

Year 9 Geography Assignment – Changing Places

Due date: Wednesday Week 3 Term 2 (13/05/2020)

Outcomes

- analyses the effect of interactions and connections between people, places and environments GE5-3
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7

Internal and international migration

You have been asked to analyse the internal and international migration patterns of people in your local area and report to the principal about:

- where respondents have lived
- what has influenced the location/s they have lived in (i.e. connections to people, place and environments)
- why they are in their current location (i.e. push and pull factors)
- **Please note!** Your interviews do not have to be conducted face-to-face. They may be performed by means of telephone or email communication etc.

To complete this you will first need to:

1. develop a questionnaire that you will carry out with a minimum of ten people.
2. administer the questionnaire - make sure there are no “double-ups” by ensuring those answering your questionnaire haven’t already done so and collate the information.
3. Present the information in the form of a succinct report using visual representations such as graphs, tables, maps or diagrams and information summarised to conclude analysis of findings.

Ensure that you observe the requirements outlined in the attached document document ‘Producing a good and ethical survey’ and get Mr Shaw to check your questions before you present your questionnaire to any staff or students.

Email your proposed questions to Mr. Shaw (phil.shaw2@det.nsw.edu.au) and email your finished task to him by the above due date.

Rubric

81-100 marks

- Creates detailed survey, including highly relevant questions, demonstrating excellent understanding of migration patterns.
- Conducts and completes all surveys.
- Collates and presents relevant information in highly detailed graphs.
- Compares and contrasts information highly effectively.
- Maps all locations accurately.
- Analyses push and pull factors, providing multiple sources of evidence.
- Draws strong and succinct conclusions regarding connections to people, place and environments with supporting evidence.

61-80 marks

- Creates survey, including relevant questions, demonstrating good understanding of migration patterns.
- Conducts and completes all surveys.
- Collates and presents relevant information in detailed graphs.
- Compares and contrasts information well.
- Maps various locations accurately.
- Analyses push and pull factors, providing sources of evidence.
- Draws relevant conclusions regarding connections to people, place and environments with supporting evidence.

41-60 marks

- Creates survey, including some relevant questions, demonstrating some understanding of migration patterns.
- Conducts and completes most surveys.
- Collates and presents some relevant information in graphs.
- Compares and contrasts some information.
- Maps some locations accurately.
- Discusses push and pull factors.
- Draws some conclusions regarding connections to people, place and environments with supporting evidence.

21-40 marks

- Creates survey, including some relevant questions, demonstrating a basic understanding of migration patterns.
- Conducts and completes a few surveys.
- Collates and presents basic relevant information in graphs.
- Compares and contrasts basic information.
- Maps a few locations accurately.
- Discusses some push and pull factors.
- Draws basic conclusions regarding connections to people, place and environments with supporting evidence.

1-20 marks

- Creates survey, including few relevant questions, demonstrating limited understanding of migration patterns.
- Conducts and completes minimal surveys.
- Presents limited relevant information in graphs.
- Provides some information.
- Maps minimal locations accurately.
- Provides some information about push and pull factors.
- Draws limited conclusions regarding connections to people, place and environments with supporting evidence.

Producing a good and ethical survey

When a lot of people are involved in an issue it is usually impossible to ask everyone their opinion so only some of the people are surveyed. It is important that these people represent the whole population fairly and therefore the results are not biased.

For example: The local council has suggested lowering the speed limit to 30 kilometres per hour and you want to find out people's opinion about this. It is important to ask all types of people – young and old, male and female, those with and without children, and people who drive as well as those who don't – in order to get a fair picture of the community's opinion.

Your questionnaire:

DO

- ✓ Start with an introduction in which you clearly identify yourself and your purpose, and indicate how long it will take to complete the questionnaire.
- ✓ Keep it short, people are busy – five questions is a good guide.
- ✓ Use mostly closed questions where the possible answers are provided. These questions are very good when you are looking for ways to present your data as the answers can be easily graphed. For example: "How did you travel to school today?"
Walked ___ Car ___ Bicycle ___ Bus ___ Other
- ✓ You may wish to use some open questions where people can express their opinions, for example: "What are your main concerns about the local water supply?"
- ✓ Thank people at the end (even if they have not been very helpful!)

DO NOT

- ❖ Record people's names and addresses.
- ❖ Ask people about their age/income or other personal questions. If you need to know these provide ranges such as under 21, 21 – 30 and so on.
- ❖ Ask leading questions, for example: "Do you agree that the tap water in this village is undrinkable?"
- ❖ Ask more than one thing at a time, for example: "What do you think about importing elephants from Thailand and keeping them in zoos?"