

Recommendation

A Sound Achievement (C) in a Year 10 Humanities subject and/or English.

Rationale

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Delivery (mode, time requirements, lessons)

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled lessons and a one-hour tutorial each week. Lessons are delivered via our designated Learning Management System.

Student requirements

Computer, access to email and internet, telephone and USB headset with microphone, exercise book, stationery.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones Topic 1: Natural hazard zones Topic 2: Ecological hazard zones	Planning sustainable places Topic 1: Responding to challenges facing a place in Australia Topic 2: Managing the challenges facing a megacity	Responding to land cover transformations Topic 1: Land cover transformations and climate change Topic 2: Responding to local land cover transformations	Managing population change Topic 1: Population challenges in Australia Topic 2: Global population change

Assessment

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination – combination response	25%	Formative internal assessment 3 (FA3): Investigation – field report	25%
Formative internal assessment 2 (FA2): Investigation – data report	25%	Formative internal assessment 4 (FA4): Examination – combination response	25%

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – combination response	25%	Summative internal assessment 3 (IA3): Investigation – data report	25%
Summative internal assessment 2 (IA2): Investigation – field report	25%	Summative external assessment (EA): Examination – combination response	25%

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Disclaimer All of the above information is accurate at the time of publication