

Geography

Units 1-2

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different? This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

UNIT 1

This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro- meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and a mid-year examination.

UNIT 2

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialise in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a tourism site and a report about the impact of tourism.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.

Geography

Units 3-4

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

UNIT 3

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

LEARNING ACTIVITIES

Students will engage in activities that student should be able to analyse, describe and explain land use change and assess its impacts. Students will undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process.

KEY SKILLS REQUIRED

Be able to analyse maps, data and other geographic information to develop descriptions and explanations. Be able to interpret and analyse maps and other geographical data and information explain the processes of change, the reasons for change and the resulting land use change in the selected area.

ASSESSED TASKS

Structured questions (20%), Fieldwork Report (30%), Analysis of Geographic data (50%).

UNIT 4

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

LEARNING ACTIVITIES

Students will engage in activities that analyse, describe and explain population dynamics on a global scale. They will undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

KEY SKILLS REQUIRED

To be able to use appropriate criteria to evaluate the effectiveness of strategies developed in response to specific issues. To explain the role and effectiveness of spatial technologies for the development and implementation of strategies developed in response to population issues

ASSESSED TASKS

Analysis of geographic data (40%), Structured questions (60%)

VCAA ASSESSMENT - The overall Study Score will consist of: School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).