

Geography Syllabus Refinements Summary

(For implementation and examination in 2012)

Council has endorsed generic minor changes to all course syllabuses to provide greater clarity of the examinable components of each syllabus for both teachers and the examining panels. Each course syllabus has therefore been amended, as appropriate, to include:

- a lead in statement for each 'Unit description' to clearly define the purpose of this section:
The unit description provides the focus for teaching the specific unit content.
- two additional statements (where course appropriate) in the 'Unit content' section:
 1. *It is recommended that students studying Stage 3 have completed Stage 2 units.*
 2. *This is the examinable content of the course. (Stage 2 and 3)*
- revised wording of 'Unit descriptions' to improve alignment with the syllabus 'Unit content'
- revised 'Unit learning contexts' heading (where appropriate) to:
Suggested learning contexts, Defined learning contexts or Prescribed learning contexts.

Council endorsed the addition of the grade descriptions to the syllabus. These have been inserted as an appendix to each syllabus, replacing the outcome progressions.

Vocational Education and Training (VET) information in the syllabus has also been updated to ensure currency.

Processes have also been in place for minor syllabus review, in particular, for those courses that were examined for the first time in 2010. Feedback from teachers about course implementation and about the syllabus has been collected through ongoing examination development processes, school systems and sector meetings and Course Advisory Committee meetings. Feedback necessitating some action for minor syllabus review has been responded to.

Geography Syllabus Refinements

1. Unit descriptions have been revised to more precisely reflect the unit content. This is particularly the case for **Units 2B and 3B**.
2. Some minor changes have been made to the Generic mapping skills, Topographic mapping skills and Graphing skills to allow for greater specificity.
3. In **Stages 2 and 3** under Generic mapping skills, the words *ratio statement (1:xxxx)* have been added to give greater clarity to ways of showing scale on a map.
4. The Photographs and satellite imagery skills section in **Stages 2 and 3** has been expanded to five dot-points to clarify the skills required.
5. The e.g's have been removed from dot-points in **Stages 2 and 3** and included in the Unit descriptions.
6. In **Unit 3A** the following changes have been made;
 - the identification of Perth as the area of study has been changed to *Perth Metropolitan Area* to provide greater clarity
 - the internal morphology zones of the Perth Metropolitan Area have been identified
 - the urban processes have been altered with the deletion of some processes and the inclusion of others

- the dot-points related to Human influence on sustainability have been simplified to allow for greater clarity
- an additional dot-point has been added under Statistical skills
 - *given a set of data, interpret and use the following; arithmetic mean, mode, median, maximum, minimum and range.*

7. In **Unit 3B** the following changes have been made;

- the general content that was listed immediately under the Unit Content has been moved to the relevant content areas
- a dot-point has been added in relation to differentiating between weather and climate
- a dot-point has been added to identify the distribution of the world's rainfall and temperature patterns
- evidence for climate change through geological time and recent human history has been reduced to one example of each
- the study of climatic cycles and variations has been changed to a requirement to choose three from a possible nine
- an additional dot point has been added under Statistical skills
 - *given a set of data, interpret and use the following; arithmetic mean, mode, median, maximum, minimum and range.*