

Assessment Task: Coastal environments

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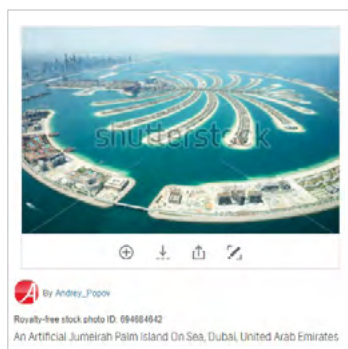
Around the world changes to coastlines occur due to natural and human environmental forces. Examples of these changes may include erosion as a result of tsunamis and severe storms, or the development of coastlands for tourism, industry, recreation and power generation.

As we experience more extreme weather patterns, communities are being forced to manage coastal environment changes more sustainably. Australians can learn from experiences and strategies being trialled in other countries.

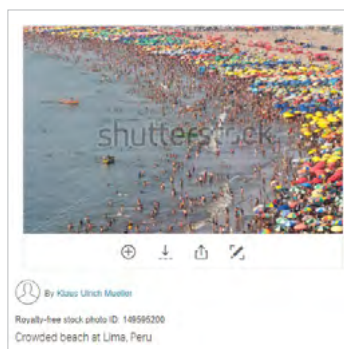
ECO-COAST is a new field study business that hopes to encourage a greater appreciation of coastal environments. They plan to deliver field trips for Australian Year 10 Geography students in countries overseas.

For example:

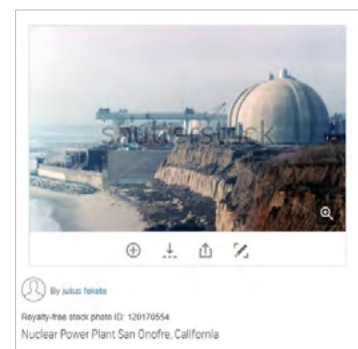
UAE – Land reclamation



PERU – Tourism



USA – Nuclear power plant



TASK OUTLINE:

Investigation Report

- Using your recent field work experience to Long-Reef / Collaroy as an example, students are required to investigate **Environmental Change and Management** in a coastal environment outside of Australia.
- Students are to present their findings in an information report format OR website using the headings provided.

Propose ONE coastal environment (in a country outside of Australia) and develop an information report (OR website) for this coastal site.

The site selected **must**:

- ✓ be located in a coastal environment.
- ✓ be located in a country outside of Australia.
- ✓ have experienced environmental change over time.
- ✓ be suitable for a one-day field trip experience to investigate coastal processes and management strategies.
- ✓ please check your choice with your teacher.

Information to include in your field trip report/ website:

The aim of **ECO-COAST** will be to offer coastal environment field trips that:

- Investigate the biophysical processes essential to the functioning of the coastal environment
- Investigate the causes, extent and consequences of the environmental change
- Investigate the management of the environmental change.

SOURCE: Geography 7–10 Syllabus

HEADINGS

a. Area Description (4 marks)

- Brief introduction to the study area.
- Location of the study site within a country outside of Australia.
- Details of how the Australian study group would travel to this study site (from Sydney).

b. Historical Land Use (4 marks)

- Prepare a timeline to highlight the major land use changes to the area.
- Consider - Indigenous occupation of the area and how the coast is viewed by the local culture.
- Include an outline of current human use.

c. Study Area (5 marks)

- Prepare **no more** than two maps to:
 - Show the extent of this coastal environment.
 - Locate and annotate the areas of focus for the proposed field trip- (BOLTSS)

d. Design a Focus Question (2 marks)

- Suggest an appropriate focus question for your field trip.
- Why have you chosen this focus question?

e. Coastal Landforms / Biophysical processes (4 marks)

- Suggest a Primary data field activity that will enable students to understand the natural processes operating.
- Provide at least one reason for your choice of activity at this beach.

f. Evidence of Coastal Environmental Change (6 marks)

- Research and prepare between 5 and 7 resources, to demonstrate that environmental change has taken place at the field study site.
- Carefully label and present each resource and suggest one way each resource could be used to demonstrate Environmental Change to Australian Geography students.
- Examples may include: media news, satellite images, video, photographs, etc
- All sources must be referenced using [Harvard style](#)

g. Coastal Management (6 marks)

- Identify between 3 and 7 stakeholders in this investigative study.
- For example: local indigenous, local residents, local council, tourists, property developers, shopkeepers etc
- Explain the perspective of each group on the management of environmental change at this site.

h. Conclusion - Sustainable Coastlines (5 marks)

- What lessons can be learnt by Australians about sustainable coastal management strategies practised in the country studied for this investigation?
- Detail specific strategies used in your study area or challenges faced that may provide useful guidance to decision makers in Australia's coastal areas.

i. Bibliography + overall presentation (4 marks)

- Use of the Harvard style bibliography
- Use of headings provided.
- All images and maps are clearly labelled and referred to in your paragraphs.
- All images and maps are correctly referenced.

**Need some ideas
to get started?**

Coastal resource materials:

BENOA BAY: (BALI)

Cassrels, D 2016, 'The businessman who aims to turn Bali into the new Palm Islands', *Financial Review*, 9 September 2016, accessed 10 June 2018, <http://www.afr.com/lifestyle/anguish-bali-tourist-development--and-the-enigmatic-tomy-winata-20160829-gr3v4r>.

Glenn, J 2017, 'Refugees in paradise: A humanitarian crisis on Bali's Serangan Island', *Coconuts Bali*, 31 January 2017, accessed 10 June 2018, <https://coconuts.co/bali/features/refugees-paradise-humanitarian-crisis-balis-serangan-island/>.

Topsfield, J 2016, '\$3 billion islands project for Bali's Benoa Bay has locals up in arms', *Sydney Morning Herald*, 29 February 2016, accessed 10 June 2018, <https://www.smh.com.au/world/3-billion-islands-project-for-balis-benoa-bay-has-locals-up-in-arms-20160228-gn5m1p.html>.

PALM ISLAND: (DUBAI)

'Dubai's coastline changing: Study' 2016, *Khaleej Times*, 7 April 2016, accessed 10 June 2018, <https://www.khaleejtimes.com/nation/general/dubais-changing-coastline>.

'Dubai's Palm Island' 2010, television program, *Megastructures*, National Geographic, 21 October 2010.

MANAGEMENT STRATEGIES: MAYA BAY (THAILAND)

Smith, O 2018, 'The idyllic cove from The Beach is closing due to overtourism', *The Telegraph*, 31 May 2018, accessed 10 June 2018, <https://www.telegraph.co.uk/travel/destinations/asia/thailand/articles/the-idyllic-cove-from-the-beach-is-closing-due-to-overtourism/>.



Maya Bay on Koh Phi Phi Le, an island of the Phi Phi archipelago, in the Krabi province of Thailand



NORTHOLM
GRAMMAR SCHOOL

Assessment Task Notification

Environmental Change and Management Investigation and Report

Due: Week 10 | Friday 6 April

Total: 40 marks (marking guidelines are outlined below)

Weighting: 25%

Length: Maximum length 1,500 words (excluding bibliography, headings, subheadings, and diagrams). You must be no more than 10% over this length to avoid a penalty.

Overview:

- Students are required to investigate Environmental Change and Management in a coastal environment outside of Australia.
- Students are to present their findings in a report format OR website using the scaffold provided.
- Students will be allocated a limited amount of class time to work on this take-home task, as directed by the teacher.
- Students need to upload their report (size 12 Arial or Calibri font) or Website Link to CANVAS by the due date and time, to avoid penalty.

Outcomes:

On completion of the task, students will have developed understanding and skills related to:

GE5-2: *explains processes and influences that form and transform places and environments*

GE5-3: *analyses the effect of interactions and connections between people, places and environments*

GE5-4: *accounts for perspectives of people and organisations on a range of geographical issues*

GE5-5: *assesses management strategies for places and environments for their sustainability*

GE5-7: *acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry*

GE5-8: *communicates geographical information to a range of audiences using a variety of strategies*

(SOURCE: Geography 7–10 Syllabus)



Year 10 Geography – Assessment Task 1 Marking Guidelines

a. Area Description

- Informative and well researched introduction to the study area and outline of human forces (operating in a coastal environment located outside Australia) provided.	3–4	
- Details provided of the study area location, in relation to Sydney.		
- Introduction and /or outline of human forces operating is provided.	1–2	
- Some evidence of research about the study site and travel to the chosen country.		

Comments:

b. Historical Land Use

- An informative and well researched summary of major land use changes in the selected coastal environment.	3–4	
- A well-researched reference to coastal use by the local indigenous cultures and/ or community.		
- Land use changes over time are clearly presented in a time-line format.		
- A summary of major land use changes and/ or how the coast is perceived.	1–2	
- Attempt made to order the major changes over time.		

Comments:

c. Study Area

- Introduction to the Study area and the extent of the coastal environment using no more than 2 clearly annotated maps.	5	
- The coastal fieldtrip focus area is clearly indicated using BOLTSS and clear labels.		
- The extent of the coastal environment is clearly indicated in less than/ more than 2 maps	3–4	
- The coastal fieldtrip focus area is clearly indicated using BOLTSS		
- The coastal environment is partially indicated using maps and/ or the coastal field work site is indicated	1–2	

Comments:

d. Design a Focus Question

- The suggested focus question is clearly communicated, appropriate for the selected study site and justified.	2	
- The suggested question requires greater detail and / or not appropriate for the selected study site.	1	

Comments:

Marking Guidelines

e. Coastal Landforms / Biophysical Processes		
<ul style="list-style-type: none">- A well designed primary data field activity designed to enable students to deeply understand the natural processes operating at the selected site.- A clear justification for this activity is presented.	3–4	
<ul style="list-style-type: none">- A primary data field activity designed to enable students to understand the natural processes operating at the selected site and a justification for this activity is presented. <p>OR- a general reference to the coastal processes that may operate at the beach.</p>	1–2	
Comments:		
f. Environmental Change		
<ul style="list-style-type: none">- Clearly communicated and high quality evidence of environmental change at the selected field study site AND the intended use of the resources is clearly presented.- Two or more source types (e.g. personal images, media news, satellite images, video, photographs etc) used effectively to demonstrate environmental change in a selected coastal environment.- Between 5 and 7 resources demonstrating environmental change at the selected site clearly introduced, and referenced correctly using Harvard Style referencing.	5–6	
<ul style="list-style-type: none">- Evidence of environmental change at the selected field study site presented- Use of only one source type- Less than 5 or more than 7 resources used- A reasonable attempt made to reference the sources using Harvard Style referencing	3–4	
<ul style="list-style-type: none">- A number of sources used to in an attempt to demonstrate evidence of environmental change.- Harvard style referencing may be included.	1–2	
Comments:		
g. Coastal Environment Management		
<ul style="list-style-type: none">- The coastal management perspectives of between 3 and 7 stakeholders clearly communicated- Presentation of stakeholder perspectives appropriate to the site selected	5–6	
<ul style="list-style-type: none">- The perspectives of between 3 and 7 stakeholders communicated- Presentation of stakeholder perspectives may be appropriate to the site selected	3–4	
<ul style="list-style-type: none">- Less than 3 or more than 7 perspectives presented and/ or- Presentation of stakeholder perspectives with reference to the site selected	1–2	
Comments:		

Marking Guidelines

h. Conclusion – Sustainable Coastlines		
<ul style="list-style-type: none"> - Clear evidence of research about management strategies practised in the country studied for the investigation. - Clear communication of lessons to be learnt by Australians about one sustainable coastal management strategy. 	5	
<ul style="list-style-type: none"> - Evidence of research about management strategies practised in the country studied for the investigation. - Lessons to be learnt by Australians about one sustainable coastal management strategy may be presented. 	3–4	
<ul style="list-style-type: none"> - Management strategies practised in the country studied for the investigation outlined and/ or limited evidence of lessons learnt about sustainable coastal management strategies presented. 	1–2	
Comments:		
i. Bibliography + Overall presentation		
<ul style="list-style-type: none"> - Presents a logical response using suggested report structure. - All images and maps are labelled and referred to in the text. - Each section is consistent with others; includes a bibliography; appropriate length - Correct use of Harvard style bibliography to acknowledge information sources - Evidence of a creative and thorough approach to this task. 	3–4	
<ul style="list-style-type: none"> - Presents a logical response mostly using report format and some geographical terminology. - Reasonable attempt made to prepare a Harvard style bibliography 	1–2	
Comments:		



Waikiki Beach, Hawaii, USA. Photo: L. Chaffer