

LEVELS 7 & 8				LEVELS 9 & 10				
LEVEL BAND DESCRIPTION	<p>In Levels 7 and 8, students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection.</p> <p>Students' conceptual thinking is developed through four sub-strands:</p> <ul style="list-style-type: none"> • Water in the world • Landforms and landscapes • Place and liveability • Changing nations <p>Water in the world focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards.</p> <p>Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.</p> <p>Place and liveability focuses on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.</p> <p>Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas.</p>			<p>In Levels 9 and 10, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.</p> <p>Students' conceptual thinking is developed through four sub-strands:</p> <ul style="list-style-type: none"> • Biomes and food security • Environmental change and management • Geographies of interconnections • Geographies of human well-being <p>Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.</p> <p>Environmental change and management focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.</p> <p>Geographies of interconnections focuses on investigating 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.</p> <p>Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.</p>				
	KEY QUESTIONS	<ul style="list-style-type: none"> • How are people's perceptions of places and environments influenced by their reliance on them? • How do the interconnections between places, people and environments affect the lives of people? • How do environmental and human processes affect the characteristics of places and environments? • What are the consequences of changes to places and environments and how can these changes be managed? • What approaches can be taken to improve the availability of resources and access to services? 			<ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments? • What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future? • Why are interconnections and interdependencies important for the future of places and environments? • How can the spatial variation between places and changes in environments be explained? 			
KEY CONCEPTS		PLACE	The concept of place is about the significance of places and what they are like.		PLACE	The concept of place is about the significance of places and what they are like.		
	SPACE	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.		SPACE	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.			
	ENVIRONMENT	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.		ENVIRONMENT	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.			
	INTERCONNECTION	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.		INTERCONNECTION	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.			
	SUSTAINABILITY	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.		SUSTAINABILITY	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.			
	SCALE	The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.		SCALE	The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.			
	CHANGE	The concept of change is about explaining geographical phenomena by investigating how they have developed over time.		CHANGE	The concept of change is about explaining geographical phenomena by investigating how they have developed over time.			
GEOGRAPHICAL KNOWLEDGE	WATER IN THE WORLD	PLACE & LIVEABILITY	LANDFORMS & LANDSCAPES	CHANGING NATIONS	BIOMES & FOOD SECURITY	GEOGRAPHIES OF INTERCONNECTIONS	ENVIRONMENTAL CHANGE & MANAGEMENT	GEOGRAPHIES OF HUMAN WELLBEING
	<ul style="list-style-type: none"> • Classification of environmental resources and the forms that water takes as a resource (VCGGK105) • Ways that flows of water connect places as they move through the environment and the ways this affects places (VCGGK106) • The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences (VCGGK107) • Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa (VCGGK108) • The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109) • Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future (VCGGK110) 	<ul style="list-style-type: none"> • Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) • Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112) • Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places (VCGGK113) • Influence of social connectedness and community identity on the liveability of places (VCGGK114) • Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (VCGGK115) 	<ul style="list-style-type: none"> • Different types of landscapes and their distinctive landform features (VCGGK116) • Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117) • The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118) • Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119) • The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120) • Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121) 	<ul style="list-style-type: none"> • The causes and consequences of urbanisation, drawing on a study from Indonesia (VCGGK122) • The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences (VCGGK123) • The reasons for and effects of international migration to Australia (VCGGK124) • The reasons for and effects of internal migration in Australia and China (VCGGK125) • The challenges of managing and planning Australia's urban future (VCGGK126) 	<ul style="list-style-type: none"> • Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (VCGGK133) • Environmental, economic and technological factors that influence crop yields in Australia and across the world (VCGGK134) • The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135) • Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136) • Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137) • Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges (VCGGK138) 	<ul style="list-style-type: none"> • Perceptions people have of place, and how this influences their connections to different places (VCGGK139) • Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140) • Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141) • Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142) • Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143) 	<ul style="list-style-type: none"> • Different types and distribution of environmental changes and the forms it takes in different places (VCGGK144) • Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145) • Environmental worldviews of people and their implications for environmental management (VCGGK146) • Causes and consequences of an environmental change, comparing examples from Australia and at least one other country (VCGGK147) • Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148) • Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country (VCGGK149) 	<ul style="list-style-type: none"> • Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150) • Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151) • Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152) • Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153) • Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)
	GEOGRAPHICAL CONCEPTS & SKILLS	PLACE, SPACE & INTERCONNECTION	<ul style="list-style-type: none"> • Explain processes that influence the characteristics of places (VCGGC099) • Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) • Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101) 					
		DATA & INFORMATION	<ul style="list-style-type: none"> • Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) • Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) • Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) 					
	ACHIEVEMENT STANDARD	<p>By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.</p> <p>They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.</p> <p>They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.</p>			<p>By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.</p> <p>They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.</p> <p>They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.</p>			