Human Development Index Investigation

Comparing Australia and a Developing Country

Year 9-10 Geography

**Learning Intentions:** *To collect, interpret, and analyse geographical data. To present findings in appropriate ways to suit audience and purpose. To reflect on and evaluate the findings of an inquiry to propose individual and collective action.*

In this task you will research a developing country which is a mission area for the ACBM. You will compare your chosen country and Australia, gathering data and statistics on both countries and drawing conclusions about the similarities and differences. You will then design and produce a creative resource to share your findings with others to raise awareness and provoke a response.

At the end of the assignment, you will need to hand up two things:

1. **Your research** – including the answers to the questions below, a bibliography with the sources of your information, and all relevant images, charts, graphs, or tables. This should be on a document which is shared with me on OneDrive so that I can keep track of your progress during the term.
2. **An Informative Presentation Resource** – this might be a brochure, poster or flyer, a power point, a video, blog or podcast, or something else of your choosing. The purpose is to inform others about your country, how it compares to Australia, and the ecclesia or preaching efforts there. It should be designed to communicate the information you have researched to other students in a clear and interesting way, and prompt them to respond.

Step 1: Choose a Country

Do some preliminary research on the ACBM website and decide which country you would like to investigate and compare. **NOTE:** you may not choose the same one as someone else.

* Bangladesh
* Cambodia
* Cook Islands
* East Timor
* India
* Indonesia
* Malaysia
* Mongolia
* Nepal
* Pakistan
* Papua New Guinea
* Fiji
* Philippines
* Tonga
* Vanuatu
* Vietnam
* Laos
* New Caledonia
* Samoa
* Sri Lanka
* Thailand
* Solomon Islands

Step 2: Research Planning

Answer the following questions in 1-2 sentences:

1. Where will you search for information, and how will you record what you find?
2. How will you decide what information is relevant or useful to your investigation? What criteria will you use to decide whether your information sources are reliable?
3. What format do you think you will use for your informative presentation resource, and why? Brainstorm some ways that you could display or present data/statistics in your resource simply, to help your audience understand it.

Step 3: Observation

Answer the following questions in 1-2 sentences:

1. What do you already know about your country? Write down or ideas/impressions that you have about it (even if you’re not sure they’re correct).
2. What sorts of things do you expect that you might discover in your investigation?
3. Find at least six pictures of your country including a map, the landscape, any major cities or landmarks, the people, the history, and the ecclesia or preaching efforts there. Underneath each image, record your thoughts or impressions.
4. Next find six pictures of the same or comparable things in Australia. Underneath each, write down any immediate contrasts you can see.

Step 4: Recording data

For each of these points, record the data for **BOTH Australia and your chosen country**, listing statistics **for the last 5-10 years.** You may need to present this as a table or graph.

1. What is the HDI?
2. What is the GDP?
3. What is the average income? What is the unemployment rate?
4. What is the average life expectancy? How many doctors per capita?
5. What is the poverty line and how many people are living below the poverty line?
6. How many years of education do people get? Is it the same for boys & girls?
7. What are the living standards like? What is the liveability rating of the major city/s?
8. Infant mortality rate (average number of deaths of infants under 1 year)
9. HIV/AIDS rate (percentage of adults aged 15-50 living with HIV/AIDS)
10. Health care (per capita public & private health expenditure)
11. Incarceration rate (number of people in penal institutions including pre-trial detainees)
12. Homicide rate (number of victims of unlawful death purposefully inflicted)
13. Electricity consumption (total electricity generated annually)
14. Oil consumption (total oil consumed in gallons per day)
15. Birth rate (average annual number of births during a year)
16. What are the roads, infrastructure, and public facilities like?
17. Major disasters (e.g. floods, fires, hurricanes) in the last ten years .
18. Major conflicts (wars with any other country or civil wars) in the last ten years.
19. What is the government of this country like? Is it democratic? Does the government support freedom of religion?

Step 5: Comparing Ecclesial life

Answer the following questions in 1-2 sentences, for **BOTH Australia and your chosen country.** You can use the information on the ACBM website or annual reports, or you may like to contact an ACBM representative (let me know first if you intend to do this).

1. How many ecclesias are there in this country? How many per capita?
2. How many baptised Christadelphians and how many unbaptised young/people interested friends are there?
3. What response to preaching? How many average new baptisms per year?
4. What is ecclesial life like? E.g. is there a Sunday School or youth group, what activities or events are held, do many people leave the truth?

Step 6: Interpreting, Analysing & Representing data

1. For each of the points in Step 4, analyse the data and write a few short sentences interpreting the information. Write your analysis underneath the chart or graphs that it relates to. Some things to look for and comment on:
	* **Trends** – what direction are the numbers going in, are they slowly increasing or decreasing? What does this mean?
	* **Patterns, links or relationships** between data, e.g. **cause and effect**. (For example, countries with lower number of doctors per 100 people might also have higher infant death rates.)
	* **Anomalies or outliers**, statistics that are surprising/unexpected or don’t follow the normal pattern – why not?
	* Possible **reasons/causes** or **predictions** – WHY do you think the numbers are so high/low? Why are they going up or down? How are they likely to go in future?
2. Using the data from Step 4, create 3 different infographics which highlight the most surprising contrasts between Australia and your country. You can draw these by hand or use an online program or template such as Canva or Piktochart.

Step 7: Responding & Informing Others

Answer the following questions in 1-2 sentences:

1. What sorts of things could be done to help the people in your country? How could the brethren & sisters or young people in Australia help the ecclesias or preaching efforts in your country?
2. Are there any other ways to help besides donating money?
3. What are some creative ways you could raise awareness or make people feel motivated to help?
4. How would you like people to respond when you tell them about your findings?

Now, plan and create your information resource. The scope and design of this is up to you, but:

* Look at the marking rubric to see what criteria are being assessed
* Run your idea past me before you begin creating
* Make sure you have a clear idea of WHO you are hoping to appeal to and WHAT you would like them to do.

Step 8: Reflecting and Evaluating

1. Reflect on your research – what went well, what did you find easiest/hardest, what do you think you would do differently another time, what things surprised you or interested you most during the process?
2. Evaluate your information resource. Is it effective? What could you have done better? If you presented your resource to any others – did they respond the way you hoped?
3. List all your information sources in a bibliography at the end of your research document. Underneath each source, write a comment evaluating the source – how useful was it, how reliable/credible is it, how do you know this?

Marking Rubric

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| --- | --- | --- | --- | --- |
| **REQUIREMENTS** | **A** | **B** | **C** | **D** |
| **Planning, Observing & Recording*** Planning shows critical thinking skills by considering options and suggesting practical methods for evaluating data sources.
* Observations include appropriate maps/images, responses are thoughtful & relevant
* Located correct statistics & data from a range of reputable sources, including primary & secondary sources, and selected appropriate methods to display it
* Answers to questions are insightful, detailed and in own words
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| **Comparing, Interpreting, Analysing & Responding*** Evaluates data to make generalisations and inferences, proposes explanations for significant patterns, trends, relationships and anomalies, predicts outcomes
* Infographics are clear and easy to understand, use statistics that are relevant and interesting
* Answers to questions are insightful, detailed and in own words
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| **Presentation Resource*** Format is interesting & creative
* Purpose & audience considered
* Provides information about the country, the ecclesia or preaching efforts there, and how it compares it to Australia
* Includes infographics from Step 6
* Communicates information clearly, presentation is neat and attractive/appealing.
* Suggests clear response or course of action
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| **Reflection & Evaluation*** Research process evaluated thoughtfully & in detail
* Presentation resource evaluated thoughtfully & in detail
* Sources evaluated thoughtfully & in detail
* Comprehensive bibliography with at least 6 sources listed correctly
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