# **Geography 11–12 – teaching and learning approaches**

Participant workbook

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## About this workbook

This workbook is designed to guide your thinking, reflections and plans for future action. In the workbook, you will find **note-taking** **pages** that complement the presentation and **activity templates** to help you engage with the content.

The note-taking pages feature focus questions specific to the content of the presentation. They also provide you with the opportunity to record your key take-aways and ideas.

The activity pages support you to collaborate with colleagues and consider how you can apply the content in your school context. Your facilitator will guide you through the activities.

This workbook can be printed doubled-sided or used digitally. If you have questions about the presentation, please connect with your Statewide staffroom or email [HSIE@det.nsw.edu.au](mailto:HSIE@det.nsw.edu.au).

## Presentation overview

This professional learning series provides teachers with the opportunity to examine the resources available to support Geography 11–12, including practical activities to contextualise these resources to the school context. Included are 4 short recordings to provide context for the provided resources and collaboration activities.

### Learning intentions and success criteria

By the end of the presentation, participants will:

* adapt the department resources to meet diverse learning needs, including those of students with disabilities and EAL/D learners, and understand how to make effective adjustments
* understand the use of case studies and how to apply ethical practices when conducting fieldwork, particularly when it involves interaction with people and Aboriginal sites
* understand the importance of assessment in Geography 11–12 including the use of geographical concepts, tools and inquiry skills
* develop knowledge of conducting fieldwork activities and applying geographical concepts in real-world settings.

To demonstrate learning, participants will:

* use the scope and sequences, programs, resource booklets and learning sequences
* apply case studies to their context, make necessary adjustments, and adapt programs for future use
* articulate the role and relevance of geographical concepts, tools, and inquiry skills in assessments
* plan fieldwork activities, demonstrating the application of geographical concepts and tools in real-world settings.

### Alignment to the Australian Professional Standards for Teachers

This presentation aligns with the following standards:

* 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* 3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning Assess, provide feedback and report of student learning.
* 3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.
* 5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
* 6.4.2 Undertake professional learning programs designed to address identified student learning needs.
* 6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

## Session 1 – presentation notes

| **Key points** | **Notes** |
| --- | --- |

**Summary**

The 3 key ideas that I would like to apply to my practice:

1.

2.

3.

## Activity – getting to know the syllabus

Take some time to familiarise yourself with the Geography 11–12 Syllabus. Two options have been provided for this activity.

**Option 1**

Access and enrol in the Geography 11–12 Microlearning modules in MyPL (NR38783). Complete Module 1 – Overview of the Geography syllabus.

**Option 2**

Use the discussion prompts as a guide to examine the digital syllabus. Use the prompts below to navigate through the content, outcomes, tools and teaching advice.

Prompt 1: How many focus areas are to be taught in Year 11 and Year 12?

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Prompt 2: How do you access the teaching advice for each focus area?

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Prompt 3: Access Year 11 People, patterns and processes content. Where will you find the outcomes and geographical tools related to this content?

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## Session 2 – presentation notes

| **Key points** | **Notes** |
| --- | --- |

**Summary**

The 3 key ideas that I would like to apply to my practice:

1.

2.

3.

## Activity – programs of learning and resource booklets

An example lesson activity is provided below that can be adapted to meet the needs of a student in your school.

**Lesson activity:**

In groups of 4–5, select a specific Transnational Corporation (TNC) (for example, Apple, Coca-Cola, Tesla, Nestle).

Research and map the selected TNC, each group should focus on one of the following aspects:

* company profile (headquarters, industries, products or services)
* global presence (number of countries, international partnerships)
* impact on international integration (job creation, economic growth, cultural influence).

Present the research findings to the class. Provided are some guiding questions for the presentation:

* How does the TNC interact with local economies and communities in the countries where it operates? Consider factors such as employment practices, sourcing of raw materials, and contributions to local infrastructure.
* What role does the TNC play in technological innovation and knowledge transfer between countries? Provide specific examples of innovative products, services, or collaborations that have resulted from the TNC's international presence.

**Activity:** select a student from your cohort, and adapt the lesson activity to meet the students’ learning needs and to optimise their engagement, for example, a student with:

* an EAL/D background
* a disability
* Aboriginal and Torres Strait Islander background
* other identified need.

Provide a brief outline of the student:

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Record the adjustments and strategies you would employ to make this task accessible and engaging for your student.

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## Session 3 – presentation notes

| **Key points** | **Notes** |
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**Summary**

The 3 key ideas that I would like to apply to my practice:

1.

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## Activity – assessment in Geography 11–12

There have been changes to school-based assessment and the structure of the HSC examination in the Geography 11–12 Syllabus. Two examples of changes to [assessment](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/assessment) are provided below:

**Fieldwork activity –** the introduction of a mandatory fieldwork activity task provides students with the opportunity to investigate geographical characteristics, processes and/or impacts at a local scale, and their management. The fieldwork activity must relate to a focus area studied in the Year 12 course

**HSC examination –** one significant difference is the inclusion of a structured extended response question in Section III. This question will be on either Rural and urban places OR Ecosystems and global biodiversity. Structured extended response questions may have 2 or 3 parts and may require students to reference parts of the stimulus booklet.

**Activity:** use one of the past HSC questions below to create a structured extended response question, similar to what will now be included in Part III of the HSC examination. Consider how this will impact the marking criteria.

Past HSC questions suitable for this activity:

2023 – To what extent have humans had negative impacts on ecosystems?

2022 – Assess the vulnerability and resilience of ecosystems at risk.

2021 – Analyse both the positive and negative effects of human activities on ecosystems.

2019 – Explain the importance of ecosystem management and protection in ecosystems at risk.

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## Session 4 – presentation notes

| **Key points** | **Notes** |
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**Summary**

The 3 key ideas that I would like to apply to my practice:

1.

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## Activity – deep dive into case studies and fieldwork

Case studies and fieldwork are featured throughout the syllabus content. They can assist with student engagement and are often the basis for venturing beyond the school gates to put learning into action. Two options have been provided for this activity.

**Activity option 1:** plan a hands-on fieldwork activity, considering the resources and challenges discussed. Utilise the case studies provided for Wollongong and Broken Hill to plan a fieldwork excursion.  Identify:

* the fieldwork question
* the locations to visit and the fieldwork tools to be used at each location
* the equipment required.

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**Activity option 2:** identify the fieldwork equipment available in your school. Items may also be part of equipment held in other faculties, including science, mathematics and TAS.

How can these pieces of equipment be used in teaching and learning activities on your school site?

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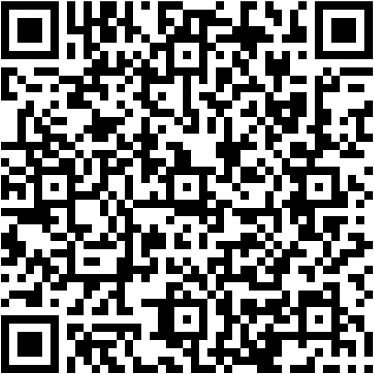
## Where to next?

Would you like to learn more? The links below provide additional learning and resources.

* Microlearning – Geography 11–12 (NR38783)
* SWS Professional learning session recordings
* [Planning and programming 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)
* [Curriculum planning for every student in every classroom (AC00180)](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) is available in MyPL.

## Evaluation

We value your feedback. Please complete the [Geography 11–12 – teaching and learning approaches evaluation](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kQ9AEtJqKbhAgD099fZ5L3pUOFhWM0JRUlBTUUEzQk5HSldROEJGUkFJMyQlQCN0PWcu) to help us provide further support.



## References

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