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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.

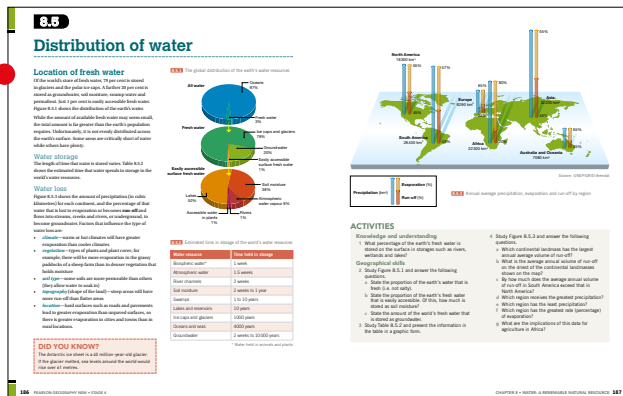
Chapter opener

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.



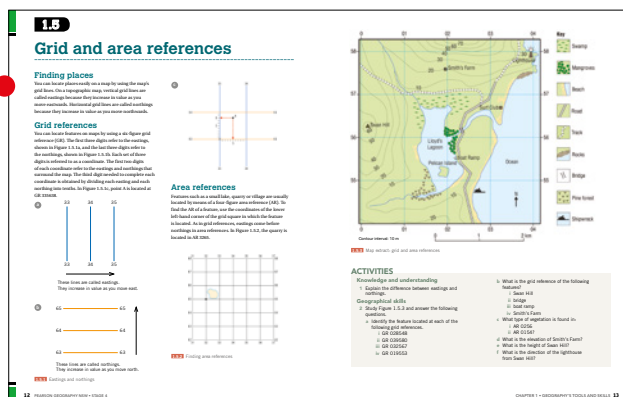
Units

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.



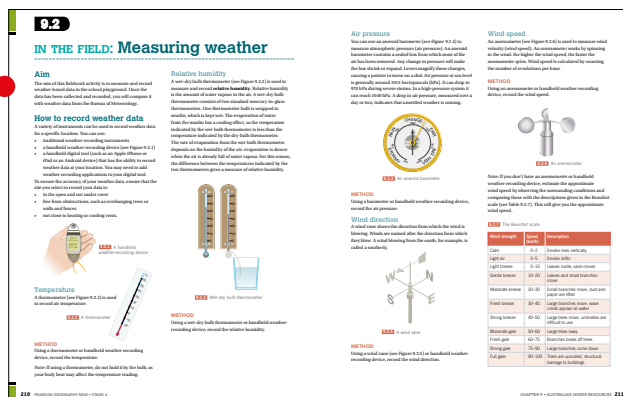
Geographical tools and skills

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
Barangaroo is a new residential and commercial precinct in Sydney, Australia. It is located on the western side of the Sydney Harbour Bridge, between the city and the harbour.

Urban decay and renewal
Barangaroo was once a residential area, but it was abandoned in the 1960s. The area was in a state of urban decay. The Sydney Harbour Bridge was built over the area, and the area was used as a parking lot and a site for industrial activities. The area was in a state of urban decay. The Sydney Harbour Bridge was built over the area, and the area was used as a parking lot and a site for industrial activities.

Public spaces
Barangaroo is a new residential and commercial precinct. It is located on the western side of the Sydney Harbour Bridge, between the city and the harbour. The area was once a residential area, but it was abandoned in the 1960s. The area was in a state of urban decay. The Sydney Harbour Bridge was built over the area, and the area was used as a parking lot and a site for industrial activities.

Environmental and social sustainability
Barangaroo is a new residential and commercial precinct. It is located on the western side of the Sydney Harbour Bridge, between the city and the harbour. The area was once a residential area, but it was abandoned in the 1960s. The area was in a state of urban decay. The Sydney Harbour Bridge was built over the area, and the area was used as a parking lot and a site for industrial activities.

ACTIVITIES

1. Identify the factors causing change in cities.
2. Describe the impact of urban decay and renewal.
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Applying and analysing

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Reflecting and evaluating

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Spotlight

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

Impacts of natural hazards

Natural hazards have a range of environmental, economic and social impacts. The impacts of natural hazards can be classified into three categories: physical, economic and social.

Physical impacts
Natural hazards can cause physical damage to infrastructure and the environment. This can include the destruction of buildings, roads and bridges, and the loss of life and property.

Economic impacts
Natural hazards can cause economic damage by disrupting business operations and infrastructure. This can include the loss of jobs, income and property.

Social impacts
Natural hazards can cause social damage by displacing people and destroying communities. This can include the loss of homes, schools and places of worship.

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Skills builder

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

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.

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.

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.

Riverine landforms

When has travelled across landscapes for millions of years, it has done so in a way that has shaped the surface of the land. It has carved deep valleys and deposited sediments to form the rich alluvial plains that support our most productive agricultural systems.

In this chapter, we examine the processes shaping riverine landscapes and landforms. We also look at how the activities of people impact on riverine landscapes and landforms.

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18.1 Photographs

Using photographs
Photographs are a valuable tool for gathering geographical information. They can be used to identify features, measure distances and record changes over time.

Types of photographs
There are several types of photographs used in geography. These include aerial photographs, satellite images and ground-level photographs.

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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 interconnectivity and some of the inequalities and controversies associated with greater interconnectivity. 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, affluence, 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.



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 way 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.

© Pearson Education, Inc. Young Kyrgyz men using a mobile phone.

CHAPTER 13

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

hotspot an area surrounding a place that is linked to that place through lines 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 spaces

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 spell 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'.

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CHAPTER 13 • TECHNOLOGY CONNECTING PEOPLE AND PLACES 309

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

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.

This screenshot shows page 143 of the Student Book. It includes a 'Geographical knowledge and understanding' section with a 'Vocabulary builder' for 'Geographical inquiry' and 'Geoskills'. A 'CASE STUDY: Barangaroo' section is featured, detailing the location, urban decay and renewal, public spaces, and employment and social infrastructure. It also includes 'ACTIVITIES' for knowledge and understanding, 'EAL/D support' with scaffolding links, and 'ACTIVITIES answers' for knowledge and understanding.

This screenshot shows page 142 of the Student Book. It features a 'Geographical knowledge and understanding' section with an 'Alternative assessment' for 'Electronic consumer goods'. The main content includes 'Electronic consumer goods', 'Environmental effects of electronics', and 'World cycle of the electronics industry'. It contains a world map, a bar chart showing the declining costs of electronics, and 'ACTIVITIES' for knowledge and understanding. 'ACTIVITIES answers' are provided for knowledge and understanding, and 'Geographical skills' are listed.

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.

This screenshot shows page 144 of the Student Book. It includes a 'Geographical knowledge and understanding' section with a 'Vocabulary builder' for 'Topography and relief maps'. The main content is 'Topography and relief maps', which includes a 'Skill builder' section with a 'Practice makes perfect' activity. It also features a 'Skills builder support' section with 'Applying skills' and 'ACTIVITIES answers' for knowledge and understanding.

Digital resources

The Pearson Geography New South Wales series includes a wide range of resources are available to use for both teachers and students. Access to resources is via:

- eBook 3.0
- Teacher / Student Product Link.

eBook 3.0

Teacher and student resources accessed via the eBook include:

- interactive activities
- interactive case studies
- quizzes and games
- tests and answers
- weblinks
- directive verbs.

Teacher and Student Product link

Teacher and student resources for the Pearson Geography NSW series can be found online at:



PearsonDigital

Browse and buy at pearson.com.au.

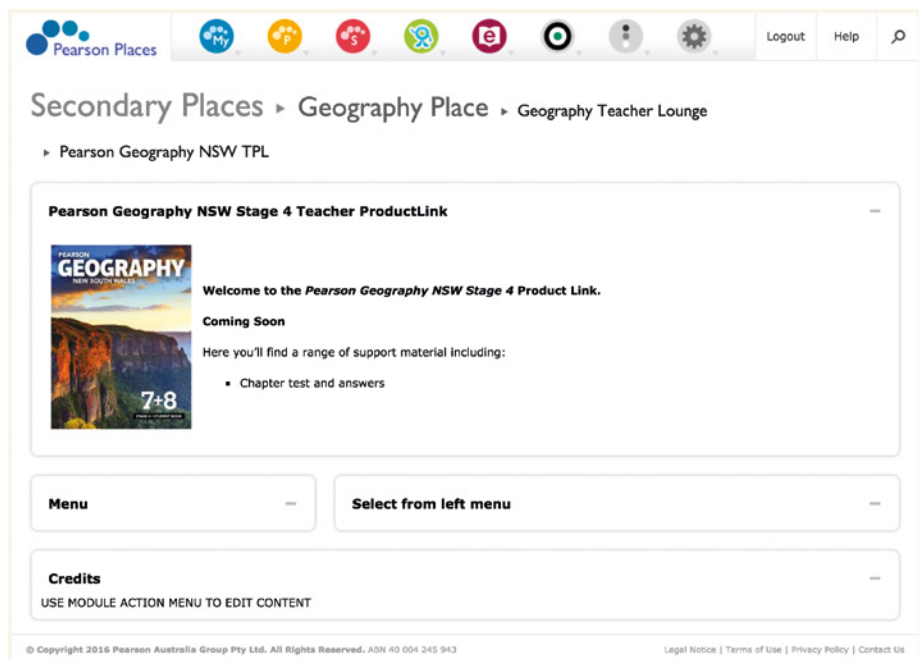
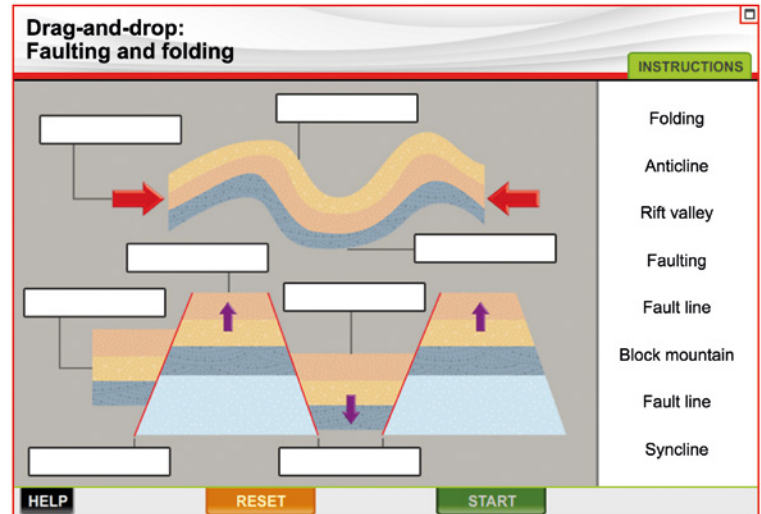
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Student resources online include:

- blank outline maps
- graphic organisers
- flowcharts
- concept maps
- compare and contrast poster
- AVD—annotated visual display
- KWL chart—What I know, What I would like to know, What I learnt
- PMI—Plus, Minus, Interesting
- storyboard
- T-chart
- timeline
- Y-chart
- Venn diagram.

Teacher resources include:

- teaching programs
- answers to all Activity Book questions.



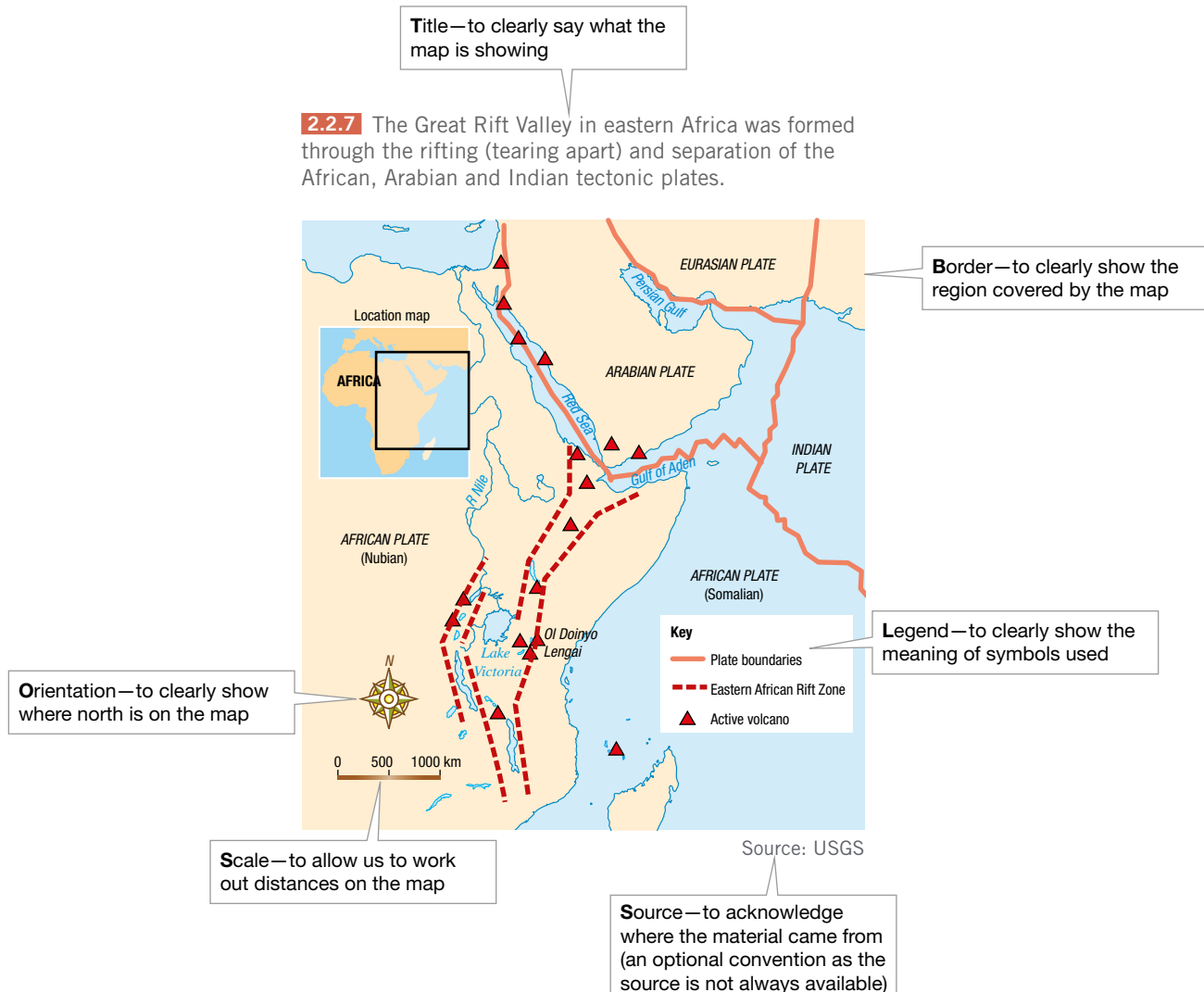
Geographical skills and tools

Maps

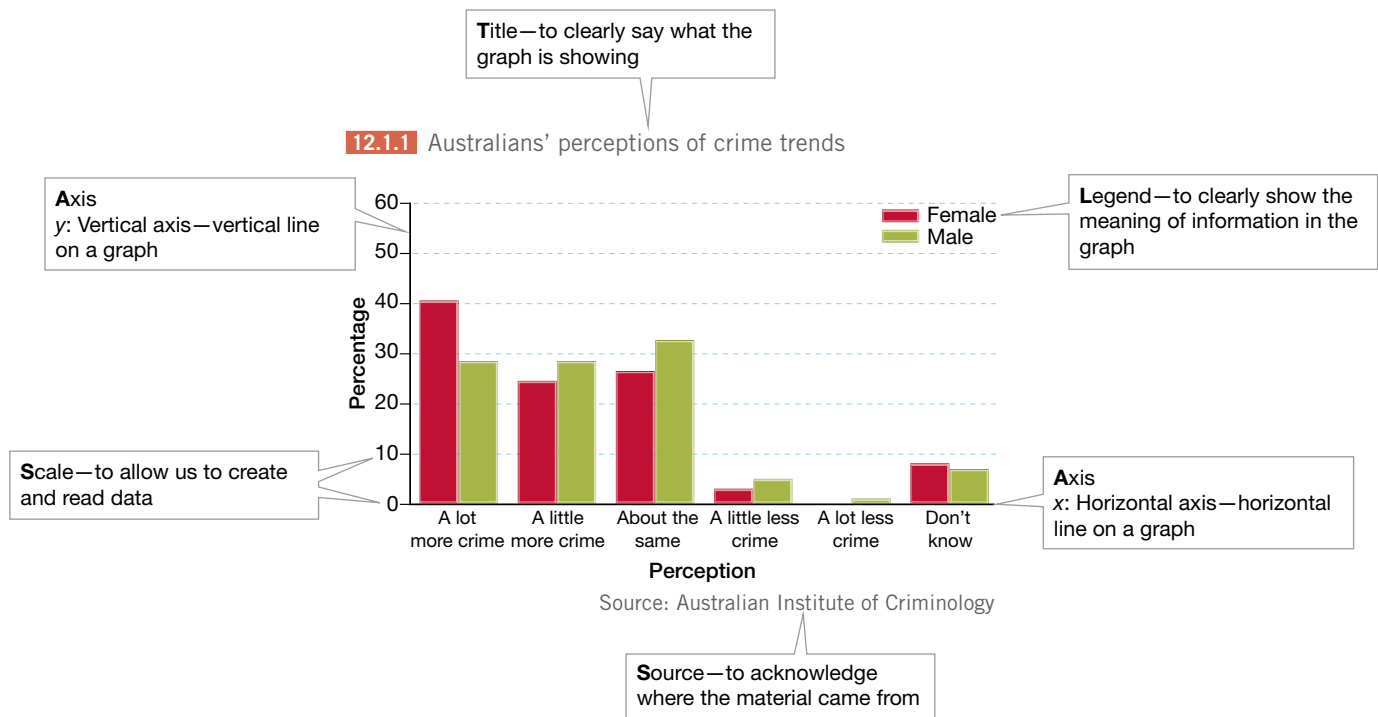
A variety of maps are used in the Pearson Geography New South Wales series:

- choropleth map—uses colour or shading to show patterns
- climate map—shows average weather conditions at a particular location
- flow map—shows a sequence of interlinked events
- gazetteer map—also known as a reference map, shows both human and natural features
- landuse map—shows how land is used at a particular location
- physical map—shows physical features such as mountains, rivers, oceans, height of land and major landforms
- political map—shows countries, states, boundaries, capital cities and other major cities
- précis map—shows the main features of a topographic map
- thematic map—focuses on one dataset, such as annual average rainfall
- topographic map—features contour lines and shows the shape of the land.

For maps to be accurate they must follow these conventions.



For graphs to be accurate they must follow these conventions



Glossary of key words

alphanumeric grid letter and number grid source

altitude height above sea level

area surface measurement

cardinal points four main directions: north, south, east, west

contour interval distance between contour lines

contour line line on a map joining points that are equal height above sea level

cross-section transect of a topographic map

Equator line of latitude at 0 degrees

gradient steepness of a sloping surface

grid reference number reference designed to locate places on a map

hemisphere half a sphere, for example the Northern and Southern hemispheres divided by the Equator

International Date Line located at longitude 180 degrees; divides the Eastern and Western hemispheres

isobars lines on a weather map that join locations with equal air pressure

large-scale map map that shows a large amount of detail

latitude lines that run horizontally around the earth; divided into north and south latitudes

line scale also known as a linear scale; shows scale on a map

linear pattern shows whether the correlation or relationship of the data is linear or non-linear on a scatter graph

local relief difference between the highest and lowest areas in a local area

longitude lines that run vertically around the earth; divided into east and west longitudes

physical environment non-built environment

population pyramid graphical representation of age and sex structure of a population

Prime Meridian line of longitude at 0 degrees

ratio scale scale represented as a ratio, for example 1:100 000

scale relationship between distance on a map and distance on earth

small-scale map map that shows a small amount of detail, for example an A4 size map of Australia that only shows the main political and physical features

spatial perspective use of maps to show an understanding of the human and physical world

spot height exact height of a location on a map

statement scale scale written as a statement, for example '1 cm represents 10 km'

transect representation of something that has been divided by cutting it crossways, for example a transect of a tropical rainforest showing the different layers

vertical exaggeration degree to which the slope on a cross-section is exaggerated compared to the feature on the earth's surface