

# 2.1

## Landscapes

**Knowledge and understanding • Geographical skills**

**mi** visual-spatial • verbal-linguistic

'Landscape' is the term used to describe the visible features of an area. These features are called 'elements' and include natural, living, human and changeable elements.



**2.01** Ord River, Kununurra, Kimberley region, Western Australia

**1** Describe types of elements in the landscape in Figure 2.01.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_

**2** Landscapes with many natural features often have a cultural overlay. They can be a combination of natural, managed and constructed elements. Discuss whether the landscape in Figure 2.01 is natural, managed or constructed, or a combination.

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**3** Describe the sense of place in Figure 2.01 by explaining why humans might enjoy being at this location.

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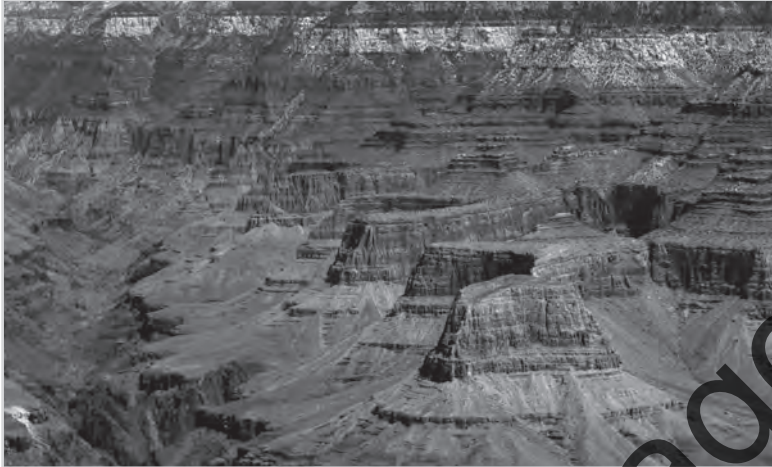
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# 2.2

## Valuing landscapes

**Knowledge and understanding • Geographical skills**

**mi** visual-spatial • verbal-linguistic • intrapersonal



Grand Canyon, USA

Landscapes may be valued in many ways. The Grand Canyon in the USA is a famous landscape, managed by the Grand Canyon National Park and two indigenous tribal groups. The Canyon is 446 km long, up to 29 km wide and in places as deep as 1.8 km. The Canyon was formed as the Colorado River cut through the rock, revealing spectacular rock formations and nearly two billion years of the earth's geological history.

**1** For each of the four people below, expand on their opening sentence about how they value the Grand Canyon.



**a**

The Grand Canyon has emotional value to me.




**b**

The Grand Canyon has spiritual value to me.




**c**

For me, the Grand Canyon has economic value.




**d**

In my view, there is no place with aesthetic value to match the Grand Canyon.


## Knowledge and understanding • Geographical skills

 visual-spatial • verbal-linguistic

1 Read the extract below then answer the questions that follow.

**Sacred geography**

The Australian continent is criss-crossed with the tracks of the Dreamings: walking, slithering, crawling, flying, chasing, hunting, weeping, dying, giving birth. Performing rituals, distributing the plants, making the landforms and water, establishing things in their own places, making the relationships between one place and another. Leaving parts or essences of themselves, looking back in sorrow; and still travelling, changing languages, changing songs, changing skin. They were changing shape from animal to human and back to animal and human again, becoming ancestral to particular animals and particular

humans. Through their creative actions they demarcated a whole world of difference and a whole world of relationships which cross-cut difference.

*Kakawuli (bush yam) come up from Dreaming. No matter what come up, they come out of Dreaming. All tucker come out from Dreaming. Fish, turtle, all from Dreaming. Crocodile, anything, all come from Dreaming. Kangaroo, makaluwan (wallaby), all birds, all from Dreaming.*

Big Mick Kankinang

Source: D.B. Rose, 1996, *Nourishing Terrains: Australian Aboriginal Views of Landscape and Wilderness*

a In your own words, write the meaning of 'the Dreaming'.

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b How do Aboriginal people explain the origins of the landscape?

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The belief of Aboriginal people that the landscape is the result of processes, rather than just having always existed, is similar to the modern understanding. For them, the processes that formed the landscape have a spiritual explanation. It is not surprising, therefore, that they have a spiritual connection to the land.

2 Read the extract below then fill in the table that follows.

Kuku-Yalanji people of the rainforest of North Queensland tell of the origins of ceremony:

*Long ago, when all the land was flat, Kurriyala came from the west. His first stopping place was Narabullgan, Mount Mulligan, which he formed out of his droppings. On top of this granite mountain he made a huge lake, then a deep gorge as he crawled away. He moved on to another big mountain which he made in the form of a snake. He called it 'Naradunga', now*

*often known as Mount Mulgrave. Then he moved further north until he came to Fairview where he made a huge mountain out of lime and a big lagoon. After this he went northwards to his own people to a place called Bushy Creek. He saw his people dancing but they were not painted properly or dressed correctly so he came out from hiding and showed his people how to paint their bodies and how to dance.*

Source: D.B. Rose, 1996, *Nourishing Terrains: Australian Aboriginal Views of Landscape and Wilderness*

Explain each landscape feature according to the Kuku-Yalanji people.

Landscape feature	Explanation by the Kuku-Yalanji people
Mount Mulligan	
Huge lake	
Deep gorge	
Mount Mulgrave	
Fairview	

**3** Read the extract below then answer the questions that follow.

Many species of animals that are endangered are in that state because of habitat loss, and cessation of Aboriginal burning is one major cause.

As one person explained:

*Big fires come when that country is sick from nobody looking after with proper burning.*

On a very pragmatic level, cleaning the country involves getting rid of long grass and grass seeds which impede travel. It means being able to see the animal tracks, and thus to hunt better. It means being able to see snakes and snake tracks so as to avoid them. Fire can be used to spread out the harvest of certain bush tucker over a long period of time.

April Bright explained:

*Patterns of burning mean that certain areas are burnt at different times. This is important to the food chain. Smoke brings on flowering.*

*For example, areas that are burnt early provide early hunting and foraging for both man and animal life. We follow the burns. For example, with the fruiting of, for instance, the apple trees and the plum trees. Those that have been burnt earlier, their fruiting comes on earlier, and as the fruit is on its way out in one place, the next patch of 'burn' will then produce plums and apples that can be picked.*

Source: D.B. Rose, 1996, *Nourishing Terrains: Australian Aboriginal Views of Landscape and Wilderness*

**a** List the ways their use of fire was beneficial for the Aboriginal people.

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**b** List the ways the Aboriginal use of fire was beneficial for the landscape.

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**c** How might the introduction of fire-stick farming by Aboriginal people have altered the landscape?

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# 2.4

## Literacy review

### Knowledge and understanding

**mi** verbal-linguistic

Write the correct term from the box for the definitions in the table below.

aesthetic value	constructed environment	Dreaming	place
landform	landscape	national identity	sacred sites
biophysical environment	multicultural		

Definition	Term
A key spiritual belief of Australian Aboriginal people; describes both the period of creation and the stories that come from this period	
The earth's human-altered landscapes; it includes all those features that are normally associated with settlements, industries and agriculture	
An area dominated by natural features such as landforms and vegetation; it includes the earth's soil, water, air, sunlight and all living things	
The value of a landscape based on its beauty or attractiveness	
Relating to several or more cultural or ethnic groups in a society	
A natural feature of the earth's surface; for example, a mountain, valley, lowland or volcano	
The overall appearance of an area resulting from the interaction of landforms, vegetation and soils together with human elements of the environment, such as transport networks, settlements, farms and factories	
The human and physical characteristics of a specific location on the earth's surface	
A person's sense of belonging to a nation	
Places of significant cultural and spiritual meaning to Aboriginal and Torres Strait Islander people	



**Knowledge and understanding • Geographical skills**
**mi** verbal–linguistic • visual–spatial • logical–mathematical

**Please don't climb Uluru**

We, the Anangu traditional owners of Uluru-Kata Tjuta National Park, have a responsibility to teach and safeguard visitors to our land. We feel great sadness when a person dies or is hurt on our land. We would like to educate people on the reasons we ask you not to climb and if you choose to climb, we ask that you do so safely.

**Cultural reasons**

We ask visitors not to climb Uluru because of its spiritual significance as the traditional route of the ancestral Mala men on their arrival at Uluru. We prefer that visitors explore Uluru through the wide range of guided walks and interpretive attractions on offer in the Park. At the Cultural Centre you will learn more about these and the significance of Uluru in Anangu culture.

**Safety reasons**

The climb is physically demanding and can be dangerous. More than 35 people have died while attempting to climb Uluru and many others have

been injured. At 346 metres, Uluru is higher than the Eiffel Tower or as high as a 95-storey building. The climb is very steep and can be very slippery. It can be very hot at any time of the year and wind gusts can hit the summit or slopes at any time. Every year people are rescued by park rangers, many suffering serious injuries such as broken bones, heat exhaustion and extreme dehydration.

**Environmental reasons**

There are also significant environmental impacts of climbing Uluru. If you have a close look you can see the path is smooth from thousands of footsteps since the 1950s. This erosion is changing the face of Uluru. Also, there are no toilet facilities on top of Uluru, and no soil to dig a hole. When it rains, everything gets washed off the rock and into the waterholes where precious reptiles, birds, animals and frogs live. A water quality study at Uluru has found significantly higher bacterial levels in the waterholes fed by runoff from the climb site, compared with those further away.

Source: Australian Government Director of National Parks website

1 Why is Uluru important to the Anangu?

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2 Why would the Anangu prefer visitors not climb Uluru?

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3 What other reasons are given for not climbing Uluru? Can you think of any others?

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4 Why would some visitors still want to climb Uluru? \_\_\_\_\_

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### Knowledge and understanding

**mi** verbal-linguistic

#### A: The benefits of mining

Historically, mining was a cornerstone of the Alaska economy. Many roads, docks, and other infrastructure throughout Alaska were originally constructed to serve the mining industry. Today, a rejuvenated mining industry is bringing a broad range of economic benefits to Alaskans and Alaska communities.

Source: Alaska Miners Association 2006, *The Economic Impact of Mining on Alaska*

#### B: Huge houses an irresponsible drain on the environment

Australia's rising population and mounting wealth is maintaining demand for detached housing built on the suburban growth boundary of our major cities, increasingly further away from our cities' central activity areas.

This wealth has driven the alarming trend towards even bigger houses, which have more than doubled in size in the past 50 years. What makes this even more confronting is the fact that the average number of people per household has declined by almost 30 per cent over the same period.

On May 1, the Australian government introduced a minimum six-star energy efficiency standard for new and renovated houses. While an important step in reducing energy consumption and greenhouse gas emissions from within the housing sector, this approach takes a rather narrow view of the energy and greenhouse emissions associated with households. The bigger our houses become, the more energy they consume to heat and cool and to run lights and appliances. As such, many of the environmental benefits that would have been achieved through this policy are negated by the large size of these houses.

Our right to spend our wealth how and when we wish must not transcend our responsibility to look after the environment for the benefit of both current and future Australians.

Source: Dr Robert Crawford, *The Sydney Morning Herald*, 6 June 2011

#### Article A: The benefits of mining

Sustainable: Yes / No

Reason:

#### Article B: Huge houses an irresponsible drain on the environment

Sustainable: Yes / No

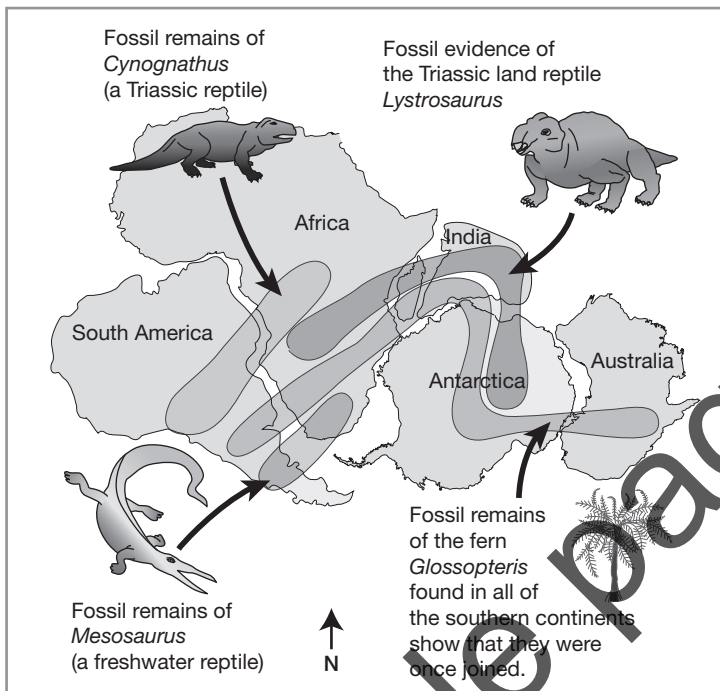
Reason:

# 4.1

## The changing face of the earth

**Geographical skills • Knowledge and understanding**

**mi** visual-spatial • verbal-linguistic • logical-mathematical



4.01

Fossil remains of reptiles as evidence for linking continents

1 Study the map in Figure 4.01. Name two continents which, according to fossil evidence, may have been connected.

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2 Describe how the plates have been able to arrange themselves in their present locations.

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3 Explain how fossils may be preserved within rock.

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