

GEOGRAPHY BULLETIN

GLOBAL TOURISM UPDATE



The
Geography Teachers' Association
of New South Wales Inc.

Volume 46 No 1 2014

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The Geography Bulletin is a quarterly journal of the Geography Teachers' Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' on the preceding page. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

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Volume 46, No1 2014
EDITOR: Dr Grant Kleeman

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STUDENT
CONTENT



Dr Grant Kleeman, Editor

Welcome to the first issue of the Geography Bulletin for 2014. In this edition we include AGTA's submission to the Review of the Australian Curriculum and three articles on tourism. The first of these provides a Global Tourism Update. The second takes a look at Las Vegas and how the city's economy has been affected by the Global Financial Crisis, or what the Americans call the Great Recession. The final article takes a look at the emergence of the global cruise industry. Also included is an article by Susan Caldis focusing on the Senior Geography Project.

GTA NSW HONOURS THE 2013 HSC GEOGRAPHY'S TOP10

At its Annual Awards Ceremony the GTA has recognised the achievements of the top geography students in the 2013 HSC examination and their teachers. The ceremony was held in the Murray Hall, Australian Catholic University, Strathfield, on Friday 4 April. Professor Deirdre Dragovich, of Sydney University presented the keynote address focusing on the role and value of Geography. Ms Susan Caldis, President GTA NSW, presented the awards.

The HSC Geography Award recipients were:

- Jonah Drummond Clarkson, SHORE
- Daniel Gorry, Sydney Grammar School
- Joel Raymond, Sydney Grammar School
- Daniel Chepurin, Sydney Grammar School
- Amanda Lopes, Domremy Catholic College
- Samuel William Michael Read, The King's School
- Aili Langford, Blue Mountains Grammar School
- Monique Masling, Pymble Ladies' College
- Cassandra Brigden, Newcastle Grammar School
- Sally Wong, Abbotsleigh

The GTA also recognised the important contribution made by the students' teachers. The recipients were:

- Nigel Scozzi, Head Teacher, SHORE
- Brett Marturia, Sydney Grammar School
- Richard Copeland, Sydney Grammar School
- Les Rozsnyoi, Domremy Catholic College
- Norm Webb, The King's School
- Andrew Steadman, Blue Mountains Grammar School
- Julie Gleeson, Pymble Ladies' College
- Georgina Roberts, Newcastle Grammar School
- Joanne Sarmiento, Abbotsleigh

Arthur Phillip Awards

The 2013 Arthur Phillip Fieldwork Competition Awards ceremony was held at the Murray Hall, Australian Catholic University, Strathfield, on Friday 4 April 2014.

The recipients of these awards were:

Fieldwork and Visual Presentation Award

Equal first place

Madeleine Brown, St. Columba Anglican School

Synopsis: Australian Environments Fieldwork was undertaken along the Hastings coast and at Dooragan National Park. Primary data was analysed and presented as a Google map using Google Photos and Skitch.

Teacher: Cheryl Dimmock

Equal first place

Abby Butler, Merewether High School

Synopsis: *Changing Australian Communities; A current affair style video report about the causes and impacts of change on the seaside suburb of Merewether in Newcastle.*

Teacher: Rob Berry

Second place

Jessica Tisdell, Merewether High School

Synopsis: *Changing Australian Communities; Thorton. Report includes factors causing change and the impacts and responses to change.*

Teacher: Rosemary Campbell

Third place

Sasha Edwards, Merewether High School

Synopsis: *Changing Australian Communities, Whitebridge. New developments and possible impacts on the community.*

Teacher: Cathy Donnelly

Highly commended

Angus Guihot, St Colombia Anglican School

Synopsis: *Australian Environments Fieldwork was undertaken along the Hastings coast and at Dooragan National Park. Primary data was analysed and presented as a Google map using Google Photos and Skitch.*

Teacher: Cheryl Dimmock

The Global Education Fieldwork and Research Award

First place

Georgia Bendall and Sabine Osmotherly, Merewether High School

Synopsis: *Human Rights Abuse due to Globalisation in Bangladesh. A description of the poor living and work conditions of garment workers in Bangladesh with case study on the collapse of the Rona Plaza in Savar.*

Teacher: Cathy Donnelly

Second place

Jonathon Clifford, Melanie Mitrevski and Matthew Russell, Merewether High School

Synopsis: *Women's rights in Afghanistan. An investigation into the abuse of human rights on women caused by various political events.*

Teacher: Cathy Donnelly

Third place

Emily Braga, Amanda de Havilland, Tayla Gabin, Marissa Sarkis and Madeleine Yeaman, Tara Anglican School for Girls

Synopsis: *Humanitarian Aid and Australia's role in assisting those that need help.*

Teacher: Heather Liney

The Dr Don Biddle Issues in Australian Environments Fieldwork Award

First place

Amanda de Havilland, Tara Anglican School for Girls

Synopsis: *To investigate the urban growth in the Camden area. A report based on fieldwork and an analysis of data.*

Teacher: Heather Liney

AWARD

Equal second place

Sophia Berlyn, Calrossy Anglican School

Synopsis: *An investigation into the impact of human activities on the Peel River Catchment.*

Teachers: Sharon Draper and G. Thompson

Equal second place

Kate O’Gorman, Tara Anglican School for Girls

Synopsis: *An investigation into the urban growth in the Camden area. Based on fieldwork and analysis of primary and secondary information.*

Teacher: Heather Liney

Third place

Matthew Taylor, Wyong Christian Community School

Synopsis: *An investigation into the excessive sea grass and algal growth of Tuggerah Lake. The causes and possible solutions.*

Teacher: William Creanor

Highly commended

Ryan Lim, Calrossy Anglican School

Synopsis: *A Research Action Plan exploring damage to land and water resources and the possible solutions.*

Teachers: Jemima Bartlett and Gary Thompson

The Brock Rowe Senior Geography Project Fieldwork Award

First place

Madeleine Roustas, Meriden School

Synopsis: *The Future of Sydney’s train. The SGP explores and investigates the improvements made to trains and stadiums, customer satisfaction levels and future government responses. The strengths of the SGP included the depth of geographical knowledge and understanding, the selection and integration of both primary and secondary sources and the strong conclusions. The evaluation of the aims and hypotheses was equally of a high standard. Spatial analysis overwhelmingly comprehensive.*

Teacher: Claire Kinnane

Second place

Rebecca Pryor, Calrossy Anglican School

Synopsis: *The impact of feral pigs. The SGP is an investigation into the impacts and management of feral pigs on Be- Bara; a farm property near Boggabri in NSW. The research was of a high standard; of particular note was the attention to geographical methodologies such as observations, use of photography and clearly written annotations to support the conclusion and implications of the issue. Comprehensive appendix and professionally presented.*

Teacher: Gary Thompson

Equal third place

Anna Geason, Meriden School

Synopsis: *The SGP explores the impact of the Mungo Scott & Allied Flour Mills development on Summer Hill. This quality research focussed heavily on the use of primary and secondary sources. The conclusions were strong and well supported; these were arguably the strength of the project. The evaluation was deep and conclusive and complimented the project.*

Teacher: Clare Kinnane

Equal third place

Krystina Mullally, Meriden School

Synopsis: This SGP focussed on the Rhodes Community Reference Group. The research was a detailed and had a particular focus on data analysis. The use of primary and secondary data comprehensively supported by the aims and well tested hypotheses. The conclusions were consolidating and clearly linked to the focus area of the task.

Teacher: Clare Kinnane

Dr Maurine Goldston-Morris Civic and Citizenship Award

Ryan Upton, The Hills Grammar School

Synopsis: An excellent SGP that explored the environmental, social + economic changes from the construction of the West Ryde Urban Village. The SGP was well supported by the depth of analysis and compressive use of primary and secondary data. Both fully supporting the aims and hypotheses of the task. The research was professionally presented and fully integrated the materials gathered in the field. Highlighting this detailed research was a clear link to active citizenship. Ryan was able to evoke interest in the issue of lack of car parking to his State Member and the General Manager of Ryde Council. This resulted in a direct response from council to change the parking time from long term to short term parking to enable more turn around.

Teacher: Grace Larobina

Dr Maurine Goldston-Morris Teachers' Award for Excellence

Clare Kinnane of Meriden Anglican School for Girls. Clare has set a high standard for her students regarding the Senior Geography Project. This has inspired several of her students as demonstrated by the breadth and quality of work submitted.

Cathy Donnelly of Merewether High School. Cathy has engaged her students in active participation of Geography and has encouraged high standards of work as demonstrated by the quality and breadth of assessments submitted.



Arthur Phillip Awards Ceremony 2014

HSC MINI-CONFERENCE HUNTER VALLEY

GTA NSW held a very successful Professional Learning activity focused on the Stage 6 Geography Syllabus at the Crowne Plaza Hotel, Hunter Valley, on 19–20 March. Eighty-five teachers from across the state participated.

On the Wednesday evening Susan Caldis, GTA NSW President, provided an update on the *Australian Curriculum: Geography* (Years 7–10). She also provided a session on revitalising the Senior Geography Project and initiated a preliminary discussion on the establishment of a support network for early career HSC Geography teachers.

On the Thursday, Grant Kleeman provided an update on the *Australian Curriculum: Geography* (Senior Years) and topic updates on global tourism and the wine and viticulture industries. He also presented case studies on the global cruise industry and Las Vegas, both of which are featured in this issue of the *Geography Bulletin*.

David Hamper provided a session on Ecosystems at Risk with a focus on the application of environment systems thinking to studies of at risk ecosystems and Nick Hutchinson presented an Urban Places update with a focus on demographic and social change and their impact on urban processes/dynamics. David also conducted a session on collecting and presenting evidence for initial and advanced levels of professional accreditation.

It was great to see so many teachers passionate about the place of Geography in the secondary school. Many reported a growing interest in the subject among students.

REVIEW OF THE AUSTRALIAN CURRICULUM

As AGTA Chair I recently participated in an Australian Curriculum Review consultation meeting with Dr Kevin Donnelly and his secretariat. AGTA also took the opportunity to provide a written submission on behalf of its affiliates. Nick Hutchinson did an excellent job in putting the submission together. Most state and territory affiliates contributed to the final document. We have included a copy of the submission in this issue of the Bulletin for your information.

The Review has been asked to make recommendations regarding ACARA's curriculum development processes with the aim of ensuring that the curriculum is 'balanced' and offers students an appropriate degree of choice and diversity. It has also been asked to report on the content of learning areas, cross curriculum priorities and general capabilities of the Australian Curriculum; and the ongoing monitoring, evaluation and review of curriculum content used by ACARA to ensure independence, rigour and balance in curriculum development.

During our meeting I was specifically asked to comment on whether AGTA was satisfied with the process followed to develop and consult on the Australian Curriculum; any issues raised with ACARA, which were not subsequently addressed; my understanding of a balanced, robust curriculum and how does the *Australian Curriculum: Geography* measure up in this regard; whether the curriculum has the flexibility to address the needs of students during different learning stages; whether I considered the curriculum to be teacher friendly; the extent to which it supports student transition into higher schooling levels; the degree to which it allows choice and diversity; the extent to which the curriculum has been modified and reshaped by individual jurisdictions; and whether the curriculum documents produced by ACARA can be seen to be parent friendly.

Grant Kleeman

The Senior Geography Project – making it count!

Susan Caldis

This article is based on the session I delivered at the Hunter Valley Mini Conference in March 2014. It commences with a short literature review in response to two overarching questions and then uses this to move in to exploring the Senior Geography Project (SGP) using examples and suggestions based on my current practice and what I have observed to be effective practice in my teacher-mentor capacity.

A question many Geography educators are asked by their students and colleagues is 'what is Geography?' Often, this is closely followed up with another question along the lines of 'what is inquiry and fieldwork?' It is these questions, and their answers, that lead to an appreciation about the importance of student-centred investigations such as the Senior Geography Project (SGP).

What is Geography?

An exploration of the literature will reveal some common themes in defining and explaining Geography. From the United Kingdom, Lambert (2013, p 8) argues that Geography "introduces students to disciplined thought and argument, putting reported facts and information about the world in to a conceptual frame...enabl[ing] us to make sense of the world.". Schoffman (2011, p 128) suggests that geographical knowledge, skills and pedagogy are reinforced through the use of geographical concepts allowing students to "organise their knowledge in to patterns and to see links and connections. They ask questions and test out ideas to discover whether such ideas can be applied to different situations." Similarly, from an Australian perspective, Maude (2010) puts forward several points to explain Geography including: the nurturing of curiosity and wonder; the development of global and local knowledge; an understanding about the significance of place and the interrelationships between the biophysical environment and people; the encouragement of spatial thinking and spatial analysis; a way of helping students to become informed citizens, to make sense of the world and their place in it; and to experience and develop a wide range of research skills and holistic thinking. Kriewaldt (2012, p 22 – 23) defines Geography as not only a subject where students learn about places "near and far", but a subject that also enables students to develop a skill set and "think critically as they collect, analyse and evaluate information". However, a succinct answer to this question was nicely framed by ACARA (2011, p 3) as "the why of where" – a perfect opening to a discussion about inquiry and fieldwork.

What is inquiry and fieldwork?

Is the answer as simple as 'asking questions and actively developing and implementing a plan to find possible answers?' Roberts (2010, p 90) would suggest "there is

nothing particularly new or geographical about the term inquiry. What makes an inquiry 'geographical' is what is being investigated and the kinds of questions being asked." The Geographical Association UK put forward that inquiry and fieldwork are the "curriculum making" aspects of a Geography curriculum framework or syllabus. Curriculum making involves "the creation of interesting, engaging and challenging educational encounters which draw upon teacher knowledge and skills, the experiences of students and the valuable subject resources of geography" (<http://www.geography.org.uk/cpdevents/curriculummaking>)

In an Australian context, the *Foundation to Year 10 Australian Curriculum: Geography* articulates geographical inquiry as "a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context." (ACARA, 2013). An inquiry process is embedded within the Inquiry and Skills strand and fieldwork is recommended as part of the inquiry process where applicable. In the curriculum, fieldwork is defined as "any activity involving the observation and recording of information outside the classroom - within the school grounds, around neighbouring areas, or in more distant locations" (ACARA, 2013).

In recent years, Bliss (2009) has promoted fieldwork as "essential" to the study of Geography; a tool that enables teachers to cater for a variety of learning styles and a way in which students can participate in and contribute to geographical research. Fieldwork also promotes understanding about inquiry and geographical processes, thus deepening our understanding about the world, often in the context of our local area.

What does this mean for the Senior Geography Project (SGP)?

The NSW Stage 6 Geography syllabus outlines the SGP as a geographical inquiry applied to a practical research project. Typically, this is connected to a geographical issue or event occurring in the student's local area. By undertaking an SGP, students learn about geographical

The Senior Geography Project – making it count!

inquiry, and through this inquiry they learn to investigate and communicate geographically (Board of Studies, 1999, p 12, 21 – 23).

In 2007, Hamper and Kleeman conducted a study on teacher perceptions about factors influencing students electing to study Geography in Years 11 – 12. The ‘availability of fieldwork and excursions’ was revealed as a significant factor teachers believed influenced student choice. It is our responsibility to ensure that fieldwork opportunities are available, outside of and inclusive of the SGP.

When I look at the *Professional Standards for the Accomplished Teaching of School Geography* (<http://www.geogstandards.edu.au/>), I believe the effective implementation of the SGP for our students – what we need to do to make it count – is particularly connected with the first six standards although most obviously “fostering geographical inquiry and fieldwork; and developing geographical thinking and communication.” (Kriewaldt, 2010, p 8).

From my own experience, the SGP has been best encapsulated through the development of an acronym PALMS:

- Primary research (has to be dominant source of information).
- Accessible (to the student i.e. an area they can get to and know something about).
- Local (the local area is often best, although ‘accessible’ may not always be local).
- Meaningful (an issue or even the student is interested in or affected by in some way).
- Scaffolded, staggered (by the teacher in relation to timeframe and activity).

Staggering the completion of the SGP by breaking it down in to key components has worked most effectively for students (and teachers!). This ‘chunking’ type approach – a key boys’ education strategy – is appropriate for the SGP as it enhances the manageability, mastery and meaningfulness of the research. Typically, I and other teachers have divided the SGP in to three stages:

1. a plan due at the end of Term 1. The plan covers key features such as location, issue, associated underpinning concepts, inquiry focus, hypothesis, primary research methodologies with justification, secondary research methodologies with justification communication methodology with justification, proposed/desired outcome or action as a result of conducted research;

2. a ‘collection’ of data and information due at the end of Term 2. This often includes photographs taken, blank or completed copies of questionnaires or interview questions, video footage, field sketches, observation notes, useful secondary research such as council reports or newspaper articles, basic analysis of results from data and information collected to date, rough scaffold of the SGP presentation; and
3. the final presentation and communication of the SGP due at the end of Term 3. This could include presentations made to other students (such as Year 10 or Year 12 and possibly incorporate peer marking) the school executive or the class; submission of a ‘traditional’ assignment for marking etc.

For several years I have found that building-in class time to work on the SGP, for example, every Wednesday Week A session 4, has enabled me to provide two opportunities for students. Firstly, it allows me to model, in ‘quick-time’ so to speak, the process and methodologies related to conducting an SGP. This year, students are completing a class SGP as a ‘practice run’ about the extent of biodiversity in different parts of the school grounds. This will be used as a model or reference points through which students (who are assessed on doing an individual SGP on very different topics) can think back to items such as formulating a researchable geographical question, deciding on and then implementing appropriate primary research methodologies, analysing results etc. when doing their own SGP. Secondly, this approach allows me to cater for students who may need intervention from the learning support team (or similar), it provides a safe and supportive structure for these students to complete further work on this ‘class’ project as their own SGP, therefore, increasing their chance of success in completing a significant component of assessment. Due to this class practice-run SGP being connected to Biophysical Interactions, there were also links from a fieldwork day in a wetland environment (salt marsh, mangroves, sea-grass bed ecosystems) that enabled students to gain a deeper understanding and apply their learning about the spheres, environment and biodiversity in both the context of a wetland and the school grounds.

Some years, depending on student ability I have done a class SGP as ‘the’ SGP for assessment purposes. One year we investigated a local issue affecting a suburb close to our school (and one in which many students lived in) – the effect of the suburb undergoing a name-change. Timetabling and proximity of the ‘issue’ to the

The Senior Geography Project – making it count!

school was such that each fortnight (or as required) we were able to visit this suburb to conduct fieldwork activities (for example, taking photographs, conducting interviews, getting questionnaires completed, drawing field sketches and taking observation notes, doing tallies of business names with the 'new' or 'old' name of the suburb). Whilst this was a class SGP that all students completed, some students extended this study to include comparisons with the effect of a local shopping centre (in a different but nearby suburb) undergoing a knock-down, rebuild and renaming process.

It is our responsibility as a senior, and specialist Geography teacher to ensure the SGP does count for our students, and is implemented in a way that is most meaningful to them. This may mean our approach towards facilitating, scaffolding and teaching the methodologies required for this project could vary each year.

In summary, some suggestions for making the SGP count for our students include:

- providing a scaffold or doing a 'practice run' as a class for students to use as a reference point or model if they are going to their own SGP;
- staggering the due dates rather than have the whole SGP due in at one time;
- ensuring there are points of connection to classwork and opportunities to apply knowledge, understanding and skills gained from classwork;
- could be an extension of the Research Action Plan;
- could be a class SGP, for example, everyone does the same topic;
- could be an individual SGP;
- could be built in to class time to do the 'practice run' or a class SGP;
- could be completed through fieldwork led by an external educational provider; and
- exploring buddy-marking opportunities within or across schools.

Whilst I do not presume the strategies proposed throughout this article are the only ones, or will work

like clockwork for everyone, I offer them in the spirit of helpfulness because they have worked for me and others in a variety of contexts over a number of years.

It is fitting to close with the words of Dr. Susan Bliss (2009, p 8 - 9) "fieldwork is the fun and exciting part of geography...and...it is effective."

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Submission to the Review of the Australian Curriculum

Submitted by: The Australian Geography Teachers Association Inc.

The Australian Geography Teachers Association (AGTA), which has seven members, being the geography professional associations in each State and Territory, is fully supportive of the *Australian Curriculum: Geography*. AGTA acts as a coordinating body with each state and territory association independently working to support school Geography.

We believe that the study of Geography is a core component of a good education; one that presents young people with real issues, globally and locally. Geography is directly relevant to people's lives and the world of work, including practice in geospatial technology skills, integral to work in government departments, utilities, business enterprises, agriculture, and bush fire and disaster management. The study of Geography promotes global citizenship, engages students with their surroundings and develops a wide range of perspectives on people and environment.

Minister for Education, the Hon. Christopher Pyne MP, stated that the Australian Curriculum had been heavily criticised over a "lengthy period of time" <http://www.pyneonline.com.au/media/transcripts/review-of-national-curriculum>. AGTA, speaking on behalf of its state and territory affiliates, is unaware of these criticisms with regard to the *Australian Curriculum: Geography*. Furthermore, AGTA supports the Asia Education Foundation's submission to the review [\[http://www.asiaeducation.edu.au/policy_and_research/australian_curriculum_review.html\]](http://www.asiaeducation.edu.au/policy_and_research/australian_curriculum_review.html).

The Association has had a long engagement with the curriculum development process (refer to the appendix below).

While the long drawn out curriculum development process (2009–13) was very reliant on the expertise of the lead writer, Associate Professor Alaric Maude, AGTA continually filtered through suggestions and offered advice. During the ACARA process of refining the *Australian Curriculum: Geography* AGTA was very proactive in commenting on successive drafts of the curriculum in public or via restricted consultations managed by ACARA. All these were conducted through face-to-face meetings, teleconferences and surveys, emailed exchanges and written submissions. AGTA also had several members in the ACARA Geography Advisory Group.

The detailed process by which ACARA responded to critical suggestions about curriculum content and possible improvements to the structure, scope and sequence and inquiry and skills sections of the document impressed these AGTA members on the advisory group. At each stage of the development process AGTA was cognisant of ways that ACARA responded to suggestions concerning the Shape Paper, Position Paper and various drafts of the Curriculum.

Early concerns about the curriculum included:

- role of Geography in the school curriculum, especially its status in the middle school years and whether it would receive parity with History;
- an endeavour to address the overlaps with Maths and Science curriculums;

- a need to develop landscape frameworks where physical and human Geography could be expressed in a spatial context and tied to specific places; and
- a desire to slow the curriculum implementation process to allow the development of support materials and professional development opportunities (this was subsequently not regarded as being as relevant given the protracted curriculum development process).

The role of pedagogy in the Australian Curriculum: Geography

In the initial stages of the curriculum development process AGTA was made aware at a Teaching Australia National Curriculum and Assessment Roundtable that the curriculum was to be framed in terms of: "What teachers are expected to teach" and "what students will learn". We were reassured that "Pedagogy is the responsibility of the classroom teacher but some curriculum documents will inevitably give direction". AGTA believes that Geography teachers must adapt their teaching methods to the ever-changing dynamics of each Australian classroom.

Given that the Australian Curriculum sets out what young people should learn, but does not specify how students should be taught, AGTA increased efforts to support to teachers in their endeavours to teach Geography in the classroom. AGTA considers that the Review of the Australian Curriculum is diverting attention away from the need to support teachers in implementing the curriculums we have, and this support is what is needed to improve educational standards.

AGTA supported the research project *The Professional Standards for Accomplished Teaching of School Geography*, which was an attempt to document and clarify the nature of exemplary Geography teaching in our schools and which culminated in the release of *Professional Standards for Accomplished Teaching of School Geography*. The standards posted at <http://www.geogstandards.edu.au> were developed with the *Australian Curriculum: Geography* in mind and with considerable reliance on the extensive research into pedagogy that had preceded and provided impetus for the inclusion of Geography into the national curriculum, i.e. the papers published under *Towards a National Geography Curriculum for Australia*.

The standards were developed from:

- video footage of ten accomplished Geography teachers in government and non-government schools in three states;
- project website online survey which gathered responses to questions concerning the lesson videotapes of the teachers;
- 17 panel meetings in five states; and
- a summary of responses from the meetings, the online survey and written responses.

AGTA also supported the enrichment of the *Australian Professional Standards for Teachers*. The Australian Institute for Teaching and School Leadership (AITSL) funded AGTA to develop the following Illustrations of Practice: Mapping the Pacific:

[\[http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00291\]](http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00291)

and Sustainable cities: [\[http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00134\]](http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00134)

Another initiative, now referred to as *Geogspace*, was developed in conjunction with Education Services Australia (ESA). Referred to initially as *Supporting Australian Curriculum Online (SACOL) Geography Project* it aimed at developing the knowledge, skills and pedagogical capacity of teachers to teach Geography. The project has been completed and resides on the website <http://www.geogspace.edu.au>. It has been well received and has accolades from Geography educators in the UK.

AGTA has written two books that support the teaching of Geography: *Keys to Geography: Essential skills and tools* and *Keys to Fieldwork: Essential skills and tools*. The former is being rewritten to conform to the *Australian Curriculum: Geography*. AGTA endorses a new text *Teaching Primary Geography for Australian Schools*.

A recently published DVD *Thinking Geographically* is linked to *Australian Curriculum: Geography* resources materials, contains presentations of professional learning and suggestions for curriculum planning.

Social constructivism and cultural relativism and the Australian Curriculum: Geography

Dr Donnelly has argued that: "Education has, for some years now, been blighted by the plague of postmodernism and deconstruction – theories that argue there is no such thing as objective knowledge and that each individual, and different cultures, create their own sense of truth".

The Geography [draft shape] paper adopts what it terms a cultural/social constructivist approach, one in which it is impossible to argue that some ways of dealing with and understanding the physical environment are closer to the truth than others. <http://newsweekly.com.au/article.php?id=4460>. AGTA would argue that this approach could indeed be used in the Geography classroom. But, it is only one of many.

Geography educators list a number of geographical viewpoints that have developed chronologically but which tend to leave behind important continuities. Prominent among these are: scientific viewpoints that prioritise empirical knowledge and spatial associations; behavioural viewpoints that meld psychology with Geography looking at aggregate behaviour and people –environment relationships; humanistic viewpoints that examine people and places, authenticity and belonging; social welfare viewpoints that examine place and society and the role of power groups, postmodern viewpoints involving reflection and interpretation looking, for example, at landscapes as text; and, neoliberal viewpoints that examine an ever more connected world of communication, production, consumption and ways of seeing.

It can be argued that postmodernism and deconstruction now are very much passé in the geographical academy and that scholars have moved on into many more fruitful areas of inquiry. However, this is a school Geography curriculum that is at issue.

We absolutely accept that Geography is based on an agreed body of knowledge that students need to learn. Professor David Lambert, Professor of Geography Education, University of London, refers to this, as the vocabulary rather than the grammar of Geography. He argues that the subject's 'core knowledge' can be thought of as Geography's vocabulary – the extensive, factual basis of the 'world subject'. If core knowledge is Geography's vocabulary, Geography's conceptual framework forms its grammar (D. Lambert, 2011, Reviewing the case for geography and the 'knowledge turn' in the English national curriculum, *The Curriculum Journal*, 22, 3, pp. 243–264).

AGTA is fully supportive of the notion of 'core knowledge' as it is of the concepts that are used in the *Australian Curriculum:Geography* – place, space, environment, interconnection, sustainability, scale and change. Such 'core knowledge' also includes systematic coverage, over Years F–10, about all continents and countries, particularly those that are Australia's major trading partners.

We see Geography as drawing from, and contributing to, the Sciences, Social Sciences and Humanities and submit that, in all these arenas, knowledge can be interpreted and explained in different ways. Phenomena such as beach cusps, micro crescents on Australian beaches, have undergone a succession of scientific explanations; town planners from different corners of the world bring in new skill sets and perspectives and apply them to Australian cities, and, Aboriginal and Torres Strait Islanders, Maori and Native Americans might interpret wilderness areas in different ways from those following Judeo-Christian traditions, many of the latter having little scientific basis.

The Cross curriculum priorities

AGTA supports the view that students will be better equipped to make sense of the world in which they live through special attention to the three cross curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures;
- Asia and Australia's engagement with Asia; and
- Sustainability.

Indeed, to could be argued that Geography is perhaps the best vehicle to examine these priorities. An anecdote, from Professor of Environment and Geography Richie Howitt sees him explaining Geography

to Indigenous Australians, mining companies and local government groups: "Geography is interested in what places are like and the relationships between people and places so we look at landscapes and environments and regional policies and things like that."

There has been a long struggle, over the last thirty years, to incorporate an Indigenous perspective in Australia curriculum documents.

AGTA supports the Asia Education Foundation statement: "The *Australian Curriculum: Geography* enables students learn about the ways in which Australia and Asia are interconnected, both environmentally and socially, and how transnational collaboration supports the notion of shared and sustainable futures within the Asia region."

Geography teaching has had a prolonged and deep engagement with sustainability. Reference could be made to the Geogspace illustration 'Sustainability in focus' http://www.geogspace.edu.au/verve/resources/2.4.1.2_1sustainability_in_focus.pdf and Maude's recent work on sustainability (A. Maude, 2014, *A sustainable view of sustainability*, Geography Vol. 99.1 Spring, pp. 47–50).

Australian Curriculum: Geography represents an unprecedented opportunity for the holistic education of Australian students in environments, people and culture. Through this study students will develop a deeper sense of commitment to global citizenship and a commitment to a more just, tolerant and accepting society.

A curriculum firmly based on disciplines

It is noted that Dr Donnelly criticised the rise of a subject called *Studies of Society and the Environment*: "This new study embraces traditional subjects like history, geography and politics and gives them a new-age, PC bent. The focus is very much on 'isms' like multiculturalism, feminism, environmentalism and students get a very jaundiced view of such matters. Instead of students being taught to think independently they are often indoctrinated with a PC interpretation." http://itsacademictutoring.com/content/index.php?option=com_content&task=view&id=1009.

The *Australian Curriculum: Geography* is firmly based on the discipline of Geography rather than the melange of subjects delivered under the umbrella *Studies of Societies and Environments*. We believe that the *Australian Curriculum: Geography* is a robust curriculum, which allows schools sufficient flexibility over how it is taught.

It should be recalled that in the initial phase of the curriculum development process AGTA funded a research paper reviewing different Geography curricula from around the world and running state-based consultation sessions to gather feedback from teachers. ACARA also engaged some AGTA executive members to match the *Australian Curriculum: Geography* against curricula in the UK, Ontario, Finland and Singapore. The *Australian Curriculum: Geography* was reviewed by 'critical friends' Professors David Lambert and Simon Catling, leading Geography educators from the UK who recently presented at an AGTA conference in Perth. University Geographers have served on the earlier advisory bodies; provided additional support based on their special interests and have been interested to follow the curriculum development process.

We endorse the inclusion of fieldwork and incisive and critical, geographical skills in the curriculum. We believe that an adherence to the conceptual framework strengthens the curriculum structure; that the inquiry approach, with its particular geographical intent, will best engage students in the vocabulary of Geography. We believe that the inclusion of geospatial technologies in the curriculum, in Years 4–10, adds vocational relevance and offers opportunities for students that are not developed in other disciplines.

The strengths of the curriculum

The *Australian Curriculum: Geography* has been greeted with enthusiasm throughout the Geography teaching community. Its structure is sound.

Geographical knowledge refers to the facts, generalisations, principles, theories, models and explanatory frameworks developed in Geography to explain the spatial distribution of and the

relationships between the characteristics of places. Geographical understanding emphasises explanation and a particular take on viewing the world through the development of the means to think geographically. Geographical inquiry involves the big ideas of Geography that enable students to use geographical methodologies to seek out new knowledge about the world. Geographical proficiencies, the techniques and tools of making sense of the world involve interpreting data in print, graphic or digital form and developing the proficiencies to be critical of the methods used to obtain and portray data.

Robustness, independence and balance

We believe that the *Australian Curriculum: Geography* is a robust and independent program. We advocate that ACARA should endorse Geography as a compulsory study in Years 9 and 10 in an effort to achieve balance in the curriculum. Students need to study the contemporary world. If Geography is not compulsory in Years 9 and 10 then students may undertake no study of the contemporary world in those years. This is hardly a 'balanced' curriculum. Further, in the interest of a balanced curriculum, we believe that Geography should have equivalent status to History as mandated study in Years 9 and 10. We believe that a Geography curriculum that emphasises the perspectives from both human and physical geography is more balanced than the study earth and environmental studies in the *Australian Curriculum: Science*, which tends to minimise the importance people in the environment.

Conclusion

AGTA is proud of, and fully supportive of, the *Australian Curriculum: Geography*. AGTA argues that *Australian Curriculum: Geography* plays its part in the development world-class curriculum: one that inspires and challenges all learners and prepares them for the future in the 21st century.

To quote AGTA in *Geospace*: "There has never been a more exciting time to study Geography, with it being a subject vital to the education of every young Australian in the 21st century".

Yours sincerely



Dr Grant Kleeman
President (Chairperson)
Australian Geography Teachers Association Inc.
25 February 2014

Submission developed for AGTA by Mr Nick Hutchinson in collaboration with AGTA's state/territory-based affiliates.

Members

• Geographical Association of Western Australia • Geography Teachers' Association of New South Wales • Geography Teachers' Association of Queensland • Geography Teachers' Association of South Australia • Geography Teachers' Association of Victoria • Tasmanian Geography Teachers' Association •

Appendix: A long engagement with the curriculum making process

The Association has had a long engagement with the curriculum development process, having successfully lobbied for a national Geography curriculum during the time of the Howard Government. As long ago as 2006 a delegation from AGTA, the Institute of Australian Geographers (IAG) and the Royal Geographical Society of Queensland (RGSQ) met with the Federal Minister for Education, Science and Training. The Minister, the Hon. Julie Bishop MP, subsequently commissioned a study into the teaching of Geography in Schools 3–10, from Erebus International. This study investigated a range of issues raised by the lobby group.

In 2007, a similar deputation, from the three organisations, appeared before the Senate Standing Committee on Employment, Workplace Relations and Education Inquiry into the Quality of School Education and answered questions about the state of Geography teaching and learning in Australian classrooms.

AGTA, the IAG and RGSQ developed a short paper that was widely circulated through the geographical and wider community. The paper, titled *Australia Needs Geography*, <http://www.agta.asn.au/files/Resources/2007/AustNeedGeog.pdf> had its content approved by a number of academic and Geography teaching societies and associations, including The Australian Academy of Science's National Committee for Geography.

Subsequently, AGTA and RGSQ funded a research paper reviewing different Geography curricula from around the world and running state-based consultation sessions throughout 2008–9 to gather feedback from teachers. The results were published in a background report that included the views of Geography teachers at the forums, online submissions, examinations of Australian and selected overseas syllabuses and the synthesis of an extensive literary review. A steering committee incorporated further feedback and their own extensive reading to write a paper, *Towards a National Geography Curriculum for Australia*. A website has been posted to record these developments <http://www.ngc.org.au>.

FREE PD WORKSHOP

Australian Curriculum: Geography



Australia's Engagement with Asia: Indonesia

Case studies in water, food, urbanisation and human well-being

A new resource produced by World Vision and the Australian Geography Teachers' Association of Australia (AGTA)



Date: Tuesday 13 May 2014

Time: 4.00pm – 6.00pm (refreshments available 3.30pm – 4.00pm)

Venue: Castle Hill High School, Castle Street, Castle Hill
(parking is available on site or in Castle Street, please proceed to A Block and follow signs to the Common Room)

A professional development workshop on six units from the new Australian Geography Curriculum (Years 6 – 10) and addressing the cross-curriculum priorities Sustainability and Australia's Engagement with Asia.

- A diverse and connected world
- Water in the world
- Changing nations
- Biomes and food security
- Geographies of interconnections
- Global geographies of human well-being

Whilst this professional development workshop focuses on the Australian Curriculum: Geography, there are many opportunities to apply this learning and resources to content within the existing NSW Year 7–10 Geography syllabus, such as 4G3, 4G4, 5A4.

If you would like to attend this free PD event for GTA NSW members please complete the following registration details:

PLEASE PRINT CLEARLY

FIRST & SURNAME
SCHOOL NAME
SCHOOL ADDRESS.....
SUBURB..... POSTCODE
PHONE (W) PHONE (H) MOBILE
EMAIL

RETURN YOUR REGISTRATION FORM TO: The Geography Teachers' Association of NSW
PO Box 577, Leichhardt NSW 2040

ENQUIRIES: T: 02 9716 0378, F: 02 9564 2342, E: gta.admin@ptc.nsw.edu.au W: www.gtansw.org.au

GLOBAL TOURISM UPDATE

Dr Grant Kleeman
Macquarie University, Sydney



Tourists view the sunset at Angkor. Source: Wikimedia Commons

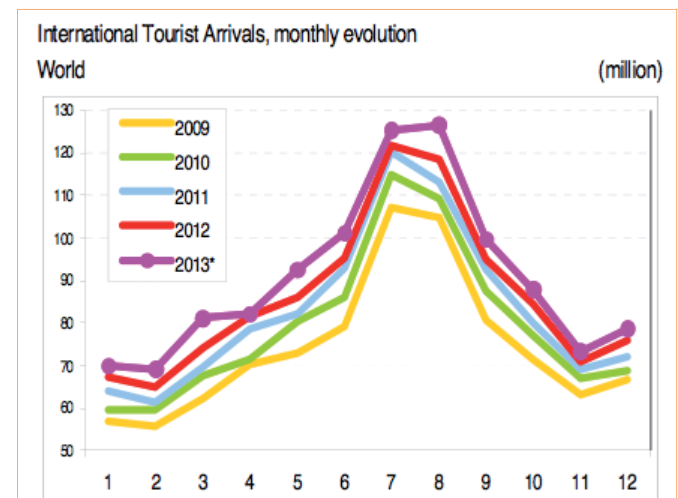
Global tourism grew by a healthy 5% in 2013, reaching a record 1,087 million international arrivals (See Figure 1). This growth occurred against ongoing economic uncertainty in the USA and Europe – two of the world's largest tourism markets. In total, there were 52 million additional international tourists in 2013. The WTO forecasts growth of 4–5% in 2014 which is above the organisation's long-term forecast of +3.8% per year between 2010 and 2020.

Figure 1: International tourist arrivals, 1995–2013 (Millions)



Source: World Tourism Organization (<http://www2.unwto.org/>)

Figure 2: Seasonal movements of international tourists



Source: World Tourism Organization (<http://www2.unwto.org/>)



Tourist are greeted by hotel operators on the island of Santorini, Greece
Source: Wikimedia Commons

The growth in numbers in 2013 is consistent with the upward trend in international tourism arrivals evident since the end of World War II when only 25 million people travelled internationally each year. The reasons for this trend include:

- Substantial reductions in the real cost of travel;
- Rising standards of living (at least for some);
- Demographic changes including the aging of the population (the Baby Boomers are now retiring), increased life expectancy, later age of marriage etc; and.
- Changing lifestyle aspirations.

Trends in international tourism arrivals

Figure 3 illustrates the monthly trends in international tourism arrivals. Note the (delayed) impact of the GFC on tourism arrivals.

Figure 3: Monthly trends in international tourist arrivals, 2008 – 2013



Source: World Tourism Organization (<http://www2.unwto.org/>)

A key point here is the importance of **discretionary spending** – the amount left for spending or saving after the necessities of life (such as food, shelter and clothing) have been paid for. Discretionary income includes money spent on luxury items, vacations and non-essential goods and services. In times of economic uncertainty people reduce their discretionary spending. Tourism is one of those industries affected.

Long-term trends

The trend evident in Figure 1 is expected to continue well into the future. By 2030 it is predicted that 1.8 billion people will travel internationally each year (see Figure 4).

Figure 4: International tourist arrivals, projected trend to 2030



Source: World Tourism Organization (<http://www2.unwto.org/>)

Regional trends in global tourism

In 2013, the Demand for international tourism was strongest in the Asia and the Pacific region (+6%), Africa (+6%) and Europe (+5%). The leading sub-regions were South-East Asia (+10%), Central and Eastern Europe (+7%), Southern and Mediterranean Europe (+6%) and North Africa (+6%). See Figure 5.

Figure 5: Regional trends in international tourism arrivals, 2013



Source: World Tourism Organization (<http://www2.unwto.org/>)

Europe led growth in absolute terms, welcoming an additional 29 million international tourist arrivals in 2013, raising the total to 563 million. By sub-region, Central and Eastern Europe (+7%) and Southern Mediterranean Europe (+6%) experienced the best results.

In relative terms, growth was strongest in Asia and the Pacific (+6%), where the number of international tourists grew by 14 million to reach 248 million. South East Asia (+10%) was the best performing sub-region, while growth was comparatively more moderate in South Asia (+5%), Oceania and North-East Asia (+4% each).

The Americas (+4%) saw an increase of six million arrivals, reaching a total of 169 million. Leading growth were destinations in North and Central America (+4% each), while South America (+2%) and the Caribbean (+1%) experienced slower growth.

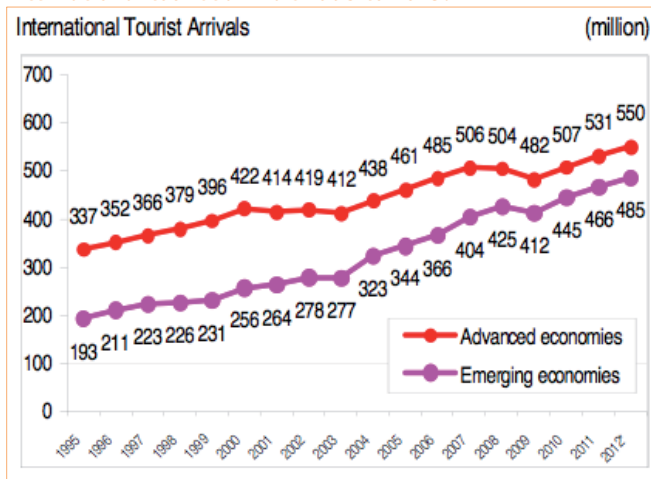
Africa (+6%) attracted three million additional arrivals, reaching a new record of 56 million, reflecting the on-going rebound in North Africa (+6%) and the sustained growth of Sub-Saharan destinations (+5%). The Middle East showed no growth in 2013.



China and Russian tourists drive growth

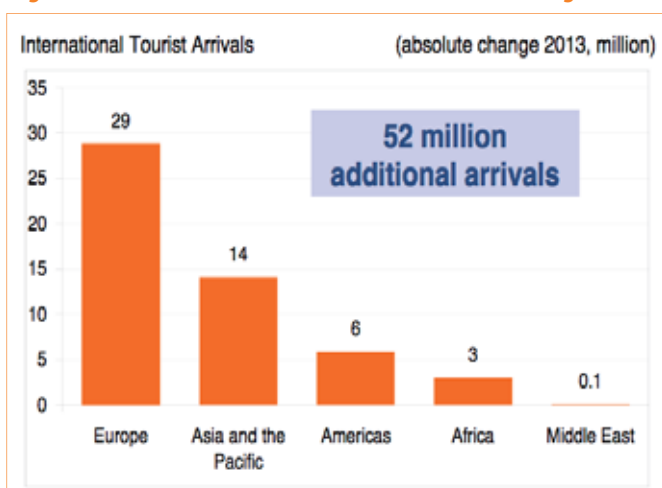
Tourism growth is being driven by emerging source markets. China, which became the largest outbound market in 2012 with an expenditure of US\$102 billion, continued its surge, increasing by 28% in the first three quarters of 2013. The Russian Federation, which moved up to 5th largest outbound market in 2012, reported a 26% increase in the year to September.

Figure 6: Advanced and emerging economies, trends in international tourist arrivals 1995 to 2013.



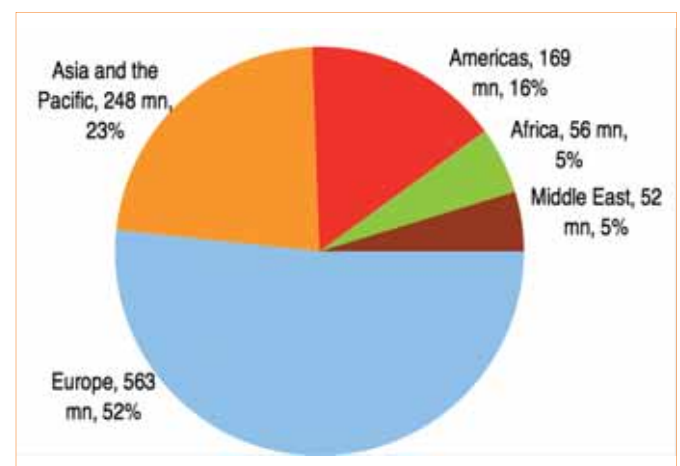
Source: World Tourism Organization (<http://www2.unwto.org/>)

Figure 7: International tourist arrivals, absolute change, 2013



Source: World Tourism Organization (<http://www2.unwto.org/>)

Figure 8: International tourist arrivals by region, 2013



Source: World Tourism Organization (<http://www2.unwto.org/>)



An elderly local and Baby Boomer tourists. Source: Wikimedia Commons

Global tourism receipts

International tourism receipts exceed a US\$ trillion for the first time in 2011. In 2012 receipts reached US\$ 1,075 billion. See Figure 9.

Figure 9: Global tourism receipts and arrivals 1989/90 to 2011/12



Source: World Tourism Organization (<http://www2.unwto.org/>)



Sydney Mardi Gras Parade 2012. Source: Wikimedia Commons

Market fragmentation continues

The tourism market is a dynamic one and new sectors continue to emerge. These inevitably become the focus of tourism marketing campaigns and providers adapt their product to meet the expectations of those targeted. Some of the more notable sectors include:

Chasing the 'pink dollar (euro, pound or yen)

Travel operators are increasingly aware of the potential of the gay and lesbian tourism, including the new and burgeoning market of same-sex weddings and honeymoons as more countries allow gay marriage. Gay travelers now account for 6.0 percent of all tourists worldwide.

DINKs splash out on travel

Combine the trend towards latter age of marriage and an increase in the number of couples choosing not to have children creates a new class of high disposable income consumers.

In Australia DINK households are generally defined as those consisting of two people in a relationship aged 20-49 who have no children. In other words, these are young, (relatively) rich, childless, couple-only households. At the time of the 2011 census there were 303,000 DINK households in Australia, implying a DINK population of 606,000, which is 7 per cent of all people aged 20-49.

The reason DINKs have always excited the tourism industry is because of their spending power: double-income no-kid households, inclusive of same-sex couples, are likely to spend more than average on travel, housing, technology, restaurants, clothing, alcohol, and (European) cars than households dominated by mum, dad and the kids.

According to Bernard Salt (*The Australian*, 24 January 2013), the common denominator between all DINKs appears to be aspirationalism. This is the idea that a better life, or at least a more comfortable life, can be

realised by postponing the arrival of children. These choices were not generally available to generations prior to the emergence of 30-something baby-boomers in the 1980s when the term DINK first used.

Since then, several varieties of DINK have emerged each reflecting the modern ideal that children can be and/or should be postponed until after the household is established. Salt speculates, how many DINKs start off consolidating their position in preparation for children, but then get addicted to the perceived attractions of the double-income, no-kid lifestyle.

Peer-to-peer travel: Sharing and caring

Peer-to-Peer travel is a form of collective consumption (or the 'sharing economy') – defined as an economic system built around the sharing of human and physical assets.

The collaborative consumption model is used in marketplaces such as eBay and Gumtree, emerging sectors such as social lending, peer-to-peer accommodation (see, for example, Airbnb), peer-to-peer travel experiences (LocalGuiding), peer-to-peer task assignments (TaskRabbit), travel advising (Locish), car sharing (Zipcar, GoGet and CarShare). In Europe car sharing services are also growing rapidly. By August 2013, Blablacar.com had over three million members in 10 European countries with 600,000 members travelling monthly.

Collaborative consumption is changing the way people travel and interact with other people and it's fueled by the instant connection and communication of the Internet.

Top travel-related peer-to-peer travel websites include:

- CouchSurfing – An international network that connects travellers with free accommodations offered by locals in over 230 countries. Travellers not only find that it is travel budget-friendly, they see it as an ideal way of immersing themselves in the local culture.

- AirBnB – This site connects people who have space to spare with those who are looking for a place to stay, all over the world. Accommodations range from studio apartments in New York City, to mushroom dome cabins in California to a private yacht in San Francisco's fashionable Sausalito. Similar services are provided iStopOver, Roomorama, Tripping, HouseTrip and HomeAway.
- Vayable, Guideshop and GrandTourGo – These sites provide information about tours and experiences created by independent locals for those seeking authentic experiences.

Multi-generational vacations

Multi-generational holidays where parents, grandparents and children all travel together are a rapidly growing sector of the tourism market. Family-based cruising is just one example. African safaris are another.

The potential of family-friendly safaris is finally being recognised. The popularity of films and shows such as Madagascar and The Lion King have played an important role in promoting African safari holidays for families. Long considered unsuitable for young children, safaris in Africa now offer itineraries adapted to meet the needs of children, for example, the avoidance of long game drives.



Chinese tourists with a kilt wearing local, UK. Source: Wikimedia Commons

South Africa is a key destination for family safaris as southern locations can offer malaria-free expeditions. Kenya, Malawi, Zambia and Tanzania are also jumping on board with many child-friendly options. Companies such as Africa on Foot and Rhino Africa now organise child-friendly safaris throughout Africa, with the latter providing lodges, camps and activities catering specifically for the needs of children. Many of the visitors travel in large family groups.

Chinese visitors are now the fourth largest group of arrivals in South Africa with over 132,000 visitors in 2012. This is expected to increase to more than 180,000 by 2017. Indian visitors are also embracing safaris, with many lodges offering Indian food and opening their kitchens to guests wishing to prepare their own meals.

Chinese on the move!

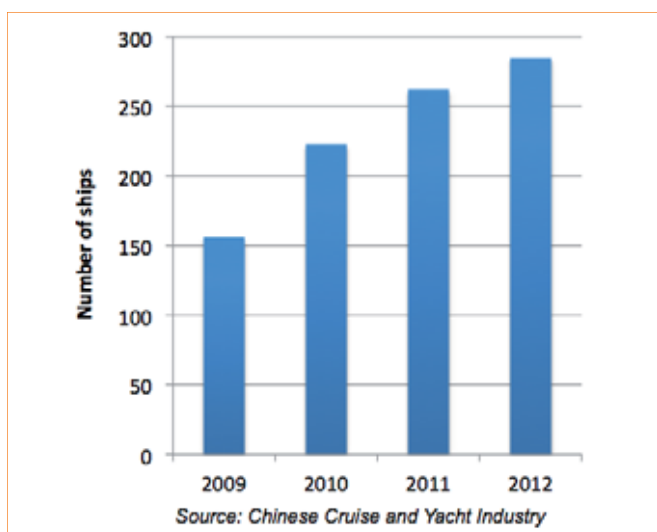
As China's tourism industry flourishes, the country is poised to become the world's second largest travel and tourism economy after the United States by 2015. More than 200 million Chinese travelled internally during the country's three annual weeklong holidays—national day, international labor day, and spring festival. Outbound tourism is also rising rapidly as China's middle class expands.

The Chinese are now the largest bloc of outbound travellers, having surpassed the Germans in 2012. In all, some 97 million Chinese travelled internationally in 2012. However, this number is only the tip of the iceberg. The number is expected to double within six years, hitting 200 million by 2020. Bigger pay packets, more annual leave, relaxed visa policies, worsening mainland pollution, and overloaded domestic tourism infrastructure are all factors driving the wave of Chinese outbound travellers.

The economic benefits to the hosting country are enormous. Luxury brands in particular are set to benefit from this growth. The Chinese are expected to account for 50 percent of the total luxury goods market by 2020, rising from today's 31 percent share. The proliferation of Luxury Brand retailers in Sydney's CBE is a response to the Chinese demand for such status-based consumer goods.

China is also set to become the world's second largest global cruise market after the USA by 2017. Currently only 6–7% of global cruise passengers are from Asia. But this is expected to increase to 20%. Carnival Asia, a division of the giant US-based cruise company, expects at least seven million cruise passengers to come from Asia by 2020. Lack of infrastructure is currently the biggest impediment to growth but the construction of new cruise ship terminals will help address this issue.

Figure 10: Cruise ship visitations to Chinese Ports, 2009–2012



International cruise companies have greatly increased their activities in the region. Carnival has opened offices in five Chinese cities to support its Princess Cruises brand and the number of Chinese passengers at Royal Caribbean quadrupled from 25,000 to 100,000 between 2011 and 2012, with numbers predicted to reach 200,000 in 2013.

Here come the PANKS!

PANKs (Professional Aunt, No Kids) are women over the age of 18 with no children, but have a close relationship with children of friends or relatives. In 2012, 42.6% of women in the USA, between the ages of 15–44 were childless, up from 40.1% in 2002, as women have children at older ages or choose not to have children at all. In total, there are 23 million PANKs in the US who spend US\$9 billion annually on children.

Travel is seen a great way to foster their relationship with the children of friends or relatives. Forty-eight percent (48%) of PANKs are said to enjoy travelling with their nieces and nephews. This figure is likely to grow as the travel industry begins to target this segment of the market.

In 2013, Melbourne-based Intrepid Travel targeted the PANK market for its extended range of family adventure tours with web content, social media, dedicated emails and advertorials. According to Intrepid American PANKs are interested in domestic travel to Disney resorts and Hawaii, as well as Europe, especially the UK.

The emergence of the PANKs reflects a long-term



Cruise ship terminal, Hong Kong. Source: Wikimedia Commons



Hong Kong Disneyland. Source: Wikimedia Commons

demographic trend Women will likely continue to wait longer to have children, with some opting to remain childless. As a result, PANKs are expected to grow in number, globally. The travel industry is developing and marketing family products and will reap the benefits by expanding the term 'family' to PANKs and other non-traditional family types.

Going mobile

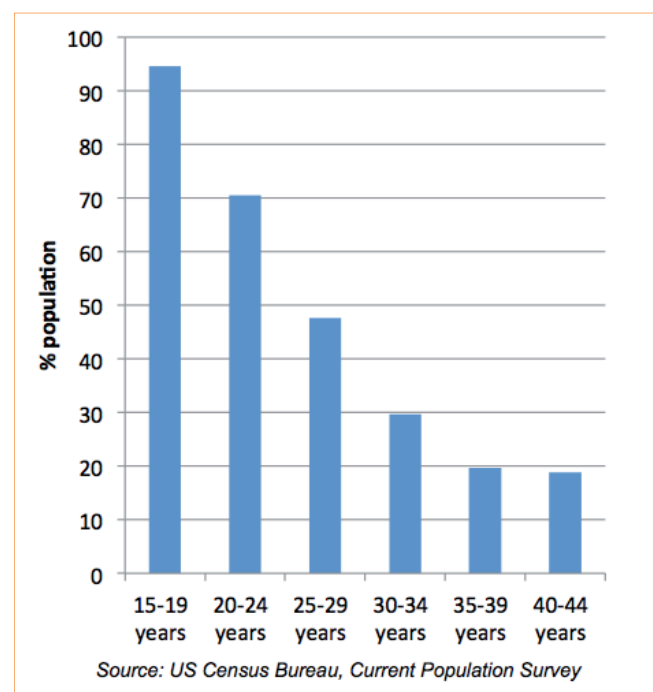
The impacts of the internet on the global travel industry are well documented. We are, however, now seeing further innovation in the sector. Mobile internet devices are initiating a transformation in the way people consume tourism-based products. The travel industry has responded by initiating a range of internet-based services. These in turn have increased customer service expectations.

The latest innovation is the Mobile Concierge a service designed to cater for the customer's quest for real-time

answers and a higher level of customisation of services wherever they are and at any time, before, during and after the trip. Such services are beneficial for travellers allowing them to improve their holiday experience and for travel companies, which can deepen relationships with customers.

Online travel sales grew by 8.4% globally in 2012 to reach US\$524 billion, or 25% of global travel and tourism value sales. Growth was especially sharp in emerging markets, with Asia Pacific recording the highest increase at 19% in 2012. World online travel growth is projected to expand by 9.5% annually over the next five years 2012–2017.

Figure 11: Percentage of childless American women by age group, 2010



Have you registered for the 2015 AGTA Conference – New Zealand and the Australian Curriculum: Geography?

Further details on page 32 of this issue ...

LAS VEGAS, USA

Dr Grant Kleeman, Macquarie University



Figure 1: The Las Vegas Strip

Vegas! It's the only place in the world where you can party all night in Ancient Rome, be serenaded by a gondolier on the canals of Venice, and eat a lazy brunch at a sidewalk café in the shadow of the Eiffel tower. You can also bump into Superman on the way to dinner at Treasure Island and watch an erupting volcano at sunset. You can cruise 'The Strip' in a pink Cadillac and get married at midnight by an Elvis impersonator. You can shop for the most desired brands at exclusive boutiques, scour the factory outlet stores for a bargain, or snap up a tacky souvenir. You can also sip a neon metre-high margarita or vodka martini as you cruise from bar-to-bar, show-to-show, or casino-to-casino.

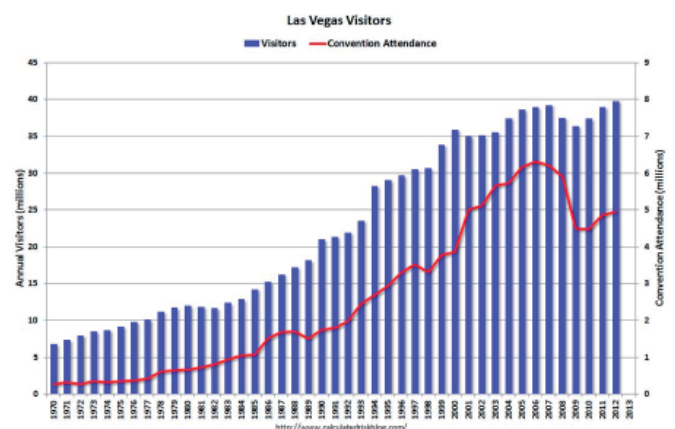
Welcome to Las Vegas! Internationally renowned tourist destination

Las Vegas is one of the world's most popular tourist destinations, famous for its vast casino-hotel-resort complexes and associated entertainments. The city's main entertainment precinct is concentrated along a 6.8km stretch of South Las Vegas Boulevard known as 'The Strip'. Las Vegas is also a major convention centre.

Nearly 40 million people visit Las Vegas each year (see Figure 2). Five million of these visitors travel there to attend the 19,000 conventions held in the city annually. Sixteen per cent of the city's visitors are international tourists.

Many of the world's largest hotel-casino-resort complexes are found on the Strip. Fifteen of the world's 25 largest hotels by room count are located on the Strip, with a total of over 62,000 rooms.

Figure 2: Trends in Las Vegas visitations, 1970–2013*



*The GFC (2007–08) had a major impact on convention attendance. Recovery of the sector has been slow.

Geography

Las Vegas is located in an arid desert basin surrounded by mountains. Much of the landscape is rocky and dusty. The environment is dominated by desert-like vegetation, and the area is subject to torrential flash

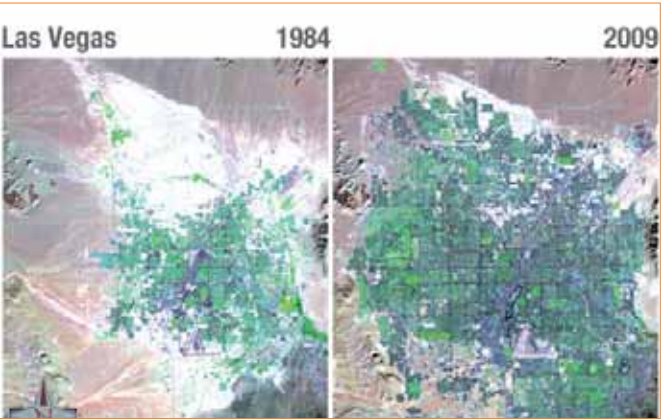


floods. The dry heat is, in itself, an attraction, especially for tourists from the colder parts of North America. With a population of just under two million, Las Vegas is one of the USA’s largest inland urban centres.

Las Vegas has experienced very rapid population growth since it was founded in 1905. In the first decade of the 21st Century, for example, Las Vegas’ population grew by approximately 40 per cent. In the 1990s it grew by more than 85 per cent.

The satellite images in Figure 3 show the expansion of the metropolitan area over a period of just 25 years. On the false-colour Landsat images the dark purple grid of city streets and the green of irrigated vegetation grow out in every direction into the surrounding desert.

Figure 3: Satellite images of Las Vegas, 1984–2009



Source: NASA

Origins and growth

Las Vegas was founded as a stopover for the pioneers travelling to the west, and became a railroad town in the early 20th century. It also served as a service centre for mines in the surrounding area.

In 1931 the state of Nevada legalised gambling. This led to the establishment of the casinos for which Las Vegas is now famous. Major developments occurred in the 1940s, following the influx of scientists and staff working on the Manhattan Project – the World War II research that led to the invention of the atomic bomb. Organised crime managed or funded most of the original casinos.

Table 1: Population growth, Las Vegas metropolitan region, 1910–2009

Year	Clark County Population	Change
1910	3,321	
1920	4,859	46.30%
1930	8,532	75.60%
1940	16,414	92.40%
1950	48,289	194.20%
1960	127,016	163.00%
1970	272,288	115.20%
1980	463,087	69.50%
1990	741,459	60.10%
2000	1,375,765	85.50%
2009	1,902,834	38.31%

Las Vegas’ growth has always been closely linked to infrastructure. Completed in the 1930s, the giant Hoover dam provided Las Vegas with the power and water needed to support the city’s development. The construction of a highway to Los Angeles provided a link to one America’s largest concentrations of people.

The casino and entertainment complex constructed in Las Vegas by 1970 resulted in a rapid growth of airline connections and the development of the convention business. The city soon had enough business to justify links to just about every other major city in the U.S.A. By 2012, McCarran Airport ranked 24th in the world for passenger traffic, with 40,799,830 passengers passing through the terminal. The airport ranked 9th in the world for aircraft movement, with 527,739 takeoffs and landings.

The other advantage Las Vegas has is lots of hotel rooms. Nine of the top ten largest hotels in the world can be found in Las Vegas. The presence of so many hotel rooms has resulted in the emergence of the nation’s largest convention business.

The city is also a leading centre of gaming related service. Las Vegas’ initial advantage came from being home to the first large-scale gaming industry. As gaming spread, Las Vegas firms, especially those that specialised in building and managing mega-resort and entertainment complexes, often designed and build new gambling centers in places such as Macau in China, which recently exceeded Las Vegas in total gambling revenue. Las Vegas-based firms are now major suppliers of expertise to gaming enterprises worldwide. Revenue from gambling related activities now exceeds US\$9.2 billion.



Impacts of the Global Financial Crisis

The building boom that had dominated Las Vegas' economy for more than a decade largely came to a halt during the GFC of 2007–2008. While some of the projects under construction continued to completion (for example, the Aria Resort and Casino, part of the vast, \$9.2 billion City Centre complex, opened in late 2009) others projects were put on hold. Construction on the Fontainebleau Resort, for example, came to a halt in late 2008 as it neared completion and after US\$2 billion had been spent. The Bank of America had cut off access to the \$800 million needed to complete the project. Other projects in limbo are the US\$4.8 billion Echelon Place Casino and Resort and the US\$5+ billion Plaza Hotel and Resort complex (see Figure 4), including what would be the largest casino on the Strip. There has been no construction on the massive lot since the hotel was put on hold in 2008. In just the last decade, more than 10 hotels and casinos have been closed and demolished.



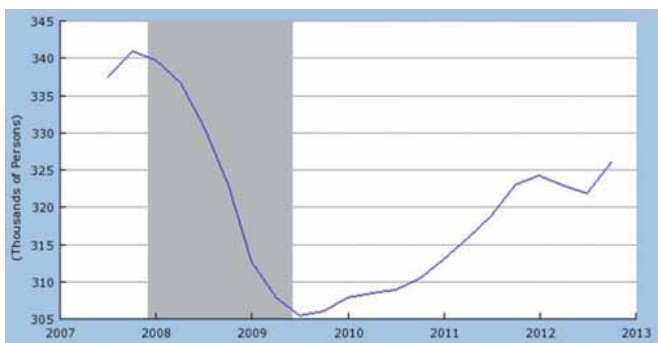
Figure 4: Now on hold: An artist's impression of the giant Plaza Hotel and Resort complex



Source: <http://neondice.com/2011/06/>

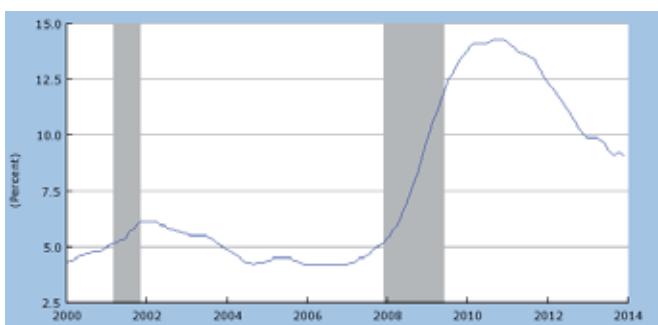
Visitor numbers declined sharply in the wake of the crisis. Convention visitations showed the greatest decline as corporations cut back on non-essential spending. Employment declined throughout 2008 and early 2009 before beginning to recover in mid-2010. The recovery has, however, been slow. The unemployment rate in late 2011 was 14.2% and the city's homeless exceeded 14,000. By late 2012 there was still 15,000 few workers than there was at the onset of the GFC (see Figure 5). Given that forty-six per cent of the city's population works in the tourism sector it was not surprising that a downturn in visitation would impact negatively on unemployment and property values.

Figure 5: Las Vegas employment, 2007–2013



Source: Federal Reserve

Figure 6: Las Vegas unemployment, 2007–2013

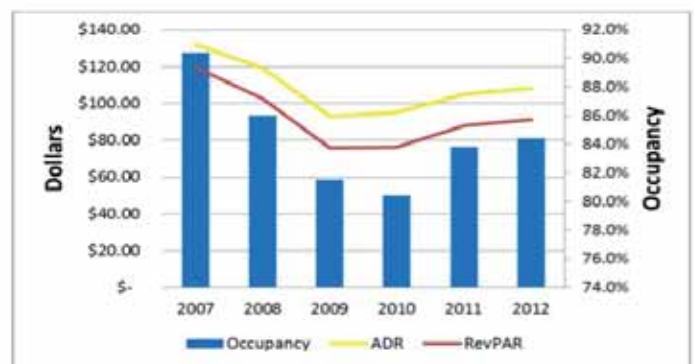


Source: Federal Reserve
[<http://research.stlouisfed.org/fred2/series/LASV832UR>]

Hotel occupancy

The number of rooms sold in Las Vegas in 2012 reached 46,480,000 a new high, having exceeded the 2007 peak of 43,979,000. Average room rates (US\$91.21 in 2012) have made a slow recovery since the 2010 but remain well below those achieved in 2007 (US\$132.00). Occupancy rates have recovered to 84.4% but remain below the 90.4% achieved before the GFC in 2007. See Figure 7.

Figure 7: Room occupancy (%) and daily rate (US\$), 2007–2012



RevPAR – Revenue Per Available Room

ADR – Average Daily Room Rate

Source: WageWatch [<http://ibrief.wagewatch.com/2013/03/>]



Las Vegas Source: Wikimedia Commons

Global Cruise Industry

Dr Grant Kleeman
Macquarie University, Sydney



Cunard's Queen Elizabeth 2, Sydney Harbour 2008. Source: J. Sillar

The cruise industry is one of the fastest growing sectors of the global tourism industry. In 2013 the industry generated revenues of \$36.2 billion and the growing fleet of cruise ships carried 20.9 million passengers. The world's fleet of 283 ships had a total capacity of 438,595 in 2013.

Industry growth rate

The cruise industry currently has experienced an average annual growth rate of 7 per cent since 1990. This growth, at least in part, has been driven by the adding of the baby boomer generation. As people age, cruising becomes one of the few holidays available to those with mobility ailments. Rising disposable incomes has also increased demand for cruise-based vacations.

Figure 1: Growth of the global cruise industry (actual), 1990–2020*



*Number of passengers carried (millions)

Recessions

Source: The Geography of Transport Systems [http://people.hofstra.edu/geotrans/eng/ch7en/appl7en/global_cruise_passengers.html]

2013	20.9 million	2014	21.6 million
2015	22.3 million	2016	23.0 million
2017	23.7 million		

Industry's relative size

While the size of the global cruise markets doubles about every 10 years (an annual growth rate of about 7%) it remains relatively small player in the global tourism industry that now accounts for more than a billion international movements a year. A simple comparison puts the size of the industry into perspective – in 2012 more than 39.67 million people visited Las Vegas while the global cruise industry carried about 18 million passengers.

There is little research on the market potential of the cruise industry or when the saturation point could be reached. The industry remains fundamentally limited by the supply of ships and the appeal of its itineraries. Of particular interest is the potential of the Asian market. Some industry experts argue that the growth of the aspirational Chinese middle class will underpin future growth in the industry.

Origin of passengers

Americans account for more than 50% of cruise passengers followed by those from the United Kingdom and Island and Germany (see Table 1). The fastest growing markets among the 'top 10' are Scandinavia and Finland, and Australia. The 130.3% increase in Australia's cruising accounts for the increasing number of cruise ships visiting Australian ports. It also accounts for the basing of ships in Australia. China is also a rapidly growing source of passengers, albeit from a low base.

Global Cruise Industry

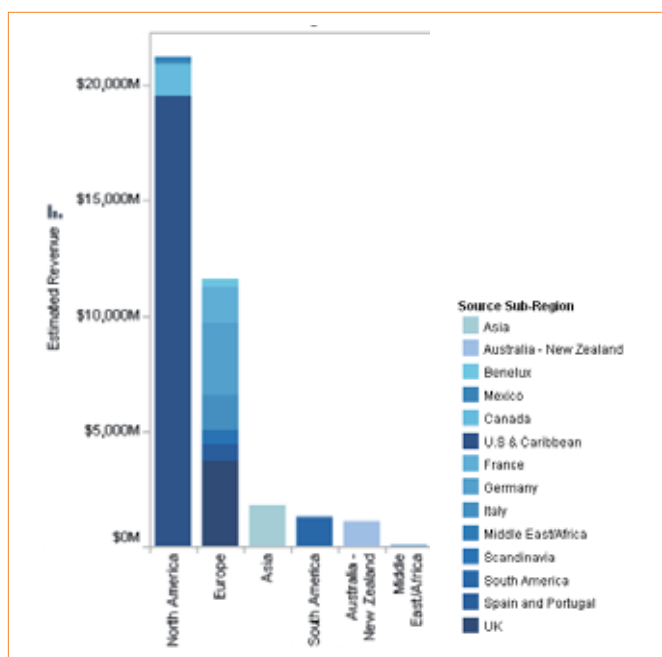
Table 1: Top 10 source countries, cruise passengers, 2013

Country	Passengers*	Global passenger share	Five year percentage change	Passenger source rank
USA	11,016	51.7%	15.1%	1
UK & Ireland	1,719	8.1%	16.4%	2
Germany	1,637	7.7%	80.5%	3
Italy	860	4.0%	26.1%	4
Australia	760	3.6%	130.3%	5
Canada	734	3.4%	1.3%	6
Brazil	732	3.4%	84.8%	7
Spain	600	2.8%	20.7%	8
France	520	2.4%	67.7%	9
Scandinavia & Finland	350	1.6%	184.6%	10

* 2013 passenger estimates (000's)

Source: Cruise World Industry Review, 2014 Vol. 1

Figure 2: Worldwide cruise revenues by source



<http://www.cruisemarketwatch.com/geography/>



Celebrity Solstice docked at Circular Quay Sydney, 2014. Source: O. Sillar

Concentration of ownership in the global cruise industry

Two American-based corporations dominate the global cruise industry – the Carnival Corporation and Royal Caribbean International.

Headquartered in Miami, Florida, U.S.A., and London, England, Carnival Corporation operate a fleet of 100 ships, with another seven ships scheduled for delivery between before March 2016. With approximately 200,000 guests and 77,000 shipboard employees, there are more than 277,000 people sailing aboard the Carnival fleet at any given time.

Carnival's cruise brands includes Carnival Cruise Lines, Holland America Line, Princess Cruises and Seabourn in North America; P&O Cruises (UK), and Cunard in the United Kingdom; AIDA Cruises in Germany; Costa Cruises in Southern Europe; Iberocruceros in Spain; and P&O Cruises (Australia) in Australia.

Royal Caribbean International, founded in Norway in 1969, is based in Miami Florida, USA. The company operates a fleet of 40 ships, with another four scheduled for delivery by 2015. The company's ships can accommodate 97,600 guests. The brands controlled by the Royal Caribbean include Celebrity Cruises, Azamara Cruises, Pullmantur Cruises and CDF Croisieres de France. See Table 2.

Table 2: Major cruise lines, 2013

Parent company	Brand*	Passenger Capacity	Number of ships	Share of passengers (%)
Carnival Corporation				
	Carnival	62,370	24	21.2
	Princess	37,470	17	6.1
	Costa Cruises	31,640	14	7.7
	Holland America	23,110	15	3.3
	AIDA	18,970	10	4.6
	P&O Cruises	14,970	7	1.7
	P&O Cruises Aust	6,910	4	1.6
	Cunard	6,690	3	0.7
	Ibero Cruises	4,610	3	1.1
	Seabourn	1,970	6	0.3
	Total	208,710	103	48.4
Royal Caribbean International				
	Royal Caribbean	62,220	22	16.4
	Celebrity	24,320	11	4.4
	Pullmantur	7,820	4	1.9
	CDF	1,830	1	0.4
	Azamara	1,420	2	0.2
	Total	97,610	40	23.3

Global Cruise Industry

Others (Selected)				
	MSC Cruises	31,250	13	7.0
	Norwegian	30,170	12	7.6
	Disney	8,510	4	2.5
	Thomson Cruises	7,150	5	1.4
	Star Cruises	7,100	4	1.4
	Hurtigruten	5,740	14	1.3
	Louis Cruises	4,730	5	0.9
	Oceania Cruises	4,550	5	0.5
	Fred Olsen	3,970	4	0.4
	TUI Cruises	3,780	2	0.8
	Phoenix Reisen	2,600	3	0.5
	Silversea	2,060	6	0.4
	Regent Seven Seas	1,890	3	0.3
	Crystal	2,060	2	0.3
	Classic International Cruises	2,000	5	0.4
	Saga Cruises & Spirit of Adventure	1,889	3	0.4
	All Leisure Holidays	1,550	3	0.3
	Cruise & Maritime Voyages	1,450	2	0.3
	Discovery World Cruises	1,260	2	0.1
	Hapag-Lloyd	1,180	4	0.2
	Ocean Star Cruises	1,140	1	0.2
	Ponant Yacht Cruises	1,170	6	0.2

* Lines with more than 1 ship and a passenger capacity of greater than 1000

Figure 2: MS Allure of the Seas



Allure of the Seas, together with her sister ship *Oasis of the Seas*, are the largest passenger ships ever constructed. Gross tonnage: 225,282 GT; Length: 361.7 m.; 16 passenger decks; 5,400 passengers; and 2,384 crew. The ship cost US\$1.6 billion to build.

Projected growth in capacity

A total of six new ships were added to the world's fleet of cruise ships in 2013, with a total capacity of 14,074 passengers. From 2014 to 2015, a net of 13 more ships will come into service, adding 39,297 berths (an average 8.7 per cent increase in passenger capacity). They will

also add an additional \$3.2 billion in annual revenue of the cruise industry.

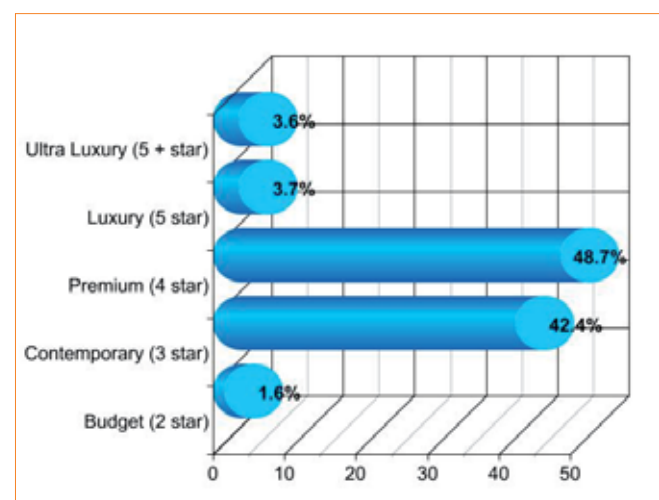
Fleet refurbishment

To remain competitive cruise companies must refurbish their vessels on a regular basis. These makeovers can make an old ship look new and enables operators to avoid having to invest the hundreds of millions of dollars needed for a new-build. An industry trend is the abandonment of 'Old Vegas' style of decoration to a much cleaner and simpler look.

Industry segmentation

As with hotels, cruise ships have a star-rating system. Cruise ship operators differentiate the product to appeal to specific segments of the cruise market. Figure 3 shows the relative size of each segment.

Figure 3: Passenger capacity by star rating segment



Source: Cruise Market Watch (<http://www.cruisemarketwatch.com/articles/travel-agent-trends/>)

Principal destinations

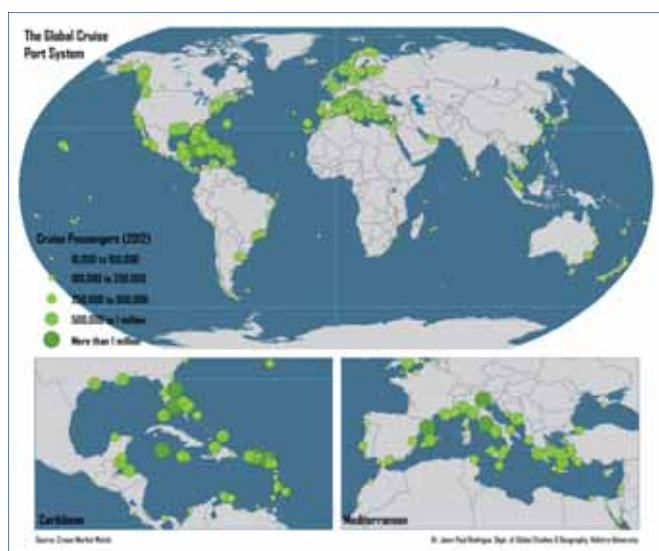
Figure 4 shows port visitations in 2012. The principal concentrations of cruise ship activity are the Caribbean Sea, the Mediterranean Sea, the inland passage of western Canada/Alaska and the waters of Scandinavia. These are principally northern hemisphere summer destinations. In the northern winter a significant number of ships are assigned to the Southern Hemisphere or undertake world cruised.

The leading cruise destination in terms of ship deployments remains the Caribbean, accounting for 37.3% of all global itineraries followed by the Mediterranean (18.9%), Northern Europe (11.1%), Australia/New Zealand (5.9%), Alaska (4.5%), Asia (4.4%) and South America 3.3%.

In 2014, markets experiencing increased ship deployments include the Caribbean (+12%), Northern Europe (+5.2%), Asia (+31.6%) and Australasia at +22%.

Global Cruise Industry

Figure 4: Principal ports of call by number of passengers, 2013



Who's cruising?

While cruising attracts a broad demographic there are some distinct differences within various segments. As a general rule the shorter the cruise the younger the clientele. Cruises of longer duration appeal to an older (often retired) demographic, those with the time available to have a lengthy vacation. Shorter cruises are popular with families and younger age groups who take annual leave or are restricted by the availability of school holidays. Some cruise lines (star rating categories) are more popular with particular age or socio-economic groups. The Cunard ships (Queen Mary 2, Queen Victoria and Queen Elisabeth 2) are popular with older passengers while the contemporary ships are popular with families and groups. Premium cruise lines such as Regent Seven Seas, Silversea and Seabourn offer a more exclusive experience for the well-heeled on smaller ships.



Shopping precinct on board the MS Silja Symphony.
Source: Wikimedia Commons

Table 3: Demographic profile of cruise passengers

Demographic Characteristic	Category	Percentage
Age	25–29	7
	30–39	18
	40–49	26
	50–59	22
	60+	26
Educational attainment	Graduate & Post-graduate	75
Employment Status	Full-time	63
	Retired	20
Gender	Male	51
Income US\$	\$39k to \$50k	9
	\$50k to \$60k	10
	\$60k to \$75k	16
	\$75k to \$100k	19
	\$100k to \$200k	39
	\$200k to \$300k	7
	\$300k	1
Marital status	Married	78

Source: <http://www.cruisemarketwatch.com/market/>



Celebrity Solstice pool deck. Source: O. Sillar

Global Cruise Industry

Major consumer motivators

The decision on which cruise to select is influenced by a range of factors. These include:

- Price
- Destinations and itineraries offered
- Cruise board reputation
- Ease and comfort of travel
- Exciting new ships
- Convenient home ports
- Outstanding lifestyle amenities

Top cruise trends

- Improved technology and connectivity at sea[#]
- Millennials* will drive first-time cruiser growth
- Luxury resurgence
- More all-inclusive packages
- Multi-generational travel will increase as will celebration travel & social/affinity groups

- Active vacations at sea – high-energy onboard facilities
- Exotic locations driving new itinerary competition and cruise ship deployment
- Hot destinations Trans Pacific, World Cruises, U.S. Rivers, South America, Antarctic, Middle East, Canada/New England, Africa and Exotic Rivers
- # Keeping connected through social media is now part of our daily life. Royal Caribbean have responded by installing bow-stern Wi-Fi on all its vessels, which gives guests the freedom to access the internet around the ship. The line is also increasing its bandwidth seven-fold, providing a faster connection, and making it practical for guests to be online throughout their journey. Other cruise lines will follow.
- * Birth years ranging from the early 1980s to the early 2000s. Sometimes referred to as Generation Y.



New Zealand and the Australian Curriculum: Geography

A number of resources have been written to provide a fresh perspective on different aspects of New Zealand's geography. Each resource includes links to the Australian Curriculum: Geography indicating the relevance of New Zealand's geography for Australian geography educators.

A millennium ago, Pure Canterbury, Far North District and A notional transect across the Volcanic Plateau. Additional resources will be added during 2014.

Conference Speakers

Leading geography educators have agreed to present the keynote presentations, including Professor John Morgan and Associate Professor Alaric Maude.

Pre-conference tours

Tour 1: Northland – Tuesday 6 to Sunday 11 January 2015

Tour 2: Central North Island, Middle Earth & Blue Duck Station – Tuesday 6 to Sunday 11 January 2015

Conference program

Venue: Distinction Hotel, Rotorua, North Island, NZ

Sunday 11 January: Registration and welcome function

Monday 12 January: Welcome, keynote presentations, workshops and evening social event

Tuesday 13 January: Fieldtrips

Wednesday 14 January: Fieldtrips and conference dinner

Thursday 15 January: Keynote presentations and workshops

Friday 16 January: Checkout and return home or join post-conference tour to South Island NZ.

Fieldtrips

Fieldtrips on Tuesday and Wednesday:

Tour 1: White Island includes lunch (\$75.00 Tour surcharge)

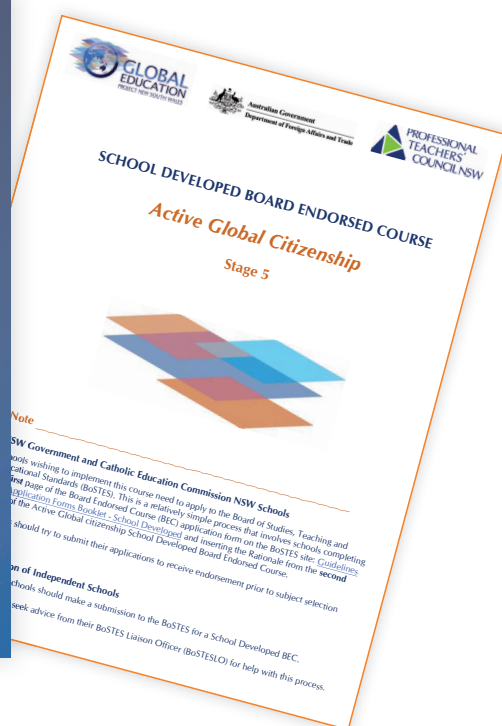
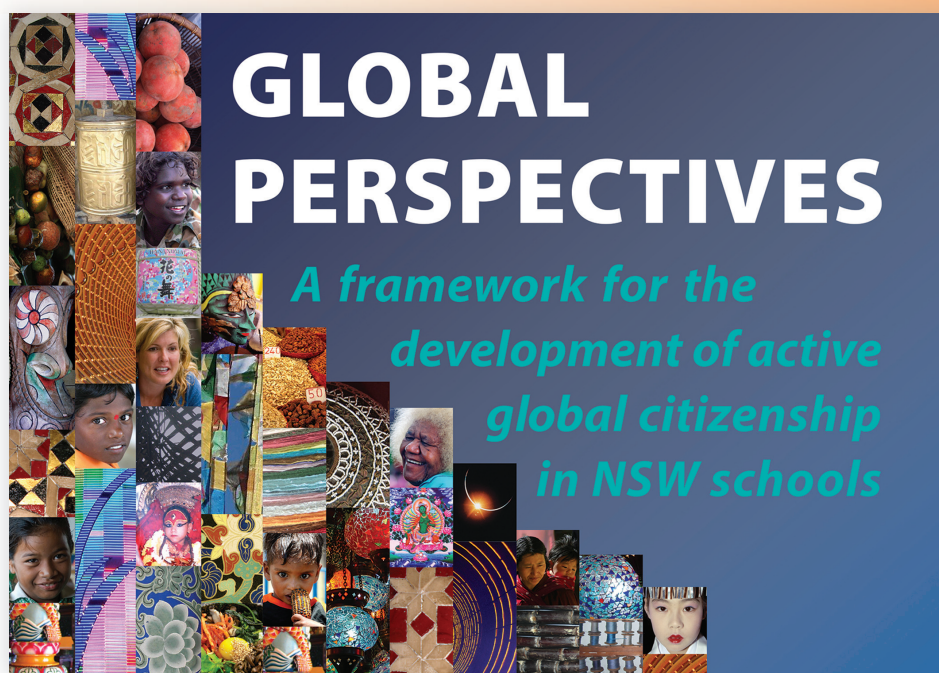
Tour 2: Hells Gate Geothermal Process & Mokoia Island Urban/ Environmental & Rotorua (includes lunch)

Tour 3: Scion – Forests- products – Innovation & Farm Tour – focus on sustainability (includes lunch)

Tour 4: Waimangu Volcanic Valley, GNS Volcanic Activity Centre, Huka Falls, Wairakei Geothermal Power & Lake Taupo (includes lunch)

A special program has been arranged for partners of delegates attending the conference.

Registration available at <http://agta.asn.au/Conferences/conf2015/index.php>



Global Perspectives – a framework for the development of active global citizenship in NSW schools

The framework has been developed by the Global Education Project NSW (GEPNSW) in response to the mandatory Australian curriculum cross-curriculum priorities and general capabilities.

In NSW, the Board of Studies, Teaching and education Standards (BOSTES) has included these, and identified additional, essential content to be integrated into all Key Learning Areas. In NSW this is called *Learning across the curriculum*.

The *Global Perspectives – a framework for the development of active global citizenship in NSW schools*:

- compliments the BOSTES *Learning across the curriculum*
- underpins and supports the delivery of global education through the BOSTES syllabuses
- provides K–12 teachers with a practical guide to assist in the development of teaching and learning programs that equip students with the essential knowledge and understanding, skills and processes, values and attitudes that help them to participate in our increasingly diverse world
- supports the Stage 5 course from 2014. *Stage 5 Active Global Citizenship*, a 100 hour BOSTES Board Endorsed Course: (<http://www.ptc.nsw.edu.au/gepnsw/curriculum/bostes-stage-5-endorsed-course-active-global-citizenship>). This course:
 - prepares students, for effective and responsible participation in society
 - develops globally competent individuals:
 - (i) who are aware, curious, and interested in learning
 - (ii) able to use the big ideas, tools, methods, and languages that are central to any discipline
 - (iii) to develop their research skills, including investigation and analysis; and action, critical thinking and ethical decision-making
 - (iv) to develop personal efficacy, community engagement and workplace skills.

To support this work GEPNSW provides teachers with a range of Global Education resources for use in the classroom.

They can be accessed at: [resources](#) or <http://www.ptc.nsw.edu.au/gepnsw/gepnsw-home>



Australian Government
Department of Foreign Affairs and Trade



Supporting the integration of a global perspective across the curriculum

BENEFITS OF GTA NSW MEMBERSHIP

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

- online publication of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across the state.

For further information about GTA NSW activities and events go to: www.gtansw.org.au



MEMBERSHIP RENEWAL/APPLICATION FORM 2014

ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

Please select **ONE** of the following membership options and complete the details

■ Personal membership \$90.00

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other:

Surname: Given Name(s):

Home address: Postcode:

Phone: (Mob) (Home) (Work)

Fax: Email:

■ Corporate membership \$180.00

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School:

School address: Postcode:

School phone: School fax:

■ Concessional membership \$40.00 ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other:

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School:

PAYMENT:

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of *Geography Bulletin* will be forwarded. A membership reminder will be sent in December.

Please make cheques payable to: Geography Teachers' Association of NSW Inc

OR

Charge \$..... to my credit card: ☐ Mastercard ☐ Visa

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ADVICE TO CONTRIBUTORS

Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

Mr John Lewis, Review Editor,
The GTA NSW Office
PO Box 577
Leichhardt NSW 2040

Deadlines for articles and advertising

Issue 1 – 1 December	Issue 2 – 1 March
Issue 3 – 1 May	Issue 4 – 1 August

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'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50
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Email: gta.admin@ptc.nsw.edu.au

1. **Objective:** The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.

2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:

PO Box 577, Leichhardt, NSW, 2040

Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.

3. **Format:** Original in Word format on disk (or forwarded electronically via email attachment) plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for reproduction. Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption. Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.

4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.

5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.

7. **References:** References should follow the conventional author-date format:

Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.

Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)

Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.

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8. **Italics** should be indicated by underlining.

9. **Spelling** should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.





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