Name: _____ Teacher: JAIT or VPRI

Level 2 Geography
AS91244 Conduct geographic research with guidance
5 Credits (Version 2)

Parks Research

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Conduct geographic research with guidance.	• Conduct in-depth geographic research with guidance.	• Conduct comprehensive geographic research with guidance.

INTRODUCTION

The aim of the Auckland City Council is to have a park within 500metres of every Aucklander. But do people use parks? What types of parks do they want/need? Are there enough parks to cater for Aucklanders?

You are going to investigate urban neighbourhood parks to see what parks offer the users and to see whether they meet the needs of the surrounding community.

Do neighbourhood parks meet the needs of Aucklanders?

You will need to collect data, take photographs, complete an environmental quality survey, draw field sketches/maps and make any observations that may be relevant to your research aim.

In this assessment you will:

- ☐ identify the aim of the research (group work)
- ☐ show your planning for the research (group work)
- ☐ collect and record data relevant to the aim of your research (group work)
- ☐ present accurately and effectively, using the correct conventions, a combination of spatial, statistical and visual data (individual work)
- ☐ integrate a geographic concept(s) into the conclusion (individual work)
- ☐ provide reasoned explanations about the strength and/or weakness of the research and how this impacts on the validity of the findings/conclusions and also discusses ways the research could be improved. (individual work)

You **must** collect primary data (from the field trip). Secondary data (from the Internet or books and publications) is optional.

During the research process, keep a reflective journal. The focus of your journal is to evaluate your research in an on-going manner.

Due Date: _____

Task ONE: Keep a reflective journal

As you work through the research process, keep a reflective journal. Complete an entry at four main points of this assessment: after you plan your research, after you have collected the data on the field trip, after you have collated your data, and after you have processed and presented the final data. Throughout your reflective journal, you must:

- reflect on 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.

You must record your reflective journal in the spaces provided. Your teacher will sign off your journal each time you write in it.

You are more likely to achieve a higher grade if you do the reflection journal and then after you have completed the research, use the journal to write a final evaluation based on the 5 bullet points above.

Task TWO: Make a plan and collect data

a) **Before the field trip**: you will need to make a plan with your group. Your plan must identify:

- the aim/s of your research
- the data you will collect
- where and how you will record data
- what equipment you will need.

As an individual, you will also need to think forward as to how you will be presenting the data from the field trip,

Use the space provided in this booklet to write a draft of your plan. Include this plan with your final presentation.

b) **During the field trip,** collect primary data in groups of 4 - 5. To collect primary data you might take handwritten notes, draw sketch maps, fill in tally charts or take photographs.

Keep your own copy of the data. You will hand in all of your raw data with your final presentation.

Optional: you might like to collect secondary data using the Internet or books and publications. This may be useful in the planning stage, depending on your research aim.

Task THREE: Present your data

Geographers use a variety of visual representations to show patterns, change and variations between different places. Using the results from your data collection, present your primary data (and secondary data if you decided to use some). The data you present must relate to the aim of your research.

Your presentation should include a variety of the following :

- Mapping at least one map of each the areas you have investigated
- Statistical data (such as bar graphs, line graphs, pie graphs, pictograms, and tables)
- Diagram(s)
- Annotated photos or field sketches.

Note: On your map, include a title, frame, north point, scale, and key. On a graph, include a title, appropriately labelled axes, and key.

Task FOUR: Findings

Under each map, graph, diagram and visual presentation or as a summary at the end, fully explain what the data shows in relation to the aim of the research. Incorporate into your findings at least two relevant geographic concepts.

Task FIVE: Draw a conclusion

Finally, draw a conclusion about your research. Remember that your conclusion should:

- summarise the main findings of your research
- relate back to your research aims
- be supported by specific data and information.

Task SIX: Evaluation

After you have completed the research, refer to the reflective journal to write a **final evaluation** including the following information.

- reflect on the strengths and weaknesses of your research process (the aim; collecting, recording, presenting, and analysing the data; and your description of the findings and conclusion)
- Explain the impacts of the strengths and weaknesses on the validity of the research finding and/or conclusions
- discuss ways in which you could improve your research process.

Checklist

When you hand in your assessment, make sure you include the following:

- ☐ This assessment booklet
- ☐ Your research plan
- ☐ The raw data collected on the field trip
- ☐ The presentation of your data
- ☐ Your 'findings' from the data that incorporate geographic concepts
- ☐ Your conclusion
- ☐ Your evaluation
- ☐ Your reflective journal

Plan

Group Members:
Aim of the Research:
What data you will collect:

Where and how you will record the data:
What equipment you will need:
How you will present your data?

Signed (Teacher): _____

RAW DATA

1. Barry Curtis Park

Environmental Quality Survey

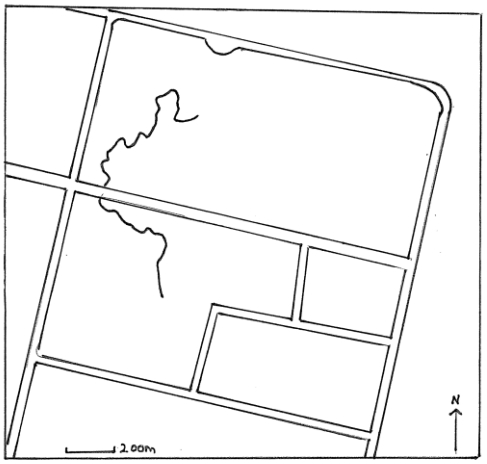
Use this Environmental quality survey to analysis the park appearance in two different locations in this area. Make sure you clearly identify the area of each Environmental quality survey (e.g. locate on a map). You should also take observation notes and take photos as evidence of each of these categories.

Location: _____

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

Location: _____

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



Barry Curtis Park
Locate where the Environmental quality surveys took place

Map of Ormiston

PRIMARY DATA: Barry Curtis Park

Jordan Park

Environmental Quality Survey

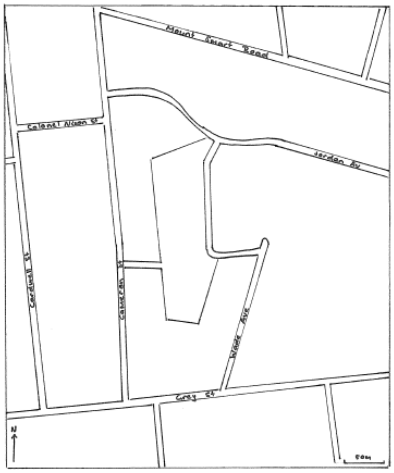
Use this Environmental quality survey to analysis the park appearance in two different locations in this area. Make sure you clearly identify the area of each Environmental quality survey (e.g. locate on a map). You should also take observation notes and take photos as evidence of each of these categories.

Location: _____

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

Location: _____

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



Jordan Park

Locate where the Environmental quality surveys took place

Map of Jordan Park

PRIMARY DATA: Jordan Park

2. Potters Park

Environmental Quality Survey

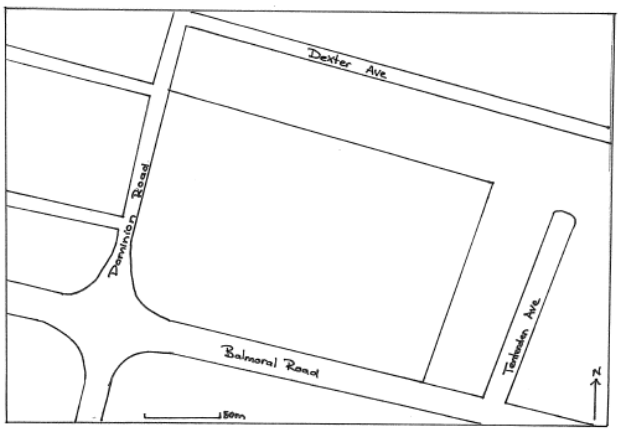
Use this Environmental quality survey to analysis the park appearance in two different locations in this area. Make sure you clearly identify the area of each Environmental quality survey (e.g. street names, locate on a map).
You should also take observation notes and take photos as evidence of each of these categories.

Location: _____

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

Location: _____

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



Potters Park
Locate where the Environmental quality surveys took place

Map of Potters Park

PRIMARY DATA: Potters Park

Reflective Journal **(refer back to Task 1 for specific instructions)**

After planning the research in class: _____

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At the end of the day of the field trip, collecting data: _____

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At the end of collating the data: _____

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At the end of the assessment after processing and presenting the final data: _____

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Itinerary

Thursday 11th August	
8:45am	Get on the bus
9am	Leave AGGS
9:45am	Arrive at Barry Curtis Park – Bus to park in carpark
9:50 – 11am	Field work at Barry Curtis Park
11am	Meet back at the bus drive to Jordan Park, Onehunga
11:30am	Arrive at Jordan Park – Bus to park on Jordan Ave.
11:30 – 12:00pm	Field work
12:00pm	Meet back at the bus and drive to Potters Park, Balmoral
12:20pm	Arrive at Potters Park – Bus to park on Balmoral Road.
12:20 - 1:20pm	Lunch in immediate vicinity of Potters Park
1:20– 2:00pm	Field work
2:00 pm	Meet back at the bus and drive back to AGGS
2:30– 3:20pm	All Y12 Geo students to work in iCentre collating data.