CONTENTS

HOW TO USE THE STUDENT BOOK vi
HOW TO USE THE TEACHER COMPANION viii
DIGITAL RESOURCES x
GEOGRAPHICAL SKILLS AND TOOLS xi
ACKNOWLEDGEMENTS xiv

PART A GEOGRAPHY'S TOOLS AND SKILLS

CHAPTER 1 Geography's tools and skills 2
1.1 What is Geography? 4
1.2 Types of environments 6
1.3 Types of maps 8
1.4 Elements of maps 10
1.5 Grid and area references 12
1.6 Topography and relief maps 14
1.7 Topographic maps 16
1.8 Drawing cross-sections 18
1.9 Latitude and longitude 20

PART B LANDSCAPES AND LANDFORMS

CHAPTER 2 Landscapes and landforms 22
2.1 Landscapes and landforms explained 24
2.2 The changing earth 26
2.3 Rocks and the rock cycle 30
2.4 Mountain building 32
2.5 Weathering, erosion and deposition 34
2.6 Valuing landscapes 38
2.7 Landscapes and national identity 40
2.8 Indigenous explanations of landscapes 42

CHAPTER 3 Landscape change, management and protection 46
3.1 Landscapes—human impacts 48
3.2 CASE STUDY: Coastal landscape degradation 52
3.3 Protecting landscapes 56
3.4 Indigenous land management 58
3.5 Australia's national parks 60
3.6 Australia's alpine national parks 64
3.7 World Heritage listing 66
3.8 CASE STUDY: Machu Picchu 70

CHAPTER 4 Coastal landforms 72
4.1 Processes shaping coastlines 74
4.2 Erosional landforms 78
4.3 Depositional landforms 80
4.4 Managing coastal landscapes 82
4.5 IN THE FIELD: Investigating coasts 86

CHAPTER 5 Geomorphic hazards 90
5.1 Earthquakes 92
5.2 CASE STUDY: Asia's tsunamis 94
5.3 Volcanoes 96
5.4 Volcanoes transforming landscapes 98
5.5 Mass movements 102
5.6 Mudslides 104
5.7 Avalanches 106
5.8 Living in areas of risk 108
5.9 Investigating a geomorphic hazard 110

PART C PLACE AND LIVEABILITY

CHAPTER 6 Liveability 112
6.1 Deciding where to live 114
6.2 Liveability of places 116
6.3 Sense of place 118
6.4 Perceptions of liveability 122
6.5 Attachment to Country 124
6.6 Environmental quality and liveability 128
6.7 Access to services 130
6.8 Social connectedness 132
6.9 Measuring liveability 134
6.10 IN THE FIELD: Investigating neighbourhoods 136
6.11 Urban, rural or remote 140
6.12 CASE STUDY: Barangaroo 142
6.13 CASE STUDY: Gerringong 144
6.14 CASE STUDY: Paraburdoo 148

CHAPTER 7 Enhancing liveability 150
7.1 Methods of enhancing liveability 152
7.2 Taking action 154
7.3 Better cities 156
7.4 Urban housing densities 160
7.5 Urban consolidation 162
7.6 Transport and cities 164
7.7 Better shopping centres 166
7.8 Better recreational spaces and schools 168

PART D WATER IN THE WORLD

CHAPTER 8 Water: A renewable natural resource 172
8.1 The importance of water 174
8.2 Weather and climate 176
8.3 The water cycle 180
8.4 Precipitation 182
8.5 Distribution of water 186
8.6 Catchments 188
8.7 Groundwater 190
8.8 Water use 194
8.9 Water footprint 196
8.10 Virtual water 198
8.11 CASE STUDY: The importance of water: Indigenous communities 200
8.12 CASE STUDY: The importance of water: Sayan village, Bali 202

CHAPTER 9 **Australia's water resources** 204
9.1 Australia's weather and climate 206
9.2 IN THE FIELD: Measuring weather 210
9.3 Water in Australia 214
9.4 Water supply in Australia 216
9.5 Water management in Australia 218
9.6 CASE STUDY: The Murray–Darling Basin 220

CHAPTER 10 **Water scarcity and management** 224
10.1 Water scarcity 226
10.2 Access to clean water 228
10.3 Africa: Managing water resources 232
10.4 Increasing water supply 234
10.5 Big dam projects 238
10.6 Reducing household water use 240

CHAPTER 11 **Atmospheric and hydrological hazards** 242
11.1 Hazards and disasters 244
11.2 Severe storms 248
11.3 Tropical cyclones 252
11.4 Tornadoes 256
11.5 Flooding 260
11.6 Heatwaves 264
11.7 Drought 266
11.8 CASE STUDY: Drought in Australia 268
11.9 Responding to hazards 272
11.10 Investigating an atmospheric or hydrological hazard 274

PART E INTERCONNECTIONS

CHAPTER 12 **Personal connections** 276
12.1 Perception and use of places 278
12.2 Place making 282
12.3 Places and identity 284
12.4 Impact of people on places 286
12.5 Cultural diffusion and adaptation 288
12.6 Travel: Expanding personal geographies 292
12.7 Australia's tourism industry 296
12.8 Impacts of tourism on Bali, Indonesia 300
12.9 Sport 302
12.10 Sporting events and places 304

CHAPTER 13 **Technology connecting people and places** 308
13.1 Staying connected via transport 310
13.2 Staying connected via ICTs 312
13.3 Real space versus virtual space 316
13.4 Accessing goods and services 318
13.5 CASE STUDY: Using ICT in developing countries 320

CHAPTER 14 **Production, consumption and trade** 322
14.1 The changing geography of production 324
14.2 Global production and consumption 328
14.3 Patterns of production and consumption 332
14.4 Trade: Connecting people and places 334
14.5 Australia's trading connections 336
14.6 Electronic consumer goods 340
14.7 Silicon Valley 342
14.8 CASE STUDY: Designing for the world —Cupertino, USA 346
14.9 CASE STUDY: Apple Inc. 348
14.10 CASE STUDY: Shenzhen: The world's factory 350
14.11 Fast fashion's global reach 352
14.12 Exploitation of workers 356
14.13 The hazards of electronic waste 358

ONLINE CHAPTERS

CHAPTER 15 **Alpine landforms** 362
15.1 Alpine landscapes 364
15.2 Glacial landforms and processes 366
15.3 Alpine ecosystems 370
15.4 Managing Australia's alpine environments 372

CHAPTER 16 **Riverine landforms** 376
16.1 Rivers 378
16.2 Types of riverine landforms 382
16.3 IN THE FIELD: Investigating rivers 386
16.4 People's impact on rivers 390
16.5 CASE STUDY: Bow River catchment 394

CHAPTER 17 **Desert landforms** 398
17.1 Deserts 400
17.2 Desert landforms 404
17.3 CASE STUDY: The Sahara 406
17.4 Australian deserts 410
17.5 Desertification 414

CHAPTER 18 **Geoskills** 416
18.1 Photographs 418
18.2 Satellite images 420
18.3 Climate graphs 422
18.4 Weather maps 424
18.5 Landscape photos 426
18.6 Population pyramids 428

CHAPTER 19 **Extension tasks** 430

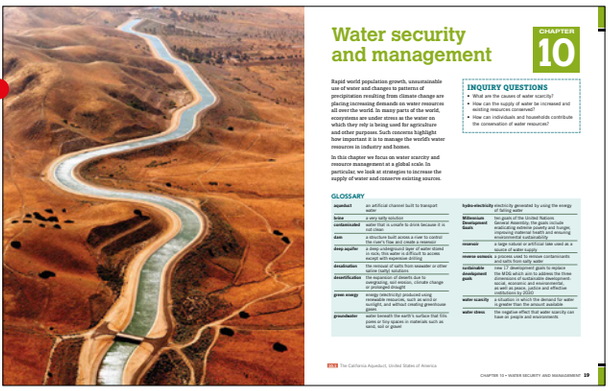
INDEX 437

How to use the Student Book

Pearson Geography New South Wales is fully aligned to the BOSTES NSW Syllabus—Geography. Units combine content and geographical tools. The following information outlines the features of the Student Book.

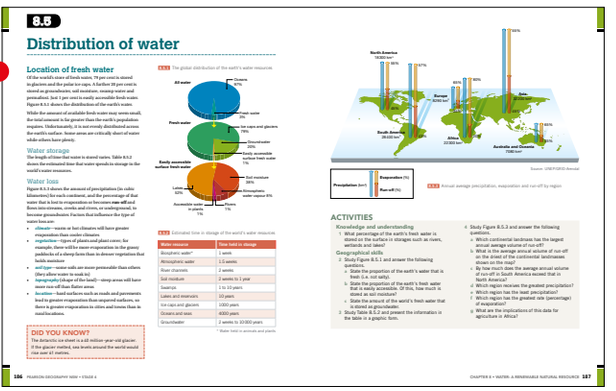
Chapter opener

The chapter opener image is designed to engage students and provide a visual stimulus to the chapter themes. Also included are an introduction to the chapter and inquiry questions that link the chapter to the BOSTES NSW Syllabus—Geography. A glossary provides a ready reference for students to the key concepts and terms in the chapter.



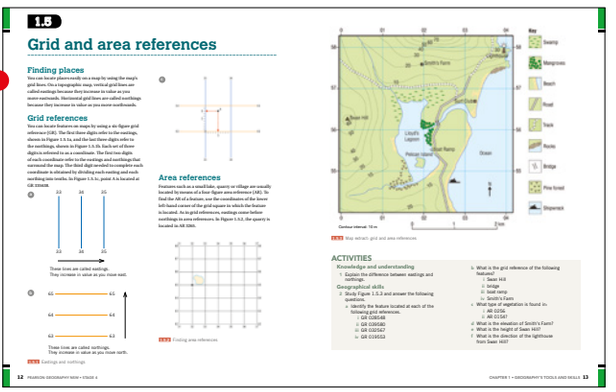
Units

Each chapter of the Student Book is divided into units. Units have been written to develop students' knowledge and understanding of the concepts, skills and processes central to the study of Geography at this level. 'Knowledge and Understanding' and 'Inquiry and Skills' are interrelated, as specified by the BOSTES NSW Syllabus—Geography.



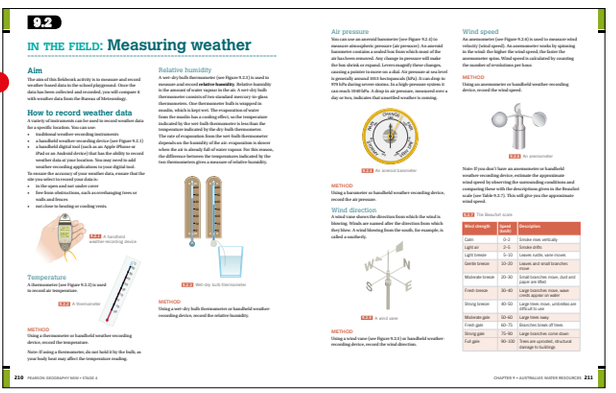
Geographical tools and skills

Units are designed to improve students' geographical skills. These skills relate to the tools in the BOSTES NSW Syllabus—Geography.



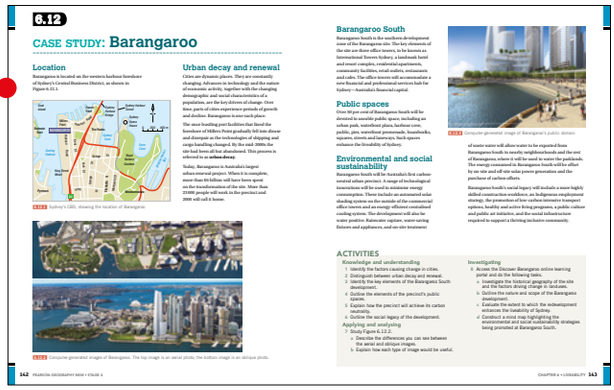
In the field

'In the field' units provide a step-by-step guide to undertaking and evaluating fieldwork. 'In the field' units have been written as a guide and are not tied to a specific location.



Case studies

Case study units relate to a specific event or location. The units are written to extend students' knowledge and understanding. Case studies include examples from Australia and the world.


6.12

CASE STUDY: Barangaroo

Location

Urban decay and renewal

Barangaroo South

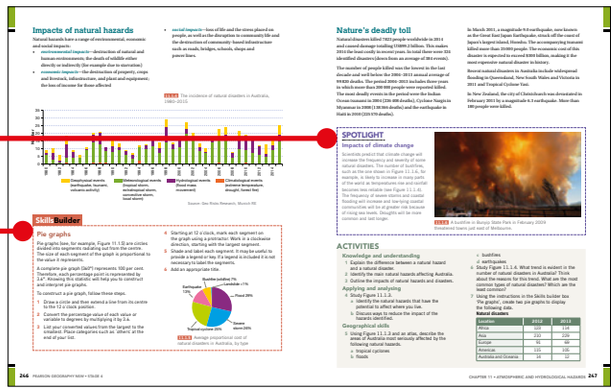
Public spaces

Environmental and social sustainability

ACTIVITIES

Spotlight

Spotlight boxes focus attention on a place, an issue or a concept relating to the unit.


Impacts of natural hazards

Nature's deadly toll

SPOTLIGHT

Impacts of climate change

ACTIVITIES

Skills builder

Skills builders are embedded in selected units and concentrate on key geographical skills.

Skill Builder

Pie graphs

ONLINE RESOURCES

Extra content (online)

Chapters 15, 16 and 17 refer to the BOSTES NSW Syllabus—Geography unit 'Landscapes and landforms', providing choices of landscape and landform to investigate—alpine landforms, riverine landforms and desert landforms.

Riverine landforms

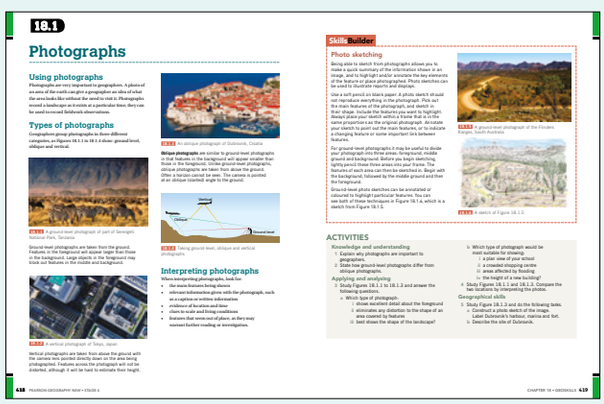
CHAPTER 16

INQUIRY QUESTIONS

GLOSSARY

Geoskills

A chapter on skills is designed to improve students' geographical skills: mapping, graphing, interpreting satellite images and interpreting photos. These skills relate to the geographical tools in the BOSTES NSW Syllabus—Geography.


18.1

Photographs

Using photographs

Types of photographs

Interpreting photographs

Skill Builder

Photo sketching

ACTIVITIES

Extension tasks

Extension tasks enable students to revise key geographical concepts, tools and skills developed in the text, and to complete higher order inquiry skill tasks.

How to use the Teacher Companion

Pearson Geography New South Wales Stage 4 Teacher Companion **is designed to support the implementation of the new BOSTES NSW Syllabus—Geography. Key features include the following:**

- pages from the Student Book with wraparound notes
- teacher notes, hints, ideas and learning strategies
- pre-planning and programming advice
- tailored support for EAL/D students
- answers to questions and activities
- links to teacher and student support
- multiple intelligences identification.

A wide range of teaching and learning strategies is provided in each unit. Features have also been categorised according to the strand they primarily support (note that some features may support more than one strand):

- Geographical knowledge and understanding
- Geographical inquiry and skills
- Geographical values and attitudes.

Features also support teachers integrating ACARA and BOSTES NSW:

- Learning across the curriculum: general capabilities, cross-curricular priorities and identified important learning areas
- Geographical concepts and tools.

Chapter opening

Each chapter opens with a 'Chapter overview', which includes the following sections.

- 'What's coming up' provides a snapshot of the chapter and looks ahead to the content covered, the chapter's central points and how the practical activities fit into the unit.
- 'Using the image' provides ideas for using visual stimuli to promote greater understanding and interest or active engagement in content.
- 'Pre-quiz' with answers serves as an introductory activity for teachers to test students' prior knowledge of some key concepts that will be covered within the chapter.
- 'Getting started' provides tips and ideas on introducing the main themes and topics in the chapter by suggesting a starter activity.
- 'EAL/D support' gives ideas and suggestions on how to support EAL/D learners.
- 'Resource boxes' outline the resources that are available in the Pearson Geography NSW eBook 3.0 and Product Link web page.

CHAPTER OVERVIEW

What's coming up

Innovations in transport and information and communication technologies are transforming the way people work, shop, communicate and connect to other parts of the world. This chapter examines the groups that benefit from increasing interconnectedness and some of the inequalities and controversies associated with greater interconnectedness. Students explore the significance of virtual space on places in the real world.

Using the image

The opening photograph shows two young Kyrgyz men using a mobile phone. Using Google Earth or a map of Kyrgyzstan, students examine the physical geography of this Asian country. Students discuss why traditional forms of transport or communication might be difficult. Using evidence from the image, students describe whether they think Kyrgyzstan is a developed or developing country.

Pre-quiz

Students respond to the following questions.

1 List five methods of transport used to move people or goods from one country to another.
Answers could include freight train, tanker, aeroplane, cruise ship, car, passenger train, boat, ship and coach.

2 Using at least two examples, describe how the world is becoming more interconnected.
Examples could include the spread of music, films, global corporations, fashion, migration, goods, offshoring, communication technologies such as smart phones, email and social media.

3 Explain what is meant by the term 'social media'.
Social media refers to websites and applications used for social networking.

4 Compare the communication technology that was available to your parents as teenagers to the technology you use to communicate today.
Sample answer: Parents would have relied on telephone, fax, television and mail to send and receive information. Students may use email, instant messaging and social media to communicate.

5 Predict how communication technology might improve in the future.
Student responses will vary.

CHAPTER 13

Technology connecting people and places

Advances in transport and communications technology have transformed the way humans live, work and travel.

Today, information flows almost instantaneously around the globe. For most of human history, however, the exchange of ideas between people in one place and those in another was limited by the speed at which people could travel. In the sixteenth century, the ability to spread information improved dramatically with the invention of the printing press, and by the seventeenth century the first modern newspapers were beginning to appear in Europe.

In the nineteenth and twentieth centuries, the invention of the telegraph, followed by the telephone, radio, television, computer and most recently the internet, transformed the ways people communicate, making individual connections more immediate and access to news and other information more efficient than ever before. Recent decades have seen a trend toward developing increasingly compact electronic devices that are affordable and convenient for an increasing share of the world's population.

Transport technologies have also developed rapidly. Large, fuel-efficient jet aircraft; high-speed trains; and ever-larger cruise ships have greatly reduced the real cost of travel. This has made travel available to a larger proportion of the world's population. People's personal geographies have expanded greatly.

INQUIRY QUESTIONS

- How have developments in transportation and information and communication technologies enhanced people's connection with goods, services, information and people in other places?
- What are the impacts of increasing global connectivity on people and places?

GLOSSARY

e-commerce	the buying or selling of products or services using the internet
hinterland	an area surrounding a place that is linked to that place through links of exchange or interaction
social media	communication technologies through which users create online communities to share information, ideas, personal messages and other forms of content (e.g. videos)
virtual community	a community of people sharing common interests, ideas and feelings over the internet or using other collaborative technologies
virtual space	a computer environment that can simulate a physical presence in places in the real world or imagined worlds

13.1 Young Kyrgyz men using a mobile phone

CHAPTER 13 • TECHNOLOGY CONNECTING PEOPLE AND PLACES 309

Getting started

Students create a diagram to map all the ways they are connected to different parts of the world. Their links could be cultural, places they have travelled to, countries where they have family, or the source of goods, services or entertainment that they consume.

EAL/D support

Vocabulary assistance

When learning the words in the glossary list, students use the Look, Say, Cover, Write, Check method.

1 Look at the word.
2 Say it out loud.
3 Cover the word with your hand.
4 Write the word down without looking at it.
5 Check that you spelt it correctly.

In addition, students break down each word into syllables so that the spelling can be learnt in smaller chunks. For example, globalisation can be broken down into 'glo–bal–i–sa–tion'.

eBook 3.0 resources

Document
Test: Technology connecting people and places

Interactive activities
Improved transport
ICT
Goods and services
ICT in the developing world

Templates
Graphic organisers
Blank outline maps

308 PEARSON GEOGRAPHY NSW • STAGE 4 • TEACHER COMPANION

CHAPTER 13 • TECHNOLOGY CONNECTING PEOPLE AND PLACES 309

Supporting the Student Book pages

Vocabulary builder

The vocabulary builder focuses on and defines the important terms that students are required to know.

Geoskills

This section provides additional activities to further develop and reinforce skills that are part of a chapter.

Homework

This section provides suggested homework activities that can be completed more effectively out of class time. Teachers generally use this feature to consolidate learning or for forward preparation/understanding for upcoming content.

Answers

Suggested answers to unit questions are supplied. The answers are structured under the relevant Bloom's heading.

Spotlight support

This section provides additional support and lesson ideas to help teachers take the Spotlight activities further.

Alternative assessment/Extension tasks

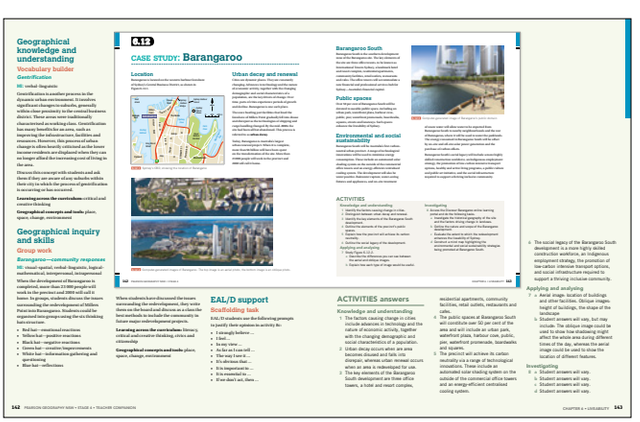
These sections provide creative and interesting assessment tasks that can be used to assess student understanding of the chapter content.

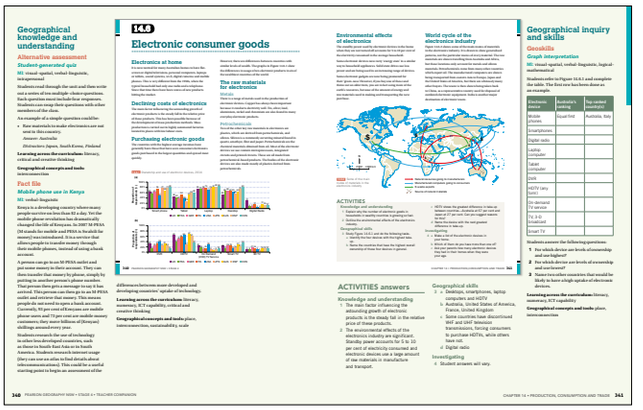
Evaluate understanding

This section contains strategies for teachers to evaluate student understanding of the chapter content through stimulus questions, short revision quiz ideas or other activities.

Quick five

This section provides teachers with tasks that relate to the content within the chapter. The term 'Quick five' indicates that it is a short task that can usually be completed in five minutes.



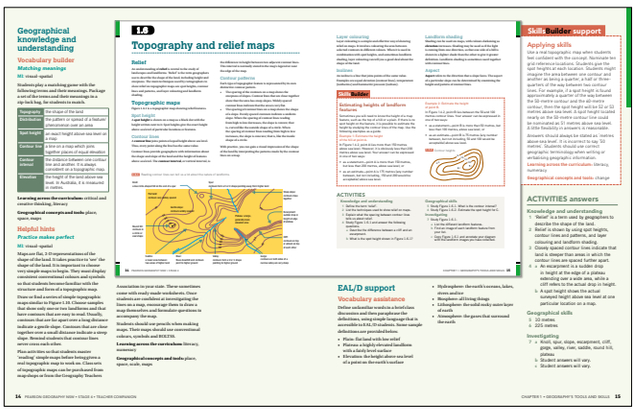


Helpful hint

This section addresses misconceptions and provides helpful advice relating to content or classroom management.

EAL/D support

Specific EAL/D (English as an additional language or dialect) support has been provided to assist teachers with the diverse needs of EAL/D students within their classroom. While the central focus of this feature is EAL/D students, the content could also be used to assist teachers in developing learning activities for other students who require additional support.

Skills builder support

This section includes helpful hints and advice for teachers in relation to engaging students with the Skills builder or other important information in relation to the Skills builder feature.