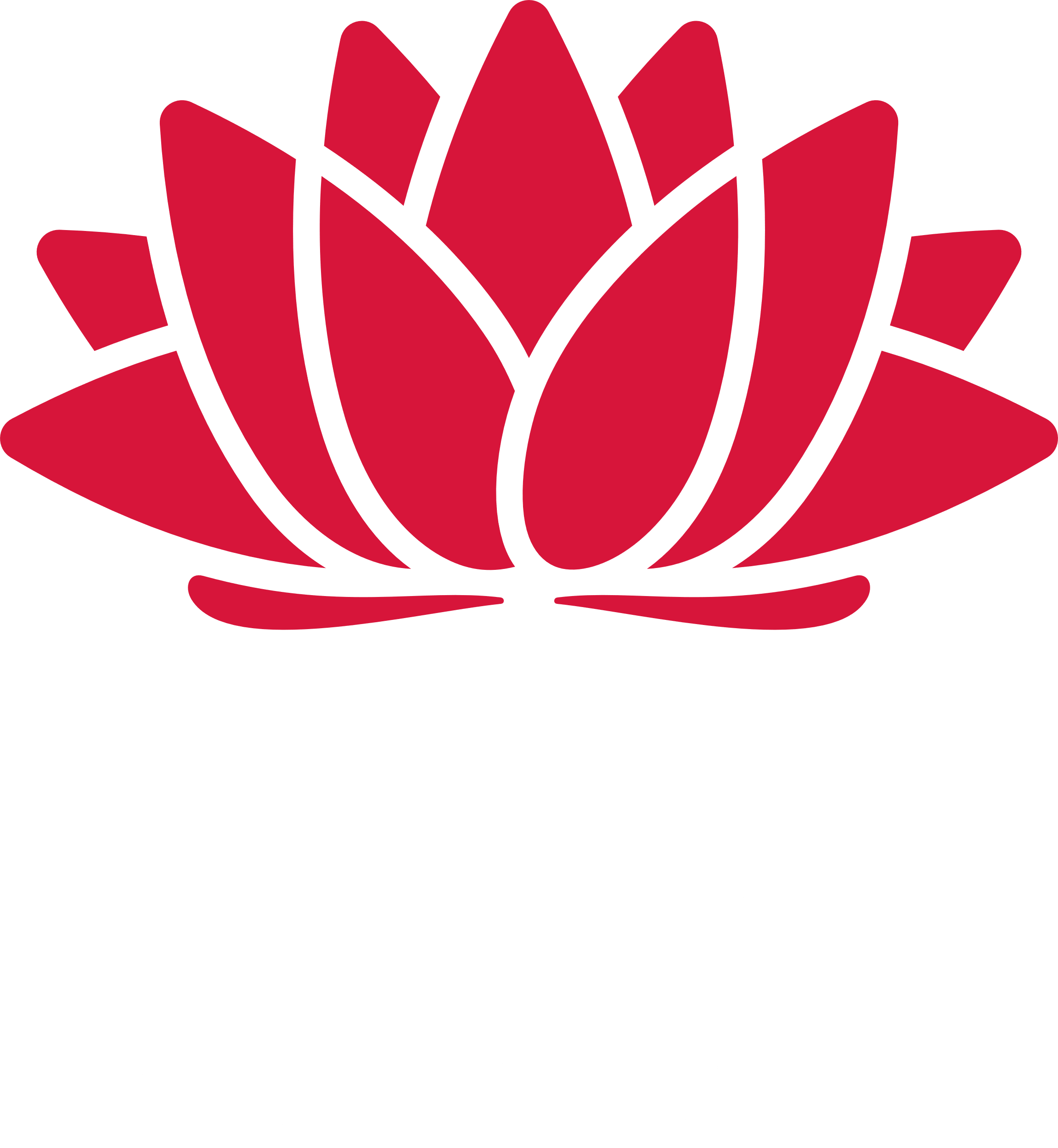
# **Geography 11–12 – teaching and learning approaches**

Facilitator guide

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## About this guide

This guide has been developed to assist leaders in facilitating the ‘Geography 11–12: teaching and learning approaches’ professional learning session. The guide will explore:

* how the presentation supports the NSW Curriculum Reform
* how the session aligns with the Australian Professional Standards for Teachers and the School Excellence Framework
* how to structure the session to help your team effectively engage with the presentation content
* recommended activities to promote collaboration, reflection and plans for future action
* additional resources to support further professional development.

If you have questions about the session, please email [HSIE@det.nw.edu.au](mailto:hsie@det.nw.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 this 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 professional learning session 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.

### Alignment to the School Excellence Framework

This professional learning session aligns with the following elements of the School Excellence Framework:

* Assessment
* Curriculum
* Effective classroom practice.

## Preparation

It is recommended that you are familiar with the course structure and content prior to the professional learning session. You should guide participants through the learning by:

* playing video and audio files
* reading content when required (for example, activity instructions)
* leading activities and discussions
* managing time.

### Prior to the session

* Ensure all participants will have access to:
* the participant workbook (either printed or downloaded and completed electronically on a device)
* a device required for Activity – getting to know the syllabus
* [Rural and Urban Places case studies](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12) (Wollongong and Broken Hill) required for Activity – deep dive into case studies and fieldwork.
* Play any video or multimedia on your browser to ensure they have loaded for your session.
* Consider room or equipment set up for the day.

### After the session

* Direct participants to complete the evaluation survey using the QR code in their participant workbook.

## Session structure

These sessions should take approximately 90 minutes to complete. We recommend following the structure below.

|  |  |
| --- | --- |
| Item | Duration |
| Session 1 – getting to know the syllabus presentation and activity | 15 minutes |
| Session 2 – programs of learning and resource booklets presentation and activity | 25 minutes |
| Session 3 – assessment in Geography 11–12 presentation and activities | 25 minutes |
| Session 4 – deep dive into case studies and fieldwork presentation and activities | 25 minutes |

## Session activities

Learning in this session is supported by the Participant workbook, which includes 4 collaborative activities. These activities are designed to help your team reflect on the presentation and consider how the information can be applied to your school context.

### Participant workbook

The Participant workbook can be printed double-sided or used digitally. There are note-taking pages that complement the presentation and activity templates to guide engagement with the content.

The **note-taking pages** are to be used while watching the presentations. They provide your team with an opportunity to reflect and think critically about the information being shared. The note-taking pages feature 3 main sections:

* Focus questions – these are questions to keep in mind while engaging with the session. They encourage your team to consider how the content in the presentation can inform their practice.
* Key points and notes – in this section, your team can record any concepts or ideas that resonate with them. The left column is for staff to write down the main points of the presentation for future reference. The right column provides them with space to expand on their thinking and provide additional detail.
* Summary – at the end of the presentation, staff can write down 3 key ideas they would like to apply to their practice. You may like to conclude the session by having your team share the reflections they have recorded.

The **activity templates** provide a scaffold for the collaborative activities that are to be completed after each presentation. Further information about these activities is provided below.

### Activity 1 – getting to know the syllabus

Access the first recording: Session 1 – Welcome and examining the new syllabus.

This activity is designed to assist teachers in becoming familiar with the digital format of the syllabus and the content. Two options have been provided for this activity. Both options will require staff to have access to computers and the internet. The first option may be completed individually, while the second option is designed to be collaborative and involve discussion.

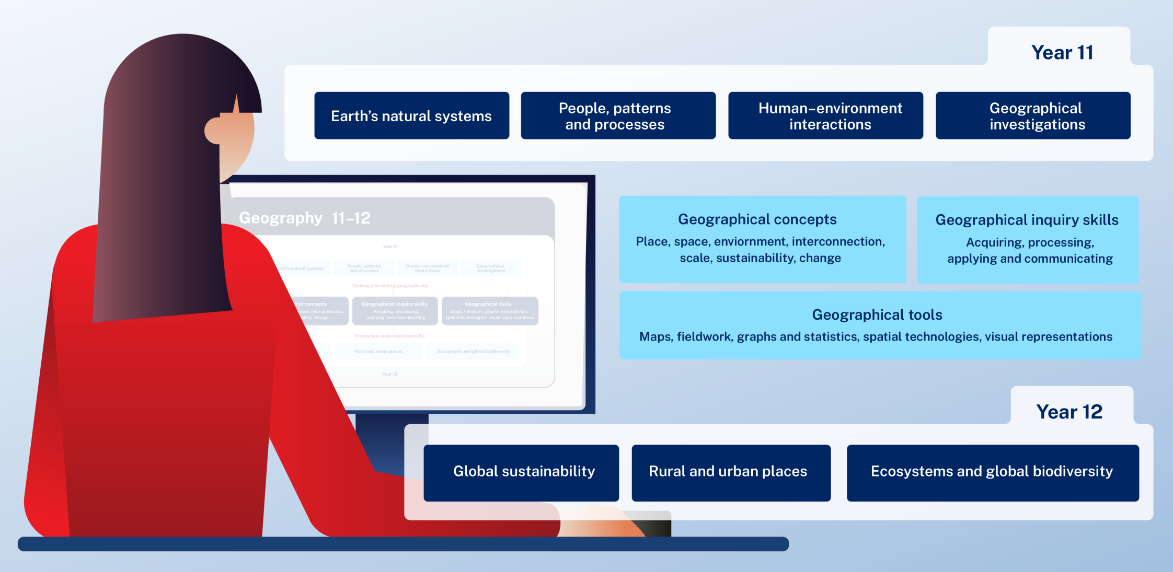
**Option 1:**

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. The 3 prompts are:

1. How many focus areas are to be taught in Year 11 and Year 12?
2. How do you access the teaching advice for each focus area?
3. Access Year 11 People, patterns and processes content page. Where will you find the outcomes and geographical tools related to this content?



### Activity 2 – programs of learning and resource booklets

Access the second recording: Session 2 – Introduction to the sample 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 below 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.

Further options for learning activities can be selected from the published resources, including:

* [Year 11 – Earth’s natural systems program [DOC 332 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/hsie/hsie-s6-geography-earths-natural-systems-program.docx) and [resource booklet [DOC 360 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/hsie/hsie-s6-geography-earths-natural-systems-resource-booklet.docx)
* [Year 11 – People, patterns and processes program [DOC 286 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/hsie/hsie-s6-geography-people-patterns-and-processes-program.docx) and [resource booklet [DOC 197 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/hsie/hsie-s6-geography-people-patterns-and-processes-resource-booklet.docx)
* Year 12 – Rural and urban places program and resource booklet

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

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

Space is provided in the workbook for teachers to identify a student and to record the adjustments and strategies to be used.

### Activity 3 – modify an assessment task

Access the third recording: Session 3 – 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.



### Activity 4 – 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.

**Case studies –** should be relevant to the focus area being investigated and support students in applying their geographical knowledge and inquiry skills to a specific context.

**Fieldwork –** is mandatory in Geography. Student must undertake a minimum of 12 hours of fieldwork activities in both Year 11 and Year 12.

Two different activities have been provided for teachers. Select the one that meets the needs of your school context and current stage of planning for Geography 11–12. Space is provided in the workbook to record your responses.

**Activity option 1:** plan a hands-on fieldwork activity, considering the resources and challenges discussed. Use 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.

**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?



## Where to next?

Would you like to learn more? The links below provide additional learning and resources. These may assist you in developing future professional learning sessions to respond to the needs of your team.

* Microlearning – Geography 11–12 (NR38783)
* [HSIE Statewide Staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) 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.

## References

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[Geography 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/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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