



Lorraine Chaffer, Editor

EDITORIAL: SPECIAL HSC EDITION

Welcome to this Special Edition of the Geography Bulletin. The focus is on Stage 6 Case Studies for both years 11 and 12 with some interesting professional reading about Geography, past and future.

Stage 6 Geography is being taught by many teachers for the first time while more experienced Stage 6 teachers have voiced a desire to develop new case studies for different topics. This conversation is taking place amid the frustration of waiting for a new Stage 6 Geography Syllabus to be finalised and released, and delays caused by the NSW and Australian Curriculum Reviews. The Draft Stage 6 Syllabus released for consultation in 2019 contained some existing stage 6 Geography topic content. Whilst that does not mean this will be the case in the new syllabus when it is released, teachers voiced approval during the consultation process, and it is expected that decisions about the final syllabus would take into account feedback from that consultation process.

The case studies integrated in this edition were selected based on an expectation that new material may be adapted to a future syllabus while at the same time providing an opportunity to refresh teaching programs and provide ideas beyond the textbook for those new to teaching Stage 6 Geography.

Our thanks go to the following authors for the material they have provided for this edition.

For your professional reading and discussion, Nick Hutchinson, *The emergence of modern geography, Plymouth, the Pacific and Prussia?* and Martin Pluss, *The Geography Effect: The end of Geography?* provide much food for thought and a chance to reflect on the nature of Geography over time and where it is heading as a Stage 6 subject in NSW Schools.

For Year 11 Global Challenges there are short case studies for Population and Natural Resources.

- Grant Kleeman: *Population boom or bust (The challenge of predicting future demographic trends)*
- Lorraine Chaffer: *Rare Earth Elements*
- Visual Capitalist: *Visualizing the Importance of Environmental Management in Mining*

To support these studies, as Editor, I have created a selection of skills activities using infographics from Graphic News and Visual Capitalist

- *World population may shrink by 2100* (Graphic News)
- *One billion face displacement by 2050* (Graphic News)
- *Nearly 80 million displaced worldwide* (Graphic News)
- *China may weaponise rare earths* (Graphic News)
- *Environmental Management in Mining* (Intergovernmental Forum on Mining, Minerals, Metals and Sustainable Development)

In *Broken Hill: A Case study option* David Proctor has shown how a single location, especially a local one, can be used to develop case studies for many topics across Stage 6, in this case Broken Hill.

During 2020, NSW Environmental Education Centres have developed wonderful Virtual Fieldwork resources and opportunities to assist teachers in meeting their fieldwork obligations during COVID-19 constraints. In this edition *Observatory Hill EEC* has provided details for their virtual and real fieldwork programs to support Stage 6.

The following case studies are for the three Year 12 topics: Urban Places, People and Economic Activity and Ecosystems at Risk.

In *Urban Dynamics of Change in Sydney Olympic Park, Newington, Rhodes and The Waterfront* Jaye Dunn illustrates the use of local suburbs to investigate the urban dynamics of change operating in a large city in the developed world (Sydney).

In *Aquaculture I* (Lorraine Chaffer) have provided a detailed set of notes under syllabus headings, with links to other contemporary resources that can be used as a starting point for deeper investigation and to inform the selection of a local enterprise.

David Latimer has provided a foundational case study for Ecosystems at Risk for those wanting to study a marine ecosystem that is not the Great Barrier Reef. The case study is on *Ningaloo Reef*, Western Australia. This study might suit students who are keen to study coral reefs but may be overwhelmed by the large amount of material on management of the Great Barrier Reef.

If you study coasts in years 7–11 or live on the coast you may find coastal dunes an interesting case study for Ecosystems at Risk and one you can support with local fieldwork. *Oregon Dunes*, in the USA is a fascinating study with a management twist that makes it somewhat different to coastal dune management in Australia and other parts of the world. In this case study I have provided links to many informative resources and am grateful to Save the Dunes in Oregon for freely sharing their resources to benefit teachers in NSW.

Finally, success in Stage 6 begins with strong foundations in Geography 7–10. The GTA E-Learning courses can assist teachers, particularly those untrained in Geography, to build those foundations. See pages 35 and 36 for more information.

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Editor.



Source: Restoring Oregon Dunes, Oregon Dunes Restoration Collaborative.



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