

Name: _____

Teacher: JAIT

Level 3 Geography
Achievement Standard 91430 (Version 1)
Conduct geographic research with consultation
5 credits



Tongariro National Park

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Conduct geographic research with consultation.	<ul style="list-style-type: none">• Conduct in-depth geographic research with consultation.	<ul style="list-style-type: none">• Conduct comprehensive geographic research with consultation.

Research focus: The Environment of Tongariro National Park

This assessment is to be carried out in three different phases:

1. Group work in class. Planning the research questions and procedures for collecting and processing the data. (Task 1)
2. Group work in the field. Gathering of field data in the environment. (Task 2)
3. Individual work. Analysing the results and evaluation of the research methods and findings. (Tasks 3 – 6)

- Complete all tasks in this assignment.
- Although the collecting of the data (Task 2) is to be carried out in your group you must submit a copy of the collected data along with the completed tasks.
- Hand this assessment booklet in with your assessment.
- You can find extra information on the Geography Weebly page.

TASK 1: PLANNING THE RESEARCH (in groups)

Work in groups to plan how you will carry out your research. Use the supplied planning template. Make sure you know when this is due to your teacher.

Use the planning template to come up with a research aim and a key question/s that you intend to investigate. You will also need to describe what data is required and the equipment needed to collect this data and the methodology. A description of how you intend to record and process the data should be included. This section needs to be verified by your teacher before you can start on the next stage.

Write your answers in the spaces provided below. Your planning must fit around the field trip itinerary.

People in my group:

Research Question/Hypothesis:

Data that is needed to answer the research aims and equipment needed:

How, when and where my group intends to gather this information:

How I intend to present this information:

Teacher's Signature (*approval must be obtained before the field trip*):

TASK 2: COLLECTING AND RECORDING THE DATA (in groups on the field trip)

When the Planning Stage has been approved you can then collect your data (primary on the field trip and secondary in class/at home). You will do this in groups. Each student, individually, will need to have the data available for the next stage.

Collect primary data during the field trip. Create field trip booklets/sheets to collect the data organised. After the field trip your group will need to collate the data collected. This will involve sharing data and doing relevant calculations in the classroom. Additional data particularly secondary data will be required to help you answer your research question/s.

The data you collect on the field trip **MUST** be submitted as part of your final assessment. Any additional material used must be submitted and a bibliography included as part of your final report.

It is important you are seen collecting data in the field by your teacher. In addition you are to provide raw data tables for each beach. The raw data must be included with this assessment

TASK 3: PRESENTING THE RESULTS (individual work)

You are required to present your results appropriately. This **MUST** include at least one map along with other suitable presentations such as statistical data representation (graphs, tables, statistical mapping, etc.) and visual representations (photographs, précis maps, sketches, diagrams, etc.). *Follow usual conventions related to the method you choose to present the data, e.g. labels, scales, titles, keys, orientation.*

To achieve with merit or excellence you will need to show a **range** of different geographic skills.

TASK 4: ANALYSING THE DATA FINDINGS:

Critically analyse the findings shown in your data presentation. This will involve suggesting possible reasons for these results. Merit and excellence answers will require supplementary secondary data to show detail (breadth or depth).

It is expected that responses are written using geographic terminology. Geographic concepts and perspectives should be incorporated where relevant and appropriate.

TASK 5: CONCLUSION

Provide a detailed conclusion that answers your research question/hypothesis.

It is expected that responses are written using geographic terminology. Geographic concepts and perspectives should be incorporated where relevant and appropriate.

TASK 6: EVALUATION

Critically evaluate the research process you undertook. To what extent did your research methods and approaches allow you to collect sufficient and valid data to answer your research aims? What were the strengths and weaknesses of your methods used?

Critically evaluate the research process by discussing alternative methods you could have used to undertake the research and the implication this would have had on your research.

It is expected that responses are written using geographic terminology. Geographic concepts and perspectives should be incorporated where relevant and appropriate.

CHECKLIST

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

- This assessment booklet
- Your research plan
- The raw data collected on the field trip – this can be ‘scrappy notes’
- The presentation of your results
- Critical analysis of the data that incorporate geographic concepts
- Detailed conclusion
- Critical evaluation
- Bibliography

ITINERARY: Tongariro National Park Field Trip 201

Wednesday 4th May

7:45 – 8am	Arrive at school, pack the bus.
8.30am – 2pm	Depart Auckland and drive to the Tongariro National Park (toilet and food stops along the way)
2 – 3pm	Drive up the Bruce Road to the Whakapapa ski field carpark. Walk to Meads wall (an erosion resistant dike). Complete field work.
3 – 5.30pm	Drive partway down the Bruce Road to three different altitudinal sites. Complete this field work.
5.30– 6.30	Drive to and settle into Pipers Lodge – Millar Street
6.30 – 7.30pm	Dinner
7.30 – 10pm	Field Work; Games

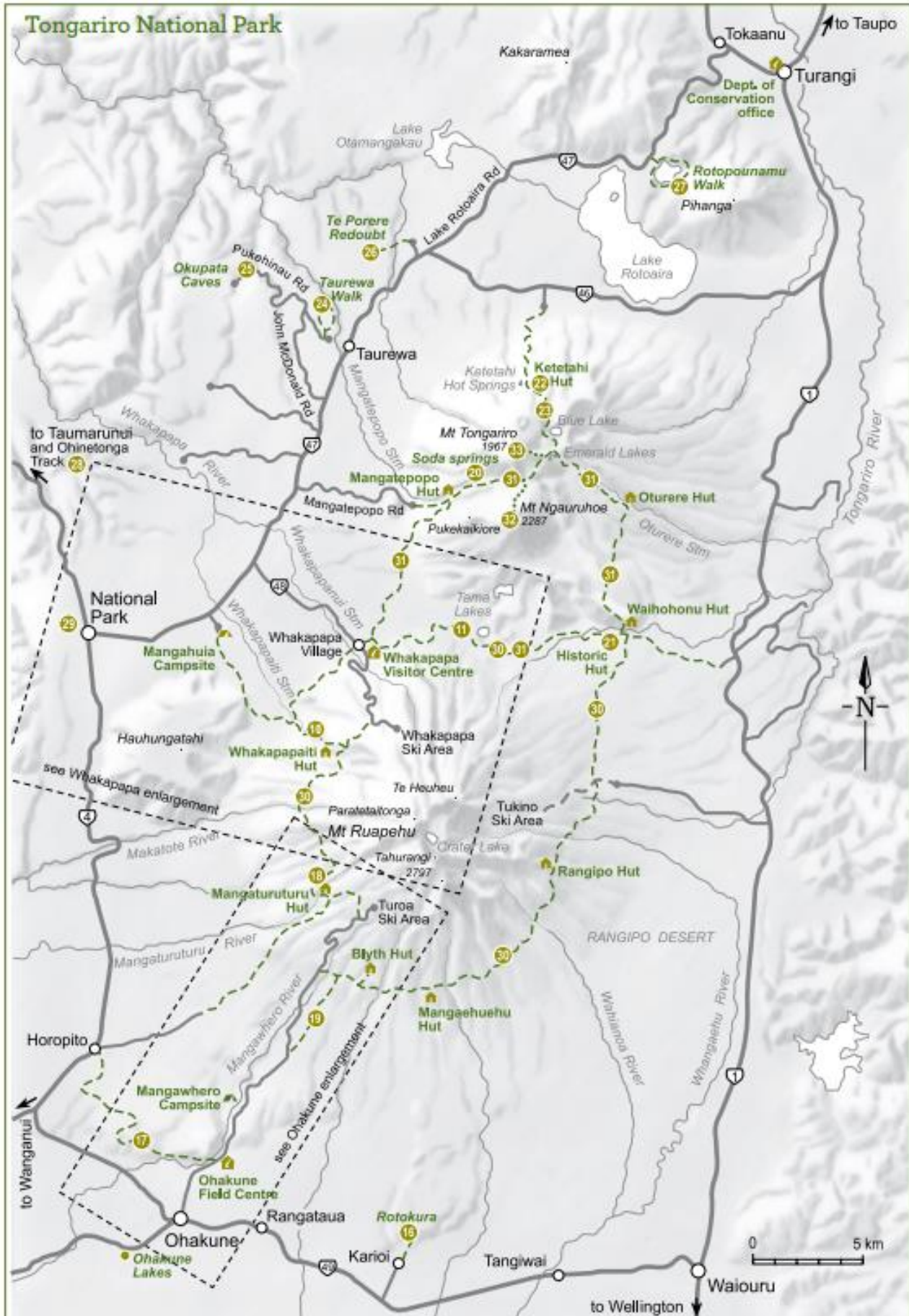
Thursday 5th May

7:30– 8am	Breakfast
8:30am – 12	Drive to Whakapapa Information Centre - look around the centre (approx 1 hour), start the Taranaki Falls walk (~ 2hours return) stopping to complete field work along the way.
12-12:30pm	Drive to Ohakune.
12:30 – 1:30pm	Look around Ohakune; lunch
1 :30– 3:30pm	Altitudinal zonation on the Turoa Road
3:30–4pm	Ohakune Carrot and Tangiwai Memorial
4pm	Rangipo Desert. Stop along Desert Road and complete field work.
5 – 6	Drive back to National Park
6.30 - 7	Dinner
7 – 10pm	Field work, Games

Friday 6th May

7 – 8am	Breakfast and pack up rooms.
8 – 8.30am	Pack bags on bus.
8.30 – 9am	Drive to Soda Springs walk
9- 11	Mangatepopo carpark. Soda Springs walk. (3hours return)
11 – 12	Drive to Taumarunui
12 – 12.45	Lunch at Taumarunui
12.45 – 5.30pm	Drive back to Auckland (arrival will depend on Auckland's Traffic)

MAP OF TONGARIRO NATIONAL PARK



Authenticity Form

Name: _____ Teacher: **J. Aitken**

Achievement Standard number: **91430** Due Date: _____

Authenticity Statement:

	The work that I have handed in for AS 91430 is my own.
	Any quotations from other published works or websites have been acknowledged.
	I have not given my work to any other students who may present it as their own.
	I have not used work from another student, past or present, at this school or any other, and submitted it as my own.
	My parents, or any other people outside school, have not contributed towards this work.
	I understand that if I am found to have submitted work that is not my own, or given my work to another student, I will receive a not achieved grade for that assessment.

Signature: _____ Date: _____