Geography 11–12

Rural and urban places resource booklet

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# Rationale

This resource booklet is not a standalone resource. It has been designed for use by teachers with the geography 11–12 – rural and urban places sample program. The material is a sample and is intended to support teachers to develop contextually appropriate teaching and learning resources for their students’ needs. It is not intended to be taught exactly as it is presented in its current format. There are instructions for the teacher and instructions for the student throughout the resources and activities. Teachers using this resource should edit and refine to suit their students’ needs, interests, abilities and the texts selected.

The content in this resource booklet has been prepared by the HSIE curriculum team, unless otherwise credited. The HSIE curriculum team have created a series of other support resources for Year 12 geography, including sample assessment schedules, scope and sequences and assessment tasks. [Planning, programming and assessing geography 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12) contains key information to complement this resource.

Some of the information in this resource is collated from relevant NESA and department documentation. It is important that all users re-read and cross-reference the relevant syllabus, assessment and reporting information hyperlinked throughout. This ensures the content is an accurate reflection of the most up to date syllabus content. Links contained within this resource were correct as of 30 September 2023.

# Purpose, audience and suggested timeframes

The geography 11–12 – rural and urban places sample program is intended to encourage students to investigate the nature of rural and urban settlements and the global pattern of urban change.

The program guides students through the study of Broken Hill as a rural place, Wollongong as an example of an urban place and Los Angeles as a large city. These case studies assist students to develop an understanding of the geographical processes influencing the character, responses and strategies for enhancing sustainability and the quality of life in each of these locations. Students develop critical thinking skills and gain a deeper understanding of the interconnectedness of people and places. The timeframe is suggested as a 15-week program of approximately 3 to 4 lessons per week. Rural and urban places focus area is 45 indicative hours.

# Using this resource booklet

The program has been designed to align with the geography 11–12 – sample scope and sequence which indicates this focus area is for delivery in for Term 1 and 2 of Year 12. It provides opportunities for the teacher to develop a rapport with their class while getting to know their needs, interests and abilities. Short, engaging materials have been selected to encourage the exploration of various rural and urban places. This approach enables students to develop a strong foundation in Year 12 geography while helping the teacher assess their comprehension and skills. The resources and activities in this booklet can be used as:

* samples and models, tailoring them to address contextual needs and specific learning objectives
* stimulus during faculty meetings and/or planning days, refining them collaboratively to align with faculty or school goals, planning opportunities for team teaching, mentoring, lesson observation and sharing of student samples
* samples for students to foster a deeper understanding of rural and urban places
* a blueprint for designing student-specific tasks that cater to individual learning needs
* flipped learning materials to prepare students for class collaboration and/or revision activities
* an opportunity to backward map Years 7–10, using the strategies, texts, assessment practices, pedagogical practices and/or syllabus planning to ensure a cohesive and comprehensive learning experience in geography.

# Activity 1 – types of settlements

Table 1 – types of settlements definitions, examples and characteristics

|  |  |  |  |
| --- | --- | --- | --- |
| Types of settlements | Definition | Examples | Characteristics |
| Remote settlements |  |  |  |
| Villages |  |  |  |
| Suburbs |  |  |  |
| Regional centres |  |  |  |
| Cities |  |  |  |
| Megacities |  |  |  |
| Urban mega-regions |  |  |  |

# Activity 2 – influences on size and spatial distribution

Complete the following table and use specific examples from your case study.

Table 2 – influences on size and spatial distribution

|  |  |  |
| --- | --- | --- |
| Influence | Influence on size | Influence on spatial distribution |
| Location |  |  |
| Climate |  |  |
| Topography |  |  |
| Natural resources |  |  |
| Population |  |  |
| Natural resources |  |  |
| Economic development |  |  |

# Activity 3 – urban hierarchies

The following information will help students explore the concepts of urban hierarchies and spheres of influence. Urban hierarchies classify settlements based on factors such as population size and urban functions, including administration, commerce, transportation and services as seen in Table 3. Urban hierarchies are not static; they change over time due to factors such as economic development, population growth, infrastructure investments and global trends. Understanding these hierarchies helps geographers and urban planners make informed decisions about resource allocation, transportation planning and sustainable development.

Read the information in the table and complete the reflection columns for national and global cities.

Table 3 – key factors of urban hierarchies

|  |  |  |  |
| --- | --- | --- | --- |
| Factor | Key information | National | Global |
| **Population size** | One of the simplest ways to classify urban settlements is by population size. Large cities with millions of inhabitants, such as megacities and metropolitan areas, usually occupy the top tiers of the urban hierarchy, while smaller towns and villages fall into the lower tiers. |  |  |
| **Urban function** | Cities and towns can also be classified based on the functions they perform within a region or a country. These functions include administration such as capital cities, commerce such as major trading hubs, transportation such as ports and transit hubs, education such as university towns, and services such as healthcare and tourism. Cities with more diverse and specialised functions generally rank higher in the urban hierarchy. |  |  |
| **Spheres of influence** | Spheres of influence are the areas surrounding a city that are directly or indirectly impacted by its activities and decisions. |  |  |
| **Centrality** | Centrality refers to the influence a city has over its surrounding areas. A city with a high degree of centrality often serves as a regional or national centre for economic, political and cultural activities. As a result, these cities have a more significant role in the urban hierarchy. |  |  |
| **Connectivity** | Cities that are well-connected to other cities and regions through transportation networks such as highways, railways, airports and communication infrastructures such as internet and telephone, tend to have a higher position in the urban hierarchy. Connectivity enables the flow of people, goods and information, which contributes to the growth and development of urban centres. |  |  |
| **Global influence** | In the context of global urban hierarchies, some cities hold a dominant position due to their international influence in areas such as finance, politics, culture and technology. These global cities, sometimes referred to as ‘world cities’ or ‘alpha cities’, include major hubs like New York, London and Tokyo. |  |  |

# Activity 4 – urban hierarchy case study

In groups, complete the research tasks focusing on the factors that contribute to the city’s position within the urban hierarchy. Use the information from Activity 3 and further research to complete the following tasks:

* **Population size**: research the current population size and historical population trends of the assigned city. How does the population size compare to other cities within the country or region?
* **Urban functions**: describe the primary urban functions of the assigned city, such as administration, commerce, transportation, education and services. How do these functions contribute to the city’s position within the urban hierarchy?
* **Centrality**: examine the assigned city’s centrality, considering factors such as economic, political and cultural influence. How does the city’s centrality affect its position in the urban hierarchy?
* **Connectivity**: investigate the assigned city’s transportation and communication infrastructure, including highways, railways, airports and internet connectivity. Explain how the city’s connectivity influences its position within the urban hierarchy.
* **Global influence** (if applicable): for global cities, explore the city’s international influence in areas such as finance, politics, culture and technology. What factors contribute to the city’s status as a global city?

# Activity 5 – challenges and interdependencies of rural and urban places

Complete the following table and include data to support interdependencies and challenges facing rural and urban places.

Table 4 – challenges and interdependencies of rural and urban places

|  |  |  |
| --- | --- | --- |
| Location | Challenges facing rural and urban places | Interdependence of rural and urban place |
| Rural places |  |  |
| Urban places |  |  |

Provided are some possible challenges facing rural areas:

* **Declining population:** many rural areas are facing a declining population as young people move to urban areas in search of better economic opportunities.
* **Lack of infrastructure:** rural areas often lack the infrastructure needed to support economic growth, including access to high-speed internet, transportation networks and healthcare facilities.
* **Agricultural challenges:** rural areas are often heavily reliant on agriculture, which can be vulnerable to changes in climate, commodity prices and government policies.
* **Poverty:** rural areas often have higher poverty rates than urban areas, due to limited economic opportunities and access to services.

Provided are some possible challenges facing urban areas:

* **Housing affordability:** many urban areas are facing a housing affordability crisis, as demand for housing outstrips supply, driving up prices and making it difficult for low-income residents to find affordable housing.
* **Congestion**: urban areas often suffer from traffic congestion, which can lead to longer commute times, decreased productivity and increased pollution.
* **Environmental concerns**: urban areas often have higher levels of pollution and waste, which can have negative impacts on the environment and public health.
* **Social inequality**: urban areas can be characterised by significant social and economic inequality, with wealthier residents living near poorer residents, which can lead to disparities in access to services and opportunities.

Provided are some examples of interdependencies between rural and urban areas:

* **Food production**: rural areas are major food producers and suppliers to urban areas. They provide the necessary resources such as land, water and labour to cultivate crops and livestock. Urban areas, in turn, consume these food products.
* **Energy production**: rural areas also play a critical role in energy production, as they are major producers of renewable energy sources such as wind, solar and hydroelectric power. These energy sources are vital for powering urban areas.
* **Labor force**: rural areas provide labour for many industries, including agriculture, forestry and mining. These industries are often essential to the functioning of urban areas, which rely on the products and resources produced by these sectors.
* **Natural resources**: rural areas are often home to valuable natural resources such as minerals, timber and water. These resources are critical for urban areas, which rely on them for economic growth and development.

# Activity 6 – sustainable communities and eco-villages

Provided are examples of settlements that are sustainable communities or eco-villages:

* [Auroville, India](https://www.auroville.org/): Auroville is an experimental township in southern India that was founded in 1968 with the goal of promoting human unity and sustainable living. The community practices organic farming, rainwater harvesting and renewable energy generation. Auroville also focuses on education, arts and cultural activities to foster personal growth and development.
* [Serenbe, United States](https://www.serenbe.com/)**:** Serenbe is a sustainable community located in Georgia, United States, which was founded in the early 2000s. The community emphasises green building, sustainable agriculture and wellness. Serenbe features energy-efficient homes, organic farms and extensive walking trails. The community also supports local businesses and offers a variety of cultural and wellness programs.
* [Findhorn, Scotland](https://www.findhorn.org/)**:** the Findhorn Foundation, established in 1962, is an eco-village and spiritual community located in north-eastern Scotland. The community emphasises renewable energy, waste reduction and sustainable food production. Findhorn is also known for its educational programs and workshops that promote ecological awareness and personal development.
* [The Federation of Damanhur, Italy](https://www.damanhur.org/)**:** Damanhur, located in the Piedmont region of Italy, is a spiritual community and eco-village founded in 1975. The community values art, spirituality and sustainability, with residents living in eco-homes made from local, natural materials. Damanhur promotes renewable energy, organic agriculture and social entrepreneurship.
* [Tamera, Portugal](https://www.tamera.org/)**:** established in 1995, Tamera is a peace research village and community located in south-western Portugal. The community emphasises cooperative living, permaculture and water conservation. Tamera is also known for its educational programs that focus on peace, ecology and personal growth.
* [Svanholm, Denmark](https://svanholm.dk/english/)**:** Svanholm is an eco-village founded in 1978 in Denmark. The community practices organic farming, renewable energy production and sustainable forestry. Svanholm is also committed to reducing waste and promoting resource-sharing and cooperative living.

# Activity 7 – ecological footprint

Using the table provided, create a community action plan about reducing the community ecological footprint and improving wellbeing. The community could be a hypothetical settlement or the local community. The goal is to reduce the community ecological footprint through sustainable practices and environmental stewardship.

SMART goals are a framework for setting clear, specific and achievable objectives. The acronym SMART stands for:

* **S – Specific**: the goal should be well-defined and clear, focusing on one specific area of improvement.
* **M – Measurable**: the goal should be quantifiable, so that progress towards achieving it can be tracked and evaluated.
* **A – Attainable**: the goal should be achievable, given the available resources and abilities.
* **R – Relevant**: the goal should be relevant to the individual’s overall aspirations and objectives.
* **T – Time-bound**: the goal should have a specific timeframe for achievement.

For more information, access [SMART goals](https://www.mindtools.com/a4wo118/smart-goals).

Table 5 – community action plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goals | Community action | Plan | Impact of change | Timeline |
| SMART goal 1 |  |  |  |  |
| SMART goal 2 |  |  |  |  |
| SMART goal 3 |  |  |  |  |

# Activity 8 – sustainable management case studies

Complete the strategies column in the following table to identify strategies that have been successfully employed by the city to achieve sustainable management outcomes. Where appropriate, add to or modify the description and outcomes to suit the case study.

Table 6 – strategies for the sustainable management case studies

|  |  |  |  |
| --- | --- | --- | --- |
| Case study | Brief description | Examples of outcomes | Strategies |
| **Freiburg, Germany – green city** | Freiburg is known for its commitment to sustainable urban development, renewable energy and environmentally friendly transportation. | * Reduced greenhouse gas emissions
* Increased use of renewable energy
* Improved public transportation system
* Enhanced urban liveability and sustainability
 |  |
| **Masdar City, UAE – carbon-neutral city** | Masdar City is a planned city in Abu Dhabi, designed to be a carbon-neutral, zero-waste city powered by renewable energy. | * Carbon-neutral status
* Zero waste generation
* Sustainable urban planning
* Energy-efficient architecture
* Innovative transportation solutions
 |  |
| **The Eden Project, United Kingdom (UK) – sustainable rural development** | The Eden Project is an educational and environmental initiative in Cornwall, UK, transforming a disused clay pit into a thriving ecosystem with diverse plant species. | * Sustainable land use
* Rural development
* Environmental education
* Promotion of ecotourism
* Enhanced biodiversity and ecosystem conservation
 |  |
| **Curitiba, Brazil – urban planning and public transportation** | Curitiba is known for its innovative urban planning and efficient public transportation system. | * Reduced traffic congestion
* Lower greenhouse gas emissions
* Enhanced green spaces
* Increased recycling initiatives
* Sustainable urban environment
 |  |
| **Copenhagen, Denmark – bicycle-friendly city** | Copenhagen is often cited as one of the world’s most bicycle-friendly cities, with extensive cycling infrastructure and policies promoting bike use. | * Increased bicycle use
* Reduced traffic congestion
* Lower greenhouse gas emissions
* Enhanced urban liveability
* Carbon-neutral goal by 2025
 |  |

Provided below is a list of resources for the case studies.

Freiburg, Germany – green city

* [City of Freiburg](https://www.freiburg.de/pb/%2CLde/205243.html)
* [The Guardian – Is](https://www.theguardian.com/environment/2008/mar/23/freiburg.germany.greenest.city) this the greenest city in the world?
* [Deutsche Welle – The 'Green City' of Freiburg](https://www.dw.com/en/the-green-city-of-freiburg-is-this-germanys-future/a-60438622)

Masdar City, United Arab Emirates – carbon-neutral city

* [Masdar City Official Website](https://masdarcity.ae/)
* The Guardian – [Masdar City: Masdar's zero-carbon dream could become world’s first green ghost town](https://www.theguardian.com/environment/2016/feb/16/masdars-zero-carbon-dream-could-become-worlds-first-green-ghost-town)
* National Geographic – [Masdar City: The World's Most Improbable Green](https://www.nationalgeographic.com/environment/article/dubai-ecological-footprint-sustainable-urban-city)

The Eden Project, United Kingdom – sustainable rural development

* [The Eden Project official website](https://www.edenproject.com/)
* The Guardian – [The Eden Project](https://www.theguardian.com/uk/eden-project)
* BBC – [A](https://www.bbc.co.uk/cornwall/attractions/stories/eden.shtml) tropical paradise found in Cornwall

Curitiba, Brazil – urban planning and public transportation

* [Curitiba City Official Website](https://www.curitiba.pr.gov.br/)
* The Guardian – Curitiba Sustainable City: [how radical ideas turned Curitiba into Brazil's 'green capital'](https://www.theguardian.com/cities/2016/may/06/story-of-cities-37-mayor-jaime-lerner-curitiba-brazil-green-capital-global-icon)
* BBC – Curitiba’s Eco-friendly Transport System: [Living](https://www.bbc.com/travel/article/20141215-living-in-the-worlds-most-eco-friendly-cities) in: The world’s most eco-friendly cities
* ARCGIS story maps – [Curitiba: A case example for Green Urban Planning](https://storymaps.arcgis.com/stories/e3a574137a374799bc844a08a6ea3891)

Copenhagen, Denmark – bicycle-friendly city

* [City of Copenhagen](https://international.kk.dk/)
* The Guardian – [Copenhagenize your city: the case for urban cycling in 12 graphs](https://www.theguardian.com/cities/gallery/2018/jun/11/copenhagenize-case-urban-cycling-graphs)
* The Guardian – [Copenhagen's ambitious push to be carbon-neutral](https://www.theguardian.com/environment/2013/apr/12/copenhagen-push-carbon-neutral-2025) by 2025

# Activity 9 – success criteria

Complete the evaluation of outcomes column in the following table. Where appropriate, add to or modify the success criteria and description to suit your case study.

Table 7 – evaluating the success of the strategies for sustainable management initiatives or projects

|  |  |  |
| --- | --- | --- |
| Success criteria | Description | Evaluation of outcomes |
| Environmental impact | To what extent has the initiative or project reduced negative environmental impacts, such as pollution, waste generation and habitat destruction, while promoting positive environmental outcomes, such as biodiversity conservation, natural resource management and ecosystem restoration? |  |
| Social impact | Does the initiative or project’s ability to enhance the quality of life for residents, address social inequalities, promote community engagement and maintain cultural heritage? |  |
| Economic impact | What is the financial viability and long-term economic sustainability of the initiative or project, including job creation and local economic growth? |  |
| Stakeholder satisfaction | To what extent does the initiative or project address the needs and concerns of diverse stakeholders, such as residents, businesses, government agencies and non-governmental organisations, and foster collaboration and communication among these groups? |  |
| Adaptability and resilience | Outline the initiative or project’s ability to adapt to changing conditions, such as population growth, climate change and technological advancements, and contribute to the overall resilience of the community or region. |  |
| Measurable outcomes | Determine the extent to which the initiative or project has met its stated objectives, using quantifiable indicators and benchmarks to track progress and assess overall success. |  |
| Long-term sustainability | What is the long-term viability of the initiative or project, considering factors such as ongoing funding, stakeholder support and the ability to adapt and evolve over time to maintain and enhance its positive impacts? |  |

# Activity 10 – case study information

## Broken Hill (rural place) background

**History**: the Wilyakali people traditionally occupied the lands around Broken Hill and visited the Paakantji people on the Menindee Lakes in the Darling Riverine Plains bio-region each year. The 3 major language groups for the Broken Hill region are the Paakantji, Mayyankapa and Nyiimpaa. The town came into existence after the discovery of silver, lead and zinc ores in the region in 1883. This led to the formation of the Broken Hill Proprietary Company (BHP), which went on to become one of the world’s largest mining companies. The city is sometimes referred to as ‘The Silver City’ or ‘The Capital of the Outback’ due to its mining history.

**Culture and art**: Broken Hill has a rich cultural heritage. Its isolated location led to the development of a strong and unique arts community. The city has more than 20 galleries and has been the filming location for numerous movies and TV shows, including *Mad Max 2* and *Priscilla, Queen of the Desert*.

**Biodiversity and conservation**: Broken Hill is surrounded by national parks and reserves that host a diverse range of flora and fauna. The nearby Mutawintji National Park is particularly known for its Aboriginal rock art sites.

**Geography and climate**: Broken Hill is located in the far west of New South Wales, in the semi-arid zone of Australia. Its climate is characterised by hot summers and mild winters. It is located near the Barrier Ranges and is part of the Darling Basin.

**Education**: Broken Hill has several schools and an adult education centre. The School of the Air, a distance education initiative for remote students, also operates from the town.

**Infrastructure and transport**: the city is connected to Sydney and Adelaide by the Indian Pacific railway line. The Broken Hill Airport offers flights to Adelaide and Dubbo. The Barrier Highway runs from Broken Hill to Adelaide, and the Silver City Highway leads north to Tibooburra and the Queensland border.

**Economic transition and sustainability**: as the mining resources depleted; the town started to diversify its economy. It now focuses on solar power, with the Broken Hill Solar Plant being one of the largest in Australia. The town is also promoting tourism, with a focus on its unique landscape and cultural heritage.

**Challenges**: Broken Hill faces several challenges. The city’s population is declining due to a lack of job opportunities. It also struggles with water scarcity and the environmental impacts of its mining history.

## Wollongong (urban place) background

**History**: Wollongong was originally inhabited by the Dharawal Aboriginal Peoples for at least 40,000 years before European settlement in the early 19th century. The region was initially used for farming before the discovery of coal led to the establishment of the area as an industrial centre. The city’s name, Wollongong, is believed to mean ‘sound of the sea’ in the local Dharawal language.

**Culture and art**: Wollongong has a thriving arts scene with a large number of galleries, including the Wollongong Art Gallery which holds one of Australia’s most significant collections of Aboriginal art. The city is also home to a range of festivals such as the annual Viva la Gong festival.

**Biodiversity and conservation**: the region is surrounded by significant natural beauty, including the Illawarra escarpment and numerous beaches. Wollongong’s coastline is a habitat for a variety of wildlife, and the nearby Royal National Park is a hotspot for biodiversity.

**Geography and climate**: Wollongong is situated in the Illawarra region of New South Wales, between Sydney and the Shoalhaven. It has a temperate oceanic climate, with mild, wet winters and warm, dry summers. The city is bordered by the Tasman Sea on the east and a steep sandstone precipice known as the Illawarra Escarpment on the west.

**Education**: the city is home to the University of Wollongong, one of Australia’s top-ranked universities. There are also numerous schools, both public and private, providing education from pre-school to secondary level.

**Infrastructure and transport**: Wollongong has a network of bus, train and cycle routes, and the city’s location on the Pacific Ocean provides it with a significant port. It is linked to Sydney by the Princes Highway and the South Coast railway line.

**Economic transition and sustainability**: traditionally an industrial centre, Wollongong has diversified its economy in recent years, with education, tourism and digital services playing a larger role. The city has a strong focus on sustainability, with numerous initiatives aimed at promoting renewable energy and reducing carbon emissions.

**Challenges**: Wollongong faces the challenges of managing its economic transition while preserving its natural environment. The city also faces issues related to urban development and the need to provide adequate infrastructure and services for its growing population.

# Activity 11 – cultural heritage

Examine the cultural heritage of Broken Hill and Wollongong, including history, art and architecture. Use the table below to record evidence for each location.

Table 8 – cultural heritage

|  |  |  |
| --- | --- | --- |
| Cultural heritage | Broken Hill | Wollongong |
| **History** |  |  |
| **Art** |  |  |
| **Architecture** |  |  |
| **Other** |  |  |

# Activity 12 – fieldwork readings

Table 9 – Wollongong fieldwork data recorded 7/6/2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fieldwork site | Coordinates | Wind speed | Temperature | Barometer | Sound |
| Nan Tien Temple 11:20 am | Latitude: S34°27′Longitude:E150°51′ | 0 | 25.2 °C | 1020 hPa | 51–73 dBAverage –58 dB |
| Wollongong Lighthouse 2:26 pm | Latitude: S34°25′Longitude:E150°54′ | 4.9 m/s | 23.9 °C | 1021.7 hPa | 70–92 dBAverage – 83 dB |
| Wollongong CBD 2:55 pm | Latitude: S34°42′Longitude:E150°89′ | 1.5 m/s | 23 °C | 1023 hPa | 59–79 dBAverage – 71 dB |

Table 10 – Broken Hill fieldwork data recorded 15/6/2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fieldwork site | Coordinates | Wind speed | Temperature | Barometer and altitude | Sound |
| Information centre – CBD 1:58 pm | Latitude: S31°96′Longitude:E141°46′ | 0.9–2 m/s | 17.3 °C | 984.8 hPa319.8 m | 54–85 dBAverage –69 dB |
| Line of Lode 2:10 pm | Latitude: S31°96′Longitude:E141°46′ | 2–4.6 m/s | 18.4 °C | 978.8 hPa371 m | 56–88 dBAverage – 70 dB |
| Mundi Mundi Lookout 2:50 pm | Latitude: S31°85′Longitude:E141°20′ | 2.5–4.1 m/s | 21.1 °C | 991.4 hPa262 m | 62–81 dBAverage –71 dB |

# Activity 13 – connections to other places

Research the links between Broken Hill and other places, record your findings in Table 11, including any data and statistics to support your responses.

Table 11 – Broken Hill connections to other places

|  |  |  |
| --- | --- | --- |
| Links | Description | Evidence |
| Trade |  |  |
| Transportation |  |  |
| Communication |  |  |
| Cultural exchanges |  |  |
| Other |  |  |

Research the links between Wollongong and other places, record your findings in Table 12, including any data and statistics to support your responses.

Table 12 – Wollongong connections to other places

|  |  |  |
| --- | --- | --- |
| Links | Description | Evidence |
| Trade |  |  |
| Transportation |  |  |
| Communication |  |  |
| Cultural exchanges |  |  |
| Other |  |  |

# Activity 14 – scenarios related to a major issue affecting Broken Hill or Wollongong

**Scenario 1 – the future of mining**

**Setting – a town hall meeting in Broken Hill, a city with a rich history in mining.**

Local miners, environmentalists and residents gather to discuss the declining profits and increasing environmental concerns associated with mining. The latest report indicates that the primary mine might close within the next decade, potentially leaving hundreds jobless. At the same time, students from a nearby HSC geography class are collecting data on the ground to understand how the closure might impact urban planning, demographic changes and local economies. They’re faced with the challenge of balancing the need for economic growth with long-term sustainability.

**Scenario 2– water security**

**Setting – a community centre in Broken Hill and Wollongong during a particularly dry summer.**

Broken Hill and Wollongong face one of their harshest droughts in decades. Water sources are depleting rapidly, and the city’s reservoirs are at record lows. Meanwhile, geography students from a local HSC school are tasked with developing a water management plan that can be implemented at the community level. As they research, they must consider not just the immediate need but also long-term solutions like rainwater harvesting, greywater recycling and desalination. They soon realise that solving the Broken Hill and Wollongong water crisis requires both technological interventions and community collaboration.

**Scenario 3 – environmental conservation**

**Setting – coastal Wollongong, where industrial growth and environmental conservation collide.**

The once pristine beaches of Wollongong are now dotted with industrial units. The local marine ecosystem is under threat due to pollution and commercial fishing. Residents, including the Dharawal local community, face the loss of their cultural and natural heritage. HSC geography students from Wollongong are working on a project to assess the environmental damage and propose sustainable development methods. They explore strategies such as ecotourism, coastal reforestation and tighter pollution controls. Through their work, they aim to propose a roadmap that protects Wollongong’s environment while allowing for sustainable growth.

# Activity 15 – architectural, cultural and historical sites of Los Angeles

Provided is a list of examples of architectural, cultural and historical (ACH) sites in Los Angeles. The table below should be completed as a research task.

Table 13 – architectural, cultural and historical sites of Los Angeles

|  |  |  |  |
| --- | --- | --- | --- |
| Sites | Key information and details | Coordinates | ACH significance |
| Griffith Observatory | An iconic observatory, planetarium and exhibition space offering breathtaking views of Los Angeles and the Hollywood Sign. | 34.1184° N, 118.3004° W | For example, it is an important centre for public astronomy and a classic example of Art Deco architecture. |
| Union Station | The largest railroad passenger terminal in the Western United States, Union Station. | 34.0562° N, 118.2365° W | For example, historic landmark that showcases a blend of Spanish Colonial Revival, Mission Revival and Art Deco architectural styles. |
| The Hollywood Sign |  |  |  |
| The Bradbury Building |  |  |  |
| Los Angeles County Museum of Art (LACMA) |  |  |  |
| The Getty Center |  |  |  |
| Watts Towers |  |  |  |
| The Hollywood Bowl |  |  |  |
| Olvera Street |  |  |  |
| The Gamble House |  |  |  |

# Quality assurance alignment

**NSW Syllabus:** [Geography 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022?tab=course-overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

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**Related resources:**

Geography 11–12, including sample assessment schedules, scope and sequences and assessment tasks:

* [Planning, programming and assessing geography 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12)
* [Geography Year 12: Sample scope and sequence (DOCX 76 KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/hsie/media/documents/geography-Year-12-scope-and-sequence.DOCX)
* [Geography Year 12: Sample assessment schedule (DOCX 76 KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/hsie/media/documents/geography-Year-12-assessment-schedule.DOCX).

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# References

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[Geography 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022?tab=course-overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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