

COMPETITION RESULTS

2022 Young Geographer Awards



The Young Geographer Awards invites students in NSW and the ACT to demonstrate engagement with geography, the discipline and with the tools and skills of geography through the creation and conduct of an **inquiry-based research project**. Although it is not essential, teachers are encouraged to incorporate the research and construction of the project into their teaching programs to help support students.

There are prizes available for the winning entries.
The Young Geographer Award prizes are as follows.

- First Prize in any category \$500
- Second Prize in any category \$250
- Third Prize in any category \$100

Entries are now open for the 2022 Young Geographer Awards. For details see the GTA website <https://www.gtansw.org.au> Link on sliding banner

2021 COMPETITION RESULTS

Congratulations to all students who entered the 2021 competition. The standard of entries was outstanding, making the selection of winners very difficult.

The TWO overall winners are:

- **Millie Ferguson**, Roseville College
A Study of the Implementation of Environmentally Sustainable Practices in the Frenchs Forest Region'.
Teacher: James Harte. Prize \$500.
- **Sunae Park**, Meriden
An investigation into the liveability of Beecroft for Older Residents 65 or over.
Teacher: Bree Moore. Prize \$500.



FULL WINNERS LIST

CATEGORY: Senior Geography Project / International Baccalaureate Internal Assessment
First Place

Millie Ferguson

Topic: A Study of the Implementation of Environmentally Sustainable Practices in the Frenchs Forest Region. Prize \$500

Equal Second Place

Sarah Davidson

Topic: Investigating the Social Impacts of the Metro Northwest on North West Sydney. Prize \$250

Equal Second Place

Katie McCarthy

Topic: Population Changes in the Yass Valley. Prize \$250

Third Place

Theresa Scarcella

Topic: The economic and environmental influences of food waste in Sydney Markets, and its contribution to a microbusiness in Brownlow Hill. Prize \$100

Highly Commended

Talitha Moss

Topic: Microplastics from our Washing Machines

Highly Commended

Megan Price

Topic: To what extent do the changes in the discharge, load particle size and gradient in the Thredbo River support the Bradshaw and Schumm models?

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Highly Commended

Jaya Morphett

Topic: Impact of Tourism in Byron Shire

CATEGORY: Geographical Research

First Place

Sunae Park

'An investigation into the liveability of Beecroft for Older Residents 65 or over'. Prize \$500

Second Place

Oliver Rucinski

How can we reduce noise pollution from the Moore Park Stadium precinct? Prize \$250

Third Place

Mia Pertsinidis

An investigation into the liveability of Hurlstone Park for people with disabilities. Prize \$100

Highly Commended

Jack McGonigal

To what extent does smokers drift negatively impact liveability for residents of Paddington Terrace?

A selection of topics investigated during 2021

- Factors affecting water quality in the Rose Bay Harbour area
- An investigation of gentrification in the local government area of Waverley
- Social and Environmental Impacts of Urban Consolidation in Ashfield
- What are the social and environmental impacts of the Green Square Development on the suburb?
- An inquiry into the lasting effects of factories alongside the Parramatta River
- What are the social and environmental consequences of White Bay Cruise Terminal on Balmain residents?
- What is the impact of the Seven Ways streetscape upgrade on the local Bondi community?
- An inquiry into the lasting effects of factories alongside the Parramatta River.
- How does the weight of global environmental issues impact the psychological wellbeing of young people in Sydney? How can effective strategies be implemented to manage this?

Marker comments on selected entries

Marking guideline for the Young Geographer Awards are shown on page 16.

Senior entries

- *An outstanding entry with thorough primary research supported by secondary research. Strong analysis of data and evidence of active citizenship. Clearly & concisely communicated results & useful recommendations.*
- *Effective & thorough primary research using a variety of different methods (interviews, surveys, photographs). Thorough analysis of data using a variety of geographic tools, clearly referred to in the text. Excellent analysis of research methods & good recommendations.*
- *Multifaceted research covering a wide range of impacts of the & using a variety of different primary research methods. Excellent analysis of findings and excellent coverage of possible solutions.*
- *An outstanding piece of research involving the construction of a and collection of a wide variety of primary data over a 10 week period. Detailed analysis of the results supported by secondary research. A highly engaging topic choice with clear reference to civics.*
- *An engaging topic that has been well researched and documented in an engaging and interesting format. The use of Story Maps & the embedded video added to the presentation. An excellent piece of work.*
- *A strong piece of work, offering detailed analysis of primary data collection and linking it well to secondary research. An excellent selection of geographic tools that are labelled appropriately and referred to in the text. Attractively presented in a clear, easily accessible manner. Capacity for active citizenship needs to be addressed.*

Junior entries

- *An engaging topic. Clear and concise presentation of data. Excellent use of appropriate colour adds to engagement. Excellent evidence of active citizenship. Photos & other secondary sources needed to be more clearly referred to in the text.*

For current information on the 2022 competition visit the GTA NSW & ACT website at –
<https://www.gtansw.org.au>

COMPETITION: YOUNG GEOGRAPHER AWARDS

AWARD MARKING CRITERIA

CRITERIA	OUTSTANDING	COMMENDABLE	SATISFACTORY	NEEDS FURTHER DEVELOPMENT
Identifies a relevant and engaging geographic inquiry topic	<p>Topic is appropriate for the relevant syllabus.</p> <p>Topic is highly engaging</p> <p>Topic allows for research which is spatial in nature.</p>	<p>Topic is appropriate for the relevant syllabus.</p> <p>Topic allows for research which is spatial in nature.</p>	<p>Topic is inappropriate for the relevant syllabus.</p> <p>OR</p> <p>Topic does not allow for research which is spatial in nature.</p>	<p>Topic is inappropriate for the relevant syllabus.</p> <p>AND</p> <p>Topic does not allow for research which is spatial in nature.</p>
Incorporates appropriate primary research for the inquiry topic	<p>Outstanding demonstrations of accurate, well planned primary data collection.</p> <p>Clear and appropriate presentation of collected primary data.</p>	<p>Demonstrations of well planned primary data collection.</p> <p>Clear presentation of collected primary data.</p>	<p>Primary data is collected using appropriate methods.</p>	<p>Little or no primary data is collected.</p> <p>OR</p> <p>Primary data is collected using inappropriate methods.</p>
Incorporates appropriate secondary research for the inquiry topic	<p>Outstandingly detailed information and technical vocabulary used consistently throughout the project.</p> <p>An accurate, complete and consistently styled bibliography is presented.</p>	<p>Detailed information and technical vocabulary used throughout the project.</p> <p>A consistently styled bibliography is presented.</p>	<p>Some detailed information and technical vocabulary used in the project.</p> <p>A bibliography is presented.</p>	<p>Generic examples and generic language used throughout the project.</p> <p>No attempt is made to reference sources used.</p>
Quality of geography research	<p>Insightful analysis or discussion is made based on the collected primary and secondary data.</p> <p>Conclusions about inquiry topics are based on analysis or discussion of data.</p>	<p>Analysis or discussion is made based on the collected primary and secondary data.</p> <p>Conclusions about inquiry topics are based on analysis or discussion of data.</p>	<p>Primary and secondary data is used to draw conclusions.</p>	<p>Conclusions are based on superficial, generic or general information.</p>
Communication of geographical information	<p>Geographical information is presented in sustained, logical and well sequenced paragraphs.</p> <p>A variety of appropriate tools (photos, graphs, maps etc) are selected and used to convey geographic information engagingly.</p>	<p>Geographical information is presented in sustained, logical and well sequenced paragraphs.</p> <p>Appropriate tools (photos, graphs, maps etc) are selected and used to convey geographic information.</p>	<p>Geographical information is presented in logical paragraphs.</p>	<p>Geographical information is presented in paragraphs.</p>
Capacity for active citizenship from the project	<p>Evidence of active citizenship is present within the project.</p>	<p>Capacity for active citizenship is articulated within the project.</p>	<p>Capacity for active citizenship is alluded to within the project.</p>	<p>No capability for active citizenship is evident within the project.</p>
Format and presentation	<p>Project is highly engaging and is attractively formatted.</p> <p>2500 words or less or under 10 minutes.</p> <p>Digitally submitted in correct file type and able to be accessed by judges.</p>	<p>Project is attractively formatted.</p> <p>2500 words or less or under 10 minutes.</p> <p>Digitally submitted in correct file type and able to be accessed by judges.</p>	<p>2500 words or less or under 10 minutes exceeded by up to 10%.</p> <p>Digitally submitted in correct file type and able to be accessed by judges.</p>	<p>Project exceeded 2500 words or less, or under 10 minutes by more than 10%.</p> <p>Digitally submitted in incorrect file type or unable to be accessed by judges.</p>
STEM Award Category	<p>Outstanding, sustained and innovative incorporation of Science, Technology, Engineering and/or Maths to support the enactment, collation and/or communication of the geographical inquiry</p> <p>The contribution and purpose of STEM in the geographical inquiry is clearly and thoroughly explicated</p>	<p>Commendable innovative incorporation of Science, Technology, Engineering and/or Maths to support the enactment, collation and/or communication of the geographical inquiry.</p> <p>The contribution and purpose of STEM in the geographical inquiry is clearly explicated</p>	<p>Some innovative incorporation of Science, Technology, Engineering and/or Maths to develop the enactment, collation and/or communication of the geographical inquiry.</p> <p>The contribution and purpose of STEM in the geographical inquiry is explicated at times although mostly inferred</p>	<p>Little evidence of innovative incorporation Science, Technology, Engineering and/or Maths in the enactment, collation and/or communication of the geographical inquiry</p> <p>The contribution and purpose of STEM in the geographical inquiry is not explicated</p>