

## EPSS Geography Curriculum Units 2014

		Term 2	Term 4
		Unit 1	Unit 2
GEOGRAPHY – Prep and P/1	UNIT SUMMARY	<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>• What are places like?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about</li> <li>• develop questions about places they belong to</li> <li>• understand that a 'place' has features and a boundary, that can be represented on maps or globes</li> <li>• understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to</li> <li>• observe the visible elements or features of the 'place' they live in and belong to, and record</li> <li>• use maps and stories to identify the places students live in and belong to, such as, their home, neighbourhood, or rural area, and record the features of each place</li> <li>• represent the location and direction of visible elements or features of their place on a pictorial map and model</li> <li>• describe their observations of the features of a familiar place, its location and direction, and the reasons for living there</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• What makes a place special?</li> <li>• How can we look after the places we live in?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about</li> <li>• understand that what makes a 'place' special is dependent on how people view the place or use the place</li> <li>• pose questions about the meaning places have for people</li> <li>• listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a 'place' or 'places', particularly the visible elements or features of a place</li> <li>• describe the location of important places using geographical terms such as near and far</li> <li>• use sources to identify ways that people care for special places, and record</li> <li>• describe special places and the reasons they are special to people</li> <li>• reflect on learning to suggest ways they could contribute to the caring of a special place</li> </ul>
	ASSESSMENT	<p>Collection of work (Multimodal)</p> <p>The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.</p> <p>Students use geographical methods to represent and describe places.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe the features of familiar places</li> <li>• recognise that places can be represented on maps and a globe</li> <li>• represent features of a familiar place on pictorial maps and models</li> <li>• describe their observations of the features of familiar places</li> </ul>	<p>Guided research (Oral)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p> <p>Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• recognise why some places are special to people by sharing their observations on why places are important</li> <li>• share observations in an oral presentation and use everyday language to describe the direction and location of an important place</li> <li>• reflect on inquiry findings and suggest ways that a familiar place can be cared for</li> </ul>

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GEOGRAPHY – Year 1 and 1/2	UNIT SUMMARY	<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How can spaces within a place be rearranged to suit different purposes?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops</li> <li>understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building</li> <li>develop questions about places</li> <li>collect and record geographical data and information to identify and describe the natural, constructed and managed features of places</li> <li>collect and record geographical data and information to identify examples of how the features of places are used or described by people differently</li> <li>observe spaces within the school that are arranged for different activities or purposes</li> <li>represent and label spaces within a place on a pictorial map and describe using the language of direction and location</li> <li>respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>What are the different features of places?</li> <li>How can we care for places?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including familiar places for example, the school, local park and local shops</li> <li>understand that weather and climate affect the visible elements or features of a place nearby or far away</li> <li>ask questions using the stems of 'what', 'how' and 'why' to find out about the weather</li> <li>observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away</li> <li>collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Islander peoples, to describe the weather and seasons of a place nearby or far away</li> <li>reflect on learning to respond to questions about how features of places can be cared for</li> </ul>
	ASSESSMENT	<p>Guided research (Oral)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p> <p>Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify changes in features of places</li> <li>describe how to care for places</li> <li>respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided</li> <li>present findings in an oral presentation using everyday language to describe direction and location</li> <li>reflect on their learning to suggest ways that places can be cared for.</li> </ul>	<p>Guided research (Oral)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p> <p>Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify changes in features of places</li> <li>describe how to care for places</li> <li>respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided</li> <li>present findings in an oral presentation using everyday language to describe direction and location</li> <li>reflect on their learning to suggest ways that places can be cared for.</li> </ul>

		Term 2	Term 4
		Unit 1	Unit 2
GEOGRAPHY – Year 2 and 2/3	UNIT SUMMARY	<p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What is a place?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on representations of the world as geographical divisions, and the location of Australia</li> <li>• understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another</li> <li>• develop questions about places</li> <li>• use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale</li> <li>• use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles</li> <li>• collect and record geographical data and information, such as observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time</li> <li>• represent connections between places by constructing a map and using symbols</li> <li>• describe the location and direction of a place</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• How are people connected to their place and other places?</li> <li>• What factors affect my connection to places?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on studies local places within Australia and other places throughout the world</li> <li>• understand that a place is connected to other places, and people are connected to their place and places throughout the world</li> <li>• understand connection between places throughout the world are affected by distance and accessibility</li> <li>• pose questions about the connections between places using the stems of ‘what do I feel’, ‘what would it be like to’ or ‘what effect’</li> <li>• collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people’s connections to other places in Australia, the countries of Asia, and across the world, and record</li> <li>• collect and record geographical data and information, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people’s connection to other places and its maintenance, for example, through birth, residence and heritage.</li> <li>• compare the influence of purpose, distance and accessibility on connections between people and places over time</li> <li>• respond with ideas on how connections with a place often enable higher levels of care for a place</li> </ul>
	ASSESSMENT	<p>Collection of work (Multi-modal)</p> <p>The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.</p> <p>Students use geographical methods to represent and communicate the location and features of places.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• <a href="#">identify</a> the features that define places</li> <li>• <a href="#">recognise</a> that places can be described at different scales</li> <li>• <a href="#">recognise</a> that the world can be divided into major geographical division</li> <li>• <a href="#">represent</a> data and the location of places and their features in tables, plans and on labelled maps</li> <li>• interpret geographical information to draw conclusions</li> <li>• <a href="#">describe</a> the direction and location of places</li> </ul>	<p>Guided research (Multimodal or oral)</p> <p>The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p> <p>Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• <a href="#">describe</a> how people in different places are connected to each other and <a href="#">identify</a> factors that influence these connections</li> <li>• <a href="#">explain</a> why places are important to people</li> <li>• pose questions about <a href="#">familiar</a> and <a href="#">unfamiliar</a> places and collect information to answer these questions</li> <li>• present findings in a range of texts and use simple geographical terms</li> <li>• suggest action in response to the findings of their inquiry.</li> </ul>

		Term 2	Term 4
		Unit 1	Unit 2
UNIT SUMMARY		<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>• What would it be like to live in a neighbouring country?</li> <li>• How and why are places similar and different?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on studies at the local scale, including representations of Australia and the location of Australia's neighbouring countries</li> <li>• understand the different climate types and their influence on the characteristics of places</li> <li>• review unit inquiry questions</li> <li>• recognise that a 'place' is a form of bounded space with each place having a location on the surface of the Earth</li> <li>• recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented</li> <li>• collect and record data and information to identify similarities and differences between the climates of different places</li> <li>• identify the environmental and human characteristics of schools in Australia and Australia's neighbouring countries using sources such as photographs, stories and maps</li> <li>• interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose, information provided, and use of cartographic conventions</li> <li>• represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point</li> <li>• identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• How do people's feelings about places influence their views about the protection of places?</li> <li>• How and why are places similar and different?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on studies at the local scale in Australia and its neighbouring countries</li> <li>• recognise the connections between people and places</li> <li>• understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live</li> <li>• pose questions for investigating a place of significance in Australia and in one of Australia neighbouring countries</li> <li>• collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places</li> <li>• collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in the selected places of significance</li> <li>• interpret data and information to identify similarities and differences for selected places of significance</li> <li>• form conclusions identify how climate, settlement and demography influence how people have live in the selected places of significance</li> <li>• present findings, using geographical terms, identifying connections between people and places</li> <li>• reflect on how to care for and respect places at the local scale.</li> <li>• suggest action to protect and improve selected places of significance</li> </ul>
	ASSESSMENT	<p>Collection of work (Multimodal or written)</p> <p>The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.</p> <p>Students use geographical methods to represent and communicate data and information.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• represent data in tables and simple graphs, and the location of places and their characteristics by constructing maps on labelled maps that use the cartographic conventions of legend, title, and north point</li> <li>• describe the location and characteristics of different places at the local scale and the similarities and differences between the characteristics of these places</li> </ul>	<p>Research (Written or multimodal)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p> <p>Students undertake an inquiry that aligns with the geographical inquiry and skills strand.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• develop geographical questions and collect sources about people's perceptions of places and their connections to them</li> <li>• collect and record data and information from sources to identify different views on perceptions of places and how this influences views on the protection of places</li> <li>• reflect on their learning to suggest action to increase awareness of protection of places and present using geographical terms</li> </ul>

		Term 2	Term 4
		Unit 1	Unit 2
GEOGRAPHY – Year 4 and 4/5	UNIT SUMMARY	<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How does the environment support the lives of people and other living things?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia and the location of major countries in South America and Africa</li> <li>recognise the purpose and types of geographical questions</li> <li>explore the importance of environments to animals and people and how places are characterised by their environments</li> <li>collect and record geographical information from sources to identify how environments support animals and people</li> <li>use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals</li> <li>represent data by constructing tables and graphs</li> <li>represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point</li> <li>interpret geographical information and data to identify patterns and distributions of the features of places</li> <li>interpret geographical information and data to identify different views on how environments should be protected, and form conclusions</li> <li>describe the location of places and their features using grid references, compass direction and distance</li> <li>describe and compare the characteristics of places in different locations at the national scale, using geographical terms.</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>How do different views about the environment influence approaches to sustainability?</li> <li>How can people use places and environments more sustainably?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies of Australia</li> <li>develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people</li> <li>compare how people adapt to, and alter environments</li> <li>recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste</li> <li>collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments</li> <li>collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people</li> <li>form conclusions about caring for the environment and meeting the needs of people</li> <li>present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action.</li> </ul>
	ASSESSMENT	<p>Collection of work (Multimodal or written)</p> <p>The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent, interpret and communicate data and information.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point</li> <li>describe the location of places and their features using simple grid references, compass direction and distance</li> <li>interpret data to identify spatial distributions and simple patterns and draw conclusions</li> <li>describe the characteristics of places in different locations at the national scale</li> <li>describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places</li> </ul>	<p>Research (Oral)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p> <p>Students undertake an inquiry that aligns with the geographical inquiry and skills strand.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>develop geographical question to guide an inquiry into a local geographical challenge</li> <li>collect and record information and data from different sources to respond to geographical question/s</li> <li>identify and describe the interconnections between people and the environment</li> <li>recognise the importance of the environment and identify different views on how to respond to a geographical challenge</li> <li>present findings using geographical terminology in a range of texts</li> <li>propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action</li> </ul>

		Term 2	Term 4
		Unit 1	Unit 2
GEOGRAPHY – Year 5 and 5/6	UNIT SUMMARY	<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How do people and environments influence one another?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia and the location of major countries in Europe and North America</li> <li>recognise the purpose and types of geographical questions</li> <li>collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places</li> <li>collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places</li> <li>collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of the humans on the environmental characteristics of a place</li> <li>represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place</li> <li>describe the location of selected countries in relative terms</li> <li>construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics</li> <li>compare geographical information to identify patterns or trends in how people have responded to climatic conditions in places</li> <li>describe the influence of environmental processes on the characteristics of places, and how people can affect change, using geographical terms.</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>How do people influence the human characteristics of places and the management of spaces within them?</li> <li>How can the impact of natural hazards on people and places be reduced?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia</li> <li>identify and describe how places are affected by the interconnection between people, places and environments</li> <li>develop an inquiry question about responding to the geographical challenge of natural hazards, and plan an inquiry</li> <li>collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised</li> <li>collect and record relevant geographical data and information from primary and secondary sources, using ethical protocols, on the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li> <li>consider the usefulness of collected information</li> <li>present findings, using geographical terms on the ways people respond to a geographical challenge</li> <li>propose ways people can respond to a geographical challenge and identify the expected effects of their proposed action.</li> </ul>
	ASSESSMENT	<p>Collection of work (Multimodal or written)</p> <p>The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.</p> <p>Students use geographical methods to represent, interpret and analyse data.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point.</li> <li>interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions</li> <li>explain the characteristics of places in different locations at the national scale</li> <li>describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments</li> </ul>	<p>Research (Oral)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake an inquiry that aligns with the geographical inquiry and skills strand. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>develop geographical questions to investigate and collect and record information from a range of sources to answer these questions</li> <li>describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments</li> <li>identify alternative views on how to respond to a geographical challenge and propose a response</li> <li>present findings using geographical terminology in a range of communication forms</li> <li>propose action in response to a geographical challenge and identify the expected effects of their proposed action</li> </ul>

		Term 2	Term 4
		Unit 1	Unit 2
GEOGRAPHY – Year 6 and 6/7	UNIT SUMMARY	<p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How do places, people and cultures differ across the world?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at different scales, including Australia and the location of the major countries in the Asia region</li> <li>understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living</li> <li>use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance</li> <li>collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific</li> <li>represent data in different forms</li> <li>represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions</li> <li>interpret data and other information to identify patterns and trends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia</li> <li>form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>What are Australia's global connections between people and places?</li> <li>How do people's connections to places affect their perception of them?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at different scales, including Australia major countries of Asia or a region within Asia</li> <li>understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales</li> <li>develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question</li> <li>collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia</li> <li>collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places</li> <li>evaluate sources for their usefulness</li> <li>present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people</li> <li>propose action on how to increase the awareness of the effect of people's connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal</li> </ul>
	ASSESSMENT	<p>Collection of work (Multimodal or written)</p> <p>The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.</p> <p>Students use geographical methods to represent, interpret and analyse geographical data and other information.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point</li> <li>interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions</li> <li>explain the characteristics of diverse places in different locations at different scales from local to global</li> <li>describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena</li> </ul>	<p>Research (Written)</p> <p>The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake an inquiry that aligns with the geographical inquiry and skills strand. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>develop a geographical question to frame an inquiry on a geographical challenge</li> <li>locate relevant information from a range of sources to answer inquiry questions</li> <li>describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people</li> <li>identify and describe alternative views on how to respond to a geographical challenge and propose a response</li> <li>present findings and ideas using geographical terminology and graphic representations in a range of communication forms</li> <li>propose action in response to a geographical challenge and describe the expected effects of their proposal</li> </ul>