

HUMANITIES AND SOCIAL SCIENCES

Geography 7–10 Version 9.0

Curriculum content 7–10

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CURRICULUM ELEMENTS

Year 7

Year level description

The Year 7 curriculum involves the study of 2 topics.

Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human–environment relationships.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Place and liveability – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.

It is suggested that the study of this topic draws on studies from Australia and countries in Europe.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- What approaches can be used to improve the availability of resources and access to services?
- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?

Achievement standard

By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.

Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.

Strand: Knowledge and understanding		Year 7
Sub-strand: Water in the world		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>classification of environmental resources and the way that water connects and changes places as it moves through environments</p> <p>AC9HG7K01</p>	<ul style="list-style-type: none"> • classifying resources into renewable, non-renewable and continuous resources, and identifying examples of each type • explaining how the movement of water, such as groundwater; soil moisture (green water); surface water in dams, rivers and lakes (blue water); through the environment connects places and how water is a potential resource when it exists as salt water, ice or water vapour • explaining the environmental, economic or social effects of water as it connects places; for example, the environmental effects of water diversion in the Snowy Mountains, the economic effects of irrigation in the Ord River or the social effects of the Mutitjulu Waterhole connecting Australian First Nations Peoples in Central Australia • explaining how moving water changes places; for example, moving water causes soil and rock erosion or cuts valleys into mountains 	
<p>the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water</p> <p>AC9HG7K02</p>	<ul style="list-style-type: none"> • representing the location of Australia's water resources, such as surface water and groundwater • describing the distribution of Australia's water resources and its implications for people; for example, limited access to water for people in rural and remote places and its implications • identifying the causes of variability in water resources or water scarcity; for example, an absolute shortage of water (physical cause), inadequate development of water resources (economic cause), or the ways water is used (such as farming, industry, drinking, washing or watering) • explaining the factors that contribute to variability in water resources or water scarcity; for example, location, climate, topography, seasonality or evaporation • examining why water is a difficult resource for communities to manage and sustain; for example, because of its shared and competing uses, and variability of supply over time • examining how a strategy may manage the sustainability of water resources; for example, recycling ("grey water"), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption 	

<p>the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians</p> <p>AC9HG7K03</p>	<ul style="list-style-type: none"> • examining and comparing places in Australia and a country in Asia that have economies and communities based on irrigation; for example, rice production in the Murrumbidgee Irrigation Area in New South Wales and the Mekong Delta in Vietnam • discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, human-made wells, seas, lakes, soaks and springs for First Nations Australians • examining bays, rivers, waterfalls or lakes in Australia and in countries of Asia that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value • investigating the spiritual significance of water in an Asian culture
<p>the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments</p> <p>AC9HG7K04</p>	<ul style="list-style-type: none"> • explaining the environmental processes that cause a hazard, such as drought, storms, tropical cyclones or floods • explaining how the impacts of a hazard on people and the environment are influenced by environmental, social or economic factors • identifying examples of responses to a hazard from the community and the government at the local scale, and identifying practices that increased effectiveness • reflecting on the principles of prevention, mitigation and preparedness in responses from the community and the government to explain how the impact of a hazard can be reduced
<p>Sub-strand: Place and liveability</p>	
<p>factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality</p> <p>AC9HG7K05</p>	<ul style="list-style-type: none"> • explaining how the economic, cultural, spiritual and aesthetic value of places influence choices about where to live; for example, economic – working for industries located in remote and very remote places; culture – connections for cultural groups; spiritual – meanings attributed to places; aesthetic – “bright lights” attraction or tree change • discussing the concept of liveability and the ways it is measured, and comparing objective measures, such as transportation infrastructure, with subjective measures, such as people’s perceptions • comparing students’ access to and use of places and spaces in their local area, and evaluating how this affects perceptions of liveability • examining the influence of environmental quality on decisions people make about where to live; for example, clean land, air and water, views, recreation facilities and favourable climate

<p>the location and distribution of services and facilities, and implications for liveability of places</p> <p>AC9HG7K06</p>	<ul style="list-style-type: none"> • comparing the distribution and location of a range of services and facilities, such as access to clean water, sanitation, education and health services, between different types of settlements (urban, rural, remote and very remote) • explaining the role transport and technologies play in people’s ability to access services and participate in activities in their local area • analysing the distribution of services and facilities in different types of settlements (for example, using aerial images of contrasting places in Australia such as inner and outer suburbs, or rural and remote) to identify implications for people, such as access to services and availability of facilities
<p>the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place</p> <p>AC9HG7K07</p>	<ul style="list-style-type: none"> • identifying different places where people can feel included or excluded, safe or threatened, and explaining how this affects perceptions about liveability of place • explaining the importance of people being socially connected and the effect on perceptions of liveability • discussing the cultural connectedness and belonging that First Nations Australians have to places through family, Country/Place, dispossession, relocation and employment
<p>strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe</p> <p>AC9HG7K08</p>	<ul style="list-style-type: none"> • identifying strategies implemented in Australia or a country in Europe to improve the liveability of a place (for example, improving public spaces, walkability, transport connections or waste disposal and recycling) and consider applicability to their own locality • developing a strategy to improve an aspect of liveability at the local scale, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or Traditional Owners (for example, developing bilingual signage or garden projects in the local area with First Nations Australians) • evaluating a strategy to improve the liveability of a place using criteria, and deciding on its applicability to their own locality

Strand: Skills		Year 7
Sub-strand: Questioning and researching using geographical methods		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions for a geographical inquiry related to a phenomenon or challenge</p> <p>AC9HG7S01</p>	<ul style="list-style-type: none"> • developing questions to investigate why a geographical phenomenon has changed or a challenge may arise; for example, the causes of water scarcity in different places, or measuring the liveability of a place and the factors affecting the liveability of a place • planning an investigation of a geographical phenomenon or challenge being studied, using digital planning tools; for example, analysing statistics on variation in water quantity and quality over time in Central Australia, or using fieldwork to survey perceptions of the liveability of a local place 	
<p>collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate</p> <p>AC9HG7S02</p>	<ul style="list-style-type: none"> • identifying appropriate primary research methods, including fieldwork, and using specialised digital tools to collect original materials; for example, interview and survey data, photographs of streetscapes, annotated field sketches, diagrams and statistics related to liveability • collecting relevant secondary research materials, such as print and online publications, photographs and images, using advanced search functions; for example, “allintitle: community opinion on water scarcity in Australia” or “Australia’s most liveable city” • representing relevant data and information in appropriate formats to combine ideas; for example, applying primary research to the design of a questionnaire or survey on what is meant by liveability, with results presented in a table or graph • representing spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions; for example, using computer mapping to show the spatial distribution of impacts of hydrological hazards on environments 	
Sub-strand: Interpreting and analysing geographical data and information		
<p>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends, and infer relationships</p> <p>AC9HG7S03</p>	<ul style="list-style-type: none"> • identifying similarities and differences in data and information; for example, using aerial images of contrasting places in Australia, such as inner and outer suburbs or rural and remote places, to identify differences in housing density • explaining patterns and trends; for example, using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard • inferring relationships in data and information collected; for example, using surveys and interviews to identify community attitudes or perceptions about the extent of services and facilities in Australia’s cities compared with remote communities 	

Sub-strand: Concluding and decision-making	
<p>draw conclusions based on the analysis of the data and information</p> <p>AC9HG7S04</p>	<ul style="list-style-type: none"> • drawing on the results of an analysis and using at least one of the concepts of place, space, environment, interconnections, sustainability, scale or change as an organiser to respond to a question; for example, using an analysis of the distribution of water resources to form conclusions about the sustainability of farming, or an analysis of the location of services to form conclusions about interconnections between people, place, environment and liveability • explaining the impacts of a geographical phenomenon or challenge on people, places and environments; for example, impacts of water scarcity on individuals, communities and government, or the impacts of declining water quality on people and the liveability of places
<p>identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts</p> <p>AC9HG7S05</p>	<ul style="list-style-type: none"> • proposing individual action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, reducing the individual water footprint; walking, cycling or using public transport for a more environmentally liveable place • proposing collective action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, developing guidelines for conserving water at school to promote awareness of levels of water usage for a community over time, especially during droughts; planning sustainable and liveable cities such as the ecopolis • reflecting on the influence of personal values and attitudes on explanations of potential impacts; for example, the effects of personal factors such as availability of technology and infrastructure on what is perceived as a liveable place; conflicting cultural and economic uses of water by people
Sub-strand: Communicating	
<p>create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources</p> <p>AC9HG7S06</p>	<ul style="list-style-type: none"> • creating a description that connects the audience to the topic and uses geographical concepts and terms to provide accurate information about a preferred strategy; for example, planning liveable streets and sustainable cities in Australia and Europe • constructing an explanation, using research findings to support ideas; for example, data on water usage over time and at different places; information about liveability indexes for different places in Australia and Europe • developing conclusions, using geographical methods to represent data and information; for example, a map showing water usage and a map indicating water scarcity in Australia; a map representing places where liveability is difficult and dangerous due to environmental factors

Year 8

Year level description

The Year 8 curriculum involves the study of 2 topics.

Landforms and landscapes – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia’s distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Changing nations – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia’s urban areas is managed.

It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments, and how can these changes be managed?

Achievement standard

By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.

Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information, using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.

Strand: Knowledge and understanding		Year 8
Sub-strand: Landscapes and landforms		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>geomorphological processes that produce different landscapes and significant landforms</p> <p>AC9HG8K01</p>	<ul style="list-style-type: none"> • explaining the diversity of landscapes, such as wetlands, grasslands, forests, and cold and hot deserts, and landforms at the national scale; for example, mountains – Himalayan Mountains, Nepal; grasslands – the Steppe, central Asia; forests – Daintree, Australia; hot deserts – Gobi, China • explaining how tectonics, volcanism, folding, faulting, chemical weathering and physical weathering such as erosion, transportation and deposition shape places; for example, folding – MacDonnell Ranges, Northern Territory, Australia; faulting – Great Sumatran Fault (Semangko Fault), Indonesia; volcanism – Krakatoa, Indonesia • explaining the effects of rock type on a selected landform at the local scale; such as Fraser Island, Queensland or Twelve Apostles, Victoria; for example, sedimentary – igneous and metamorphic; chemical weathering – oxidation and solution; physical weathering – exfoliation and frost wedging • explaining the effects of erosion, transportation and deposition of water and wind on a selected landform at the local scale; for example, Fraser Island, Queensland, formed by wind, waves and ocean currents; the Twelve Apostles, Victoria, formed by erosion, tides and ocean currents 	
<p>the location and distribution of Australia's distinctive landscapes and significant landforms</p> <p>AC9HG8K02</p>	<ul style="list-style-type: none"> • representing the distribution of Australian distinctive landscapes, such as the deserts in Central Australia, and significant landforms, such as Uluru in Central Australia • locating iconic landscapes and landforms in Australia on a map and describing what makes them iconic • comparing the distribution of Australia's distinctive landscapes with distinctive landscapes in another country; for example, grasslands in Arnhem Land in northern Australia compared to grasslands in Mongolia; tropical rainforests in northern Australia compared to forests in Laos and Cambodia • explaining the significance of a landform important to First Nations Australians; for example, the names, meanings and significance of the Three Sisters in the Blue Mountains, New South Wales; Budj Bim cultural landscape within Gunditjmarra Country; Uluru-Kata Tjuta National Park in the Northern Territory 	

<p>the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians</p> <p>AC9HG8K03</p>	<ul style="list-style-type: none"> • identifying the ways people value significant landscapes in Japan and China, such as Mt Fuji and the Yellow Mountains respectively, and describing what makes them important • analysing the role of landforms and landscapes in tourism; for example, Uluru in Australia or the Himalayas in Nepal • examining how Aboriginal Dreaming stories and Torres Strait Islander Creation stories give meaning to Country/Place • discussing the meaning of the stories that describe First Nations Australians' special connection to Country/Place • discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and significant landforms for First Nations Australians • explaining the formation of a landform with reference to the special connections First Nations Australians have to Country/Place
<p>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</p> <p>AC9HG8K04</p>	<ul style="list-style-type: none"> • identifying the interconnections and effects of erosion and sedimentation produced by human activities on the quality of the environment; for example, the effects of overuse of tourist tracks in bushland or the effects of land-clearing for the production of palm oil in Indonesia and Malaysia • explaining the interconnections and effects of mining, quarrying and urban development on the quality of the environment; for example, the interconnections of the quality of the environment and uranium mining in Kakadu, urban development in Singapore or the extension of land area in Tokyo Bay • explaining the effects of river regulation, including dams, locks, channel straightening and drains, on the quality of riverine and wetland environments; for example, the Three Gorges Dam on the Yangtze River in China, or dams and weirs on the Murray–Darling river system • identifying the contribution of the knowledges of First Nations Australians to the use and management of distinctive landscapes; for example, Indigenous Peoples' Knowledge (IPK) incorporated into modern management of diverse landscapes and landforms such as Kakadu National Park, Uluru, the Great Barrier Reef and the Snowy Mountains

<p>the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses</p> <p>AC9HG8K05</p>	<ul style="list-style-type: none"> • identifying the causes of a geomorphological hazard such as a volcanic eruption, earthquake, tsunami, landslide or avalanche • examining the environmental, economic or social impacts of a hazard at the local scale; for example, where people choose to live; the negative consequences for human wellbeing including loss of industry and unemployment; and lack of infrastructure and resources to prepare and respond to hazards • reflecting on observations of a location where the environment has been altered by human activities to explain how the change has heightened the impact of a hazard • reflecting on the principles of prevention, mitigation and preparedness to explain how the harmful effects of a hazard can be reduced by the implementation of a management strategy
<p>Sub-strand: Changing nations</p>	
<p>causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications</p> <p>AC9HG8K06</p>	<ul style="list-style-type: none"> • explaining the difference between urban growth and urbanisation, and how push-pull forces contribute to internal and international population movements and increase the size of urban areas • distinguishing between large cities and the rise of megacities at the national scale, including the growth of large capital cities in Australia, Los Angeles as a megacity, or Boston – Washington as an urban corridor in the United States of America • explaining how changes in economic conditions affect the characteristics of urban places, including population growth in a tourist community in coastal New South Wales such as Byron Bay, population decline in an industrial city such as Wollongong, or old industrial areas evolving into areas of urban renewal, and urban villages in Green Square and Barangaroo, Sydney • explaining the connections between urbanisation and economic and social opportunities; for example, the location of universities, sporting stadiums or parliaments in capital cities • explaining how urbanisation can positively or negatively affect the quality of the environment; for example, increases in carbon emissions or increases in water consumption
<p>differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications</p> <p>AC9HG8K07</p>	<ul style="list-style-type: none"> • representing the location of urban settlements in Australia and the United States of America, identifying similarities and differences in the distribution • examining the causes of urban concentration in Australia; for example, the history of European settlement, migration, the export orientation of the economy, the centralisation of state governments, environmental constraints and the shape of transportation networks • examining the effects of urban concentration in a country other than Australia; for example, the decline in biodiversity and increase in waste, the increase in carbon emissions leading to a large carbon footprint, or the decline in access to adequate clean water and the development of slums • interpreting and explaining the relationship between population density and proximity to urban centres at the national scale; for example, higher population density towards the urban central business district (CBD) as a

	<p>centre of employment, education, culture and government, such as in Brisbane, and declining towards the rural-urban fringe (core and periphery)</p>
<p>reasons for, and effects of, internal migration and international migration in Australia, China or other countries AC9HG8K08</p>	<ul style="list-style-type: none"> • identifying and explaining the main types and patterns of internal and international migration, such as permanent migration, temporary labour migration, student migration, forced migration (including refugees, illegal migrants and illegally trafficked people) and circular migration • explaining how mining developments affect employment growth in regions and cities, and influence internal migration in Australia; for example, migration leading to population growth in mining areas such as Pilbara in Western Australia and Bowen Basin in North Queensland • explaining changing influences on migration over time; for example, chain migration related to connection to family, employment, education or health; circular migration involving short-term mobility related to visits to family or for a cultural event • identifying and explaining the patterns of temporary internal migration and permanent internal migration in China and the effects on the places of origin and destination • interpreting population data and describing the relationship between international migration and urban concentration within Australia, and internal migration and urban concentration within China • exploring the connections between the cultural diversity of places and how they are affected by internal and international migration; for example, in Australia or China
<p>strategies to manage the sustainability of Australia's changing urban places AC9HG8K09</p>	<ul style="list-style-type: none"> • examining a strategy used by local, state or national governments to manage projected population growth in one of Australia's cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors) and liveability • generating ideas for a strategy for a more balanced distribution of urban population, such as decentralisation, using Canberra as an example

Strand: Skills		Year 8
Sub-strand: Questioning and researching using geographical methods		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions for a geographical inquiry related to a phenomenon or challenge</p> <p>AC9HG8S01</p>	<ul style="list-style-type: none"> • developing questions to investigate why a geographical phenomenon has changed or why a challenge may arise; for example, “How does urban development affect the sustainability of wetlands?”, “Why is biodiversity declining in urban places?” • planning an investigation of a geographical phenomenon or challenge being studied, at a range of scales using digital planning tools; for example, how geomorphological processes produce significant landforms at the local scale, or the causes and consequences of urbanisation at the national scale 	
<p>collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate</p> <p>AC9HG8S02</p>	<ul style="list-style-type: none"> • identifying appropriate primary research methods, including fieldwork, to collect original materials using specialised digital tools; for example, field observations such as sketches or measurements of landscapes or landforms, or digital tools to recreate topographic features of a landform • collecting relevant secondary research materials online using search terms and functions such as “allintitle: geomorphological hazards” or “define: megacities” to identify relevant geographical information • identifying and respecting protocols for consultation with communities of First Nations Australians when organising primary research or fieldwork, such as when discussing Dreaming stories about the formation, meaning and interconnections of Australian landscapes and landforms • evaluating research materials for relevance (for example, “Does the information reflect current thinking about urbanisation?”) and reliability (for example, “Who is/are the author/s? Does the author reference other experts in the field?”) • comparing findings from primary research methods, including fieldwork, with those from secondary research materials for relevance and reliability; for example, comparing field sketches showing the impact of a geomorphological hazard with newspaper reports on the extent of damage; comparing survey and interview data about people’s perception of their suburb with a government report on the impacts of urbanisation • representing relevant and reliable data and information in appropriate formats to combine ideas, using digital tools; for example, creating annotated diagrams to show the changes to a landform over time or using digital mapping tools to show the cultural and demographic diversity of First Nations Australians • representing spatial distributions of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions; for example, constructing a map to show the 	

	relationship between landforms such as mountains and landscapes such as deserts, or contrasting the spatial distribution of population in Australia and/or China
Sub-strand: Interpreting and analysing geographical data and information	
interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends, and infer relationships AC9HG8S03	<ul style="list-style-type: none"> identifying similarities and differences from data and information; for example, comparing source and destination of international migration for Australia in 2 different time periods explaining patterns and trends; for example, comparing compound graphs or census data for different time periods to identify patterns in urban concentration in Australia and the United States of America, or trends in international migration inferring relationships from data and information collected during primary research; for example, using observations, field sketches, field measurements, questionnaires or interviews to explain the distribution of population in your local area and suggesting possible causes, effects and trends
Sub-strand: Concluding and decision-making	
draw conclusions based on the analysis of the data and information AC9HG8S04	<ul style="list-style-type: none"> drawing on the results of an analysis and using at least one of the concepts of place, space, environment, interconnections, sustainability, scale or change as an organiser to respond to a question; for example, using research about the value of distinctive landscapes to form conclusions about the influence they have on peoples' lives or an analysis of the distribution of urban settlements to form conclusions about how space is used explaining reasons for decisions and choices; for example, reflecting on research findings or data analysis of the impacts of geomorphological hazards or urbanisation to identify and explain significant impacts on people, places and environments
identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts AC9HG8S05	<ul style="list-style-type: none"> proposing individual action and supporting the proposal with reasons; for example, reducing waste going to landfill, especially toxic e-waste causing degradation of landscapes, or reducing the large and expanding urban footprint by decreasing the consumption of energy resources as well as eating, working and buying locally proposing collective action and supporting the proposal with reasons; for example, promoting community awareness of the effects of human–environmental change on significant Australian landforms such as Uluru and the Great Barrier Reef, or encouraging the development of urban and peri-urban agriculture evaluating the effectiveness of a strategy in relation to environmental, economic and social factors reflecting on personal values and attitudes and how these influence explanations of potential outcomes; for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for citizens

Sub-strand: Communicating

create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources

AC9HG8S06

- creating a description that connects the audience to the topic, using geographical concepts and providing accurate information; for example, alleviating the impact of a geological hazard such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, or eradicating slums in cities
- constructing an explanation, using research findings to support ideas, such as the causes and effects of a geographical phenomenon or challenge, and reinforcing knowledge and understanding of the interconnections between people, places and the environment
- developing a response, using representations of data and information to support actions and conclusions, such as a map showing the location of iconic landforms or a flow map showing the international movement of refugees

Year 9

Year level description

The Year 9 curriculum involves the study of 2 topics.

Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Geographies of interconnections – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

It is suggested that the study of this topic draws on studies from Australia and other countries.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- What are the causes and consequences of change in places and environments, and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Achievement standard

By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.

Strand: Knowledge and understanding		Year 9
Sub-strand: Biomes and food security		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity</p> <p>AC9HG9K01</p>	<ul style="list-style-type: none"> • identifying and describing the major aquatic and terrestrial biomes of Australia and other areas of the world, and mapping their distribution • interpreting and explaining patterns and trends in the productivity of the major aquatic and terrestrial biomes in Australia compared with a country in Asia • explaining the effects of interconnections between environmental processes (atmosphere, hydrosphere, lithosphere and biosphere) and human activities such as deforestation, mining and agriculture on the characteristics of biomes 	
<p>the effects on environments of human alteration of biomes to produce food, industrial materials and fibres</p> <p>AC9HG9K02</p>	<ul style="list-style-type: none"> • identifying the biomes in Australia and a country in Asia that produce some of the foods and plant material people consume • explaining the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity; for example, the tropical rainforest biome in Indonesia produces food such as fruit, grains, nuts, vegetables and spices, and non-food products such as wood, rubber, coffee, chocolate and palm oil • explaining how human alteration of biomes (for example, drip irrigation, fertilisers, pesticides, genetically modified seeds, agrobiotics, terracing, and controlling erosion and overgrazing) has increased agricultural productivity in Australia and a country in Asia 	
<p>the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia</p> <p>AC9HG9K03</p>	<ul style="list-style-type: none"> • examining how environmental factors, such as climate, soil, landform, water and hazards, support higher agricultural production, such as wheat, rice and maize, in Australia and a country in Asia • examining how economic factors such as available land, labour, finance and enterprise, and technological factors such as biotechnology and use of Geographical Information Systems (GIS) software, affect agricultural production in Australia and a country in Asia; for example, increased labour supply or access to storage, transportation and markets • examining how agricultural innovations have reduced environmental limitations on food production in Australia and a country in Asia; for example, increased food production due to research into and development of high-yielding and genetically engineered pest resistant varieties, construction of drip irrigation systems, and the use of stubble mulching, intercropping, agroforestry and crop rotation • explaining the impact of the interconnections between environmental, economic and technological factors on the yield of a particular crop, such as wheat, rice or maize, in Australia 	

<p>challenges to sustainable food production and food security in Australia and appropriate management strategies</p> <p>AC9HG9K04</p>	<ul style="list-style-type: none"> • examining environmental impacts of changes to food production causing a decline in the capacity of the land to provide agricultural products; for example, land and water degradation such as soil erosion, salinity and desertification, shortage of fresh water, competing land uses, climate change and pollution contribute to a decrease in food production • examining economic and social impacts of changes to food production; for example, competing land uses such as urban and industrial uses, and recreation activities • examining the impacts of modifications to biomes on the productivity and availability of staple resources for First Nations Australians; for example, reduced access to bush food such as myrrnong (yam daisy) in Victoria or cycads, bunya nuts and wongi plums in northern Australia • examining management strategies that improve food security; for example, efforts to reduce food wastage, government policies or trade barriers • explaining management strategies that restore the quality or diversity of agriculture in Australia; for example, improving the function of natural biomes and anthropogenic biomes, monitoring land management practices, improving the condition of the soil or building the capability of farmers • generating ideas for a strategy to expand agricultural production in Australia; for example, market bush food such as herbs and wattle seed, invest in research, support farm innovations or develop the expertise of farmers
<p>Sub-strand: Geographies of interconnections</p>	
<p>the ways changing transportation and technologies are used to connect people to services, information and people in other places</p> <p>AC9HG9K05</p>	<ul style="list-style-type: none"> • discussing how access to transportation affects the ways people perceive, use and are connected to specific services or opportunities in a place; for example, regional flights to travel to capital cities and to international destinations • identifying and describing how transport and information networks function to connect people to goods and services (for example, from cotton crop to t-shirts or from farm to table), including how supply-chain logistics influence these connections • discussing how communications infrastructure and networks support people to collaborate; for example, local people working for social sustainability and inclusion such as the Masai in Kenya, Berber in North Africa, San or Kalahari Bushmen in southern Africa, Uyghurs in China, Ainu in Japan, Inuit in Greenland and Yanomami in the Amazon Basin • interpreting differences in people's access to the internet between and within countries, such as in rural areas across Australia and across the world, including a country of Asia, and explaining how technologies are used to connect people to information, services and other people • examining how technologies have made it possible for places to provide a range of global business services, such as businesses operating call centres in India and the Philippines

<p>the effects on places of people’s travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places</p> <p>AC9HG9K06</p>	<ul style="list-style-type: none"> • discussing the causes of the global growth of tourism and its environmental, economic or social impacts on places • explaining the impacts of people’s cultural and leisure choices on the sustainability of places popular with tourists (for example, visiting Mecca, Vatican City or Varanasi as religious pilgrimages) and predicting how space tourism or the impacts of COVID-19 may affect places • examining how management plans for national parks, such as Uluru-Kata Tjuta National Park, bring together cultural and scientific knowledge and experience, and examining governance and past experience to manage the effects of people’s cultural and leisure choices
<p>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</p> <p>AC9HG9K07</p>	<ul style="list-style-type: none"> • discussing some of the products and/or services that businesses in their local area sell to or buy from other places • examining how and why places are interconnected nationally, regionally and globally through trade in goods and services • identifying examples of change in interconnections between places and people through trade in goods and/or services over time at the local, national and global scale
<p>the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places</p> <p>AC9HG9K08</p>	<ul style="list-style-type: none"> • examining the effects on people, places or environments of mining, farming, forestry or the production of manufactured goods • explaining the environmental effects of the production and distribution of consumer products and services on the places that produce the raw materials, the people who make the products, and the environments that receive the waste at the end of the products’ life; for example, the environmental effects of an e-waste supply chain from mining, production and sales to waste disposal • evaluating the environmental, economic and social impacts of the global oil supply chain, from where the resource is extracted, processed and sold, and how impacts could be sustainably managed in Australia and in West Asia • examining a strategy used by local, state or national governments to manage waste in one of Australia’s cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors)

Strand: Skills		Year 9
Sub-strand: Questioning and researching using geographical methods		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop a range of questions for a geographical inquiry related to a phenomenon or challenge</p> <p>AC9HG9S01</p>	<ul style="list-style-type: none"> • developing a range of questions to investigate why a geographical phenomenon has changed or why a challenge may arise; for example, “Why is food security important?”, “What are sources of food in Australia?”, “How are people, places and environments connected?” • developing and modifying questions to sharpen the focus of an investigation using concepts or scale of study; for example, “Why is the security and sustainability of food production important at the national scale?”, “How can bush food become a sustainable nutritional source of food in Australia?”, “How can connections between people, environments and places affect the sustainability of places at the global scale?” • planning an investigation of a geographical phenomenon or challenge being studied at a range of scales, using digital tools; for example, the diverse types of biomes modified by humans for food and non-food products at a national and global scale, or the different types of connections between people and places at local, national and global scales 	
<p>collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate</p> <p>AC9HG9S02</p>	<ul style="list-style-type: none"> • identifying primary research methods, including fieldwork, to collect original materials; for example, comparison of aerial photographs or field sketches over time to document the use or alteration of biomes by people, or surveying peers on their use of the internet or other technologies • collecting relevant secondary research materials online using targeted criteria; for example, “allintext: connections between food security and deforestation in Bangladesh”, “allintext: the digital divide and its impacts on people and places in North Korea” • evaluating primary or secondary research materials for relevance (for example, “Does the information reflect current thinking on sustainable food production?”) and reliability (for example, “Who is/are the author/s? Does the author reference other experts or reports in the field of environmental management?”) • creating a presentation of data and information using geospatial technologies; for example, a 3D diagram illustrating interactions between an oil spill in coral reefs and resultant decline in aquatic food production; a flow diagram showing the daily activities of a female subsistence farmer in Africa; or a diagram of a mangrove ecosystem before and after human interactions • creating visual representations of multi-variable geographical data using digital tools; for example, a table to compare the daily consumption of meat per person in developed and developing countries; a complex graph to illustrate the relationship between temperature, precipitation and biomes; or a cross-section identifying horizons in a soil profile, and the impacts of mining and fracking on agricultural land 	

	<ul style="list-style-type: none"> representing spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions; for example, creating a map to show the relationship between biomes and world food production
Sub-strand: Interpreting and analysing geographical data and information	
<p>evaluate geographical data and information to make generalisations and predictions, explain patterns and trends, and infer relationships</p> <p>AC9HG9S03</p>	<ul style="list-style-type: none"> making generalisations about trends; for example, using questionnaires or interviews to identify people's perspectives on live food fish trade in Australia or people's access to the internet in the local area explaining a pattern; for example, using the current Global Hunger Index and the updated Food and Agricultural Organization's Low-Income Food-Deficit Countries (LIFDCs) to identify locations of food scarcity and malnutrition, or comparing maps showing transport networks with survey responses on personal mobility explaining relationships between causes and impacts of factors represented in data; for example, the impact of the use of Global Positioning System (GPS) and Geographic Information Systems (GIS) on the way farmers control the dispersion of fertilisers and pesticides to produce higher yields and limit run-off, or the effects of the use of GPS to construct maps on how tourists use different transport systems to visits popular places in Australia
Sub-strand: Concluding and decision-making	
<p>evaluate data and information to justify conclusions</p> <p>AC9HG9S04</p>	<ul style="list-style-type: none"> drawing conclusions about the impact of a geographical challenge on people, places and environments; for example, investigating the causes of a decline in food species, its impacts on food security and the establishment of the Svalbard Global Seed Vault, or the effects of cyberattacks on technological interconnections and implementation of international laws related to cybersecurity justifying conclusions by reflecting on perspectives identified and reasons for these perspectives; for example, considering environmental, economic and social factors when challenging disappearing arable land converted from food production to non-food crops, or promoting ecotourism that impacts on people and places
<p>develop and evaluate strategies, using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts</p> <p>AC9HG9S05</p>	<ul style="list-style-type: none"> proposing individual action and supporting the proposal with reasons; for example, reducing food wastage or reducing negative environmental impacts when visiting theme parks or national parks proposing collective action and supporting the proposal with reasons; for example, organisations that work to end hunger and improve food security, or improve labour practices and increase wages for people working to produce goods exported to other countries evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, examining factors likely to impact on achieving Goal 2 of the Sustainable Development Goals – Ending global hunger by 2030 or monitoring the extent that a management plan for a national park is implemented explaining the outcomes and impacts of a strategy, such as providing people with adequate and quality food that is acceptable in different cultures, or reducing the global movement of hazardous waste between countries

	<ul style="list-style-type: none"> reflecting on the influence of personal values and attitudes on predicted outcomes and impacts; for example, how preferring to buy locally produced food reduces food miles and greenhouse gases, or how reducing, recycling and reusing goods contributes to a more sustainable environment
<p>Sub-strand: Communicating</p>	
<p>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings</p> <p>AC9HG9S06</p>	<ul style="list-style-type: none"> developing a response, using geographical concepts and terms; for example, strategies to improve the sustainability of a place or environment creating a description, using representations of data (for example, using maps to illustrate the major terrestrial biomes of Australia and photographs to show their impacts on people and places) and research findings (for example, using diagrams, graphs, tables and/or satellite images to show how environmental, economic or technological factors affect crop yields) creating an explanation that applies tone appropriate to the audience, such as reducing food wastage, or developing a management plan for a tourist hot spot, in an authoritative tone and reasoned argument

Year 10

Year level description

The Year 10 curriculum involves the study of 2 topics.

Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

It is suggested that the study of this topic draws on studies from within Australia, and other countries.

Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Achievement standard

By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.

Students develop a range of relevant questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats. They interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings.

Strand: Knowledge and understanding		Year 10
Sub-strand: Environmental change and management		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>the human-induced changes that challenge the sustainability of places and environments</p> <p>AC9HG10K01</p>	<ul style="list-style-type: none"> • identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices • explaining the nature of human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land and aquatic environments) and the challenges they pose for sustainability • discussing the concept of sustainability in relation to environmental functions and identifying tensions between the conflicting perspectives of communities, businesses and government 	
<p>the environmental world views of people and their implications for environmental management</p> <p>AC9HG10K02</p>	<ul style="list-style-type: none"> • discussing the influence of people’s environmental world views (human-centred and earth-centred) regarding environmental management • comparing differences in people’s views about the causes of an environmental issue of personal, national and global importance • discussing whether environmental change is necessarily a problem that should be managed and explaining people’s choices of methods for managing or responding to environmental changes 	
<p>First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of Australia</p> <p>AC9HG10K03</p>	<ul style="list-style-type: none"> • identifying the influence of cultural values on how First Nations Australians manage environments (for example, continuity of cultural practices, management or development of Country/Place, and land tenure systems) and explaining custodial responsibilities for a Country/Place • discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments • explaining First Nations Australians’ models of sustainability, which contribute to broader conservation practices; for example, obligations to Country/Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity building within their communities 	

<p>causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability</p> <p>AC9HG10K04</p>	<ul style="list-style-type: none"> • identifying a context to be studied, describing the causes of the environmental change and impacts for the sustainability of its functions (resource, service or spiritual) • recognising and discussing the influence of people's world views on how management strategies are developed and implemented • proposing strategies to manage the effects of environmental change; for example, environmental strategies – establishing marine reserves, national parks, World Heritage sites or ecosystem-based management; spatial strategies – corridors to preserve flora and fauna or urban planning to reduce energy consumption; holistic thinking – addressing past and present causes of environmental change • comparing management strategies in Australia with strategies in another country for human-induced environmental change, using criteria; for example, managing waste in Australia compared with India's rubbish pickers or managing floods in Australia compared to floods in China • explaining how Traditional Owners, communities, developers, governments and non-government organisations use environmental, economic and social criteria, and consider trade-offs when making decisions
<p>Sub-strand: Geographies of human wellbeing</p>	
<p>the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale</p> <p>AC9HG10K05</p>	<ul style="list-style-type: none"> • identifying the United Nations Sustainable Development Goals 2015–2030 relevant to human wellbeing • comparing different measurements of human wellbeing (for example, comparing rankings of selected indicators such as Gross Domestic Product [GDP], Human Development Index [HDI] and Physical Quality of Life Index [PQLI] for Australia, India and a country in the Pacific) and explaining trends in the different measurements • interpreting and explaining trends in human wellbeing in a developed country and a developing country over time; for example, Australia compared with a country in Asia or the Pacific
<p>reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia</p> <p>AC9HG10K06</p>	<ul style="list-style-type: none"> • interpreting and analysing measures of human wellbeing, and identifying and describing the causes and consequences of inequality • identifying and describing the economic, social, technological, political or environmental causes of variations in human wellbeing within India or another country compared to Australia • interpreting and analysing spatial data on human wellbeing in India or another country in Asia to identify the regions with high and low levels of human wellbeing, explaining similarities and differences; for example, rural Rajasthan compared to urban Mumbai • interpreting and analysing measures of human wellbeing, such as the Multidimensional Poverty Index (MPI), Press Freedom Index (PFI) and Fragile States Index (FSI), and making inferences about the level of wellbeing at different scales; for example, for child labour and child slaves at the local scale or for Syria or Afghanistan at the national scale

<p>reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians</p> <p>AC9HG10K07</p>	<ul style="list-style-type: none"> explaining the environmental factors (access to resources – fossil fuels, water, fertile soils), the social factors (adequate food, health and education services), the economic factors (employment, income) and the technological factors (information and communications technology) that influence human wellbeing and development between and within countries interpreting and analysing similarities, differences, patterns and trends in human wellbeing data for communities of First Nations Australians compared to non-Indigenous Australians, and explaining the links between human wellbeing and Closing the Gap initiatives explaining how a person’s wellbeing is influenced by where they live, with reference to interconnections of environmental, economic, social and technological factors in at least 2 different places in Australia, such as urban and remote places
<p>responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific</p> <p>AC9HG10K08</p>	<ul style="list-style-type: none"> identifying and describing a national, state or community program to reduce regional inequalities in human wellbeing in a country such as Papua New Guinea or Indonesia explaining the objectives and outcomes of an overseas economic and social development program by the Australian Government (for example, AusAID) or a non-government overseas aid program (for example, World Vision) in India or a country in the Pacific identifying and explaining ways to improve the wellbeing of remote communities of First Nations Australians, including ways proposed by the communities

Strand: Skills		Year 10
Sub-strand: Questioning and researching using geographical methods		
<p>Content descriptions <i>Students learn to:</i></p>	<p>Content elaborations <i>This may involve students:</i></p>	
<p>develop a range of questions for a geographical inquiry related to a phenomenon or challenge</p> <p>AC9HG10S01</p>	<ul style="list-style-type: none"> developing a range of relevant questions to investigate why a geographical phenomenon has changed or a challenge may arise; for example, “What is human wellbeing?”, “How has human wellbeing changed over time?”, “How and why should inequality in human wellbeing be reduced?” developing and modifying questions to sharpen the focus of an investigation, using concepts or scale of study; for example, “How are variations in the spatial distribution of human wellbeing measured at the global scale?”, “Why does human wellbeing vary between and within countries?” (national scale), “How would you measure human wellbeing in the local area?” (local scale) 	

	<ul style="list-style-type: none"> planning an investigation of a phenomenon or challenge being studied at a range of scales, using digital tools; for example, investigating the causes of human-induced climate change at the global scale and its impacts on Australia, Bangladesh and/or a Pacific Island country at the national scale
<p>collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate</p> <p>AC9HG10S02</p>	<ul style="list-style-type: none"> identifying primary research methods, including fieldwork, to collect original materials; for example, survey and interviews regarding perspectives on environmental management at the local scale, or strategies to improve human wellbeing of First Nations Australians at the national and local scale collecting relevant secondary research materials online using targeted criteria; for example, “allintext: critically endangered list by country” or “allintext: targets for reducing hunger or increasing access to health care” identifying and respecting protocols for consultation with communities of First Nations Australians when planning and conducting investigations; for example, acknowledging their earth-centred world view and how their traditional knowledges contribute to environmental management projects, or considering cultural and spiritual wellbeing of First Nations Australians when implementing programs to reduce economic and social inequality evaluating primary or secondary research materials for relevance (for example, “Does the information reflect current thinking?”), reliability (for example, “Who is/are the author/s? Does the author reference other experts in the field?”) and bias, such as information bias presenting one side of an issue, or selection bias presenting information on the positive aspects of foreign aid with cultural and social issues not considered comparing findings from primary research with those from secondary research materials for relevance and reliability; for example, comparing survey data or interviews on attitudes towards environmental management or improving human wellbeing with commentary or reports on people’s views on the causes of issues affecting the environment or human wellbeing representing multi-variable data using geospatial technologies; for example, using scatterplots to visually represent data for countries to demonstrate the correlation between 2 variables, such as comparing adult literacy with GDP per capita in United Arab Emirates or Bhutan representing multi-variable data using digital tools; for example, generating pie graphs showing threats to biodiversity; using digital photographs to indicate differences in material goods between people and places, and the influence of environment, culture and income; using tables to measure and compare wellbeing using different indexes and the world gender equality gap

Sub-strand: Interpreting and analysing geographical data and information	
<p>evaluate geographical data and information to make generalisations and predictions, explain patterns and trends, and infer relationships</p> <p>AC9HG10S03</p>	<ul style="list-style-type: none"> • developing generalisations; for example, critically analysing text and images for their meaning and significance, such as satellite images showing before and after deforestation in the Amazon or contrasting nightlife in North and South Korea • explaining patterns and trends; for example, explaining why a vegetation corridor for movement of koalas assists them to traverse through the bush and reduce death rates, or whether there has been an increased use of technology such as satellite images, drones and robots during and after a natural disaster to identify the need for aid • inferring relationships between key environmental indicators and sustainability of places at the national scale; for example, using a geospatial technologies application to create a map of Australia and another country to show measures of environmental change such as air quality, freshwater quality, fish resources, energy use, biodiversity or waste generation
Sub-strand: Concluding and decision-making	
<p>evaluate data and information to justify conclusions</p> <p>AC9HG10S04</p>	<ul style="list-style-type: none"> • drawing conclusions using at least 2 concepts, such as place, space, environment, interconnections, sustainability, scale and change as organisers; for example, discussing the concept of sustainability in relation to human-induced change affecting environments or considering implications of spatial variations in human wellbeing • examining the reasons given for making a specific decision and explain how these reasons have or have not justified the conclusion reached, such as considering the interconnections of environmental, economic, social, political or technological factors when considering how to address sustainable management of environments, or unequal access of people to resources essential for human wellbeing
<p>develop and evaluate strategies, using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts</p> <p>AC9HG10S05</p>	<ul style="list-style-type: none"> • proposing individual action and supporting the strategy with reasons; for example, reducing their ecological footprint by reducing the amount of food packaging included in a packed lunch, or becoming volunteers for non-government organisations such as the Red Cross or Red Crescent to increase social connectedness • proposing collective action and evaluation of actions; for example, identifying ways to improve the wellbeing of remote communities of First Nations Australians and evaluating the actions proposed and implemented by the community members • evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, reflecting on whether environment degradation has been reduced and human wellbeing improved • explaining reasons for decisions and choices, such as the traditional use of firestick farming by First Nations Australians to control fires, or grassroots decisions on implementation and effectiveness of aid projects

	<ul style="list-style-type: none"> reflecting on personal values and attitudes and how these influence strategies; for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for residents, or supporting non-government organisations that reflect personal values
<p>Sub-strand: Communicating</p>	
<p>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings</p> <p>AC9HG10S06</p>	<ul style="list-style-type: none"> creating a description for a purpose, using structural features to organise ideas, findings, impacts and actions; for example, sub-headings presenting conclusions using geospatial technologies and digital tools to create representations of data (for example, the trends in Human Development Index [HDI] over time in a selected country or region) and research findings (for example, how a person’s wellbeing is influenced by where they live) to explain causes and effects of a geographical phenomenon or challenge, and reinforcing understanding of the interconnections between people, places and the environment developing an explanation, applying tone appropriate to purpose and audience; for example, using an authoritative tone, and referring to representations of data and information when explaining a strategy to improve the sustainability of an identified environment or action to improve human wellbeing