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Each GeoWorld student book comes with 15 months' access to an interactive eBook version of the text and powerful digital support, including:

- a markbook, allowing students to join a virtual class and foster teamwork and collaboration
- up-to-date weblinks for quick and easy access to further research and information
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GeoWorld 7

Unit 1: Water in the World

1. Environmental Resources and Water
2. Value of Water
3. Water Connects People and Places
4. Nature of Water Scarcity and Strategies
5. Management Strategies: Making Every Drop Count
6. Hydrologic and Atmospheric Hazards and Responses

Unit 2: Place and Liveability

7. Liveability: Living in Extreme Places
8. Measuring Liveability – Social, Economic and Environmental Factors
9. Liveability and Access to Services: Urban, Rural and Remote Settlements
10. Choices
11. Liveability for Young and Old
12. Strategies to Enhance Liveability



GeoWorld 8

Unit 1: Landforms and Landscapes

1. Distinctive Landform Features: Values and Protections
2. Diversity of Landscapes
3. Restless Earth: Geomorphic Processes
4. Hazards: Causes, Impacts and Responses
5. Human Value, Change and Protect Landscapes

Unit 2: Changing Nations

6. Urbanisation: Causes and Consequences
7. Comparing Urbanisation: Australia and the USA
8. The Changing Nation: International and Internal Migration
9. China: Inside the Dragon
10. Managing and Planning Australia's Urban Future



GeoWorld 9

Unit 1: Biomes and Food Security

1. Food, Glorious Food!
2. Changing Food Production
3. Factors Affecting Crop Yields
4. Challenges to Food Production
5. Food Security for a Growing Population

Unit 2: Geographies of Interconnections

6. World of Teenagers
7. Transport and ICT Interconnections
8. Production of Goods and Services: Interconnections and Effects
9. Travel, Recreation, Culture and Leisure Choices



GeoWorld 10

Unit 1: Environmental Change and Management

1. Human-Induced Environmental Change Challenges Sustainability
2. Climate Change, Worldviews and Sustainable Management
3. Marine Resources and Management
4. Coastal Environments
5. Inland Water and Management
6. Land Degradation and Management
7. Urban Environments and Management

Unit 2: Geographies of Human Wellbeing

8. Human Wellbeing: Money Can't Buy You Love
9. Rich and Poor: Spatial Variations Between and Within Countries
10. Spatial Variations: India and Australia
11. Development Issues Affect Human Wellbeing
12. Improved Human Wellbeing for Millions of People

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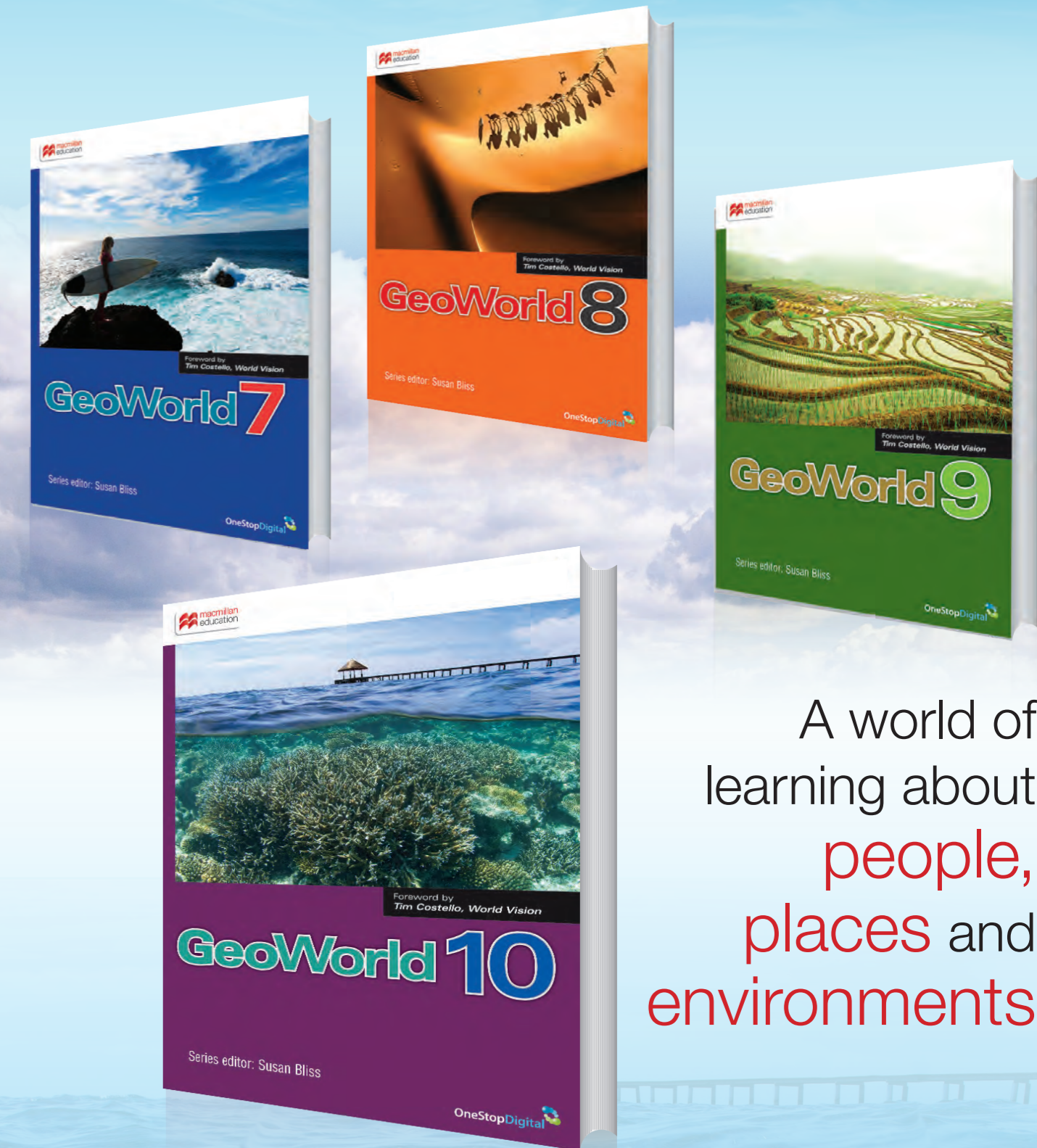
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GeoWorld

for the Australian Curriculum



A world of learning about
people,
places and
environments

GeoWorld

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The fresh approach to study used in **GeoWorld** will equip students with geographical skills and general capabilities that can be applied in daily life and at work.

Inquiry-based activities help students to develop an appreciation of different perspectives in geographical knowledge, an understanding of ethical research principles, experience in teamwork, and critical and creative thinking.

The student-centred content is embedded with cross-curriculum priorities throughout, and is supported by a wealth of engaging resources.

Features:

- powerful images and succinct introductions to hook students' attention
- activities catering for a range of abilities
- the latest geographical data and issues
- easy-to-use double-page spreads with vivid images, maps and creative infographics.

Self-contained lesson in each double page spread

Visually engaging page design

Fascinating insights

Comprehensive activities

Highly illustrated with images, maps and infographics

Differentiated activities sum up learning

Geolinks indicate online support

Components



Print & eBook Student Resources



eBook only Student Resources

GeoWorld 7: Australian Curriculum

1.12 Ocean garbage patches: misuse of water

Every year 7 billion kilograms of rubbish such as cardboard, plastic cups, bottles and cans are dumped into the ocean. Leaking containers of radioactive waste and nerve gas disposed at sea contaminate fish and cause death to consumers. Medical wastes wash up on beaches, while a 3000-passenger cruise ship produces 8 tons of solid waste a week.

The top five marine debris items are: cigarettes (28%), plastic bags (12%), plastic food wrappers/containers (8%), caps and lids (8%) and plastic beverage bottles (6%).

Great Pacific Garbage Patch
The Pacific, Atlantic and Indian Oceans are important environmental resources but are threatened by floating garbage—90% of which is plastic. Over 18000 pieces of plastic per square kilometre bob around in oceans and is consumed by 44% of seabirds and 267 marine species.

The Great Pacific Garbage Patch, located in the North Pacific Ocean, was formed by slow swirling ocean currents called gyres. These currents move garbage from the coasts of Asia and North America towards the centre of the ocean, referred to as the 'patch'. It is difficult to clean up, because 'out of sight and out of mind' mentality pervades most organisations. What's more, micro-plastics released by synthetic clothing during washing ends up in the oceans, where it enters the marine food chain.

Plastic from petroleum
Petroleum is vital for the production of nail polish, lipstick, synthetic clothing fibres and plastics. All these consumer goods require water. About 8% of the world's annual oil production is used to manufacture plastic. Due to its low cost and ease of manufacture, 33% of plastic is a 'single life product'. The average plastic bag is used for 12 minutes and only one in 200 is recycled. What a waste of water!

Humans produce 20 times more plastic than 50 years ago. Asia accounts for 30% of the global consumption followed by North America (26%) and Western Europe (23%). Plastic degrades slowly in landfills, but on the other hand it does make cars lighter so they require less oil and emit less CO₂. Some plastics are biodegradable and break down upon exposure to water, sunlight, bacteria or algae.

Australians consume 4.5 billion plastic bags each year. Biodegradable plastic bags and paper bags are alternatives to plastic bags but have other environmental problems. The Say-NO-to-Plastic Bags campaign contributed to 45% reduction in plastic bags provided by supermarkets over the past few years.

	Plastic bags	Compostable* plastic	Recyclable bins
Municipal waste	33.9kg	1.26kg	4.7kg
Water	1004 gallons	672 gallons	40 gallons
Electricity	649mJ	325mJ	148mJ
Fossil fuels	922mJ	1219mJ	457mJ

*This infographic is a unit of energy that equates to a litre of oil.

Geoactivities 1.12

Knowledge and understanding

- 1 Explain how rubbish ends its life in the ocean—an important water resource.
- 2 List the advantages and disadvantages of plastic.
- 3 Describe the links between water and plastic.
- 4 Discuss how individuals, retailers and companies could reduce the use of plastic and as a result conserve water.

Inquiry and skills

- 5 List the top five marine debris items.
 - a Draw the data as a column graph.
 - b Design an advertisement showing how these five items can be reduced.
- 6 Refer to 1.12.1.
 - a What is the latitude and longitude of the Great Pacific Garbage Patch?
 - b Why is it hard to find the exact location of the Great Pacific Garbage Patch?
 - c How large is the patch?
 - d What is the source of the rubbish?
 - e How long does a disposable diaper (nappy) take to photo degrade?
- 7 What are the impacts of plastic on marine bird species?
 - a Why are ocean patches difficult to clean?
 - b Refer to 1.12.2.
 - c What are the advantages of plastic bags over paper bags and vice versa?
 - d What are the advantages of recyclable bags over paper and plastic bags?
 - i Compostable bags sound environmentally friendly as they self destruct after a few months. Explain their problems.
 - e Inquiry task: Research how many plastic bags you use in your home over a week. Report the statistics back to the class. Collate class statistics. Analyse the results. Suggest solutions to reduce their use.
 - f ICT: View satellite imagery showing ocean deserts online. What is meant by an 'ocean desert' and how does it impact on other environmental resources?
 - g Research the organisation Save the Plastic Bag on the internet. What is its aim and how effective is its campaign?

GeoWorld 10: Australian Curriculum

8.1 Living in a material world

While Madonna's lyrics in the 1985 hit song 'Material girl' indicated that a rich lifestyle was more important to a person's wellbeing than personal relationships, former Beatle George Harrison focused on spirituality rather than material goods as essential to human wellbeing in his album *Living in a Material World*. Ross Gittins, economics editor for *The Sydney Morning Herald*, agrees, stating in 2013 that 'we worship materialism at our peril ... most of us devote too much attention to acquiring stuff and too little to enjoying our relationships with family and friends'.

Mali: Natomo family
Souman, the 39-year-old husband and father of the Natomo family, has two wives. Together they have eight children, to ensure they are looked after in old age. Possessions are basic, and include pots, and a mortar and pestle for pounding grain. They also have two wooden mattress platforms and 30 mango trees.

Bhutan: Namgyal family
The Namgyal family are subsistence farmers who live in a three-storey earth house in the village of Shingney. Namgyal is 50, and his wife Naim is 47; they have five children. Also living in the house are seven members of their extended family. Namgyal reads sacred texts and conducts healing ceremonies.

Japan: Ukita family
The Ukita family lives in a 133 m² home in Tokyo. Sayo Ukita, who is 43 years old, had children relatively late in life. Her 9-year-old daughter is burdened by exams and attends Saturday ' cram school'. The family's most cherished possessions are a ring and heirloom pottery.

India: Yadav family
Madine Yadav gave birth to her first child when she was 17, and now at the age of 25 is mother to four children. She draws water from a well and cooks over a wood fire. Her husband, Babbar, is 32 and is often unemployed. Their most cherished belonging is a print of Hindu gods.

South Africa: Qampe family
The Qampe family of eight people lives in a 37 m² concrete block duplex house in Soweto, outside Johannesburg. They have basic possessions. Poppy (who is 36) works for a jobs training company and Simon (who is 48) does odd jobs. As they don't feel safe, everyone is home and behind locked doors before dark.

Kuwait: Abdullah family
The Abdullah family of five lives in a residential neighbourhood in a 450 m² house with a basement. Sall is a college professor with a PhD, and his older children attended school in the USA. The two servants are guest workers from India. Like most Kowaitis, their high standard of living is subsidised by oil.

Today the material world of 'must have' mobile phones, fast cars, expensive holidays and designer clothes dominates the lives of some people; however, these material goods are unevenly distributed across the world, and millions of people lack access to the most basic of rights, such as clean water, health services, education and adequate food.

Photographs measure wellbeing
Photographs are used to measure differences in human wellbeing between places. Photojournalist Peter Menzel captured the material life of 30 families around the world in his book *Material World: A Global Family Portrait*. His selection was guided by the criteria set by the UN and the World Bank for 'average families' representing the median income of their country. The photographs include variations in location, from urban to rural, type of dwelling, family size, income, occupation and religion. They reveal differences in wellbeing in different places, and the influence of culture, environment, income and family structure on the selection of material belongings.

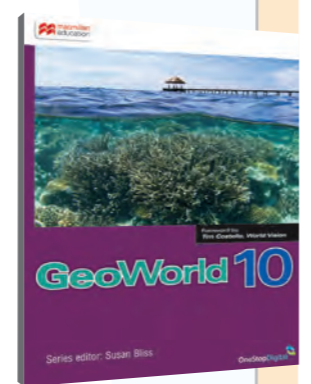
Geoactivities 8.1

Knowledge and understanding

- 1 Explain what is meant by 'living in a material world'.
- 2 Discuss how photographs can illustrate differences in material goods between people and places.

Inquiry and skills

- 3 Refer to 8.1.1.
 - a In which families are spiritual and cultural artefacts essential possessions in their life?
 - b Safety is important to the Qampe family. Identify countries where safety and peace, rather than possessions, are important to people.
 - c Compare the wealth and lifestyles of the Natomo and Yadav families with the Abdullah family.
- 4 Refer to Material World (see Geolinks). In groups, make a documentary on differences in material goods between people. Compare countries, rural and urban areas, rich and poor people.
- 5 Photographs transcend language, enabling geographers to examine other people's lifestyles as well as reflect on their own. Investigate material goods in your home and list five essential items and five items you desire.



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