Sample course outline  
Geography – ATAR Year 11

Semester 1 – Unit 1 – Natural and ecological hazards

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<th>Week</th>
<th>Key teaching points</th>
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| 1–3  | **Geographical skills**  
• Mapping skills – identify and interpret a variety of topographic maps at different scales  
  ▪ interpret marginal information on maps  
  ▪ grid coordinates  
  ▪ compass directions and bearings  
  ▪ scale: convert scale from one format to another  
  ▪ calculate time, speed, distance and area  
  ▪ interpret relief on a map using contours and height information (spot heights)  
  ▪ calculate gradient  
  ▪ interpret, construct and annotate cross sections  
  ▪ identify and interpret natural and cultural features  
  ▪ describe site and situation  
  ▪ identify different relief features, vegetation cover and hydrological features  
  ▪ construct simple annotated sketch maps  
  ▪ identify, describe and interpret spatial patterns and relationships  

*Task 1: Practical skills test based on Geographical skills/mapping skills*

| 4–5  | **Overview of natural and ecological hazards**  
• What is hazard geography?  
• Classification of natural hazards (geomorphic, hydrologic, ecological)  
• Examples of natural hazards  
• Classification and examples of ecological hazards  
• The role of spatial technologies in the study of natural and ecological hazards  
• The concepts of risk and hazard management as applied to natural and ecological hazards  
• Characteristics of hazards: the spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact of natural and ecological hazards at a global scale |

| 6–7  | **Depth study one – natural hazard – bushfires**  
• Geographical inquiry skills  
• The nature and causes of bushfires  
• The nature of the risks to be managed, such as:  
  ▪ loss of property/life  
  ▪ effects on infrastructure, job and economy  
  ▪ the impact on physical and mental health  
• The spatial and temporal distribution of bushfires and how an understanding of biophysical and human processes can be used to explain the patterns that are identified  
• The magnitude, duration, frequency, probability and scale of spatial impact of bushfires  
• The physical and human factors that explain why some places and people are more vulnerable than others to bushfires  

*Task 2: Practical skills test based on Geographical skills/mapping skills and on the content on natural hazards covered up to this point in time*
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| 8–10 | • The means by which the activities of people can intensify the impacts of bushfires  
      • The environmental, economic and social impacts of bushfires in a developed country such as Australia, compared with Africa (wildfires)  
      • The stakeholders affected by bushfires, and their values and viewpoints on recovery and adaptation to future bushfires in terms of modifying:  
        ▪ human vulnerability (susceptibility to future loss)  
        ▪ loss burden (cost of loss mitigation and adaptation)  
      • The sustainability of risk management policies, procedures and practices designed to reduce the impacts of bushfires, in the short and long term, through prevention, mitigation and preparedness  
      **Task 3: Geographical inquiry investigating bushfires** |
| 11–12 | **Depth study two – ecological hazard – HIV/AIDS**  
      • The nature and causes of HIV/AIDS  
      • The nature of the risks to be managed, such as:  
        ▪ loss of property/life  
        ▪ effects on infrastructure, jobs and economy  
        ▪ the impact on physical and mental health  
      • The spatial and temporal distribution of HIV/AIDS and how an understanding of biophysical and human processes can be used to explain the patterns that are identified  
      • The magnitude, duration, frequency, probability and scale of spatial impact of HIV/AIDS  
      • The physical and human factors that explain why some places and people are more vulnerable than others to HIV/AIDS  
      • The means by which the activities of people can intensify the impacts of HIV/AIDS  
      • The environmental, economic and social impacts of HIV/AIDS in a developed country such as Australia, compared with Africa  
      **Task 4: Short and extended response based on HIV/AIDS** |
| 13–14 | • The stakeholders affected by HIV/AIDS, and their values and viewpoints on recovery and adaptation to future hazards in terms of modifying:  
        ▪ human vulnerability (susceptibility to future loss)  
        ▪ loss burden (cost of loss mitigation and adaptation)  
      • The sustainability of risk management policies, procedures and practices designed to reduce the impacts of HIV/AIDS, in the short and long term, through prevention, mitigation and preparedness  
      **Task 5: Semester 1 examination** |
<p>| 15 | • Revision |
| 16 | <strong>Task 5: Semester 1 examination</strong> |</p>
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| 1–2  | • Overview of international integration: spatial, economic, political and social consequences  
      • Define sustainability and globalisation  
      • Apply the concept of sustainability to the outcomes of increased globalisation  
      • Define the concept of international integration  
      • Transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services  
      • The diffusion and adaptation of ideas, meanings and values that transform and renew cultures |
| 3–4  | • Advances in transport and telecommunications technologies and how they facilitate:  
      ▪ international integration  
      ▪ expansion of world trade  
      ▪ emergence of global financial markets and the  
      ▪ dissemination of ideas and elements of culture  
      • The economic and cultural importance of world cities in the integrated global economy  
      • World cities as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world  
      • The concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe  
      **Task 6: Short and extended response test based on the overview of global networks and interconnections** |
| 5–6  | **Depth study one – Using fieldwork and/or secondary sources, students investigate the reasons for, and consequences of, the changing spatial distribution of production and consumption (and, where appropriate, reuse) of consumer electronics**  
      For consumer electronics, students are to investigate the following points.  
      • The nature of consumer electronics as a commodity, good or service  
      • The process of diffusion of consumer electronics and its spatial outcomes  
      • The changes occurring in the spatial distribution of the production and consumption of the consumer electronics in Australia and overseas, and the geographical factors responsible for these changes  
      • The role played by technological advances in transport and/or telecommunications in facilitating these changes in the spatial distribution |
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| 7–8  | • The role played by governments and enterprises in the internationalisation of the production and consumption of consumer electronics, such as the reduction or elimination of the barriers to movement between countries  
• Implications of the changes in the nature and spatial distribution of the production and distribution of consumer electronics for people, places and the biophysical environment at a variety of scales, including the local  
• Likely future changes in the nature and spatial distribution of the production and consumption of consumer electronics  
• The impact of these changes on less developed countries (LDC) in terms of sustainability  
• The ways people and places embrace, adapt to, or resist the forces of international economic integration, and the spatial, economic, social and geopolitical consequences of these responses  
**Task 7: Short and extended response test based on consumer electronics** |
| 9–12 | Depth study two – Using fieldwork and/or secondary sources, students investigate the diffusion, adoption and adaptation of music  
• Geographical inquiry skills  
• The process of diffusion of the element of music and its spatial outcomes  
• The role played by technological advances in transport and/or telecommunications in the diffusion of music  
• The role played by media and emerging technologies in the generation and dispersion of music  
• Implications of the changes in the nature and spatial distribution of music for peoples and places at a range of scales, including the local  
• Likely future changes in the nature and spatial distribution of music  
• The ways people embrace, adapt to, or resist the forces of international cultural integration  
• The role of the media and new technologies in shaping people’s perceptions of place and events through the images and information presented  
• The impact of the breaking up of multinational states as a result of a rise in specific nationalism  
• The likely future changes to the sustainability of indigenous cultures in an increasingly integrated world  
• The spatial, economic, social and geopolitical consequences of changes to music  
**Task 8: Geographical inquiry investigating music** |
| 13–14| Geographical skills  
• Mapping skills  
• Remote sensing skills  
• Graphical and statistical data skills  
**Task 9: Fieldwork/Practical skills test based on Geographical skills** |
| 15   | • Revision |
| 16   | **Task 10: Semester 2 examination** |