

Changing Places Assessment Task

Amy Freshwater, St John the Evangelist High School

Outcomes

GE5-2 explains processes and influences that form and transform places and environments

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Inquiry Questions

What strategies are used to manage environmental change in urban places to enhance sustainability?

Concepts: Place and Sustainability

Content: investigate the management and planning of Australia's urban future

This year at St John's, geography teachers decided to flip the content around and teach about 'the future' first. This means we are able to look at innovative and exciting technologies and ideas at the beginning of a topic and we find this engages our students more effectively than starting with key terms and basic concepts. When writing this assessment task, I kept in mind links to potential jobs in the geography and sustainability fields and was able to link to these within my teaching (e.g.: town planner, member of parliament, product developer). I find when students can link what they are learning in geography to a real life job or situation, this enhances their understanding and is likely to give them more interest in the task.

This task asks students to act as a town planner with sustainability in mind and plan a brand new town. Students use research to come up with a number of sustainable features of their town. I also wanted to incorporate skills into the task, so students need to create a map of their town incorporating all of their chosen sustainable features. I have found having the research component tied in with a more creative/skills based component has meant this task is accessible for all of the different types of learners in the classroom. We teach Changing Places in Terms 2 and 4 when we have a quick turnaround for reporting, so this task is handed out in Week 1 and collected in Week 5. This is a flexible task that could be used at any time, depending on when you teach this part of the content. It would also work as a great end of term task to keep students engaged in the second half of the term. I have included in this package:

- Assessment Task notification, checklist and marking guidelines
- Scaffolds for the map and annotations
- Supported version of the task
- Extension Task
- Completed exemplar maps from students.



2022 Common Task Notification Geography Task 2

Year Group:	9
Date Issued:	Week 1
Midpoint Check:	Week 3
Due Date:	Week 5
Format:	An A3 map with annotations, bibliography and mood board.
Submission details:	Hand drawn maps submitted as a hard copy. Digital maps can be submitted via google classroom.

Task

Sustainable Urban Futures – Town planning

You are a sustainable town planner who has been given the exciting project of planning a new town estate in an **urban** area. Your new estate must contain all required facilities and infrastructure, be accessible for the general population (not in space) and most importantly, be **sustainable**.

What you will hand in:

1. An annotated A3 map of your new town - this can be hand drawn or digital (yes, you can use minecraft or another digital mapping tool such as SketchUp)
2. Annotations detailing the sustainable aspects of your town. You will be provided with a scaffold for this. You should aim for a minimum of 10 sustainable features to your town.
 - a. What is it? Describe the sustainable aspect.
 - b. How is it sustainable? Explain what makes this a sustainable feature of your town.
 - c. Why did you include it in your town?
3. Other relevant documents including:
 - a. Mood board that illustrates the sustainable town you envision.
 - b. Bibliography - Harvard referenced including any resources you use for information for this task.

Assessment Criteria

See Marking criteria sheet attached.

Mid-Point Check

By the Mid-Point date, the following must be completed:

Mood board, Draft map + draft annotations (these do not have to be fully complete).

Feedback you can expect from this Task:

Marking Criteria with grade and written teacher comment.

Verbal feedback to the class.

Outcomes being assessed in this task:

- RO1: Explains the diverse features and processes that form and transform environments and analyses the effect of interactions between people, place and environment.
- RO2: Accounts for differing perspectives on a range of geographical issues and assesses management strategies for sustainability.
- RO4: Processes geographical information and uses appropriate and relevant geographical tools for inquiry.
- RO5: Communicates geographical information to a range of audiences using a variety of strategies.

CHANGING PLACES: ASSESSMENT TASK

Checklist to keep yourself accountable

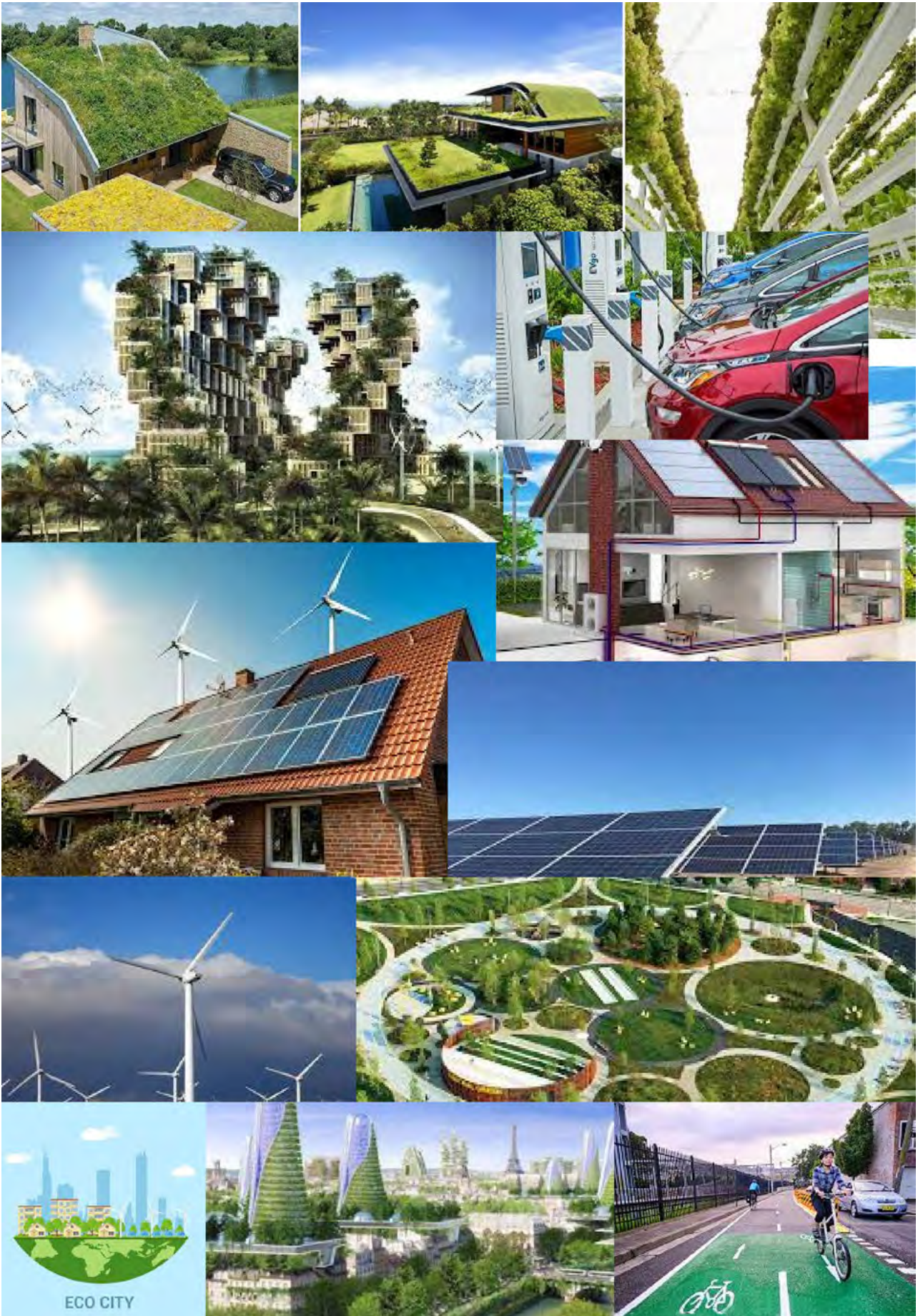
1. Create a mood board for your ideas on a google doc, slides or canva. This will involve researching sustainability factors for housing estates and towns. A mood board is a visual representation of your goals. See the google classroom for an example of a completed mood board.
2. Start researching aspects of your estate that you need to consider.
 - a. Transport
 - b. Facilities (e.g., schools, doctors, food shops)
 - c. Energy efficiency
 - d. Water supply
 - e. Sewage and waste disposal
 - f. Recreational spaces and green areas
3. Write annotations to your map (these will explain each sustainable aspect you have included and why you have included it).
4. Begin to draw a draft map of your estate.
5. Once you are happy with the design and features of your estate, you can begin work on your final copy that you will hand in during Week 4.
6. **Extension** – in addition to designing a sustainable town plan, students will design a sustainable home. The features of a home will be different; however, you will design and annotate the features of this similar to the way you did your estate.
7. **Supported** – students will be given a list of features to include in their town plan.

Marking Rubric

GRADE	(R01)	(R02)	(R04)	(R05)
A	Student has provided an extensive annotation of features of their sustainable town.	Student has selected an extensive range of features that successfully address sustainability issues.	Student has used extensive research to effectively locate and apply sustainable strategies to their town planning.	Student has presented an extremely clear, well designed and cohesive town plan and comprehensively annotated sustainable features.
B	Student has provided a detailed annotation of features of their sustainable town.	Student has selected a solid range of features that successfully address sustainability.	Student has used research to effectively locate and apply sustainable strategies to their town planning.	Student has presented a very clear, well designed and cohesive town plan and thoroughly annotated sustainable features.
C	Student has provided a sound annotation of features of their sustainable town.	Student has selected a range of features that address sustainability issues.	Student has used research to locate and apply sustainable strategies to their town planning.	Student has presented a clear, well designed and cohesive town plan and annotated sustainable features.
D	Student has provided a basic annotation of features of their sustainable town.	Student has selected some features that address sustainability issues.	Student has used limited research to locate and apply sustainable strategies to their town planning.	Student has presented a somewhat clear town plan and annotated some sustainable features.
E	Student has provided an elementary annotation of features of their sustainable town.	Student has selected minimal features that address sustainability issues.	Student has used minimal research to locate and apply sustainable strategies to their town planning.	Student has presented a town plan and may have annotated some sustainable features.
Overall Grade:				

CHANGING PLACES: ASSESSMENT TASK

Mood Board example



CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate Map – Annotations supported

Map reference	Annotation	Map reference	Annotation	Map reference	Annotation
	Community Garden What is it? How is it sustainable? Why did you include it in your town?		Public green spaces		Technology hub
	Public transport		Waste Recycling centre		Water management
	Cycleway/walking track		Electric vehicle charging stations		Sustainable roads
	Wind farm		Green buildings		
	Solar farm		Vertical farms		

Sustainable Urban Estate Map – Annotations

Map reference	Annotation	Map reference	Annotation	Map reference	Annotation
			Vertical farms		

CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate Map – Template

Name:

Title:



Scale: 1 cm represents 50m

Legend:

CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate – Resources

A list of useful resources for this task:

1. What is a sustainable city?
2. Essential features of sustainable cities and eco cities
3. BBC Sustainable Cities
4. 21 Features of Future Sustainable Cities
5. The most important features of sustainable cities and society
6. 10 traits of a sustainable city and eco-friendly urban planning
7. What is a sustainable community

Extension

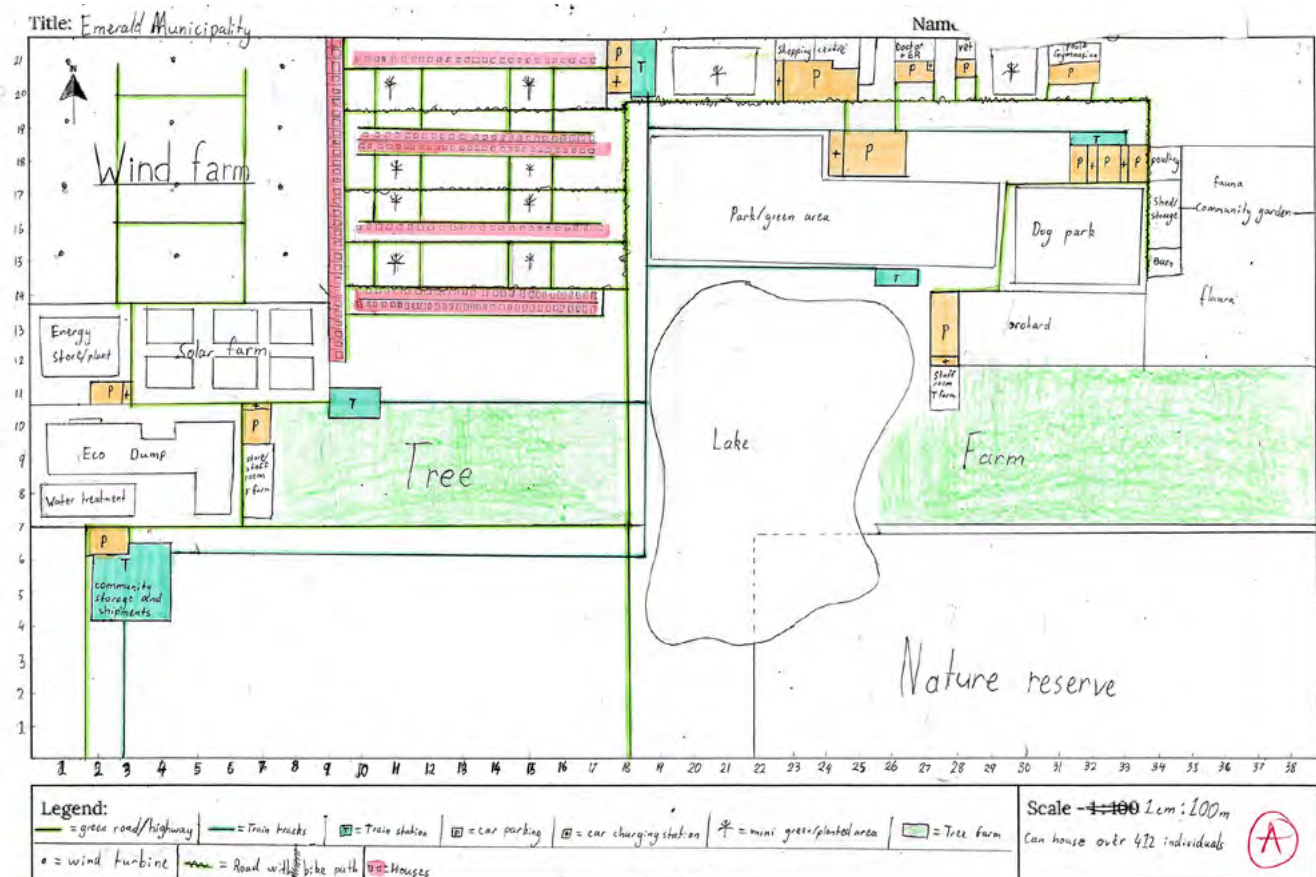
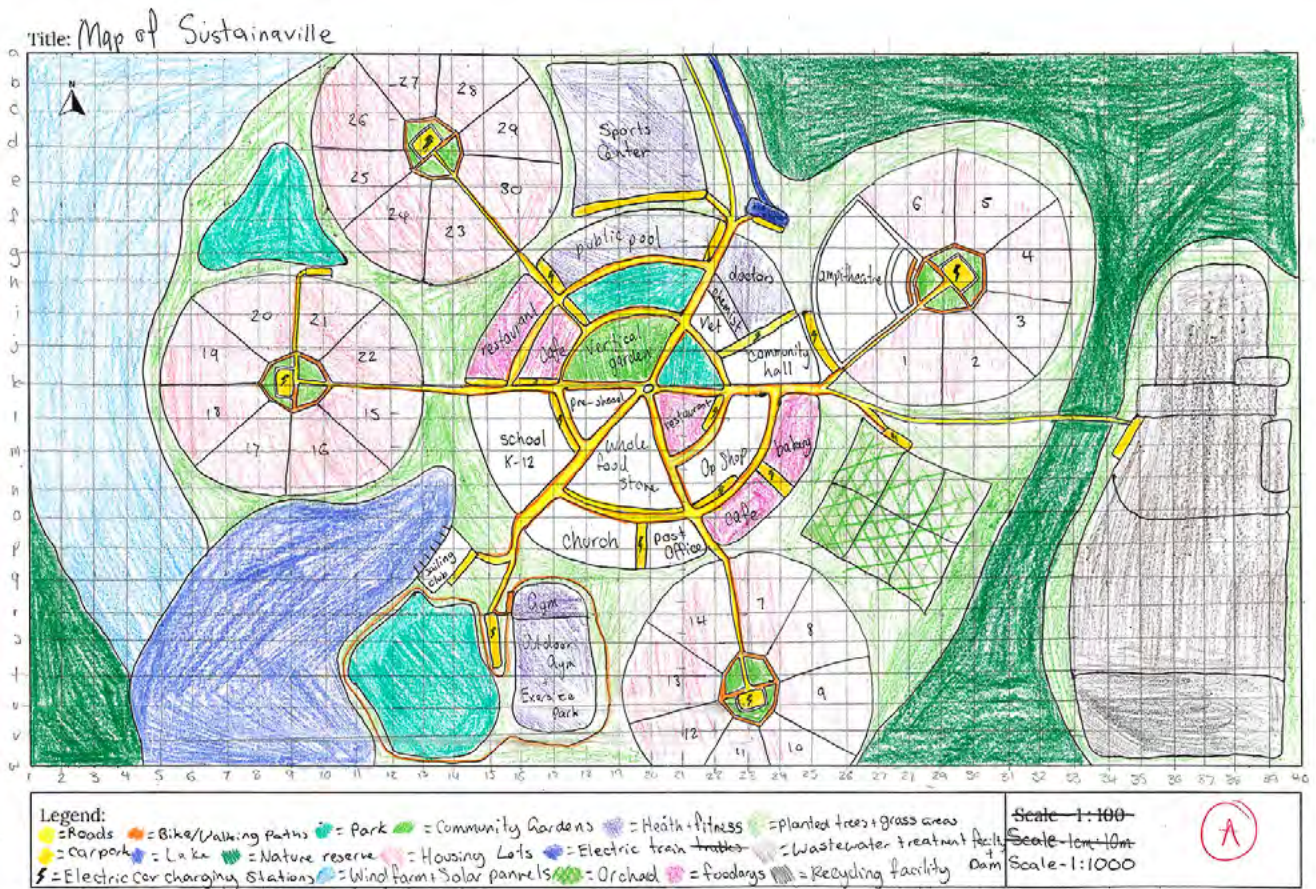
8. Your Home website
9. 9 technologies that will shape the sustainability agenda
10. Top 20 sustainable cities in the world
11. 5 ways to make cities more sustainable and resilient
12. 6 traits of a sustainable city
13. 7 innovative projects making cities sustainable
14. Sustainable cities: a cleaner future



Image Source: Google Images

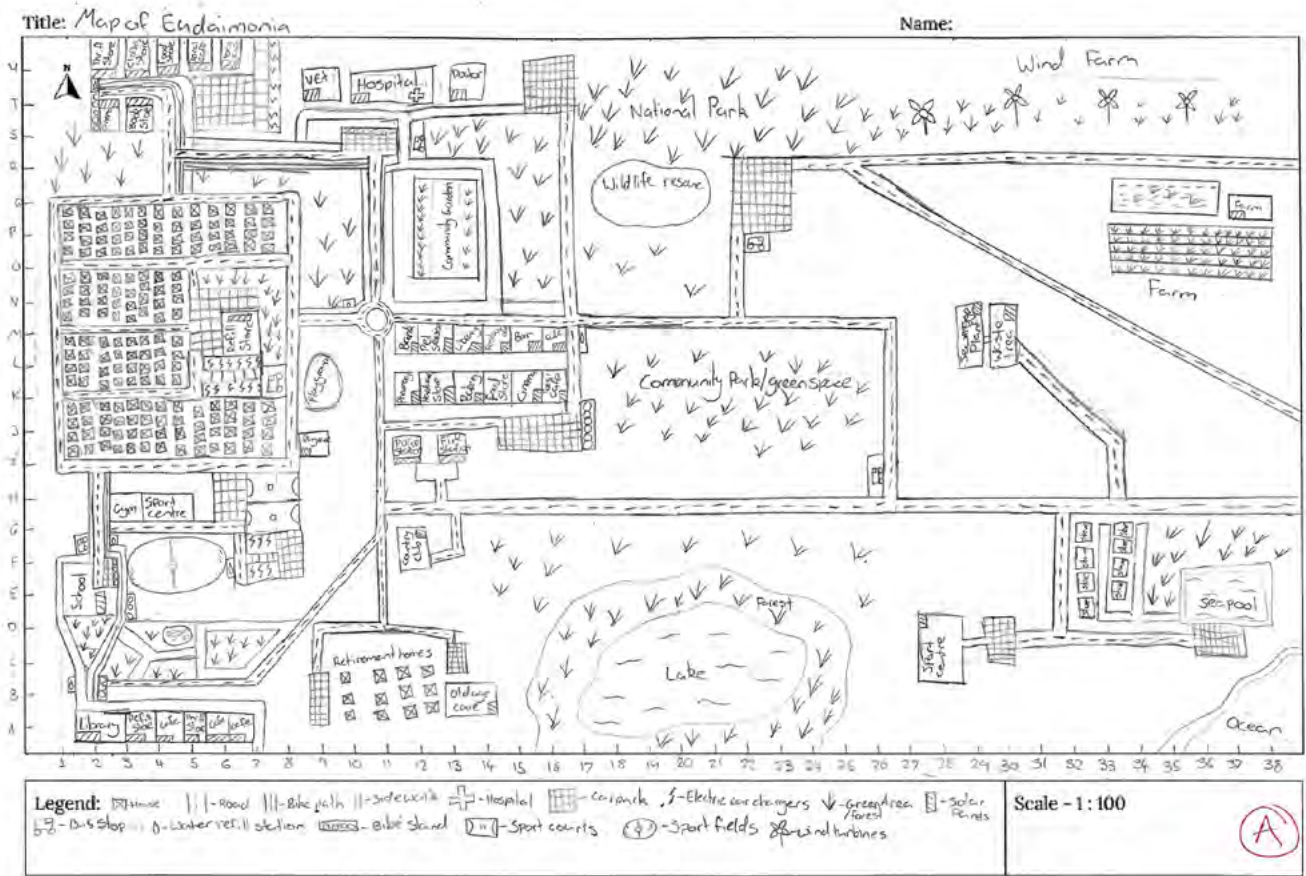
CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate Map – Exemplar tasks



CHANGING PLACES: ASSESSMENT TASK

Sustainable Urban Estate – Exemplar tasks



CHANGING PLACES: ASSESSMENT TASK

Design your own sustainable home!

Instructions: You now have time to design your very own sustainable home! You have many aspects you will need to think about. Be creative - you're a sustainable home architect with an unlimited budget! It's time for you to create the most sustainable home. Further instructions on the attached doc. Don't forget about landscaping :)

For this task, you will design a sustainable home for the future that includes qualities that will assist in improving Australia's urban future.

You will each design your own sustainable home. This will include the house interior and exterior, gardens as well as some extras like waste disposal. You must add notes in each category listed in the table explaining how you will be sustainable in that aspect of your home.

Research the following list when considering your home design. You will need to include information on each in relation to your sustainable home.

DESIGN CRITERIA	RESEARCH	FINAL PRODUCTS (description, price and image).
Location (must be in an urban area)		
Building materials (consider both interior and exterior of the house, insulation)		
Aspect (which direction does the house face)		
Size (in square metres)		
Energy efficiency (eg. solar panels, light fittings, heating/cooling etc)		
Waste disposal (eg. recycling, compost)		
Water usage (eg. water saving technologies, water storage)		
Landscaping and gardens (eg. vegetable growing/natural shade, backyard design (pets/chickens), rooftop garden)		
Security measures (alarms, guard dogs,		
Storage (eg. garage, cupboard space)		
Kitchen (cooking facilities, food storage)		

CHANGING PLACES: ASSESSMENT TASK

Design your own sustainable home!

Draw a detailed house plan for your house in your workbook or on spare paper. See below for an example of what a house plan looks like.



Image Source: Unknown