STUARTHOLME SCHOOL

Name: _____Teacher_____

YEAR 10 GEOGRAPHY

Parks project

SEMESTER 1, 2010.

ASSESSMENT INSTRUMENT N0: 1 **Annotated Visual Display and research journal**

DATE: **March 2010**

ASSESSMENT CRITERIA

The criteria sheet at the back of this document will be used to assess your responses.

COMMON CURRICULUM ELEMENTS ASSESSED BY THESE INSTRUMENTS INCLUDE:

COMPREHEND &COLLECT	**STRUCTURE & SEQUENCE**	**ANALYSE , ASSESS AND CONCLUDE**	**CREATE & PRESENT**	**APPLY PROCEDURES**
5. Interpreting the meaning of pictures and illustrations **6. Interpreting the meaning of tables or diagrams or maps or graphs** **7. translating from one form to another** **13. Recording/noting data** **52. Searching & locating items/information**	**30. Classifying** **31. Interrelating ideas/ themes/ issues** **38. generalising from information** **49. Perceiving patterns**	**33. Reaching a conclusion which is consistent with a given set of assumptions** **35. Extrapolating** **43. Analysing** **44. Synthesising** **45. Judging/evaluating** **48. Justifying**	**9. Using correct spelling, punctuation, grammar** **10. Using vocabulary appropriate to a context** **26. Explaining to others** **46. Creating, composing, devising**	**37. Applying a progression of steps to achieve the required answer**

Year10 Geography

Parks project: Annotated Visual Display

URBAN PARK DESIGN

CONCEPT PLAN

Task

You have been invited by your local city/shire council to submit an entry for the following competition regarding the hypothetical redevelopment of your local park.

NOTICE

Fair City Council intends to redevelop **The Park** near Your Street into parkland which would be more suited to the needs and profile of the community.

To generate ideas and concept plans the Council is inviting qualified persons or companies to enter a competition in which they produce a **Concept Plan** for **The Park**.

Entries should be in the form of an **electronic annotated visual display** and should include:

1. An analysis of both the current state of The Park and local community.
2. An overall concept plan for The Park. This should include suitable cartographic and graphic devices and text.
3. Detailed studies of one specific area showing a plan for redevelopment again including graphic devices and text.

A mystery prize will be awarded the winning entry.

Entries close Wednesday 24 March 2010.

YEAR 10 GEOGRAPHY

TERM 1: **looking local:**

People and parks

RATIONALE AND AIMS:

This unit is seen as an introduction to Geography through urban planning. It incorporates the use of information technologies, the development of fieldwork skills and further development of skills in visual presentation. The Geographic Inquiry model provides the framework for student investigation into a specific community and the redevelopment of a local park or open space.

OBJECTIVES:

At the conclusion of this unit, students should be able to:

- Recall and understand the geographical facts, concepts, and key ideas of the unit; demonstrating this understanding in a short diagnostic test.
- Understand the key questions of Geographic Inquiry.
- Examine patterns and describe factors affecting them in their local community.
- Apply geographic conventions when presenting data.
- Observe the location, distribution and patterns of parkland characteristics.
- Apply relevant geographical concepts in analysing their site and its present and future use.
- Analyse and explain how design elements of their park reflect the community profile.
- Enhance research skills by undertaking staged Inquiry
- Develop and enhance ICT skills
- Use and interpret maps, graphs, photographs, field data, GIS and statistics to conduct a geographic inquiry into their local area.
- Select, organise and analyse relevant geographical information from a variety of sources.
- Synthesise a wide range of ideas and information to reach decisions about the redevelopment of their park.
- Examine and evaluate alternative design elements and arrive at a decision that reflects the environmental and social constraints of the area.
- To develop the student's awareness of planning issues at the local level.
- Communicate geographical information, ideas, and issues using appropriate graphic, cartographic and written forms (paragraphs).

SCALES OF STUDY:

This unit is studied at a local scale

ASSESSMENT:

This unit will be assessed in the form of

(a) An electronic research journal documenting the research process due 24 March (Criterion 4)

(b) An annotated visual display of your **Concept Plan** due 24 March. (Criteria 2, 3, 4)

Time Line

Sub Topic	Time (week)	Complete the following for the assignment	Social Science Research Organiser references	Tick as you complete
Introduction to primary data collection inc field skills. The nature of the community. The nature and importance of urban parkland	2-3	Task Analysis Diary starts Planning of field work Reference list starts	1.1 2.4	
The nature of the community profile. ABS Census Data, Our Brisbane.com BRISbites etc Parks in the local area	4, 5	Brain storming Information gathering- survey, data analysis etc	3.1 3.2 4.1 or4.2/4.3 or 4.4	
The Urban Park Design and visual display (class time)	6	Information gathering planning using the Inquiry Method	aa	
The Urban Park Design and visual display (class time	7	Design and analysis PMI for each design proposal for Key Q. 4	aa	
Creating and presenting	7,8	Draw up Concept Plan with annotations and evidence.	aa	
Submitting	9	Submit with journal and a smile		

Process

At the start you are required to complete a number of actions.
These are listed over the page.

STEP ONE

The proposal

Firstly, you must set your own focus questions. This will be done by establishing a number of **inquiry** questions – questions you hope to answer through your research of primary and secondary data. Time will be devoted in class to this process stressing the importance of a surveys and the need to identify open-ended as well as closed questions.

GUIDELINES FOR STEP ONE ON THE FOLLOWING PAGES

STEP TWO

The research- including primary data collection

Secondly, you need to set out how you intend to find the information needed to answer your inquiry questions - the primary data collection methods/ types of field work and secondary research strategies you will use. Research organisers can be downloaded for this purpose.

GUIDELINES FOR STEP TWO ON THE FOLLOWING PAGES

STEP THREE

The presentation: the concept plan

Finally, before starting your concept plan and visual display you need to establish how you will present what you have learned about your inquiry questions. That is you must determine what maps, diagrams, graphs, statistics, quotes, photographs etc you are going to 'produce" in your concept plan

GUIDELINES FOR STEP THREE ON FOLLOWING PAGES

The product

Your project will be assessed on:
A portfolio (collection) of items you complete. This portfolio must include

- A research journal
- A bibliography of sources in the journal.
- The concept plan produced electronically and printed on a number of sheets (at least 5 x A3 size paper for overall design)

***All due on 24 March *** (Criterion 2, 3, 4)

The **research journal** should include a 'lesson-by-lesson' and 'at home' log of your activities, all information gathered during your inquiry, organisers completed and drafts of the concept plan. These items help determine how effectively you have planned, organised and conducted your inquiry. Your teacher will guide you in this process. Secondary sources should be less important than primary sources. They will be more useful only in the Focus Area study.

Assessment

The criteria sheet attached to this task will be used to assess your project.
Remember the items you include in the portfolio are all required as they demonstrate your mastery of the **criteria** below.

- accurately gather and record information from the field and the Australian Bureau of Statistics
- break the information into parts, identifying and explaining the elements in a pattern or the steps in a process
- understanding the meaning of this information by transforming, interpreting and extrapolating*(extrapolate means to infer (an unknown) from something that is known / to guess or think about what might happen from information that is already known)*
- effectively synthesise this information (from a range of mostly primary and some secondary sources and settings (*settings include maps, spatial technologies(GIS, vertical aerial photographs, satellite images)*) to produce useful designs and text
- decide on designs for improvements to match the needs of the park and profile of your community.
- justify your design decisions using evidence from your inquiry
- clearly communicate the results of your inquiry in your concept plan according to genre requirements.
- document your inquiry process/research accurately and construct an accurate bibliography.
- plan and organise a program of inquiry based on primary data, including designing surveys etc maintaining a journal, etc
- follow geographic and referencing conventions in the presentation of your data.

Some ideas to help you get started

GUIDELINES FOR STEP ONE

Developing inquiry questions

Without a focus for your inquiry you will waste time and have trouble completing the required tasks. Your inquiry must include a list of questions to guide your inquiry. The Inquiry Method is outlined on the next page.

Try to make your questions probing and include both closed and open-ended questions i.e. questions which have a definite answer (these are called closed questions e.g., What features are found in the park?), as well as questions which may have more than one answer (referred to as open-ended questions such as, How can we design this section of the park to meet the needs of 5-8 year olds)

The question matrix on the next page is a useful visual prompt you can use to develop creative, probing questions. In the matrix there are 36 question starters. You can use these to create or 'think up' questions about your chosen topic. Use these in developing your survey questions also.

KEY QUESTIONS	SAMPLES OF PRIMARY DATA COLLECTION and RESEARCH ACTIVITIES
WHAT IS THE NATURE OF THE COMMUNITY THE PARK SERVES? **WHAT** ARE THE MAIN FEATURES OF THE PARK? **WHERE** IS THE PARK? –site and situation	Maps, diagrams, sketches observations internet research Look at data from maps, tables etc from the ABS
HOW AND WHY IS IT LIKE THIS? For example: WHY IS THIS SUBURB ATTRACTIVE TO THESE PEOPLE? WHO USES THE PARK? WHAT DO THEY USE IT FOR? HOW DID THIS AREA COME TO BE A PARKLAND?	Observations, surveys, interviews, secondary research etc
WHAT ARE THE CONSEQUENCES? for example: ARE THERE ENOUGH OPEN SPACES IN THE AREA? WHAT CHANGES NEED TO BE MADE DUE TO CHANGING POPULATION FIGURES?	Survey residents or park visitors Table your data What are the strengths and weaknesses of the park?
WHAT IS BEING DONE AND COULD BE DONE?	Find out if anything is planned for your park, develop a new plan to be implemented to meet the needs of the local community, diamond rank possible alternative responses.

The Question Matrix
(based on Weiderhold, 1991)

	EVENT	SITUATION	CHOICE	PERSON	REASON	MEANS
PRESENT	What is it?	Where/When is ?	Which is?	Who is?	Why is?	How is?
PAST	What did?	Where/when did?	Which did?	Who did?	Why did?	How did?
POSSIBILITY	What can?	Where/When can?	Which can?	Who can?	Why can?	How can?
PROBABILITY	What would?	Where/When would?	Which would?	Who would?	Why would?	How would?
PREDICTION	What will?	Where/when will?	Which will?	Who will?	Why will?	How will?
IMAGINATION	What might?	Where/when might?	Which might?	Who might?	Why might?	How might?

A short list of questions is useful to start with, however after doing some initial research and learning a little about your park you should assess the initial questions you developed. You may need to change the questions or add further questions to your list. These changes should be evident in your journal.

GUIDELINES FOR STEP TWO

Locating Information and developing your concept plan

You need to indicate in your proposal how you will find the information you require to answer your inquiry questions. You must include primary data as well as a little secondary research. Remember to return the permission slip from the letter to0 your parents detailing this aspect of your research. There are number of data collection techniques you can use such as:

Primary data collection:

- Field sketch
- Field notes
- Transect
- Sketch map
- Field measurements
- Photographs
- Statistics- collection and analysis
- Interview
- Questionnaire/survey
- Observation

An interactive PowerPoint has been set up for you detailing these skills.

Secondary data collection:

- **Courses** within Masterfile and the specific e-Binder for this term.

To develop your plan you will need to:

- Visit the site and record what currently exists in the area. This would be included in your research journal
- Determine current usage and identify problems
- Determine the needs and desires of the community currently using the park
- Develop options of the area by, amongst other things, visiting other parks in the Brisbane area

GUIDELINES FOR STEP THREE

Demonstrating and sharing your knowledge

Your Concept Plan must include **headings, data, visuals and text (justifying your decisions)** for you to share the knowledge you have gained during your inquiry. It needs to **produced electronically and printed onto at least five (5) A3 sheets of paper**. Samples may be viewed in the classroom.
A **bibliography** must be presented with your portfolio.
Referencing and geographic conventions must be applied where appropriate.

Glossary of terms
Assignment

Annotated Visual Display- AVD-a method of presenting or displaying information (often in poster format) using visual methods such as diagrams, photos, graphs and maps that are annotated to provide additional supporting information. *This is the genre of this particular assignment.*
Cartographic devices- to do with maps
Community Profile- refers to a collection of demographic information, drawn primarily from the Census of Population and Housing, Australian Bureau of Statistics (ABS). Information is collected from Statistical Local Areas (SLAs). These largely coincide with a single suburb, although they sometimes contain more than one.
Concept plan- is a plan devised by town planners, illustrating the assessment and possible suitable development, of a site. It is the initial drawing of how the spaces in an area./landscape/ building will appear. It is based on consultation to date, a detailed land use analysis and of the land uses proposed for the site, and the Council requirements/ zoning for the area. Field investigations are undertaken as part of the development of a Concept Plan to document existing land use features/ facilities etc and assess the compatibility and sustainability of potential land uses.
Geographic conventions- B.O.L.T.S.S. border, orientation, labels/legend, title, scale, source.
Geographic information- refers to the WHAT of Geographical Inquiry. It is information about place and space. Two source types – primary and secondary- provide data about places and spaces on the earth's surface.
Geographical Inquiry- the inquiry process that is central to the study of Geography. WHAT and WHERE are the issues and patterns being studied, HOW and WHY do these issues and patterns develop? WHAT are the IMPACTS of these issues and patterns? WHAT IS BEING DONE OR WHAT COULD BE DONE to sustainably manage these impacts?
Geographical patterns- WHAT and WHERE of Geographical Inquiry; consistent characteristic form; areal distribution and spread of the physical and cultural features of a place; arrangement of repeated parts (physical and cultural), spatial distributions of features and their relationships.
Geographical processes HOW and WHY of Geographical Inquiry
Graphic devices- photographs, diagrams, charts, drawings and graphs
Primary sources are raw facts and figures that have not been processed, changed or interpreted. Examples include data from your field work including - observation, photograph, field sketch, statistics, field notes, interview, sketch, map, questionnaire; field measurements (transect, quadrats, water testing, soil testing); and statistics (e.g. from the Australian Bureau of Statistics)
Referencing conventions- select the APA in *Word 2007* Review
Secondary sources are facts and figures that have been processed and/or changed and/or interpreted into a different form from their original source. Examples of secondary sources include background reading from books, reports, and academic journals; the Internet which is the global network of computer data sources; non-print media such as television and radio programs; and print media – newspapers, magazines, advertising material -
Text- for this task refers to text boxes containing information or detailed explanation in written form
Town planner- Planners are professionals who specialise in developing strategies and design the communities in which we live, work and play. Balancing the built and natural environment, community needs, cultural significance, and economic sustainability, planners aim to improve our quality of life and create vibrant communities *(Planning Institute of Australia).*

Thinking and CCEs explained

CCE 43 **Analyse**- To dissect to ascertain and examine constituent parts and/or their relationships

CCE 26 **Explain**- to present a meaning with clarity, precision, completeness and with due regard to the order of statements in the explanation

CCE . 35 **Extrapolate**- to logically extend trends or tendencies beyond the information/data given

CCE 51 **Identify**-- to organise or select

CCE 4,5,6 **Interpret**- to bring out the meaning of

CCE 48 **Justify**- to provide sound reasons or evidence on which a response is based

CCE 44 **Synthesise**- to assemble constituent parts into a coherent, unique and/or complex entity (The term ‘entity’ includes a system, theory, communication, **plan** or set of operations)

CCE 7 **Transform**-**translate** to change markedly the appearance or form of; to change from one form, function, or state to another