



The Geography Teachers' Association of NSW & ACT

2018 ARTHUR PHILLIP



FIELDWORK COMPETITION

AWARDS CEREMONY

ANZ Stadium, Sydney Olympic Park

GTA NSW & ACT Conference – Tuesday 2 April 2019

2018 ARTHUR PHILLIP FIELDWORK COMPETITION

The Geography Teachers' Association of NSW & ACT – Awards Ceremony

The Geographical Fieldwork and Research Award – Stage 4 Category

First Place

Matea Miletic and Alanna Nahas

Year 8, Good Samaritan Catholic College

Teacher: Raquel Russo

The residential uses of water

Synopsis: This web-based project investigates the residential use of water in the suburbs of Middleton Grange and West Hoxton. These included personal uses, kitchen use, outdoor use and recreational uses. Data compared to the amount of water released to the postcode 2171 by Sydney Water. Finally, conclusion drawn in relation to the dominant use of water in the area, and the amount of water used on a particular day that the project was undertaken. The students used geospatial technologies to locate the areas and use the maps as part of the visual representation of the findings. The data analysis demonstrates a high standard of research and knowledge about the chosen sites and included reference to a variety of issues that challenge sustainable use of water.

Second Place

Amelia Moran

Year 7, SCEGGS Darlinghurst

Teacher: Katie Treacy

Liveability of Clovelly

Synopsis: In this report, Amelia conducted primary research and used geospatial technology to complete the task. She has investigated by using a survey of local residents then very creatively offered suggestions on how to improve the liveability of the suburb based on her survey findings. The final report is geographically detailed and succinct. There is clear evidence of both primary and secondary research to evaluate the findings. Excellent use of geographic tools to express the liveability of Clovelly. Skilfully constructed graphs and the representation of data.

Third Place

Leyla Ozen

Year 7, SCEGGS Darlinghurst

Teacher: Katie Treacy

Liveability of Hunters Hill

Synopsis: Leyla has effectively used geospatial technologies, as well as primary and secondary research to investigate the liveability of Hunters Hill. She incorporates graphs and a wide variety of images to demonstrate a clear understanding of the topic. The

report supports and draws upon her investigation and included survey findings, interview transcript and graphical representation of data to highlight her research. Strongly concluded and evidenced.

Equal Fourth Place

Henry Good

Year 8, Wollondilly Anglican College

Teacher: Trudy Miller

The liveability of Mittagong

Synopsis: Henry has utilised geospatial technology, primary research in the form of surveys and secondary sources to investigate the liveability of Mittagong. The report showed a strong understanding of issues surrounding liveability and the criteria on which we consider how liveable places are. The justification and liveability rating were well constructed and supported. Impressive use of small and large- scale maps.

Jessica Millin

Year 7, SCEGGS Darlinghurst

Teacher: Katie Treacy

Investigating the liveability of Northbridge

Synopsis: Jessica's report on the liveability of Northbridge shows detail and geographic information that she gathered during fieldwork. She was able to use surveys to inform her opinions about liveability. Jessica skilfully created graphs that represented the finds of her survey. Well annotated photographs that highlight the criteria of liveability.

The Geographical Fieldwork and Research Award – Stage 5 Category

First Place

Dorina Wu

Year 10, Tara Anglican School for Girls

Teacher: Rebecca Wood

Impact of housing and recreational areas on the pH of soil compared to natural forest areas

Synopsis: Dorina has written an excellent geographic report that clearly describes the impacts of houses on the soil in Cumberland State forest. Soil testing was a highlight of the report and the results showed a deep understanding of the impacts of the proximity of housing. The digital photographs enhanced the report as they provided a visual representation of the site and the relationships with the findings. Suggestions for solutions show a practical response to the issue. Detailed maps and annotated photographs used to show the extent of the impacts of housing.

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Second Place

Isabella Grigson

Year 10, Tara Anglican School for Girls

Teacher: Melissa Losco

Cumberland State Forest

Synopsis: This extensive geographic report demonstrates strong knowledge and understanding about the Cumberland State Forest and the human impacts. Clearly applies a variety of primary research methods and is carefully planned and detailed.

Highlights of the report include the surveys using a large sample, photos and fieldwork to investigate the nature of the impacts in the forest region. Secondary sources used to supplement primary research. The research findings presented in an engaging and sophisticated way. The report also proposes effective solutions to the environmental issues.

The Geographical Fieldwork and Research Award – Stage 6 Category

First Place

Dimitri Efstalhiadis

Year 12, Canberra Grammar School

Teacher: James Cameron

An investigation of the Thredbo River

Synopsis: An outstanding geographical IBDP report based on theoretical and practical research. James investigated how the change in altitude downstream of the Thredbo River influenced velocity, discharge and wetted perimeter. The use of the Bradshaw Model to explain the expected physical and fluvial changes was the basis for his findings. Transects described the changes in altitude and Google Earth was used to measure distances to increase accuracy. Scatter graphs showed the correlation of his data and provided an instant visual representation. Conclusion strongly supported the use of the Bradshaw model.

The Dr Don Biddle Places and Environments Study Award

First Place

Lilly Dougherty

Year 10, Hunter School of Performing Arts

Teacher: Roslyn Murton

The impacts of the Newcastle light rail construction

Synopsis: Excellent research project that uses four different primary methodologies including, interviews, questionnaires, digital photographs, and a focus group

to inform her knowledge about the aims and hypothesis. Clearly set out and detailed geographic findings that show environmental, economic and social impacts of the changes due to the light rail construction. The visual representation of data in graphs was both accurate and reliable based on the primary research conducted. A key highlight was the community forums where Lilly discussed questions that enabled her to see a variety of perspectives about the competing needs of construction in response to population growth.

Second Place

Moana Faasisila

Year 10, Hunter School of Performing Arts

Teacher: Ben Carle

Newcastle Buses – Driving Change

Synopsis: Moana has very diligently used her own experience as a student that relies upon public transport to inform her work. She also conducted interviews with other people to see how the 2018 changes to the public buses affected them. The majority finding that it increased their journey. She asked questions about the new bus routes and the inconvenience the privatisation of buses has had. Her focus questions explored how access to buses changed has, what were public perceptions, why privatisation was important and what are the opinions of bus personnel.

Her impressive self-evaluation highlights the importance of a voice when issues affect people and the gratitude in having the opportunity to explore this topic as part of her studies in Geography.

Third Place

Ella Hall-Ainscough

Year 10, Hunter School of Performing Arts

Teacher: Ben Carle

Rejuvenating Off-Leash Dog Parks in Newcastle

Synopsis: Ella geographical research project explored the issues surrounding unsafe dog parks in Newcastle. She cleverly compared three dog parks in the analysis using both primary and secondary research. Excellent use of large and small-scale maps and strong reliable methodology to collect data. The detailed photographs that she took supported her findings and evidenced her concerns. Ella highlighted the difficulty in conducting surveys as a form of data collection and the impact of bias. Great video link that showed her research findings. Variety of recommendations and annotated bibliography.

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The Brock Rowe Senior Geography Fieldwork Award

First Place

Nicholas Wilson

Year 11, Merewether High School

Teacher: Rachael Tonks

Green Space and Tree Removal in Cooks Hill and Newcastle

Synopsis A highly sophisticated SGP, which was clearly set out with focus on the aims and methodology to collect the data, needed to complete the research. Thorough in its use of primary and secondary data to explore and analyse the research topic in a logical and linear manner. A clearly exemplary SGP that used spatial technology including maps and satellite photographs to show the extent of the removal of trees. Photographs proved very valuable, as he was able see the changeover time. Nicholas wrote about the importance and benefits of urban forests and the tangible benefits including the reduction in temperature. Public opinion clearly divided as shown in the survey results compiled between the aesthetes of the trees and the impacts on surrounding public amenities.

Second Place

Joselyn Singh

Year 11, Tara Anglican School for Girls

Teacher: Heather Liney

Biodiversity of marine organisms Maria Island Tasmania

Synopsis: As part of the University Connections Program [Institute of Marine Antarctic Science] Joselyn was one of 15 fortunate interstate students chosen to attend, the unique environment on Maria Island, clearly this inspired her SGP. Her aim was to assess whether the Marine Reserve within Maria Island National Park influences biodiversity. Her objectives included an investigation of the biodiversity of temperate zooplankton communities within two sites of the Maria Island Marine Reserve. The methods to collect her data included snorkeling sampling transect ally underwater and visual underwater fish census. Joselyn's evaluation of her SGP demonstrates that she fully immersed herself in her study and through her experience was able to gather scientific techniques that have geographic applications.

Equal Third Place

Ethan Behrens

Year 11, Warners Bay High School

Teacher: Rachel Noonan

Water Quality in Lake Macquarie

Synopsis: An investigation into the water quality in Lake Macquarie that explores the historic and current water quality. Another aim of the SGP was to determine the impact of various strategies implemented over time. Ethan used literature reviews as secondary sources and collected primary evidence including water testing. From the data that he collected he was also able to determine that visitation to the Lake had declined due to poor water quality. Graphs and data used to represent the findings.

Zoe Lindhout

Year 11, MLC School

Teacher: David Latimer

Water Quality in Rozelle

Synopsis: Zoe's Senior Geography project focused heavily on the urban water quality in Roselle and its management. She also explored the extent to which estuarine vegetation affects water quality and how to mitigate the threats then further evaluated the council responses in protecting the water quality. Primary methods of gathering data included water quality testing of the p H levels, nitrates, and turbidity. Local residents provided valuable information about the change overtime and provided important perspectives on the issue.

Equal Fourth Place

Tahnee Marriott

Year 11, Warners Bay High School

Teacher: Rachel Noonan

Warners Bay Development Project

Synopsis: The aims of this SGP included an investigation of the development plans for Warners Bay. Further how the development will affect local residents. Tahnee used various primary methods to collect data including an interview with local council to discover the aims of the upgrade. The use of documents such as Plans of Management from the council greatly assisted her research as they gave her an authentic source on which to base her findings. Her self-evaluation showed that she had gained geographical knowledge and improved her perspective on this matter.

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Vishaal Varma

Year 11, Canberra Grammar School

Teacher: James Cameron

Thredbo River Investigation

Synopsis: This report is part of the Fresh Water – Issues and Conflicts Option in the International Baccalaureate Geography Course. A clearly written and investigated project that uses reliable methods of investigation including the use of a flow meter at various sites to compare the velocity of the water at different heights. Vishaal was able to demonstrate why meanders form and develop over time. Use of photographs and graphs added a level of sophistication to this report.

Highly Commended

Daniel Ambler

Year 11, The Hills Grammar School

Teacher: Helen Laidler

An investigation into the socio economic and environmental implications associated with land clearing in the Hills Shire

Synopsis: Urban growth in the Hills area has grown exponentially in the last 10 years and has resulted in many issues including land clearing. Daniel was able to use statistics from the ABS to determine the population growth in the Hills Shire. From this, he then drew out the implications of land clearing for housing and infrastructure in the area. Part of the study included sustainable management of this growth in the future. An extensive appendix of secondary sources clearly informed Daniel and guided his SGP.

The Dr Susan Bliss Cross-Curricular Priority Awards

First Place

Alisha Gugnai and Jet Hall

Year 7, Tara Anglican School for Girls

Teacher: Rebecca Wood

Lake Parramatta

Cross Curricular Priority – Aboriginal and Torres Strait Islander Histories and Cultures

Synopsis: The students were able to explore the spiritual values and significance of Lake Parramatta to the local Indigenous groups. Through fieldwork the history, culture and the ongoing impact of the ATSI knowledge and understanding presented in a creative way. A key theme of the project was the importance of sustainability and the future protection of the Lake.

Second Place

Emily Prickett

Year 11, Newcastle Grammar School

Teacher: Drew Collins

Food Waste

Cross Curricular Priority – Sustainability

Synopsis: Emily investigated the disposal of food waste in range of Newcastle based companies and explored their involvement in waste management strategies such as Oz Harvest. Primary research conducted included an interview with the Oz Harvest Newcastle manager and surveys of food waste practices. Her message is clear 40% of food is disposed of before it gets to super markets due to odd appearances and imperfections so buy the "odd bunch" in supermarkets such as Woolworths and reduce food waste!

The Dr Maurine Goldston-Morris Civic and Citizenship Award

Equal First Place

Sophie Carstens

Year 7, Hunter Valley Grammar School

Teacher: Alexandria Lucas

The Value of Water

Civil Action: Creating a storybook about the use of water for young children.

Synopsis: An excellent storybook that is very engaging and age appropriate. Sophie has used a water theme to enhance and promote the safe use of water and the importance of a sustainable future. The storybook also raises awareness about the global shortage of water resources. Her book took us on a journey through various countries as well as sites and educates its readers about the importance of water.

Sarah Van Vreumingen

Year 10, Cedars Christian College

Teacher: Linda Vanderschoor

Coastal Management Report

Civil Action: Wrote a letter to Local Council highlighting coastal issues.

Synopsis: Sarah completed her report on coastal management along Coniston Beach in Wollongong. By writing a letter to the local council, she hoped that raising awareness of the coastal erosion and deposition would lead to better land management and encourage people to join in.

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The Dr Maurine Goldston-Morris Teacher Award

Rachael Tonks

Merewether High School

Rachael has inspired her students to a high level of geographical understanding through research in the field and through secondary sources. Her students have discovered about Geography through the studies of a wide variety of issues employing a variety of ICT methodologies. Rachael's students indicate that geographic literacy is a priority. Rachael is commended on the quality of her students' research and breadth of presentations of topics. She has consistently inspired her students to learn about the ever-changing world.



GTANSW & ACT would like to congratulate all the winners and also commend the students and teachers who have participated in this competition.

About the Competition

The Geography Teachers' Association of NSW & ACT organises this annual competition for students and schools to foster an enthusiasm for Geography through engagement and rewards. The emphasis of the competition is fieldwork and the gathering of primary data as part of authentic research in Geography.

In 2018, the submission of entries and the prize categories were updated to better reflect the requirements of the new Australian K–10 Geography Curriculum and the central place that inquiry holds within Geography. The award categories have been modified to reflect the Australian K–10 Geography content now used in both NSW and ACT.

Teachers are encouraged to use the competition as a form of authentic assessment for their teaching and learning programmes. The competition is open to all primary and secondary schools in NSW and ACT. Entries are welcome from both members and non-members of GTA NSW & ACT.

About the Geographers

Admiral Arthur Phillip (1738–1814) joined the Royal Navy at fifteen and worked his way up the ranks to be appointed captain of HMS Sirius in 1786. Phillip was appointed Governor of New South Wales, the first British colony on the Australian continent. He was also the founder of the city of Sydney. As an experienced sea captain he had an excellent knowledge of the geography of the world.

Dr Don Biddle OAM was the President of GTA NSW from 1963 –1970 and Fellow of the Association. He received an AM for his service to education and the field of Geography through the development of curriculum and his contribution to professional bodies.

In honour of his role in Geography over many years, the Issues in Australian Environments award carries his name. This category is an opportunity for students undertaking their junior geography project in Years 9 and 10.

Brock Rowe was a founder of GTA NSW and he became a Fellow of the association in 1982. In honour of his role in the association and his contribution to Geography over many years, the original fieldwork competition for individual senior geography projects was given his name.

Dr Susan Bliss joined GTANSW in 1961 as a student at Sydney University and became a GTANSW Councillor in 1981, giving continuous service until her retirement in 2013.

Award entries demonstrate significant achievement or development of understanding in any of the three Australian K–10 Geography Curriculum cross curricular priority areas; Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or Sustainability.

Dr Maurine Goldston-Morris OAM devoted herself to the life and achievements of Arthur Phillip, she was President of the Arthur Phillip Society.

Two awards for Civics and Citizenship and for Geography teachers honour her achievements.

2018 ARTHUR PHILLIP AWARD RECIPIENTS

