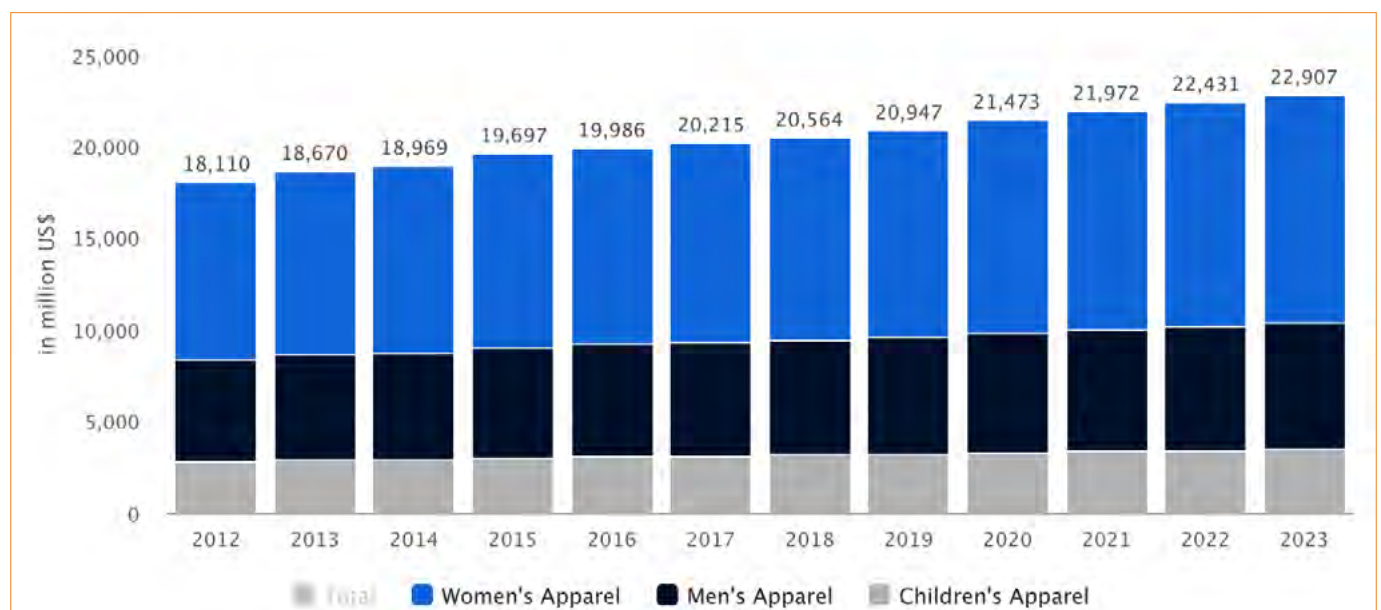
Consumption of Clothing in Australia – What does the data tell us?

All data sourced from: <https://www.statista.com/outlook/90050000/107/apparel/australia#market-marketDriver>

Total Sales in the Apparel (Clothing) Market in Australia (Millions of \$)

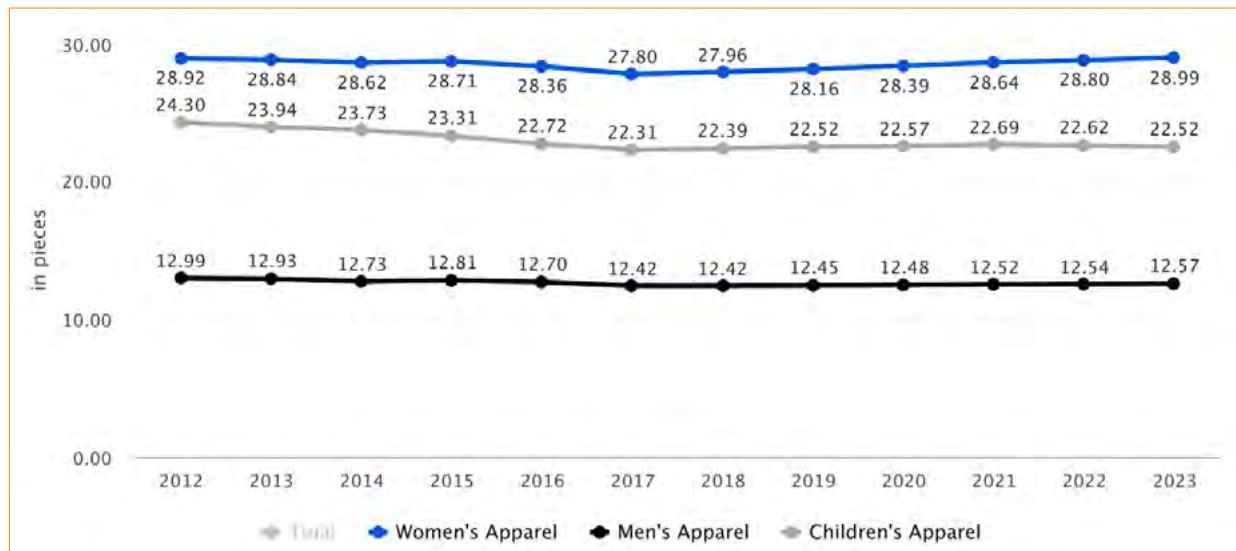


What does the average Australian spend on clothes each year?

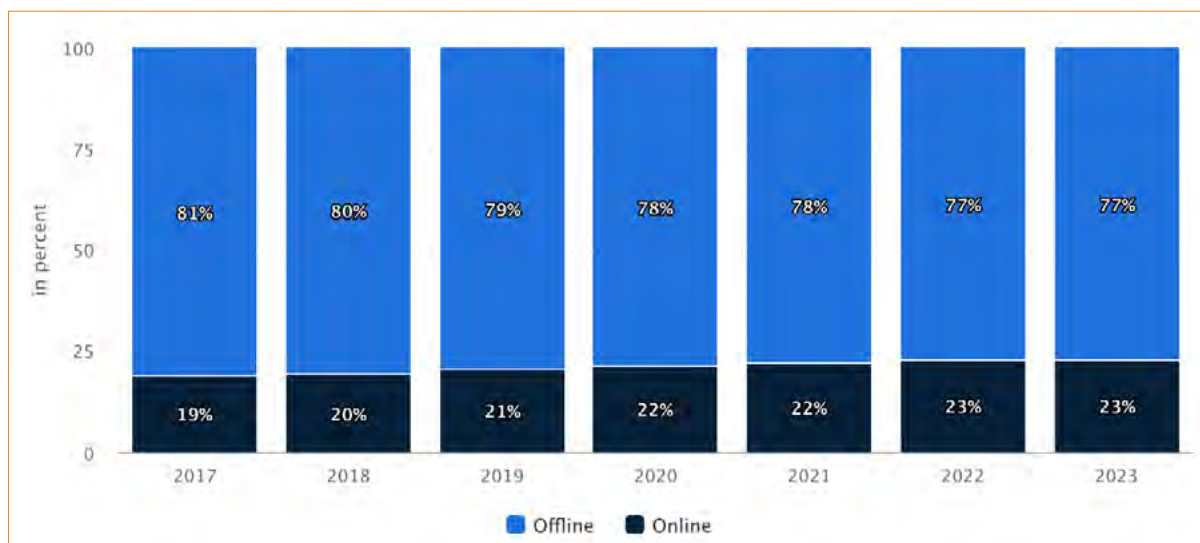


INTERCONNECTIONS: FAST FASHION

How many clothing items does the average Australian buy each year?



What percentage of clothing sales is online and offline (in-store) in Australia?



Top 5		
1.	United States	US\$364,868m
2.	China	US\$341,538m
3.	India	US\$150,533m
4.	Japan	US\$82,314m
5.	United Kingdom	US\$79,543m
17.	Australia	US\$21,473m

How do we compare to other countries in terms of total spending on clothes?



Aboriginal Dreaming – origins of The Three Sisters

Nicholas De Bressac, Stella Maris College

What is The Dreamtime and The Dreaming?

The Dreamtime is the period in which life was created according to Aboriginal culture. Dreaming is the word used to explain how life came to be; it is the stories and beliefs behind creation. In the Dreamtime, the natural world—animals, trees, plants, hills, rocks, waterholes, rivers—were created by spiritual beings/ancestors. The stories of their creation are the basis of Aboriginal culture.

Three Sisters Dreaming Story – Version 1

Listen to the story being told here: <https://www.youtube.com/watch?v=Zie0GqkRNbg&t=86s>

The ancient aboriginal legend tells the tale of three sisters – ‘Meehni’, ‘Wimlah’ and ‘Gunnedoo’. These three enchanting girls lived in the heart of the Jamison Valley as part of the Katoomba tribe.

Yet the girls were young and their hearts were captured by three brothers from a neighbouring tribe.

However, the law of the land forbid the girls from following their desires and marrying outside their own people.

The brothers decided to capture the girls and carry them away to be wed, a major battle ensued as the two tribes clashed and the blood ran thick. An elderly witchdoctor from the Katoomba tribe feared for the safety of the beautiful sisters and cast a spell to turn them to stone to keep them safe from harm. Yet during the raging battle the witchdoctor was killed and unable to reverse the spell.

The sisters stand mournfully high above the Jamison Valley, doused in glory, bewitching in their enchantment but never able to return to the human form.

Three Sisters Dreaming Story – Version 2

Watch the story being performed here: https://youtu.be/_gWpsGik3wY

This tale begins with Tyawan, a witch doctor who had three daughters; Meenhi, Wimlah and Gunnedoo.

Whenever Tyawan had to pass by a hole to get food, he would leave his three daughters behind a rocky wall on a cliff. He did this because down this deep, dark hole there lived a Bunyip who was the most feared creature on the land.

One day as Tyawan passed by the hole off to get food, a large centipede crawled next to the girls and scared Meenhi so much that she threw a rock at it. The rock then fell down into the valley and angered the Bunyip.

He came up to face the girls, and Tyawan who saw this from a distance turned his daughters into stones to protect them from the Bunyip with his magic bone. After he had done this, the Bunyip began chasing him so he turned himself into a lyre bird. All was well and everyone safe, however in the scuffle Tyawan had dropped his magic bone somewhere, leaving him a bird and his three daughters into the rock formations we see today. It's said that you can still hear the call of the lyre bird around the rocks even till now; Tyawan in search of the magic bone.

LANDSCAPES AND LANDFORMS: THE THREE SISTERS

Three Sisters Dreaming Story – Version 1

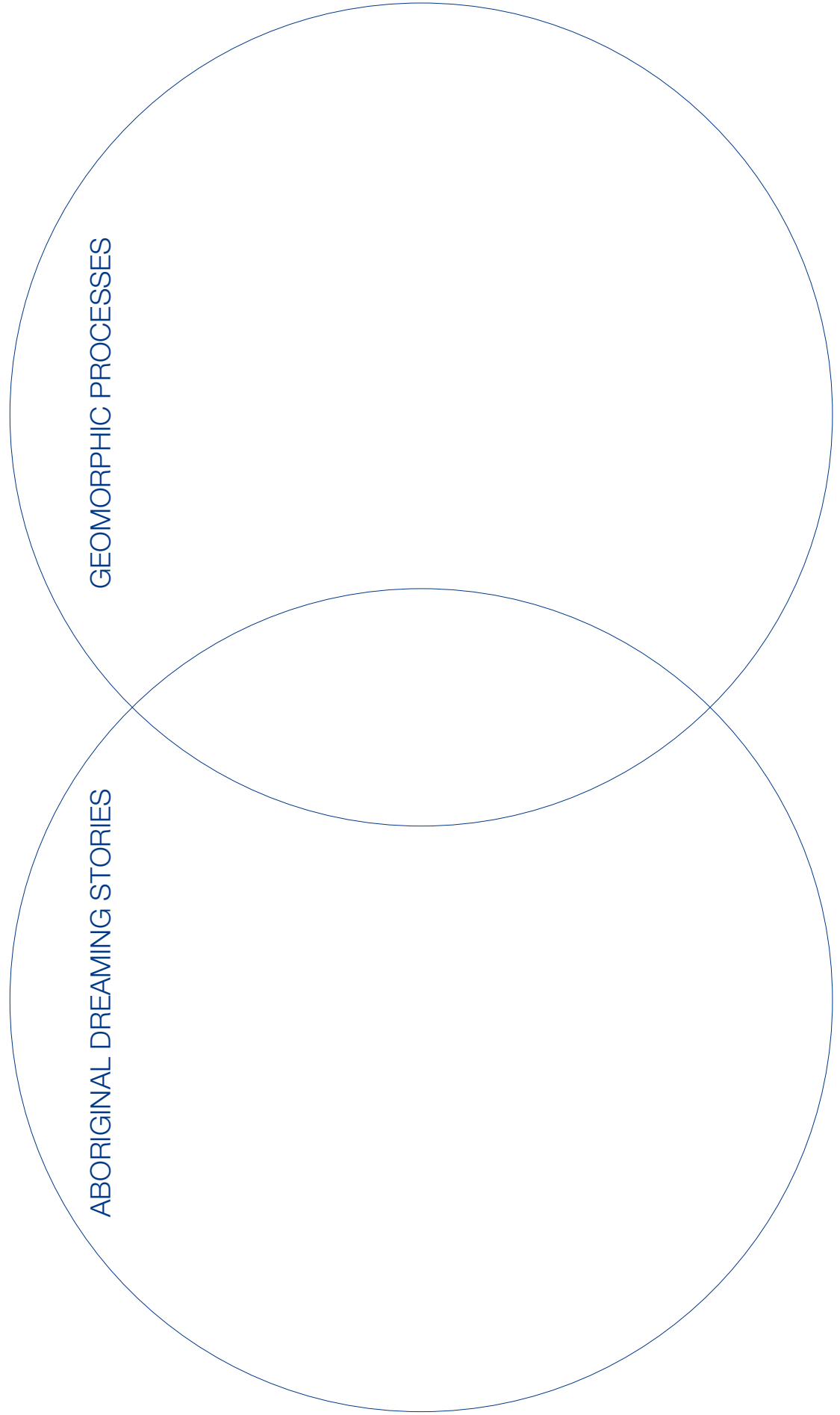
State it in three points:	
Two words I didn't know:	Word 1 meaning:
	Word 2 meaning:

Three Sisters Dreaming Story – Version 2

State it in three points:	
Two words I didn't know:	Word 1 meaning:
	Word 2 meaning:

Formation of The Three Sisters – comparing spiritual and geographical explanations

Compare the spiritual and geographical explanations of how The Three Sisters were formed.



Culturally valuing landscapes – Artistic expression in poetry and film

The Blue Mountains by Henry Lawson

Above the ashes straight and tall,
Through ferns with moisture dripping,
I climb beneath the sandstone wall,
My feet on mosses slipping.
Like ramparts round the valley's edge
The tinted cliffs are standing,
With many a broken wall and ledge,
And many a rocky landing.
And round about their rugged feet
Deep ferny dells are hidden
In shadowed depths, whence dust and heat
Are banished and forbidden.
The stream that, crooning to itself,
Comes down a tireless rover,
Flows calmly to the rocky shelf,
And there leaps bravely over.
Now pouring down, now lost in spray
When mountain breezes sally,
The water strikes the rock midway,
And leaps into the valley.
Now in the west the colours change,
The blue with crimson blending;
Behind the far Dividing Range,
The sun is fast descending.
And mellowed day comes o'er the place,
And softens ragged edges;
The rising moon's great placid face
Looks gravely o'er the ledges.

Interpretation Questions

1. Highlight all of the words that are examples of the landforms within mountain landscapes.
2. How does Lawson use our senses to create an image of the Blue Mountains?
3. Why do you think Lawson wrote this poem about the Blue Mountains? What is he trying to tell us about their value?

Poem Source: <https://www.poetryverse.com/henry-lawson-poems/the-blue-mountains>

Do You Know The Tales Of Our Forefathers? By Dhi Lhaden

To my niece Gangzum,
Before the sun's rays hit the smiling peaks
You are ready to hit the road.
Following the hooves of yak singing a sad song
With the day's provisions stored in the fold of
your chupa,
This is when my heart turns weak like the tunes of your
song. If you have to spend your life
On the plateau like animals in the wild,
I never want to say "Farewell" and leave.
Instead if I can turn you into a student holding a book
and a pen
Will you be a girl in the service of our country?
Will you be a woman who loves her people?
Let me ask you:
Do you know the troubled tales of your forefathers?
Did you see their footprints in the mountains you roam?
Do you recognise the mountain peak
Where your forefathers' vital blood dissolved?
Write this single word called "Freedom"
On the mountain peak where your forefathers have
Shed tears for livelihood and
Sacrificed their lives for their rights.
This will be your first proof to be with the people
of the world
On an equal footing.

Interpretation Questions:

1. Highlight all of the words that related to landforms within mountain landscapes
2. What is the connection between mountains and family/ancestors that Dhi Laden describes in this poem?
3. Where do we see evidence that the poem is about the Tibetan people fighting and struggling for independence?

Poem Source: <https://highpeakspureearth.com/new-poetry-in-translation-from-detained-tibetan-writer-dhi-lhaden/>

Depicting mountain landscapes in films

In Western cultures, films and other popular media have represented mountain landscapes as something to conquer, overcome or dominate. They are often described as harsh, unforgiving and treacherous. Humans in these landscapes compete against nature. This differs from the deeper and intrinsic connection that indigenous groups across the world have with these landscapes.



Watch the trailer for Vertical Limit (2000)

<https://www.youtube.com/watch?v=GM-1V1VFcVk>

1. Describe the physical characteristics of the mountain landscape in the trailer.
2. Why do you think they used The Himalayas to film this movie?

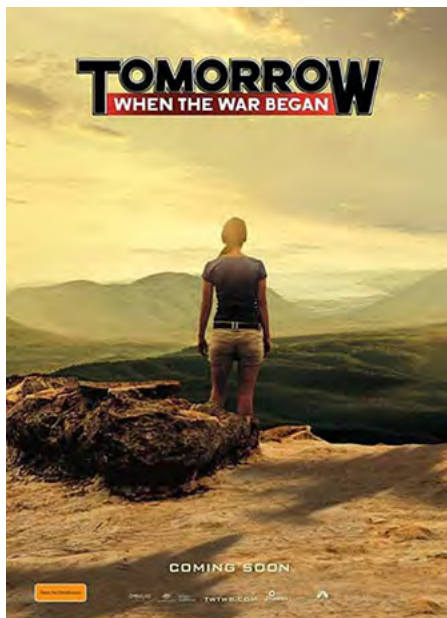


Watch the trailer for Everest (2015)

<https://www.youtube.com/watch?v=79Q2rrQIPW4>

3. Describe the physical characteristics of the mountain landscape in the trailer.
4. Why do you think they made a movie about people climbing Mt. Everest?

Images of mountain landscapes in film were sources from Google Images



Watch the trailer for Tomorrow When the War Began (2010) <https://www.youtube.com/watch?v=9KaX0F8GojI>

5. Describe the physical characteristics of the mountain landscape in the trailer.
6. Why do you think they used The Blue Mountains to film this movie?
7. Overall, how does our culture think about the relationship between humans and mountains? What is the purpose of mountain landscapes?

Aesthetic Value – Persuasive Writing to keep our case studies on the World Heritage List

Both the Blue Mountains and The Himalayas are deemed World Heritage Sites by UNESCO – the United Nations Educational, Scientific and Cultural Organisation. To be included on the World Heritage List, sites must be of outstanding universal value.

Hypothetical Scenario

The Head of UNESCO, Audrey Azoulay, has suggested that these sites will be removed from the list in favour of other sites.

But you feel otherwise! You will compose a persuasive piece of writing to be sent to Ms. Azoulay that argues for these sites to remain on the World Heritage List.

Tasks

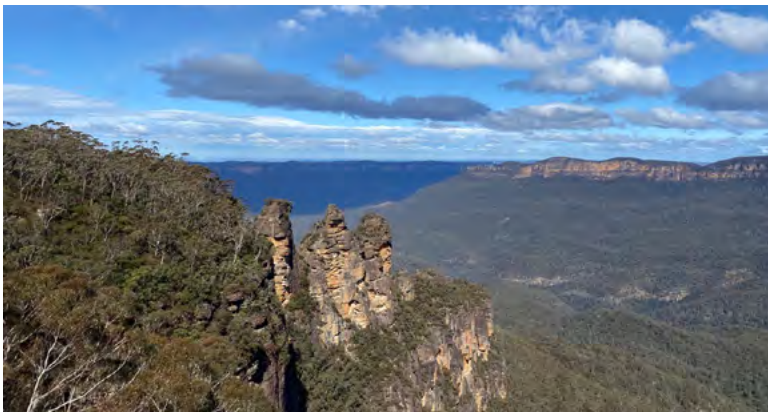
1. Research/Data Collection

Use these links to collect information on the aesthetic value of The Blue Mountains and The Himalayas.

<https://whc.unesco.org/en/list/1406/>

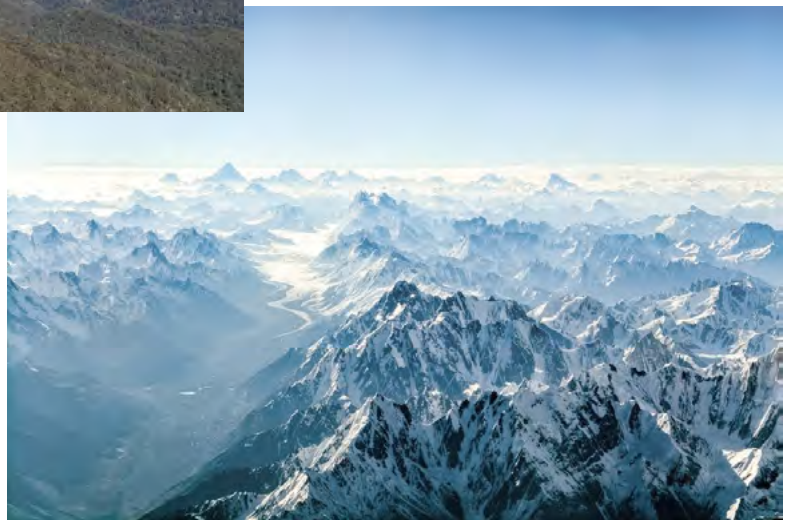
<https://www.nationalparks.nsw.gov.au/visit-a-park/parks/blue-mountains-national-park>

2. How would you describe the Blue Mountains and Himalayas?
3. How do people use these landscapes?
4. What benefits do the landscapes provide people with?
5. Why are they great examples of mountain landscapes?
6. Compose your persuasive writing piece (1 page approximately)



The Three Sisters – Blue Mountains, NSW Australia
Image source: Katerina Stojanovski

The Himalayas – Image source: <https://unsplash.com/photos/zPlt1BhBEJI>





The Geography Teachers' Association of NSW & ACT

GEOGRAPHY POSTERS FOR SALE

GTA NSW & ACT has printed a number of infographic posters for classroom use.

Posters are linked to topics studied in Geography K–12 for the Australian Curriculum and NSW Syllabuses.

- A **bank of questions** for individual and groupwork will be accessible via Google Drive to all schools /teachers purchasing posters.
- Posters can be purchased in **pre-packaged sets** or as **individual posters**.
- **New posters** will be added to the website throughout the year.

SOURCES AND PRICING

Posters have been sourced from organisations including the Geological Society (UK), Visual Capitalist and Graphic News. GTA NSW & ACT has also commissioned some posters. Posters are being sold in sets of 4 or 5 to make postage viable. Affordability was a key consideration when determining pricing.

Administration, printing and distribution, licensing and design costs where relevant are incorporated into the cost of each pack. Postage includes the cost of cylinders. A maximum of 5 posters will be packaged in any postage cylinder.

PACK 1: THE CARBON CYCLE – \$70 includes p/h

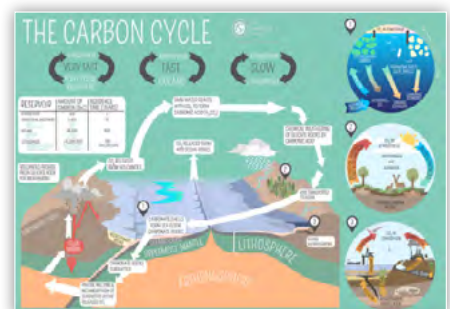
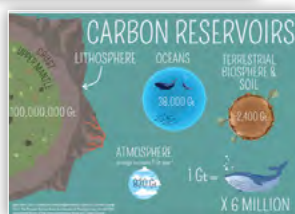
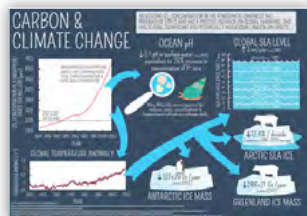
Click here to order Pack 1

Contents:

1 x A1 poster: **The Carbon Cycle**

4 x A2 posters: **Carbon Set**

- Carbon & the Greenhouse Effect
- Carbon Reservoirs
- Hydrocarbon Formation
- Carbon & Climate Change





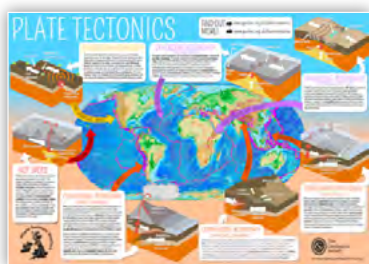
The Geography Teachers' Association of NSW & ACT

GEOGRAPHY POSTERS FOR SALE

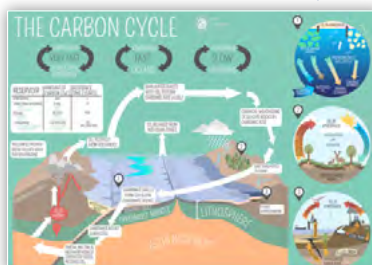
PACK 2: GEOGRAPHY CONTENT – \$81 includes p/h

[Click here to order Pack 2](#)

Contents: 4 x A1 posters



- **Plate tectonics**
- **Minerals in a smartphone**
- **The Carbon Cycle**
- **On the Brink: The biggest threats to Earth's biodiversity**



PACK 3: A1 CAREERS

poster – 3 for \$50 includes p/h

Where will GEOGRAPHY take you?

New Pack 3 coming Term 2

**Also sold individually,
see below...**



About the poster sizes –

A1 = 594mm X 841mm

A2 = 420mm X 594mm

A3 = 297mm x 420mm

INDIVIDUAL SELECTION: A1 sized posters @ \$15 per poster

(one type per order)

Up to 5 posters \$15 postage (1 cylinder)

6 to 10 posters \$30 postage (2 cylinders) etc

Choose from posters:

- **Plate tectonics**
- **Minerals in a smartphone**
- **The Carbon Cycle**
- **On the Brink: The biggest threats to Earth's biodiversity**
- **Where will GEOGRAPHY take you?**

www.gtansw.org.au • qta.admin@ptc.nsw.edu.au • 02 9716 0378



The Geography Teachers' Association of NSW & ACT

GEOGRAPHY POSTERS FOR SALE

INDIVIDUAL SELECTION: A1 & 60cm square posters @ \$15 per poster
(one type per order)

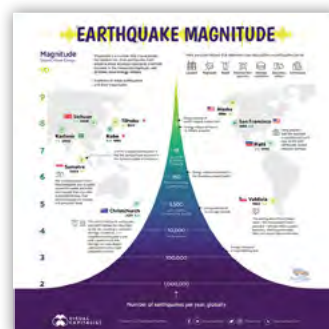
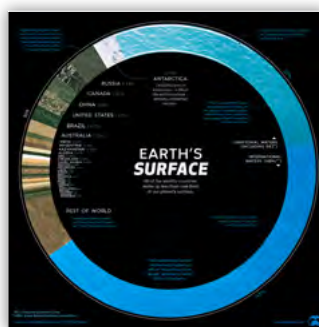


Up to 5 posters \$15 postage (1 cylinder)
5 to 10 posters \$30 postage (2 cylinders)

Choose from posters:

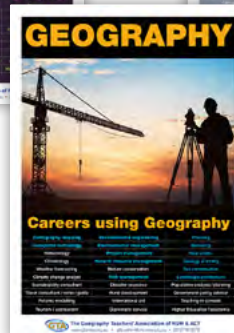
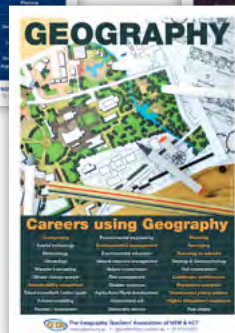
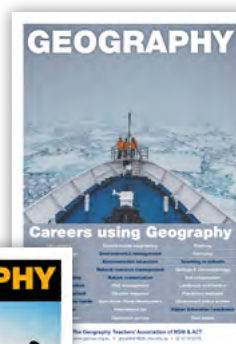
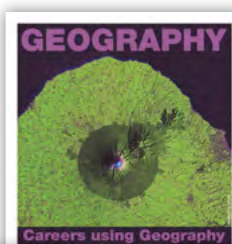
- Biomes and Ecosystems (A1 size)
- Earth's surface
- Earthquakes
- UN sustainable development goals

PACK 4: Three square posters – \$55 includes p/h Click here to order Pack 4



PACK 5: GEOGRAPHY CAREERS – \$35 includes p/h*

A set of 6 x A3 Careers Using Geography flyers Click here to order Pack 5



* Note: Pack 5 will be mailed as a flat pack

For more details and to order go to: www.gtansw.org.au/order-resources/

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Major World Deforestation Locations

Rebecca Sutcliffe

Deforestation is one of the major Global Issues of the modern world. We rely on trees for the production of oxygen so that we can breathe, yet globally, world annual deforestation is estimated at 13.7 million hectares a year, equal to the area of Greece

(Al Gore, 2009: 170–195).

Deforestation is the removal of a stand of trees where the land is thereafter converted to a non-forest use

Society of American Foresters (SAFnet)













ACTIVITY

1. Using the link to **World Deforestation Locations** – <https://sites.google.com/site/globaldeforestationissues/explore> the website using the index on the left hand side. Read through the introduction then explore the interactive map. Continue reading the reforestation and species threatened by deforestation pages.
2. Create a Google Slide/PowerPoint presentation named “Major World Deforestation Locations”
3. Your presentation will outline the issues of deforestation in two countries.
Please note: One country **must be Australia**, the other is of your choice from the locations seen in the interactive map.
4. The presentation must include a title/introduction slide describing deforestation and noting the names of the countries where deforestation is occurring – use the interactive map for this.
5. The presentation must address the following for both countries:
 - Brief description of the location
 - Reference to the rate and scale of deforestation,
 - Impact upon the ecosystem and species, such as extinction rate and endangered species - use the ‘species threatened by deforestation page’.
 - Outlook for the future and management of the issue including groups supporting the region, eg: WWF, Amazon Watch – you may need to do more research
 - Relevant images/maps to support your work.
6. The presentation should conclude with notes and facts from the ‘reforestation’ page.
7. Complete the **Global Deforestation Google Form Quiz** – <https://sites.google.com/site/globaldeforestationissues/your-views>

Activities for Fast Finishers

Rebecca Sutcliffe

When you have finished your work try one of these Geography activities

<p>Virtual Field Trip</p> <p>A quick google search using the words "virtual field trip"</p> <p>Example:</p> <p>https://www.goodhousekeeping.com/life/parenting/a32403098/virtual-field-trips-for-kids/</p> <p>For example: Check out the M&Ms Factory!!</p>  <p>Write 1 PEEL paragraph to describe the journey you took. Show your teacher.</p>	<p>Google Tools</p> <p>Explore the world using either Google Maps or Google Earth</p>  <p>Using Google Earth Projects you can create your own custom trip with images and links.</p> <p>For example every thought about a trip around the United Kingdom - where would you visit?</p> <p>Remember to show/share with your teacher</p>	<p>Hot Topics</p>  <p>Using your google research skills explore a 'hot topic' of your choice.</p> <p>Create a structured discussion to present to your teacher/class.</p>	<p>Google Voyager</p> <p>Google Earth's Voyager is a showcase of interactive guided tours, quizzes, and layers that aim to help educate everyone about the world, locations near and far.</p> <p>https://earth.google.com</p>  
<p>Play a Geo Game</p> <p>Play a game of GeoGuesser and test your geographical knowledge and skills.</p> <p>https://www.geoguessr.com/</p>  <p>Play a World Geography Game test your Country/capital cities/flags of the world knowledge</p> <p>https://world-geography-games.com/</p> 	<p>National Geographic</p> <p>Dive into the infamous National Geographic to discover what is happening around the world today, yesterday and tomorrow!</p> <p>https://www.nationalgeographic.com/</p> <p>Hit the menu button on the top right hand side and explore to your heart's content!</p> 	<p>Listen to a Podcast</p> <p>If you like to be up to date with all that is happening around the world but find reading news articles full on! Then Podcasts could be the answer for you.</p>  <p>Get your headphones out and check out these podcasts via Apple, Spotify, Google etc.</p> <ul style="list-style-type: none"> • National Geographic Podcasts • Kid Friendly Geography Fun-facts podcast • 80 Days Podcast • What planet are we on Podcast • 39 ways to save the planet podcast <p>Or listen to one you are already subscribed to - share it with your teacher</p> <p>Would you like to create your own podcast? Chat to your teacher about this and your ideas.</p>	<p>Create your own 'Where in the world' questions and clues.</p> <p>Do you know some interesting facts about different countries or cities around the world?</p> <p>Put these to good use and create your own 'Where in the world' question cards</p> <p>Share these with your teacher</p> <p>Test your classmates</p>  <p>@missgeog92</p>

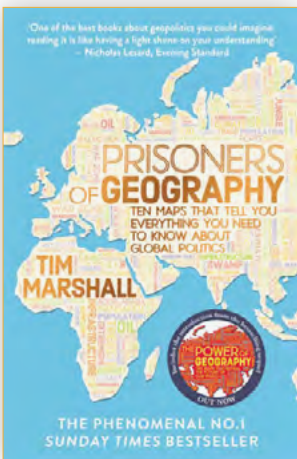
Geopolitical case studies

Alex Pentz, Roseville College

Tim Marshall is an award-winning journalist who has studied international affairs for over thirty years. His two bestselling books *Prisoners of Geography* and its sequel *The Power of Geography* provide detailed insights into ten geopolitical case studies each.

Each chapter opens with a political map of the chosen country or region, followed by an exposition of the geographical history, strengths, and vulnerabilities of the case study. Both books mainly focus on the importance of geography in determining the defense strategies of each country, and their political relationships with neighboring regions. Marshall does a particularly good job in making the importance of physical geography come to life – it is fascinating to learn about how physical features are integral to a country's success and to the outcome of war and defense, and this is a unique feature of these books.

The following case studies are explored in each book:

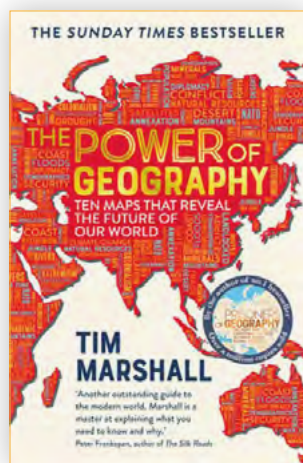


Prisoners of Geography

- Russia
- China
- USA
- Western Europe
- Africa
- The Middle East
- India and Pakistan
- Korea and Japan
- Latin America
- The Arctic

The Power of Geography

- Australia
- Iran
- Saudi Arabia
- The United Kingdom
- Greece
- Turkey
- The Sahel
- Ethiopia
- Spain
- Space



relationships with India, Taiwan and Hong Kong which is both timely, and would engage students. The chapter on Russia is now a little outdated but does provide compelling analysis of Putin's strategy and the reasons for the invasion of the Ukraine. The section in *The Power of Geography* on the Sahel was also very interesting in exploring future refugee crises due to political instability. Australia's chapter as well provided a great overview of the key natural resources that we have used to spur economic success, whilst also exploring some of our key defense weaknesses.

I would mainly recommend using these books for professional development. They both provide unique insights into particular countries or regions and would be useful as additional background reading before teaching on any of these cases. Marshall does an excellent job in summarising an extensive amount of information in an engaging way, and each chapter provides a thoughtful summary of how each country has been shaped by its geography. For passionate geography students wanting to explore more, these books would be a great read for them.

Additionally, each chapter could be used as a stand-alone reading for extension students or senior students if they are focusing on a particular country within their study of Geography. These chapters could be used within the classroom but are complex and would require considerable unpacking alongside students. There is a considerable amount of assumed knowledge within some of the case studies which students will need help grasping. If being used with students I would recommend using them as a basis for the case study or unit, and then spring boarding other activities off sections of each chapter to avoid the reading becoming too dry or challenging for students. These books would work best with units centered around Political Geography (Year 11 or Elective Geography) or Human Wellbeing (Stage 5). I think students would particularly enjoy examining the future predictions Marshall makes about conflict, resource use and political relationships.

Overall, both of Marshall's books are an excellent resource in the geography classroom- for teachers and students alike.

ADVICE TO CONTRIBUTORS

Geography Bulletin guidelines

1. **Objective:** The Geography Bulletin is the quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas, methods and content. 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, should be submitted to the GTA NSW & ACT Office by email gta.admin@ptc.nsw.edu.au

Submissions can also be sent directly to the editors: Lorraine Chaffer (lchaffer@tpg.com.au)

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3. **Format:** Digital submission in Word format.
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 - Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs.
 - Every illustration needs a caption.
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All assessment or skills tasks should have an introduction explaining links to syllabus content and outcomes. A Marking Guideline for this type of article is encouraged.

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