1.1 What is geography?

Knowledge and understanding • Geographical skills

verbal–linguistic • visual–spatial

1 Give two reasons why it is important to study geography.

________________________________________________________________________

________________________________________________________________________

2 Use words from the box below to complete each of the statements about geography.

<table>
<thead>
<tr>
<th>features</th>
<th>people</th>
<th>processes</th>
<th>world</th>
<th>places</th>
<th>events</th>
<th>environments</th>
<th>characteristics</th>
</tr>
</thead>
</table>

a Geography is the study of the ________________ that make up our world.

b Geography is concerned with the ________________ that shape the earth's surface.

c Geography studies the way people interact with their ________________.

d Geography seeks to explain the character of ________________ and the distribution of ________________ on or near the earth's surface.

e Geography helps us to better understand the ________________ in which we live.

Study the photographs in Figures 1.1 and 1.2 and then answer the questions that follow.

1.1 A giant open-cut coal mine in the Bowen Basin, Queensland

1.2 Pollution from stormwater released into the Yarra River, Melbourne, Victoria
3 The questions geographers ask are called geographical questions. Geographical questions include things like 'How is it changing?' and 'What might it be like in the future?'

a Write two geographical questions for Figure 1.1.

____________________________________

____________________________________

b Write two geographical questions for Figure 1.2.

____________________________________

____________________________________

4 a In the table below list four physical and four human characteristics about the suburb or neighbourhood where you live.

Name of suburb/neighbourhood: ________________________

<table>
<thead>
<tr>
<th>Physical characteristics</th>
<th>Human characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Explain whether this a geographical question: 'If mining continues in Kakadu National Park, what might happen to the park in the future?'
1.2 Exploring the world

**Knowledge and understanding • Geographical skills**

| verbal–linguistic • visual–spatial |

1. Use words from the box below to correctly label the continents, oceans and lines of latitude on the world map.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Europe</th>
<th>North America</th>
<th>South America</th>
<th>Atlantic Ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Antarctica</td>
<td>Southern Ocean</td>
<td>Pacific Ocean</td>
<td>Arctic Ocean</td>
</tr>
<tr>
<td>Australia</td>
<td>Indian Ocean</td>
<td>Tropic of Cancer</td>
<td>Tropic of Capricorn</td>
<td>Equator</td>
</tr>
</tbody>
</table>

2. Name the continent that matches each of the descriptions below.

a. Made up of one large island and many smaller islands scattered throughout the south western part of the Pacific Ocean. __________

b. A large continent in the northern hemisphere, between the Pacific Ocean and the Atlantic Ocean. __________

c. A large continent that spans both the northern and southern hemispheres. On one side is the Indian Ocean and on the other, the Atlantic Ocean. __________

d. A large continent, entirely in the southern hemisphere, and separated from all other continents and surrounded by the Southern Ocean. __________

e. A small continent in the northern hemisphere, which is separated from another larger continent by a mountain range. __________

f. A large continent found mostly in the northern hemisphere that is connected to both the Pacific Ocean and the Indian Ocean. __________

g. A large continent in the southern hemisphere between the Pacific Ocean and the Atlantic Ocean. __________
1.3 Natural resources

Geographical skills • Knowledge and understanding

logical–mathematical • visual–spatial

1 Classify each resource type in the table below as renewable (R), non-renewable (N) or continuous (C).

<table>
<thead>
<tr>
<th>Name of resource</th>
<th>Type of resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geothermal energy</td>
<td></td>
</tr>
<tr>
<td>Forests</td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td></td>
</tr>
<tr>
<td>Diamond</td>
<td></td>
</tr>
<tr>
<td>Natural gas</td>
<td></td>
</tr>
<tr>
<td>Soil</td>
<td></td>
</tr>
<tr>
<td>Cotton</td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td></td>
</tr>
<tr>
<td>Biofuels</td>
<td></td>
</tr>
<tr>
<td>Solar energy</td>
<td></td>
</tr>
<tr>
<td>Wave energy</td>
<td></td>
</tr>
<tr>
<td>Wheat</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
</tbody>
</table>

2 a Recall whether oil is a renewable or non-renewable resource.

b Explain your answer.

3 Study Figure 1.3 and answer the questions that follow.

World oil reserves, 2011

Billions of barrels
- More than 200
- 31–200
- 10–30
- Less than 10

0 4000 km

Sample pages
a. Identify the countries with the largest oil reserves.

b. Name three countries that have very low oil reserves.

c. The largest consumers of oil are The United States, China, Japan and India. Study Figure 1.3 and identify whether these countries have sufficient oil reserves to support their need for oil.

d. Propose what countries without enough oil reserves can do to meet their needs for oil.

4. Refer to the graph in Figure 1.4 to answer the following questions.

1.4 Predicted world oil production 1900–2080.

Source: http://www.hydrowaterpower.com/Are-We-Running-Out-of-Peak-Oil.htm

a. Approximately how many barrels of oil were extracted in 2000?

b. In which year did oil production begin to rapidly increase? Propose reasons for the increase.

c. Add a label to the graph showing the current year. Describe the future pattern of oil production according to the graph.

d. Explain how the trend of the graph relates to oil being a non-renewable resource.
1.4 Geoskills: Analysing photographs

Geographical skills

1. Study the photographs in Figures 1.5 to 1.7. For each photograph, state whether the perspective is:

   * ground level,
   * aerial, or
   * oblique.

1.5 Buildings damaged by the 2004 tsunami in Aceh, Indonesia

Type of photograph: __________________________

1.6 City centre, Otmuchow, Poland

Type of photograph: __________________________

1.7 View of London with Houses of Parliament in the foreground

Type of photograph: __________________________
2 Analyse the photograph in Figure 1.5 and complete the table below.

<table>
<thead>
<tr>
<th>Type of environment (natural, managed or constructed)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main features shown</td>
<td></td>
</tr>
<tr>
<td>Evidence of location and time (from the photograph itself, the caption or the source information)</td>
<td></td>
</tr>
<tr>
<td>Features out of place or unexpected</td>
<td></td>
</tr>
</tbody>
</table>

Practise your photo sketching by drawing a sketch from the photograph in Figure 1.8.

Kata Tjuta, formerly known as the Olgas, in the Northern Territory.
1.5 Literacy review

Knowledge and understanding

verbal–linguistic ✮ visual–spatial

Use the clues to identify the words and complete the crossword.

**ACROSS**

5 A resource that, if used sustainably, can be exploited or used many times
6 A transformation brought about by environmental, economic, political, social and/or cultural factors
9 The relationship between elements of the natural, managed and constructed environments
10 A group of people who share a particular space, have a shared interest or share a particular form of social organisation

**DOWN**

1 A geographically defined space or area within a larger city, town or suburb
2 A way of viewing the world
3 Using the earth's resources in ways that meet the needs of the present generation without affecting the ability of future generations to meet their needs
4 The study of the places that make up our world
6 A renewable resource, the availability of which is not affected by human activity
7 The total surroundings, including the living and non-living features of the earth's surface and atmosphere as well as those features that are altered or created by people
8 Another name for the natural environment