Geography

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	GGY315120
COURSE SPAN	2020 — 2025
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course is current for 2024.

The study of geography draws on learners' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments

It enables learners to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Learners can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. In the senior secondary years, geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration. Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. The application of conceptual knowledge in the context of an inquiry, and the application of geographical skills, constitute 'thinking geographically' - a uniquely powerful way of viewing the world. Through the study of Geography learners develop the ability to identify, evaluate and justify appropriate sustainable approaches to geographical issues, as well as skills in communication, investigation, analysis, numeracy, problem solving and decision-making. They will also have a much deeper understanding of the interconnections between places and the dynamic nature of the world in which they live.

Rationale

The study of geography draws on learners' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. It enables learners to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Learners can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. The application of conceptual knowledge in the context of an inquiry, and the application of geographical skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

Through the study of Geography learners develop the ability to identify, evaluate and justify appropriate sustainable approaches to geographical issues, as well as skills in communication, investigation, analysis, numeracy, problem solving and decision-making. They will also have a much deeper understanding of the interconnections between places and the dynamic nature of the world in which they live.

Aims

Geography aims to develop learners':

- knowledge and understanding of the challenges affecting the sustainability of places; changing land covers; and globalisation in a range of spatial contexts
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. undertake geographical inquiry, applying key geographic concepts - place, space, environment, interconnection, sustainability, scale and change, and the assessment of geographical phenomena and issues
2. apply knowledge of geographical processes to changes in places
3. relate changes in places to the outcome of creating changes in communities
4. discuss the nature, rate, extent, causes - including natural hazards - and consequences of local and regional land cover changes
5. assess land cover changes caused by human impact
6. evaluate the nature and causes of globalisation and its spatial, economic, political and social consequences
7. explore contemporary issues - including sustainability of places, human impact on land cover changes and the ways people adapt to and resist the forces of globalisation - and propose individual and collective action, taking into account geological factors, and predict outcomes of proposed actions
8. apply geographical inquiry skills and a range of skills, including geographical technologies and fieldwork (refer to Work Requirements), to investigations related to: places and their challenges, human impact on land cover change and globalisation
9. apply time management, planning and investigative skills to geographical inquiry and study
10. correctly use geographical terms when discussing issues and concepts
11. communicate geographical information, ideas, issues and arguments using appropriate written, oral and cartographic forms, and using numeric, tabular and graphic mathematical representations.

Access

This course is designed for learners who are interested in the interconnections between people, places and environments. It challenges learners to become informed decision makers through their understanding of the key geographic concepts of place, space, environment, interconnection, sustainability, scale and change.

Learners enrolled in this course are required to be able to work as directed in fieldwork situations.

Pathways

Geography is designed for learners who have an interest in the physical and human environments. Study for this course provides preparation for career areas such as environmental management, town planning, Geographic Information Systems (GIS), architecture, journalism, policy development, economics, law, demographic studies, cartography, statistical analysis, teaching and a range of other careers in the fields of science and the humanities.

Resource Requirements

Learners of this course require access to topographical maps, spatial technologies (as available) and Population Reference Bureau Data Sheets.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Requirements

Senior Secondary Geography has two (2) interrelated strands: Geographic Knowledge and Understanding and Geographic Inquiry and Skills. These strands are used to organise the geography learning from Foundation to Year 12. In Geography, the two strands build on students' learning from the Foundation to Year 10 Geography curriculum. These two strands will be integrated in flexible and meaningful ways into THREE (3) units of study, each of which includes ONE (1) depth study:

- Unit 1: Sustainable Places

  Depth study: Challenges faced in a megacity in a developing country

- Unit 2: Human Impact on Land Cover Change

  Depth study: EITHER

  o A. Anthropogenic climate change, OR

  o B. Initiatives to address land cover change

- Unit 3: Globalisation

  Depth study: EITHER

  o A. International economic integration, OR

  o B. International cultural integration.

The Geographical Inquiry and Skills strand is common to each unit.

The Geographical Knowledge and Understanding strand is contextual and specific to each unit.

Each unit of study, including the required depth study, is *compulsory*, however the order of delivery of the units is not prescribed. The topics within each unit can be taught sequentially or in an integrated manner.

This course has a design time of 150 hours.

It is recommended that approximately ten (10) hours of design time be spent on each of the required depth studies.

Learners of Geography **must** undertake a minimum of nine (9) hours of fieldwork. Fieldwork can be undertaken as a part of any unit.

Course Content

Geographical Inquiry is a process by which students learn and deepen their understanding. It involves individual or group investigations that start with geographical questions and proceed through the collection, interpretation, analysis and evaluation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographic context.

Geographical Skills are the techniques that geographers use in their investigations undertaken during fieldwork and in classrooms. Students learn to think critically about the methods used to obtain information and to represent, analyse and interpret it, and to communicate findings.

Key skills developed through the study of Geography include:

Observing, questioning and planning

- formulates geographical inquiry questions
- plans a geographical inquiry with clearly defined aims and appropriate methodology.

Collecting, recording, evaluating and representing

- collects geographical information incorporating ethical protocols from a range of primary and secondary sources
- records observations in a range of graphic representations using technologies and information and communication technologies
- evaluates the reliability, validity and usefulness of geographical sources and information.

Interpreting, analysing and concluding

- analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations
- identifies and analyses relationships, spatial patterns and trends, and makes predictions and inferences.

Communicating

- communicates geographical information, ideas, issues and arguments using appropriate written, numeric, oral, cartographic and graphic forms
- correctly uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding.

Reflecting and responding

- applies generalisations to evaluate alternative responses to geographical issues at a variety of scales
- proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action.

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

Geographical Knowledge refers to facts, generalisations, principles, theories and models developed in the study of Geography. This knowledge is dynamic and its interpretation can be contested. Opinions and conclusions must be supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between items of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Depth Studies are individual research tasks that are comprehensive and thorough studies of a given aspect of each unit. They will apply course content to specific contexts and develop critical thinking.

Unit 1: Sustainable Places

(Approximately 35% of design time)

Places

Urbanisation

This topic examines the process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places. Learning will include:

- World population distribution and density
- Demographic indicators of world population growth, economic development and personal wellbeing (PRB Data Sheet)
- Patterns of urbanisation past, present and future
- Causes of urbanisation (push and pull factors, rural/urban drift)
- Impacts of urbanisation (economic, social and environmental) and solutions, for example, short and long-term and management strategies.

Rural/urban interconnections

This topic examines the relationships and connections between urban and rural places. Learning will include:

- Employment/economic interrelationships between urban and rural places, for example, commuters, fly in – fly out workforce, urban dependency for rural produce and rural dependency on specialised urban services
- Conflict in resource use, for example, water use for agriculture versus urban consumption.

In studying the topics above, examples at global, regional and local scales will be considered along with examples from Developed (MDCs) and Developing (LDCs) worlds, and from Urban and Rural and Remote places.

Population distribution in Australia

This topic examines the spatial distribution of metropolitan, regional, rural and remote places in Australia, and the factors that have contributed to this. Learning will include:

- Social, historical, environmental, economic and political influences on metropolitan, regional, rural and remote places in Australia.

Population and economic change in Australia

This topic examines the changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia. Learning will include:

- Age/sex differences in various places
- Employment/economic transition from Primary to Secondary and Tertiary sectors.

Challenges facing places

Challenges for rural and remote places in Australia

This topic examines some of challenges for rural and remote places in Australia, including Indigenous communities. Learning will include:

- Ageing of and declining population
- Loss of services
- Limited employment and educational opportunities
- Economic and health disadvantages.

Challenges for urban places in Australia

This topic examines some of the challenges in metropolitan and regional cities in Australia. Learning will include:

- Infrastructure e.g. transport, water, provision of power, waste disposal (provision and maintenance of infrastructure)
- Social, cultural and economic divisions
- Interface between urban and rural transition zones e.g. water and food source and security, land degradation and habitat loss.

Depth study

Challenges faced in a megacity in a developing country

Guidelines for this depth study:

A depth study investigating significant challenges faced by **ONE megacity of choice in a developing country**. Challenges may include rapid population growth, ad hoc development, environmental degradation, waste collection/disposal, social/economic division, provision and maintenance of infrastructure etc.

Learners will investigate:

- the nature, scope and causes of the selected challenges being addressed and the implications for the selected megacity
- the range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other developing and developed world megacities
- the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability
- the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the megacity.

Unit 2: Human Impact on Land Cover Change

(Approximately 35% of design time)

This unit examines the impact of anthropogenic climate change and direct human activity on the earth's land cover. Study of this unit **must** include examples from different regions and countries and at different scales (local, national or global). It will also consider examples from MDCs and LDCs.

Anthropogenic climate change

The processes – nature, rate, extent, causes, impacts and consequences - of anthropogenic climate change, including increasing frequency of extreme weather events and its impact on the earth's land cover. This must include **ALL** of the following:

- glacier and ice sheet retraction
- rising sea levels leading to land cover loss
- cropland/pasture loss and/or degradation
- desertification
- coral reef loss and/or degradation.

Direct human actions resulting in land cover change

The processes – nature, rate, extent, causes, impacts and consequences - of direct human actions resulting in land cover change. This must include **at least FIVE** of the following:

- deforestation
- the expansion and intensification of agriculture
- rangeland modification
- land and soil degradation
- irrigation
- land drainage
- land reclamation
- urban expansion
- mining.

The following considerations offer guidance to the study of this unit:

- the identification and classification of land cover change using remotely sensed images and aerial photographs
- the interpretation of data sourced from geographical technologies and fieldwork to explain the nature, rate, extent, impacts and consequences of land cover change
- world population growth, growing affluences, advances in technology and their impact on the rate and extent of land cover change

- the differences in the process of land cover change between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture, in addition to the range of physical factors
- the impacts of land cover change on local and regional environments.

Depth Study

Learners **must** complete **ONE** of the following two depth studies:

EITHER

A. Anthropogenic climate change

Guidelines for this depth study:

A depth study to investigate the links between changes in **ONE** *specific* land cover, chosen from the Anthropogenic Climate Change list above, and changes in global climate caused by human activity.

Learners will investigate:

- the relationship between the land cover change and anthropogenic climate change and the long-term impact of climate change on the land cover
- the causes, rate and projected impacts of global anthropogenic climate change on land cover change
- local and/or international initiatives designed to address the effects of global climate change on the land cover.

OR

B. Initiatives to address land cover change

Guidelines for this depth study:

A depth study, using fieldwork and/or secondary sources, to investigate how land cover change due to human activity is being addressed and evaluated.

Learners select **ONE** existing program that addresses human induced land cover change in order to investigate all of the following:

- approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, for example, debt-for-nature swaps and preservation strategies
- a program designed to address the issue of land cover change and its consequences at a local scale (for example, coast dune rehabilitation, urban zoning regulations)
- the selected program's environmental, economic, and social benefits and costs
- an assessment of the program's effectiveness
- an evaluation of alternative approaches to the restoration and rehabilitation of the area being studied using the concept of sustainability to determine which approach has the potential to address the issue into the future.

Unit 3: Globalisation

(Approximately 30% of design time)

Process of globalisation

Learning will include:

- Definition of globalisation
- Overview of the potential spatial, economic, social, political, cultural, technological, transport and temporal consequences/impacts of globalisation.

Impact of enhanced technology and transport

This topic examines the influence of enhanced/new technology and transport on world trade, global financial markets, international corporate/retail branding and the centralised hubs for literature, music, film and media. Learning will include:

- Consider international trade/security agreements such as the EU, ASEAN, APEC, OPEC, NATO, G8, G20 etc. Which countries are included and which aren't?
- Global brands, profits and production process
- The inter-dependence of global financial markets. Benefits, for example, economic development of LDCs, convergence of national policies, access to greater pool of investment funds, and possible negatives, for example, GFC, most funds are controlled by a relative few MDCs, increasing economic dichotomy between MDCs and most LDCs
- Saturation of world media with common content and diminishing diversity of ownership.

Impact of cities

This topic examines the economic and cultural importance of world cities as centres for cultural innovation, transmission and integration of ideas. Learning will include:

- Re-emphasise the increasing rate of world population moving into cities
- Study role of cities as the centres for ideas and innovation that can quickly disseminate globally, for example, fashion, technology, franchises, global protest
- Review how cities are more likely to facilitate the pluralistic nature (major urban pull factor) of globalisation in areas such as religion, culture, business, entertainment, language, recreation and architecture.

Shift in global economic power

This topic examines the growth of China and India as global economic powers and the relative economic decline but sustained cultural influence of the United States of America (USA) and Europe. Learning will include:

- Major influences of economic growth and economic decline in above regions and other regions of the world
- Impact of economic growth and economic decline in above regions and other regions of the world
- The sustained cultural influence of the USA and Europe on other regions of the world.

Depth study

Learners **must** complete **ONE** of the following two depth studies:

EITHER

A. International economic integration

Guidelines for this depth study:

A depth study, using fieldwork and/or secondary sources, to investigate the changing spatial distribution of production and consumption (and, where appropriate, re-use) of a selected commodity, good or service.

Learners will make reference to **ONE** of the following:

- a mineral ore or fossil-based energy resource
- a food or fibre-based commodity
- a complex manufactured commodity
- a commodity typical of the 'weightless' or service based economy.

For the selected commodity, good or service, learners will investigate, as applicable:

- the changes occurring in the spatial distribution of its production and consumption, and the geographical factors responsible for these changes
- the role played by technological advances in transport and/or telecommunications in facilitating these processes
- the role played by the reduction or elimination of the barriers to its movement between countries
- the role played by enterprises in the internationalisation of its production and consumption

- implications of these changes 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 its production and consumption
- the ways people and places embrace, adapt to, or resist the forces of international integration
- the spatial, economic, social and geopolitical consequences of these responses.

OR

B. International cultural integration

Guidelines for this depth study:

A depth study, using fieldwork and/or secondary sources, to investigate an example of cultural diffusion, adoption and adaptation and its consequences for the cultural geography of places.

Reference will be made to ONE element of culture, such as fashion, a sport or leisure activity, music, religion, language, architecture or political ideas.

For the selected element of culture, learners will investigate the following as applicable:

- the process of diffusion and its spatial outcomes
- the role played by technological advances in transport and/or telecommunications in its diffusion
- the role played by transnational institutions and/or corporations in its dispersion
- the role played by media and emerging technologies in its generation and dispersion
- implications of these changes for people and places at a range of scales including local
- likely future changes in its nature and spatial distribution
- the ways people embrace, adapt to, or resist international cultural integration
- the spatial, economic, social and geopolitical consequences of these responses.

Work Requirements

Learners will develop a range of geographic skills, including:

- those pertaining to the use of a topographic map – including symbols, scale and distance, direction, location, elevation, cross profile/section, sketch/précis maps, and description and explanation of geographic features from topographic maps
- the interpretation and use of spatial technologies (as permitted by available resources), such as the Global Positioning System (GPS), Google Earth, Geographic Information Systems (GIS) and the use of satellite images
- the use of the Population Reference Bureau Data Sheet
- construction, interpretation and analysis of line graphs, bar and column graphs, cumulative and percentage graphs, pie graphs, scatter graphs, triangular graphs and population pyramids (age-sex histograms) and climate graphs.

<u>Work requirements for depth studies</u>

Guidelines: See the specific guidelines for what *learners will investigate* for each depth study.

Presentation:

- a written report between 1250 and 1500 words, plus graphic devices such as diagrams, charts, cartographic and mathematical representations.
- organizational features such as headings, sub-heading and bullet points may be used
- appropriate referencing must be used. See information in TASC's Academic Integrity Guide.

Learners will complete a total of three (3) depth studies meeting these requirements.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process - TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- a written examination assessing criteria: 3, 4, 5 and 6.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

Criteria

The assessment for Geography Level 3 will be based on the degree to which the learner can:

1. collect and categorise information
2. plan, organise and complete activities
3. communicate geographical ideas and information*
4. identify and apply geographical concepts to geographical phenomena*
5. identify geographical processes and their relation to geographical change*
6. identify geographical issues or challenges and possible solutions*
7. apply geographical inquiry skills

* = denotes criteria that are both internally and externally assessed

Criterion 1: collect and categorise information

The learner:

Rating A	Rating B	Rating C
locates a wide range* of primary and secondary sources relevant to an investigation or issue	locates a range* of primary and secondary sources relevant to an investigation or issue	locates a limited range* of primary and secondary sources related to an investigation or issue
selects and competently uses geographical tools and methods to effectively collect and organise information	selects and uses geographical tools and methods to collect and organise information	uses geographical tools and methods to collect and organise information
selects and uses appropriate and useful categories to methodically organise information for analysis of relationships, spatial patterns and trends	selects and uses categories to effectively organise information to indicate relationships, spatial patterns and trends	uses given categories to organise information to indicate relationships, spatial patterns and trends
evaluates relevance and relative significance of information to an investigation or issue.	analyses relevance and relative significance of information to an investigation or issue.	assesses relevance and relative significance of information to an investigation or issue.

Range of primary and secondary sources: has dimensions of number (how many sources) and scope of types (for example, experimental data, books, academic articles, internet, interview, film/video etc.)

Criterion 2: plan, organise and complete activities

The learner:

Rating A	Rating B	Rating C
selects and uses techniques and equipment related to geography investigations safely, competently and methodically, in familiar and unfamiliar contexts	selects and uses techniques and equipment related to geography investigations safely, competently and methodically in familiar contexts	uses techniques and equipment related to geography investigations safely and competently in familiar contexts
identifies time, resources and equipment needed to complete activities, and develops a systematic, coherent plan	identifies time, resources and equipment needed to complete activities, and develops a coherent plan	identifies time, resources and equipment needed to complete activities, and develops a plan
reflects – orally and/or in writing – on progress towards meeting goals and timelines; critically evaluates progress to plan future actions	reflects – orally and/or in writing – on progress towards meeting goals and timelines; analyses progress to plan future actions	reflects – orally and/or in writing – on progress towards meeting goals and timelines, articulating some ways in which goals may be met in the future
meets specified timelines and addresses all required task elements with a high degree of accuracy.	meets specified timelines and addresses all required task elements.	addresses most elements of a required task in the proposed time frame.

Criterion 3: communicate geographical ideas and information

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C

selects, constructs and uses appropriate written, oral, cartographic and mathematical representations* to accurately and effectively convey meaning, adapting representations to specific audiences and purposes	selects, constructs and uses appropriate written, oral, cartographic and mathematical representations* to accurately convey meaning	constructs and uses written, oral, cartographic and mathematical representations* appropriate to the task
communicates complex ideas and coherent and sustained explanations effectively, selecting and correctly using appropriate language for specific audiences and purposes	communicates complex ideas and coherent explanations clearly, selecting and correctly using appropriate language	communicates ideas and explanations clearly, correctly using appropriate language
evaluates effectiveness of selected communication in specific contexts	analyses effectiveness of selected communication in given contexts	assesses effectiveness of communication in given contexts
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

*Mathematical representations are defined as numeric, tabular and graphic.

Criterion 4: identify and apply geographical concepts to geographical phenomena

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
correctly references key geographical concepts* in the evaluation of geographical phenomena	correctly references key geographical concepts* in the analysis of geographical phenomena	correctly identifies key geographical concepts* in the assessment of geographical phenomena
explains interconnections between people, places and environments	describes interconnections between people, places and environments	identifies interconnections between people, places and environments
evaluates geographical significance and consequences of interconnections between people, places and environments	analyses geographical significance and consequences of interconnections between people, places and environments	assesses geographical significance and consequences of interconnections between people, places and environments
interprets data and information to analyse spatial distributions, patterns and associations at a range of scales and in different contexts, and makes reasoned predictions about plausible future changes	interprets data and information to explain spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts plausible future changes	interprets data and information to describe spatial distributions, patterns and associations at a range of scales and in different contexts
selects supportive examples and analyses their relevance to geographical ideas and principles.	selects supportive examples and explains their relevance to geographical ideas and principles.	selects supportive examples and assesses their relevance to

		geographical ideas and principles.

*Key geographical concepts are defined as place, space, environment, interconnection, sustainability, scale and change.

Criterion 5: identify geographical processes and their relation to geographical change

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
explains geographical processes that cause changes in places, and evaluates the outcome of creating change in communities	describes geographical processes that cause changes in places, and analyses the outcome of creating change in communities	identifies geographical processes that cause changes in places, and assesses the outcome of creating change in communities
interprets data and information to analyse the nature, rate and extent of local and regional land cover changes	interprets data and information to explain the nature, rate and extent of local and regional land cover changes	interprets data and information to describe the nature, rate and extent of local and regional land cover
evaluates human impact on land cover change	analyses human impact on land cover change	assesses human impact on land cover change
explains the nature of globalisation, and evaluates geographical processes that cause globalisation	explains the nature of globalisation, and analyses geographical processes that cause globalisation	describes the nature of globalisation, and assesses geographical processes that cause globalisation
evaluates spatial, economic, political and social consequences of globalisation	analyses spatial, economic, political and social consequences of globalisation	describes some spatial, economic, political and social consequences of globalisation
analyses how geographical processes of change have spatial consequences in places and environments at a range of scales, and evaluate the role of contexts	explains how geographical processes of change have consequences in places and environments at a range of scales in differing contexts	describes how geographical processes of change affect places and environments at different scales
selects supportive examples and evaluates their relevance to geographical change and consequences.	selects supportive examples and analyses their relevance to geographical change and consequences.	selects supportive examples and assesses their relevance to geographical change and consequences.

Criterion 6: identify geographical issues or challenges and possible solutions

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
describes relevant geographical background to an issue and explains its key components	identifies relevant geographical background to an issue and describes its key components	identifies relevant geographical background to an issue and lists its key components
evaluates alternate views on a geographical issue or challenge, and analyses how decision-making is informed by interacting environmental, economic and social factors at a range of scales	analyses alternate views on a geographical issue or challenge, and explains how decision-making is informed by interacting environmental, economic and social factors	distinguishes alternate views on a geographical issue or challenge, and identifies the role of environmental, economic and social factors in decision-making

proposes and justifies individual and collective actions in response to a contemporary geographical issue or challenge, and analyses probable outcomes of the action over a range of spatial and temporal scales	proposes and justifies individual and collective actions in response to a contemporary geographical issue or challenge, and describes probable outcomes of the action over time	proposes plausible individual and collective actions in response to a contemporary geographical issue or challenge, and describes possible outcomes of the action over time
selects supportive examples and evaluates their relevance to geographical issues or challenges and their probable solutions.	selects supportive examples and analyses their relevance to geographical issues or challenges and their probable solutions.	selects supportive examples and assesses their relevance to geographical issues or challenges and their possible solutions.

Criterion 7: apply geographical inquiry skills

Related to undertaking geographic inquiry, the learner:

Rating A	Rating B	Rating C
composes clearly structured geographical inquiry questions, explaining their connections to observations; designs comprehensive inquiry, clearly stating aims and explaining appropriate methodology in detail	expresses geographical inquiry questions, discussing their connections to observations; designs inquiry, clearly stating aims and describing appropriate methodology	expresses geographical inquiry questions; designs inquiry, clearly stating aims and appropriate methodology
evaluates reliability of sources of geographical data and information	analyses reliability of sources of geographical data and information	assesses reliability of sources of geographical data and information
critically analyses relevant multivariate data and information to draw evidence-based conclusions	analyses relevant multivariate data and information to draw evidence-based conclusions	interprets relevant multivariate data and information to draw evidence-based conclusions
evaluates a geographical inquiry design and explains significant limitations and sources of error, with reference to evidence.	analyses a geographical inquiry design and describes significant limitations and sources of error.	describes limitations and sources of error in geographical inquiry design.

Glossary Of Terms Used In Standards

Analyse
Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Apply
Use, utilise or employ in a particular situation.

Assess
Determine the value, significance or extent of (something).

Coherent
Orderly, logical, and internally consistent relation of parts.

Communicates
Conveys knowledge and/or understandings to others.

Complex
Consisting of multiple interconnected parts or factors.

Critically analyse
Examine the component parts of an issue or information, for example the premise of an argument or interpretation and its plausibility, illogical reasoning or faulty conclusions.

Critically evaluate
Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Describe
Give an account of characteristics or features.

Design
Plan and evaluate the construction of a product or process.

Develop
In English: begin to build an opinion or idea.

Discuss
Talk or write about a topic, taking into account different issues and ideas.

Distinguish
Recognise point(s) of difference.

Evaluate
Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

Explain
Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar
Previously encountered in prior learning activities.

Identify
Establish or indicate who or what someone or something is.

Investigate
Plan, collect and interpret data/information and draw conclusions about.

Justify
Show how an argument or conclusion is right or reasonable.

Locate
Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense.

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Representations

Words, images, symbols or signs to convey meaning.

Select

Choose in preference to another or others.

Structured

Arranged in a given organised sequence.

Sustained

Consistency maintained throughout.

Unfamiliar

Not previously encountered in prior learning activities.

Qualifications Available

Geography Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 11 ratings (7 from the internal assessment, 4 from external assessment).

The minimum requirements for an award in Geography Level 3 are as follows:

> EXCEPTIONAL ACHIEVEMENT (EA)
> 10 'A' ratings, 1 'B' rating (3 'A' ratings, 1 'B' rating from external assessment)
>
> HIGH ACHIEVEMENT (HA)
> 4 'A' ratings, 5 'B' ratings, 2 'C' ratings (1 'A' rating, 2 'B' ratings and 1 'C' rating from external assessment)
>
> COMMENDABLE ACHIEVEMENT (CA)
> 6 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)
>
> SATISFACTORY ACHIEVEMENT (SA)
> 9 'C' ratings (3 'C' ratings from external assessment)
>
> PRELIMINARY ACHIEVEMENT (PA)
> 5 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Robert Owens and Debbie Claridge in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

The statements in this section, taken from A*ustralian Senior Secondary Curriculum: Geography* endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

Geographical Inquiry and Skills

All units

Observing, questioning and planning

- Formulates geographical inquiry questions (ACHGE054)
- Plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE0055)

Collecting, recording, evaluating and representing

- Collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE056)
- Records observations in a range of graphic representations using (......) technologies and information and communication technologies (ACHGE057)* Evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE058)

Interpreting, analysing and concluding

- Analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to reasoned conclusions and make generalisations (ACHGE059)
- Identifies and analyses relationships, spatial patterns and trends and makes predictions and inferences (ACHGE060)

Communicating

- Communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE061)
- Uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE062)

Reflecting and responding

- Applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE063)
- Proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action. (ACHGE064)

Geographical Knowledge and Understanding

Unit 2: Sustainable places

Places

- The process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places (ACHGE039)
- The economic and environmental interdependence of urban and rural places (ACHGE040)
- The spatial distribution of metropolitan, regional, rural and remote places in Australia, and the factors that have contributed to this (ACHGE041)
- The changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia. (ACHGE042)

Challenges facing places

- An overview of challenges for rural and remote places in Australia (......) (ACHGE043)
- An overview of challenges in metropolitan and regional cities in Australia (ACHGE044)
- An overview of challenges faced in megacities in developing countries. (ACHGE045)

Depth study of challenges facing a megacity in a developing country

A depth study investigating significant challenges faced by one megacity in a developing country.

Learners select significant selected challenges in a megacity to investigate:

- the nature, scope and causes of the selected challenges being addressed and the implications for the selected megacity (ACHGE050)
- the range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other developing and developed world megacities (ACHGE051)
- the extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE052)
- the strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the megacity. (ACHGE053)

Unit 3: Land cover transformations

Overview: nature, extent, causes and consequences of land cover change

- The identification and classification of land cover change using remotely sensed images and aerial photographs (ACHGE065)
- The interpretation of data sourced from (......) technologies and fieldwork to explain the nature, rate, extent and consequences of land cover change (ACHGE066)
- World population growth, growing affluences, advances in technology and their impact on the rate and extent of land cover change and biodiversity (ACHGE067)
- The differences in the process of land cover change between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture, in addition to the range of physical factors (ACHGE068)
- The relationship between the land cover change and climate change and the long-term impact of climate change on the land cover (ACHGE071)
- The impacts of land cover change on local and regional environments. (ACHGE072)

Depth study of the interrelationship between land cover change and changes in global climate

A depth study to investigate the links between changes in land cover and changes in global climate.

- The causes, rate and projected impacts of global climate change on landcover change (ACHGE075)
- A local initiative designed to address the effects of global climate change on the land cover. (ACHGE078)

Depth study of a program to address land cover change

A depth study, using fieldwork and/or secondary sources, to investigate how land cover change is being addressed and evaluated.

Learners select ONE existing program that addresses land cover change in order to investigate:

- approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, for example, debt-for-nature swaps and preservation strategies (ACHGE083)
- a program designed to address the issue of land cover change and its consequences at a local scale (for example, coast dune rehabilitation, urban zoning regulations) (ACHGE084)
- the selected program's environmental, economic, and social benefits and costs (ACHGE085)
- an assessment of the program's effectiveness (ACHGE086)
- an evaluation of alternative approaches to the restoration and rehabilitation of the area being studied using the concept of sustainability to determine which approach has the potential to address the issue into the future. (ACHGE087)

Unit 4: Global transformations

Overview of international integration

- The process of international integration, particularly as it relates to the transformations taking place in the special distribution and consumption and services, and the diffusion of ideas, meanings and values that continually transform and renew cultures (ACHGE099)
- Advances in transport and telecommunications technologies as a facilitator of international integration including their role in the expansion of world trade, the emergence of global financial markets and the dissemination of ideas and culture through corporate, retail outlets, and the hubs of international literature, music, film and media (ACHGE100)

- The economic and cultural importance of world cities in the integrated global economy and their emergence as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world (ACHGE101)
- The re-emergence of China and India as global economic powers and the relative economic decline but sustained cultural influence of the United States of America and Europe. (ACHGE102)

Depth Studies:

A. International Economic Integration

A depth study, using fieldwork and/or secondary sources, to investigate the changing spatial distribution of production and consumption (and, where appropriate, re-use) of a selected commodity, good or service.

Learners should make reference to ONE of the following:

- a mineral ore or fossil-based energy resource
- a food or fibre-based commodity
- a complex manufactured commodity
- a commodity typical of the 'weightless' or service based economy.

For the selected commodity, good or service, investigate:

- the changes occurring in the spatial distribution of its production and consumption, and the geographical factors responsible for these changes (ACHGE103)
- the role played by technological advances in transport and/or telecommunications in facilitating these processes (ACHGE104)
- the role played by the reduction or elimination of the barriers to its movement between countries (ACHGE105)
- the role played by enterprises in the internationalisation of its production and consumption (ACHGE106)
- implications of these changes for people, places and the biophysical environment at a variety of scales, including the local (ACHGE107)
- likely future changes in the nature and spatial distribution of its production and consumption (ACHGE108)
- the ways people and places embrace, adapt to, or resist the forces of international integration (ACHGE109)
- the spatial, economic, social and geopolitical consequences of these responses. (ACHGE110)

B. International cultural integration

A depth study, using fieldwork or secondary sources, to investigate an example of cultural diffusion, adoption and adaptation, and its consequences for the cultural geography of places.

Reference should be made to ONE element of culture such as fashion, a sport or leisure activity, music, religion, language, architecture or political ideas.

For the selected element of culture investigate the following as applicable:

- the process of diffusion and its spatial outcomes (ACHGE111)
- the role played by technological advances in transport and/or telecommunications in its diffusion (ACHGE112)
- the role played by transnational institutions and/or corporations in its dispersion (ACHGE113)
- the role played by media and emerging technologies in its generation and dispersion (ACHGE114)
- implications of these changes for people and places at a range of scales including local (ACHGE115)
- likely future changes in its nature and spatial distribution (ACHGE116)
- the ways people embrace, adapt to, or resist international cultural integration (ACHGE117)
- the spatial, economic, social and geopolitical consequences of these responses. (ACHGE118)

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 29 October 2019 for use from 1 January 2020 to 31 December 2023. This course replaces Geography (GGY315115) that expired on 31 December 2019.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.

Appendix 1

AUSTRALIAN CURRICULUM GEOGRAPHY GLOSSARY

Anthropogenic
That is the result of sustained direct human interactions with ecosystems.

Biophysical processes
The atmospheric, biological, chemical and physical processes that take place in the lithosphere, hydrosphere, atmosphere and biosphere. They can be further broken down, for example, soil- forming processes, mass wasting, cloud-forming processes, fluvial processes, marine processes, glacial processes and biogeochemical cycling.

Change
The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands of years. This is important in helping learners to understand what is happening around them and to see their world as dynamic.

Cultural integration
The increasing integration of the different cultures found throughout the world and the diffusion of a dominant 'global culture'. It can be argued that the hybridisation of cultures is an outcome of the process.

Economic integration
An outcome of the reduction or elimination of the barriers to the flow of goods, services and factors of production between nations. The stated aims of economic integration are to reduce costs incurred by consumers and producers, and to increase trade between countries.

Enterprise
An enterprise is an activity that produces goods and/or services. Enterprises are run for the benefit of an individual or a group of individuals. They can range in scale from a transnational corporation to home-based economic activities.

Environment/environments
The term 'environment', where unqualified, means the living and non-living elements of the earth's surface and atmosphere. It includes human changes to the earth's surface, for example, croplands, planted forests, buildings and roads.

Fieldwork
Fieldwork is an integral part of geographical learning. It provides a planned opportunity for learners to engage with the environment – to observe and investigate in the 'real world' the geographical phenomena, issues and processes studied in the classroom. It also enables learners to explore different perspectives or points of view on important geographical issues. There are multiple approaches to fieldwork ranging from the observational to the fully participatory. Fieldwork can be undertaken in a range of settings including school grounds. It includes 'virtual fieldwork' – the use of the Internet to virtually visit a site and engage in a guided geographical inquiry. A virtual field trip gives learners the opportunity to investigate geographical phenomena not normally accessible due to distance or cost.

Geographical inquiry methodologies
An approach to the study focused on the development of a wide variety of skills such as observing, reading, gathering, organising, preparing, presenting, analysing, interpreting and synthesising geographic information from a variety of sources including spatial technologies and fieldwork. In short, it involves the skills needed to formulate questions and initiate, plan and implement an inquiry relevant to a geographical issue, process or phenomenon.

Geographical processes
The combination of physical and human forces that form and transform our world.

Globalisation
In its broad sense, the term 'globalisation' refers to the diffusion of manufacturing, services, markets, culture, lifestyle, capital, technology and ideas across national boundaries and around the world. It also refers to the integration of these geographically dispersed economic and social activities. The particular character of individual countries, regions and even localities interacts with the larger scale general processes of change to produce quite specific outcomes (P. Dicken - Global Shift, 1992)

Hazards
When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.

Hybridisation of cultures
The process by which cultures around the world adopt a certain degree of homogenised global culture while clinging to aspects of their own traditional culture.

Interconnection
The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that

geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking and helps learners to see the various aspects of Geography as connected rather than separate bodies of knowledge.

International integration
The term international integration refers to a process whereby the nature of the relationship among economic or cultural entities changes in ways that erode the autonomy or uniqueness of each and make them part of a larger aggregate.

Liveability
Liveability is concerned with the quality of space and the built environment. The concept of liveability has been linked to a range of factors, for example, quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation.

Megacity
Typically defined as a metropolitan area with a total population in excess of 10 million.

Natural hazard
Atmospheric, hydrological and geomorphic processes and events in our environment that have the potential to affect people adversely.

Perspective
A way of viewing the world, the people in it, their relationship to each other and their relationship to communities and environments.

Place
Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features such as the centre of a large city. Places are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities. Places are, therefore, cultural constructs. They are sites of biodiversity; locations for economic activity; centres of decision-making and administration; sites for the transmission and exchange of knowledge and ideas; meeting places for social interaction; sources of identity, belonging and enjoyment; and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events.

Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places.

The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.

Rural and remote
The Australian Bureau of Statistics defines 'rural' as any area which is not part of any urban area. Urban areas in Australia are defined as population clusters of 1,000 or more people, with a density of at least 200 people per square kilometre. The remoteness of a place is determined by the physical distance of a location from the nearest urban centre.

Scale
The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales. For example, in studies of vegetation, climate is the main factor at the global scale, but soil and drainage may be the main factors at the local scale. Deciding on the appropriate scale for an inquiry is therefore important.

Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes. For example, the effects of local actions such as permanent vegetation removal on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies.

Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue, for example, by labelling it as local or global.

Space
The concept of space includes location, spatial distribution and the organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and technology that link places, and the way these are managed by businesses and governments.

Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the

causes of these characteristics and of the form they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences. (Students learn to identify and evaluate these consequences and the policies that could be adopted to respond to them.)

The organisation of space concerns how it is perceived, structured, organised and managed by people within specific cultural contexts, and how this creates particular types of spaces.

Spatial distribution
The arrangement of geographical phenomena or activities across the surface of the Earth.

Spatial technologies
Any software or hardware that interacts with real-world locations. The use of spatial technologies forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and the use of satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

The use of spatial technologies is integral to the inquiry and skills process. The spatial technology application links geographic locations to information about them so you can:

- find information about places across the globe or locally
- analyse relationships between locations
- make decisions on the location of facilities
- map the demographics of target markets
- integrate maps with information from a variety of sources.

Sustainability
The concept of sustainability is used as a way to evaluate decisions and proposals as well as to measure the capacity of something to be maintained indefinitely into the future. It is used to frame questions, evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.

Thinking geographically
To think geographically involves the application of the discipline's organising concepts to investigation of geographical issues and phenomena. It involves conceptual knowledge – the ideas we use to enhance our knowledge and understanding of the world. The organising concepts in senior secondary Geography are place, space, environment, interconnection, sustainability, scale and change.

Urbanisation
The increasing percentage, or proportion of a population, living in urban areas of a country. The term 'level of urbanisation' is often used.

Variety of scales
The geographical view of processes and phenomena at different levels on a continuum from the local to the international and global scales. It may include: comparative studies at the same scale, studying the same issue and phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied.

Supporting documents including external assessment material

- GGY315115 Geography TASC Exam Paper 2018.pdf (2018-12-09 09:45am AEDT)

- GGY315115 - Assessment Panel Report 2018.pdf (2019-03-01 02:03pm AEDT)

- GGY315115 - 2018 Exam, Data and Information Sheet.pdf (2019-03-04 04:46pm AEDT)

- GGY315115 Geography TASC Exam Paper_Data_Information Sheet 2019.pdf (2020-01-08 10:04am AEDT)

- GGY315115 Assessment Report 2019.pdf (2020-02-05 01:20pm AEDT)

- GGY315120 Geography TASC Exam Paper 2020.pdf (2020-11-18 07:12pm AEDT)

- GGY315120 Assessment Report 2020.pdf (2021-01-13 10:33am AEDT)

- GGY315120 Geography TASC Exam Paper 2021.pdf (2021-11-13 12:29pm AEDT)

- GGY315120 Assessment Report 2021.pdf (2022-01-24 01:46pm AEDT)

- GGY315120 Geography TASC Exam Paper 2022.pdf (2022-11-16 11:21am AEDT)

- GGY315120 Assessment Report 2022.pdf (2023-03-02 09:46am AEDT)

- GGY315120 Geography TASC Exam Paper 2023.pdf (2023-11-17 05:44pm AEDT)

- GGY315120 Geography External Assessment Specifications.pdf (2024-03-12 02:50pm AEDT)

- GGY315120 Geography Assessment Report 2023.pdf (2024-03-27 09:28am AEDT)