CONTENTS

HOW TO USE THE STUDENT BOOK vi
HOW TO USE THE TEACHER COMPANION viii
DIGITAL RESOURCES x
GEOGRAPHICAL SKILLS AND TOOLS xi
ACKNOWLEDGEMENTS xiv

PART A
GEOGRAPHY’S TOOLS AND SKILLS

CHAPTER 1 Geography’s tools and skills 2
1.1 What is Geography? 4
1.2 Types of environments 6
1.3 Types of maps 8
1.4 Elements of maps 10
1.5 Grid and area references 12
1.6 Topography and relief maps 14
1.7 Topographic maps 16
1.8 Drawing cross-sections 18
1.9 Latitude and longitude 20

PART B
LANDSCAPES AND LANDFORMS

CHAPTER 2 Landscapes and landforms 22
2.1 Landscapes and landforms explained 24
2.2 The changing earth 26
2.3 Rocks and the rock cycle 30
2.4 Mountain building 32
2.5 Weathering, erosion and deposition 34
2.6 Valuing landscapes 38
2.7 Landscapes and national identity 40
2.8 Indigenous explanations of landscapes 42

CHAPTER 3 Landscape change, management and protection 46
3.1 Landscapes—human impacts 48
3.2 CASE STUDY: Coastal landscape degradation 52
3.3 Protecting landscapes 56
3.4 Indigenous land management 58
3.5 Australia’s national parks 60
3.6 Australia’s alpine national parks 64
3.7 World Heritage listing 66
3.8 CASE STUDY: Machu Picchu 70

CHAPTER 4 Coastal landforms 72
4.1 Processes shaping coastlines 74
4.2 Erosional landforms 78
4.3 Depositional landforms 80
4.4 Managing coastal landscapes 82
4.5 IN THE FIELD: Investigating coasts 86

CHAPTER 5 Geomorphic hazards 90
5.1 Earthquakes 92
5.2 CASE STUDY: Asia’s tsunamis 94
5.3 Volcanoes 96
5.4 Volcanoes transforming landscapes 98
5.5 Mass movements 102
5.6 Mudslides 104
5.7 Avalanches 106
5.8 Living in areas of risk 108
5.9 Investigating a geomorphic hazard 110

PART C
PLACE AND LIVEABILITY

CHAPTER 6 Liveability 112
6.1 Deciding where to live 114
6.2 Liveability of places 116
6.3 Sense of place 118
6.4 Perceptions of liveability 122
6.5 Attachment to Country 124
6.6 Environmental quality and liveability 128
6.7 Access to services 130
6.8 Social connectedness 132
6.9 Measuring liveability 134
6.10 IN THE FIELD: Investigating neighbourhoods 136
6.11 Urban, rural or remote 140
6.12 CASE STUDY: Barangaroo 142
6.13 CASE STUDY: Gerringong 144
6.14 CASE STUDY: Paraburdoo 148

CHAPTER 7 Enhancing liveability 150
7.1 Methods of enhancing liveability 152
7.2 Taking action 154
7.3 Better cities 156
7.4 Urban housing densities 160
7.5 Urban consolidation 162
7.6 Transport and cities 164
7.7 Better shopping centres 166
7.8 Better recreational spaces and schools 168

PART D
WATER IN THE WORLD

CHAPTER 8 Water: A renewable natural resource 172
8.1 The importance of water 174
8.2 Weather and climate 176
8.3 The water cycle 180
8.4 Precipitation 182
8.5 Distribution of water 186
8.6 Catchments 188
8.7 Groundwater 190
8.8 Water use 194
8.9 Water footprint 196
8.10 Virtual water 198
8.11 CASE STUDY: The importance of water: Indigenous communities 200
8.12 CASE STUDY: The importance of water: Sayan village, Bali 202
How to use the Student Book

Pearson Geography New South Wales is fully aligned to the BOSTES NSW Syllabus—Geography. Units combine content and geographical tools. The following information outlines the features of the Student Book.

Chapter opener
The chapter opener image is designed to engage students and provide a visual stimulus to the chapter themes. Also included are an introduction to the chapter and inquiry questions that link the chapter to the BOSTES NSW Syllabus—Geography. A glossary provides a ready reference for students to the key concepts and terms in the chapter.

Units
Each chapter of the Student Book is divided into units. Units have been written to develop students’ knowledge and understanding of the concepts, skills and processes central to the study of Geography at this level. ‘Knowledge and Understanding’ and ‘Inquiry and Skills’ are interrelated, as specified by the BOSTES NSW Syllabus—Geography.

Geographical tools and skills
Units are designed to improve students’ geographical skills. These skills relate to the tools in the BOSTES NSW Syllabus—Geography.

In the field
‘In the field’ units provide a step-by-step guide to undertaking and evaluating fieldwork. ‘In the field’ units have been written as a guide and are not tied to a specific location.
Case studies
Case study units relate to a specific event or location. The units are written to extend students’ knowledge and understanding. Case studies include examples from Australia and the world.

Spotlight
Spotlight boxes focus attention on a place, an issue or a concept relating to the unit.

Skills builder
Skills builders are embedded in selected units and concentrate on key geographical skills.

ONLINE RESOURCES

Extra content (online)
Chapters 15, 16 and 17 refer to the BOSTES NSW Syllabus—Geography unit ‘Landscapes and landforms’, providing choices of landscape and landform to investigate—alpine landforms, riverine landforms and desert landforms.

Geoskills
A chapter on skills is designed to improve students’ geographical skills: mapping, graphing, interpreting satellite images and interpreting photos. These skills relate to the geographical tools in the BOSTES NSW Syllabus—Geography.

Extension tasks
Extension tasks enable students to revise key geographical concepts, tools and skills developed in the text, and to complete higher order inquiry skill tasks.
How to use the Teacher Companion

Pearson Geography NSW • Stage 4 Teacher Companion is designed to support the implementation of the new BOSTES NSW Syllabus—Geography.

Key features include the following:

- pages from the Student Book with wraparound notes
- teacher notes, hints, ideas and learning strategies
- pre-planning and programming advice
- tailored support for EAL/D students
- answers to questions and activities
- links to teacher and student support
- multiple intelligences identification
- geographical values and attitudes

Features also support teachers integrating ACARA and BOSTES NSW:

- Learning across the curriculum: general capabilities, cross-curricular priorities and identified important learning areas
- Geographical concepts and tools

Chapter opening

Each chapter opens with a ‘Chapter overview’, which includes the following sections:

- ‘What’s coming up’ provides a snapshot of the chapter and looks ahead to the content covered, the chapter’s central points and how the practical activities fit into the unit.
- ‘Using the image’ provides ideas for using visual stimuli to promote greater understanding and interest or active engagement in content.
- ‘Pre-quiz’ with answers serves as an introductory activity for teachers to test students’ prior knowledge of some key concepts that will be covered within the chapter.
- ‘Getting started’ provides tips and ideas on introducing the main themes and topics in the chapter by suggesting a starter activity.
- ‘EAL/D support’ gives ideas and suggestions on how to support EAL/D learners.
- ‘Resource boxes’ outline the resources that are available in the Pearson Geography NSW eBook 3.0 and Product Link web page.

Getting started

In this section, the teacher is given all the necessary background information to provide the necessary context for the chapter. There could be links to online resources or places where students may go to, such as websites that have family, or the source of goods, services or information that they own.

EAL/D support

Vocabulary assistance

When learning the words for the chapter, ask students to look at the Look, Say, Cover, Write, Check method:

1. Look at the word.
2. Say it aloud.
3. Cover the word with your hand.
4. Write the word down without looking at it.
5. Check that you spelt it correctly.

In addition, students could create their own word lists and match these words to online resources or places where they might find information about the topic. For example, if students are learning about globalisation, they could make a list of the countries they have visited or places they have family, or the source of goods, services or information that they own.

Student responses will vary.

Predict how communication technology might improve in the future.

Examples could include the spread of virtual communities, greater accessibility to information and communication, and the increased use of social media. Students could compare the communication technology that was available to their parents as a child to that which is available now.

Advances in transport and communications have transformed the way people connect with each other and the world. Through the invention of the telegraph, followed by the telephone, and then the internet, people have been able to communicate across vast distances and at lightning speeds.

Today, information flows almost instantaneously around the globe. For most of human history, people in one place and those in another were mostly limited by the speed at which people could travel. In the sixteenth century, the ability to travel around the globe was greatly reduced, and for most of human history, people were connected only to those in their immediate vicinity.

In the nineteenth and twentieth centuries, travel technologies have developed rapidly. Large, fuel-efficient jet aircraft; high-speed trains; and ever-larger cruise ships have greatly increased the speeds at which people can travel. This has resulted in an expanding global community.

Using at least two examples, describe technological changes that have increased connectivity.

Examples could include the spread of virtual communities, greater accessibility to information and communication, and the increased use of social media. Students could compare the communication technology that was available to their parents as a child to that which is available now.

Technology connecting people and places

Students respond to the following questions.

1. What are the impacts of increasing global connectivity on people and places?
2. How do the impacts of increased global interconnectedness vary for different countries?
3. How might people in different countries use communication technology to enhance their connection with goods, services, world events, information and other collaborative technologies?
4. How do the impacts of increased global connectedness vary for different people and places?
5. How might people in different countries use communication technology to enhance their connection with goods, services, world events, information and other collaborative technologies?
6. How might students use the Look, Say, Cover, Write, Check method to learn the words for the chapter, ask students to look at the Look, Say, Cover, Write, Check method:

1. Look at the word.
2. Say it aloud.
3. Cover the word with your hand.
4. Write the word down without looking at it.
5. Check that you spelt it correctly.

In addition, students could create their own word lists and match these words to online resources or places where they might find information about the topic. For example, if students are learning about globalisation, they could make a list of the countries they have visited or places they have family, or the source of goods, services or information that they own.

Sample answer: "Written form is the most efficient and effective way to communicate today. It allows for the exchange of ideas, opinions, and information quickly and easily. Email, social media, virtual communities, and other online platforms have revolutionised the way people communicate, making individual and group communication much faster and more efficient than ever before.

The opening photograph shows two young Kyrgyz men using a mobile phone. "How to use the Teacher Companion"
Supporting the Student Book pages

Vocabulary builder
The vocabulary builder focuses on and defines the important terms that students are required to know.

Geoskills
This section provides additional activities to further develop and reinforce skills that are part of a chapter.

Homework
This section provides suggested homework activities that can be completed more effectively out of class time. Teachers generally use this feature to consolidate learning or for forward preparation/understanding for upcoming content.

Answers
Suggested answers to unit questions are supplied. The answers are structured under the relevant Bloom's heading.

Spotlight support
This section provides additional support and lesson ideas to help teachers take the Spotlight activities further.

Alternative assessment/Extension tasks
These sections provide creative and interesting assessment tasks that can be used to assess student understanding of the chapter content.

Evaluate understanding
This section contains strategies for teachers to evaluate student understanding of the chapter content through stimulus questions, short revision quiz ideas or other activities.

Quick five
This section provides teachers with tasks that relate to the content within the chapter. The term ‘Quick five’ indicates that it is a short task that can usually be completed in five minutes.

Helpful hint
This section addresses misconceptions and provides helpful advice relating to content or classroom management.

EAL/D support
Specific EAL/D (English as an additional language or dialect) support has been provided to assist teachers with the diverse needs of EAL/D students within their classroom. While the central focus of this feature is EAL/D students, the content could also be used to assist teachers in developing learning activities for other students who require additional support.

Skills builder support
This section includes helpful hints and advice for teachers in relation to engaging students with the Skills builder or other important information in relation to the Skills builder feature.