YEAR 11 Geography

Senior Geography Project

Due Date: Monday 30th of July Period 1 Week 2 Term 3

Assessment Name: Senior Geography Project

Mark: x/30

Weighting: 30%

SYLLABUS OUTCOMES TO BE ASSESSED:
P7 formulates a plan for active geographical inquiry
P8 selects, organises and analyses relevant geographical information from a variety of sources
P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10 applies mathematical ideas and techniques to analyse geographical data
P11 applies geographical understanding and methods ethically and effectively to a research project
P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

DIRECTIVES TO BE ASSESSED:
Apply: Use, utilise, employ in a particular situation
Formulate: Prepare methodically in a concise and in a systemic way

TASK DESCRIPTION:
Your task is to undertake a Senior Geography Project (SGP) by selecting and researching a geographical issue which relates to the Preliminary Geography course. You must use active inquiry methodologies from a variety of sources in your investigation. As part of this task you are required to:

1. **Formulate** a plan that asks geographical questions to investigate your issue. You must identify a research focus for the investigation. The issue should be based on a topic which interests you, is significant, relevant to geography, related to the Geography syllabus, can be completed in the time provided, is framed as a questions and hypothesis, that is legal and safe. This plan must be submitted by the 7th of May Term 2, Week 2. A SGP planning scaffold has been provided for you.

2. Select and organise relevant primary and secondary data from a variety of sources. This includes conducting your OWN fieldwork. You must also include a correctly formatted bibliography.

3. Critically review the plan and make relevant changes when necessary. This will be conducted in consultation with your teacher.

4. Write a geographical report (approx. 2000 words) in which you provide relevant geographical information about your issue. You must use maps, diagrams, tables, graphs, photographs; and audio-visual display in your report. A suggested SGP report structure has been provided for you.

5. **Apply** geographical understanding and methods ethically and effectively to your issue. An ethical responsibility scaffold has been provided for you and must be attached to your report.

Examples of previous SGP s and list of possible SGP s topics have been provided for you on the Google classroom.

ASSESSMENT CRITERIA – STUDENT CHECKLIST:
You will be assessed on your ability to:

- Write a report that follows the suggested structure.
- Address all parts of the plan and is submitted by the 7th of May.
- Use a variety of primary and secondary sources and data that includes maps, graphs, photographs and diagrams. This includes a bibliography using a variety of sources
- Complete the ethical responsibilities scaffold and attach to the report.

MARKING GUIDELINES

Check your assessment booklet for the PHS Assessment Policy
<table>
<thead>
<tr>
<th>SGP Report Guideline</th>
<th>Mark/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student <strong>applies</strong> outstanding geographical understanding and methods to ethically and effectively investigate their issue. <strong>P11</strong></td>
<td>21 - 25</td>
</tr>
<tr>
<td>- Student’s report uses an extensive range of maps, graphs and statistics, photographs and fieldwork to investigate their geographical issue. <strong>P9</strong></td>
<td>16 - 20</td>
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<tr>
<td>- Student’s report exhibits an outstanding understanding of the issue and selects, organises a range of relevant geographical information from a variety of sources. <strong>P8</strong></td>
<td>11 - 15</td>
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<tr>
<td>- Student comprehensively and effectively <strong>applies</strong> a variety of mathematical ideas and techniques to analyse geographical data <strong>P10</strong></td>
<td>6 - 9</td>
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<tr>
<td>- Student communicates geographical information and concepts in a sustained, logical and well-structured response following the suggested format. <strong>P12</strong></td>
<td>1 - 5</td>
</tr>
<tr>
<td>- Student <strong>applies</strong>, to a high level, geographical understanding and methods to ethically investigate their issue. <strong>P11</strong></td>
<td>21 - 25</td>
</tr>
<tr>
<td>- Student’s report uses a range of maps, graphs and statistics, photographs and fieldwork to investigate their geographical issue. <strong>P9</strong></td>
<td>16 - 20</td>
</tr>
<tr>
<td>- Student’s report exhibits an understanding, to a high level, of the issue and selects, organises a range of relevant geographical information from a variety of sources. <strong>P8</strong></td>
<td>11 - 15</td>
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<tr>
<td>- Students effectively <strong>applies</strong> a variety of mathematical ideas and techniques to analyse geographical data <strong>P10</strong></td>
<td>6 - 9</td>
</tr>
<tr>
<td>- Student communicates geographical information and concepts in a logical and structured response. <strong>P12</strong></td>
<td>1 - 5</td>
</tr>
<tr>
<td>- Student soundly <strong>applies</strong> geographical understanding and provides some methods to ethically investigate their issue. <strong>P11</strong></td>
<td>21 - 25</td>
</tr>
<tr>
<td>- Student’s report uses maps, graphs and statistics, photographs and fieldwork to investigate their geographical issue. <strong>P9</strong></td>
<td>16 - 20</td>
</tr>
<tr>
<td>- Student’s report exhibits a sound understanding of the issue and selects, organises a range of relevant geographical information from a variety of sources. <strong>P8</strong></td>
<td>11 - 15</td>
</tr>
<tr>
<td>- Students soundly <strong>applies</strong> a mathematical ideas and techniques to analyse geographical data <strong>P10</strong></td>
<td>6 - 9</td>
</tr>
<tr>
<td>- Student communicates geographical information in a structured response. <strong>P12</strong></td>
<td>1 - 5</td>
</tr>
<tr>
<td>- Student basically <strong>applies</strong> geographical understanding and provides some methods to ethically investigate their issue. <strong>P11</strong></td>
<td>21 - 25</td>
</tr>
<tr>
<td>- Student’s report uses some maps, graphs and statistics, photographs and conducts basic fieldwork to investigate their geographical issue. <strong>P9</strong></td>
<td>16 - 20</td>
</tr>
<tr>
<td>- Student’s report exhibits a basic understanding of the issue and selects some geographical information from a few sources. <strong>P8</strong></td>
<td>11 - 15</td>
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<tr>
<td>- Student basically <strong>applies</strong> a mathematical ideas and techniques to some geographical data <strong>P10</strong></td>
<td>6 - 9</td>
</tr>
<tr>
<td>- Student basically communicates some geographical information in a basic response. <strong>P12</strong></td>
<td>1 - 5</td>
</tr>
<tr>
<td>- Student shows limited geographical understanding and methods to ethically investigate their issue. <strong>P11</strong></td>
<td>21 - 25</td>
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<tr>
<td>- Student’s report uses limited maps, graphs, statistics, photographs or fieldwork to investigate their geographical issue. <strong>P9</strong></td>
<td>16 - 20</td>
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<tr>
<td>- Student’s report exhibits a limited understanding of the issue and has some geographical information from limited sources. <strong>P8</strong></td>
<td>11 - 15</td>
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<tr>
<td>- Student uses some mathematical ideas to process geographical data <strong>P10</strong></td>
<td>6 - 9</td>
</tr>
<tr>
<td>- Student communicates some geographical information in a limited response. <strong>P12</strong></td>
<td>1 - 5</td>
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<tr>
<td>SGP Plan Guideline</td>
<td>Mark/Grade</td>
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<tr>
<td>- Student outstandingly <strong>formulates</strong> a plan for their geographical investigation that has all aspects including aims, hypotheses, a variety of primary and secondary data <strong>P7</strong>&lt;br&gt;- Student communicates geographical information and concepts in a sustained, logical and well-structured plan following the suggested format. <strong>P12</strong></td>
<td>5</td>
</tr>
<tr>
<td>- Student <strong>formulates</strong> a plan to a high level for their geographical investigation that has most aspects including aims, hypotheses, primary and secondary data <strong>P7</strong>&lt;br&gt;- Student communicates geographical information and concepts in a logical and structured plan following the suggested format. <strong>P12</strong></td>
<td>4</td>
</tr>
<tr>
<td>- Student soundly <strong>formulates</strong> a plan for their geographical investigation that has most aspects including aims, hypotheses, primary and/or secondary data <strong>P7</strong>&lt;br&gt;- Student communicates geographical information and concepts in a logical and structured plan following the suggested format. <strong>P12</strong></td>
<td>3</td>
</tr>
<tr>
<td>- Student basically <strong>formulates</strong> a plan for their geographical investigation that has some aspects including aims, hypotheses, primary and/or secondary data <strong>P7</strong>&lt;br&gt;- Student communicates geographical information and plan. <strong>P12</strong></td>
<td>2</td>
</tr>
<tr>
<td>- Student limitedly <strong>formulates</strong> a plan for their geographical investigation that has most aspects including aims, hypotheses, primary and/or secondary data <strong>P7</strong>&lt;br&gt;- Student communicates geographical information in a plan. <strong>P12</strong></td>
<td>1</td>
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PLAN OF INVESTIGATION

Student Name: __________________________

1. State the issue of investigation for your research (it must be geographic in nature & it must be precise and narrow in its focus).

________________________________________________________________________________________________________________________________________________

2. State 2-3 aims of the research investigation (The aims are concise statements of what you are setting out to achieve)

a) __________________________

________________________________________________________________________________________________________________________________________________

b) __________________________

________________________________________________________________________________________________________________________________________________

c) __________________________

________________________________________________________________________________________________________________________________________________

3. State 2-3 hypotheses of the research investigation (The hypotheses are the expected answers to the aims of your research).

a) __________________________

________________________________________________________________________________________________________________________________________________

b) __________________________

________________________________________________________________________________________________________________________________________________

c) __________________________

________________________________________________________________________________________________________________________________________________

4. What are the primary data to be used in the research (These are the methodologies you intend to use to gather information from the field).

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5. What are the secondary data to be used in the research (These are the methodologies you intend to use to gather information from published sources).

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Check your assessment booklet for the PHS Assessment Policy
A suggested structure for your written report (approx. 2000 words) should include:

- Title page
- Table of contents including page numbers
- Problem investigated
- Reasons for selecting problem or issue
- Evidence of the issue
- Plan of investigation used (Attach a copy of your SGP plan).
- Description of investigation, with results obtained and shows in graphs and tables
- Conclusions based on results (This may include limitations of conclusions, evaluation of conclusions and process of investigation – problems experienced)
- Suggestions for follow-up research
- Appendices – fieldwork notes, rough notes, copies of questionnaires used for surveys (attach scaffold - Ethical responsibilities of conducting geographical inquiry)

**Scaffold - Ethical responsibilities of conducting a geographical investigation**

How did you respect confidentiality and anonymity?

How did you avoid use of deception or coercion with informants?

How did avoiding exposure to physical and/or emotional risks or harm?

How did you obtaining permission and avoiding trespass?

How did you minimise damage to landscapes or environmental elements?

How did acknowledging source materials and avoid plagiarism?