Stage 1 Geography

Assessment Type 1: Geographical Skills and Applications Task 2

Sustainable Places: Urban Places

Purpose

Collaboratively investigate how land use in an urban place is organised and identify any patterns evident.

Assessment Description

* You will be allocated a land use transect by your teacher and work with a partner to map the land use found along your transect.
* Select an appropriate base map of your transect area, for example from <https://www.google.com.au/maps> or <http://www.street-directory.com.au/sa/adelaide> .
* Devise a land use classification key to use when completing your transect. RICEPOTS is one type of classification that uses two letter codes for each land use, examples can be found at [www.i-study.co.uk/IB%20Geography/Fieldwork/Urban\_study/Quepos\_2011.docx](http://www.i-study.co.uk/IB%20Geography/Fieldwork/Urban_study/Quepos_2011.docx) or page 8 at <http://digimapforcolleges.edina.ac.uk/colleges/login/resources/new-type-of-RICEPOTS.pdf> . You can change the further information (extra letters) to better represent your area of study. You should devise a separate key for:
	+ age of buildings
	+ building materials
	+ building height (number of storeys).
* As a class you will undertake a field trip to the area of your transect. With your partner, observe the land use and use the land use classification key record to it on your base map.
* Critically analyse your fieldwork data and individually redraw your transect either by hand or using a GIS package to show the land use, building age, material and height.
* Write a report to summarise your findings, and describe and explain any land use patterns evident.

Assessment Conditions

* Produce a final neat copy of your transect and land use classification key either on paper or using a GIS package.
* Produce a written report of no more than 600 words.
* The report should include:
	+ description of the types of land use found along the transect
	+ analysis of the age of buildings, building materials and building height along the transect
	+ description and explanation of any land use patterns evident.
* The specific features being assessed are:

**KU2 Knowledge and understanding of built and economic characteristics of places.**

**Ap1 Application of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.**

**Ap2 Communication of geographical information, using subject-specific terminology and visual representations.**

**Performance Standards for Stage 1 Geography**

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| - | Knowledge and Understanding | Analysis and Evaluation | Application |
| A | Comprehensive knowledge and understanding of geographical concepts.Comprehensive knowledge and understanding of natural, built, economic, and/or social characteristics of places. | Insightful analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels.Comprehensive analysis and evaluation of information to determine possible outcomes, make justifiable recommendations, and/or form conclusions. | Purposeful and well-considered application of a variety of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.Clear and coherent communication of relevant geographical information, using appropriate subject-specific terminology and visual representations. |
| B | Well-considered knowledge and informed understanding of geographical concepts.Well-considered knowledge and informed understanding of natural, built, economic, and/or social characteristics of places. | Well-informed analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels.Detailed and well-considered analysis and evaluation of information to determine possible outcomes, make justifiable recommendations, and/or form conclusions. | Well-considered application of different geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.Clear communication of relevant geographical information, using appropriate subject-specific terminology and visual representations. |
| C | Considered knowledge and understanding of geographical concepts.Considered knowledge and informed understanding of natural, built, economic, and/or social characteristics of places. | Informed analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels.Considered analysis and some evaluation of information to determine possible outcomes, make recommendations, and/or form conclusions. | Competent application of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.Competent communication of generally relevant geographical information, using mostly appropriate subject-specific terminology and visual representations. |
| D | Recognition and basic understanding of some geographical concepts.Basic awareness and some understanding of aspects of natural, built, economic, or social characteristics of places. | Basic consideration and description of the interactions between, and interdependence of, people and environments at local, national, or global levels.Superficial consideration of information to describe possible outcomes and recommendations. | Some application of different geographical and fieldwork skills, which may include the use of spatial technologies.Basic communication of some geographical information, using occasional subject-specific terminology and visual representations. |
| E | Identification of one or more geographical concepts.Emerging awareness of aspects of natural, built, economic, or social characteristics of places. | Brief or attempted description of the interactions between, or interdependence of, people and environments at local, national, or global levels.Description of information linked to a possible outcome or recommendation. | Limited application of geographical and fieldwork skills.Attempted communication of geographical information, with limited use of subject-specific terminology or visual representations. |