


# Conduct Geographic Research with Guidance

A group of students are gathered on a grassy hill overlooking a coastal town and the ocean. They are engaged in a field study or research activity, looking at papers and maps. The background shows a sandy beach, a small town, and the ocean under a clear blue sky.

Achievement Standard 91244  
Internal Assessment  
5 Credits

In-depth = explaining in detail

## Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"><li>Conduct geographic research with guidance.</li></ul>	<ul style="list-style-type: none"><li>Conduct <u>in-depth</u> geographic research with guidance.</li></ul>	<ul style="list-style-type: none"><li>Conduct <u>comprehensive</u> geographic research with guidance.</li></ul>

Comprehensive = fully explaining



# Why do we do research in Geography?

To find out about our environment

To apply concepts to show your geographic understanding

To show information in a visual way

To participate in a group in a field work environment.





# Can you remember your research from 2015?



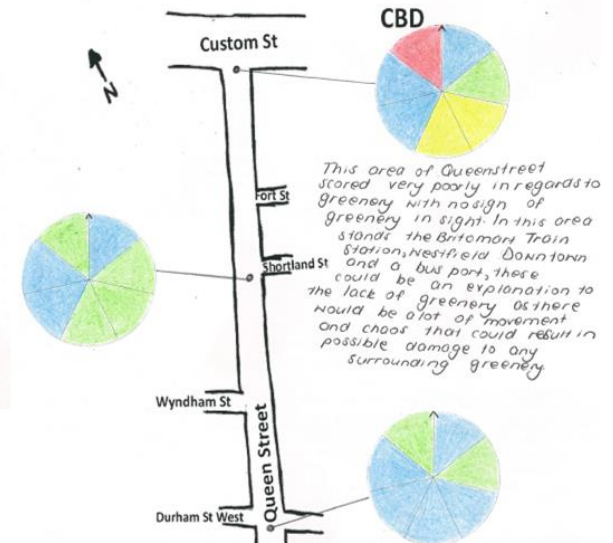
Key:

Professional Service
Public Building
Transport
Convenience store
Food
Entertainment
Residential
Department Store
Personal Service
Specialist Shop

KEY:

- very poor
- poor
- moderate
- good
- very good

ENVIRONMENTAL QUALITY OF QUEEN STREET, ZONE 1



# How does NCEA Geography Research vary?

- Year 11  
Conduct Geographic research  
with **DIRECTION**
- Year 12  
Conduct Geographic research  
with **GUIDANCE**
- Year 13  
Conduct Geographic Research  
with **CONSULTATION**







In Geography, you work in groups to plan and collect your data.

What should you be aware of when working in a group situation?

After the field trip you work individually to process, present and analyse the data.

What should you be aware of when working on individual work?



# The Research Process

- Your assessment will not be marked purely on the end result (what you found out).
- All aspects of the research process will be considered and marked.
- There are many steps that need to be taken to carry out successful Geographic Research.....

# Activity

- Put these research processes in order from beginning to end.
  - Presenting
  - Concluding
  - Collecting
  - Evaluating
  - Apply Concepts
  - Planning
  - Processing
  - Analyse findings
  - Recording

***Planning***

***Collecting & Recording***

***Processing & Presenting***

***Analyse findings & apply concepts***

***Concluding***

***Evaluating***





# 1. PLANNING

You will be given a research questions that fits around where we are going on our field trip. The question is your AIM.



# Planning how to carry out this research

In groups, plan HOW you will collect data to answer your research question.

WHAT data will  
you collect?

WHAT equipment  
will you need?

WHO will do each  
task in your group?

HOW will you  
collect the data

HOW will you present  
the data?  
(individually)

WHEN will you  
collect the  
data?



WHERE will you  
collect the data?  
(need to fit in  
around the field  
trip schedule)



# COMPULSORY

## Data

Primary data is information that you collect yourself.  
E.g. counting the amount of trees in a park.



# OPTIONAL

Secondary Data is information that someone else has previously gathered and recorded. You can use this data to support your own findings. E.g. You read in a book that there are 20 different species of trees in the park



Your research must fit within the itinerary of the field trip. Timing is essential.





## 2. COLLECTING AND RECORDING

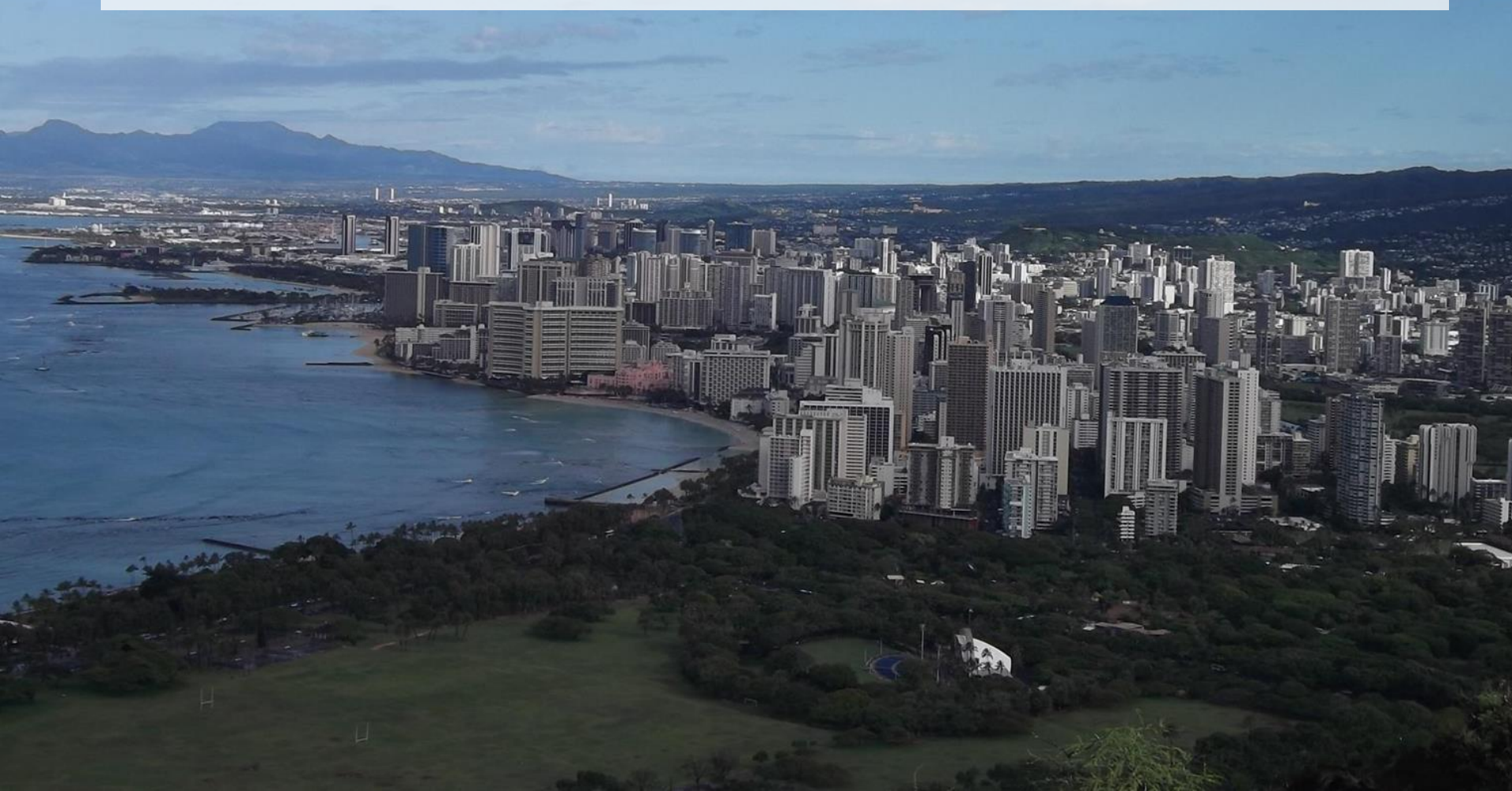
When info is initially collected & recorded this is known as RAW DATA

YOU MUST KEEP YOUR RAW DATA (NO MATTER HOW SCRAPPY IT LOOKS) – hand it in with the rest of your assignment. This is evidence that you collected the data yourself.

You will COLLECT and RECORD your data on the field trip.



It is important to work out how you will COLLECT and RECORD the data before going on the field trip. Think this through very carefully – the better planned you are, the more likely you are to have valid data.





## **A. The types of Landuse in each park**

Landuse is HOW the park is used by humans.

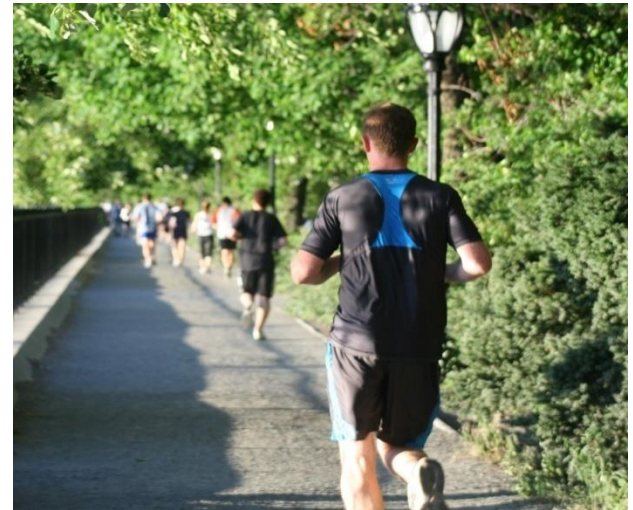
What types of landuse of a park can you think of?





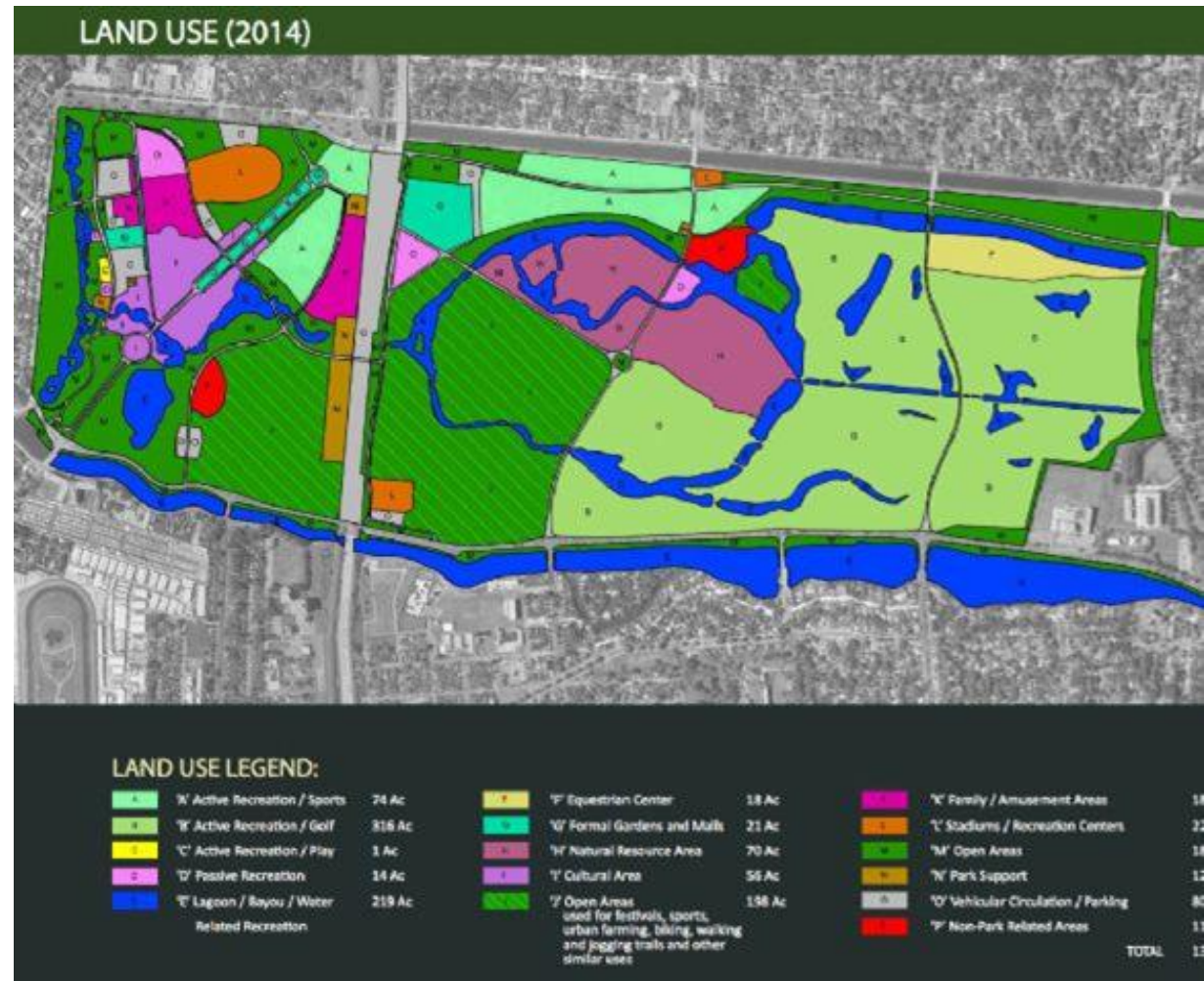
# Examples of Landuse in Parks

- Walking tracks
- Running tracks
- Children's play area
- Sporting areas eg. Soccer, Frisbee, Fitness groups
- Specific dog walking areas
- Entry/access points
- Biking
- Car parks



Landuse information is collected by recording WHAT landuse you see at the park (FIELD TRIP)

It is presented on a map to show a pattern of landuse (IN YOUR OWN TIME)





## **B. Environmental quality survey to show the attractiveness of the area.**

When looking at the attractiveness of a park, there are many things that people look for.





In this assessment you will be looking at:

- Accessibility
- Safety
- Attractiveness
- Facilities
- Well maintained property
- Graffiti
- Litter



To collect this information you will do an Environmental Quality Survey – as a group you need to make a decision on these categories in TWO places in each park.

Add a tick for each category (-2 is very poor and 2 is very good)

Location: \_\_\_\_\_

*Very poor*  
*Poor*  
*Moderate*  
*Good*  
*Very good*

LOW QUALITY	-2	-1	0	1	2	HIGH QUALITY
No Accessibility						High Accessibility
Users Unsafe						Users Safe
Ugly						Attractive
No Facilities						Relevant Facilities
Unkempt property						Well maintained property
Graffiti						No Graffiti
Litter						No litter



What do you think of this park?

*Graffiti or no Graffiti*  
*Well maintained or*  
*unkempt*  
*Ugly/not ugly*



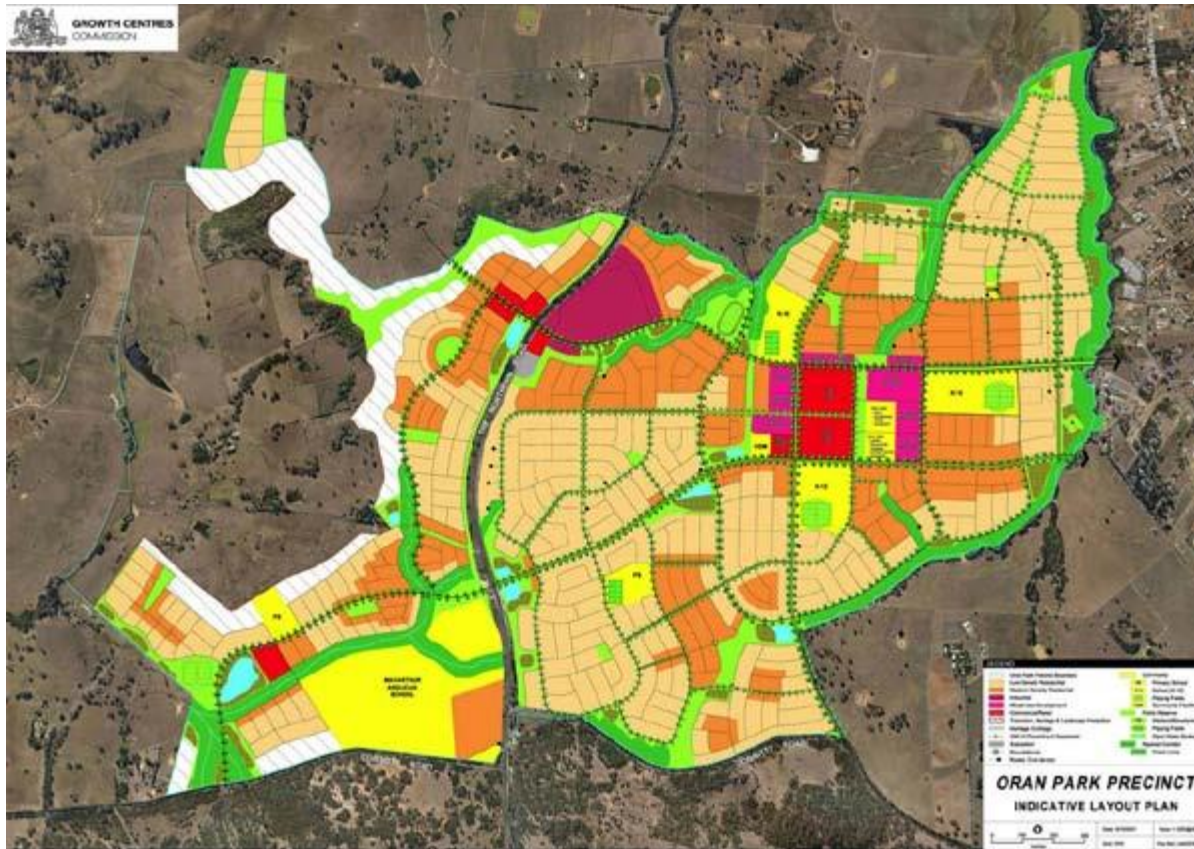


## C. The People

How many people are there in each park?  
Estimate or count the number at each location.



What age groups are mainly at each park?  
Estimate the age rather than ask or use age groups



2013 CENSUS  
QuickStats about

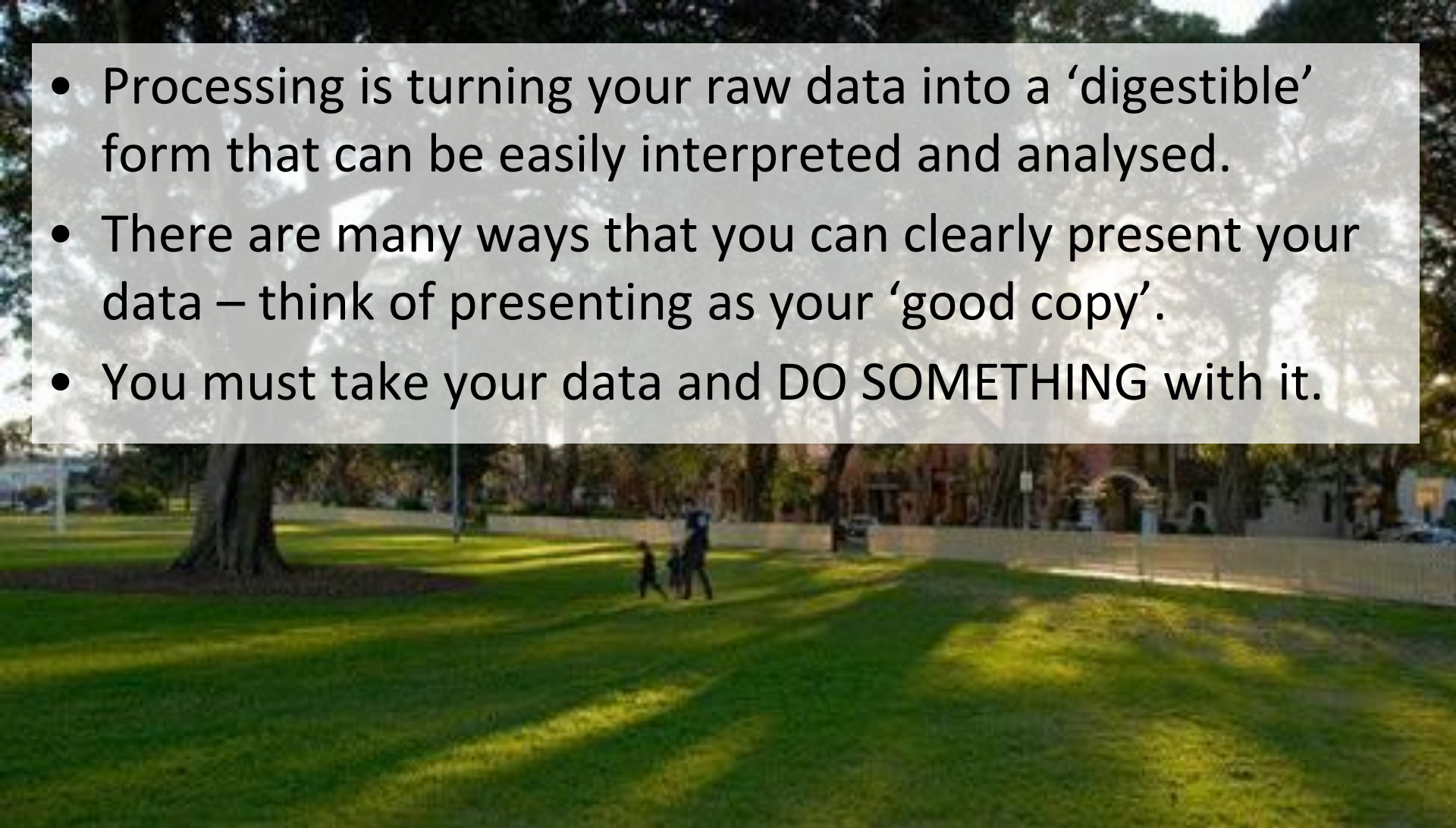


Does the data collected match the census data?



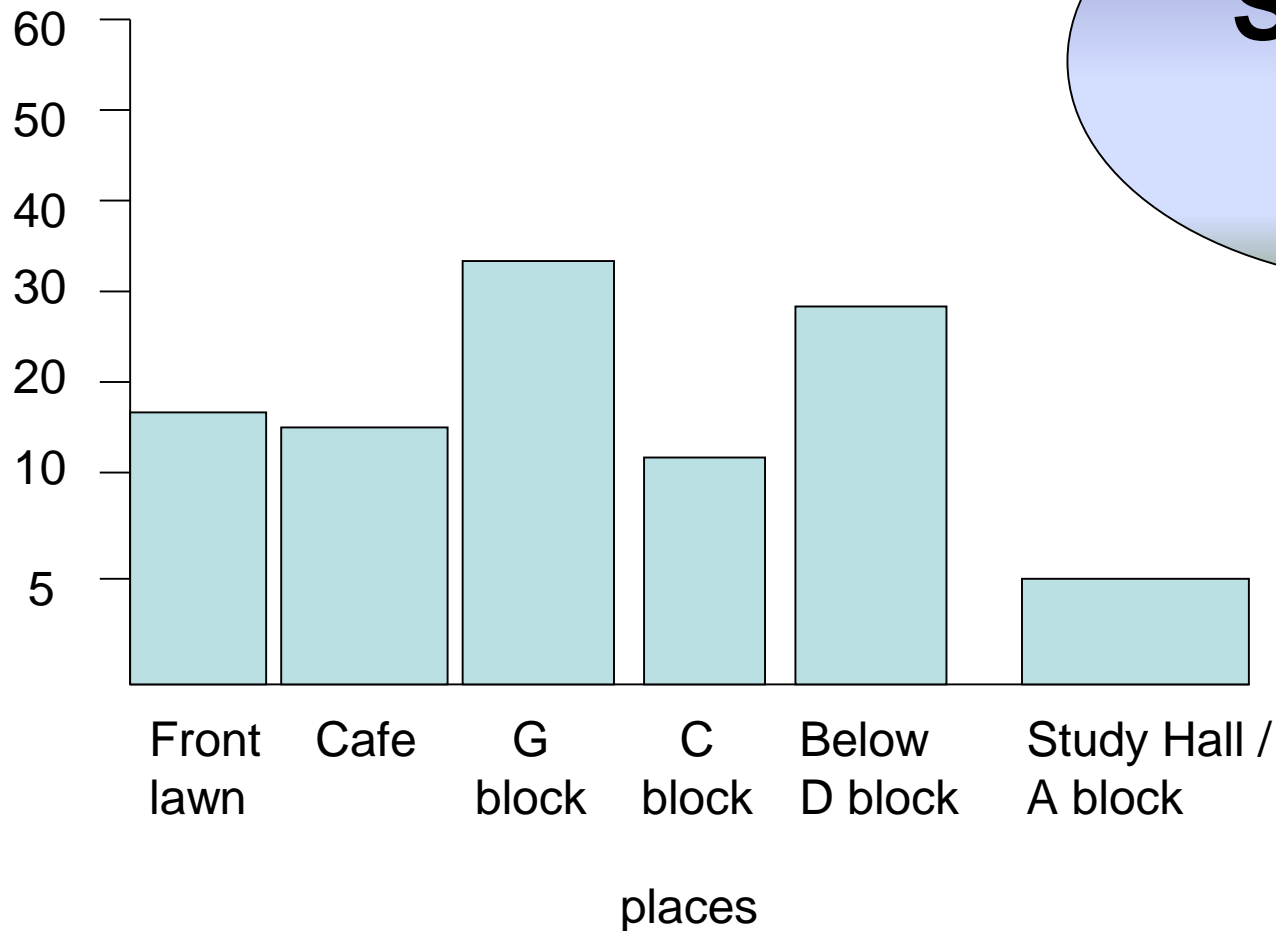
# 3. PROCESSING AND PRESENTING

- Processing is turning your raw data into a 'digestible' form that can be easily interpreted and analysed.
- There are many ways that you can clearly present your data – think of presenting as your 'good copy'.
- You must take your data and DO SOMETHING with it.



# Examples of how to present data

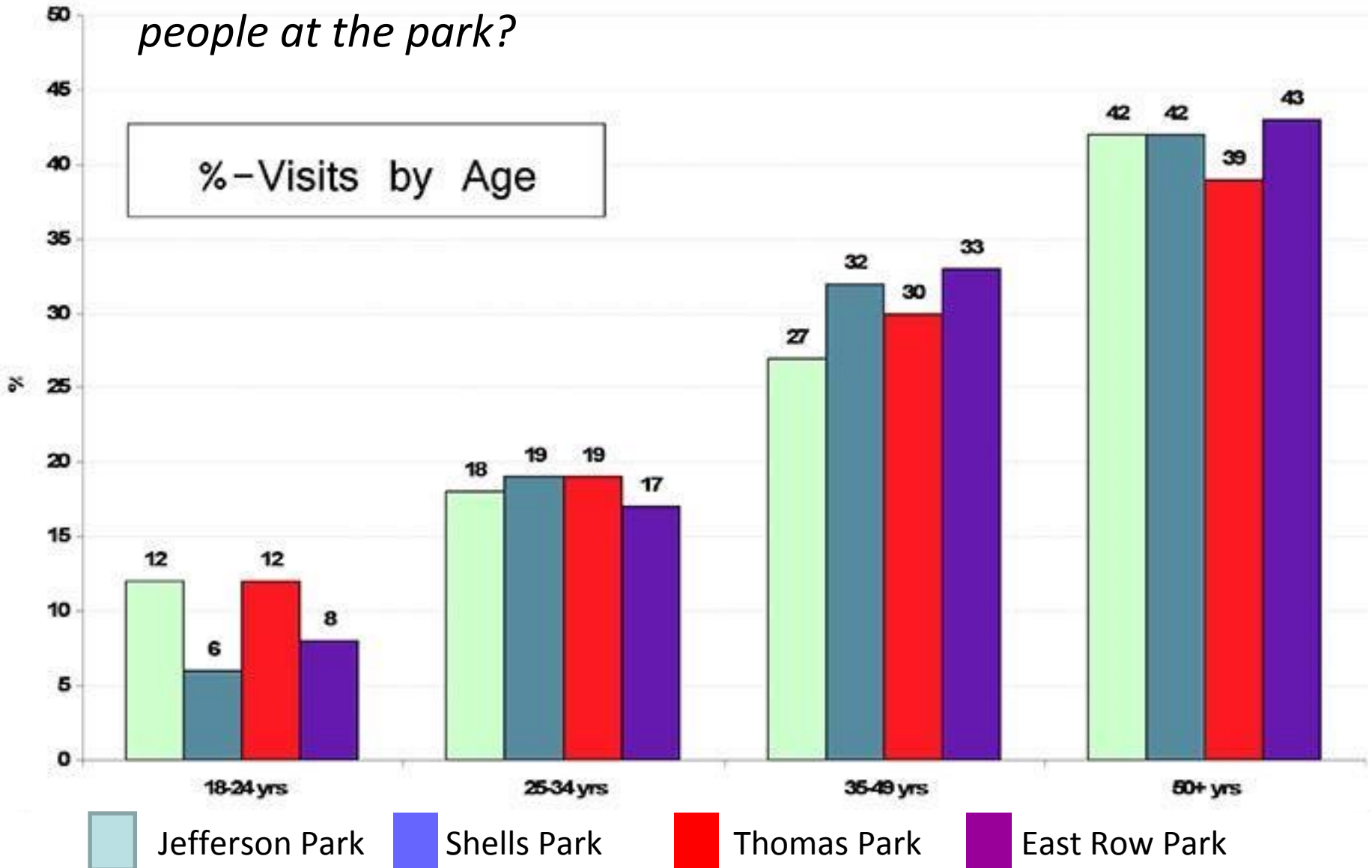
## Graphing



**Spot the  
flaws!**



*How could you present the age of people at the park?*



# Annotating Photos



What's wrong  
with this  
annotation?

*Me and my friends at Muriwai Beach*



How could this photo be annotated?



**This is a green trolley taking tourist to scenic attractions such as Waikiki Beach in the background**

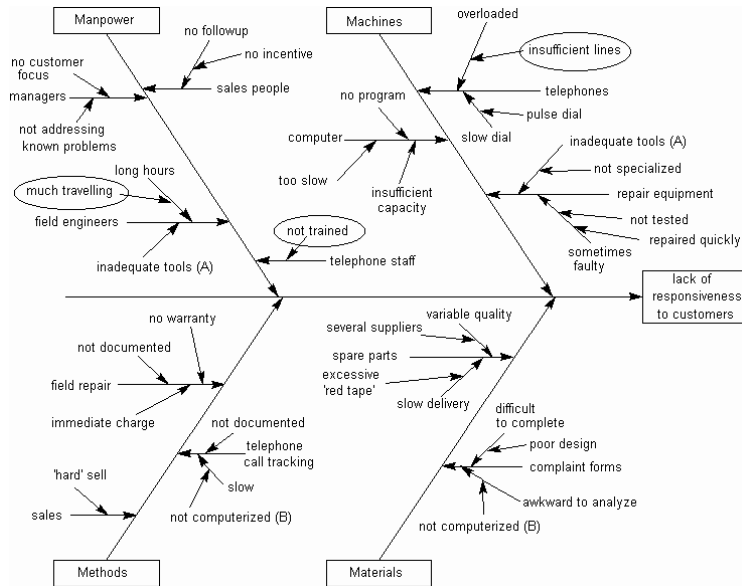
**This trolley is popular with tourists**

**This trolley, like all of them, travels along Kalakaua Ave which is the main road in Waikiki**

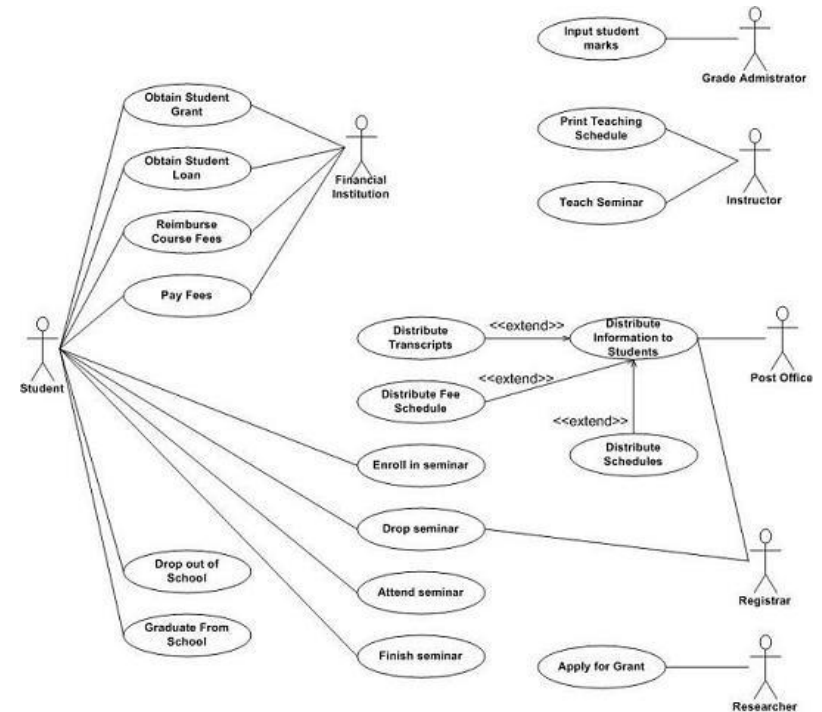
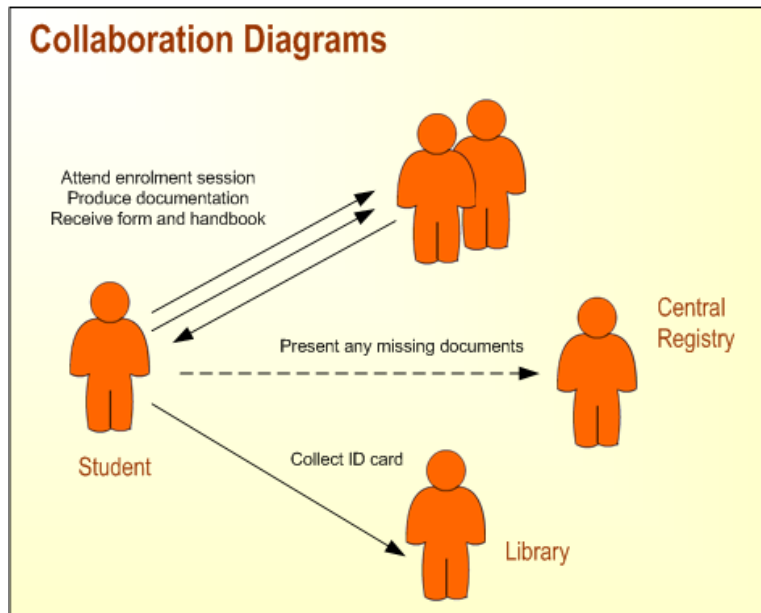
*The Waikiki Trolley – a key form of transportation around Waikiki. Takes tourist to key tourists spots in Waikiki and Honolulu. The colour of the trolley links to where it goes e.g. Green line for scenic attractions, Pink Line for shopping , Red line for historic sites*



# Diagrams



## Collaboration Diagrams



# Mapping

Map showing neighbourhoods of New York City



What's wrong with this map?



## *Map showing facilities for Tourists*



Main tourist attractions in Rotorua



Main transport routes in Rotorua



Information Centre

What makes this map different to the previous one?

What else could be added to the map?

# 4. ANALYSING THE FINDINGS

- Analysing the findings requires you to make descriptive statements about what you have found
- Analysis must relate only to the data and **NOT include opinion**, or other information not contained in the data.
- Get into the habit of writing a detailed generalisation (eg. 'This map shows...') underneath each graph, map, photo or diagram presented.
- Apply at least 2 concepts within your analysis.



# Incorporating concepts

**Interaction**

**Environment**

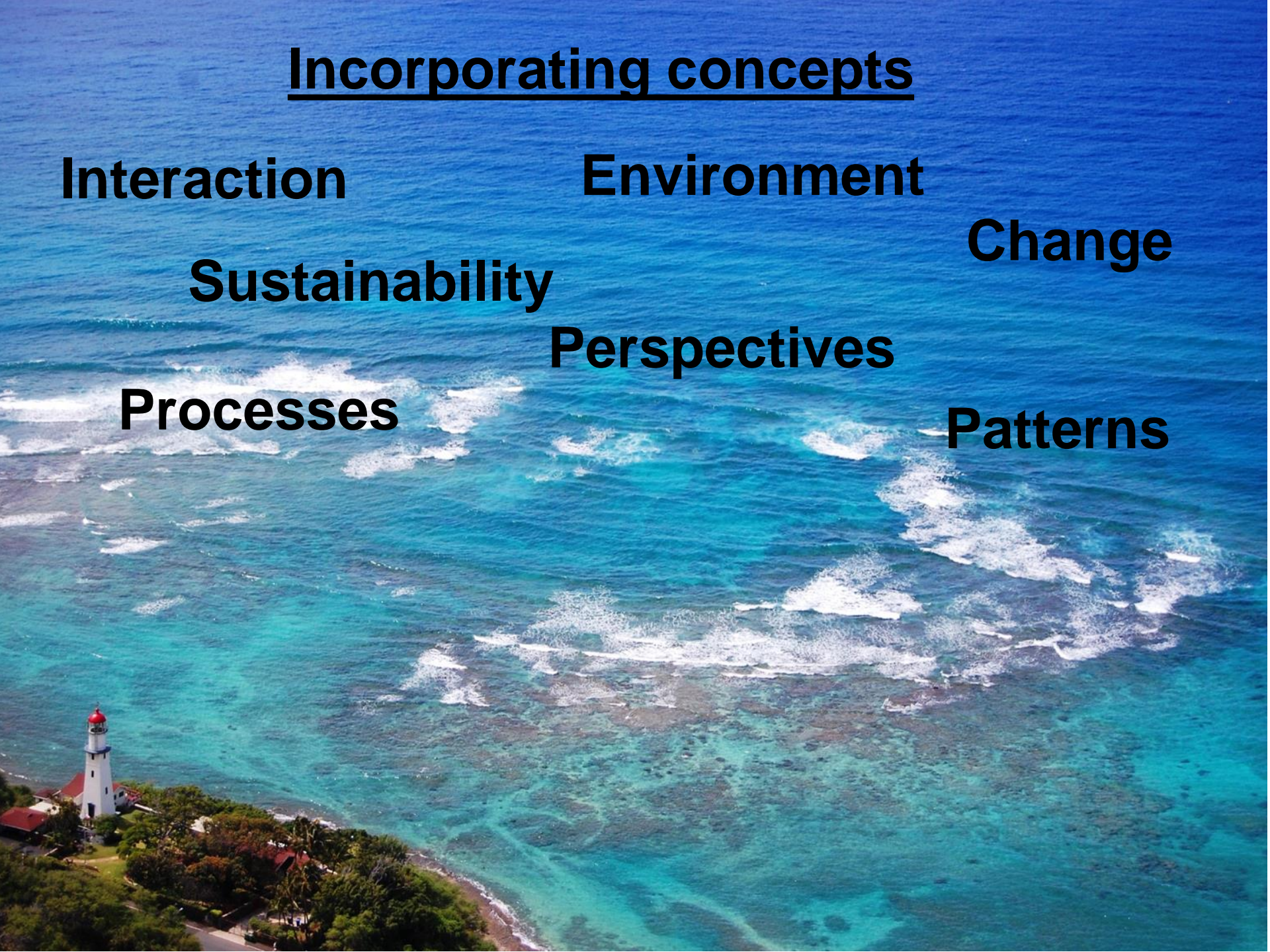
**Change**

**Sustainability**

**Perspectives**

**Processes**

**Patterns**



# Analysis – examples of student answers

1. This graph shows the relationship of where year 9 and year 13 eat at lunchtime. The study hall is dominated by year 13 with a total of 42 students. Whereas only 5 year 9 students spend their lunchtimes in the study hall.

*What is right/wrong with this answer?  
What would you add it it?*

2. This map shows that a large proportion of year 13 students are found in the front lawn area. Compared to the year 9's who hang around the G block court yard.

*What is right/wrong with this answer?  
What would you add it it?*



# 5. CONCLUSIONS

This is where you answer your research question (the aim). It is an essay summing up all that you have researched.

It is important to refer back to the information you collected and presented.





## **Drawing Conclusions – examples of student answers**

A large proportion of year 13 students tend to spend their lunchtimes in the study hall which allows them to catch up with their school work.

There is a relationship between where AGGS students spend their lunchtimes and what year level they are. A-block and the study hall are dominated by year 13's with 42 year 13's and 5 year 9's. This could be because year 13's have a lot more assignments than year 9's so the year 13's need to use the study space.



# 6. EVALUATING/REFLECTING

Your evaluation is like a reflection. You don't just complete it at the end of the assessment. The evaluation is completed:

- \* At the end of the class planning lessons
- \* At the end of the day of the field trip
- \* Once you complete the entire assessment



## What should include in your evaluation?

- ❖ What are the strengths and weaknesses of your work;
- ❖ Comment on factors that have affected your data collection;
- ❖ Describe how you have presented your results and how effective it was;
- ❖ Explain how valid your results are;
- ❖ Discuss ways in which you could improve your research process.





# GEOGRAPHIC TERMINOLOGY

This is the use of the language and terminology of geography in ways that demonstrates your understanding and enhances the quality of your answers.

*e.g. We are studying the whether parks meet the needs of Aucklanders. There are key words to describe the park and area surrounding the park. E.g. “High density living surrounds the park which caters to a high proportion of children by providing a playground.”*



*Instead of “lots of people live around here and there is a lot of playground equipment for the kids.”*

# BIGGEST mistakes made by past students

- Not really understanding the research question
- Spending too much time on pretty maps and graphs and running out of time to complete the written part.



Adding in 'pretty' maps and graphs and photos that have no relevance to your research question.

Not actually referring to and/or answering the research question in the conclusion.

Not reading the instructions carefully.



- Including irrelevant photos – just to pad out your assignment
- Not really knowing how to incorporate concepts into your written work.
- Not taking the field work seriously on the field trip.
- Being disorganised and not meeting the deadline





If you have a plan, then this assessment should be straight-forward 😊







# Parks of Auckland Field Trip



# General information

1. Wear sensible shoes for walking



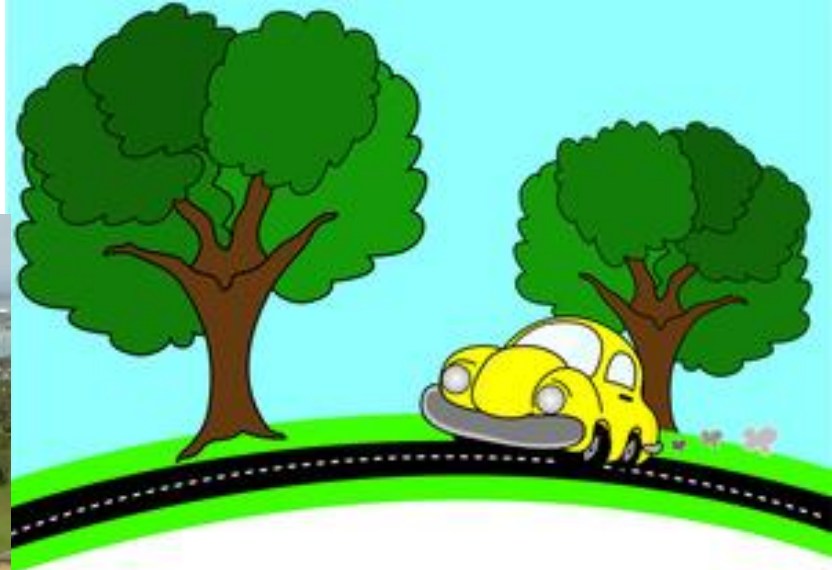
2. Wear sensible clothing

3. Follow the signs and  
allows stay in 2's or 3's  
when completing field  
work





4. Look for cars when crossing the road, and **DO NOT** walk on the road



5. Stay on the tracks provided



6. Listen to the instructions



7. Electronic equipment can only be used on the bus. NO listening to music on the walks.



8. If you bring anything valuable on the trip, it is YOUR responsibility. If it goes missing/gets lost, there is nothing we can do.







9. Be nice to locals  
you may see at the  
parks





10. Do not leave any rubbish on the bus. If the bus driver says “no eating” then that means no eating.





Bring your happy face on the trip

