

NAME: _____

CLASS: _____

TEACHER: _____

Year 7 Geography Place and Liveability Assessment Task

Assessment Task 1a: Completion of this Fieldwork booklet 25%
Due First Geography lesson Week 6

Assessment Task 1b: IN CLASS ESSAY 35%
First lesson Week 8

Fieldwork Assessment Task 1A



- This booklet contains all the questions/activities you need to complete this task.
- This booklet ***must*** be submitted for marking on the due date (**1st lesson Week 6**)
- Additional information for your questions (for writing your paragraphs) can be found online on the Blue Mountains website (<https://www.bluemts.com.au/info/towns/emu-plains/>)

Fieldwork booklet: Total 25 Marks



How liveable is your suburb?

There are many factors that influence where people live. A liveable city/suburb has characteristics which can be classified into various areas. This field trip will help you to gain an understanding about urban settlements and the concept of liveability.

| | |
|----------------------|---|
| Important Terms | |
| liveability | An assessment of what a place is like to live in, using particular criteria such as environmental quality, safety, access to shops and services and cultural activities. |
| Liveability criteria | Characteristics used to assess the liveability of places or their contribution to people’s quality of life eg safety, healthcare, education, infrastructure and environment. |
| Liveability index | A measure of liveability/quality of life based on a set of criteria and used to rank places. Used primarily to rank the world’s largest cities by the quality of life they offer. |

Record specific examples of the urban functions in your neighbourhood and describe how the example relates to one of the following key geographical concepts.

Concepts: space, place, scale, interconnections, change, environment, sustainability

| Urban function | Specific examples | Key concept |
|--------------------------------|----------------------------------|---|
| | Describe six examples = 2 marks | Relates to six concepts = 2 marks |
| | Describe three examples = 1 mark | Relates to three concepts = 1 mark |
| Retail, e.g. shops | | <i>Example: This space is arranged in a specific pattern – All the shops are in the same one or two streets</i> |
| Commercial, e.g. businesses | | |
| Residential, e.g. homes | | |
| Recreational, e.g. parks | | |
| Educational, e.g. school | | |
| Special purpose, e.g. hospital | | |

Total 4 marks

Assessing Liveability

Record specific examples of the urban functions in your neighbourhood which would make it more liveable to certain groups of people in the community.

List as many different groups as you can think of and provide an example of the urban functions that are available in your suburb.

| Urban Function/facility | Groups who might use this facility |
|---|-------------------------------------|
| Six examples and relevant group =3 marks | |
| Three examples and relevant group = 2 marks | |
| Some examples = 1 mark | |
| <i>Parks with playground equipment</i> | <i>Families with young children</i> |
| | |
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| | |

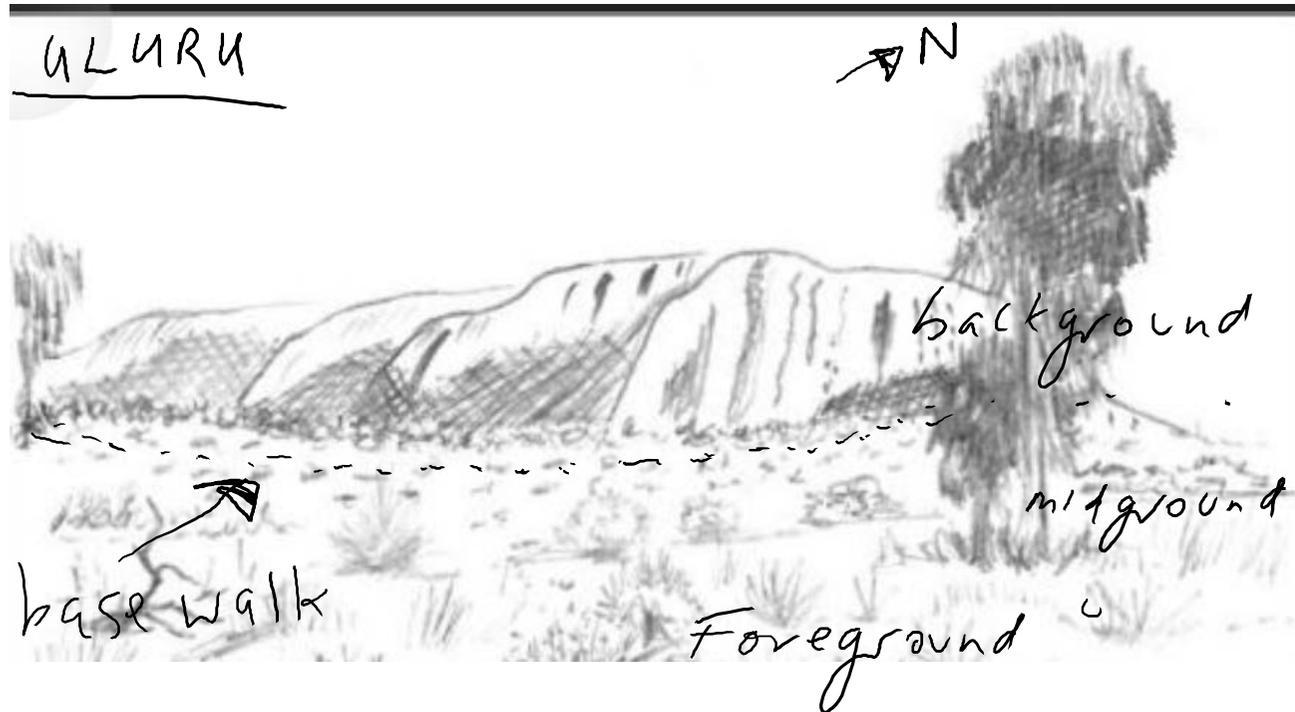
Total 3 marks

Geography Skill: Line Drawings

Construct a line drawing from a photograph of the landform that you have featured in your National Geographic Article.

A good line drawing has:

| | |
|----------------------------------|--------------------------|
| • Been completed on paper | • Been drawn in pencil |
| • A title | • Labels of key features |
| • An indicator showing direction | • Shading |



Line Drawing Procedure:

Step 1: Draw the horizon as a baseline (where the land meets the sky)

Step 2: Divide your sketch horizontally into three portions: background (most distant), middle ground and lastly foreground (the closest to you)

Step 3: Using this base you can now add details and provide shading to relevant aspects. Identify those aspects that are relevant to your study.

Step 4: Annotate (label) your sketch to draw attention to the landscape features.

Step 5: Finishing touches:
- On the border, add a direction indicator as to which way you are looking at the landscape
- Title your sketch – identify the place with as much detail as possible.

[Type here]

Assessing Liveability

Line Drawing

Line Drawing Marking Criteria

| Marking Criteria | Mark |
|---|---------|
| Includes a title | 1 marks |
| Includes foreground | 1 mark |
| Includes midground | 1 mark |
| Includes background | 1 mark |
| Includes labels | 1 mark |
| Includes an indicator showing direction | 1 mark |
| Is on blank paper | 1 mark |
| Is drawn in pencil | 1 mark |
| Has shading | 1 mark |
| Total / 10 | |

| Criteria | Score 1. Very poor 2. Poor 3. Satisfactory 4. Good 5. Very Good |
|--|--|
| Category 1. Environment <ul style="list-style-type: none"> • Temperature/humidity • Quality of urban design and architecture • Access to parks and gardens • Amenity of streetscapes Maintenance of public spaces | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| Category 2. Cultural <ul style="list-style-type: none"> • Quality of community recreational facilities • Availability of places of worship • Diversity and quality of restaurants • Availability of public libraries Range of entertainment venues | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| Category 3. Economic <ul style="list-style-type: none"> • Range of employment opportunities • Access to affordable housing • Access to consumer goods and services | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| Category 4. Infrastructure <ul style="list-style-type: none"> • Quality of road network • Quality of public transport • Quality of telecommunications infrastructure • Availability of good quality housing • Provision of utilities – water, gas, electric, sewerage • Availability of cycle ways • | 1 2 3 4 5 1 2 3 4 5 |
| Category 5. Education <ul style="list-style-type: none"> • Availability of private schools • Quality of public schools • Access to post-school educational institutions • | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| Category 5. Education <ul style="list-style-type: none"> • Availability of private schools • Quality of public schools • Access to post-school educational institutions • | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| Category 7. Law and order <ul style="list-style-type: none"> • Amount of petty crime • Amount of violent crime • Graffiti and vandalism • Sense of personal safety | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |

In Class Essay

Assessment Task 1B



What: Task 1b will be an essay.

When: During your 1st HSIE class Week 8 under examination conditions

How long: You will have 45 minutes to complete your essay.

Essay Question: Analyse the liveability of your suburb?

In the two weeks prior to this in class essay you will work on your response in an ALARM template.

You can then bring the completed template into class where you complete the essay under examination conditions.

To answer the essay question you will need to:

Analyse the **features** of your suburb that make it liveable (remember your definition).

Ask yourself, what is good about these features and what is not so good? Do the features make it more or less livable?

Consider all the different groups of people within your suburb and how their needs are met, e.g. different age groups and interest groups. Refer to the key concepts of space, scale, environment and interconnections to help you understand how people's needs are being met in the suburb.

Include **specific examples** to support your analysis, referring to both cultural and physical features.

Extension: You may also **evaluate** your suburb. (Make a judgment on how liveable your suburb is. Back up your judgement by providing data like crime statistics or surveys. You can find this information on the Australian Bureau of Statistics website)

Question

Analyse the livability of your suburb.

| Name and Define | Describe | Explain | Analyse | Evaluate |
|--|--|---|---|--|
| Name the suburb and outline its location. | Describe the suburb and how it is currently used. | | | |
| Name the features that make the suburb liveable? | Describe the different features using the key concepts of space, scale, environment and interconnections | Explain how these features contribute to the liveability of the suburb. | <p>What is good about these features and what is not so good about these features?</p> <p>Do these features make the suburb more, or less liveable?</p> | |
| Who are the people who live in the suburb? | Describe the different people's different uses of the suburb? | Explain how the different groups of people's needs are met in the suburb. | What is the result of how different groups' needs are met? | Are the strategies used to meet different people's needs working? Show evidence. |