LiteracyWorks

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LITERACY WORKS FOR

Geography

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NSW's most popular literacy resources now for Geography

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Every page matches the syllabus content for Years 7-10

Save time – just copy or print and teach

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Based on best practice in secondary school literacy education and a strong research base in what works for literacy in Geography
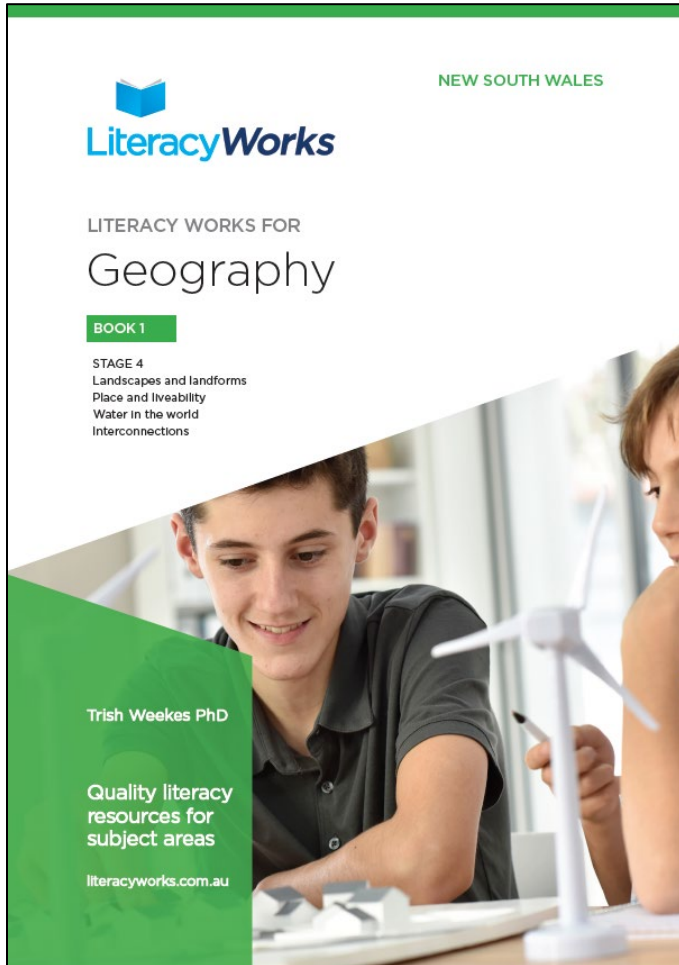
Reliable and high-quality – you might already know our resources for:
*   History Year 7
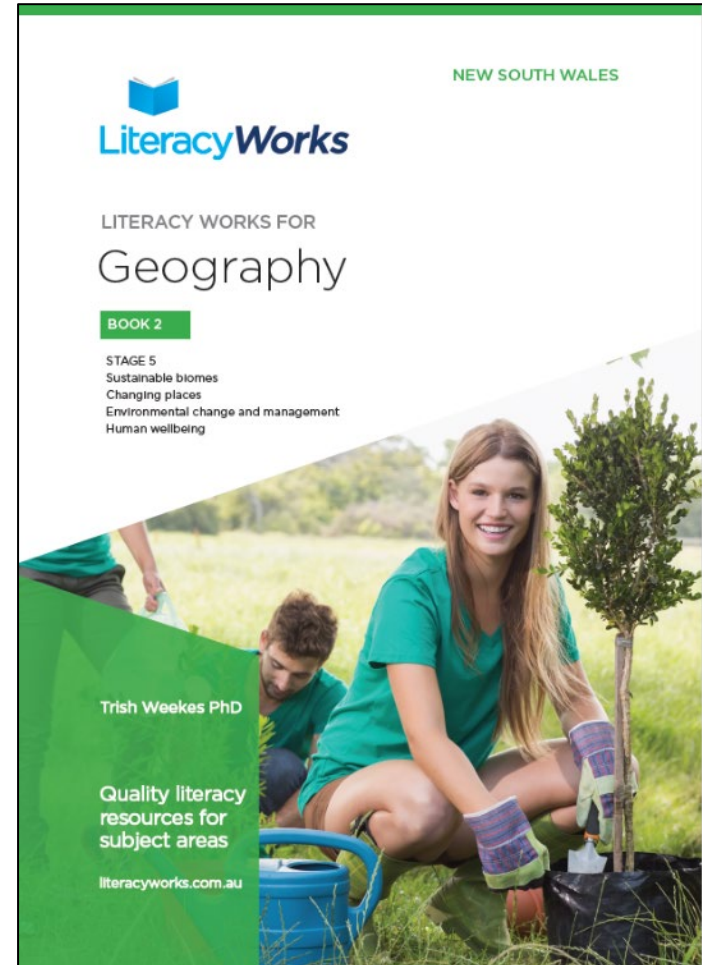*   Commerce
*   Business Studies

Literacy Works for Geography

Book 1 is for Stage 4

Book 2 is for Stage 5

Each book has more than 75 literacy worksheets plus teacher pages and fact sheets. Each book is more than 180 pages in colour.

Two pages for every worksheet

Teacher page

Student page

answers

teaching suggestions

syllabus links are provided – some syllabus content relates to one worksheet, others relate to several

practical worksheets that match the syllabus

literacy activities for:

writing
reading
speaking
multimodal
literacy

Evaluate liveability

Evaluation is an important part of being a Geographer and it is relevant to nearly every topic in Geography. Evaluative language changes depending on the topic. As a consequence, teachers may need to revisit evaluative language for each topic, to ensure that students know the vocabulary and can apply it appropriately. This page covers two language resources for evaluating: adverbials and evaluative language. Fact Sheet 3 has a list of evaluative language in different Geography topics.

Curriculum links

NSW Stage 4
Access to services and facilities
Students investigate the influence of accessibility to services and facilities on the liveability of places (ACHGK044)
Students investigate the impact of environmental quality on the liveability of places (ACHGK045)
Students investigate the influence of social connectedness and community identity on the liveability of places (ACHGK046)

Answers

Negative	Positive
noisy	safe
dangerous	close to shops
untidy	attractive
few entertainment venues	orderly
dirty	well-maintained
high incidence of crime	green
crowded	safe
not accessible	clean
far away from shops	low incidence of crime
polluted	accessible to public transport
unattractive	tidy
distant from parks	many entertainment venues
	quiet

In traditional grammar, adverbs are single words that give more information about a process. The term 'adverbials' encompasses any wordings that do the job of an adverb. See Fact Sheet 4 for more on Word Class.

The adverbials on this page can be used with any topic where students have to evaluate. Another example is shown below for the concept of sustainability.

sustainability scale
not at all sustainable / not very sustainable / somewhat sustainable / moderately sustainable / highly sustainable very sustainable

Evaluate liveability

Evaluating is judging something according to criteria. When we evaluate liveability of a place, we need to use language to convey a thoughtful and informed evaluation. A place is rarely perfect or completely terrible. There are probably some positive aspects and some negative aspects. Geographers use two language features to evaluate: adverbials and evaluative language.

Adverbials help us take a position on the liveability scale below. Adverbials are wordings like 'very' or 'somewhat' or 'not at all'. They help us make a sophisticated evaluation.

liveability scale
not at all liveable / not very liveable / somewhat liveable / moderately liveable / highly liveable very liveable

Evaluative language helps support our evaluation. Sort these examples into positive and negative evaluations by writing them in the columns.

Negative e.g. noisy	Evaluative language for liveability	Positive e.g. safe
	dangerous / close to shops / untidy	
	few entertainment venues / attractive	
	close to parks / orderly / dirty	
	high incidence of crime / well-maintained	
	green / crowded / safe	
	not accessible / far away from shops	
	polluted / unattractive / clean	
	low incidence of crime / distant from parks	
	accessible to public transport / tidy	
	many entertainment venues / quiet	

Choose three places you know and evaluate their liveability using this sentence format.

_____ is _____ liveable because _____
name of place / choose an adverbial / give reasons using evaluative language above
e.g. Nordenvale is highly liveable because it is tidy, accessible to parks and safe.

1 _____ is _____ liveable because _____
2 _____ is _____ liveable because _____
3 _____ is _____ liveable because _____

Each book has more than 75 literacy worksheets plus teacher pages
18-20 worksheets per unit

Based on scaffolded literacy activities

Literacy research shows that scaffolding works, but it takes time to prepare resources. Literacy Works has taken care of that for you.

I do (teacher)	We do (I lead)	You do together	You do
Modelling and deconstruction	**Joint construction**	**Joint construction**	**Independent construction**
The teacher shows students a model text (an example of what students have to write) and the teacher shows students the features of the text. This can include activities – highlighting, sorting, annotating, grammar activities etc.	The teacher leads the class in collaborative writing of a text that is similar to the model text but on a different topic.	Students collaborate to write part of the text together (in pairs or small groups).	Students write a new text on their own. This stage can involve planning, drafting, feedback and editing of their final text.

Scaffolding example from Sustainable Biomes

1.
model paragraph with language features

2.
scaffolded paragraph on a similar topic

Scaffolding example from Sustainable Biomes

3.
less support provided for writing

4.
student writes independently

Sustainable food supply chains

Look at the infographic on the right. Then write a paragraph about how understanding of food expiry dates can minimise food waste in the supply chain.

USE BY: You must eat or freeze food before this date.
USE BY 24 AUG

BEST BEFORE: You can eat food past this date but it may not be at its best
BEST BEFORE 16 OCT

Identify the strategy for reducing waste	Correct understanding of food expiry dates can prevent food waste in the food supply chain.	
Explain why food waste occurs		*Why would misunderstanding of expiry dates cause food to be thrown away? Give some examples about supermarkets and consumers. Use cause and effect language.*
Identify strategies to make food chains sustainable		*What could supermarkets and consumers do? Use modal language.*
Summarise how these strategies solve the problem		*Link the final sentence back to the topic sentence.*

Write a paragraph about redistributing excess food. Use the structures and language features on this page, and the example below.

OzHarvest is an Australian Charity that collects unused or unwanted food from supermarkets, bakeries, restaurants and caterers and redistributes it to people in need.

OZHARVEST
Nourishing Our Country

The government changed legislation to allow food donors to give their surplus food to charities without fear of being sued.

LiteracyWorks

SAMPLE PAGES FOR

Geography

Book 1

UNIT 1

Landscapes and landforms

Impacts of volcanic hazards: ash ✅ Teacher page
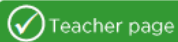
Geographers use a range of cause and effect language to explain impacts. The next two pages give students practice in three of these ways:

- if _____ , then _____
- _____ so _____
- cause and effect verbs (impacts on, results in, causes, leads to)

See Fact Sheet 1 for a master list of cause and effect language in Geography.

💡 **Teaching suggestions**

The sentence-writing activities on these pages can be scaffolded by the teacher, depending on the needs of the students. The teacher can:

- model how to do each sentence type on the board (with the examples provided)
- complete one with the students as a class, together on the board
- let students work in pairs or groups, with teacher support
- give students independent tasks.

Source: Yash Grau via Wikimedia

Source: NASA
An early stage of the July 12, 2009, eruption of Sarychev volcano, seen from space.

✅ **Possible answers**

|			
1	If there is a strong wind,	then	ash clouds can travel thousands of kilometres and impact on countries far away from the volcano.
2	If ash falls and builds up on the rooves of buildings,	then	the rooves can collapse and destroy buildings and potentially kill people.
3	If people breathe in the ash,	then	sharp fragments of volcanic glass can cause respiratory problems and cut into lung tissue and cause lung disease.
4	If ash falls on crops and in waterways,	then	they can be burned, flattened, contaminated or polluted with chemicals or destroyed.
5	Volcanic ash damages aircraft engines	so	planes can crash or be damaged when they fly through an ash cloud.
6	Ash clouds can travel for thousands of kilometres	so	they are dangerous for many countries not only where the volcano is located.
7	Ash clouds contain toxic chemicals	so	they are poisonous for animals, plants and humans.
8	Ash clouds can block out the sun	so	they can prevent sunshine from reaching crops and, as a result, crops might die and food sources can be destroyed.

Impacts of volcanic hazards: ash

Significant volcanic hazards include ash clouds and fallen ash. Volcanic ash consists of tiny, angular fragments of volcanic glass. Volcanic ash is toxic, destructive and dangerous.

Left: Fallen ash in Rabaul, Papua New Guinea

Right: Ash cloud over Mt Sinabung, Indonesia
Source: United States Geological Survey

✏️ **Use the two sentence structures below to finish sentences explaining the possible impacts of volcanic ash.**

If		, then	
	a situation that might happen		*possible consequence, result, impact, effect*
e.g. If	there is excessive air pollution from an ash cloud,	then	air quality will be poor and people may struggle to breathe freely when outdoors.

1 If there is a strong wind, then _____

2 If ash falls and builds up on the rooves of buildings, then _____

3 If people inhale ash, then _____ _____

4 If ash falls on crops and in waterways, then _____ _____

	so	
	a situation or cause	*possible consequence, result, impact or effect*
e.g. Ash particles are tiny	so	they can enter the lungs of animals or tiny spaces in machinery.

5 Volcanic ash damages aircraft engines so _____ _____

6 Ash clouds can travel for thousands of kilometres so _____ _____

7 Ash clouds contain toxic chemicals so _____ _____

8 Ash clouds can block out the sun so _____ _____

UNIT 2

Place and liveability

Evaluate transport and traffic

🔍 Cause and effect language

Cause and effect language makes an evaluation stronger in two ways:

1. Cause and effect language can provide support and reasons for evaluations

   e.g. **Since** the suburb is located by the water, it is easy to get the ferry service to the city

2. Text connectives of cause and effect can prepare for a final evaluation. It helps to summarise all of the other reasons and data to make the final evaluation seem logical and reasoned.

   e.g. **Consequently,** the suburb is liveable for young children.

There is a list of useful cause and effect language for Geography in Fact Sheet 1.

Cause and effect language for reasons

since	because
due to	as
so	so that
in order to	if

Text connectives for an evaluation

Therefore,
As a result,
Consequently,
As a consequence,
Thus,
For these reasons,
For that reason,

✓ Possible answer

Heading	Traffic and congestion	Identify the factor that is being evaluated
General statement	Garden Point is a **non-congested** suburb.	Give a summary of the factor
Evidence, details, data	There are no traffic lights, only roundabouts, which ensure a **good flow** of traffic. Field work showed that 29 vehicles went through the Garden Point Road and Green Ave intersection in 30 minutes on the 7th of March between 3:15 to 3:45 pm, and 22 vehicles went through the Garden Point Road and Taylor Ave intersection between 3.45 and 4.15pm. This supports the finding of **no traffic congestion**.	Positive evaluative language Provide appropriate evidence and data
Evaluation of liveability	Due to the lack of traffic, it is **easy** to drive around the suburb and get out of the suburb. Therefore, <u>Garden Point is a **very liveable** suburb for a family with young children.</u>	Summarise evaluation of the factor with evaluative language Provide final evaluation on liveability scale

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Evaluate transport and traffic

🔍 Read the paragraph below. Review the phases or sections of the paragraph in the left column and language features in the right column.

Heading	Accessibility to Transport	Identify the factor that is being evaluated
General statement	Garden Point has quite a few transport options.	Give a summary of the factor
Evidence, details, data	Access to the train line is via walking or the 328 Garden Point to East bus service to get to the Eastern Junction train station. Since the suburb is located by the water, it is **easy** to get the ferry service to the city. Additionally, there is **convenient** access to the tram line at Bushrangers Bay. For costs and services see Table 1:	Positive evaluative language Support statements with appropriate evidence and data • train access • bus route named • ferry access • tram access location • costs and services table

Table 1: Destination and cost for one way, off peak ticket

	East Point	City	North Point	West Park	Red Hill
Tram	-	$3.75	$3.75	$3.75	$3.75
Bus	$2.50	$2.50	$2.75	$2.75	$2.50
Ferry	$3.50	$7.00	-	-	-
Train	-	$2.55	$2.80	$3.30	-

Evaluation of liveability	There are **multiple** and **affordable** transport options to get around the city. *Consequently*, <u>the suburb is **liveable** for families with young children.</u>	Summarises evaluation of the factor with evaluative language Uses cause and effect language Provides **final evaluation** on liveability scale

Rewrite the model paragraph above and evaluate Traffic and Congestion.

Garden Point Traffic Fact Box
Field work: 7th March
No traffic lights; only roundabouts; good flow of traffic; no traffic jams
3.15-3.45pm. Garden Point Road and Green Ave intersection: 29 vehicles went through
3.45-4.15pm. Garden Point Road and Taylor Ave intersection: 22 vehicles went through

Heading		Identify the factor that is being evaluated
General statement		Give a summary of the factor
Evidence, details, data		Positive evaluative language Provide appropriate evidence and data
Evaluation of liveability		Summarise evaluation of the factor with evaluative language Provide final evaluation on liveability scale

UNIT 3

Water in the world

Causes of water scarcity

💡 **Teaching suggestions**

The activities on this page continue from the previous page. The activities are scaffolded, so that students have more support in the first paragraph and less support in the second paragraph. Teachers can differentiate activities by giving more support to students who need assistance. Before starting these activities, it would be helpful for the entire class to have a discussion about overpopulation and agriculture and how they contribute to water scarcity.

✅ **Suggested answers**

If the population increases, why is more water needed?

More people drink water, use water for washing and sanitation and more water is needed for food production and irrigation. Therefore a higher population uses more water in many ways.

✅ **Suggested answers**

State the cause of water scarcity	The world's population growth is another cause of water scarcity.
Explain cause in more detail	As there are more people, they need more drinking water and more water will be
Provide evidence: facts or statistics	The population of the world has more than doubled in the past 50 years, from 3 billion in 1960 to 7 billion in 2021 and it is likely to be 9.6 billion by 2050.
Recommend strategies to solve the problem	One strategy for reducing the pressure of overpopulation is for governments to educate people about family planning and offer incentives for smaller families.

State the cause of water scarcity	Overuse of water in agriculture is a major cause of water scarcity.
Explain cause in more detail	Some crops are water intensive, which means that they use a lot of water. These include cotton, rice and fruit. The production of beef also uses a lot of water.
Provide evidence: facts or statistics	Irrigation for agriculture accounts for 70% of water use around the world and 60% of water use in Australia.
Recommend strategies to solve the problem	To help overcome this problem, governments can regulate the amount of water drained from waterways and prevent excessive use of water in agriculture. Also, industry can find less water-intensive farming methods.

💡 **Teaching suggestions**

After completing the activities on these two pages, students can research another cause of water scarcity, such as pollution, conflict and war, and increased urbanisation. They can use the paragraph structure provided to write their own paragraph.

Alternatively, they could explore the water scarcity issues in a particular location e.g. the Pacific, Africa.

Causes of water scarcity

✏️ **Read the fact box below about another cause of water scarcity: population growth. Answer the questions in the box below. Write on the lines provided to complete the paragraph.**

Fact box
The population of the world has more than doubled in the past 50 years, from 3 billion in 1960 to 8 billion in 2022. It is predicted to reach 9.6 billion by 2050.

If the population increases, why is more water needed?
_____
_____
_____
_____

State the cause of water scarcity	The world's population growth is another cause of water scarcity.
Explain cause in more detail	_____ _____ _____
Provide evidence	_____ _____
Recommend strategies to solve the problem	One strategy for reducing the pressure of overpopulation is for governments to educate people about family planning and to offer incentives to have smaller families.

✏️ **Write a paragraph about another cause of water scarcity: overuse of water in agriculture. Write the names of each paragraph phase. Use the fact box to help you.**

Fact box
Irrigation for agriculture accounts for 70% of water use worldwide. In Australia, irrigation uses about 60% of the water available for humans. Water-intensive industries include fruit, cotton, rice and beef.

State the cause of water scarcity	A further cause of water scarcity is _____ _____ _____ _____ _____ _____ _____

UNIT 4

Interconnections

Recommending solutions

Teacher page

Teaching suggestions

This page continues from the previous pages about the impacts of coffee production and palm oil production.

Before starting this page, teachers could revise the previous content so that students remember the impacts of coffee and palm oil production.

Teacher could read the model text with students, noting these points:
- highlight the recommendations in the paragraph using one colour
- noting the use of low modality (see box on the right)
- highlight the reasons in another colour
- underline the cause and effect language to show how strong reasons can support a recommendation.

Recommending: high or low modality?

Sophisticated arguments and recommendations often use weaker, rather than stronger, language. In Geography, many recommendations use low modality (e.g. might, could) or medium modality (e.g. should, can).

Using low and medium modality shows that the author does not have all the answers and respects other positions. In academic writing, it is more persuasive to recommend using low or medium modality followed by strong evidence and reasons.

When a writer or speaker has extremely strong evidence to support a position, they can use high modality e.g. must, have to, necessary

e.g. We **must** halt global warming.
However, the recommendations for how to protect the rainforest should use lower or medium modality, as there are many options for how to do this.

See Fact Sheet 2 for Modal Language in Geography.

Follow up activities

Students could research more about Roundtable on Sustainable Palm Oil (RSPO). There are many problems in certifying palm oil production, especially due to illegal activities and the vested interests of large corporations. Students could explore these complexities and propose more recommendations. https://rspo.org/

Possible answers

low/medium modality in bold   cause and effect language

One strategy that **could** be used to address the negative environmental impacts of palm oil production is to establish wildlife corridors. These are pathways through or around plantations which **can** allow wildlife such as the Borneo elephant to move through the plantations to other rainforest areas. As a result, native animals **can** continue their natural behaviour and this supports biodiversity in areas where there are plantations.

Another strategy that **might** reduce the impact of palm oil production is to promote sustainable palm oil. The RSPO is the Roundtable for Sustainable Palm Oil. It certifies palm oil that is not grown in freshly cleared forest. Therefore, palm oil farming does not harm the environment as much as land that has been cleared by burning. This has the effect of limiting deforestation and the negative impacts of land clearing. Consumers **should** be educated to purchase products showing the RSPO logo. If consumers put pressure on retailers, then there **may possibly** be more demand for sustainable palm oil. In the long term, this **could** reduce the demand for plantation palm oil and reduce the negative environmental impacts of palm oil production.

Recommending solutions

Geographers often recommend solutions to problems in the environment. This page shows you how to recommend a solution to a problem. Read the model paragraph that answers the question: **What strategies could be adopted to solve or minimise the negative environmental impacts of coffee production?**

Recommend ➕ Reason

Use low or medium modality
e.g.   could, may, might, possible
        should, can, perhaps

Support with a reason, facts and evidence.
Use cause and effect language
e.g. because, so, so that

Recommendation 1 — The main strategy that **could** be used to address the environmental effects of coffee production is to use shade-grown coffee methods. — low or medium modality

Reasons — This method of production has many positive outcomes including providing the best habitat for fauna, reducing the need for pesticides, and preserving soil. In order to encourage producers to — cause and effect language

Recommendation 2 — use this method of coffee production, consumers **should** be educated and change their purchasing habits so that they buy only — low or medium modality

Reasons — shade-grown coffee. If consumers put pressure on retailers, then there will be more demand for sustainable coffee. In the long term, this **can** reduce the demand for sun-grown coffee and limit the negative environmental impacts of coffee production. — cause and effect language

✏️ **Use the model above to write recommendations about how to solve some of the problems of palm oil production. Two suggestions have been made below.**

	Wildlife corridors	RSPO
Borneo elephant. Creative Commons. Mike Prince,	Wildlife corridors can be established as pathways through or around plantations. These allow wildlife such as the Borneo elephant to move through the plantations to other rainforest areas.	The Roundtable for Sustainable Palm Oil (RSPO) certifies palm oil that is not grown in freshly cleared forest. Consumers can choose products showing the RSPO logo.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Literacy Works

LITERACY WORKS FOR
Geography

Book 2 sample pages

UNIT 1

Sustainable biomes

Explain biome productivity

Geography has many topics that involve chains of causes and effects. This page shows impact chains, where one event or condition leads to another one, which, in turn, leads to more events.
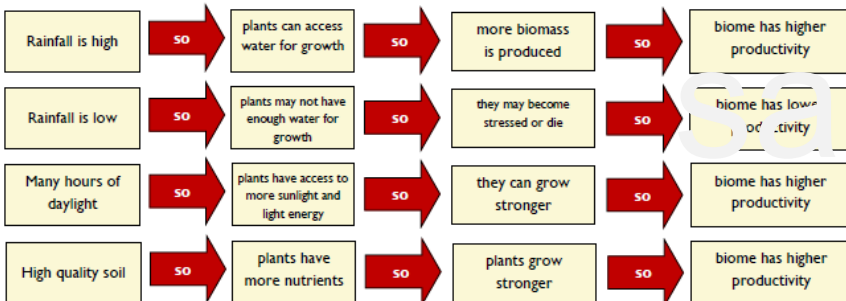
💡 **Teaching suggestions**

Cause and effect loops are a fun and engaging activity to help students understand and practise thinking about impact chains. Teacher preparation is needed, as students need strips of paper and sticky tape or staplers. Students make strips of paper and write the events or conditions on them, and then join them to the word SO, then add another loop with the impact of that event. The activities on this page can be completed using loops instead of writing them on the page.

✓ **Answers**

| Temperature is freezing | SO | plants grow slowly and some die | SO | less biomass is produced | SO | biome has lower productivity |

When temperatures are low or freezing, plants grow slowly and some may die. Consequently, less biomass is produced and the biome has low productivity.

Rainfall is high	SO	plants can access water for growth	SO	more biomass is produced	SO	biome has higher productivity
Rainfall is low	SO	plants may not have enough water for growth	SO	they may become stressed or die	SO	biome has lower productivity
Many hours of daylight	SO	plants have access to more sunlight and light energy	SO	they can grow stronger	SO	biome has higher productivity
High quality soil	SO	plants have more nutrients	SO	plants grow stronger	SO	biome has higher productivity

How does rainfall impact biome productivity?

Plants need water to grow and reproduce so high rainfall gives plants access to more water. As a result, they grow stronger and bigger, and more biomass is produced. Consequently, the biome has higher productivity.

How does soil quality impact biome productivity?

Plants get nutrients and water from soil. If the soil is high quality, they get plenty of nitrogen to help them grow and reproduce. This has a positive impact on biomass growth and biome productivity.

Explain biome productivity

When plants grow effectively, biomass is produced and biomes are productive. Plants grow if they have sunlight, warmth, water and nutrients (especially nitrogen). Each of these conditions can increase biome productivity. We can draw an impact chain for the effect of warm temperature. An impact chain shows how one thing causes something to happen, which in turn causes something else to happen, and so on.

| Temperature is warm | SO | diverse plants grow quickly | SO | more biomass is produced | SO | biome has higher productivity |

✏ **Complete this impact chain to show how low temperature impacts biome productivity.**

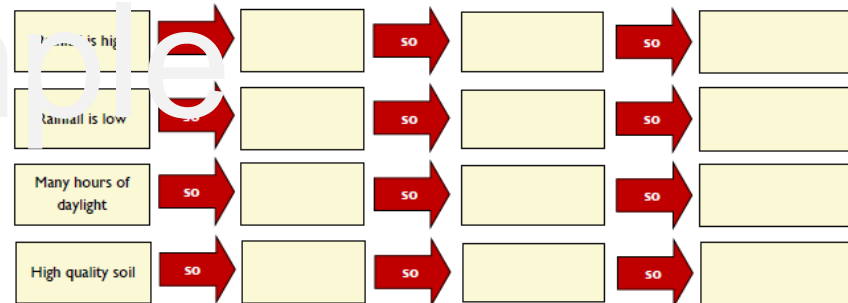| Temperature is freezing | SO | | SO | | SO | |

These impact chains repeat the conjunction 'so'. This is too repetitive. Sophisticated written language uses a variety of cause and effect language. The sentences on the right show a range of cause and effect language.

Temperature impacts biome productivity. Plants need warmth for growth so diverse plants grow quickly in warm climates such as in a tropical rainforest. As a result, more biomass is produced and biome productivity is high.

✏ **On the lines provided, explain how low temperature impacts the productivity of a biome. Use a range of cause and effect language.**

_____
_____
_____

✏ **Fill in this impact chain to show how climate and soil impact the productivity of a biome. Then answer the questions using cause and effect language and examples.**

Rainfall is high	SO		SO	
Rainfall is low	SO		SO	
Many hours of daylight	SO		SO	
High quality soil	SO		SO	

How does rainfall impact biome productivity?

_____
_____
_____
_____
_____

How does soil quality impact biome productivity?

_____
_____
_____
_____
_____

Changing places

Consequences of internal migration in China ✓ Teacher page

💡 Teaching suggestions

The next two pages explore positive and negative consequences of internal migration in China from rural areas to cities. The consequences are grouped according to type of consequence (economic, environmental) and focusing on different groups and different areas that are impacted.

A useful source of information about internal migration in China can be found below.

Source:
Kemp, J. & Spearritt, M. (2021, September). *China's Labour Market: Covid-19 and beyond.* Reserve Bank of Australia Bulletin. Available at https://www.rba.gov.au/publications/bulletin/2021/sep/chinas-labour-market-covid-19-and-beyond.html

📖 Curriculum links

NSW Stage 5
Internal migration
Students: investigate reasons for and effects of internal migration in Australia and another country, for example: (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

The new Chinese mega-city, Shenzhen

✓ Possible answers

Internal migration has economic consequences for workers. Workers earn higher wages than in rural areas so they have more disposable income. In the city, workers have better career opportunities and more job prospects. This leads to higher living standards for migrant workers.


Internal migration has contributed to urbanisation which has serious negative environmental consequences. Natural habitats have been destroyed for construction of factories and houses. This results in deforestation, loss of habitats and species of plants and animals. Since millions of people are living in megacities, pollution and contamination are serious problems. Urban sprawl has meant that cities are becoming bigger, leading to more deforestation and environmental damage.

Consequences of internal migration in China

Geographers often explain the consequences or impacts of a phenomenon, such as internal migration in China. Since the late 1980s, millions of workers have moved from rural areas to urban areas such as Shenzhen, Shanghai and Beijing. There are approximately 286 million internal migrant workers in China. One third of China's total workforce are migrant workers. Some consequences of internal migration in China are shown below.
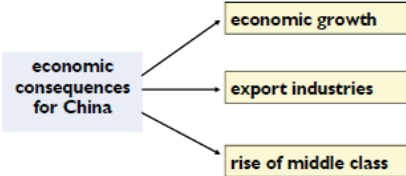
Internal migration has economic consequences for China. Internal migration has provided a source of workers that has fuelled economic growth for China. The labour of migrant workers enabled Chinese companies to produce and export goods to the rest of the world. The buying power of migrant workers created a large middle class in China which can afford to buy products and services, leading to more growth.

Map of China showing regions where most internal migrants live and work.

✏️ Look at the diagram below showing economic consequences for workers and write a short paragraph about it. Use the paragraph above as a model.

Internal migration has had _____ consequences for _____
_____
_____
_____
_____

✏️ Internal migration to cities is leading to the urbanisation of large areas of China. Fill in the diagram and write a paragraph about the environmental consequences.

UNIT 3

Environmental change and management

Writing about data displays

The next two pages show students how to include data displays in their written assignments and how to write about the data they have included. Many students include a graph or table but do not refer to it in their text. They expect the data to be self-evident, but this is not true. The next two pages will help students learn how to weave the data display into their texts effectively.

🔍 Referencing

In Geography, referencing of sources provides authoritative support for statements. Reputable sources include government, research institutes, universities and the United Nations etc.

Referencing can be done in many different styles (e.g. APA or Harvard style). The example below shows APA referencing for websites, which may help students. Schools often have their own guidelines for referencing and the school librarian can help to teach students how to reference.

Author or organisation	Year it was created	Name of the website or web page (in italics).	URL
Great Barrier Reef Marine Park Authority.	(2021).	Coral Bleaching 101.	https://www.gbrmpa.gov.au/the-reef/reef-health/coral-bleaching-101

Great Barrier Reef Marine Park Authority. (2021). *Coral Bleaching 101*. https://www.gbrmpa.gov.au/the-reef/reef-health/coral-bleaching-101

Above: Healthy coral
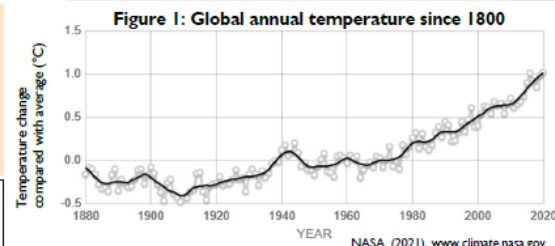

Above: The same coral after bleaching

✓ Possible answers

Step 2	Name the figure/table, use a showing verb (see box above), then state the main trend or overall meaning of the data.	Figure 2 reveals that sea temperatures on the Great Barrier Reef have been above average regularly since the 1960s.
Step 3	Elaborate (tell us more) about what the source means. Do not make the reader work out the meaning of the data on their own.	Over the past 20 years, sea temperatures have been more than 1°C above average for most years.
Step 4	Identify the most important part of the figure or table.	In 2020, the sea temperature was 1.2°C above average.

Writing about data displays

Geographers use data displays (tables, graphs, charts and infographics) and showing verbs (in the box below) to provide evidence for statements and to support viewpoints. The data displays on this page relate to climate change.

showing verbs		
shows	indicates	demonstrates
reveals	highlights	proves

Figure 1: Global annual temperature since 1800
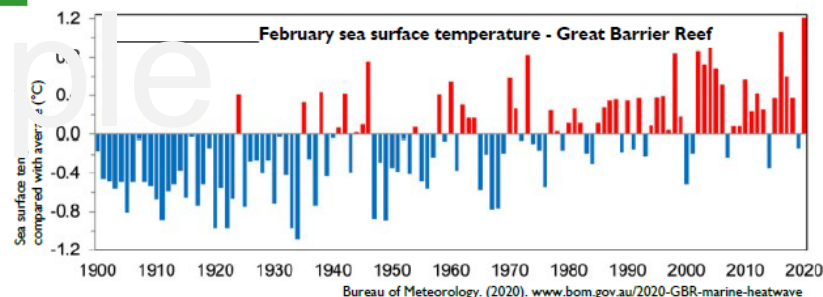
NASA. (2021). www.climate.nasa.gov

🔍 Read the four steps below about how to write about data displays.

Step 1	Choose a relevant and reputable source and a data display that is easy to understand. Create a **title** for the display that is relevant to your topic or assignment. For a chart or graph, call it a **figure** and number it. A table is usually called a table, not a figure. Add the source below.	Figure 1: Global annual temperature since 1800 *Underneath the figure:* NASA www.climate.nasa.gov
Step 2	Name the figure/table, use a showing verb (see box above), then state the main trend or overall meaning of the data.	Figure 1 **shows** how the Earth has warmed over the past 100 years.
Step 3	Elaborate (tell us more) about what the source means. Do not make the reader work out the meaning of the data on their own.	Compared with average temperatures, the global temperature has risen by more than 1°C since 1800.
Step 4	Identify the most important part of the figure or table.	In the past 20 years, the rise in global temperature has been steep, around 0.5°C.

✏️ Follow the 4 steps above to write about the data display below.

February sea surface temperature - Great Barrier Reef

Bureau of Meteorology. (2020). www.bom.gov.au/2020-GBR-marine-heatwave

Step 2	Name the figure/table, use a showing verb (see box above), then state the main trend or overall meaning of the data.	
Step 3	Elaborate (tell us more) about what the source means. Do not make the reader work out the meaning of the data on their own.	
Step 4	Identify the most important part of the figure or table.	

UNIT 4

Human wellbeing

Evaluation of the employment gap ✓ Teacher page

💡 Teaching suggestions

This activity can be differentiated to meet the needs of the class. The teacher can work on the board to create a class text if that suits the needs of less experienced writers. After creating a few sentences together as a class, the teacher can ask students to work in groups on posters, or in pairs. More experienced writers can work independently.

✓ Possible answers

Heading	Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians by 2018	Identify the target
Describe the results for the gap	Employment outcomes refer to having a job that provides income. In 2018, the rate of Indigenous Australians aged 15-64 years who were employed was 49% which means more than half were unemployed. In comparison, 75% of non-Indigenous Australians were working at this time. Over the decade from 2008-2018, there was a slight improvement in the employment rate for Indigenous Australians (1%) but the non-Indigenous employment also improved a little. Therefore, the gap has not changed. Remote areas had a wider gap between Indigenous and non-Indigenous employment where the employment was 35%. These figures show that the employment target has not been met and the gap is widening.	Define the target Provide statistics and data about the target. Describe relevant data Explain progress or lack of progress Use language for contrasting ideas (however, but) Use ... and effect language f... explain...g Finish w... n o... ...e evalu...ion
Evaluate an individual program that aimed to narrow the gap	Some employment programs such as Vocational Education Training and Employment (VTEC) programs aim to prepare Indigenous jobseekers for long term employment and to train industry employers. A review of multiple Indigenous employment programs including VTEC by Deloitte (2021) found that there were many problems and challenges with the programs and no fully-effective programs. They recommended longer programs that have been co-designed with Indigenous communities. These results show that current employment programs are not effective in improving Indigenous employment.	Describe a program that aimed to help reach the target. Were there improvements? Use references to give authority to statements Evaluate the progress
Evaluate the gap	These results show that the gap in employment outcomes is widening between Indigenous and non-Indigenous Australians and that current employment programs are not effective.	Give an overall evaluation of the target.

Evaluation of the employment gap

✎ Write an evaluation of another target of Closing the Gap using the model on the previous page and the fact box to help you.

Target: Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians by 2018

- In 2018, 49% of Indigenous Australians aged 15-64 years were employed; 75% of non-Indigenous Australians were employed.
- From 2008-2018, there was a slight improvement of 1% in the employment rate for Indigenous Australians
- Non-Indigenous employment also improved a little so there was no change in the gap
- Employment in remote areas is even lower (39% of Indigenous Australians are employed)
- VTEC (Vocational Education Training and Employment) program aims to prepare jobseekers for long-term employment and train industry employers.
- Research into multiple employment programs including VTEC by Deloitte (2021) found many problems and challenges, no fully effective programs; the report recommended longer programs that have been co-designed with Indigenous communities.

Heading		Identify the target
Describe the results for the gap		Define the target Provide statistics and data about the target Describe relevant data Explain progress or lack of progress Finish with an overall evaluation
Evaluate an individual program that aimed to narrow the gap		Describe a program that aimed to help reach the target. What is the evaluation? Evaluate the progress
Evaluate the gap		Give an overall evaluation of the target.

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