

## Appendices to support the GTA NSW & ACT Response to the ‘2023 Have your say’ consultation for Geography

### Appendix 1: From an Executive member of GTA NSW & ACT Council

AREAS OF SUPPORT	
Use of fieldwork examples such as soil testing	
AREAS OF CONCERN	POTENTIAL WAYS FORWARD
<b>Throughout:</b> Footnotes.	Include the footnotes under the content like Stage 6.
<b>Throughout:</b> Thinking and working geographically.	Needs to be contextualised for each unit and in its own section, not under content. Include in the syllabus document, appropriate and specific examples of skills and tools that can be embedded in each unit. Include virtual fieldwork e.g., Google Earth, and more local fieldwork examples that can be done easily within a lesson and part of a lesson and without any equipment or minimum, inexpensive equipment. Consider including a minimum number of tools and skills within each unit. – the syllabus should be understood by out-of-field, early-career teachers, and experienced teachers. Often there is one experienced teacher only in a school having to teach the course.
<b>Throughout:</b> Loss of inquiry questions.	Reinstate within the syllabus document and reinforce in Teacher Advice documents such as programs.
<b>Throughout:</b> Lack of links to STEM and lack of connection into other subjects.	Include explicit links to STEM e.g., a diagram or explanation in the front part of the syllabus, or through hyperlinks to relevant sections of Science, Mathematics, Technology e.g., Mathematics for scale, distance, bearings; Science for fieldwork and inquiry method; Technology for geospatial technologies.
<b>Throughout:</b> Lack of clarity about how to resource and address the Aboriginal and Torres Strait Islander Peoples outcome and content.	Ensure suitable resources and teacher training are available to teach outcome and associated content in a respectful, meaningful and non-repetitive way.
<b>Stage 5:</b> Food Production has lost its geographical distinctiveness.	Needs a geographically oriented title e.g., Biomes and Food Security, or Food Security. Reinstate the Biomes section. Include a content description about the spatial distribution of Biomes. Include a content description about biomes that produce food.

## Appendix 2: From an Executive member of GTA NSW & ACT Council

AREAS OF SUPPORT	
Generally, the document is okay and presents the content more concisely (and is therefore less threatening to teachers who may be out of field).	
AREAS OF CONCERN	POTENTIAL WAYS FORWARD
<b>Stages 4 and 5:</b> Indigenous content (12 dot points).	Further refinement to retain the geographical focus in connection with Aboriginal and Torres Strait Islander content.
<b>Stage 5:</b> The Food Production topic reads more like Agriculture and diminishes geographical focus.	The focus needs to remain on biomes and the issue of food security.

## Appendix 3: From an Executive member of GTA NSW & ACT Council

AREAS OF SUPPORT	
Overall, I like the simplification of the content points.	
Agree with central nature of Thinking and working geographically being identified throughout the syllabus.	
AREAS OF CONCERN	POTENTIAL WAYS FORWARD
<b>Throughout:</b> The simplification of content has gone too far in some units.	There needs to be additional dot points to fill some perceived gaps and allow for greater depth of study.
<b>Stage 5:</b> Lack of rigour as part of preparation for the study of geography in Stage 6.	Additional and more sophisticated concepts in Stage 5 would enhance academic rigor and subject knowledge and provide a better foundation for students entering Stage 6.
<b>Throughout:</b> Lack of specificity with Thinking and working geographically for each unit.	I would like to see further refinement to include reference to developing geographical inquiry questions. This could be added to the Stage 4 point 'Engage with the geographical inquiry process, including developing inquiry question' and delete where appropriate as it suggests you can opt out.  Alternatively, include an additional dot point before 'evaluate'... inquiry process (Stage 5) in reference to Evaluating the effectiveness of an inquiry process (Stage 5).  It would be more relevant if there was a compulsory Inquiry Task such as the old RAP from a previous syllabus, otherwise it is confusing as to how to do inquiry.
<b>Stage 4:</b> Water in the World – lack of inclusion about water scarcity and water security.	The examples for 'The nature of and responses to ... water scarcity'... need to include <i>causes</i> of water scarcity. The responses address causes and these causes can be analysed using examples.
	For the hazards content, the second and third dot points would best be applied to a study in the third dot point. Again, the concepts (magnitude etc) are best applied in context (the ONE study) so as to gain deeper knowledge and understanding, therefore, concepts should be clearly identified.  Include 'Water security' in the strategies – this is the aim of the strategies and adds academic rigour whilst providing an opportunity for differentiation.

# GTA NSW & ACT APPENDICES TO RESPONSE

<p><b>Stage 4:</b> Landscapes and Landforms – lack of overview; repetition for addressing Aboriginal and Torres Strait Islander content; lack of opportunity to engage with depth studies.</p>	<p>The ‘landform and formation’ dot point could be reworded as ‘overview’.</p> <p>Dreaming stories need to include different examples to those covered across K–6 and in other units across Years 7–10. Repetition will render content irrelevant, careful refinement is needed given the reference to Aboriginal and Torres Strait Islander content in every content Focus Area.</p> <p>Include a depth study of one landscape and its landforms because this is where processes are applied in context and provides a chance for students to learn how to explain geographical transformation of places in depth.</p> <p>For ‘Causes, impacts and responses’ of hazards, it should be applied to ONE Hazard studied again for context and depth.</p> <p>The ‘Nature’ dot point could also be expressed as an overview. I think the current syllabus had it right. Why change for a lesser depth of study?</p>
<p><b>Stage 4:</b> Interconnection and Trade lacks a case study and opportunity to investigate perspectives in depth.</p>	<p>The dot point about perspectives and responses is awkward. Most of the examples are influences - a better wording would be ‘influences and trade flow’ and put perspectives in the examples.</p> <p>Include ONE case study in the dot point for impacts.</p> <p>Include a dot point about strategies to address the impacts.</p> <p>Include a dot point about perspectives of different groups on ONE strategy to address impacts.</p> <p>Perspectives are best understood in relation to a case study on a particular issue. One dot point under this heading is not enough.</p> <p>Perspectives are an outcome and need to be referenced in a place that allows them to be unpacked in depth.</p>
<p><b>Stage 5:</b> Lack of rigour as part of preparation for the study of geography in Stage 6.</p>	<p>Additional and more sophisticated concepts in stage 5 would enhance academic rigour and subject knowledge and provide a better foundation for students entering Stage 6.</p>
<p><b>Stage 5:</b> Changing places needs to be reorganised so population is addressed before migration. There is a lack of coherency between urban content dot points.</p>	<p>Population should come before migration.</p> <p>Include a move from global to national to local scales in migration.</p> <p>Include reasons for and impacts of international migration at a global scale.</p> <p>Include a new dot point about international migration to Australia; followed by a dot point about internal migration in Australia and another country; followed by changing settlements and then urban planning. This will better connect the urban section.</p> <p>In the first dot point for Urban planning, replace –‘approaches’ with ‘strategies’. In the second point delete strategies and include ‘management of population change in one Australian city (now it is appropriate for population to be included as part of influence on settlements.</p>

# GTA NSW & ACT APPENDICES TO RESPONSE

<p><b>Stage 5:</b> Food Production has lost its geographical focus and academic rigour in content and concepts. Stage 5 sets students up for Stage 6 where conceptual understanding is very important.</p>	<p>Change the title and focus of the unit to Biomes and Sustainable Agriculture which allows reference to food, fibres etc.</p> <p>Reinstate references to biomes and productivity as broad regions of the world that influence agriculture.</p> <p>Provide an opportunity to examine globally- referenced geographical concepts such as biomes and the ecosystems and habitats within them.</p>
<p><b>Stage 5:</b> Environmental Management and Change lacks academic rigour and does not provide an opportunity to gain deep understanding.</p>	<p>The role and importance of natural environments offers an opportunity to use concepts in the value examples which needs to be made more explicit, such as provisioning, supporting, cultural, regulation.</p> <p>In the Management section, wording around sustainability needs to be clarified. For example:          'Threats to environmental functioning and sustainability' or          'Measuring and assessing the management of environments for sustainability.'</p>

## Appendix 4: From a Life member of GTA NSW & ACT Council

AREAS OF SUPPORT	
Flexibility in teaching the content will make it easier to meet the needs of diverse learners.	
AREAS OF CONCERN	POTENTIAL WAYS FORWARD
<p><b>Throughout:</b> Thinking and working geographically lacks emphasis on the concepts and fieldwork.</p>	<p>Identify specific concepts to use in Thinking and working geographically for units.</p> <p>Clarify the concepts for use in fieldwork.</p>
<p><b>Throughout:</b> Geographical tools and skills lack specificity in units.</p>	<p>Greater clarity needs to occur in the syllabus so that geographical skills and tools are made explicit to teachers and therefore become more accessible to students.</p> <p>The tools and skills are part of the distinctiveness of geography and academic rigour of the subject. It is important to address what skills to use in each unit. The presence of, and capacity to successfully use, tools and skills also influences the calibre of student taking geography which is important for the future of the subject within and beyond school settings.</p>

## Appendix 5: From a Councillor of GTA NSW & ACT Council

AREAS OF SUPPORT	
The syllabus offers opportunities to cater for the learning needs of diverse students.	
AREAS OF CONCERN	POTENTIAL WAYS FORWARD
<p><b>Throughout:</b> Lack of rigour and opportunity for High Performing and Gifted Students, particularly in Stage 4.</p>	Adjust the directive terms e.g., from Explain to Analyse.
<p><b>Throughout:</b> Thinking and working geographically statements are vague and lack specificity to units which mean teachers will gloss over it to find the content descriptions.</p>	Include specific examples or contextualise the Thinking and working geographically statement to each unit.

# GTA NSW & ACT APPENDICES TO RESPONSE

<p><b>Throughout:</b> Geographical tools are numerous and overwhelming which will be problematic for out of field teachers and also time poor teachers.</p>	<p>Clearly link specific tools and skills to units. Make some tools and skills compulsory and others as options. Narrow the required range of tools and skills in each stage.</p>
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## Appendix 6: From a GTA NSW & ACT Member from Industry

The notes below summarise input from those associated with the Water industry, such as Sydney Water and Water NSW. There is concern about the content jump from global to First Nations context. Also those in the Water industry are staring down the barrel of no employees to manage demand in water management. STEM is all over this and amending Science syllabus to match so geography should also follow suit.

Australians have a complex relationship with water influenced by the country's landscape, population dynamics and climate change. We face new challenges in securing and managing water to enhance liveability, improve environmental outcomes and ensure it remains a great place to live today and for future generations.

AREAS OF CONCERN	POTENTIAL WAYS FORWARD
<p><b>Stage 4 Water in the World:</b> Lack of alignment with STEM and revisions to the Science syllabus.</p>	<p>Align with STEM and the Science syllabus Recommend alignment with career pathways in the water industry; planners, engineers, scientists, operators, comms/IT, operators etc. . . We need problem solvers with a wide range of skills in the industry to support communities and the environment into the future.</p>
<p><b>Stage 4 Water in the World:</b> The removal of 'Australia's water resources' as a dot point raises concerns. We have so many examples of different sources and water challenges. Without explicit requirement to cover the local context teachers may lean towards global examples only.</p>	<p>We recommend the syllabus addresses future challenges and opportunities in a local context relating to liveability, water security, circular economy, and emerging technologies in water management.</p>
<p><b>Stage 4 Water in the World:</b> Failing to incorporate the local context runs the risks individuals perceive water issues as a distant problem, doesn't apply to them and results in a lack of awareness of the urban water cycle within their community. This has the potential to undermine awareness of career pathways in water and the development of informed, responsible and active citizens in our local communities.</p>	<p>Incorporate the local context and be specific about it. While the revised syllabus adequately considers global and First Nations perspectives, it's critical to incorporate the local perspective allowing for the development of the informed citizen. By including the local context students can comprehend their local challenges such as water scarcity, drought and flood patterns, and as an informed citizen engage in region specific solutions, practices and policies.</p>
<p><b>Stage 4 Water in the World:</b> Lack of focus on climate change and impact for water-futures.</p>	<p>To reflect current and emerging water management strategies we recommend a dash point to include a focus on climate change and its impact on water in the future (water scarcity and water management). This includes liveability, urban greening and cooling, stormwater management, recycled water use and water use behaviours as management strategies based on circular economy principles and includes purified recycled water for drinking as an option to be studied. Also, considerations to the link between water and energy sources, e.g., transitioning away from coal, and into hydrogen.</p>
<p><b>Stage 4 Water in the World:</b> The shift of addressing the value of water from a key sub heading to a dot point under a collective heading diminishes the significance of acknowledging and appreciating water beyond its economic value.</p>	<p>There's a need to discuss and recognise its spiritual, aesthetic significance and pivotal role it plays in our communities in positive health and well-being outcomes.</p>

End of Appendices.