



Geography Teachers
Association NSW & ACT

GEOGRAPHY BULLETiN

Volume 58 No 1&2 2026

**MEGA
DOUBLE ISSUE!**

**Find a
Bulletin Article
Stages 4 & 5**

**How to spot
Fake News**

**Places for
Fieldwork**

**2026 Annual
Report**

**GTA
NSW&ACT
turns
90!**



IN THIS ISSUE:

- Planning for the new 7-10 syllabus
- Feedback on the 2025 Geography HSC
- Preparation for Exam Success

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Fake news?

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The Geography Bulletin is a quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. 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 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' at the back of this issue.

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Editorial

As the year progresses, some teachers are exploring the new 7-10 Geography syllabus in their classes, while others are busy planning for implementation next year. This edition will support teachers analysing their current resources and programs by providing analysis of changes and planning scaffolds. Khya Brooks' and Jade Cunningham's work provides comprehensive support to plan out teaching of geographical skills and tools, inquiry skills and integration of quality case studies. To further support teachers, articles are included which provide a database of past articles and how they are linked to the new syllabus, as well as a comprehensive list of fieldwork providers to assist teachers in planning for 2027.

The use of AI, and the ability of creators and writers to share information online with large audiences without the use of editors or quality assurance processes means that students are constantly accessing information which needs to be assessed for accuracy, validity and reliability. Lorraine Chaffer's article on Fake News provides a comprehensive range of links to resources to help students assess information, as well as student activities to actively engage students. Students can explore resource features such as sensational headlines, biased language, and lack of credible sources.

This edition also includes HSC resources – approaches to answering multiple choice and feedback to NESA on the 2025 exam; and the 2025 Annual Report. We look forward to sharing more resources with you throughout the year, and welcome submissions for the next editions.

Louise Swanson

Councillor, GTA NSW & ACT *Geography Bulletin* Editor



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Executive Officer's Report

By Diana Gearside

Executive Officer, GTA NSW & ACT



Dear Members

Welcome to the GTA NSW & ACT Bulletin 1 for 2026. I hope you find some downtime from your busy teaching careers and other commitments to rest well over the break and indulge in a read of this terrific issue.

It is with gratitude and awe that we celebrate 90 years of the GTA.

The GTA NSW was born on 17 March 1936 with initial aims to provide an opportunity for discussion of problems occurring out of the teaching of Geography and to stimulate enthusiasm for the teaching of Geography in secondary schools. Further ambition saw the organisation seeking real data through surveys about the teaching of Geography in NSW, the establishment of a Geographic Library of texts suitable for use in schools and the goal to keep members informed of current trends in geographical thought and report on interesting articles and geographical journals. The Geography Bulletin had its first edition in 1962.

The mission statement of the association may have expanded in its scope over the years, but its fundamental function and goals remain steadfast: to advocate

and represent members, to support teaching practice through syllabus-aligned professional learning and quality resources, and to recognise the achievements of our members and broader geography community for their dedication to the subject.

We were fortunate to celebrate this milestone with a cake cutting ceremony at the Annual Conference this year. Thank you to all those people who were there and able to participate in recognition of this incredible achievement.

The 2026 GTA NSW & ACT Annual Conference at the Novotel at Sydney Olympic Park was another informative, inspiring and fun event and a great opportunity to meet, greet and network



GTA NSW & ACT team cutting the cake to celebrate 90th birthday of the GTA

with our members and the wider geography community. We always come away from this event buzzing with excitement and full of new ideas to meet our members' needs.

Thank you to everyone involved, delegates, exhibitors, sponsors and speakers alike, who made this a wonderful event.

More recently, we have been busy developing resources, designed to respond with practical tools to maximise teaching capability, to the introduction of the new syllabus:

Years 7–10 Digital Resources

Available in the GTA website shop, login for special members only prices, Stages 4 and 5 can be bought separately. <https://gtanswact.org.au/product/7-10-geography-digital-resource/>

HSC Trial and Preliminary Yearly exams and stimulus booklets

<https://gtanswact.org.au/product-category/stage-6-exams/> Limited availability – due to security period – in the GTA website shop, login for special members only prices, stimulus materials can be digital or hard copy.

2026 HSC lectures

Video presentations by experienced teachers of HSC Case studies, designed to support the 2025 HSC Lecture package (13 recorded lectures) which provides in depth coverage of all topic areas and examination advice for the NEW HSC Stage 6 Geography Syllabus

<https://gtanswact.org.au/shop/2026-hsc-lectures-package/>

<https://gtanswact.org.au/product/hsc-student-lectures-2025-download-package/>

It doesn't stop there...

Coming up, the GTA NSW & ACT are excited to be hosting the Australian Geography Teachers Association (AGTA) conference *Ignite, Shine, ACT* at the Shine Dome in Canberra, our beautiful capital, on 30 September to 2 October 2026.

This biennial conference brings together affiliate members from across Australia for three fabulous days of inspiring keynote speakers, practical workshops and local fieldwork trips (wine, flowers, chocolate, anyone?) This is a great opportunity for members from NSW & ACT to rub shoulders with

Geography teachers from other states and get a sense of “the state of the nation” in our field.

Registrations NOW open

<https://www.agta2026conference.com.au/>

Also coming up:

YGA Competition: Entries now open

<https://gtanswact.org.au/young-geographer-awards/yga-student-awards-nomination-page/>

Middle Ground

Hands-on workshop for those who have purchased the HSC Trial Exam, providing some experience in the room to guide the marking and moderation of student responses to build capability and confidence, finding the middle ground.

Registrations now open. <http://gtanswact.org.au/event/middle-ground-gta-trial-exam-moderation-day/>

GI & AI – The Geographical Investigation and the impact of Artificial Intelligence

A focus group of teachers and GTA councillors met to discuss the challenges associated with the geographical investigation component of the syllabus and share some strategies they have implemented in their schools to protect academic rigour and student engagement. Kieran Bonin, GTANSW & ACT president, is compiling this discussion into a position paper to be presented to the NESA curriculum team.

HSIE NEW Primary syllabus

Professional development day at the State Library on Friday 23 October 2026, held in conjunction with the with History Teachers Association. Details to follow.

Finally, let me reiterate that Chloe, our admin specialist, is doing an amazing job and is always happy to help with any questions or queries of any description.

Contact her at admin@gtanswact.org.au

The GTA NSW & ACT mission and motivation is alive and well. We are always willing to listen and welcome your involvement, ideas and suggestions so please, stay in touch.

Diana Gearside

Executive Officer GTA NSW & ACT

7–10 Geography – Planning for the new syllabus

**On the following pages you will find fantastic
GTA NSW&ACT resources to help teachers:**

- Skills and tools sorting document
- Syllabus changes per focus area
- Stage 4 to 5 Geography skills continuum
- Assessment planning
- Case study planning
- Backwards mapping
- Program template and example
- Develop resources



Geography Teachers
Association NSW & ACT



Skills and tools sorting document

Maps

Stage 4	Stage 5
Types: large-scale maps and small-scale maps, relief maps, special-purpose maps, physical maps, political maps, sketch maps, précis maps, topographic maps and thematic maps, such as choropleth maps, isoline maps, cartogram maps, dot maps, flowline maps, weather maps or synoptic charts	Types: large-scale maps and small-scale maps, relief maps, special-purpose maps, physical maps, political maps, sketch maps, précis maps, topographic maps, land use maps and thematic maps, such as choropleth maps, isoline maps, cartogram maps, dot maps, flowline maps, weather maps or synoptic charts, graduated or proportional symbol maps
Tools and skills	
• Identify key features on a map using cartographic conventions • Identify physical and human features on a map • Identify spatial patterns using a range of maps • Use a range of large-scale and small-scale maps • Determine direction using a 16-point compass • Locate features on a map using latitude and longitude coordinates in degrees • Locate features on a map using area and grid references • Measure distances on a map using a linear scale • Identify contour lines • Determine altitude of a location using contour lines • Calculate the local relief between 2 points using spot heights and contour lines • Recognise the steepness of a slope using shading, spot heights, colour or contour lines • Determine values represented on choropleth maps and thematic maps • Interpret weather maps to gather information about wind direction and speed, pressure patterns, fronts and rainfall	• Identify key features on a range of maps using cartographic conventions • Identify relationships between physical and human features using a range of maps • Identify and interpret spatial patterns using a range of maps • Distinguish between large-scale maps and small-scale maps • Determine direction using a 16-point compass • Locate features on a map using latitude and longitude coordinates in degrees and minutes • Locate features on a map using area and grid references • Measure distances on a map using a ratio scale • Identify and interpret contour lines • Determine the altitude of a location using contour lines • Calculate the local relief between 2 points using spot heights and contour lines • Identify the aspect of a slope using contour lines • Calculate the gradient of a slope as a ratio • Calculate area on a map using a ratio scale • Construct a cross-section from a topographic map • Measure bearings on a map • Determine the density of a specific feature on a map • Construct and interpret choropleth maps and thematic maps • Analyse weather maps, including wind speed and direction, pressure patterns, fronts and rainfall, to determine weather conditions and patterns and make simple weather predictions

Allocate the geographic tools, skills and fieldwork from the following page into the most appropriate focus area for each stage.

Stage 4

Landscapes and landforms	Liveability of places	Water in the world	Interconnections and trade

Stage 5

Biomes and sustainable agriculture	Changing places	Environmental change and management	Human wellbeing

Fieldwork

Stage 4	Stage 5
Instruments: compasses, global positioning systems (GPS), geographic information systems (GIS), measuring equipment, weather instruments, identification charts, testing equipment and photographic devices. May involve measuring, collecting and recording data, and developing and conducting surveys or interviews	Instruments: compasses, global positioning systems (GPS), geographic information systems (GIS), fieldwork transects, measuring equipment, weather instruments, identification charts, testing equipment and photographic devices. May involve measuring, collecting and recording data, and developing and conducting surveys or interviews
Tools and skills	
• Develop geographical questions and plan an inquiry • Identify, collect and record geographical information • Develop and conduct surveys and interviews • Use fieldwork tools to collect geographical information • Draw conclusions from the data collected • Reflect on the fieldwork study	• Develop geographical questions and plan an inquiry • Identify, collect and record geographical information • Develop and conduct surveys and interviews • Use fieldwork tools to collect geographical information • Draw conclusions from the data collected • Evaluate the fieldwork study

Data and Graphs

Stage 4	Stage 5
Types: sector graphs, climate graphs, population profiles, and line, column and bar graphs. Quantitative data can be recorded and represented using tally marks and charts, datasets, data tables and graphs	Types: sector graphs, climate graphs, population profiles, scatter plots, bubble charts, line, column and bar graphs. Quantitative data can be recorded and represented using tally marks and charts, datasets, data tables and graphs
Tools and skills	
• Construct and interpret data tables and graphs • Interpret sector graphs • Interpret population profiles • Use a range of graphs and tables • Use quantitative data and graphs to identify patterns and trends • Identify maximum, minimum, total, mean, range and rank order	• Construct and interpret a range of data tables and graphs • Construct and interpret population profiles • Construct and interpret sector graphs • Use scatter plots and bubble charts to identify correlations within data • Use a range of graphs and tables • Use quantitative data and graphs to identify patterns, trends and changes • Identify and calculate maximum, minimum, total, mean, median, mode, range and rank order

Spatial Technologies

Stage 4	Stage 5
Types: virtual or digital maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), augmented reality and virtual reality	Types: virtual or digital maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), augmented reality, virtual reality and remote sensing data
Tools and skills	
• Interpret geographical information using a range of spatial technologies • Describe land use of an area using virtual or digital maps • Identify the latitude, longitude and altitude of locations using relevant spatial technologies • Determine connections, impacts and change to places using virtual or digital maps and satellite images • Record and map features using GPS • Interpret relationships between geographical data using GIS	• Interpret geographical information using a range of spatial technologies • Determine connections, impacts and changes over time using virtual or digital maps and satellite images • Measure distances and calculate area using virtual or digital maps • Record and map features at different locations using GPS • Interpret relationships between geographical data using GIS • Analyse remote sensing data to interpret features in the environment

Additional geographical representations

Stage 4	Stage 5
Types: 3D models and globes, illustrations, multimedia, tactile graphics and models, posters and collages, soundscapes, Aboriginal and Torres Strait Islander Peoples' Knowledge Systems (such as Cultural mapping and Oral Histories), paintings and artworks, diagrams, infographics, mind maps, cartoons, flowcharts, sketches such as field sketches, line drawings and photo sketches, digital tools such as apps and web tools, and photographs classified by location	Types: 3D models and globes, illustrations, multimedia, tactile graphics and models, paintings and artworks, diagrams, infographics, mind maps, cartoons, flowcharts, transects, Aboriginal and Torres Strait Islander Peoples' Knowledge Systems (such as Cultural mapping and Oral Histories), sketches such as field sketches, line drawings and photo sketches, digital tools such as apps and web tools, and photographs classified by location and angle
Tools and skills	
• Identify different types of photographs from the location they were taken • Interpret photographs and satellite images to determine how a place has changed over time • Document experiences of places and spaces using photographs • Identify and describe spatial patterns and changes using a variety of geographical representations • Use tactile graphics and models to conceptualise geographical information • Use photographs and satellite images to describe the rate and extent of change • Identify and describe spatial patterns and changes using geographical representations	• Identify different types of photographs from the location they were taken or the angle at which they were taken • Interpret photographs and satellite images to determine how a place has changed over time • Identify and describe spatial patterns and changes using a variety of geographical representations • Use tactile graphics and models to conceptualise geographical information • Use photographs and satellite images to describe the rate and extent of change • Document experiences of places and spaces using photographs and other relevant geographical representations • Describe and explain spatial patterns and changes using a range of geographical representations

Syllabus changes per focus area

Key changes between each focus area

Landscapes and Landforms

Old Syllabus (2015)	New Syllabus (2024)	Differences
Investigate different landscapes and the geomorphic processes that create distinctive landforms, for example (ACHGK048, ACHGK050): identification of a variety of landscapes and landforms M VR- explanation of geomorphic processes that create landforms e.g., weathering, erosion, deposition, tectonic activity VR- examination of ONE landscape and its distinctive landforms F	Dynamic landscapes and landforms - Location and features of a variety of landscapes and landforms - Geomorphic processes of tectonic activity, weathering, erosion and deposition that create and shape landscapes and landforms- Human impacts that modify landscapes and landforms	New adds human impacts within this section (rather than later) and removes the "one landscape" case study requirement.
Investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example (ACHGK049): explanation of the aesthetic value of landscapes and landforms to culture and identity- description of the cultural and spiritual value of landscapes or landforms in different places VR- identification of how a landscape can have economic value for different people	The value and protection of landscapes and landforms - Environmental, economic, recreational and cultural value of landscapes and landforms - Protection of landscapes and landforms on various scales - Knowledge and practices used by Aboriginal Peoples to manage and care for Country	New = adds protection and explicit examples of scale; expands Indigenous perspectives to management practices, not just cultural/spiritual value.
Investigate the human causes and effects of land degradation, for example (ACHGK051): identification of the ways people utilise and change landscapes VR- description of the impact of a range of human activities on landscapes GS VR- examination of ONE type of land degradation including its spatial distribution, causes and impact M F	(Addressed under "Human impacts that modify landscapes and landforms")	Old = explicit focus on land degradation and case study of one type. New = streamlined to a general statement on human impacts (case study not required).
Investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example (ACHGK052): description of the nature and extent of landscape protection across a range of scales e.g., locally protected places, national parks, world heritage listing M- examination of management and protection strategies for ONE landscape F- assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform	The value and protection of landscapes and landforms (as above – integrated): - Protection of landscapes and landforms on various scales- Aboriginal Knowledge and Practices for management and care of Country	Old = separate section with case study. New = merged into values section, still with Aboriginal knowledge, but no specific case study requirement.
Investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example (ACHGK053): description of the spatial distribution of the disaster M- explanation of geomorphic processes causing the disaster and its impacts VR- examination of the responses of individuals, groups and government to the impact of the disaster- discussion of management strategies to reduce the future impact of similar hazard events including the role of technology in monitoring and predicting geomorphic hazards	Geomorphic hazards - Nature of geomorphic hazards- Investigation of ONE geomorphic hazard that has occurred this century, including impacts, responses and management	Both = case study of one hazard. Old = broader (distribution, processes, responses, future strategies + tech). New = shorter wording, but still requires impacts/responses/management.

Liveability of Places

Old Syllabus (2015)	New Syllabus (2024)	Differences
- investigate factors influencing perceptions of the liveability of places - examination of environmental factors that influence perceptions of liveability e.g., climate, landforms, natural resources - discussion of human factors that influence perceptions of liveability e.g., culture, income, employment, crime and safety - explanation of ways used to measure, assess or rank the liveability of places e.g., surveys, liveability index GS - development of personal liveability criteria and application to a local place	- Environmental, social, economic and political factors that affect the liveability of places - Diverse experiences and different perceptions of the liveability of places - Methods used to measure, assess or rank liveability	Old = focus on environmental & human factors + student activity of developing criteria. New = broader (adds political factors + diverse perceptions); measurement remains but personal criteria activity removed.
- investigate the influence of accessibility to services and facilities on the liveability of places - identification of services and facilities considered important to people's wellbeing - examination of variations in access between urban, rural and remote places - explanation of how limited access affects liveability of ONE place for different groups e.g., young people, people with disabilities, the aged, rural and remote communities	- Influences of social, cultural and community connections on liveability - Access to services and facilities that influence the liveability of places - Physical and human influences that impact environmental quality and the liveability of places	Old = strong focus on urban-rural-remote comparisons + different groups. New = more general: access linked with connections and environmental quality.
- investigate the impact of environmental quality on the liveability of places (ACHGK045) - discussion of factors that reduce environmental quality e.g., natural hazards, conflict, population pressures, land degradation - comparison of the impact of environmental quality on the liveability of places across a range of scales e.g., local neighbourhoods, large cities, countries F VR		Old = detailed examples and scale comparisons. New = shorter, combines human/physical influences, no explicit requirement for comparing scales.
- investigate the influence of social connectedness and community identity on the liveability of places - identification of the characteristics of places that influence community identity e.g., culture, environment, public events, religious beliefs - discussion of factors that enhance social connectedness e.g., transport, technology, open spaces, meeting places, employment		Old = separate emphasis on identity + connectedness with examples. New = condensed into one line, broader but less prescriptive.
- investigate strategies used to enhance the liveability of places using examples from different countries - identification of the characteristics of places considered highly liveable - examination of a range of strategies used to enhance liveability - assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability - proposal of strategies to improve the liveability of a place in Australia	- Roles and actions of community groups in enhancing liveability - Planning strategies used to enhance the liveability of a place for groups of people - Benefits of caring for Country to enhance liveability for Aboriginal Peoples	Old = prescriptive tasks (case studies, proposing strategies). New = more strategic focus (planning, community roles, Aboriginal Knowledges) but less student "application" (no proposal requirement).

Water in the World

Old Syllabus (2015)	New Syllabus (2024)	Differences
The water cycle investigate how the operation of the water cycle connects people and places (ACHGK038)- identification of water cycle processes- explanation of water flows within a catchment area- examination of factors influencing water flows and the availability of water resources in different places e.g. latitude, altitude, topography, location, climate change	Water resources and their value- Global variations in the distribution, quantity and quality of water resources- Hydrological processes that move water through a catchment area- Factors influencing water flows and the availability of water resources in different places- The economic, cultural, spiritual and aesthetic value of water	Old begins with water cycle connections. New begins with global water resources + hydrological processes. Overlap = flows/catchments + influencing factors.
Australia's water resources investigate the quantity and variability of water resources in Australia and other places (ACHGK039)- analysis of spatial variations in Australia's water resources e.g., groundwater, rivers- explanation of variations in freshwater water availability across Australia e.g. precipitation, groundwater, runoff- assessment of variations in freshwater water availability between continents		Old focuses on Australia + continental comparison. New shifts quickly to global scarcity, impacts, and management. Australia not explicitly listed.
Water scarcity and water management investigate the nature of water scarcity and ways of overcoming it (ACHGK040)- description of the nature, extent and causes of water scarcity in different countries- assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management- proposal of individual actions contributing to water management	Water scarcity and water management- Nature and causes of water scarcity around the world- Environmental, social, economic and political impacts of water scarcity in different countries- Short-term and long-term responses to reduce the impacts of water scarcity- Methods used by Aboriginal Peoples to manage and care for water Country- Strategies to manage catchment areas for sustainability	Old = causes + management + individual actions. New expands to broader hazard focus, including climate drivers and mandatory hazard case study.
The value of water investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region (ACHGK041)- description of the ways water is used by people e.g., agricultural, commercial, industrial and recreational uses- discussion of variations in people's perceptions about the value of water e.g., economic versus aesthetic- comparison of the importance of water to ONE Aboriginal or Torres Strait Islander community and/or ONE Asian community		Old has a dedicated value of water section with case studies. In New, values appear within "Water resources and their value", without explicit Aboriginal/Asia case study.
Natural hazard investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses (ACHGK042)- explanation of the spatial distribution, cause and impact of the disaster- examination of responses by individuals, groups and government to the impact of the disaster- prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard- discussion of management strategies to reduce the future impact of similar hazard events	Hydrological and atmospheric hazards- The nature of hydrological and atmospheric hazards- How natural and human-induced factors affect the frequency, extent and severity of hydrological and atmospheric hazards- Investigation of ONE hydrological or atmospheric hazard that has occurred this century, including impacts, responses and management	Old finishes with a hazards case study (including climate change predictions + strategies). New places hazards earlier under Hydrological and atmospheric hazards, with focus on human-induced factors and one 21st-century example.

Interconnections and Trade

Old Syllabus (2015)	New Syllabus (2024)	Differences
Personal connections investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future (ACHGK065, ACHGK069) - analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities - examination of the impact of people's travel, recreational, cultural or leisure activities on the future of places - explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability	Interconnections- Personal, recreational and cultural connections that link individuals to people, places and environments	Old = detailed investigation + future implications and sustainability strategies. New = concise statement of connections, no explicit sustainability focus.
Technology investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) - explanation of how transport technologies connect people to places - examination of how information and communication technologies increases people's connections to services, information and people in other places - assessment of the impact of increasing global connectivity on people and places	Interconnections- Transportation networks that connect people to goods, services, places and people in different locations- Technologies that connect people to goods, services, places, information and people in different locations	Old separates transport and ICT with assessment of global connectivity. New merges both into transportation + technologies, broader framing but less detail.
Trade investigate the ways places and people are interconnected through trade in goods and services across a range of scales (ACHGK067) - identification of trade connections in Australia e.g., local farmers markets, interstate business - examination of a country's trade links with other countries e.g., major trade partners, sources of raw materials - analysis of spatial patterns of global trade e.g., countries of production and consumption, global shipping and freight routes	Trade flows- The nature and spatial patterns of trade flows- Economic, political and environmental influences that shape trade flows- Aboriginal and Torres Strait Islander Peoples' connections to local, national and international economies	Old = local to global trade, spatial patterns. New = similar but adds economic, political, environmental influences and Indigenous economic connections.
Production and consumption investigate the effects of the production and consumption of goods on people, places and environments throughout the world (ACHGK068) - examination of environmental, social and economic impacts of production and consumption of consumer goods - assessment of the effect of production or consumption of goods on ONE place or environment - explanation of responses by governments, groups and individuals to minimise the effects of production and consumption	Production and consumption case study- Investigation of ONE type of good or service across a supply chain- Environmental, sociocultural and economic impacts of the production and consumption of the selected good or service throughout the world- Strategies to manage sustainability related to the production and consumption of the selected good or service- Perspectives of different groups on the management of the selected good or service	Both = focus on production and consumption impacts. Old = more general, requires one place case study. New = supply chain case study, more structured, adds management perspectives and sustainability strategies.

Biomes and Sustainable Agriculture

Old Syllabus (2015)	New Syllabus (2024)	Differences
Biomes investigate the distribution and physical characteristics of biomes (ACHGK060)- examination of the spatial distribution of biomes- identification of biomes used to produce food, industrial materials and fibres- explanation of the impact of the climate, soils and vegetation of a biome on its productivity	Biomes and productivity- The global distribution and characteristics of Earth's biomes with distinct climates and vegetation- Factors that contribute to variations in the productivity of Earth's biomes (e.g., temperature, precipitation, sunlight, soil fertility, nutrient availability, NPP comparisons)- The value of biomes as a natural resource- Investigation of ONE biome, including the challenges of agricultural production of food, fibres or industrial materials	Old = spatial distribution + climate/soil/vegetation productivity. New = expands with explicit NPP productivity comparisons, adds value of biomes, and requires ONE biome case study (not just general).
Changing biomes investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations (ACHGK061)- examination of human alterations (e.g., vegetation removal, terracing, irrigation, mining)- assessment of environmental impacts (e.g., habitat/biodiversity loss, water pollution, salinity)- discussion of sustainability strategies	Factors influencing food production- Human alterations to biomes to maximise food production (e.g., terracing, irrigation, GM seeds, fertilisers, pesticides, soil fertility management)- Environmental, social, economic and technological factors that influence food supply and demand in Australia and Asia- Environmental impacts of food production	Old = alterations + environmental impacts + general sustainability strategies. New = more systematic categorisation (environmental/social/economic/technological), adds Asia regional focus, and explicitly links to food supply/demand.
Biomes produce food investigate environmental, economic and technological factors that influence agricultural yields (ACHGK062)- environmental factors: temp, water, soil, topography- economic factors: global trade, commercialisation- technological factors: innovations/advancements	(Now integrated under "Factors influencing food production")	Old separates environmental/economic/technological influences on yields. New integrates these into broader factors affecting food production and demand, with more emphasis on sustainability and global context.
Challenges to food production investigate environmental challenges to food production (ACHGK063)- water scarcity and pollution- land degradation and competing land uses (urban expansion, biofuels)- climate change impacts on capacity to increase production	Factors influencing food production (continued)- Environmental impacts of food production	Old = explicitly listed key environmental challenges. New = more general "environmental impacts of food production", but implicitly includes these. Broader framing but less itemised.
Food security investigate the capacity of the world's biomes to achieve sustainable food security (ACHGK064)- assessment of future capacity of biomes- analysis of population projections- sustainable practices- Australia's potential contribution	Towards food security- The nature and spatial patterns of food security- Factors that impact food security (e.g., poverty, conflict, climate change, land competition, export policies)- Sustainable practices for improving global food security- Aboriginal Peoples' Knowledge and collaborative practices that can inform sustainable and resilient food systems for the future	Old = capacity + population projections + sustainable practices + Australia's role. New = structured around nature + spatial patterns + factors + sustainable practices. Stronger inclusion of Aboriginal Knowledge and global challenges like conflict, poverty, land competition.

Changing Places

*Note, 'movement of people' comes first before "changing settlement patterns". They have just been reordered for comparison purposes

Old Syllabus (2015)	New Syllabus (2024)	Differences
Causes and consequences of urbanisation investigate the causes and consequences of urbanisation with reference to ONE Asian country (ACHGK054)- identification of spatial distribution patterns- description of the causes of urbanisation- examination of economic, social or environmental consequences of urbanisation	Changing settlement patterns - Causes and consequences of urbanisation	Old = case study focus on ONE Asian country. New = broader and more general (no region specified). Still requires spatial/economic/social/environmental coverage but less prescriptive.
Urban settlement patterns investigate differences in urban settlement patterns between Australia and another country (ACHGK055)- examination of urban settlements to determine patterns of concentration- explanation of factors influencing urban concentration (e.g., climate, transport, liveability)- assessment of the consequences of urban concentrations on characteristics, liveability, sustainability	Changing settlement patterns - Differences in the spatial distribution of urban settlements in Australia and a selected country- Opportunities and challenges of living in a variety of urban, rural and remote settlements	Old = mainly urban concentration factors + consequences. New = still requires comparison (Australia + another country) but adds explicit focus on opportunities/challenges in different settlement types (urban/rural/remote).
Internal migration investigate reasons for and effects of internal migration in Australia and another country (ACHGK056, ACHGK057)- analysis of trends in temporary and permanent internal migration- discussion of economic, social or environmental consequences of internal migration on places of origin and destination	Movement of people - Factors that influence internal migration within Australia and within another selected country	Old = more detailed (temporary vs permanent, consequences for origin/destination). New = broader phrasing "factors that influence internal migration", less detail but wider framing.
International migration investigate the reasons for and effects of international migration to Australia (ACHGK058)- analysis of international migration patterns- explanation of where and why international migrants settle within Australia- examination of characteristics and spatial patterns of Australia's cultural diversity	Movement of people - Economic, social, environmental and political factors that influence international migration on a global scale- Economic and social consequences of international migration on a global scale- Characteristics and trends of international migration to Australia- Reasons for international migration to Australia- Impacts on Australia of international migration	Old = focus on Australia only (reasons, settlement, cultural diversity). New = introduces global scale international migration factors + consequences, while still including Australia (characteristics, reasons, impacts). Much broader scope.
Australia's urban future investigate the management and planning of Australia's urban future (ACHGK059)- description of Australia's projected population growth- discussion of implications of population forecasts- explanation of strategies to create sustainable urban places- proposal of ways for individuals and communities to contribute	Urban planning for sustainability - Diverse strategies for the effective management of sustainable urban places- Investigation of the management of population change in ONE Australian city, including environmental, social and economic viewpoints- Urban planning strategies that cater for diverse experiences, including Aboriginal and Torres Strait Islander Peoples' Knowledges of caring for Country and Place	Old = emphasis on projections, forecasts, strategies, and community role. New = restructured: focuses on management of population change (case study ONE Australian city) + explicit recognition of Aboriginal Knowledges in planning. Stronger sustainability framing.

Environmental Change and Management

Old Syllabus (2015)	New Syllabus (2024)	Differences
investigate the role and importance of natural environments – identification of the function of natural environments in supporting life e.g., maintaining biodiversity	The role and importance of Earth's environments	Wording shift: <i>natural</i> → <i>Earth's</i>. Biodiversity example dropped.
investigate human-induced environmental changes across a range of scales – brief examination of types and extent of environmental change	Biophysical processes that change Earth's environments • Human-induced environmental changes over time across a range of scales • Consequences of environmental change	New syllabus splits into three: natural biophysical processes, human-induced change, and consequences. Old only required human-induced.
investigate environmental management, including various worldviews and Aboriginal and Torres Strait Islander Peoples' approaches – discussion of varying environmental management approaches and perspectives	Comparison of perspectives, influences and practices, including Aboriginal Peoples' Custodianship of Country, that support environmental management • Management strategies to reduce the impacts of environmental change, including prevention, mitigation and preparedness strategies • Methods used to assess sustainability when managing environmental change	Aboriginal Custodianship more explicit. New syllabus adds strategies (prevention, mitigation, preparedness) and sustainability assessment methods.
Select ONE type of environment in Australia as context for comparative study with at least ONE other country. • investigate the biophysical processes essential to the functioning of the environment – explanation of how biophysical processes maintain functioning • investigate causes, extent and consequences of environmental change – examination of causes and extent of change in each country – analysis of short- and long-term consequences in each country • investigate the management of the environmental change – discussion of factors influencing management responses (e.g., worldviews, competing demands, technology, climate change) – comparison and evaluation of effectiveness of management responses – proposal of how individuals could contribute to achieving sustainability	Investigation of ONE type of environment for a comparative study between Australia and at least ONE other country • Biophysical processes and interactions of the selected environment • Causes, extent and consequences of the environmental change affecting the selected environment • Environmental management strategies to enhance sustainability in the selected environment	Case study remains, but simplified: "interactions" added; no mention of "short/long term" consequences or "in each country." Explicit influences (worldviews, technology, climate change) removed. Evaluation implied, not stated. Individual contributions no longer specified.

Human Wellbeing

Old Syllabus (2015)	New Syllabus (2024)	Differences
investigate ways of measuring and mapping human wellbeing and development – examination of global indicators and benchmarks for wellbeing – description of ways of measuring and mapping wellbeing and development to identify and analyse spatial variations – analysis of contemporary trends in human wellbeing and development	The nature of human wellbeing around the world • Characteristics and spatial patterns of development on a global scale • Global challenges to human wellbeing and development that result in spatial inequality • Methods used to measure human wellbeing and development	Old focused narrowly on measurement, mapping, and trends. New broadens to include nature, characteristics, spatial patterns, and global challenges, with inequality made explicit.
investigate causes, issues and consequences of spatial variations in wellbeing – description of spatial variations between and within countries using indicators – examination of reasons for and consequences of these variations – discussion of issues affecting the development of places and their impact on wellbeing in ONE country or region	Causes and consequences of spatial variations in human wellbeing in a selected country	Old included between and within countries, plus issues affecting development in one country/region. New narrows to a selected country only. Less prescriptive, fewer layers.
investigate reasons for and consequences of spatial variations in wellbeing in Australia – identification of differences in wellbeing using indicators – examination of reasons for and consequences for TWO groups (e.g., cultural groups, unemployed, aged, youth, people with disabilities) – analysis of how wellbeing is influenced by where people live in Australia	How location impacts human wellbeing in Australia with reference to environmental, economic, social and technological factors	Old required focus on two groups and indicators. New reframes around location-based impacts with four factor categories (environmental, economic, social, technological). Group focus removed.
investigate initiatives to improve wellbeing in Australia and other countries – evaluation of initiatives by governments and NGOs – discussion of role of individuals – proposal for action by governments, organisations or individuals to improve wellbeing of ONE group in Australia	Initiatives to improve human wellbeing in Australia and other countries • Perspectives on initiatives to improve human wellbeing • The role of culture, heritage and community in enhancing wellbeing	Old emphasised evaluation, individual roles, and a proposal task. New drops prescriptive tasks, but adds perspectives and culture, heritage, community as key influences.

Stage 4 to 5 Geography skills continuum

Maps

Stage 4	Stage 5
Identify key features on a map using cartographic conventions	Identify key features on a range of maps using cartographic conventions
Identify physical and human features on a map	Identify relationships between physical and human features on a range of maps
Identify spatial patterns using a range of maps	Identify and interpret spatial patterns using a range of maps
Use a range of large-scale and small-scale maps	Distinguish between large-scale maps and small-scale maps
Determine direction using a 16-point compass	Determine direction using a 16-point compass
Locate features on a map using latitude and longitude coordinates in degrees	Locate features on a map using latitude and longitude coordinates in degrees and minutes
Locate features on a map using area and grid references	Locate features on a map using area and grid references
Measure distances on a map using a linear scale	Measure distances on a map using a ratio scale
Identify contour lines	Identify and interpret contour lines
Determine altitude of a location using contour lines	Determine the altitude of a location using contour lines
Calculate the local relief between 2 points using spot heights and contour lines	Calculate the local relief between 2 points using spot heights and contour lines
Recognise the steepness of a slope using shading, spot heights, colour or contour lines	Calculate the gradient of a slope as a ratio
Not applicable	Identify the aspect of a slope using contour lines
Not applicable	Calculate area on a map using a ratio scale
Not applicable	Construct a cross-section from a topographic map
Not applicable	Measure bearings on a map

Stage 4	Stage 5
Not applicable	Determine the density of a specific feature on a map
Determine values represented on choropleth maps and thematic maps	Construct and interpret choropleth maps and thematic maps
Interpret weather maps to gather information about wind direction and speed, pressure patterns, fronts and rainfall	Analyse weather maps, including wind speed and direction, pressure patterns, fronts and rainfall, to determine weather conditions and patterns and make simple weather predictions

Fieldwork

Stage 4	Stage 5
Develop geographical questions and plan an inquiry	Develop geographical questions and plan an inquiry
Identify, collect and record geographical information	Identify, collect and record geographical information
Develop and conduct surveys and interviews	Develop and conduct surveys and interviews
Use fieldwork tools to collect geographical information	Use fieldwork tools to collect geographical information
Draw conclusions from the data collected	Draw conclusions from the data collected
Reflect on the fieldwork study	Evaluate the fieldwork study

Data and Graphs

Stage 4	Stage 5
Construct and interpret data tables and graphs	Construct and interpret a range of data tables and graphs
Interpret sector graphs	Construct and interpret sector graphs
Interpret population profiles	Construct and interpret population profiles

Stage 4	Stage 5
▪ Not applicable	▪ Use scatter plots and bubble charts to identify correlations within data
• Use a range of graphs and tables	▪ Use a range of graphs and tables
• Use quantitative data and graphs to identify patterns and trends	▪ Use quantitative data and graphs to identify patterns, trends and changes
• Identify maximum, minimum, total, mean, range and rank order	▪ Identify and calculate maximum, minimum, total, mean, median, mode, range and rank order

Spatial Technologies

Stage 4	Stage 5
• Interpret geographical information using a range of spatial technologies	• Interpret geographical information using a range of spatial technologies
• Describe land use of an area using virtual or digital maps	• Measure distances and calculate area using virtual or digital maps
• Identify the latitude, longitude and altitude of locations using relevant spatial technologies	
• Determine connections, impacts and change to places using virtual or digital maps and satellite images	• Determine connections, impacts and change to places using virtual or digital maps and satellite images
• Record and map features using GPS	• Record and map features at different locations using GPS
• Interpret relationships between geographical data using GIS	• Interpret relationships between geographical data using GIS
• Not applicable	• Analyse remote sensing data to interpret features in the environment

Additional geographic representations

Stage 4	Stage 5
Identify different types of photographs from the location they were taken	Identify different types of photographs from the location they were taken or the angle at which they were taken
Interpret photographs and satellite images to determine how a place has changed over time	Interpret photographs and satellite images to determine how a place has changed over time
Document experiences of places and spaces using photographs	Document experiences of places and spaces using photographs and other relevant geographical representations
Identify and describe spatial patterns and changes using a variety of geographical representations	Identify and describe spatial patterns and changes using a variety of geographical representations
Use tactile graphics and models to conceptualise geographical information	Use tactile graphics and models to conceptualise geographical information
Use photographs and satellite images to describe the rate and extent of change	Use photographs and satellite images to describe the rate and extent of change
Identify and describe spatial patterns and changes using geographical representations	Describe and explain spatial patterns and changes using a range of geographical representations

Assessment planning

CURRICULUM ALIGNMENT			
Driving outcomes	STAGE 4 OUTCOMES STAGE 4 OUTCOMES STAGE 5 OUTCOMES STAGE 5 OUTCOMES		
Integrated concepts	CONCEPTS		
Inquiry skills	Acquiring	Processing	Communicating
Geographic tools included	Tools		
Focus Area/s		Driving question	

TASK DESIGN			
Task type		Week due	Term __, Week __

DIFFERENTIATION AND SUPPORT		
Support (for students requiring additional help)	Core (majority expectations)	Extension (for students requiring challenge)
(e.g., sentence starters, word banks)	(e.g., scaffold, exemplar paragraph)	(e.g., higher verb, choice)

MARKING CRITERIA DEVELOPMENT		
Task weighting total:		%
Criteria	Description / notes	Suggested weighting
Knowledge of Content		%
Application of skills and tools		%
Understanding of concepts		%
Communication of findings		%

After identifying those key requirements, summarise your task below:

Identify key case studies to refer to in each focus area.
Consider: Global examples, Aboriginal and Torres Strait Islander examples, Local examples

Stage 4

Landscapes and landforms	Liveability of places	Water in the world	Interconnections and trade

Stage 5

Biomes and sustainable agriculture	Changing places	Environmental change and management	Human wellbeing

Backwards mapping

Teacher planning starts here

Focus (e.g., concept, key skill....)	Why does this learning matter?
	Target syllabus outcomes

Culminating assessment task (Assessment of Learning)



Assessment for learning activity 4	⇒	Assessment for learning activity 5
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Assessment for learning activity 3	⇐	Assessment for learning activity 2
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Student learning starts here



Assessment for learning activity 1

Teacher planning starts here (example)

Focus (e.g. concept, key skill....) <i>Applying and evaluating a range of tools and information</i>	Why does this learning matter? <i>Capacity to apply evidence by effectively assessing the relevance and validity of tools is essential to future studies, and is now integrated into content and outcomes</i> Target syllabus outcomes <i>GE5-TAP-01 applies and evaluates a range of geographical tools to acquire and process geographical information</i>
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Culminating assessment task (Assessment of Learning) <i>Justify the use of three geographic tools to form a judgement about the effectiveness of management strategies</i>
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Assessment for learning activity 4 <i>Read a statement and rank five different geographic tools from most valid to least valid in supporting the ideas in the statement</i>	Assessment for learning activity 5 <i>Develop a research method and create a geographic tool (eg graph) explaining a management strategy</i>
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Assessment for learning activity 3 <i>Combine information from two different geographic tools to form an idea</i>	Assessment for learning activity 2 <i>Distinguish the type of information provided by two different geographic tools and which one is most useful to answer a question</i>
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Student learning starts here



Assessment for learning activity 1 <i>Conduct PQE on three different types of geographic tools</i>
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Program
template
and
example

Stage ____		Unit Name:	Teacher:	Unit Duration:						
Unit Description										
Outcomes										
Subject Skills										
Geographical inquiry skills	Maps	Fieldwork								
	Spatial technology skills	Graphs and Statistics								
		Visual Representations								
Assessment FOR Learning		Assessment OF Learning		Assessment AS Learning						
SCOPE AND SEQUENCE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content										
Intended Outcomes										
Skills										

Content	Outcomes AND Skills	Teaching Activities			Evidence of Learning	Register
		Support	Core	Extension		
Weeks 8–10 <i>Production and consumption case study</i>		<i>What are the processes, cycles and circulations in Earth systems?</i>	<i>How interconnected are the processes, cycles and circulations for Earth systems?</i>	<i>How will human impacts ON processes, cycles and circulations impact the future of the Earth's systems?</i>		
Environmental, sociocultural and economic impacts of the production and the consumption of the selected good or service throughout the world	GE4-TAP-01 selects and uses geographical tools to acquire and process geographical information GE4-PRI-01 explains the processes and interactions that change people, places and environments GE4-TAP-01 selects and uses geographical tools to acquire and process geographical information GE4-PER-01 examines and describes the perspectives of people and organisations on a range of geographical issues	Students brainstorm everything they know about fast fashion using a “Know, Think, Wonder” organiser. They watch “The Journey of a t-shirt” and create a diagram describing the process of t shirt making globally. Students are given data on major fast fashion producing countries (e.g., Bangladesh, Vietnam, China, India, Turkey, Ethiopia). They construct a choropleth map showing <i>global clothing exports (USD)</i>. Class discussion: What global patterns are visible? Which regions are most involved in production, and which in consumption? In groups, students sort impact cards under three headings: Environmental, Sociocultural, Economic (e.g., water pollution, low wages, job creation, landfill waste, factory fires). Groups then select one country and one impact type to annotate on their map. Students are given two datasets: • Average monthly income of garment workers (USD) • Export value per country (USD billions) They create a scatterplot to explore relationships between <i>worker income</i> and <i>export value</i>.	Students investigate strategies to improve sustainability in the fashion industry (e.g., fair-trade certification, recycling programs, brand transparency, consumer education). They classify each strategy as mainly <i>environmental, economic or sociocultural</i>. Teacher models how to use judgement meters to evaluate the effectiveness of strategies. Students copy the model strategy and then select a different one to complete themselves. Students read three short extracts showing contrasting views: Factory worker, retail representative and environmental activist. Using the cards, students:	Annotate a political cartoon from one of these perspectives to identify how it demonstrates the perspective Construct a political cartoon to demonstrate the implications of the fast fashion industry on that perspectives Construct a political cartoon highlighting the cooperation or conflict that can occur between two different perspectives of the fast fashion industry	Identifies human–environment interactions Uses maps to identify spatial patterns and explain how production processes vary across places. Explains how interactions between people and environments create differing impacts in places. Uses graphs to identify and explain spatial and economic relationships between production and wellbeing. Explains how sustainability strategies aim to reduce the impacts of global production of global production systems. Visually represents differing perspectives of a geographical issue	

Teacher evaluation and comments to guide overall evaluation of current programs for the next teaching cycle.	
Program Checklist before HT Sign:	
- Annotations for each day class was taught, does this align to the timetable?	✓
- Annotations for adjustments made for NCCD students?	✓
- Does your program align to the Scope and Sequence?	✓
- Does your program align to the Assessment Schedule?	✓
- Do your annotations align horizontally to the week and date taught?	✓
- Have you inserted formative assessment into your program?	✓
- Do your outcomes align to the AS, S&S and Academic Reports?	✓
- Are all of the dates on the program current for the teaching cycle?	✓
- Have you completed the evaluation and made considerable judgments about the next teaching cycle?	✓
Date commenced:	Date completed:
Teacher's signature	Head Teacher's signature I certify that this program to be a true record of lessons taught as per syllabus:

Develop resources

Sample resource 1: Interconnections and trade
(Strategies to manage sustainability related to the production and consumption of the selected good or service)

The Life of a Toilet Roll: Sustainability Strategies in Action

Numeracy starter: The average Australian uses 88 rolls of toilet paper per year. With Australia’s population at approximately 27.4 million people, how many toilet rolls is Australia going through each year?

Real strategies in action
Below are some strategies that can make toilet paper more sustainable. Read through each one and **explain how it helps manage sustainability.**

Sustainable strategy	What it is / who is responsible	How it helps manage sustainability
FSC certification	Companies use wood from certified sustainable forests.	
Recycled toilet paper	Companies use recycled paper instead of cutting down trees.	
Bamboo toilet paper	Toilet paper made from bamboo instead of traditional wood pulp.	
Plastic free packaging	Companies use paper or compostable materials for wrapping.	
Carbon offsetting	Companies offset emissions from production and shipping.	
Consumer choice	Consumers choose brands that are more environmentally responsible.	

Which of these strategies do you think is the most effective for protecting the environment? Why?

.....

.....

.....

Imagine your team has been hired to help a company like Who Gives a Crap convince more people to choose sustainable toilet paper.

Your goal: Create a mini marketing campaign that encourages people to make environmentally conscious choices.

a. Choose Your Key Message

What is the main idea your campaign will communicate? (Example: “Small choices make a big difference.”)

Key message: _____

b. Choose 2 Strategies to Promote

Which sustainability strategies will your campaign highlight?

Strategy	Why it matters

c. Decide How to Market It

How will you get your message out to people?

☐ Social media post ☐ Poster ☐ Slogan ☐ Video ☐ Short speech ☐ Other:

.....

Outline your idea here (e.g., slogan, visuals, or pitch lines):

d. Final Pitch

Write 2–3 sentences you would use to persuade consumers to switch to sustainable toilet paper:

Sample resource 2: Changing places

(Urban planning strategies that cater for diverse experiences, including Aboriginal and Torres Strait Islander Peoples' Knowledges of caring for Country and Place)

First Nations peoples' perspectives in urban planning

Context: Urban areas are growing and changing, but planning strategies can draw on Aboriginal and Torres Strait Islander Peoples' knowledge to create more inclusive and sustainable places. These perspectives emphasise the importance of caring for Country and recognising cultural connections to land, water, and community.

Your Task: You will investigate how Aboriginal and Torres Strait Islander Peoples' perspectives are included in an urban planning strategy in Australia, and then present your findings and ideas in a format of your choice.

Step 1: Choose and research ONE example of an Australian urban planning strategy that includes Aboriginal and Torres Strait Islander perspectives.

Barangaroo Reserve (Sydney)	Yerrabingin Indigenous rooftop farm (Sydney)	Melbourne's Urban Forest Strategy with Wurundjeri consultation	Perth's City Design Strategy with Noongar input
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Step 2: Apply your understanding by addressing the following:

- a. Describe the urban planning strategy and how Aboriginal perspectives are included.
- b. Explain how caring for Country and Place is reflected in the strategy.
- c. Propose one new idea or improvement that could further include Aboriginal perspectives in urban planning.

Step 3: Select one of the following ways to present your work

Visual Plan / Infographic •Create a poster, map, or digital design that shows your chosen strategy and your improvement idea •Use labels or annotations to explain Aboriginal perspectives	Report •Write a 600 to 800 word report •Structure: Introduction, description of the strategy, explanation of Aboriginal perspectives, proposed improvement, conclusion	Multimodal Presentation •Create a 3–5 minute digital presentation (slides, video or podcast) •Use visuals, voice or narration to explain your research and improvement idea	Creative Response •Write a narrative, diary entry or photo essay from the perspective of someone experiencing the urban space (e.g., Elder, planner, youth) •End with a reflective paragraph linking the response to Aboriginal perspectives in planning
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How to spot Fake News



Fake News & Misinformation Source Based Student Activities

by Lorraine Chaffer, Geography Education
& GTANSW & ACT Councillor

ACTIVITIES

A. HOW TO SPOT FAKE NEWS: INFOGRAPHICS

Working in pairs

1. Mind map ideas that come to mind when you hear the term 'Fake News'. Record on a diagram and share with the class.
2. Use a See Saw activity to describe any experience you have had with Fake News. Explain how you knew the item was 'fake'.
3. How might 'Fake News' influence your understanding of places and environments in Geography.

Class discussion & analysis

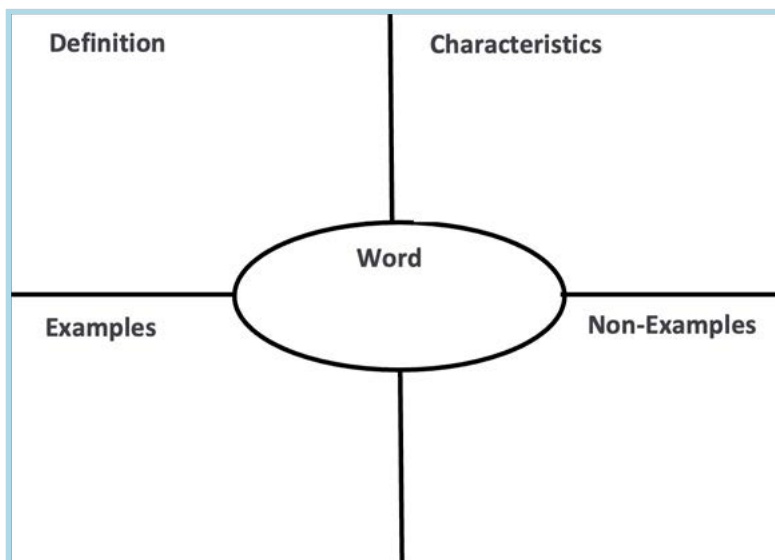
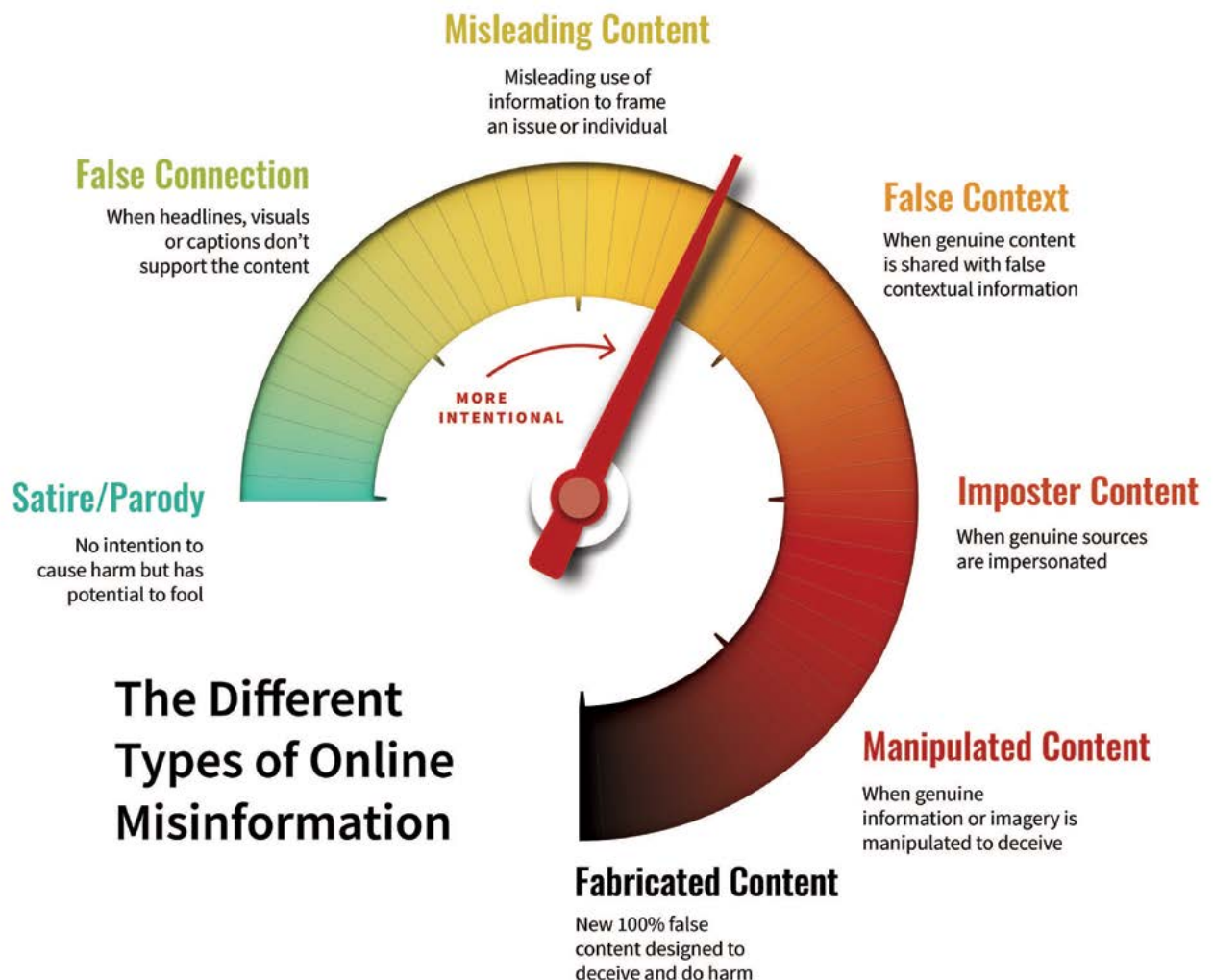
4. For each of the types of online misinformation in **SOURCE 1** discuss each category using examples provided by the teacher and or students.
5. Use the Frayer model in **SOURCE 2** to show understanding of the following terms – imposter, satire, fabricated content, manipulated content.
6. Teacher led analysis of **SOURCE 3**.

Student application

7. Find a media report online.
 - a. Analyse the article to assess if it is real or fake.
 - b. Annotate the article as evidence of your judgement.
 - c. Create a Fake News report on the same topic.

How To Spot Fake News

"Fake news" might feel like an overused term, but misinformation online is everywhere. Here are the key characteristics of fake news and how to spot them.



SOURCE 1
Types of online misinformation
<https://www.visualcapitalist.com/how-to-spot-fake-news/>

SOURCE 2
FRAYER MODEL
Refer to
<https://www.modelteaching.com/education-articles/teaching-strategies/how-to-use-the-frayer-model-in-your-classroom>



Is It Fake News?

WHAT TO CHECK ON A STORY.

The Source

What's the story's intent? Investigate the site, its mission and its contact info.

The Author

Do a quick search on the author. Are they credible? Are they real?

The Information

Read past click-bait headlines, note who is (or isn't) quoted, and verify the information on other sites.

Supporting Sources

Click on the supporting links, and perform reverse searches on images. Are they credible, and do they support the story?

SOURCE International Federation of Library Associations and Institutions, Harvard

www.the.honesttruth.com.co

the honest truth .com NEWS BLOG ABOUT

MAYOR HATES TREES?

JOHNNY REPORTER MAY 04 2002

After campaigning strongly on an environmental platform, the city's **famously green** mayor is in hot water for comments made at a charity fundraiser late Tuesday. At the Children's Reading Association's annual **Books4Charity** gala, Mayor Truman delivered an opening speech that left many in the audience speechless and questioning the event's legitimacy.

Though the mayor's keynote started on warm, celebratory terms, it quickly turned into an **improvised rant** that blurred between comedic and shocking. Truman began by congratulating the hosts for their 10th annual event before devolving into a nostalgic anecdote that seemed pro-lumber. "I read everything I can get my hands on," said Truman. "But lately there are less books. We should print more!"

The mayor's inflammatory comments encouraging the **destruction** of forests for reading material aren't the only time they've been in **trouble** with **environmentalists**. At last year's March For Earth through the city's **Wintown**, Truman spoke positively about environmentalists organizing the event before noting, "I don't like the term treehugger, though, because I hate hugging trees. You get covered in sap and dirt."

Mayor Truman's increasingly vile anti-tree rhetoric is likely to cause concern in City Hall and amongst prominent party staff and donors. Eyebrows were already raised at the City's lackluster response to a local forest fire last week, when firefighters took two whole hours to arrive on scene after claiming they were busy saving people from a burning building.

The URL

Be wary of unusual top-level domain names, like ".com.co" that are designed to appear legitimate.

Your Bias

Who is the intended audience for this story? Consider if your own beliefs could affect your judgement.

The Date

Republishing old news stories doesn't mean they're relevant to current events.

The Text

Are there spelling errors or dramatic punctuation? Reputable sources have high proofreading and grammatical standards.

The Experts

Would this story meet academic citation standards? Consult a fact-checking site.

The most important thing is to *consider* the credibility of articles in the first place. People's ability to discern and share real articles over fake nearly **tripled** after a simple reminder to check accuracy. **SOURCE** Psychological Science, 2020



/visualcapitalist



@visualcap



visualcapitalist.com

SOURCES

International Federation of Library Associations and Institutions, First Draft, Harvard, IPSOS, Psychological Science, MIT, Gallup



SOURCE 3: What to check on a story

<https://www.visualcapitalist.com/how-to-spot-fake-news/>

© Images licenced for use by GTANSW & ACT.

Note: a copy of the top poster will be provided to all participants at the 2026 GTA Annual Conference

B. AI & MISINFORMATION

Class discussion

1. How might **artificial intelligence (AI)** contribute to the spread of misinformation?

Source analysis

Visit the Blog 'DON'T BELIEVE EVERYTHING YOU SEE: HOW AI IS SPREADING MIS-, DIS- AND MAL-INFORMATION AND WHAT TO DO ABOUT IT' from Deakin University at <https://blogs.deakin.edu.au/article/misinformation/>

OR Read SOURCE 4 (at the end of this article) to analyse the role of Ai in spreading misinformation and fake news.

2. Complete each of the following activities as you progress through the content:
 - The Troll Game
 - The Deep Fake Game
 - ABC Source Checker game
 - Harvard's Implicit Bias Test

3. Complete the following questions:

- a. How do misinformation, disinformation, and mal-information differ in intent?
- b. According to the article, how is AI helping misinformation spread online?
- c. What are some examples of AI-generated content that can mislead people?
- d. Why can AI-generated images or videos be difficult for people to identify as fake?
- e. What role do social media platforms play in spreading misinformation?
- f. Why is misinformation considered a problem for society?
- g. In what ways does AI accelerate the spread of falsehoods?
- h. What are the best strategies for identifying and debunking deepfakes?



Critical Thinking: Thinking beyond the text.

4. Why might people believe misinformation even when it is false?
5. How might misinformation affect different groups of people in different ways?
6. How could AI tools be used **both positively and negatively** when it comes to information online?
7. Do you think AI makes misinformation more dangerous than in the past? Why or why not?
8. Should companies that create AI tools be responsible for preventing misinformation? Explain your opinion.
9. Who should be most responsible for preventing AI-generated misinformation: governments, technology companies, or individuals? Explain your reasoning.
10. To what extent do you think people are responsible for verifying information before sharing it online?

Image Investigation

11. Analyse an image of a place that could potentially be AI-generated (Most stock photo organisations provide AI generated images)
 - What clues might show that an image is AI-generated?
 - What details would you check before believing the image is real?
 - Where could you verify whether the image is true?
12. Why do AI-generated images often spread quickly on social media?
13. Should AI-generated images or videos be required to include a label or watermark? Why or why not?

Scenario Discussion

14. A video appears online showing a famous politician saying something controversial. The video looks realistic, but some people claim it was created using AI.

- What steps should someone take before sharing the video?
- How could misinformation from this video affect people's opinions?
- Who is responsible for checking whether the video is real?

Create

15. Work in groups to complete ONE of the following resources
 - Design a set of guidelines that Geography students could use to identify AI-generated misinformation online.
 - Create a short social media campaign that teaches people how to recognise misinformation.
 - Develop a school policy for how students should use AI responsibly when creating digital content for Geography.
 - Create a checklist that people could use before sharing information online to ensure it is accurate.

Reflect

16. Write a paragraph response to the following question.

"AI technology is changing the way information spreads online. Do you think society is prepared for this challenge?"

Additional resources

- ADVICE FROM THE AUSTRALIAN GOVERNMENT ESAFETY COMMISSIONER
<https://www.esafety.gov.au/key-topics/fake-news-and-misinformation>
- DEAKIN UNIVERSITY For more tips and tricks on how to have conversations with others who believe misinformation, check out our [Dealing with Misinformation resource guide](#).

Don't believe everything you see: how AI is spreading mis-, dis- and mal-information and what to do about it

Article by Deakin University (Meg Bullock), 2025.

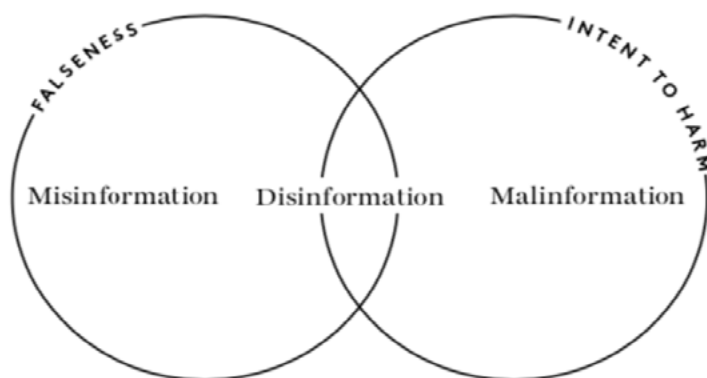
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Deakin University, <https://blogs.deakin.edu.au/article/misinformation/>

Have you ever come across a viral post or news story that seemed too good to be true? Or maybe you've seen a video that looked so realistic you couldn't tell if it was real or fake? Welcome to the world of misinformation, disinformation and mal-information.

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Misinformation has always been around

but tends to spike during events like elections or health crises. Dealing with misinformation involves two key actions:

1. Learning how to assess and verify what you see.
2. Knowing how to respond when someone else shares something false or misleading.

What is mis-, dis- and mal-information?

Misinformation is false or misleading information that is spread either intentionally or unintentionally. It can be spread through social media, news outlets or word of mouth. Misinformation is often created to generate clicks, likes or views, or to promote a particular agenda or ideology.

Can you tell if comments are from a genuine account or professional troll?

[Play Spot the Troll game](#)

Disinformation is similar to misinformation, but it's spread with the intent to deceive. Disinformation can be spread by governments, political campaigns or individuals with a specific agenda. Disinformation is often used to sow discord, influence elections or discredit individuals or organisations.

Would you know if you were watching a deepfake? [Play the game](#)

Mal-information is true information that is spread with the intent to harm someone's reputation or cause other forms of harm. Mal-information can be used to shame or embarrass someone, or to spread fear or panic. Mal-information can be spread through gossip, social media or news outlets. Examples of mal-information include phishing, doxing, swatting and revenge porn.

As the above chart shows, these categories are not fixed and can change over time. For example, if misinformation is proven to be false but people continue to share it, it can become disinformation. Similarly, mal-information can transform into disinformation if it gains enough traction on social media and modifies the original narrative.

Mis-, dis- and mal-information gone viral

Artificial intelligence (AI) has become the sneaky accomplice of mis-, dis- and mal-information, promoting their viral spread online. For instance, deepfakes, AI-manipulated videos and images now deceive users with such high frequency that it can be hard to tell what's real and what's not. These manipulations can spread like wildfire

across social media, making it harder for us to distinguish between fact and fiction. An example is the [deepfake videos](#) of Tom Cruise that went viral on TikTok, showing just how convincing these manipulations can be.

TikTok, in particular, has become a hotbed for the spread of **misinformation**, with videos ranging from COVID-19 conspiracy theories to false information about the US election. The platform's algorithm-based content curation system has been criticised for allowing misleading content to go viral, without fact-checking. Some users have even used TikTok to spread dangerous misinformation related to mental health, promoting harmful and unproven treatments.

But deepfakes aren't the only way that AI is contributing to the spread of false information. Have you ever noticed how social media seems to know exactly what you like and what you don't? That's because algorithms powered by AI are constantly analysing your behaviour to figure out what to show you next. While this can be helpful in some cases, it can also lead to a '**filter bubble**' where you're only exposed to information that confirms your pre-existing beliefs. This can make it harder to recognise when something is false or misleading.

Adding to the challenge, AI-powered bots have also become part of the misinformation landscape, amplifying and spreading false information to create the illusion of support for certain theories or narratives. **Researchers** are predicting that this will only get easier as **AI use grows**. The result? False information goes viral, making it harder for us to find accurate information.

So how can you spot mis-, dis- and mal-information?

We've put together a few tips:

1. **Check the source:** Make sure the source of the information is trustworthy and reputable. Don't trust information from questionable websites or sources you don't know. Test your source-checking skills with the [ABC Source Checker game](#).
2. **Look for supporting evidence:** Try to find other sources that agree with the information to make sure it's accurate. Don't rely on just one source.
3. **Watch out for emotional language:** False information often uses strong language or tries to make you feel a certain way. Be careful of information that seems too dramatic or

emotional. [Watch this video about climate change](#) – did you pay more attention to specific information that supports your beliefs?

4. **Fact-check:** Use reliable fact-checking resources like [Reuters](#) to verify the accuracy of the information.
5. **Be cautious on social media:** Social media can be a source of false information, so be careful when consuming information there. Verify the accuracy of the information before accepting it as true – and before liking or reposting it.
6. **Be aware of bias:** We all have our own beliefs and opinions, but it's important to be aware of them when evaluating information. Try to approach new information with an open mind and consider alternative perspectives. Test yourself with [Harvard's Implicit Bias test](#).
7. **Use resources provided by Deakin University:** We have created resources to help students understand misinformation, disinformation and mal-information. Check out our [Misinformation resource guide](#).

By being aware of these tips, you can protect yourself and others from being misled by false information. Plus, it's always more fun to be a savvy internet user than to fall for a hoax or fake news story!

Having conversations with people who believe misinformation

Speaking up when someone shares misinformation is important, as silence can allow it to spread. While these conversations can be uncomfortable, approaching them with empathy creates space for learning and connection. Most people share misinformation out of confusion or concern, not malice, so focus on trust, not winning an argument.

Tips for having constructive conversations:

- Stay calm and respectful.
- Listen to and understand their concerns.
- Find common ground.
- Share reliable info gently.
- Encourage critical thinking.
- Know when to pause if things get tense.

Find a Geography Bulletin Article: Stages 4 And 5



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The following table is a record of GTANSW&ACT Bulletin articles that support current Geography Syllabuses in NSW and teacher professional learning. Student activities and worksheets for selected articles as well as PowerPoint presentations are included as Appendices.

STAGE 4

ARTICLE AND AUTHOR	GEOGRAPHY BULLETIN
How to navigate the new 7-10 Syllabus. <i>GTANSW&ACT.</i>	Volume 56, , No 3, 2024
LANDFORMS AND LANDSCAPES	
Mystery of blood falls <i>Dr Susan Bliss</i>	Volume 55, No 3, 2023
Aboriginal Dreaming – Origins of The Three Sisters <i>Nicholas De Bressac</i>	Volume 54, No3, 2022
Topographic mapping skills. <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
The Grand Canyon: Skills activities <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
Escape rooms. <i>Chad Cary</i>	Volume 54, No2, 2022
Natural hazards: Why the volcanic eruption in Tonga was so violent, and what to expect next. <i>The Conversation</i>	Volume 54, No1, 2022
The Tonga volcanic eruption has revealed the vulnerabilities in our global telecommunication system. <i>The Conversation</i>	Volume 54, No1, 2022
Tonga. Skills development <i>Lorraine Chaffer / Graphic News Infographics</i>	Volume 54, No1, 2022
Oreo plate tectonics <i>Christina Kalinic and Katerina Stojanovski</i>	Volume 53, No2, 2021
Spatial technology. Landscapes and landforms in Google Voyager <i>Katerina Stojanovski & Paul Batten</i>	Volume 53, No 1, 2021
Snapshot 1: Geomorphic processes. <i>Lorraine Chaffer</i>	Volume 52, No2, 2020
Snapshot 2: Landscape diversity and change <i>Lorraine Chaffer</i>	Volume 52, No2, 2020
Snapshot 3: Meandering rivers <i>Lorraine Chaffer / Flip book resource NASA</i>	Volume 52, No2, 2020
Snapshot 4: Earthquakes infographic	Volume 52, No 2, 2020
Canada 1: Major landforms, geomorphic processes and geomorphic hazards (Condensed and reworked article from 2015) <i>Lorraine Chaffer</i>	Volume 52, No 2, 2020
Canada 2: Unique landforms and geomorphic processes (Condensed article – 2015) <i>Lorraine Chaffer</i>	Volume 52, No 2, 2020
Canada 3: Landscape values and protection (Condensed article – 2015) <i>Lorraine Chaffer</i>	Volume 52, No2, 2020
IB Middle Years program: Landforms & landscapes <i>Adrian Harrison</i>	Volume 51, No 3, 2019
Namib Desert <i>Dr Susan Bliss</i>	Volume 50, No 1, 2018
Geomorphic hazards: Earthquakes in Haiti and Chile <i>Dr Susan Bliss</i>	Volume 50, No 1, 2018

Illustrative study: A natural disaster. Whose fault? Port-au-Prince, Haiti <i>Dr John Buchannan</i>	Volume 50, No 1, 2018
Introducing landforms and landscapes. <i>David Alchin</i>	Volume 50, No 1, 2018
Mongolia: Grassland landscape & biome <i>Dr Susan Bliss</i>	Volume 48, No 1, 2016
Canada, beautiful, liveable but vulnerable Part 1: Landscapes, landforms, geomorphic processes and hazards. <i>Lorraine Chaffer</i>	Volume 47, No 4, 2015
Canada, beautiful, liveable but vulnerable Part 2: Selected landscapes, landforms, values and protection <i>Lorraine Chaffer</i>	Volume 47, No 4, 2015
Hazards: Year 7 & Year 8 <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
PLACE AND LIVEABILITY	
Teaching writing: Liveability postcards: A fun pre-test of writing in disguise. <i>Anna Roberts</i>	Volume 57, No 3, 2025
Spirit and home: New films for developing powerful geographical understanding. Includes lesson plan <i>Shu Jun Lee and Jane Dyson</i>	Volume 55, No3, 2023
Conference reflection. Where would you live? <i>Cameron Menzies</i>	Volume 54, No1, 2022
Assessment: Place and liveability <i>Newcastle Grammar</i>	Volume 52, No 1, 2020
Urban places and liveability: Design an apartment block. <i>Jessica Skinner Crowe</i>	Volume 51, No 2, 2019
Place and liveability Part 1 <i>Lorraine Chaffer</i>	Volume 49, No 2, 2017
Place and liveability: Part 2 <i>Lorraine Chaffer</i>	Volume 49, No 3, 2017
WATER IN THE WORLD	
Fieldwork investigations: Value of water – Sensory Mapping. <i>Sydney water</i>	Volume 54, No2, 2022
Make a water cycle model <i>Louise Roberts</i>	Volume 54, No2, 2022
Weather and climate skills. <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
Low-cost fieldwork in a pandemic. <i>Fleur Farah</i> Appendix: Kolombo Creek fieldwork PPT.	Volume 52, No 4, 2020
Snapshot: Water cycle – concepts and connections <i>Lorraine Chaffer</i>	Volume 52, No 2, 2020
Canada 4: Water resources and hazards (Condensed article – 2016) <i>Lorraine Chaffer</i>	Volume 52, No 2, 2020
Canada 5: The Bow River (Condensed article – 2016) <i>Lorraine Chaffer</i>	Volume 52, No 2, 2020
Flooding in the Hawkesbury Nepean Valley – resource <i>Sasha Jessop</i>	Volume 51, No 4, 2019
Groundwater resources and depletion <i>Lorraine Chaffer</i>	Volume 48, No 1, 2016
Canada, beautiful, liveable but vulnerable Part 3: Canada's water resources <i>Lorraine Chaffer</i>	Volume 48, No 1, 2016
Canada, beautiful, liveable but vulnerable Part 4: Stimulus based inquiry activities / Bow River <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016

Year 7 and Year 8 (Hydrologic & atmospheric hazards) <i>Dr Susan Bliss</i>	Volume 45, No 3, 2013
Meteotsunamis from the sky <i>Dr Susan Bliss</i>	Volume 46, No 4, 2014
Three Gorges Dam. <i>Dr Susan Bliss</i>	Volume 45, No 4, 2013
INTERCONNECTIONS AND TRADE (PREVIOUSLY INTERCONNECTIONS)	
Interconnections – Fast fashion <i>Nicholas De Bressac</i>	Volume 54, No 3, 2022
The supply chain <i>Kristina Kalinic & Katerina Stojanovski</i>	Volume 54, No 1, 2022
The Tonga volcanic eruption has revealed the vulnerabilities in our global telecommunication system. <i>The Conversation</i>	Volume 54, No 1, 2022
Mapping the world's key maritime choke points (Trade Connections) <i>Visual Capitalist</i>	Volume 53, No 3, 2021
Container: The box that changed the world <i>Australian National Maritime Museum</i>	Volume 53, No 3, 2021
Skills: Trade connections <i>Lorraine Chaffer</i>	Volume 53, No 3, 2021
Case study: Dating and technology <i>Betty Steele-Smith</i>	Volume 52, No 4, 2020
The supply chain – Assessment task <i>David Latimer</i>	Volume 53, No 2, 2021
Retell the news – Stimulus based classroom activity <i>Lorraine Chaffer</i>	Volume 53, No 2, 2021
Coffee interconnections <i>Dr Susan Bliss</i>	Volume 49, No 4, 2017
Bangladesh Leather <i>Dr Susan Bliss</i>	Volume 49, No 3, 2017
Chocolate <i>Dr Susan Bliss</i>	Volume 49, No 1, 2017
Sharks in hot soup <i>Dr Susan Bliss</i>	Volume 49, No 1, 2017
Geography of my stuff <i>Royal Geographical Society</i>	Volume 45, No 3, 2013

STAGE 5

ARTICLE AND AUTHOR	EDITION / YEAR
How to navigate the new 7-10 syllabus. <i>GTANSW&ACT.</i>	Volume 56, No 3, 2024
BIOMES and FOOD PRODUCTION (was Sustainable Biomes)	
From sustainable biomes to thriving bed builds: a real-world geography project that grew more than just plants. <i>Oliver White</i>	Volume 57, No 2, 2025
Biomes film study: Zootopia (2016). <i>Christina Kalinic</i>	Volume 54, No 3, 2022
Investigating rainforests <i>Christina Kalinic</i>	Volume 54, No 3, 2022
Major world deforestation locations – An activity <i>Rebecca Sutcliffe</i>	Volume 54, No 3, 2022
Distribution and characteristics of biomes: Skills activities <i>Katerina Stojanovski and Christina Kalinic</i>	Volume 54, No2, 2022
Biomes: Place, space and change: Skills activities <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
Interconnection and the cotton industry: Teaching guide <i>Martin Pluss</i>	Volume 53, No 1, 2021

Investigating soils with fieldwork. <i>Jen Robinson</i>	Volume 52, No 4, 2020
Snapshot: Biomes and their productivity <i>Lorraine Chaffer</i>	Volume 52, NO 2, 2020
Pollinators, bees and food <i>Lorraine Chaffer</i> (Condensed from a previous article)	Volume 52, NO 2, 2020
Grassland biomes. <i>Dr Susan Bliss</i> (Condensed from a previous article 2018)	Volume 52, NO 2, 2020
Assessment task: Sustainable biomes. <i>Alex Damo</i>	Volume 52, No 1, 2020
Sustainable biomes: An introduction. <i>Lorraine Chaffer</i> <i>Appendix 1 Student activities Lorraine Chaffer</i>	Volume 51, No 1, 2019
Sustainable biomes: Crossword and answers. <i>David Proctor</i>	Volume 51, No 1, 2019
Urban sprawl is threatening Sydney's food bowl. <i>The Conversation</i>	Volume 51, No 1, 2019
The Amazon burns. <i>Dr Grant Kleeman</i>	Volume 51, No 4, 2019
Bees, biomes and food security <i>Lorraine Chaffer</i> <i>Appendix 1 Consequence & Flow chart. Lorraine Chaffer</i>	Volume 51, No 1, 2019
Farming on thin ice. <i>Reprinted from The Crawford Fund</i> <i>Appendix 1 'Pieces of Pie'. Lorraine Chaffer</i>	Volume 51, No 1, 2019
Planning for climate extremes in global farming <i>Reprint from The Pursuit, Melbourne University.</i>	Volume 51, No 1, 2019
Dehydration and rehydration of the Australian landscape <i>Campbell Wilson, The Mulloon Institute</i>	Volume 51, No 1, 2019
Sustainable water and energy management in Australia's farming landscapes. <i>Reprint from The Fifth Estate</i>	Volume 51, No 1, 2019
Careers in agriculture. <i>Reprint from Picture You in Agriculture</i>	Volume 51, No 1, 2019
Using Dark Emu in the geography classroom. <i>Reprint GTAV</i>	Volume 51, No 1, 2019
Sustainability: Newcastle Grammar School's rooftop gardens. <i>Drew Collins</i>	Volume 51, No 1, 2019
Sharks in hot soup. <i>Dr Susan Bliss</i>	Volume 49, No 1, 2017
Coffee biomes. <i>Dr Susan Bliss</i>	Volume 49, No 4, 2017
Sample Assessment Tasks. <i>Nicole Gray</i> - Task 1: Research task for sustainable biomes - Task 2: End of topic examination for sustainable biomes	Volume 49, No 4, 2017
Canada, beautiful, liveable but vulnerable Part 1: Canada's biomes and climate zones <i>Lorraine Chaffer</i>	Volume 47, No 4, 2015
CHANGING PLACES	
The urban water cycle. <i>Louise Roberts</i>	Volume 57, No 3, 2025
En-ROADS simulation: Exploring climate change solutions <i>Louise Swanson</i>	Volume 57, No 3, 2025
Changing places: Green Space Enhancement Project <i>Bianca Mangioni and Sophie Robb</i>	Volume 56, No 1, 2024

Place-based geography: Hornsby. <i>Martin Pluss</i>	Volume 56, No 1, 2024
Understanding local geography through your local government area: Hornsby Shire. <i>Martin Pluss</i>	Volume 55, No3, 2023
Changing places assessment task <i>Amy Freshwater</i>	Volume 54, No 3, 2022
Urban settlement patterns. <i>Rebecca Sutcliffe</i>	Volume 54, No1, 2022
Half a crossword: Urban places. <i>Katerina Stojanovski</i>	Volume 52, No 4, 2020
Changing places, Changing assessment (Assessment Task) <i>Cranbrook School. Appendix 2 Task as a PDF</i>	Volume 51, No 4, 2019
Inquiry based fieldwork: Is Sydney's 'Central District City' a liveable and sustainable city. <i>Sharon McLean</i>	Volume 51, No 2, 2019
Population and urbanisation: India. <i>Susan Bliss</i>	Volume 51, No 2, 2019
Urban places and liveability: Design and apartment block. <i>Jessica Skinner Crowe</i>	Volume 51, No 2, 2019
Changing places. Sydney's urban future. Fieldwork activities (FW). <i>Louise Swanson</i>	Volume 50, No 2, 2018
Sample assessment: Stage 5 White Bay Power Station <i>Kate Graham</i>	Volume 50, No 2, 2018
Changing places task. <i>Melinda Rowe</i>	Volume 50, No 1, 2018
ENVIRONMENTAL CHANGE AND MANAGEMENT	
Sparkling change – Young people show the way at the 50°C Climate Summit. <i>James Bradley</i>	Volume 57, No 3, 2025
How drones are changing environmental monitoring <i>Anne Crosby GEONADIR</i>	Volume 55, No 1 2023
Rising Up: Building hope in the face of a changing world <i>Kal Glanznig</i>	Volume 57, No 1, 2025
Shark Tank - Sustainable Solutions Challenge. <i>Christina Kalinik</i>	Volume 57, No 1, 2025
Creating text using infographics: Literacy. <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
Applying knowledge and understanding: Stimulus response. <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
UN Decade of Ocean Science. <i>Lorraine Chaffer</i>	Volume 53, No 3, 2021
Visualising the human impact on our ocean economy. <i>Visual Capitalist</i>	Volume 53, No 3, 2021
Why indigenous knowledge should be an essential part of how we govern the world's oceans. <i>The conversation</i>	Volume 53, No 3, 2021
Is ocean fishing sustainable? <i>Dr Susan Bliss</i>	Volume 53, No 2, 2021
Oceans surrounding Asian countries at crisis point. <i>Dr Susan Bliss</i>	Volume 53, No 3, 2021
Australia's Great Southern Reef (GSR) case study full edition <i>Lorraine Chaffer</i>	Volume 53, No 4, 2021
Coastal management: Tweed sand bypassing schools package. <i>Lorraine Chaffer</i>	Volume 53, No 1, 2021

Biospheric processes. <i>Katerina Stojanovski</i>	Volume 52, No 4, 2020
Investigation environmental change on the south coast (fieldwork). <i>Chris Main</i>	Volume 52, No 4, 2020
Environmental change:Tundra (Condensed article) <i>Louise Swanson</i>	Volume 52, No 2, 2020
Environmental change: Sydney Harbour. <i>Lorraine Chaffer</i> (Condensed article 2018) **For management see original article	Volume 52, No 2, 2020
Fight for the Bight/Citizenship. <i>Linley Hurrell</i>	Volume 52, No 4, 2020
The Amazon burns (deforestation). <i>Dr Grant Kleeman</i>	Volume 51, No 4, 2019
Tools for geographical inquiry. <i>Lorraine Chaffer</i>	Volume 51, No 3, 2019
Subarctic and subantarctic tundra. <i>Louise Swanson</i> ** Appendix 1: Student activities	Volume 51, No 3, 2019
Keeping it local. <i>Kay Dunbar</i>	Volume 51, No 3, 2019
Minnamurra River: From source to sea (GTA Event) ** Appendix 2 Fieldwork Data Collection sheets	Volume 51, No 3, 2019
Ecological footprint. <i>Dr Susan Bliss</i> Appendix of student activities	Volume 51, No 3, 2019
Assessment task: Investigation and report on Coastal Environments. <i>Karen Bowden</i>	Volume 50, No 4, 2018
Marine environments. <i>The Conversation</i>	Volume 50, No 4, 2018
Coral Reefs: Investigating change. <i>Louise Swanson</i>	Volume 50, No 4, 2018
Sydney Harbour (Estuary/Marine/Riverine environment): Environmental Change and management. Includes fact sheets and activities. <i>Lorraine Chaffer</i>	Volume 50, No 4, 2018
Comparative study: New York Harbour Estuary. <i>Lorraine Chaffer</i>	Volume 50, No 4, 2018
Sample assessment: Stage 5 White Bay Power Station <i>Kate Graham</i>	Volume 50, No 2, 2018
Canada, beautiful, liveable but vulnerable Stimulus based inquiry activities/The Bow River. <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016
Management: A river is a person. <i>Dr Susan Bliss</i>	Volume 49, No 2, 2017
Invasive species in Australia's aquatic environments <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016
HUMAN WELLBEING	
Investigating variations in human wellbeing: Skills activities. <i>Gretchen Wiseman</i>	Volume 54, No2, 2022
Sustainable development Goals: Making progress. Stimulus based skills activities. <i>Lorraine Chaffer</i>	Volume 54, No2, 2022
Children and wellbeing: One approach to teaching <i>Stephanie Boden</i>	Volume 54, No1, 2022
Human wellbeing as a hands-on topic to engage kinesthetic learners. <i>David Proctor</i>	Volume 54, No1, 2022

1 dollar poverty. <i>Christina Kalinic</i>	Volume 53, No2, 2021
Queen of Katwe. <i>Christina Kalinic</i>	Volume 53, No2, 2021
Oxfam Hunger Banquet: Experiential learning event <i>Catherine Donnelly</i>	Volume 53, No 1, 2021
Human wellbeing: assessment Task. <i>Drew Collins</i>	Volume 52, No 4, 2020
The refugee challenge. <i>Holly Burgmann</i>	Volume 51, No 3, 2019
An Australian NGO. The Catherine Hamlyn Fistula Foundation. <i>Lynne Acworth</i> <i>Appendix 1 Student Activities Lorraine Chaffer</i>	Volume 50, No 3, 2018
What's it like to be young and from overseas in Australia? <i>Professor Johanna Wyn & Dr Rimi Khan</i>	Volume 50, No 3, 2018
Global Indicators and benchmarks for human wellbeing <i>Nick Ward</i>	Volume 50, No 3, 2018
A card game with the Gapminder map. <i>Gapminder Foundation</i>	Volume 50, No 3, 2018
Human wellbeing workbook. <i>Jane Boland and Kate Walker</i>	Volume 50, No 3, 2018
Assessment task: Human wellbeing. <i>Jane Boland and Kate Walker</i>	Volume 50, No 3, 2018

Find a Geography Bulletin Article: General



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The following table is a record of GTANSW and ACT Bulletin articles that support Geography syllabuses and teacher professional learning in NSW across all stages. Student activities, worksheets and PowerPoint presentations for selected articles are included as Appendices.

In this guide you will find the following.

- Articles relevant across K-12
- Elective Geography
- ICT, Tools and Geographical Inquiry Skills
- Asia
- Sustainability
- Aboriginal & Torres Strait Islander Histories & Cultures
- Careers
- Primary (K-6) Geography

Article and author	Edition / Year
Teaching writing: Collaboratively creating and applying marking criteria to students' writing. <i>Anna Roberts</i>	Volume 57, No 3, 2025
How can teaching political nuance benefit Year 10 Human Society and its Environment (HSIE) Students? <i>David Massingham</i>	Volume 57, No 1, 2025
Rising Up: Building hope in the face of a changing world <i>Kal Glanznig</i>	Volume 57, No 1, 2025
Finding your students' "Physical Geography head" <i>Geographical Association Special Interest group</i>	Volume 57, No 1, 2025
Unlocking curiosity: The power of inquiry based learning. <i>Jaye Dunn</i>	Volume 57, No 1, 2025
Out-of-field teaching: Recognising the reality and exploring possible responses. Dr Susan Caldis	Volume 56, No 4, 2024
Lesson structure and ideas for engaging and effective Geography lessons. <i>Jaye Dunn</i>	Volume 56, No 3, 2024
How to navigate the new 7-10 Syllabus. <i>GTANSW&ACT</i>	Volume 56, No 3, 2024
Balmain Foreshore Project. <i>Louise Swanson and James Heafey</i>	Volume 56, No 1, 2024
The Anthropocene: A new epoch in the Earth's history <i>Visual capitalist</i>	
Spirit and home: New films for developing powerful geographical understanding. <i>Shu Jun Lee and Jane Dyson</i>	Volume 55, No3, 2023
Spiral of skills 7–10 <i>Olivia Andrew</i>	Volume 55, No3, 2023
Teaching strategies to build visual literacy <i>Jane Boland</i>	Volume 55, No 1, 2023
Case study: The story of bottled water <i>Rebecca Sutcliffe</i>	Volume 55, No 1, 2023
Geographical numeracy: Interpreting field data and graphing skills <i>Kathy Jones</i>	Volume 55, No 1, 2023
Using scaffolds, frameworks & templates <i>Katerina Stojanovski & Christina Kalinic</i>	Volume 55, No 1, 2023

An introduction to Hopeful Geography <i>Lorraine Chaffer</i>	Volume 54, No 4, 2022 Hope Edition
Teaching about climate change: Hope and grief <i>Stephanie Boden</i>	Volume 54, No 4, 2022
Finding hope at a time of crisis <i>Stephen Scoffham</i>	Volume 54, No 4, 2022
The world is awful. The world is much better. The world can be much better. <i>Max Roser, Our World in Data</i>	Volume 54, No 4, 2022
The short history of global living conditions and why it matters that we know it <i>Max Roser, Our World in Data</i>	Volume 54, No 4, 2022
HOPEFULNESS – An active assembly <i>David Alcock</i>	Volume 54, No 4, 2022
Solutions-based teaching for hope in geography <i>Amy Freshwater</i>	Volume 54, No 4, 2022
Overwhelmed and underprepared: The realities of out-field teaching in geography during a time of transition into the teaching profession. <i>Dr Susan Caldis</i>	Volume 54, No2, 2022
Educating for Hope – how can educators overcome the perils of perception? <i>David Alcock</i>	Volume 54, No2, 2022
Connecting geography education to national priorities: A national report which demands action about out-of-field teaching <i>Dr Susan Caldis</i>	Volume 54, No3, 2022
Learning how to assess a management strategy in Geography. <i>Nicholas De Bressac</i>	Volume 54, No3, 2022
Activities for fast finishers. <i>Rebecca Sutcliffe</i>	Volume 54, No3, 2022
Teaching skills in Geography. Strategies, reflections, breakthrough and a mapping activity. <i>Martin Pluss</i>	Volume 54, No2, 2022
Using flashcards in Geography. <i>Christina Kalinic & Katerina Stojanovski</i>	Volume 54, No1, 2022
Ocean atlas web dossier and PDF. <i>Lorraine Chaffer</i>	Volume 53, No 1, 2021
Mt Resilience digital resource. <i>Katerina Stojanovski</i>	Volume 53, No 1, 2021
Time for Geography web resource. <i>Katerina Stojanovski</i>	Volume 53, No 1, 2021
Using Geographical fieldwork to tackle misconceptions about place. Experiential learning event. <i>David Latimer</i>	Volume 53, No 1, 2021
What is profile.id? Web resource. <i>Karen Bowden</i>	Volume 53, No 1, 2021
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PRIMARY GEOGRAPHY 2013–2024

Geography Alive Units free via GTANSW website home page

Article and author	Edition/Year
How to navigate the new K-6 syllabus <i>GTANSW & ACT</i>	Volume 56, No 3, 2024
Concepts in primary school <i>Associate Professor Alaric Maude</i>	Volume 56, No 1, 2024
Geography Alive resource (Units of work for K-6)	Direct link via GTA website
Bushfires. <i>GTANSW & ACT</i>	Volume 52, No 1, 2020
Spark, NSW Ecosystems on show/sustainability <i>Gaye Braiding</i>	Volume 51, No 4, 2019
Engaging with geographical tools and skills <i>Sharon Mclean</i>	Volume 48, No 2, 2016
Place based learning. <i>Botanic Garden Mount Tomah</i>	Volume 49, No 2, 2017
Investigating the Quarantine Station Stage 1 Geography <i>Susan Caldis</i>	Volume 48, No 4, 2016
Geography in primary schools <i>John Butler OAM</i>	Volume 45, No 4, 2013
Kindergarten love Geography <i>Rebecca Pierpoint</i>	Volume 48, No 3, 2016
Little J and Big Cuz <i>Website</i>	Volume 49, No 4, 2017
Resources for Geography K-6 <i>Lorraine Chaffer</i>	Volume 48, No 3, 2016

Feedback on the 2025 HSC Geography examination



Geography Teachers
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Dear NESA Geography Exam Writing Team,

On behalf of the Geography Teachers Association of NSW/ACT (GTANSW/ACT), we write to provide consolidated feedback on the 2025 HSC Geography examination. As the first examination aligned with the new Geography syllabus, this paper was of particular significance to teachers and students alike. The following feedback is drawn from a survey of our members and is offered in the spirit of professional reflection and continuous improvement. Below is itemised feedback for each component and section:

Stimulus Sheet

Overall, members responded positively to the stimulus sheet. The topographic map was widely regarded as clear, accessible, and easy for students to interpret. Some members, however, noted that some of the sources were comparatively simple and suggested that future examinations may benefit from a greater number and increased complexity of sources to better differentiate student achievement at higher levels.

Another concern is that the stimulus booklet needs to have all sources and have their copyright approved as past exams are an important teaching tool. This disadvantages schools that are new to teaching Senior Geography and students wanting to revise as they may not have access to the original physical stimulus booklet and therefore unable to use it as a learning resource.

Section I

Members were generally satisfied with this section and felt it functioned effectively as an entry point to the examination. One area of concern was Question 11, where it was perceived that students were required to demonstrate two distinct skills for a single mark. Teachers also expressed concern about question 15 as it was based in the northern hemisphere which teachers believed added an unnecessary layer of complexity, however, it has been noted that both answers B and C were accepted as correct answers.

Section II

Feedback on Section II was largely positive, with many members describing it as sound overall. However, teachers noted that questions in this section relied heavily on stimulus interpretation and would benefit from being more explicitly aligned with syllabus content. Members expressed a desire for greater emphasis on application-based questions that allow students to draw on their case study knowledge, rather than responding primarily to the stimulus material provided.



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Question 16 was of particular concern, as members believe it does not align with the syllabus dot point, which states that students should “construct a précis map from an aerial photograph or satellite image.” In the examination, students were required to complete a précis map from a sketch, which teachers felt did not accurately reflect the syllabus requirements. Members also raised concerns about the strong emphasis on Global Sustainability within this section and questioned whether this weighting signals a trend for future examinations, seeking reassurance that balance across syllabus content will be maintained

Section III

Teachers were generally pleased with Section III. However, as this was the first time the structured format had been implemented in Geography some members were disappointed as they felt that the sample exam provided by NESA did not clearly align with the sample questions and may have been misleading for students and teachers. There was also uncertainty about the structure of this section, with some teachers questioning whether it effectively functioned as three separate short-answer questions. This perception was reinforced by marking guidelines that appeared to assess each component separately, with limited scope for synthesis or linking. Members expressed interest in greater clarity around how this section may evolve and what future variations might look like.

Section IV

Feedback on the extended response question was mixed. Many teachers felt the question was overly broad, which limited students' ability to demonstrate depth of geographical understanding. Some members suggested that the inclusion of stimulus material may assist lower-order students to better access the question. Others noted that the question was challenging to effectively link to case study material, which is a central expectation of the syllabus.

The GTA NSW/ACT appreciates the opportunity to provide feedback on this important examination and acknowledges the complexity involved in designing the first assessment under a new syllabus. We hope this feedback is useful in informing future examination development and supporting clarity, equity, and syllabus alignment for both teachers and students. We would welcome the opportunity for continued dialogue with NESA regarding these matters.

Yours sincerely,
Geography Teachers Association of NSW/ACT
GTANSW/ACT



Preparation for Exam Success

Each year GTANSW & ACT produces lectures for current HSC Geography students to assist them in their preparation for the Trial and HSC Examinations.

The aim of these lectures is for teacher led revision accessible to all students in the state studying Geography for Trial and HSC exams, across all sectors.

The 2025 HSC examination package was created to provide a depth analysis of syllabus requirements for each topic supported by illustrative examples and case studies and sample examination questions. The format of the HSC examination paper and sample questions was an important inclusion. The resulting presentations were longer and more detailed than in previous years to fully explain each new dot point and concept.

The 2025 package of 14 lectures remains on sale in the GTA shop and is now downloadable. For those who purchased in 2025 there is a small additional cost of \$90. A discount code was sent to those schools. The cost to new purchasers is \$55 for members and \$99 for non-members, purchase a minimum of 3. This is a highly discounted price.

Case study lectures. NEW FOR 2026

To avoid repeating what is already available, the 2026 lectures consist of short lectures on selected individual case studies plus exam advice based on the 2025 HSC Exam.

Schools can purchase individual lectures that suit their situation. To be cost effective for GTA and schools a minimum of 3 lectures is required.

These lectures are best used under teacher guidance with the teacher having viewed the lectures before using them with students.

A condition of purchase is that the links and passwords are NOT shared with students or other schools. The cost is \$50 + GST per lecture. Links and passwords are sent on payment.

Visit the GTA website shop at <https://gtanswact.org.au/shop/>

Members please login to see Member prices.

**Downloadable package
of lectures from 2025
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**GTANSW & ACT
HSC GEOGRAPHY
Student Lectures
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PRESENTER & SCHOOL	CASE STUDY TOPICS
Lorraine Chaffer GTANSW & ACT / Lecture Coordinator	How to use this package / Terms and Conditions
Rebecca Sutcliffe (Roseville College)	1.VITICULTURE: Economic activity
Ben Willars (William Clark College)	2.TOURISM:Economic activity
Khya Brooks (Elizabeth Macarthur High School)	3.SALMON FARMING: Economic activity
Robin Murray -Leslie (Wenona)	4.GREAT SOUTHERN REEF: Ecosystem
Chantelle Jackson (Elizabeth Macarthur High School)	5.GREAT BARRIER REEF: Ecosystem
Nicole Bailey (Barker College)	6.FIORDLANDS: Ecosystem
Brett Deaves (Tuggerah Lakes Secondary College)	7.FLORIDA EVERGLADES: Ecosystem
Matt Carroll (The Jannali High School)	8.SINGAPORE: A large city
Abby Walker (Stella Maris)	9.NEW YORK: A large city
Michelle Taunga (Green Point Christian College)	10.BARANGAROO: An urban place
Lorraine Chaffer (GTA / Author Powerful Geography Bellingen Chapter)	11.BELLINGEN: A Rural place
Austin Brooks (Observatory Hill EEC)	12. PYRMONT: An urban place
Matt Carroll (The Jannali High School)	13. GREEN SQUARE AND BERRY: An urban and a rural place *From 2025 package
Rex Cooke (Saint Ignatius' College Riverview)	14. HSC EXAM ADVICE based on 2025 HSC exam.
Sammy Coburn (Newcastle Grammar)	15. Question 16 – SKILLS.

1	C	Graphed data is presented in columns that are divided into sections.
2	D	Sociocultural relates to how people live = Changing lifestyles .
3	D	Source <i>B</i> says 32 million m ³ of waste per year; over 5 years, $32 \times 5 = \mathbf{160}$ million m ³ .
4	B	Social health benefits are related to SDG3 , ag workers to SDG8 , and waste to need for SDG12 .
5	A	Aboriginal culture demonstrates heritage values ; business tours demonstrates utility values .
6	C	The diagram shows CO ₂ in air → Olive trees , olives → Solids → Solid waste → CO₂ storage .
7	C	Source <i>D</i> shows street bustle for Times Square + a more traditional design in the Empire State.
8	A	Orientating photo to map, Statue of Liberty is in front of One World Trade Center, so looking NE .
9	D	Tech advancements, eg. fast Internet, mean more are working from home in regional areas.
10	B	Grids are square kilometres, so counting schools in AR 1514 gets 11 per km² .
11	B	From 15m contour line, goes <u>down</u> (barbed line) through 12m, 9m (but not 6m), so option is 8m .
12	A	Measuring (w/ string) is 15 cm around lake, $15 / 5$ (scale) = 3km, $T=D/S = \frac{3}{5} = 0.6$ hr or 35 min .
13	D	Rise = 36-9m, run = 200m; Gradient = $27/200$, but as a ratio, so flip = $1 : 200/27 = \mathbf{1:7.4}$.
14	B	Count <u>water</u> squares (with borrowing/lending) = 2, count <u>land</u> squares = 14; ratio = $2:14 = \mathbf{1:7}$.
15	B	Annotation shows that 1 cm : 10 million ha; for 2010-20, 5.3 minus 0.5 cm → 48 million ha.

16	C	Measuring 2015 or 2017 shows 1 cm : \$2B; growth for orange = (3.2-1.9cm) x\$2B = \$2.6B .
17	B	Latitude is North, so minutes are south of / less than 40°47' ie. 40°46'59"N . Longitude is West, so seconds are west of / greater than 73°57'30" ie. 73°57'51"W .
18	A	Visualise Y on Source G   Going SSW from there goes over Carnegie Hall.
19	D	On photo park is 2.7cm; on map, park is 4 cm wide = 800m; so 2.7cm : 800m, or 1:30 000 .
20	C	Wild grass/shrub growth x2 periods with changing temp. & rainfall, so climate change. <i>Not agriculture as that ↓ wild grass/shrub; Not deforestation, as ↓ wild veg and ↓ shrub;</i> <i>Not ecological invasion as succession climax communities are ↑ forests.</i>

Section I – 2024 HSC Geography Exam

1	B	Photo is taken facing at height of ground floor building = Ground level .
2	C	<i>Old syllabus definition</i> (relationship between people and environment includes: waste).
3	A	<i>Old syllabus definition</i> (2024 world cities are service-based, so may not have many factories).
4	B	Victoria is state with Melbourne, outer regional hubs are blue dots = 4 .
5	D	<i>Old syllabus concept</i> (regional hub growth due to people moving there: counterurb. decent.).
6	B	Difference = \$2.4b - \$1.7b; Increase = difference / original x100% = \$0.7b / \$1.7b x100% = 41% .
7	B	Distance of 3 cm is 300 km, $S = D/T$, $T = D/S$; $T = 300 \text{ km} / 220 \text{ km/h} = 1.33 \text{ hr} = \textbf{1 hr 20 mins}$.
8	D	End of walking track is downhill to the SW .
9	D	Other sight lines are blocked; clear sight line across caldera between trig station and Point H .
10	C	<i>Old syllabus concept</i> (Source G says bird watchers/photographers visit = guest house).
11	D	Ecosystem 2 is many smaller separated areas so less organism mobility .
12	C	Break in road is shown in photo as area with no veg due to land slip, so landslide .
13	A	The coordinates are in the ocean, shaded yellow/green = - 500 m .
14	A	Winds significantly changed directions with temperatures falling are features of a cold front .
15	C	More wind stick barbs = speed increasing ; wind staff direction shift S/SE to N/NW .
16	A	Energy is lost at every consumer trophic level as energy is lost in consumption .
17	B	<i>Old syllabus concept</i> (Africa population set to increase the most, so African city ranks will ↑).
18	C	H shows largest area = smallest scale, followed by D, E, and F shows largest scale: HDEF .
19	B	Transect measures 12.2 cm, bare ground total is 2.8 cm, ratio is therefore 2.8 : 12.2 = 1:4.3 .
20	D	Point Y in Source E is the high point along a ridge with very steep downward facing land in front of it; this aligns with the point, near a trig station, of GR 512901 .

Section I – 2025 HSC Geography Exam

1	A	From syllabus glossary, useful materials and waste absorption by ecosystems is biocapacity .
2	D	Apartment buildings and verges that are quite green = medium density and moderate veg.
3	B	Dec-Feb (as NH) blue line (l. axis) between 0°C - 3°C , column (r. axis) between 55 and 75 mm .
4	C	Source shows public transport + green space = air quality , recycling = waste management .
5	B	Pheasant ↓ means foxes are hungrier, so hunt the other food chain source: Hinterwald Cattle .
6	D	Source <i>D</i> from directly above = vertical , Source <i>E</i> is from height of a person = ground level .
7	D	VE spreads vertical axis out, for better analysis of relief = elevation changes more obvious .
8	B	Using contours + north arrow; stream flows down from 330 m to approx. 315 m = NW .
9	B	Measured distance along tram line = 14.5 cm; 1 cm represents 0.2 km: $14.5 \times 0.2 \text{ km} = \mathbf{2.9 \text{ km}}$.
10	C	Highest point along line is 510 m and lowest point is 300 m; local relief = $510 - 300 = \mathbf{210 \text{ m}}$.
11	D	As per reading contours + stream to north, down slope is East ; $G = \text{rise/run} = 20\text{m}/160\text{m} = \mathbf{1:8}$.
12	A	Comparing photo to map, closest tram stop is GR 254332; bearing to there from water is 50° .
13	C	Wind goes clockwise around high in NH; wind named after where comes from, at Paris = NNE .
14	A	NY most populated, pt is 24% (top left axis); Freiburg least populated, pt 18%; difference = 6% .
15	C	Shadows are like a clock; shadow is cast to NNE, meaning NH sun to SSW, so 2pm. 

Places for Fieldwork

From a Selection of NSW Fieldwork Providers

Collated by
Lorraine Chaffer,
GTA NSW & ACT



AUSECO EDUCATION (Sydney & surrounds)

Email: info@auseco.com.au

Website: <https://auseco.com.au/>

PLACES	Syllabus content
Bantry Bay Creeks & bushland	S4 Landscapes & Landforms S5 Human-environment Interactions S6 Earth's Natural Systems; Ecosystems & Global Biodiversity
Camp Kedron Creeks & bushland	S4 Landscapes & Landforms S6 Earth's Natural Systems
Long Reef & Collaroy Coastlines, coastal dunes, coastal management	S4 Landscapes & Landforms S5 Environmental Change & Management S6 Earth's Natural Systems
Mt Keira Open forest, Rainforest, Escarpment	S4 Landscapes & Landforms S5 Environmental Change & Management S6 Earth's Natural Systems; Ecosystems and Global Biodiversity
Manly Dam Creeks & reservoir	S4 Water in the World
Millers Point to Lavender Bay Urban liveability	S4 Place and Liveability
Cronulla Coastlines, coastal dunes, coastal management	S4 Landscapes & Landforms S5 Environmental Change & Management S6 Earth's Natural Systems
Pymont to Barangaroo: Urbanisation & change; Urban sustainability	S5 Changing Places
Botany Bay Mangroves & seagrass wetlands	S5 Sustainable Biomes S6 Earth's Natural Systems; Ecosystems & Global Biodiversity
Ultimo to Chippendale	S6 People, Patterns & Processes; Place & Cultural Change
Cabramatta	S6 People, Patterns & Processes: Place & Cultural Change
Haymarket to Darling Harbour	S6 Urban Places (An urban place)

AWABAKAL ENVIRONMENTAL EDUCATION CENTRE (Newcastle/Hunter Valley)

Phone: (02) 4955 8673

Email: Awabakal-e.school@det.nsw.edu.auWebsite: <https://awabakal-e.schools.nsw.gov.au>

PLACES	Stage/Syllabus content
Awabakal EEC Wetlands Campus	ES1/S1 People & Places in the Living World S2 People and Environments S4 Water in the World S5 Environmental Change & Management S6 Earth's Natural Systems S6 Ecosystems and Global Biodiversity
Awabakal EEC Dudley Campus	ES1/S1 People & Places S4 Landscapes & Landforms S6 Earth's Natural Systems
At a suitable location near your school OR Dudley Campus	Our Local Environment S2 People, Places & Environments
Glenrock State Conservation Area	S3 People, places & Environments
Newcastle Foreshore	S5 Changing Places
Stockton Beach	S5 Environmental Change & Management
Redhead Beach	S5 Environmental Change & Management
Kooragang Island	S6 Earth's Natural Systems
Kooragang Island	S6 Ecosystems & Global Biodiversity
Inner City Newcastle	S6 Rural & Urban Places (An urban place)
Morpeth	S6 Rural and Urban Places (A rural place)

BOURDA ENVIRONMENTAL EDUCATION CENTRE (South Coast)

Phone 64945009

Email: bournda-e.school@det.nsw.edu.auWebsite: <http://bourndaeec.nsw.edu.au/>

PLACES	Stage/Syllabus content
Bournda National Park	ES1 People live in places S1 Features of Places (2015) S2 Significant Environments S3 Geography – Factors that shape places (2015) S5 Environmental Change & Management (2015/2024) S6 Fieldwork
Panboola Community Wetlands	S2 The Earth's Environment – Exploring Panboola (2015)
Far South Coast	S4 Coastal Hazards (2015/2024)
Merimbula Lake & other locations on the Far South Coast	S4 Water in the World (2015/2024)
Bega Valley	Let's get it sorted Waste Education Program S2–S6
*Assistance with planning fieldwork and professional learning	GPS, orienteering, mapping skills, compasses, GIS support

BREWONGLE ENVIRONMENTAL EDUCATION CENTRE (Sackville North - NW of Sydney near Windsor)

Email: brewongle-e.school@det.nsw.edu.au

Website : <https://brewongle-e.schools.nsw.gov.au/>

PLACES	Fieldwork name/Syllabus content
Brewongle EEC Sackville North (NW of Sydney near Windsor)	ES1 People have lived in the past: Doris' Dilemma. (New) S1 Features of places: The habitat tree. Existing syllabus S1 People are connected places & groups: Let's care for Country New syllabus S2 Places are similar & different: Are we there yet? Existing syllabus S2 The Earth's environment: Tawny tragedy. Existing syllabus S2 Geographical Information is used to understand the world: Understanding and caring for our world. New Syllabus S3 Factors that shape place. Existing syllabus S3 Diverse and connected world: Aboriginal oral mapping. Existing syllabus S3 Factors that shape places: Adaptations to bushfire. Existing syllabus S3 Geographical information is used for sustainable futures: Sustainable practices for the future. New syllabus S4 Landscapes and landforms. Existing syllabus S4 Water in the world. Existing syllabus S5 Environmental change & management. Existing syllabus S5 Sustainable biomes. Existing syllabus S6 Earths natural systems: Checking the pulse of the Hawkesbury River. New syllabus
Blacktown Showground precinct (Francis Park, Blacktown NSW)	S2 The Earth's Environment. Blacktown Marshy Mystery. Existing syllabus S3 Factors that shape places. The Blacktown Fishing Bat. Existing syllabus



COASTAL ENVIRONMENT CENTRE Northern Beaches Council Phone: 1300 000 232 Email: cec@northernbeaches.nsw.gov.au Website: https://www.northernbeaches.nsw.gov.au/environment/coastal-environment-centre	
PLACES	Fieldwork name/Syllabus content
Manly Urban liveability & sustainability	S3 Factors that shape places (2015 syllabus) S4 Place and liveability
Warriewood valley and wetland Suburban liveability, sustainability in a wetland context	S3 Factors that shape places (2015 syllabus) S4 Place and liveability + Water in the world
North Narrabeen, Narrabeen Lagoon, Narrabeen Beach Intertidal ICOLL, meeting sea cliffs and vegetated dunes in a suburban environment	ES1 People are Connected to Places (2024 syllabus) S1 People Care for Australia's Water Environments (2024 syllabus.) S3 People Organise and Manage Places Using Geographical Information (2024 syllabus) S4 Landscapes & Landforms + Water in the world S6 Earth's Natural Systems
Long Reef Intertidal rock platform, sea cliffs & open parkland	S2 The Earth's environment (2015 syllabus)
Narrabeen Lagoon (Bilarong Reserve) Open woodland, Intertidal ICOLL	S2 The Earth's environment (2015 syllabus)
Your Primary School	ES1-S3 Green Day whole school incursions Links to Geography / HSIE sustainability outcomes from (2015 & 2024 syllabus/country.)
Collaroy & Narrabeen Beach Wave dominated barrier beach significantly changed in a suburban context	S5 Environmental Change & Management
Careel Bay, Avalon Mangrove forest, saltmarsh, sandflats and open woodland in a suburban context	S6 Ecosystems and Global Biodiversity

ECOTREASURES Phone: 0433088951 Email: Contact through the website Website: https://www.ecotreasures.com.au/	
PLACES	Fieldwork name/Syllabus content
Cabbage Tree Bay, Manly	S6 Ecosystems
Queenscliff Lagoon to Shelley Beach	S4 Coastal Processes and Landforms S5 Environmental Change and Management
Long Reef Rock Platform	S4–S6 Ecosystems, Earths Natural Systems
Mona Vale Beach and Rock Platform	S4&5 Coastal Environments, Landscapes and Landforms, Fieldwork Skills
Collaroy & South Narrabeen	S5 Environmental Change and Management - Coastal Management S6 Urban Places/Coastal Communities
Any coastal walk	All stages, multiple topics.

FIELD OF MARS ENVIRONMENTAL EDUCATION CENTRE (Sydney)Phone: [9816 1298](tel:98161298)Email: fieldofmar-e.school@det.nsw.edu.auWebsite: <https://fieldofmar-e.schools.nsw.gov.au/>

PLACES	Fieldwork name/Syllabus content
Sugarloaf Hill and Lane Cove River, Lane Cove National Park	S1 Water environments S1 Features of places S2 National parks
Field of Mars Reserve	ES1 Special places S2 Earth's environment S3 Factors that shape places
Great North Walk (along Lane Cove River via Buffalo Creek Reserve, Magdala Park and Boronia Park)	S2 National parks S2/3 Local Aboriginal studies S4 Landscapes and landforms S4 Water in the world
Shepherds Bay	S4 Place and liveability
Blackman Park	S5 Environmental change and management
Field of Mars Reserve	S6 Earth's natural systems
Marrickville	S6 People patterns and processes: Study 3 – Place and cultural change
Meadowbank	S6 Human-environment interactions: Study 3 – Climate change
Your school and local ecosystem	S6 Fieldwork skills incursion
*Assistance with planning fieldwork & professional learning	Advice on fieldwork planning and methodologies. Visit our fieldwork techniques digital learning resource: https://fieldofmar-e.schools.nsw.gov.au/learning-resources/secondary-learning-resources/fieldwork-techniques



FIELDWORK CONNECTIONS (Sydney and beyond)Email: kathy@fieldworkconnections.com.auWebsites: www.fieldworkconnections.com.au<https://youtu.be/O-PTA82yOVU?si=2qjZeMQ8cFiV1mg5>

PLACES	Fieldwork name/Syllabus content
Long Reef, Northern Beaches, Sydney.	Kelp Forests, Great Southern Reef S6 Ecosystems & global biodiversity
Hornsby, Crosslands Reserve, Sydney.	Intertidal wetland & Hawkesbury Sandstone ecosystem S6 Earth's natural systems S6 Ecosystems and global biodiversity
St Ives, Ku-ring-gai NP, Sydney.	S6 Human Environment Interactions/bushfire
Barangaroo and Darling Harbour Precinct	S6 Rural & urban places (An urban place)
Parramatta	S6 Rural & urban places (An urban place)
Epping to Sydney	S6 People Patterns & Processes – Sydney's Rail network (Study 5)
Strathfield to Sydney	S6 People Patterns & Processes – Sydney's Rail network (Study 5)
Your local intertidal wetland *FC free worksheets, run by Geography teacher.	S6 Ecosystems & Global Biodiversity Can be adapted to S6 Earth's natural systems
Your local freshwater creek *FC and your Geography teachers	S4 Water in the world S5 Environmental change & management
Your local train station *FC and your Geography teachers	Accessibility audit S4 Liveability of places S5 Human wellbeing
Your local beach	Coastal processes & human impacts – microplastics. S5 Environmental change & management
Your local sandstone ecosystem	S4 Landscapes & landforms S5 Environmental change & management
*Assistance with planning fieldwork & professional learning	<i>Fieldwork design</i> for your school grounds or local area K-12 (can be linked cross KLA to Science). <i>Fieldwork facilitation</i> (with your teachers) at your school or on location <i>Teacher professional learning</i> to support with fieldwork at school <i>Fieldwork facilitation</i> for your Stage 6 students on location <i>Fieldwork equipment kits</i>



GEORGES RIVER ENVIRONMENTAL EDUCATION CENTRE (Sydney - Chipping Norton)

Phone: 9755 3189

Email: georgesriv-e.school@det.nsw.edu.auGeorges River EEC website: <https://georgesriv-e.schools.nsw.gov.au/>

PLACES	Fieldwork name/Syllabus content
Georges River EEC – Chipping Norton Lakes Scheme (A modified landscape, a result of past sand mining – alluvial soil and post mine rehabilitation)	S5 Environmental change & management S4 Water in the world S3 Kids vs Plastics (Geographical information is used to plan for sustainable futures) S2 Georges Riverkeepers (Geographical information is used to understand the world) S1 Exploring water Country (People are connected to places & groups)
Simmos Beach Reserve (Upper catchment of the Georges River at Macquarie Fields – sandstone geology vegetation, freshwater, habitat of threatened animals including platypus and koalas)	S6 Human Environment Interactions S4 Landscapes & landforms S2 Understanding our world (Geographical information is used to understand the world) S2 Aboriginal Peoples' Country, Culture & Community (Geographical information is used to understand the world)
Georges River National Park (lower section of the Georges River – estuarine with sandstone geology vegetation)	S6 Human Environment Interactions S4 Landscapes & landforms S2 Understanding our world (Geographical information is used to understand the world)
Oatley Park (lower section of the Georges River – estuarine with sandstone geology vegetation and intertidal wetlands)	S6 Human Environment Interactions S4 Landscapes & landforms S2 Understanding our world (Geographical information is used to understand the world) S2 Aboriginal Peoples' Country, Culture & Community (Geographical information is used to understand the world)
Liverpool (Town centre, gentrification and riverwalk)	S6 Human-environment interactions: Urban heat S5 Changing Places S4 Liveability of places
Cabramatta	S5 Changing Places S6 People, Patterns and Processes: Place and cultural change



HARBOUR SCHOOL SYDNEY

Mobile: 0414 398 721. Office: 9716 0986

Website: <https://www.theharbourschoolsydney.com>Email: admin@theharbourschoolsydney.com

	Fieldwork name/Syllabus content
Chowder Bay, Mosman	S6 Kelp Forests –Ecosystems and Global Biodiversity S6 Earth's Natural Systems S6 Geographical Investigation S5 Oceanography S5 Environmental Change and Management S2 Science and HSIE – Earth's Environments and the Living World
Watsons Bay	S6 Geographical Investigation
Darling Harbour, Barangaroo, Darling Square	S6 Rural and Urban Places – Darling Harbour Precinct (An urban place)
Iron Cove	S6 Human-Environment Interactions S6 Geographical Investigation
Clontarf	S5 Environmental change and Management S4 or 5 Living Seawalls – STEM Extension Program – Cross Curriculum (Options for Stages 3 and 5) S3 Science and HSIE Living Seawalls Growth and Survival of Living Things
*Assistance with planning fieldwork & Professional Learning	<i>Schools</i> - Support developing stage-specific fieldwork opportunities and programming in your local area. <i>Fieldwork providers</i> – Support in developing fieldwork activities to be used to in excursions for schools



LONGNECK LAGOON ENVIRONMENTAL EDUCATION CENTRE (Hawkesbury)

Ph: 4573 6323

Email: longneck-e.school@det.nsw.edu.auLongneck Lagoon EEC website: <https://longneck-e.schools.nsw.gov.au/>longneck-e.school@det.nsw.edu.au

PLACES	Fieldwork name/Syllabus content
Longneck Lagoon EEC (Scheyville National Park – Maraylya – Hawkesbury)	ES1 – Stories of Country <i>Aboriginal Peoples are the Traditional Custodians of Country; Aboriginal Peoples are connected to Country</i> S1 – Caring for Country <i>Aboriginal Peoples have a responsibility to Country</i> S1 – Water environments <i>People care for Australia's water environments</i> S2 – Protected places <i>People have a responsibility to care for Australia's environments</i> S2 – Sustaining Country <i>Aboriginal Peoples use and care for the environment sustainably</i> S3 – Language, land and living systems <i>Aboriginal Cultural Knowledges and Practices that care for Country</i>
	S5 – Environmental change and management GE5-PRI-01 & GE5-MAN-01: <i>Environmental change; Consequences of environmental change; Environmental management</i>
	S6 - Earth's natural systems GE-11-01 & GE-11-02
	S6 Human-environment interactions GE-11-01 & GE-11-04



OBSERVATORY HILL ENVIRONMENTAL EDUCATION CENTRE (Sydney)

Phone: 9247 7321

Email: Observhill-e.school@det.nsw.edu.auWebsite: <https://observatoryhilleec.schools.nsw.gov.au>

PLACES	Fieldwork name/Syllabus content
Pymont	S6 Rural and Urban Places (an urban place)
Barangaroo	S6 Rural and Urban Places (an urban place) S5 Changing Places
Green Square	S6 Rural and Urban Places (an urban place)
Darling Harbour	S6 Rural and Urban Places (an urban place)
Chowder Bay Mosman	S6 Ecosystems and Global Biodiversity. Kelp Forests S5 Environmental Change and Management
Balls Head Reserve Waverton	S6 The Earth's Natural Systems. Case study S4 Landscapes and Landforms S3 Factors that Shape Places @ The Coal Loader S3 Planning for sustainable futures (New 2027 syllabus) S2 The Earth's Environment @ The Coal Loader S2 Caring for Australia's environments (new 2027 syllabus)
Taronga Zoo Mosman	S6 Global Sustainability. Tourism in Taronga Zoo
Millers Point	S6 People, Patterns and processes
The Rocks	S6 Geographic Investigation
Harold Park, Forest Lodge	S4 Place and Liveability
Blackwattle Bay Glebe	S3 Humans Shape Places
The Rocks	S1 Features of Places
*Assistance with planning fieldwork & Professional Learning	Advice on fieldwork program selection and preparation



PENRITH LAKES ENVIRONMENTAL EDUCATION CENTRE (Western Sydney / Blue Mountains)
 Phone: (02) 4730 3630
 Website: <https://penrithlakes-e.schools.nsw.gov.au/>
 Email: penrithlakes-e.school@det.nsw.edu.au

PLACES	Fieldwork name/Syllabus content
Echo Point and Katoomba Park (Furber Steps)	S4 Landscapes and landforms
International Regatta Centre / Waterside estate (WSUD)	S4 Water in the world
Sydney International Regatta Centre (Penrith Lakes)	S5 Environmental change and management
Hawkesbury Nepean Floodplain & Penrith Catchment	Stage 6 – An introduction to 'Thinking and Working' Geographically S6: Integrating Geographical Tools And The Earth's Natural Systems (GE-11- 01,02,05,06,07,08,09)
Penrith Lakes Scheme	S1 - people are connected to places and groups (Penrith Lakes Safari)
Penrith Lakes Scheme	S2 – HS2-GEO-01 (The great Yowie Hunt)
Penrith Lakes Scheme	S2 GE2-1,2,4 (The Earth's Environment)
Penrith Lakes Scheme	S3 – HS3-GEO-01 (Living for Sustainability)

RIVERINA ENVIRONMENTAL EDUCATION CENTRE Wagga Wagga (Southern NSW /
 Phone: 69329134
 Email: riverina-e.school@det.nsw.edu.au
 Website <https://riverina-e.schools.nsw.gov.au>

PLACES	Fieldwork name/Syllabus content
Kosciuszko NP – Mt Kosciuszko NSW	S6 Ecosystems and Global biodiversity
Falls Creek – Victoria	S6 Ecosystems and Global biodiversity
Lake Albert Wagga	S5 Environmental Change and Management
Rural South and West school communities Rivers, creeks, lakes or other negotiated environments	S5 Environmental Change and Management
Riverina EEC school excursion	S5 Geography Fieldwork Skills S4 Geography Fieldwork Skills K-6 Geography Fieldwork Skills
Rural South West school communities – incursion sites	S5 Geography Fieldwork Skills S4 Geography Fieldwork Skills K-6 Geography Fieldwork Skills
*Assistance with planning fieldwork & Professional Learning	Outdoor learning experiences, enrichment, enhancement and support for NSW Department of Education Geography teachers for Rural South and West directorate schools Darron Watt Principal, Riverina EEC Darron.watt@det.nsw.edu.au

ROYAL NATIONAL PARK ENVIRONMENTAL EDUCATION CENTRE

Phone: 95421951

Email: royalnatpk-e.school@det.nsw.edu.auWebsite: <https://royalnatpk-e.schools.nsw.gov.au/>

PLACES	Fieldwork name/Syllabus content
Wattamolla , Royal National Park (RNP)	S4 Landscapes and landforms S3 Sustainable futures: Learning from Country
Hacking River RNP	S4 Water in the world
Garie Beach RNP	S5 Environmental change and management
Bola Creek rainforest RNP	S6 Earth's natural systems
Bonnie Vale mangroves RNP	S6 Ecosystems and global biodiversity
Bungoona Path and RNPEEC RNP	ES1 Special places
Bonnie Vale or Audley RNP	S1 Features of places
Reids Flat RNP	S 1 Caring for Dharawal Country
Jibbon Headland RNP	S 2 Jibbon Journey

SALTWATER SCHOOL - LAND'S EDGE FOUNDATION (Chowder Bay, Balmoral, Middle Head)
CURRICULUM STUDIES, SNORKEL, KAYAK, SUP & BUSHWALKINGEmail: Bookings@saltwaterschool.com.auWebsite: <https://www.landsedge.com.au/saltwater-school/curriculum-based-field-studies>

PLACES	Fieldwork name / Syllabus content
Chowder Bay and surrounds	S4 Landscapes and Landforms S5 Environmental Change and Management S6 Ecosystems and Global Biodiversity
*Assistance with planning fieldwork & professional learning	Fieldwork planning for your school Fieldwork facilitation (with your teachers) on location



RUMBALARA ENVIRONMENTAL EDUCATION CENTRE

Phone: 4324 7200

Email: rumbalara-e.school@det.nsw.edu.auWebsite: <https://rumbalara-e.schools.nsw.gov.au/>

PLACES	Fieldwork name / Syllabus content
Brisbane Water National Park	ES1 Bush Picnic S2 Our Aboriginal Heritage S3 Living Things
Norah Head Reserve	ES1 Bush Picnic
Rumbalara Reserve	S1 Caring for Country and Place S2 Physical & Living Systems S6 Earth's Natural Systems
Kincumba Mountain	S1 Caring for Country and Place S1 Living Things S3 Student Leadership
Central Coast Wetlands – Pioneer Dairy	S1 People Care for Australia's Water Environments
Local Waterfronts Woy Woy Waterfront, Chittaway Bay, Canton Beach, Long Jetty	S1 People Care for Australia's Water Environments S4 Living Systems S1 Living World
Bouddi National Park	S2 Caring for Environments S4 Landscapes and Landforms
Wyrabalong National Park / Bateau Bay Beach	S2 Caring for Environments S2 Physical & Living Systems Local Aboriginal Culture S4 Landscapes and Landforms S6 Ecosystems Dynamics
Bulgandry Art Site Aboriginal Place	S2 Our Aboriginal Heritage
Copacabana Beach	S2 Physical & Living Systems
Avoca Lagoon	S3 Student Leadership S6 Ecosystem and Global Biodiversity
Gosford CBD	S4 Place and Liveability
Wamberal Beach/Lagoon	S5 Environmental Change and Management
Lakes Beach/Norah Head	S5 Environmental Change and Management
Porters Creek Wetland	S6 Ecosystem and Global Biodiversity S6 Earth's Natural Systems
Terrigal Lagoon	S6 Cause and Effect (Microplastics)
Local Area	S3 Knowledge of Our World, Our School, Our Place S4 Water in Our World S1 Living World
Strickland Forest	S6 Introduced Species



Geography Teachers Association Annual Report 2024–2025



Geography Teachers
Association NSW & ACT

President's Report – Katerina Stojanovski

GTANSW & ACT has experienced an exciting and productive 12 months. During the year, we launched our new website, distributed *Powerful Geography 1* and released *Powerful Geography 2*, held our annual conference, published four editions of the Bulletin journal, supported the first cohort of HSC students and teachers through dedicated HSC lectures, launched our webinar program and hosted the Geography Big Week Out. We are also in the early stages of planning to host the next AGTA Conference in Canberra in the ACT in 2026. These initiatives represent just a selection of the many activities the Association has delivered to support our members and the wider geography education community.

This membership base reflects our commitment to supporting geography teachers from K-12 and preservice teachers and educational institutions, fostering collaboration and professional development within our community. I would like to take this opportunity to thank our Staff and Council for their support throughout the year. Without the work of volunteers, we wouldn't be able to bring you so many quality resources, conferences, webinars etc

Image caption: Thredbo, NSW / Australia – August 24, 2019: Village and ski resort in the Snowy Mountains of New South Wales in the wintertime
Shutterstock Asset id: 1742352395

Our membership for the period 1 July 2024 to 30 June 2025:

Concessional Membership	13
Corporate Membership	4
Personal membership	93
Schools and organisations	5
Preservice Teachers	2
Primary Schools	3
Schools Membership 7–12	297
Total	417

GTA NSW & ACT Team

Our success is made possible by the efforts of a highly dedicated team overseeing the Council's day-to-day operations – from supporting our members, organising conferences and webinars to managing the distribution of books and posters.

Executive Officer – Diana Gearside

Administration and Member Support – Chloe Von Brandis-Martini

Website and IT – Janice Atkin

Finance – Mai Mai Lin

Bulletin Design and Layout – Lara van der Wall

Bulletin Proofreading – Geoff Paterson

We are fortunate to have a dedicated team of Councillors, many of whom have contributed their time and expertise to the Council for many years. Their collective experience, professionalism, and passion for geographical education underpin the ongoing success of GTANSW & ACT.

The Council plays a vital role in shaping the direction of our programs and initiatives – from strategic planning and advocacy to professional learning and member engagement. Through regular meetings, committee work, and active involvement in events and projects, Councillors ensure that the organisation continues to respond effectively to the needs of educators and the broader geography community.

I sincerely appreciate the commitment of each Councillor and member of the Executive and acknowledge the significant volunteer effort that underpins the strength and reputation of GTANSW & ACT. Their leadership, collaboration, and vision have been vital in advancing our mission to promote excellence in geographical education throughout New South Wales and the Australian Capital Territory.

We farewell three Councillors this year – Martin Pluss, Alex Pentz and Nicole Ryan. Martin is taking leave from Council for 12 months and we hope he joins us again the following year. A long-serving Councillor, Martin has contributed extensively to the *Bulletin* journal and provided valuable support at conferences over the years. Alex, who has served on Council for several years, led the successful Geogatherings webinars last year in support of the new Stage 6 Syllabus. Nicole has made meaningful contributions through her active participation in Council meetings and planning days.

2024–2025 Council

President – Katerina Stojanovski

Vice President (Immediate Past President) –
Dr Susan Caldis

Vice President – Kieran Bonin

Vice President – Michael da Roza (ACT
Representative)

Vice President – Rebecca Sutcliffe

Honorary Treasurer / Public Officer –
Dr Grant Kleeman

Editor – Louise Swanson

Councillor – Stephanie Boden

Councillor – Lorraine Chaffer

Councillor – Alan Cizzio

Councillor – Sam Coburn

Councillor – Drew Collins

Councillor – Sidsel Farrimond

Councillor – Bianca Mangioni

Councillor – Dr Alex Pentz

Councillor – Martin Pluss

Councillor – Anna Roberts

Councillor – Nicole Ryan

Councillor – Ella Williamson

Acknowledgement of Contribution –
Dr Grant Kleeman

After 22 years representing GTANSW & ACT at AGTA Board meetings and advancing the national agenda for Geography, Dr Grant Kleeman retired at the October board meeting. Grant has inspired generations of geographers and leaves a legacy that will be remembered for many years to come. At the national level, Grant has been a dedicated advocate for Geography in many ways. Some examples include, generating an income stream for AGTA through the publication of the *Unlocked* series of textbooks and supporting the biennial AGTA conferences. Grant led the development of the careers website #GOWITHGEO, supported member affiliates and instilled in each the importance of collaboration between states and territories to ensure the continuation of Geography in the curriculum across Australia. Grant mentored new board members, building their confidence to take on executive roles within AGTA. Most importantly, he has paved the way for young geographers to follow in his footsteps with confidence. Grant has been able to do this by stepping away from the Board and stepping into the role of mentor, guiding the next generation. Grant is still a phone call, text or email away, always ready to answer a question, or provide guidance on the best way forward to achieve the best outcome. Grant, thank you for the many years that you have dedicated to Geography education at both the state and national level. Mentoring the next generation of Geographers has cemented your legacy.

Awards and Recognition

Geoff Conolly Memorial Award

Congratulations to Louise Swanson for being awarded the Geoff Conolly Memorial Award which recognises outstanding contributions to the *Geography Bulletin*, our Association journal. Louise is being recognised for her exceptional dedication – regularly contributing articles, sharing classroom resources, and editing four *Bulletins* in the last 12 months. Louise's expertise and volunteer efforts have greatly enriched the teaching of Geography across NSW & ACT.

Real Media Award in the category of Publishing – Books

The highly anticipated *Powerful Geography 2* was released in Term 1 this year, providing a valuable and much-needed resource for the HSC course. The accompanying programs, teaching materials, and Author's Blog were exceptionally well received by Geography teachers. *Powerful Geography 1 and 2* recently won the Real Media Award in the category of Publishing – Books. Congratulations to the author team: Lorraine Chaffer, Louise Swanson, Khya Brooks, Matt Carroll, Karen Bowden, and Liam Callaghan; The Real Media Awards are organised by the Visual Media Association and recognise outstanding achievements and innovation in the visual media industry.

Concluding Statements

As my three-year term as President comes to an end, I will be stepping down following the AGM. I look forward to remaining an active member of Council and continuing to contribute to professional learning, resources, and advocacy for Geography Education.

Katerina Stojanovski

President GTA NSW & ACT

Executive Officer – Diana Gearside

It has been another wonderful year of dynamic change, spear-headed by our tireless and inspirational Katerina Stojanovski, President of the GTA. I would like to thank Katerina for her mentorship, her vision for the future of the GTA and the many voluntary hours she has devoted to the cause over her time in this role. Katerina will step down from the role of President as her 3-year tenure is exhausted, but I know she will continue to be critically involved as past president of the GTA Council Executive.

I also want to thank the many other Executives and Councillors who have devoted time and energy to the day-to-day management and the many projects that are part of the intentions and aims of the GTA NSW & ACT. There are too many individuals to list here but we would be lost without their enthusiastic, selfless and vibrant contributions to our community.

This year too we have welcomed an administrative officer, Chloe Von Brandis Martini, to our team and she has proven to be an asset – capable, methodical, innovative to name a few adjectives. Thanks Chloe!

The website continues to be a work in progress – apparently it is never “finished”! We have automated our membership, event registration and e-commerce functions and remain committed to ongoing improvements to the efficiency and quality of the site.

The GTA NSW & ACT continue to strive to provide our members with rewarding professional development experiences, access to useful resources, a community to share ideas and seek clarifications and to advocate for Geography as a vitally important subject area, preparing students for the challenges of the future.

Councillors Activity Reports

Councillor – Stephanie Boden

My project focus for 2024/25 is to lead the teacher awards for 2025 (Brock Rowe). I have solicited entries through various promotional channels such as the GTA website, newsletter and social media and I am in the process of collecting and collating nominations for consideration by a panel of judges.

I also reviewed the book “Escaping Nature, How to Survive Global Climate Change” by O.H Pilkey et al for the Australian Geography Teachers Association (AGTA). This will be published in the 2025 edition of AGTA’s *‘Geographical Education’*

Vice President – Kieran Bonin

Young Geographer Award

The 2024 Young Geographer Award was a success, with high-quality entries from across NSW and the ACT. However, the STEM and the Teacher Award categories had lower participation. This has been a consistent trend in the past several years. The YGA team brought this to the Council and came up with recommendations and changes. For the STEM Award, the reduced numbers are likely due to widespread confusion about Geography’s role within STEM, an issue that was reflected in many submissions. Therefore, this year the YGA team presented two sessions at the annual conference to clarify some of these issues.

The new teacher award was a success with a 500% increase in nominations from the old 2023 Teacher category. We changed the criteria this year that teachers could also nominate other teachers for this award. With entries soon to be submitted, we are in the process of evaluating the awards, and the winners will be announced in Bulletin 1 next year.

Immediate Past President – Dr Susan Caldis

AGTA Reports (Dr Susan Caldis, Chair of AGTA (October 2021 – October 2025))

Throughout 2025, the AGTA Board have met in person in Adelaide, traditional Country of the Kaurna Peoples on 17–18 May 2025, also in Brisbane/Meenjin, traditional Country of Turrbal and Yuggera Peoples on 11–12 October 2025. We have also met on multiple occasions via email.

Part of raising the profile of AGTA and supporting smaller affiliates relates to the development of an online presence. During 2025 we launched an AGTA FaceBook page with a view to establishing profiles on LinkedIn and other platforms during 2026. We also initiated an audit and refresh of our #GoWithGEO Careers website. Solutions-focused discussion continues to revolve around how best to support the smaller affiliates (for example, GHTANT, TGTA and GTASA) through the development of national initiatives. For example (i) how best to support out-of-field teachers in geography, given state and territory differences in uptake and adaptation of the Australian Curriculum: Geography, registration and professional learning priorities; and (ii) how to increase viability of professional learning in Geography and develop resources which are both suitable for a national scope of work yet have potential to respond to the specific needs of states and territories. As such, in 2024–2025, key actions included (a) national circulation and promotion of individual affiliate events; opening affiliate events to interstate attendees (explicitly, has mostly been implicit); (b) offering member-prices to interstate attendees if they are members of their state/territory affiliate; (c) a request for affiliate websites to include specific text around professional learning events cater for out-of-field teachers / those teaching beyond specialisation / those new to teaching geography

Key activities in 2024–2025 included (i) hosting GeoNight; (ii) responding to directions from the Australian Alliance of Associations in Education (AAAE) including developing a Pedagogy in Geography position paper, due for release in October 2025; (iii) Resource development to support the Australian Curriculum: Geography, due to be launched through an online portal at the 2026 AGTA Conference in Canberra; (iv) publication of *Geographical Education*, journal of AGTA; (v) planning and development of the upcoming 2026 AGTA Biennial Conference in Canberra, led by a small team from GTANSW&ACT. Conference theme is Ignite Shine ACT, to be hosted at the Shine Dome 30 September–2 October; (vi) the Australian Geography Competition, the Olympiad in Thailand and hosting Geography's Big Week Out in the Snowy Mountains region.

In closing, let me underscore the important volunteer work we do in navigating the complexities of leading nationally focused work against a backdrop of our state and territory contexts. The activity that occurs both at, and in-between our May and October meetings are immense and in addition to our affiliate responsibilities. The full annual report is available on the AGTA website.

Councillor & Coordinating author of *Powerful Geography 1 & 2* – Lorraine Chaffer

Powerful Geography 1 & 2 for Stage 6 Geography

Powerful Geography 2 was published in February 2025 and has sold very well. Sales are predicted to reach 1000 copies within the first year, well ahead of initial expectations while sales of *Powerful Geography 1* continue to be strong into its second year. The book is now on its third print run. Healthy book sales mean that the seed finance from GTA used to produce the books is close to being recouped. The sales price was set high to enable these expenses to be covered as quickly as possible so GTA could invest in other programs.

The 500 pages of quality content in each *Powerful Geography* book, stunning photographs and illustrations, and unique content sections, such as GEOstories and Visualise This has resulted in the books being adopted as a valuable resource to supplement the Stage 6 Geography textbook or as a stand-alone resource. The value of the books has been greatly enhanced by the provision of support materials that include

teaching programs, PPT presentations, media reports and student activity worksheets. The Authors Blog provides additional support by clarifying important syllabus content, links to video resources and detailed explanations linked to case studies.

In late 2025, GTANSW & ACT was excited to learn that Pegasus Media and Logistics, the printer of both books, had nominated *Powerful Geography* in the Real Media Awards 2025. We are extremely proud to announce that the books won their category! The submitted entry below, sums up the success of the association's first major publishing project.

Pegasus Media and Logistics: Nomination of *Powerful Geography* Books for Real Media Awards 2025.

"The objective of the *Powerful Geography Collection* was **Sales Growth by Product** – to create and successfully distribute two new high-quality resources for Stage 6 Geography that would meet urgent demand from teachers and students, while ensuring financial viability for GTANSW & ACT's first self-publishing venture.

Effectiveness is evident first through **strong sales performance**. Both books – *Powerful Geography 1* (484 pages, published June 2024) and *Powerful Geography 2* (504 pages, published February 2025) – quickly established themselves as trusted resources. By August 2025, Book 1 was on its third print run and on track to meet the target of 1,000 copies sold within two years. Book 2 sold 700 copies in just seven months and is expected to reach 1,000 sales within its first year – surpassing initial expectations. Importantly, international uptake has extended to the UK and schools in Singapore, and Papua New Guinea teaching the NSW syllabus.

Effectiveness is also demonstrated through **audience engagement and adoption**. Schools across NSW are increasingly purchasing class sets or placing the books onto official booklists, cementing their place alongside the main textbook. The integration of teacher-created case studies, GEOstories, and Visualise This sections have proven highly relevant, while the inclusion of unique watercolour artwork and custom illustrations has differentiated the books from traditional educational publishing.

The **feedback from teachers and students** provides powerful evidence of effectiveness. Teachers highlight the visual appeal, clarity of definitions, and breadth of case studies, noting that the books enhance student confidence, broaden critical thinking, and embed geographical skills. Students are reported to be more engaged, finding the structure and visuals easier to follow and apply in assessment tasks.

The **supporting digital resources** – including a Google Drive of teaching programs, worksheets, PowerPoints, and an Authors' Blog – further extend the product's effectiveness, ensuring it functions as more than a textbook but as a living resource adaptable to classroom needs.

Ultimately, the Powerful Geography Collection has exceeded its product growth objectives by combining high sales, repeat print runs, and international reach with strong teacher endorsement and adoption. It has also reinforced GTANSW & ACT's reputation as an innovative, teacher-driven publisher, proving the effectiveness of a bold, first-time venture.

Vice President – Michael Da Roza

- PTCNSW Board member
- International HSC Academic Director
- AGTA May 2025 Meeting Adelaide, ACT representative
- iGeo Team Leader Bangkok, Thailand
- GBWO25 Convenor
- AGTA26 Conference Convenor

To have the opportunity to support, promote and engage with Geography at a local, National and International level has been rewarding both personally and professionally. GTANSW&ACT as well as AGTA have continued to challenge and nurture me throughout the year. It has been a privilege to serve as Vice-President on the GTANSW&ACT Board supporting the work of Katerina on the Association's Governance and Processes and Procedure documents, attending the AGTA Board meeting and serving as our Association's representative on the PTCNSW Board. These positions have, in turn, provided me with a platform to engage with teachers and students here and overseas; practically in the field hosting GBWO25, as a Team Leader for the Australian Team at the iGeo in Bangkok, in curriculum as an Academic Director with the International HSC project and, as the convenor for the AGTA conference to be held in Canberra in 2026. The success of my engagement in these projects very much rely on the critical support of passionate Geography educators and academics and the broad network of affiliated connections who, like me, work to ensure the visibility and success of our discipline for our students now and into the future.

Treasurer – Grant Kleeman

- Oversight of the Association's finances
- Providing support to the President
- Representing the Association on the AGTA Board
- Assisting with the organisation of the 2026 AGTA Conference hosted by the Association.

Vice President – Rebecca Sutcliffe

Overview

Over the past 12 months, I have remained actively engaged in the activities of the Association, with a strong commitment to supporting our members, strengthening our professional presence, and contributing to the smooth running of Council operations.

Key Contributions

1. Conference Organisation and Delivery

I was instrumental in the organisation, running, and presenting at the Annual GTA NSW & ACT Conference (May 2025). This work included program development, logistical coordination, and direct involvement in presenting to members. The Conference provided a valuable professional learning experience, showcasing the strength of Geography teaching in NSW and ACT.

2. Council Meetings and Governance

I have maintained a high level of attendance at Council meetings, participating in at least 85% of all scheduled meetings. Through active engagement, I have contributed to discussions, supported decision-making processes, and helped ensure the Association continues to deliver on its strategic priorities.

3. Member Support and Resource Development

I have supported fellow councillors and members through the creation of *Bulletin* resources, ensuring that teachers across the state have access to practical and relevant classroom materials. These contributions align with our goal of enhancing teaching practice and supporting members at all career stages.

4. Social Media and Membership Engagement

I have maintained a strong social media presence across Facebook and Instagram, ensuring that members' questions and messages are answered quickly and efficiently. This role has been critical in strengthening our digital communication and helping members feel connected to the Association on a daily basis.

5. Exploring Future Income Streams

I have engaged in discussions regarding the development of new income streams to sustain and grow the Association. This has included considering opportunities such as:

- Exam writing initiatives
- Webinar delivery
- Expanding attendance at Association events.

These discussions are ongoing and represent an important area for future growth.

Conclusion

The past year has been productive, and I am proud to have contributed across multiple areas of Council work. My focus has been on collaboration, member support, and strengthening the Association's profile both through events and digital engagement. I look forward to continuing this work into 2026 as GTA NSW & ACT evolves and grows in its advocacy and service to members.

Councillor – Anna Roberts

This year I have engaged in a variety of GTA activities. I focused on assisting with the organisation and running of the Conference, both in the lead up to the event and during the two days. I have assisted with the judging of the finalists for the Young Geographer Award on planning day and supported Keiran and Bianca in the conference sessions focusing on this project. During planning day I attended the finance & governance sessions, and I am hoping to put the knowledge gained into practice in the coming year. I have also shadowed Lorraine during the HSC lectures project, with the intention to build my knowledge and confidence so that I can take a more proactive role with this next year. I have written two articles for the *Bulletin*, and I am currently working on a third. I have attended and participated in meetings.

Councillor – Ella Williamson

In 2024 and 2025, I represented GTA NSW & ACT at Geography's Big Week Out, supporting students as they developed their fieldwork skills and engaging with future leaders in geography. This involvement highlighted the strength of our region's representation and ensured students were well supported in applying their classroom learning in practical contexts. In May 2025, I also attended the AGTA meeting on behalf of the President, where I collaborated with representatives from other states and territories. Together, we worked to secure the future of geography education, strengthening national connections and advocating for the discipline at a strategic level.

We'd love to publish your success stories!

Do you have an effective teaching activity, resource, or classroom practice that you'd love to share? The GTANSW & ACT welcomes contributions and encourages educators to submit articles to the *Geography Bulletin*. We prefer to receive articles in Microsoft Word, with any images attached as separate files. Placing images in Word to indicate where they should appear can be helpful, however images embedded into Word become compressed and lose data, so please ALSO supply the original images as separate files. If you have questions, or to send articles for consideration, email editor@gtanswact.org.au.



Advice To Contributors

Geography Bulletin guidelines

1. Objective: The *Geography Bulletin* is the quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. The role of the *Geography Bulletin* is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas, methods and content. 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 5,000 words, should be submitted to the GTA NSW & ACT Office by email editor@gtanswact.org.au. Submissions can also be sent directly to the editor: Louise Swanson (editor@gtanswact.org.au). 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: Digital submission in Word format.

- Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque coloured background, 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.

Note: Please try to limit the number of images per page to facilitate ease of reproduction by teachers.

Diagrams created using templates should be saved as an image for ease of incorporation into the Bulletin.

All assessment or skills tasks should have an introduction explaining links to syllabus content and outcomes. A Marking Guideline for this type of article is encouraged.

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: As email with submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. Photo of Contributor: Contributors may enclose a passport-type photograph and a brief biographical statement as part of their article.

7. 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.)

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

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 NSW & ACT Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

The GTA NSW & ACT Council
PO Box 315, Annandale NSW 2038.

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