



Chair of Director's Annual Report 2015

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Chair, Australian Geography Teachers Association Limited

AGTA's principal focus in 2015 has been to support the implementation of the *Australian Curriculum: Geography*. A key element of this support has been the provision of professional learning opportunities for classroom teachers (the *AGTA Geography Roadshow*), the promotion of *GeogSpace*, and the publication of a skills-based text to replace *Keys to Geography Skills*. AGTA has also been active in defending the integrity of the Curriculum in the wake of the Federal Government's attempt to replace it with an integrated curriculum model incorporating content from History, Geography, Civics and Citizenship, and Business Studies. The fight against the *politicisation* of the curriculum will continue.

AGTA's Priorities for 2015

The AGTA Board agreed to focus on the following initiatives for 2015:

- formulating a response to ACARA's draft Humanities and Social Sciences curriculum;
- the AGTA *Geography Roadshow* – a professional learning program offered in conjunction with State/Territory-based affiliates;
- the publication of a Geography skills textbook;
- the ongoing promotion of *GeogSpace*;
- the production of a series of posters focusing on Geography's key concepts.

No Longer a Truly National Curriculum

The actions of governments have compromised the integrity of a truly national Geography curriculum F–12. Revisions have been made to the previously available Australian Curriculum following the Federal Government's Review of the Australian Curriculum chaired by Professor Ken Wiltshire AO and Dr Kevin Donnelly. The revisions are described as making the curriculum "easier to manage, particularly for primary schools, simplify the curriculum's presentation and strengthen the focus on literacy" (ACARA). Of particular concern to geographers is the decision to conflate the curriculums for History, Geography, Civics and Citizenship, and Business Studies into a Humanities and Social Sciences curriculum. While retaining the majority of the Geography Content Descriptors it is disappointing that Geography's

identity, as a distinct discipline, is lost at least in F–6.

The implementation of the Curriculum also varies significantly from state-to-state. What follows is a summary of the current state of play:

NSW has rejected ACARA's Humanities and Social Sciences curriculum and proceeded with mandatory studies in Geography and History K–10 using a syllabus document based on ACARA's originally endorsed History and Geography curriculums (Version 7.5). The NSW Geography Syllabus is, however, a rather *liberal* interpretation of the *Australian Curriculum: Geography*. The content has been pared back and topics have been swapped from year-to-year in Years 7 and 8 and Years 8 and 9. No commitment has been made to implementing the Geography curriculum for the senior years even though the existing document is incompatible with the new K–10 Geography Syllabus. The current senior Geography syllabus is now 15 years old.

Victoria has developed its own state-based curriculum F-10. This is closely aligned with the content descriptors of the *Australian Curriculum: Geography* but reflects Victorian priorities and standards. In the senior years Units 1 and 3 (*Hazards and Disasters* and *Changing the Land*) are based on the ACARA endorsed curriculum. However, Units 2 and 4 are substantially different, being focused on studies of tourism and human population respectively.

The ACT will transition to the Humanities and Social Sciences curriculum (i.e. Version 8.0) by December 2016. The curriculum in the senior years is closely aligned with ACARA's Senior Secondary Australian Curriculum: Geography.

In the absence of a state-based curriculum document, South Australian schools are expected to transition to ACARA's Humanities and Social Sciences curriculum. At the senior secondary level, the SACE Board is currently developing the new Geography curriculum for Stages 1 and 2 (Years 11 and 12), due to be implemented in 2017 at Stage 1 and 2018 for Stage 2. The curriculum has been developed with reference to the ACARA Senior Geography Curriculum with modifications to suit local requirements.

In Western Australia, an integrated Humanities and Social Sciences curriculum has been

developed based on the *Australian Curriculum: Geography* (Version 7.5) – full implementation by 2017. Some content descriptors have been expanded in the *mandated content* and some have been placed into the *additional content* section. In the senior years, *Natural Hazards* and *Global Networks and Interconnections* are to be studied in Year 11 while *Global Environmental Change* and *Planning Sustainable Places* are studied in Year 12 – a re-sequencing of the ACARA topics.

In the absence of a state-based curriculum document, Tasmanian schools are expected to transition to ACARA's *Humanities and Social Sciences* curriculum. HASS is mandatory in F–8. At the senior secondary level, there are two Tasmanian Certificate of Education courses that draw on Senior Secondary Geography – Environmental Science, and Society and Geography.

AGTA's response to the Draft Humanities and Social Sciences Curriculum is attached to the end of this report. The Board would like to thank Malcolm McInerney for coordinating the preparation of this submission.

AGTA Geography Roadshow

The first AGTA *Geography Roadshow* took place in Brisbane in mid-March. The one-day professional learning event included both a primary and secondary program. Topics addressed included thinking geographically, inquiry in Geography, fieldwork, ICT in Geography, and developing literacy through Geography. More than 80 teachers participated in the activity.

Multiple *Roadshow* events are planned for NSW/ACT in late November following the release of the new NSW Geography Syllabus. These will be held in suburban Sydney, Newcastle and Canberra. The Western Australia *Roadshow* is scheduled for 2 November and the South Australia *Roadshow* in early March 2016. The Northern Territory *Roadshow* will take place in April 2016. Only Victoria declined to take place in the initiative.

Geography Skills Book

Work is progressing on a replacement for *Keys to Geography Skills*. The text, *Geography Skills Unlocked*, will provide students with an up-to-date resource aligned to the requirements of the *Australian Curriculum: Geography*. The writers (John Butler and Mick Law) are due to submit their final drafts late in 2015 and the process of commissioning an editor and designer has commenced. Publication is scheduled for mid- to late-2016.

GeogSpace

AGTA continues to promote the *GeogSpace* website. The website was an initiative of AGTA supported by the resources of Education Services Australia. This innovative web-based resource has been designed to support primary and secondary teachers implementing the *Australian Curriculum: Geography*. Developed by a team of practising Geography teachers, the site ensures that all schools across Australia have access to a unique resource that reflects best practice using current technology and pedagogies.

Posters

A set of classroom posters, aligned to the key skills addressed in *Geography Skills Unlocked*, is being developed by Anne-Marie Gerlach. The publication of the posters will be linked to the launch of AGTA's new skills book.

Other Activities and Initiatives

AGTA Conference

The 2015 AGTA Conference was held from 11–16 January 2015 in Rotorua, New Zealand. The Conference proved a great professional learning opportunity for 96 teacher participants. The Conference featured an extensive program of keynote presentations, workshops and fieldwork. There were also pre- and post-conference tours.

Participants were impressed by the quality of the Conference presentations, the fieldwork (White Island was amazing), extra-curricula activities and the catering. Nick Hutchinson, ably assisted by Rob Berry, did a terrific job convening the conference.

As Conference Convener, Nick Hutchinson had primary responsibility for organising the Conference program and liaising with the contracted conference facilitators Group Events. He also did a magnificent job providing a series of background papers which were published on the Conference's website.

Rob Berry had responsibility for updating the AGTA Conference website, preparing flyers and artwork, organising the workshop scheduling online and participant selection sheets, and producing and disseminating a certificate of attendance to conference participants. The magnificent selection of backup material present on the AGTA website is also attributable to Rob's endeavours.

The conference presentations, background papers and classroom resources can be found at <http://agta.asn.au/Conferences/conf2015/presentations/index.php#workshopsRotorua>. Reflections

on the conference can be found on the AGTA website linked to <https://twitter.com/hashtag/AGTANZ2015?src=hash>

Victoria has agreed to host the 2017 AGTA Conference. We all look forward to a great conference in Melbourne.

Publications

Geographical Education

Geographical Education is the professional journal of AGTA and is on the DEST Register of Refereed Journals. The journal was published in print form until Volume 25, 2012. Since then the journal has been published in a digital format and is available on the Association's website. The ISSN for *Geographical Education* is ISSN 2204-0242.

Contributions of varying length are invited, with a maximum of 5,000 words for major articles and research reports. Shorter articles of 2,000 words, featuring classroom strategies, reflections on particular issues and practices in geography teaching, in-service education workshops, and comments on previous articles are especially welcome.

Nick Hutchinson took on the role of Journal Editor in 2014 replacing Ken Purnell who had edited the journal for some years. Geoffrey Paterson continues in his roles of Reviews Editor and copy editor.

Geographical Education, Volume 28, is now available on the AGTA website. The 2015 issue features five peer-reviewed articles:

- *What is powerful knowledge and can it be found in the Australian geography curriculum?* By Associate Professor Alaric Maude, Flinders University, Adelaide, South Australia;
- *The Australian Geography Competition: An overview of participation and results 2004–2013*, by Dr Iraphne R.W. Childs, School of Geography, Planning and Environmental Management, University of Queensland, and Kathryn Berg, Royal Geographical Society of Queensland, Brisbane, Queensland;
- *Working with students' ideas in physical geography: a model of knowledge development and application*, by Dr Rod Lane and Associate Professor Pamela Coutts, Department of Education, Macquarie University, North Ryde, Sydney, NSW;
- *The place of place-based education in the Australian primary geography curriculum*, by Dr Lou Preston, Faculty of Arts & Education, Deakin University, Geelong Waurin Ponds Campus, Victoria;

- *A note on the status of geography teachers in Indian schools*, from Assistant Professor Sarfaraz Alam, Department of Geography, Faculty of Science, Banaras Hindu University, Varanasi, India;

Non-refereed report, *The role of adaptability in tackling climate and environmental challenges*, by Professor Andrew J. Martin, School of Education, University of New South Wales, Sydney and Assistant Professor Gregory Arief D. Liem, Psychological Studies Academic Group, National Institute of Education, Singapore.

AGTA thanks Nick Hutchinson and Geoffrey Paterson for their ongoing contribution to the work of AGTA. It is greatly appreciated.

Thinking Geographically DVD

The second edition of this popular resource has an extensive range of geographical thinking examples, exercises, articles and over 50 additional *Thinkpieces*. It also features new links to Australian Curriculum resource materials, professional learning presentations, and curriculum planning suggestions.

Being a Citizen CD

A new innovative product has been released to help teachers provide opportunities for students to explore the *Australian Curriculum: Civics and Citizenship*. Content of the *Being a citizen* resource includes: links to civics and citizenship teaching materials; political mapping classroom activities; social issues worksheets and processes; GIS and political mapping activities; links to curriculum documents and teaching materials on civics and citizenship; and professional reading links on civics and citizenship education.

Malcolm Mcinerney is to be congratulated on developing such an excellent education resource.

Geographia

Geographia is AGTA's newsletter. It is used to update the broader membership on the activities of AGTA and its State and Territory based affiliates. Alexandra Piggott is to be congratulated on the quality of the newsletter.

Competitions

Australian Geography Competition

AGTA is pleased to be associated with this important national initiative offered by the Royal Geographical Society of Queensland. In 2015, more than 70,000 students participated in the competition.

The National Geography Competition is a great opportunity to promote the study of Geography in schools. Winners of the competition can also be invited to join the Geography Olympiad team and attend Geography's Big Week Out (this year held in New South Wales). The Australian team represented the country at the International Geography Olympiad held in Tver University and Moscow in Russia in August 2015. The Australian team consisted of: Samantha Dixon-South, Ballajura Community College, Perth; Canada Gavin, Kinross Wolaroi School, Orange; Esrom Leaman, Pembroke School, Adelaide; and Giselle Pickering, Wavell State High School, Brisbane.

After many years, responsibility for the National Geography Competition has passed from Kath Berg to Bernard Fitzpatrick, Executive Officer at the Royal Geographical Society of Queensland. Kath's longstanding involvement in the competition is greatly valued and appreciated. AGTA and the Royal Geographical Society of Queensland are working on a new memorandum of understanding to document the responsibilities of the two bodies.

Primary Geography Challenge

AGTA and the Royal Geographical Society of Queensland are developing a Geography competition for primary school students. At this early stage, organisers are planning an online competition that tests a wide range of geographical skills and knowledge in an engaging way, using a variety of questions and graphics. The competition will be aimed at Year 6 students, at least initially.

The Primary Geography Challenge will complement the highly successful Australian Geography Competition.

Professional Advocacy

Australian Alliance of Associations in Education (AAAE).

The AAAE is a body specifically formed to represent the interests of teacher professional associations at a national level. There are 23 founding member associations, and the AAAE's role is to lobby at a Federal level on issues affecting teachers and their professional practice. AGTA is a founding member of the newly established entity. Malcolm McInerney continues to play a leadership role in the Association.

Australian Federation of Societies for Studies of Society and Environment (AFSSSE)

AFSSSE is a consortium of four professional associations – Australian Association for Environmental Education, Australian Geography Teachers' Association, Business Educators Australasia, and Social Educators Association of Australia. AFSSSE was formed in 1992 to act as the peak organisation for the broad area of study known as Studies of Society and Environment. Rob Berry continues to represent the views and interests of AGTA on AFSSSE.

National Committee for Geographical Sciences

The AGTA Board voted to support the Academy of Science's National Committee for the Geographical Science's *Strategic Directions for the Geographical Sciences*. The plan will include a focus on the contribution of school geography to the nation's strategic research priorities. The purpose of the document is to inform policymakers – in government and industry – about the role of Geography. Contributors include Jeana Kriewaldt, John Butler, Grant Kleeman, Malcolm McInerney, Nick Hutchinson, Susan Caldis and Rebecca Nicholas.

Recognition of Service to AGTA and Geographical Education

AGTA's Don Biddle Award honours outstanding contributions to geographical education in Australia made by individuals over a sustained period of time. Past recipients include Kath Berg, Mark Manuel, Roger Smith, Susan Bliss, John Butler, Stephen Cranby and Alaric Maude. The 2015 recipients are Rob Berry, Nick Hutchinson, Jeana Kriewaldt, Emmy Terry and Wayne Sutton.

Rob Berry has had an extensive and long history of involvement in geographical education at both a national and state level. He was AGTA President (1991–1993), AGTA Treasurer (2009–2013) and a member of the team that developed *GeogSpace*. Rob was also AGTA website manager. At the state level, Rob has been a member of the GTAV Committee since 1978, serving as President for four years and Treasurer for three years. He was convenor of the 1990 AGTA Conference in Melbourne and a member of the Editorial Advisory Panel of the AGTA journal *Geographical Education* for many years. Rob was a consummate team member, supportive colleague and a fine mentor. He has made an unrivalled contribution which has earned him the deep respect of close colleagues and of Geography teachers within Victoria and Australia wide.

Nick Hutchinson is one of Australia's leading geographical educators. He served as an AGTA Board Director between 2000 and 2013 and was AGTA Chair 2006–2008. Nick's contribution to geographical education extends over for 40 years in both schools and tertiary institutions in New South Wales. He is a long-standing member of the GTANSW Council and served in various leadership roles including a term as the Association's President. Nick was a key member of the *GeogSpace* writing team (2012–2013) and a national conference convenor. He is a recipient of the prestigious McDonald Holmes Medal in recognition of his outstanding contribution to the discipline of Geography.

In his time as AGTA Chair, Nick played a leading role in the securing Geography's place in the Australian Curriculum, and, between 2009 and 2013, was influential in shaping the nature of the curriculum developed.

Nick's commitment to Geography has left an indelible mark on school Geography in Australia and he is nationally recognised as having a deep interest in, and knowledge of, the discipline. He is widely acknowledged as an expert in his field.

Nick's contribution to AGTA is ongoing. He is editor of the Association's journal *Geographical Education*.

Jeana Kriewaldt has made a long-standing and significant contribution to geographical education in Australia. She was an AGTA Board member 1995–2001, joint convenor of the AGTA 2002 Conference in Melbourne and continues to hold the position of Public Officer for AGTA. Jeana's contribution also includes the position of coordinating editor and contributor to AGTA's *Keys to Geography* and a contributor to AGTA's *Keys to Fieldwork* publications.

At a state level, Jeana has been associated with the GTAV since 1993, holding various roles including that of Vice President (1995–1998) and President (1999–2001).

At a professional level, Jeana is a well-respected geographical educator at the University of Melbourne where she has inspired many students through her passion for the subject. She was also the Coordinator, facilitator and writer of the 2006 Australian Research Council Linkage Grant *Professional Standards for Accomplished Teaching of School Geography* resource (Melbourne University, AGTA and GTAV initiative) and a member of the Australian Curriculum and Assessment Authority (ACARA) Curriculum Advisory Panel for Geography from 2009 to 2013.

Jeana has contributed numerous papers to AGTA's journal *Geographical Education* and is a member of the journal's Editorial Review Panel. She has also contributed to many geography textbooks for the classroom and pedagogy books for tertiary geography methodology classes.

Emmy Terry has made a significant contribution to Geography in Western Australia and Australia. She was and AGTA Board member 1999–2008, Vice Chair 2002–2004, and Chair 2004–2006. She was coordinating editor of AGTA's *Geographia* (2006–2013). Emmy also acted as AGTA representative on a number of national committees: National Education Forum, Australian Geography Competition, Secretary of the Australian Federation of Societies for the Study of Society and the Environment (AFSSSE), and Teaching Australia Forums to develop standards for professional associations.

Emmy was co-convenor of AGTA/RGSQ Geography Week in Western Australia (coordinating the development of the activities/booklet for two years) and worked on national committees and coordinated components of AGTA joint initiatives including the Natural Disasters resource, the Arab Gateways Project, the AusAID Pacific Project, and the Olympic Projects. Emmy's professionalism and promotion of Geography within the national context brought valuable attention to the work of AGTA.



Grant Kleeman awards Louise and Stuart Sutton with Wayne's Don Biddle Award.

Vale Wayne Sutton

AGTA was saddened to learn of the sudden passing of Wayne Sutton, President of the Tasmania Geography Teachers' Association. Wayne Sutton has been a long-standing Director of the AGTA Board and made an outstanding and lasting contribution to the teaching of geography in Tasmania. Wayne was passionate about Geography and actively involved with providing leadership and support to geography teachers. He taught senior geography at Hobart College for 18 years where he was Head of Department. He was the chief marking examiner and had been the setting examiner and state moderator for Geography. In addition, Wayne was a contributing author for several publications and held positions on advisory editorial committees for a number of publications.

A kind, considerate and deeply caring person Wayne will be sadly missed by the geography community throughout Australia.

In recognition of Wayne's outstanding service to geographical education, AGTA has awarded Wayne the Don Biddle Award (posthumously). Louise Sutton (Wayne's widow) and son Stuart were presented with the award during AGTA's Board Meeting in Hobart on 2 May 2015.

The financial situation of the Association is sound and the Board is keen to invest in professional learning programs supporting the implementation of the *Australian Curriculum: Geography* and the promotion of Geography more generally.

Finally, I would like to thank the AGTA Board for its support throughout 2014–2015. A special mention goes to Susan Caldis (AGTA Secretary), Malcolm McInerney (Immediate Past Chair), Leonie Brown (Honorary Treasurer) and Trish Douglas (Deputy Chair).



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Limited

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6 May 2014

Dear Phil

The Board of the Australian Geography Teachers Association (AGTA) met in Hobart on 2–3 May to consider the proposed F–10 *Australian Curriculum: Humanities and Social Sciences*.

Before outlining our principal concerns we offer the following observations:

- AGTA believes that the rigour and veracity of the *Australian Curriculum: Geography* has been compromised the proposed changes published in the *Draft changes to F–10 Australian Curriculum: Humanities and Social Sciences* (April 2015).
- *Australian Curriculum: Geography* was developed through extensive consultation with Geography teachers around Australia from 2008–2013 and is considered to reflect the stated ACARA aim of developing a world standard 21st Century Geography curriculum.
- The conceptual progression and quality of the Geography curriculum has been recognised internationally by academics and jurisdictions and received positively by teachers involved in the F–10 implementation of the Geography curriculum across Australia.
- Beyond the anticipated and required monitoring and evaluation of the curriculum as it is implemented, AGTA sees no grounds for the drastic changes to the curriculum as appears in the draft revision document. Many of the revisions are at odds with the comprehensive and considered consultation undertaken by ACARA and AGTA with academics, jurisdictions and classroom teachers during the years of development.
- This document does not set out to provide item-by-item commentary but rather provides key messages to ACARA on our major areas of disquiet and concerns raised by the revision document.

Members

• Geographical Association of Western Australia • Geography and History Teachers Association of the Northern Territory • Geography Teachers' Association of New South Wales • Geography Teachers' Association of Queensland • Geography Teachers' Association of South Australia • Geography Teachers' Association of Victoria • Tasmanian Geography Teachers' Association •

Key concerns

1. Diminished conceptual quality for the curriculum

The proposed revisions to the Geography content descriptions have had a significant impact on the intent and conceptual development of the curriculum. For example:

- in Years F–4 there seems to be a reduction in the importance of the **Space** and **Scale** concepts with the removal of references in the content description to proximity, arrangement and spatial levels. As a progression of understanding of the Space concept such removals are problematic and need to be addressed.
- in Years F–3 the richness of the **Place** concept has been significantly reduced by the frequent removal of references in the content descriptions to the perception of place and the impact of such perception on the nature, use and caring (protection) of places. Such removals show a lack of understanding of the place concept. Place is a concept that reflects modern Geography and is embraced by primary teachers as something students can relate to.
- in Years F–6, the focus and quality of the concept of geographical **Interconnection** involving the idea of interdependencies has been diminished with references being made to a more generic view of interconnection between events and places.

2. Impact of generic skills strand on quality geographical inquiry and skills development and progression

The **generic Inquiry and skills** strand removes important skills in Geography and the progression of skill development across the curriculum. These subject skills must appear in the curriculum to ensure that Geography is not just about learning content – the doing of Geography is critical. Surprisingly many of the skills continue to appear in the achievement standards but are not present in the content of the curriculum. Particular concern has been raised regarding the following changes to the Inquiry and skills strand:

- The removal of the **Reflecting and responding** stage from the *Inquiry and skills* strand until Year 8 is a backward step for the teaching of modern Geography with a focus on active **citizenship and futures**. Considering students are still required to propose action in the achievement standards, it should be a stage of the generic Inquiry process.
- Removal of any reference to **spatial technologies** in the Researching stage of the *Inquiry and Skills* strand is a significant loss to the 21st Century quality of the curriculum. All references to satellite images and spatial technology and other opportunities to use modern geographical technologies such as GIS/GPS have been removed from F–8). Such omissions have removed the requirement of a 21st Century Geography curriculum to engage with spatial technology in some way. There is a need to refer in some way to the use of modern technologies in the skill strand, and in turn the achievement standards, with reference to the capacity to use modern technologies such as spatial technology.
- The important area of **fieldwork** has disappeared from the curriculum as a result of the removal of the subject specific skills in the Inquiry and skills strand.

3. Loss of geographical rigour by the combined Year level achievement standard

The combined achievement standard for HASS will make it harder for teachers to understand what they are assessing, and to design tasks that enable students to demonstrate the intended learning. The attempt to reduce the number of achievement standards has resulted in one achievement standard that is often dense and difficult to navigate. Statements such as *'They identify and describe the interconnections between components of environments, and between people and the characteristics of places, both human and environmental, past and present* (Year 5) are wordy and will require considerable unpacking by teachers to understand what students are expected to demonstrate.

The attempt to reduce the length of the achievement standards by an amalgam of terms and phrase has often resulted in the standards not clearly relating to what is described in the year level descriptions and content descriptions for that year level. The amalgam process has also resulted in inappropriate use of language across subjects i.e. *Students develop narratives about the past and present findings in a range of texts using language related to time, distance and location* (the term narrative is not relevant language for describing the geographical terms of distance and location).

4. Geographical focus lost in overarching themes and inquiry questions for all subjects

The overarching theme across HASS for each year level is problematic for teachers and planning. Whilst workable for F-3 (my personal world, my changing personal world etc.), from Year 4 onwards the themes become quite contrived, complicated and inaccessible. For example the Year 4 theme of *How people, places and environments interact, past and present* is too broad to be very useful and diminishes or even removes the subject focus of the published curriculum e.g. the original Year 4 geography theme was *The Earth's environment sustains all life*.

The intent of the learning is lost in some year levels by reducing the inquiry questions for each year level of HASS to 4 inquiry questions. If there is to be inquiry questions there needs to be more than four to provide appropriate coverage of the four HASS subjects/strands at each year level.

5. Loss of opportunities to address Cross Curriculum Priorities

Significant changes and deletions to content descriptions and Inquiry questions focussing on Aboriginal and Torres Strait Islander Peoples and the Asian region will jeopardise the opportunities and imperative for teachers to incorporate Aboriginal and Torres Strait Islander Peoples perspectives into teaching and learning in Geography.

6. Other interventions that detract from the contemporary nature of Geography

Other changes appear to have been made on a rather ad hoc basis. For example, the reference to 'human environment systems thinking' has been replaced with 'systems thinking' in Year 10. A systems-based approach to Physical Geography was popular in the 1970s.

Also unexplained was the deletion of 'the decisions people make about where to live' (Year 7) which is the entry point of study to a consideration of peoples' perceptions about the liveability of places.

AGTA respectfully requests that ACARA address the concerns raised in this letter. We would be more than happy, as we have been throughout the development process, to work with ACARA to remedy the serious inadequacies of the revision document.

Yours sincerely

Dr Grant Kleeman
Chairperson
Australian Geography Teachers Association