

## Australian Curriculum V9

# LITERACY WORKS FOR Geography

Overview and sample pages

# Australia's most popular literacy resources for Geography

Teach Geography and literacy together

Every page matches the Australian Curriculum V9 for Years 7-10

Also matches the Victorian Curriculum

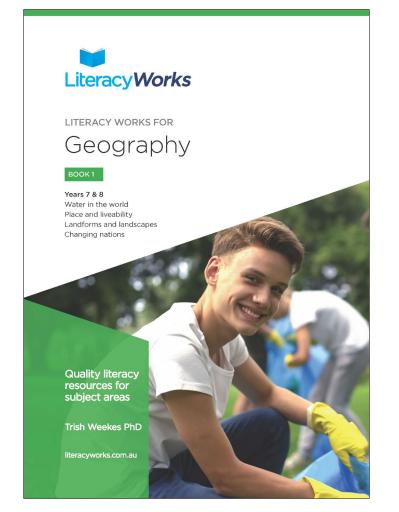
Save time – just copy or print and teach

Unlimited literacy – unlimited printing, copying, downloads

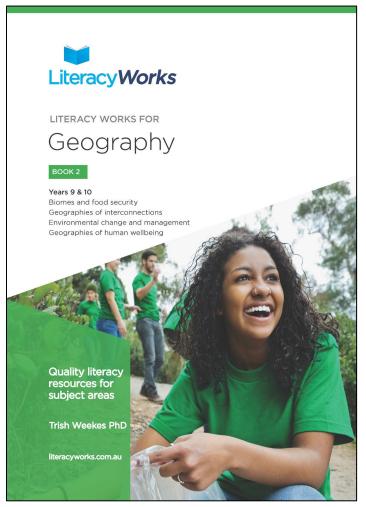
Based on best practice in secondary school literacy education and a strong research base in what works for literacy

## Literacy Works for Geography

### Book 1 is for Years 7 & 8



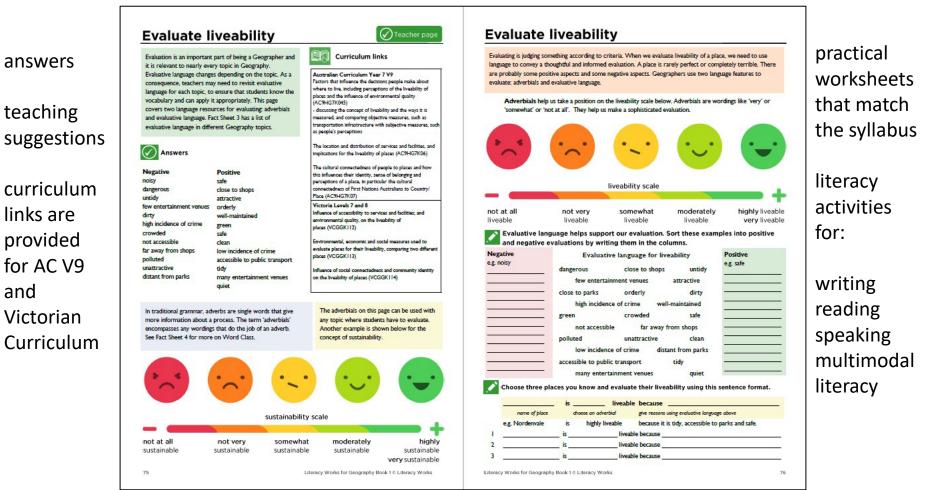
# Book 2 is for Years 9 & 10



Each book has more than 70 literacy worksheets plus teacher pages and fact sheets. Each book is more than 160 pages.

Literacy Works for Geography 2022 © Literacy Works

### Two pages for every worksheet **Teacher page** Student page



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

answers

links are

and

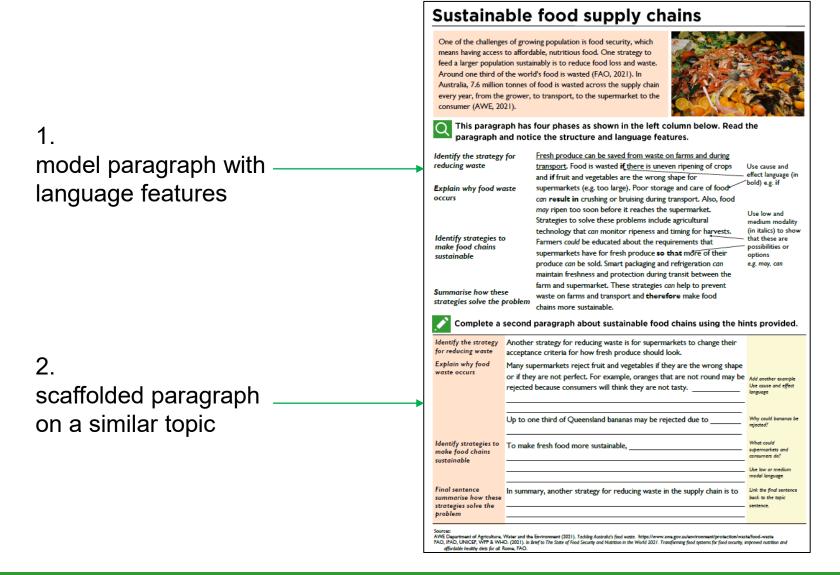
## Based on scaffolded literacy activities



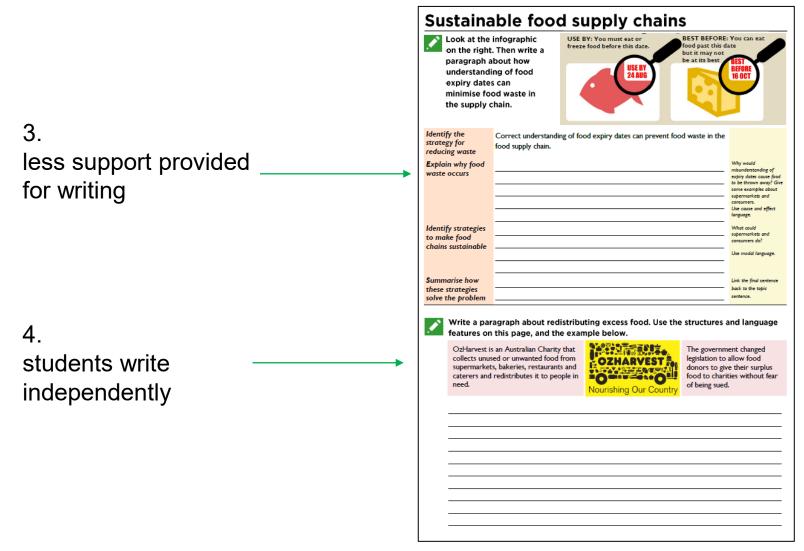
Literacy research shows that scaffolding works, but it takes time to prepare resources. Literacy Works has taken care of that for you.

l 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 Biomes and Food Security



# Scaffolding example from Biomes and Food Security





# sample pages Geography

Book 1

# Water in the world



### Strategies to overcome water scarcity OTeacher page

### Teaching suggestion

This page is a revision and writing activity for water scarcity. It assumes that students already know what water scarcity means and about some strategies that people can use to help solve this problem.

The paragraph that students write below can be very similar to the model. In this form of scaffolding. students are heavily supported as they learn how to write like a Geographer. In later pages and in Book 2, students will receive less support and they will write longer, more complex texts.

As a follow-up activity, students could research another strategy and write a paragraph about it:

e.g. desalination interregional transfer of water water trade reducing water consumption



#### nswers Conjunction is BUT

One strategy to overcome water scarcity is greywater reuse. This means reusing waste water from homes, such as water from baths, showers and washing machines. Greywater can be collected with buckets or by pipes that move (divert) water before it gets to the sewer. Greywater may contain dirt, pollution, bacteria and chemicals, so it is not safe to drink, but it can be used for irrigation and to water gardens. It is a cheap and effective + strategy that individuals can use to overcome water scarcity.

Identify the strategy	Another strategy to overcome water scarcity is stormwater harvesting and reuse
Definition	This means collecting rainwater runoff from drains, creeks and urban areas
Explanation- how is water collected?	After it rains, water runs into drains and it is collected in underground storage tanks and it is treated before use.
Disadvantages	Stormwater harvesting is expensive because the water needs to be treated first. It also needs to be transported to where it will be used
Advantages	but it can be used in irrigation, industry, ponds and water features. This strategy saves water that would otherwise be wasted.

33



Australian Curriculum Year 7 V9 The location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water AC9HG7K02 - examining how a strategy may manage the sustainability of water resources; for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter regional transfer of water and trade in virtual water, and reducing water consumption

#### Victoria Levels 7 and 8

Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and Africa (VCGGK108)

### Identify the strategy Definition Explanation - ). \* water collected? Disadvantages Advantages

Literacy Works for Geography Book 1 © Literacy Works

### overcome water scarcity.

1. Underline the topic sentence that names the strategy.

2. Circle the definition of the strategy.

3. Highlight the explanation of the strategy and how it works (that is, how is greywater collected?)

4. Write a negative sign - next to the disadvantages of the strategy. Write the negative evaluation words used by the writer here:

5. Write a plus sign + next to the advantages of the strategy. Write the positive evaluation words used by the writer here:



6. A linking word (conjunction) is used to show the contrast between disadvantages and advantages. Underline it.

7. Phases show the purpose of each part of the paragraph. List the phases of this paragraph in the green table above.

ver the paragraph model above and the fact	
jox t di cr' je sto nwater harvesting.	Fact box
rden: 'y ore strat: ;y	Stormwater harvesting and reuse • rainwater runoff is
Definition	collected from drains, creeks and urban areas • water is collected in underground storage tanks and treated
Explanation - how is water collected?	<ul> <li>expensive due to treatment costs and transport costs as it needs to be delivered to</li> </ul>
Disadvantages	the point where it will be used • used for irrigation,
Advantages	industry, ponds and water features • saves water

Literacy Works for Geography Book 1 © Literacy Works

2.4

### Strategies to overcome water scarcity

Read the paragraph below about a strategy to overcome water scarcity and follow the instructions below.

One strategy to overcome water scarcity is greywater reuse. This means reusing Identify the strategy waste water from homes, such as water from baths, showers and washing machines. Greywater is collected with buckets or by pipes that move (divert) water before it gets to the sewer. Greywater may contain dirt, pollution, bacteria and chemicals, so it is not safe to drink, but it can be used for irrigation and to water gardens. It is a cheap and effective strategy for individuals to

# Place and liveability



### Impacts of environmental quality OTeacher page

Curriculum links

Factors that influence the decisions people make

about where to live, including perceptions of the

decisions people make about where to live, for

liveability of places and the influence of environmental

- examining the influence of environmental quality on

example, clean land, air and water, views, recreation

Influence of accessibility to services and facilities; and

environmental quality, on the liveability of

Australian Curriculum Year 7 V9

quality (AC9HG7K04)

facilities and favourable climate.

Victoria Levels 7 and 8

places (VCGGK112)



Language information for teachers

This page teaches students about an important language feature for explaining consequences or outcomes: If \_\_\_\_\_, then \_\_\_\_\_

'If' is a conditional conjunction. It expresses conditions under which an event may occur. This is only one of the many ways we can explain consequences or impacts. See Fact Sheet 5 for more Cause and Effect Language for Geography.

Conditional conjunctions occur with modal language (e.g. may, might, could or will). See Fact Sheet 2 for Modal Language.



ossible answers

I	lf	there are not many parks or green spaces,	then	people will have nowhere to go for exercise and they may experience poor health and more stress.
2	lf	there are plenty of parks and green spaces,	then	people will be able to spend time in nature even if they live in the city, leading to improved physical and mental health.
3	lf	drinking water is polluted,	then	people may get sick or have to buy bottled water which is expensive and inconvenient.
4	lf	there are safe public spaces for people to gather and socialise,	then	people will experience improved social connex. 's in community and they will enjoy their lives i pre.

5	What is the impact on liveability of a natural hazard such as a bushfire?	If there is a natural hazard such as a bushfire, then there are many negative environmental impacts such as poor air quality, ash and dust pollution, and destruction of green spaces.
6	What is the impact on liveability if there is a lot of noise from traffic and construction?	If there is a lot of noise from traffic and construction, then people can become stressed and they may not be able to sleep so they have a lower quality of life.
7	What happens to liveability in places where there is traffic congestion?	If there is traffic congestion, then it takes a long time for people to travel to work or to visit family, leading to more stress and a lower quality of life.
8	Write another sentence about the impact of the environment on liveability.	e.g. If there are no safe public spaces for people to gather, then people may not be able to make new friends or feel connected to their community.

65

Literacy Works for Geography Book 1 © Literacy Works

### Impacts of environmental quality

Environmental quality refers to the characteristics of a local environment that affect human physical and mental health and quality of life. Environmental features, including parks, open spaces, noise, air and water, have impacts on the lifestyle of people living nearby.



This page will use 'if... then...' statements to show things that could happen. This is called conditional language, and it shows a range of possible outcomes and impacts.



	lf		then	
		a situation that might happen, a cause or influence		possible consequence, result, impact or effect on liveability
e.g.	lf	there is excessive air pollution,	then	air quality will be poor and people may struggle to breathe freely when outdoors.
e.g.	lf	the air is clean and unpolluted,	then	people can exercise and spend time outdoors and stay healthy.
c	omp	lete the sentences below.		
I	lf	there are not many parks or green open spaces,	then	
2	lf	there are plenty of parks and green open spaces,	then	
3	If	dri king water is polluted,	then	
ŀ	lf	the early same public spaces for pervie vier and socialise,	then	
Ar	nswe	r the questions below using '	if, th	en' sentences.
5		it is the impact on liveability natural hazard such as a fire?		
6	if th	t is the impact on liveability ere is a lot of noise from c and construction?		
7	place	t happens to liveability in es where there is traffic estion?		
8		e another sentence about the		

# Landforms and landscapes



### Impacts of volcanic hazards: ash OTeacher 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:

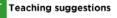
- if \_\_\_\_, then \_\_\_\_
- cause and effect verbs (impacts on, results in, causes, leads to)

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



### Possible answers

ï	If there is a strong wind,	then	ash clouds can travel thousands of kilometrenpa
			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	50	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.



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, ٠ together on the board
- let students work in pairs or groups, with • teacher support
- give students independent tasks.



### 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 Right: Ash cloud over

Mt Sinabung, Indonesia Source: United Stat Geological Surve

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

	If				_, the	n
		c	situation that n	night happen		possible consequence, result, impact, effect
e.g.	lf		is excessive ai an ash cloud,	ir pollution	the	<ul> <li>air quality will be poor and people may struggle to breathe freely when outdoors.</li> </ul>
I I	<b>f</b> th	ere is a	a strong wind,		then	
2 4			nd builde up o buildes,	n the	then	
3	f pe	r lei	hal 3sh,		then	
				n waterways,	- then	
4 r	t as	h talls (	on crops and ir	i water ways,	-	
4 r	t as	h falls (	on crops and ir	SO		
4 r	t as		ituation or cause	SO		possible consequence, result, impact or effect
		a s	·	<b>so</b>	-	
e.g.	Asl	a s n parti	ituation or cause	so so	they of	possible consequence, result, impact or effect
e.g. 5 \ 6 A	Asl /olca	a s n parti unic asl	ituation or cause cles are tiny n damages airco can travel for 1	so so	they of	
e.g. 5 \ 6 A	Asl /olca Ash c	a s n parti unic asl louds ometro	ituation or cause cles are tiny n damages airco can travel for 1	so so raft engines	they o	possible consequence, result, impact or effect

# Changing Nations



### Consequences of internal migration in China OTeacher page

### Teaching suggestions

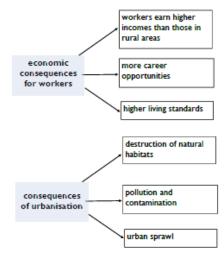
The next two pages explore positive and negative consequences of internal migration in China from rural areas to cities. The consequences are grouped according to type of consequence (economic, environmental) and focusing on different groups and different areas that are impacted.

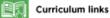
A useful source of information about internal migration in China can be found below.

#### Source:

Kemp, J. & Spearritt, M. (2021, September). Chino'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-marketcovid-19-and-beyond.html







#### Australian Curriculum Year 8 V9

Reasons for, and effects of, internal migration and international migration in Australia, China or other countries (AC9HG8K08)

 identifying and explaining the patterns of temporary internal migration and permanent internal migration in China and the effects on the places of origin and destination

### Victoria Levels 7 and 8

The reasons for and effects of internal migration in Australia and China (VCGGK125)



The new Chinese mega-city, Shenzhen

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 the city prospects. This leads to higher living "and?" as to 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.

Literacy Works for Geography Book 1 © Literacy Works

### **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.



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

	/	workers earn higher incomes than those in rural areas	Internal migration has had consequences for
economic consequence for workers		more career opportunities	
		ligher living standards	

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.

destruction of natural habitats	
environmental consequences	
of urbanisation	

Literacy Works for Geography Book 1 © Literacy Works

153

154



# LITERACY WORKS FOR Geography

Book 2 sample pages

# Biomes and Food Security



### Human alteration of biomes

### Teaching suggestions

This activity involves evaluating human effects or impacts on biomes. Following up from the previous page, teachers can ask students to discuss why humans have a major impact on some biomes and less impact on other biomes.

### **Evaluating impact**

There are many evaluation activities in this book where students can identify positive and negative evaluation language for different topics. In this activity, students will evaluate the scale or extent of human impact on biomes.

- Teachers could ask students to find the evaluative language in the evaluation phase of the paragraphs on the previous page.
- Teachers can do the scale activity at the top of the worksheet, then ask students for their choice of evaluation word for human impacts on different biomes on the previous page. See Fact Sheet 3 at the back of this book for more evaluative language in Geography.

Answ	vers		
least impac			· · · · impact
no	little		s ve
minimal	minor	some	,ajo,
	limited		serious

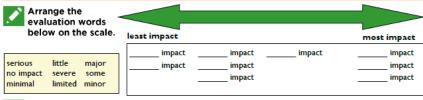
ldentify biome	Polar biomes are frozen regions that comprise 11% of the Earth's land area.	Temperate deciduous forest biomes cover 7% of the Earth's landmass.
Human impacts	Polar biomes have little human habitation or land use but there is still human impact. Fishing and pollution disrupt marine ecosystems. Global warming from human activities elsewhere is causing polar ice to	These biomes have experienced many human impacts. Land clearing and deforestation has devastated many forest areas. Land is used for farming, livestock grazing and it is cleared for urban areas.
<b>E</b> valuate impacts	Humans have had little direct impact on polar biomes but global warming will have a major impact.	Humans have had a severe impact on temperate deciduous forests.

29

Literacy Works for Geography Book 2 © Literacy Works



Most human effects on biomes cause damage or disruption to the natural environments within the biome. We can evaluate the impact of human activities on biomes on a scale from least impact to most impact.



Use the information below to write two paragraphs about human impacts on biomes. Include an evaluation of the human effects on the biome.





land clearing and deforestation has devastated many

#### Polar biomes

Teacher page

Curriculum links

The effects on environments of human alteration of

biomes to produce food, industrial materials and

Human alteration of biomes to produce food,

Students may need to be reminded of the

temperate a word that describes a mild

deciduous a word that describes a tree or

climate e.g. warm summers and

shrub that sheds its leaves annually

meanings of key words for this topic:

cool winters

effects of these alterations (VCGGK136)

industrial materials and fibres, and the environmental

Australian Curriculum Year 9 V9

fibres (AC9HG9K02)

Victoria Level 9

Vocabulary

- I1% of the Earth's land area
- little human habitation or land use
- fishing and pollution disrupt marine ecosystems
- global warming from human activities in other areas is
   land used for fa causing polar ice to melt
   land cleared for

101 000	
land used for farming	g, livestock grazing

land cleared for urban areas

**Temperate deciduous forest** 

7% of the Earth's landmass

forests

lde (fy bio e	
Hu a. im; cts	
<b>E</b> valuate impacts	 

Literacy Works for Geography Book 2 © Literacy Works

30



# Geographies of Interconnections

### **Recommending solutions**

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 <u>cause and effect language</u>

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. <u>As a result</u>, 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. <u>Therefore</u>, palm oil farming does not harm the environment as much as land that has been cleared by burning. This has the <u>effect</u> of limiting deforestation and the negative <u>impacts</u> of land clearing. Consumers **should** be educated to purchase products showing the RSPO logo. <u>If</u> consumers put pressure on retailers, <u>then</u> 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 <u>impacts</u> of palm oil production.

### Literacy Works for Geography © Literacy Works 2022

### **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?

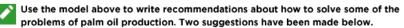
Recommend

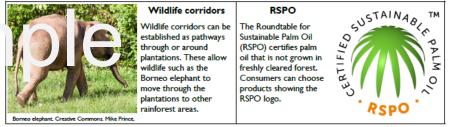
Reason

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 I	The main strategy that <b>could</b> 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 <u>outcomes</u> including providing the best habitat for fauna, reducing the need for	cause and effect
Recommendation 2	pesticides, and preserving soil. <u>In order to encourage producers to</u> use this method of coffee production, consumers <b>should</b> be	low or medium
	educated and change their purchasing habits so that they buy only	modality
Reasons	shade-grown coffee. <u>If</u> consumers put pressure on retailers, <u>then</u> there will be more demand for sustainable coffee. In the long term, this <b>can</b> reduce the demand for sun-grown coffee and limit the	- <u>cause and effect</u> <u>language</u>
	negative environmental impacts of coffee production.	









SUSTAINAD

ERTIFIED

Environmental change and management



### Writing about data displays

Teacher page

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.

### Q 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	(2021).	Coral Bleaching 101.	https://www.gbrmpa.gov.au/the-reef/reef-health/
Park Authority.		_	coral-bleaching-101

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



Above: Healthy coral

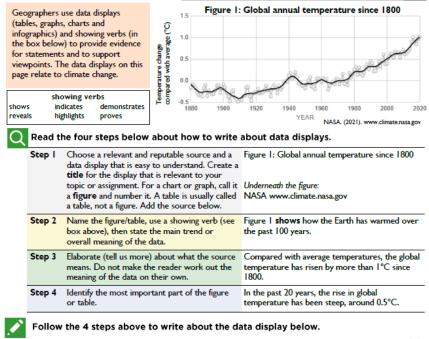
Above: The same coral after bleaching

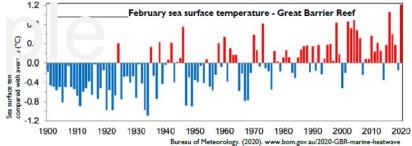


	Name the figure/table, use a showing verb (see box above), then state the main trend or overall meaning of the data.	Figure 2 reveals that sea temperatures on the Great Barrier Reef have been above average regularly since the 1960s.
Step 3	Elaborate (tell us more) about what the source means. Do not 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	In 2020, the sea temperature was 1.2°C above average.

Step 4 Identify the most important part of the figure In 2020, the sea temperature was 1.2°C above average or table.

### Writing about data displays





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.	

# Geographies of human wellbeing



### **Explain malnutrition in India**

### Teaching suggestions

The next pages build towards an explanation of the causes and consequences of spatial variation in wellbeing in India. The focus will be on the indicator of malnutrition and comparison of urban areas where poor and non-poor people have different health outcomes.

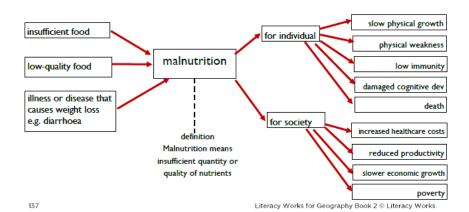
- 'Poor' mostly refers to people living in slums, although there are some poor people who do not live in slums.
- 'Non-poor' means anyone else, including middle class and wealthy people.

The example of Mumbai will be given to illustrate places in India where spatial inequality is clearly evident.

to lower wellbeing for individuals and society.



Malnutrition occurs when someone does not have sufficient quality or quantity of nutrients. India has more than a third of the world's most malnourished children. Malnutrition **is caused by** insufficient food or low quality food. Children may also be malnourished **if** they experience illness and disease, such as diarrhoea or respiratory diseases, which cause them to lose weight. **Consequences** of malnutrition for an individual are slow physical growth, physical weakness and low immunity to infections and disease. Another **effect** of malnutrition is damaged cognitive development which means that the individual has less capacity to learn and receive a good educ don is different of malnutrition for society. The inclusion employment. In severe cases, it also **causes** death. The **impacts** of malnutrition for society. The inclusion healthcare costs, reduced productivity, slower economic growth and greater poverty. Overall, alnut die lead



### **Explain malnutrition in India**

Read the following paragraph about the causes and consequences of malnutrition in India. Underline the cause and effect language. Then use the information to fill in the graphic organiser below. Draw arrows to link cause and effect relationships.

Malnutrition occurs when someone does not have sufficient quality or quantity of nutrients. India has more than a third of the world's most malnourished children. Malnutrition is caused by insufficient food or low quality food. Children may also be malnourished if they experience illness and disease, such as diarrhoea or respiratory diseases, which cause them to lose weight. Consequences of malnutrition for an individual are slow physical growth, physical weakness and low immunity to infections and disease. Another effect of malnutrition is damaged cognitive development which means that the individual has less capacity to learn and receive a good education and highly-paid employment. In severe cases, it also causes death. The impacts of malnutrition for society include increased healthcare costs, reduced productivity, slower economic growth and greater poverty. Overall, malnutrition leads to lower wellbeing for individuals and society.





consequences

causes

Teacher page

Curriculum links

Australian Curriculum Year 10 V9

another country in Asia (AC9HG10K06)

and consequences of inequality

scale in Australia (VCGGK151)

Victoria Level 10

Reasons for, and consequences of, spatial variations in

human wellbeing at a regional and national scale,

drawing on studies such as from within India or

interpreting and analysing measures of human

wellbeing, and identifying and describing the causes

interpreting and analysing spatial data on human

identify the regions with high and low levels of human

wellbeing, explaining similarities and differences; for

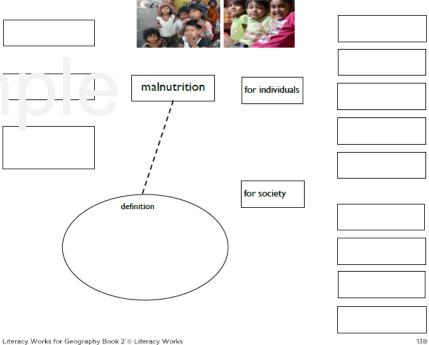
Reasons and consequences for spatial variations in

human wellbeing on a regional scale within India or

another country of the Asia region; and on a local

example, rural Rajasthan compared to urban Mumbai

wellbeing in India or another country in Asia to



### **Powerpoints**

Cover content, teaching suggestions, activities and answers

### Save time

over 75 slides per unit

### Activity

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



Worksheet Page 82

Heading	Accessibility to Transport +					<ul> <li>Identify the factor that is being evaluated</li> </ul>	
General statement	Garden Po	oint ha	s quite a	few tran	nsport option	s. •	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: Table 1: Destination and cost for one way, off peak ticket East City North West Park Red Hill Point Point Train - \$175 \$3.75 \$3.75 \$3.75 Bus \$2.50 \$2.75 \$2.75 \$2.50 Ferry \$3.50 \$7.00 Train - \$2.55 \$2.80 \$3.30 -			Support statements with			
Evaluation of liveability	There are <b>multiple</b> and <b>affordable</b> transport options to get around the city. <i>Consequently</i> , <u>the suburb is <b>liveable</b> for</u> families with young children.				Summarises evaluation of the factor with evaluative language Uses cause and effect language Provides final evaluation on liveability scale		

Literacy Works for Geography Book 1 @ Literacy Works



# LITERACY WORKS FOR Geography

Unlimited literacy

# Unlimited devices, printing and copying



### All Literacy Works resources are now unlimited.

- unlimited copies and printing
- unlimited digital use
- unlimited timeframe: ongoing user licence

### What format suits you?

Printed book	Coloured book containing student worksheets and teacher answers; includes licence for unlimited copying		
ePack	<ol> <li>The ePack contains:</li> <li>teacher eBook (PDF of printed book, with student worksheets, answers and teaching suggestions)</li> <li>student eBook (PDF with student worksheets)</li> <li>site licence for unlimited digital use on student devices, unlimited printing and sharing at the school</li> </ol>		
PowerPoints	Save time with teacher PowerPoints that match the worksheets, including teaching activities and answer sheets.		

## Unlimited literacy - costs



incl GST

Printed book \$199.00 Literacy Works for Geography Book 1 \$199.00 Literacy Works for Geography Book 2 ePack student ebook, teacher ebook, site licence \$399.00 Literacy Works for Geography Book 1 \$399.00 Literacy Works for Geography Book 2 PowerPoints add-on to printed book or ePack \$99.00 Literacy Works for Geography Book 1 \$99.00 Literacy Works for Geography Book 2 eBundle ePack and PowerPoints save \$49 \$449.00 Literacy Works for Geography Book 1 \$449.00 Literacy Works for Geography Book 2 The Lot Printed book. ePack and PowerPoints save \$100 \$597.90 Literacy Works for Geography Book 1 \$597.90 Literacy Works for Geography Book 2

### Money back guarantee – simply return them if they are not suitable.

To order – whatever suits you



1. Order and pay online with a credit card www.literacyworks.com.au

2. Phone and pay with a credit card Phone Trish 0412 198 271

 Email a school purchase order to: info@literacyworks.com.au We will send an invoice with your resources for EFT.

4. Email to request a quote. info@literacyworks.com.au

Money back guarantee – simply return them if they are not suitable.

**Questions?** 



info@literacyworks.com.au

Trish Weekes PhD in secondary school literacy Specialist in literacy in subject areas

0412 198 270

