



Newcastle Grammar School

Assessment Task

Geography Year 7–20%

Place and Liveability

Investigative study through fieldwork into the liveability of a local area.

Context

During this activity students will be investigating factors influencing their perceptions of the liveability of their local area including:

- environmental factors
- social factors
- cultural factors
- economic factors
- infrastructure factors.

Criteria for assessing learning

Students will be assessed on their ability to:

- demonstrate geographical knowledge and understanding relevant to the liveability of their local area
- provide evidence of their primary and secondary sources of information i.e. bibliography and/or hyperlinks
- work to a timeline to prepare a sustained, logical and cohesive report
- communicate ideas and information using geographical terminology and concepts appropriately.



Newcastle Grammar School

Assessment Task

Hand-In Task / Cover Sheet

Year Group	Year 7
Teacher Responsible	Mr Boyd & Mr Collins
Subject	Geography
Topic	Place and Liveability
Type of Task	Hand-In via Schoolbox
Task Weighting	20%

Notification Date	Due Date
7/09/2018	21/09/2018

OUTCOMES BEING ASSESSED	
GE4-1	locates and describes the diverse features and characteristics of a range of places and environments
GE4-3	explains how interactions and connections between people, places and environments result in change
GE4-4	examines perspectives of people and organisations on a range of geographical issues
GE4-6	explains differences in human wellbeing
GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	communicates geographical information using a variety of strategies

FINAL MARK	/	%
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Assessment Task: Place and Liveability

The Task

The purpose of this assessment is for students to research, collect and analyse **the factors that determine the liveability of their chosen local area through fieldwork.**

During any geographical inquiry, geographers will ask questions, collect a range of data and information, record their findings, and represent them so they can be interpreted more easily. By following a process of geographical inquiry like this, geographers can be sure that the conclusions they reach will be accurate, useful and reliable.

Students are to present their findings by preparing a presentation using PowerPoint (maximum 10 slides) or Word document (maximum 5 pages).

Task to be submitted on Schoolbox by 8:30am on Friday 21st September 2018.

Students are to:

1. **Define** the term liveability.
2. **Map.** Identify their chosen neighbourhood/area by locating it on a map. This could be a road map or aerial photograph from a website, such as Google Maps. Decide on the limits of your local neighbourhood/area. This could be your suburb or a section of a large city (e.g. 1.5 km from where you live). Mark the limit of your local neighbourhood / area on your map and remember to include BOLTSS.
3. **Survey.** Collect data by using the [Neighbourhood Liveability Survey](#) (see attachment). You will need to be able to determine the liveability score by examining your chosen area closely. Scan in these pages - the data will be used in Step 6.
4. **Graph.** Through the use of an appropriate graphing tool, summarise your findings by averaging your scores for the five criteria. This data will be used in Step 6.
5. **Photos.** Support your findings by taking photographs of the buildings, streetscapes and the infrastructure typical of the neighbourhood, which has contributed to your determination of the neighbourhood liveability score. The images should show the extremes and average conditions of features/properties. Use the map/area identified in Step 2 to mark the location of each of your photographs.
6. **Conclusion.** Conclude your fieldwork by making a judgment about the liveability of your chosen neighbourhood/area. **Justify your judgement by analysing the data collected.** This should be a formal piece of writing (i.e. sentences and paragraphs; 15 – 20 lines).

Neighbourhood Liveability Survey

Source: Educational Services Australia and Australian Geography Teachers Association

Instructions

Think carefully about each of the factors listed below and circle the appropriate score. You may wish to discuss the factors with other members of your family to work out the appropriate score.

Liveability survey						
Criteria	Liveability Score					
	Poor/low			Good/high		
Environmental factors						
• Climate: Humidity/temperature	1	2	3	4	5	
• Quality of urban design	1	2	3	4	5	
• Architecture	1	2	3	4	5	
• Streetscapes	1	2	3	4	5	
• Parks and gardens	1	2	3	4	5	
• Maintenance of public spaces	1	2	3	4	5	
Social factors						
Law and order						
• Level of violent crime	1	2	3	4	5	
• Level of petty crime	1	2	3	4	5	
• Alcohol-related disorder	1	2	3	4	5	
• Graffiti and vandalism	1	2	3	4	5	
• Personal safety	1	2	3	4	5	
Education						
• Choice of schools	1	2	3	4	5	
• Quality public schools	1	2	3	4	5	
• Opportunities for post-school education	1	2	3	4	5	
Healthcare						
• Access to local dentists and doctors	1	2	3	4	5	
• Availability of private health care	1	2	3	4	5	
• Quality of public health care	1	2	3	4	5	
• Aged care facilities	1	2	3	4	5	

Notes

continued over ...

Neighbourhood Liveability Survey

Criteria	Score				
	Poor/low		Good/high		
Cultural factors					
• Places of worship	1	2	3	4	5
• Community recreational facilities	1	2	3	4	5
• Entertainment venues	1	2	3	4	5
• Public libraries	1	2	3	4	5
• Restaurants	1	2	3	4	5
• Licensed clubs	1	2	3	4	5
• Ethnic diversity	1	2	3	4	5
Economic factors					
• Employment opportunities	1	2	3	4	5
• Affordable housing	1	2	3	4	5
• Access to shops and department stores	1	2	3	4	5
• Service stations and mechanics	1	2	3	4	5
• Hardware outlets	1	2	3	4	5
• Personal services such as hairdressers	1	2	3	4	5
Infrastructure factors					
• Quality of road access	1	2	3	4	5
• Availability of public transport	1	2	3	4	5
• Transport interchanges and commuter parking	1	2	3	4	5
• Quality of telecommunications	1	2	3	4	5
• Infrastructure	1	2	3	4	5
• Reliability of utilities – water, electricity, sewage	1	2	3	4	5
• Cycle ways	1	2	3	4	5
• Maintenance of public schools and hospitals	1	2	3	4	5

Notes



Geography Teachers Association of NSW & ACT presents

GEOGRAPHY WEBINAR PROGRAM 2020

TERM 1

Tuesday 10 March

Differentiation in Geography

Presenters: Rex Cooke and Cassie Crompton

TERM 2

Tuesday 9 June

STEM and Geography

Presenter: Kimberley Parnis

Thursday 18 June

Primary School Geography

Presenters: Gail Braiding and Theone Ellas

TERM 3

Wednesday 12 August

Natural Disasters

Presenter: Tony Jarret

Thursday 10 September

Land Management and Sustainable Practices

Presenter: Adam Harris, SEO Taronga Zoo

Each webinar runs for an hour, commencing at 4.00pm.
Cost per webinar \$20. Further information, **online registration** and
session updates at www.gtansw.org.au