



## The 2022 GTANSW & ACT 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.



**Prizes for the winning entries in the Young Geographer Award prizes, in any category are:**

★ 1st Prize \$500   ★ 2nd Prize \$250   ★ 3rd Prize \$100

**Senior entries close: Friday 24 October 2022**

**Junior entries close: Friday 9 December 2022**

**Register here: SENIOR ENTRIES | JUNIOR ENTRIES**

# The 2022 GTA NSW & ACT Young Geographer Awards



## AWARD CATEGORIES



### **GEOGRAPHICAL RESEARCH AWARD**

This award allows students to demonstrate original geographic research on any topic from the Australian Curriculum or NSW K–10 Geography Syllabus. Students will identify an inquiry focus and should conduct both primary and secondary research to investigate this topic. Category submissions will be judged against entries in the same Stage.



### **GEOGRAPHY IN STEM AWARD**

This award allows students to demonstrate geographic research on any topic from the Australian Curriculum or NSW K–10 Geography Syllabus. However, a significant STEM contribution must be present in the final product and Geography must drive the project. The STEM contribution may be explicitly evident in the collection of primary data, the tools used for analysis of data and/or in the final presentation and communication of the research.



### **NESA SENIOR GEOGRAPHY PROJECT (SGP) / IB INTERNAL ASSESSMENT AWARD / ACT EQUIVALENT PROJECT**

This award recognises excellence in the NSW Senior Geography Project (SGP) or International Baccalaureate Internal Assessment (IA) Projects. Those who study Geography in the ACT may also submit Geography research projects of a similar scope.



### **GTA NSW & ACT GEOGRAPHY TEACHER AWARD**

Although a separate award event, teachers are encouraged to use their experiences in supporting the Young Geographer Award as an entry. This award recognises the contribution that teachers make in supporting their students and teaching peers. Participating teachers are asked to write an article of approximately 500 words for the Geography Bulletin, journal of GTA NSW & ACT, that examines how they successfully incorporated the competition into their teaching practice, established an exemplary fieldwork program or delivered outstanding Professional Learning events.

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## PROJECT SPECIFICATIONS

The projects submitted for all categories should:

- Be less than 3000 words when written or under 10 minutes in an audio-visual format.
- Incorporate appropriate primary and secondary research for the inquiry topic.
- Demonstrate excellent research skills
- Demonstrate excellent communication of geographical information using a variety of tools and skills.
- Demonstrate the capacity for active citizenship from the undertaken research.

All award entries must be submitted digitally as either .PDF files, websites or suitable audio-visual files.



## AWARD TIMELINE

2022 competition closing dates: Senior entries – Friday 24 October  
Junior entries – Friday 9 December

Each school is able to submit a maximum of 4 entries per category.  
There is no cost for entry.

Judging will take place between Term 4 2022 and Term 1 2023. Members of GTA NSW & ACT are encouraged to apply and participate as a member of the judging panel. This is a valuable Professional Development event and participation in the judging process, for example SGP marking, will help teachers gain perspective about their own classroom practice and student achievement.

Prize winners will be notified by March 1, 2023. Award winners will have their prizes and projects presented at the 2023 GTA NSW & ACT annual conference.

Prizes will only be awarded where suitable entries are available.



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### AWARD MARKING CRITERIA

CRITERIA	OUTSTANDING	COMMENDABLE	SATISFACTORY	NEEDS FURTHER DEVELOPMENT
<b>Identifies a relevant and engaging geographic inquiry topic.</b>	Topic is appropriate for the relevant syllabus. Topic is highly engaging Topic allows for research which is spatial in nature.	Topic is appropriate for the relevant syllabus. Topic allows for research which is spatial in nature.	Topic is inappropriate for the relevant syllabus. OR Topic does not allow for research which is spatial in nature.	Topic is inappropriate for the relevant syllabus. AND Topic does not allow for research which is spatial in nature.
<b>Incorporates appropriate primary research for the inquiry topic</b>	Outstanding demonstrations of accurate, well planned primary data collection. Clear and appropriate presentation of collected primary data.	Demonstrations of well planned primary data collection. Clear presentation of collected primary data.	Primary data is collected using appropriate methods.	Little or no primary data is collected. OR Primary data is collected using inappropriate methods.
<b>Incorporates appropriate secondary research for the inquiry topic</b>	Outstandingly detailed information and technical vocabulary used consistently throughout the project. An accurate, complete, and consistently styled bibliography is presented.	Detailed information and technical vocabulary used throughout the project. A consistently styled bibliography is presented.	Some detailed information and technical vocabulary used in the project. A bibliography is presented.	Generic examples and generic language used throughout the project. No attempt is made to reference sources used.
<b>Quality of geography research</b>	Insightful analysis or discussion is made based on the collected primary and secondary data. Conclusions about inquiry topics are based on analysis or discussion of data.	Analysis or discussion is made based on the collected primary and secondary data. Conclusions about inquiry topics are based on analysis or discussion of data.	Primary and secondary data is used to draw conclusions.	Conclusions are based on superficial, generic or general information.
<b>Communication of geographical information.</b>	Geographical information is presented in sustained, logical and well sequenced paragraphs. A variety of appropriate tools (photos, graphs, maps etc) are selected and used to convey geographic information engagingly.	Geographical information is presented in sustained, logical and well sequenced paragraphs. Appropriate tools (photos, graphs, maps etc) are selected and used to convey geographic information.	Geographical information is presented in logical paragraphs.	Geographical information is presented in paragraphs.
<b>Capacity for active citizenship from the project.</b>	Evidence of active citizenship is present within the project.	Capacity for active citizenship is articulated within the project.	Capacity for active citizenship is alluded to within the project.	No capability for active citizenship is evident within the project.
<b>Format and presentation</b>	Project is highly engaging and is attractively formatted. 3000 words or less or under 10 minutes. Digitally submitted in correct file type and able to be accessed by judges.	Project is attractively formatted. 3000 words or less or under 10 minutes. Digitally submitted in correct file type and able to be accessed by judges.	Project exceeded 3000 words or 10 minutes by up to 10% Digitally submitted in correct file type and able to be accessed by judges.	Project exceeded 3000 words or 10 minutes by over 10% Digitally submitted in incorrect file type or unable to be accessed by judges.
<b>STEM Award Category</b>	Outstanding, sustained and innovative incorporation of Science, Technology, Engineering and/or Maths to support the enactment, collation and/or communication of the geographical inquiry. The contribution and purpose of STEM in the geographical inquiry is clearly and thoroughly explicated.	Commendable innovative incorporation of Science, Technology, Engineering and/or Maths to support the enactment, collation and/or communication of the geographical inquiry. The contribution and purpose of STEM in the geographical inquiry is clearly explicated.	Some innovative incorporation of Science, Technology, Engineering and/or Maths to develop the enactment, collation and/or communication of the geographical inquiry. The contribution and purpose of STEM in the geographical inquiry is explicated at times although mostly inferred.	Little evidence of innovative incorporation Science, Technology, Engineering and/or Maths in the enactment, collation and/or communication of the geographical inquiry. The contribution and purpose of STEM in the geographical inquiry is not explicated.

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