Stage 1 Geography

Assessment Type 2: Fieldwork Task 2

Contemporary Issues: Local Issues

Purpose

This fieldwork task is designed to be used during an extended fieldtrip to the area, or over several visits. The task is an investigation of the relationship between the natural environment and the ways in which it is used by Indigenous and non-Indigenous people. Students use fieldwork techniques to collect data in the wetland environment of the Coorong. The data is used to investigate and compare the ways that the Coorong is used by Ngarrinjeri and non- Indigenous people, and evaluate the impact of these uses on the environment of the Coorong.

Assessment Description

Produce a written report or multimodal presentation in which you compare the environmental impacts of the ways Indigenous people and non-Indigenous people use the environment of the Coorong. Analyse and evaluate the data collected in the field to make 2 or 3 recommendations about how the land use in the area should be managed in the future.

In order to collect evidence and data to include in your report complete the following field work activities:

* carry out individual research into the Coorong wetland and the Ngarindjeri Aboriginal people prior to the visit.
* identify, and accurately map the location of evidence of Ngarindjeri and non-Indigenous land and water use in the Coorong. Use an appropriate base map, either paper or GIS, and include the location of evidence of land use such as middens, bush turkey mounds, stone fish traps, traditional ceremonial sites, four- wheel drive tracks and camping grounds. Use Google Maps to take GPS coordinates for each site, if you have access to a mobile phone.
* draw and annotate sketches, and take photographs of evidence of land use, including middens, mallee fowl mounds, stone fish traps, boat ramps, roads and tracks, camping grounds.
* work in a small group to collect the following data along a vegetation transect:
  + use ranging poles to mark the start and end points of your transect, and measure the distance
  + select sampling points along the transect, and at each sampling point, measure and record:
* percentage of vegetation cover and coverage of different plant species
* evidence of human activity – photographs of trampling, litter count, measure width and depth of 4 wheel drive tracks
* work in a small group to complete water quality analysis at sample sites along the Coorong lakes:
* measure salinity, phosphates, nitrates, pH, macroinvertebrates
* devise and conduct a questionnaire to elicit the views of local people and visitors about the impact of human activity on the Coorong (land and water).

Assessment Conditions

* Produce a written report or multimodal presentation of your findings. A written report should be no more than 1000 words and an equivalent length for a response in multimodal form.
* The report or presentation should include:
  + an appropriate title
  + a map showing the location of the sites of Indigenous and non-Indigenous land and water use
  + annotated sketches and photographs of land and water use, and the impacts of this use
  + description and evaluation of the techniques used to collect data
  + an annotated diagram of the vegetation transect
  + visual representations, including graphs, of the water quality analysis
  + analysis and evaluation of the environmental impact of people on the Coorong
  + a conclusion with recommendations.
* The specific features being assessed are:
  + **AE1: Analysis of the interactions between people and environments at a local level**
  + **AE2: Analysis and evaluation of information to determine possible outcomes and make recommendations**
  + **Ap1: Application of geographical and fieldwork skills to identify and examine geographical issues**
  + **Ap2: Communication of geographical information, using subject-specific terminology and visual representations**

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|  | **Knowledge and understanding** | **Analysis and Evaluation** | **Application** |
| **A** | Comprehensive knowledge and understanding of geographical concepts.  Comprehensive knowledge and understanding of the 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 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 the 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 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 understanding of geographical concepts.  Considered knowledge and informed understanding of the 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 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 the 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 the 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. |