**Stage 2 Geography**

**Assessment Type 1: Geographical Skills and Applications Task**

**Group fieldwork**

**Purpose**

Investigate field work topics and hypotheses suitable for a range of fieldwork topics in the local area. Consider the data and information that could be collected and how to collect it. At one location collect data and information using a variety of fieldwork techniques.

**Assessment Description**

Visit one or more localities to consider possible fieldwork topics and hypotheses suitable to the location. Investigate the data that could be collected at each location and ways to collect the data.

Potential locations may include:

* a local park or national park – Belair, Morialta, Hallet Cove
* a suburb undergoing transformation in some way – gentrification or new suburb (e.g. Netherby, Lightsview, St Clair, Golden Grove, Blackwood Park, Bowden, Brompton)
* a suburb with a tourism focus (eg. Glenelg, Henley Beach, Semaphore, Port Adelaide
* a wetlands site
* a coastal location (beach, sand dunes).

At each location consider the following questions:

* where is this place? Locational features, description and/or map references.
* what geographical features are at this location?
* what direct observations can you make?
* what potential hypotheses can be devised?
* what data could you collect today? How would you collect this data?
* what data could you collect over a longer period of time?
* is a survey possible? What type of survey? Could you do a questionnaire?
* what photographs could you take that could be used in a potential field study?
* who could you contact for more information? Are interviews possible?

At one urban location conduct a liveability study using a liveability survey and collecting further data including:

* observations and recordings
* photographs
* annotated sketches
* counts such as traffic or litter counts
* surveys such as environmental quality index or questionnaires.

**Assessment Conditions**

* Create a multimodal presentation to demonstrate your understanding of fieldwork techniques.
* The presentation should include:
  + a description of the techniques used to collect data for your liveability study
  + a visual representation of the data collected, such as graphs, annotated sketches and/or photographs, maps
  + an evaluation of the usefulness of the techniques used.
* The presentation should be up to a maximum of 5 minutes or 800 words.

The specific features being assessed are:

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

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

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| **Suburb Liveability Survey** |

The 25 items below will help you make a judgement about the liveability of a suburb. You may need to complete some additional research on some elements like people balance before you complete all aspects. It may depend on how well you know this or your suburb.

**Name of suburb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Rating** | **5** | **4** | **3** | **2** | **1** | **0** |  |
|  | **Features to consider** | | | | | | | |
|  | Tidy |  |  |  |  |  |  | Messy |
|  | Attractive |  |  |  |  |  |  | Unattractive |
|  | Well developed |  |  |  |  |  |  | Undeveloped |
|  | Well formed |  |  |  |  |  |  | Not formed |
|  | Quiet |  |  |  |  |  |  | Noisy |
|  | Street trees |  |  |  |  |  |  | No street trees |
|  | Large blocks |  |  |  |  |  |  | Small blocks |
|  | Safe for people |  |  |  |  |  |  | Unsafe |
|  | Well established |  |  |  |  |  |  | Not established |
|  | Well maintained |  |  |  |  |  |  | Poorly maintained |
|  | Low density housing |  |  |  |  |  |  | High density housing |
|  | Manicured gardens |  |  |  |  |  |  | Not manicured |
|  | Footpaths |  |  |  |  |  |  | No footpaths |
| CBD access | Short time |  |  |  |  |  |  | Long time |
|  | Low crime rate |  |  |  |  |  |  | High crime rate |
|  | Schools close by |  |  |  |  |  |  | Schools distant |
|  | Nice to live in |  |  |  |  |  |  | Not nice to live in |
|  | Prosperous |  |  |  |  |  |  | Poor |
|  | People mix balance |  |  |  |  |  |  | Lack of balance |
|  | Affordable |  |  |  |  |  |  | Not affordable |
|  | Open space |  |  |  |  |  |  | Lack of open space |
|  | Adequate facilities |  |  |  |  |  |  | Few facilities |
|  | Many trees |  |  |  |  |  |  | Few trees |
|  | Underground services |  |  |  |  |  |  | Above ground services |
| Total score | *Maximum Rating* | **125** | | | | | |  |

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| --- | --- | --- | --- |
| - | Knowledge and Understanding | Analysis and Evaluation | Application |
| A | Comprehensive knowledge and understanding of geographical concepts.  Comprehensive knowledge and understanding of environmental, social, and economic change. | Insightful analysis of the complex interactions between, and interdependence of, people and environmental, social, and/or economic factors.  Comprehensive analysis and evaluation of information to determine possible outcomes, make justifiable and ethical recommendations, and/or form conclusions, and/or solve problems. | Purposeful and sophisticated application and/or evaluation of a variety of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine complex geographical issues.  Clear and coherent communication of relevant geographical information and findings, 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 environmental, social, and economic change. | Thoughtful analysis of the complex interactions between, and interdependence of, people and environmental, social, and/or economic factors.  Detailed and well-considered analysis and evaluation of information to determine possible outcomes, make justifiable and ethical recommendations, and/or form conclusions, and/or solve problems. | Well-considered application and/or evaluation of different geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.  Clear communication of relevant geographical information and findings, using appropriate subject-specific terminology and visual representations. |
| C | Considered knowledge and informed understanding of geographical concepts.  Considered knowledge and informed understanding of environmental, social, and economic change. | Considered analysis of aspects of the complex interactions between, and interdependence of, people and environmental, social, and/or economic factors.  Considered analysis and some evaluation of information to determine possible outcomes, make recommendations with some ethical considerations, and/or form conclusions, and/or attempt to solve problems. | Competent application and/or evaluation of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.  Competent communication of generally relevant geographical information and findings, 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 environmental, social, and/or economic change. | Superficial consideration of an aspect or aspects of the basic interactions between, and interdependence of, people and the environmental, social, or economic factors.  Superficial consideration of information to describe possible outcomes and recommendations. | Some basic application and/or evaluation of some geographical and fieldwork skills, which may include the use of spatial technologies.  Basic communication of some geographical information and findings, using occasional subject-specific terminology and visual representations. |
| E | Identification of one or more geographical concepts.  Emerging awareness of aspects of environmental, social, and/or economic change. | Limited recognition and description of the basic interactions between people and the environment.  Description of information linked to a possible outcome or recommendation. | Limited application and/or evaluation of geographical and fieldwork skills.  Attempted communication of geographical information and findings, with limited use of subject-specific terminology or visual representations. |