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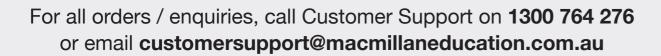
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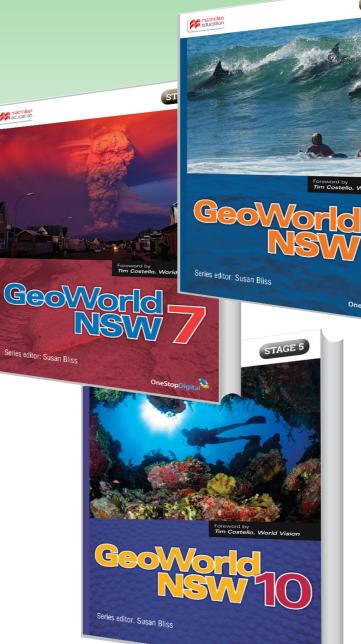




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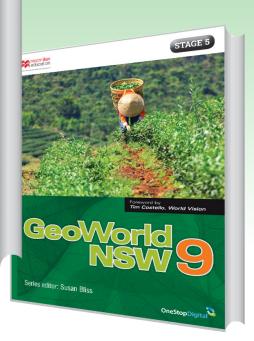


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Series editor: Susan Bliss



A world of learning about people, places and environments



Series editor: Susan Bliss

GeoWorld NSW will equip students with geographical skills and general capabilities that can be applied in daily life and at work. Inquiry-based activities help students develop an appreciation of different perspectives in geographical knowledge, an understanding of ethical research principles, experience in teamwork, and critical and creative thinking. Embedded with cross-curriculum priorities throughout, the texts are well supported by a wealth of engaging resources that provide a sense of place.

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6.2 Floating worlds and cult

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Sea gypsies: body and soul

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moved their island

Student book features

- Powerful images and succinct introductions to hook students' attention
- Activities catering for a range of abilities
- The latest geographical data and issues ٠
- ٠ maps and creative infographics.

	6.7 Using and interpreting	Ten key questions s
	•••• cartoons	1 Does the cartoon
		2 What concept or i 3 Are any symbols u
		represent? What is
• •	The use of carbons can be a very valuable tool in optime messages or ideas across about the lineability. Symbols are easily recognised (e.g. crown = royalty,	(e.g. heart or cupic Can the symbols b
	s = money.	4 Is colour important
	important not the artistic quality of the drawing.	5 Do the facial expr
	Headings and captions dive clues to the purpose of	and emotions?
	identify key geographical concepts (e.g. liveability) analyse environmental and social issues if on y uses words to express something different	6 Are caricatures us being exaggerate
	(e.g. climate change) from their usual meaning, or satire, which uses	cartoon real? Ho
	present different points of view or perspectives. Cartoons can promote discussion, analysis and something.	these exaggerati 7 Is a particular per
	critical thinking through the identification of stempthone	presented? If so,
	and bias, keeping in mind that liveability is a personal	biased? What ot 8 What is the purp
		cartoon?
	Techniques The ten key questions scaffold can assist in analysing cartoons. Create a mind map or annotate the cartoon	9 What is the mess 10 What is the conte
	Cartoonists use a variety of techniques to express a as you answer the questions, making sure you relate it	cartoon? What is
	message: to your topic; for example, liveability. Summarising • Caricatures are pictures of drawings that emphasise your ideas in this way will help you to discuss or write	related issues an about the topic of
	and exaggerate the peculiarities of people, things or and exaggerate the peculiarities of people, things or	issue? Where is i
	places, usually in a humorous way.	circumstances? current topic?
	Message: the use of child	
	Isbour reduces the Iveability of places for	Cartoons vers
	children and robs them of their childrood	Cartoons can have a when studying geogr
		present perspectives
	Message: playing is a	issue. However, they
	Symbolism: 'ball and	
	Chain' = slavery	O Geoactiv
	Thought bubble: the child	Inquiry and skil
	wishes he could play	1 Refer to 6.7.2.
	Box of supples: lots of work for one child	a Why is the ch b What does th
	No mouth: no choice, no say	C Do you think t
		ball? d Why might the
	Context: across the world thousands of children are	sewing?
	forced to work because children a	 What insight of that cannot be
	of poverty Sitting on the floor = poor	f Why are carto
	6.7.1 Annotate cartoons with your ideas workplace conditions	stories and ph
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This series links closely to all the new NSW curriculum content, including the three extra general capabilities: Civics and Citizenship, Difference and Diversity, and Work and Enterprise. All content, objectives and outcomes, values and attitudes, stage statements and assessment tasks have been tailored to support NSW requirements. Inquiry questions are an essential focus for all chapters, with opportunities for geographical investigations and fieldwork on all topics.

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