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PERTH, WESTERN AUSTRALIA

Studying Geography



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Today we will investigate:

- What are the **geographical concepts**?
- What are the skills needed to **analyse geographic data**?
- How do **case studies** enhance your geographic writing?
- How can you answer **extended response questions** in Geography?



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Geographical concepts - SPICESS

- **S**- Scale
- **P** – Place
- **I** – Interconnection
- **C** – Change
- **E** – Environment
- **S** – Sustainability
- **S** – Space



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Scale

Looking at different perspectives, for example:

- Local –
- State -
- National –
- Region -
- Continent -



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Place

Where something is **located**.

It can be described by:

- **Absolute location ie latitude and longitude**
- **Grid reference**
- **Street directory reference**



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Interconnection

The ways in which people and things are **connected** to other people and things.

For example:

How do CCGS students who live in Claremont **interconnect** with the Indian Ocean?



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Change

How places and environments alter over time

For example:

- **How would a cyclone **change** Port Hedland?**
- **Would this be slow or fast?**



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Environment

The total surroundings which includes living (biotic) and non-living (abiotic) features of the earth's surface.

For example:



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Sustainability

Maintaining the capacity of the environment to support living creatures both now and in future generations.

For example:



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Space

An **area** on the surface of the Earth.

For example:



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What are the skills needed to analyse geographic data?

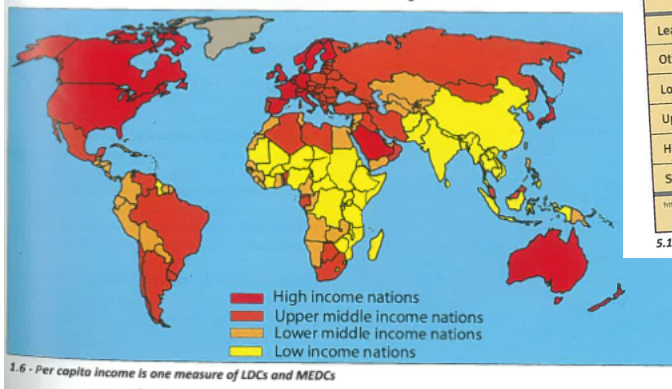
You will be exposed to a variety of geographic data :

- in classwork and inquiry tasks**
- in assessments**
- in examinations (on a broadsheet)**



Types of geographic data

- Maps
- Graphs
- Tables
- and others...

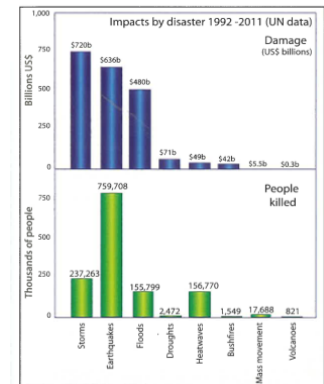


are major difficulties for people living in...

| LIFE EXPECTANCY AND MORTALITY RATES, BY COUNTRY DEVELOPMENT CATEGORY 2013 | | | | | |
|--|----------------------------|------------------------------------|----------------------------------|--|--|
| Development Category | Population (2013 millions) | Annual Average Income (US dollars) | Life Expectancy at Birth (years) | Infant Mortality (deaths before age 1 per 1,000 live births) | Under Five Mortality (deaths before age 5 per 1,000 live births) |
| Least-Developed Countries | 700 | 816 | 61 | 55 | 101 |
| Other Low-Income Countries | 1,230 | 2,067 | 66 | 44 | 72 |
| Lower-Middle-Income Countries | 3,840 | 4,152 | 69 | 37 | 39 |
| Upper-Middle-Income Countries | 750 | 4,475 | 70 | 33 | 35 |
| High-Income Countries | 1,200 | 44,000 | 81 | 4 | 4 |
| Sub-Saharan Africa | 936 | 1,615 | 56 | 61 | 125 |

<http://data.worldbank.org/>

5.16 - Mortality, life expectancy and levels of development by region



4.13 - Impacts of different natural hazards on people and property



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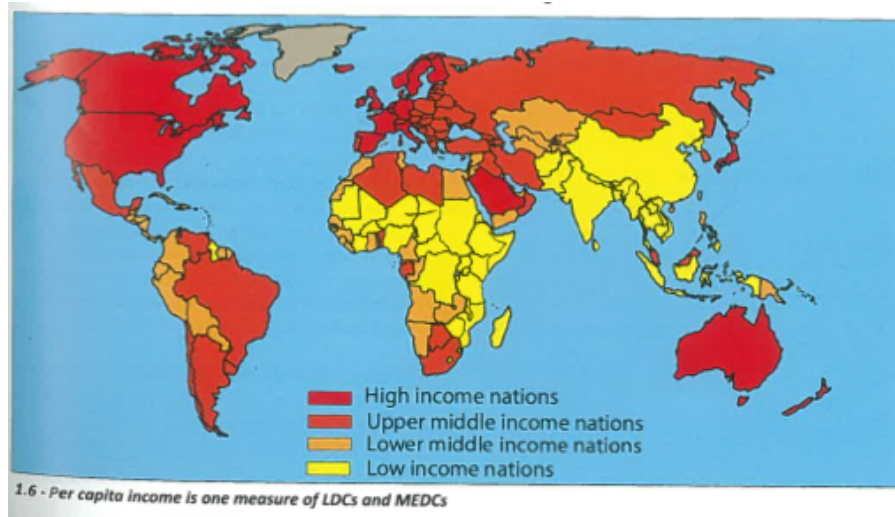
How to get the most out of geographic data

- Read what the question is asking for
- Give **specific examples** from the geographic data (eg country names, statistics from graphs/tables)
- **Quantify** (ie. use statistics/numbers) from the data



Analysing maps

Question: Describe the **distribution** of high income nations using Figure 1.6.

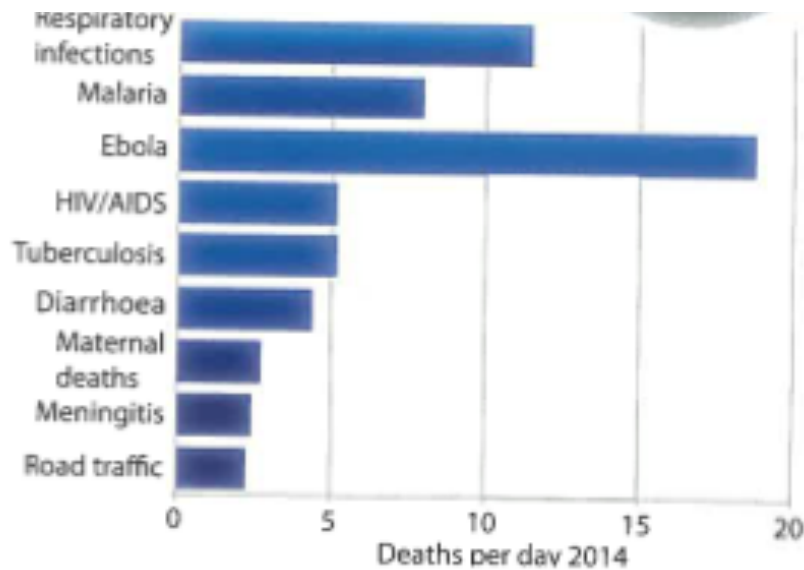


Is it:

- Uneven or even?
- Clustered/linear
- Which regions?
Continent/country
- Give specific examples
Eg country/city
- Use the legend



Analysing graphs



5.13 - Mortality rates from different causes in Liberia

Question

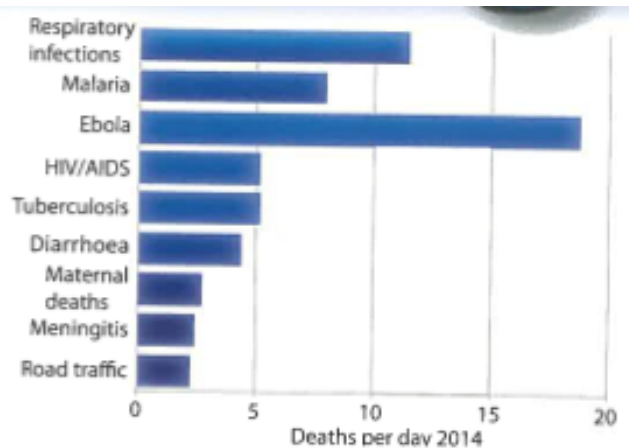
Refer to Figure 5.13. Which biological hazards had the highest mortality rates in 2014?

**How would you answer this?*



Answer:

- Refer to the **key terms** from the question
- Include more than one biological hazard
- Use the **specific names of the hazards** and refer to the data **using statistics** ie number of deaths per day

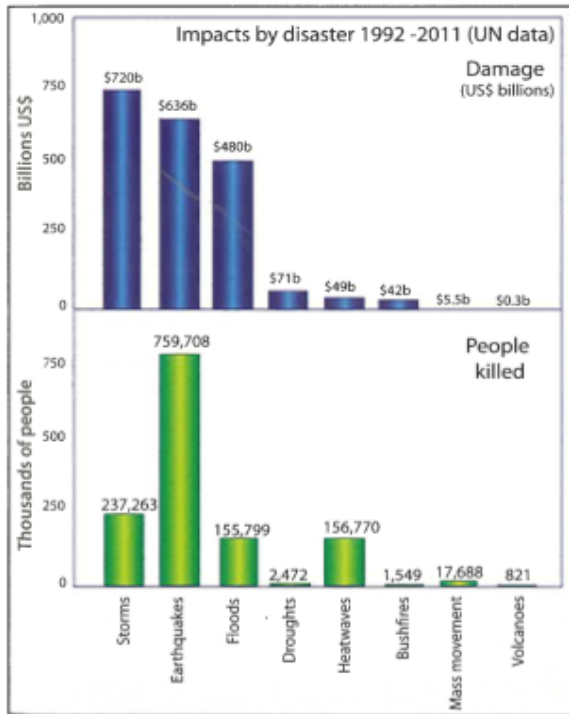


5.13 - Mortality rates from different causes in Liberia

Answer: The biological hazards that had the highest mortality rates in 2014 were Ebola (18 deaths per day) and respiratory infections (12 deaths per day).



Analysing graphs



4.13 - Impacts of different natural hazards on people and property

- Use specific **data** from the graph
- Check both axis and be accurate with your numbers
- Make sure the data matches what the question is asking

Question:

- a. Which hazards had the largest damage to property from 1992 - 2011?
- b. Which hazards had the smallest impact on people from 1992 - 2011?



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Answer

- a) had the largest damage to property from towith \$
- b) had the



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Know your instructional terms

**You need to know the instruction terms used in questions:
What do you think these terms mean?**

- **Describe –**
- **Explain –**
- **Account -**
- **Evaluate -**
- **Compare -**
- **Quantify -**



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How do case studies enhance your geographic writing?

Case studies and using specific examples are **very important** in geographic writing.

'A Grade' description – use of supporting evidence Year 11 ATAR

'Selects and correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps and/or sketches) to explain develop and strengthen discussions'



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Case studies

- Make your writing in geography more **specific**
- Increase the level of **detail** in your work
- Show your **geographical knowledge** of a topic
- Increase your marks



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Case studies

Question:

Describe how a geomorphic hazard has impacted the human environment. (4 marks)

Answer:

The geomorphic hazard of earthquakes impacts the human environment in a number of ways. Infrastructure can be badly impacted, for example in the 1995 Kobe earthquake in Japan. The two level Hanshin expressway was destroyed and the upper level collapsed, gas pipes were destroyed causing more than 300 fires, water supplies to the city were also cut and hundreds of thousands of wooden buildings collapsed. Approximately 6400 people died, most people were crushed by collapsing buildings.



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How do you answer extended response questions in Geography?

50% of your Unit 1 and Unit 1&2 examination is based on extended response questions.

How to answer extended responses:

- Highlight the key **instructional term/s** (eg discuss, explain, describe...)
- Identify which **sources** you need to use; read the sources
- **Use data** (quantify it) from the sources, or examples from **case studies** in your answer. Be specific.
- Answer **each part of the question**, be direct and specific



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Sample questions

CCGS 2AB examination 2014:

Question 1

Identify a geomorphic hazard you have studied. Describe and account for the magnitude of the hazard

(4 marks)

How would you answer this question?

Hint: Highlight key terms, reflect the question, examples



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Sample questions

Question 2

Identify and explain the association between the locations of this hazard and the world's tectonic plates. (4 marks)

How would you answer this question?

Hint: Use key terms, respond to the wording of the question, use examples



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Conclusion

When answering questions/studying in Geography:

- Know how to use the **geographic concepts**
- Know (and use) your **instructional terms**
- **Respond directly** to what the question is asking you
- Be able to describe a variety of **geographic data**
- Use **examples** from geographic data, quantify
- Know your **case studies** for each unit