

Managing Boondall Wetlands or Moreton Bay Marine Park – Year 10

Students explore the issues and management strategies used to manage one of Brisbane’s largest natural areas on the edge of the Moreton Bay Marine Park, and the strategies and reasons for the park and its zoning.



Day Visit program

YEAR 10 Geography – Australian Curriculum and C2C Mapping		
ACARA	Geographical Knowledge and Understanding	<p>Unit 2: Environmental change and management</p> <p>The human-induced environmental changes that challenge sustainability (ACHGK070)</p> <p>The environmental worldviews of people and their implications for environmental management (ACHGK071)</p> <p>The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)</p> <p>Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.</p> <p>The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)</p> <p>The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)</p> <p>The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)</p>
	Geographical Inquiry and Skills	<p>Observing, questioning and planning</p> <p>Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)</p> <p>Collecting, recording, evaluating and representing</p> <p>Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)</p> <p>Evaluate sources for their reliability, bias and usefulness and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and spatial technologies (ACHGS074)</p> <p>Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075)</p> <p>Interpreting, analysing and concluding</p> <p>Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)</p> <p>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077)</p> <p>Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078)</p> <p>Communicating</p> <p>Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)</p> <p>Reflecting and responding</p> <p>Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)</p>
	Key inquiry questions	<ul style="list-style-type: none"> • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do worldviews influence decisions on how to manage environmental and social change?
C2C	Geographies of human wellbeing	Environmental Change and Management
Nudgee Beach EEC programs		Managing Boondall Wetlands or Moreton Bay Marine Park
ACARA	General Capabilities	<p>Literacy</p> <ul style="list-style-type: none"> •Comprehending texts through listening, reading and viewing •Composing texts through speaking, writing and creating •Grammar knowledge •Word knowledge •Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> • Recognising and using patterns and relationships •Using spatial reasoning •Interpreting statistical information <p>Information and communication technology capability</p> <p>Australian Curriculum ICT Capabilities</p> <ul style="list-style-type: none"> •Investigating with ICT • Communicating with ICT <p>Critical and creative thinking</p> <ul style="list-style-type: none"> • Inquiring - identifying, exploring and organising information and ideas • Generating ideas, possibilities and actions •Reflecting on thinking and processes Analysing, synthesising and evaluating reasoning and procedures <p>Personal and social capability</p> <ul style="list-style-type: none"> •Social awareness <p>Ethical understanding</p> <ul style="list-style-type: none"> •Understanding ethical concepts and issues •Reasoning in decision making and actions •Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> •Recognising culture and developing respect

<p>Cross Curriculum Priorities</p>	<ul style="list-style-type: none"> • Reflecting on intercultural experiences and taking responsibility <p>Aboriginal and Torres Strait Islander histories and cultures Students will develop a knowledge, deep understanding and respect for Aboriginal peoples' and Torres Strait Islander peoples' history and culture and build an awareness that their histories are part of a shared history belonging to all Australians through:</p> <ul style="list-style-type: none"> • understanding the interconnected elements of Country/Place, Cultures and peoples • exploration of culture through law/lore, languages, dialects, literacies • understanding and exploring the holistic world view of Aboriginal peoples and Torres Strait Islander peoples • exploring the relationships Aboriginal peoples and Torres Strait Islander peoples have with place and their interconnection with the environments in which they live • exploring the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples with water, climate, seasons, land and sky • understanding spatial inequalities in human welfare, sustainable development and human rights • exploring the historic and contemporary impacts of colonisation • developing research and field work skills by engaging with Aboriginal peoples and Torres Strait Islander peoples <p>Asia and Australia's engagement with Asia Students will:</p> <ul style="list-style-type: none"> • learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments and the connections between Asia, Australia and the rest of the world. <p>Sustainability Students will:</p> <ul style="list-style-type: none"> • develop knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
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