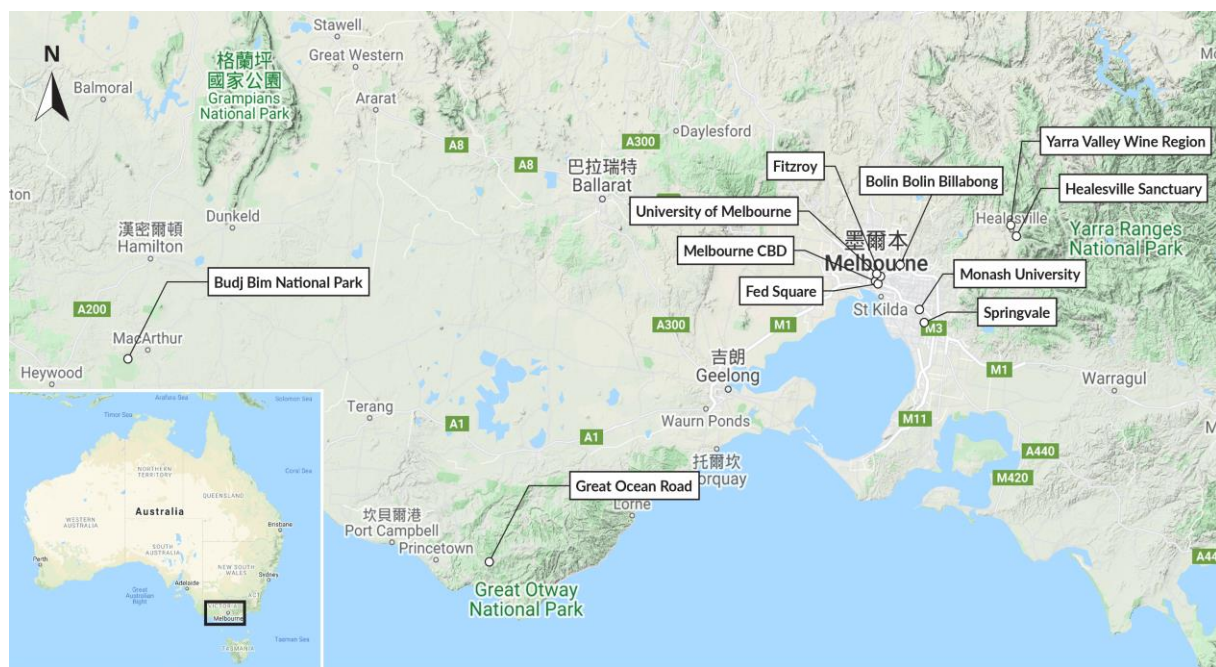


# University of Hong Kong Department of Geography

## Australia Field Trip 2021 Handbook



Field trip destinations

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## 1. AUSTRALIA FIELD TRIP PROVISIONAL ITINERARY – 2021

<b>Day</b>	<b>Itinerary</b>	<b>Theme(s)</b>
Day 1	Arrival at Residential college, <b>University of Melbourne</b> Introducing Melbourne	
Day 2	<b>Melbourne city</b> Walking tour (Full day) Chinatown; Emporium shopping centre; Vic Market (lunch); Federation Square; Southern Cross Station	transportation; gentrification; multiculturalism; urban studies; comparative studies
Day 3	<b>University of Melbourne</b> campus (AM)  <b>Bolin Bolin billabong, Bulleen, Northeast Melbourne</b> (PM)	indigenous geographies; biogeography; urban geomorphology
Day 4	<b>Great Ocean Road drive</b> (Full day) Southwestern Victoria (overnight stay in Warrnambool, Victoria)	coastal geomorphology; tourism; population geography
Day 5	<b>Budj Bim UNESCO World Heritage Site</b> (AM) Southwestern Victoria  Return drive to Melbourne (PM)	indigenous geographies; tourism; fluvial geomorphology; political ecology
Day 6	No activity (AM)  <b>Australian Rules Football match</b> (PM) Melbourne Cricket Ground, East Melbourne	cultural geography; leisure
Day 7	DAY OFF	
Day 8	<b>Melbourne suburban tour</b> (AM) Southeast Melbourne suburbs including Clayton, Springvale, Wheelers Hill, Monash University Clayton Campus  <b>Cooperative Research Centre for Water Sensitive Cities, Monash University</b>	urban water sustainability; urban sprawl; social geography
Day 9	<b>Gentrification walking tour</b> (AM) Inner city suburb of Fitzroy; Federation Square in Melbourne city  <b>Ian Potter Centre</b>	housing; heritage; geohumanities

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Day 10	<b>Healesville Sanctuary (AM)</b>	biodiversity;
	<b>Yarra Valley Winery Tour (PM)</b>	extinction; cultural
	Outer northeast Melbourne	geography;
		consumption

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Day 11	<b>Student group presentations</b>	
	Lecture hall at School of Geography, University of Melbourne	
	Departure	
	Bus to airport	

## **2. FIELD TRIP OBJECTIVES & LEARNING OUTCOMES**

### GOALS:

- Develop a global perspective of the range of viewpoints in relation to various social, economic and environmental issues relevant to geography.
- Provide the opportunity for experiential learning in different environments.
- Encourage the application of geographic knowledge and skills in a real world context.
- Promote the integration of various 'branches' of geography.
- Contribute to student's social and personal development.

Students are referred to the course description for the Learning Outcomes which relate to knowledge and skills.

## INTRODUCTORY INFORMATION

### Objectives

1. to provide students with first-hand experience of different types of physical and human environments, thereby **broadening your range of geographical experience**, based on field visits to selected sites in Melbourne;
2. to analyze landscapes with a view to understanding **physical processes and human influences** in natural, rural, urban and suburban settings;
3. to develop an awareness of the **spatial variation** in terms of landscapes, landforms and social function at a variety of scales;
4. to study a range of **distinctive landscapes** (you should think about why distinctive landscapes emerge);
5. to see examples indicating **temporal change** in, for example, cities, Indigenous cultural sites and social stratification;
6. to **develop skills** in field observation, self-reflection, site photography, interpretation recording and reporting;
7. to enable students to make comparisons with Hong Kong in **retailing, gentrification, geomorphology, biogeography, urban renewal, housing, National Parks/Country Parks, human-nature relationships, urban sprawl, sustainability** ;
8. to observe in particular the varied activities and institutions associated with **leisure, recreation, tourism, sustainability and European vs Indigenous agriculture**;
9. to observe the variety of **urban forms and functions, including town planning, urban water provision and the public realm**;

Students should be prepared to interpret and reflect upon the information, both theoretical and practical, gained through the study of core courses in their second year in the field setting. The field trip will also provide valuable introductory materials for senior level courses for your third year of study.

### The Area for the Field Work

The field trip destination is the city of Melbourne, Australia and surrounding regions. Melbourne is a sprawling city of 5 million people located in Southeastern Australia. It is the capital of the state of Victoria and considered Australia's literary, cultural and sporting capital. It has a diverse economy involving research, manufacturing, finance, IT, transportation, tourism, education and logistics. It is the home of many of

Australia's largest corporations such as BHP Billiton and ANZ. Melbourne's climate is classified as temperate oceanic. It has warm to hot summers and relatively mild winters, however it is known for highly changeable weather.

Demographically, Melburnians have a diverse ancestry. Since 1865, various waves of migration have brought people to Melbourne from the UK, Italy, China, Greece, Vietnam and India, among other countries. The Melbourne area has been home to people of the Kulin nation for over 40,000 years. The Kulin nation is an alliance of five nations: Wurundjeri, Boonwurrung, Wathaurung, Daungwurrung and Dja DjaWrung. Melbourne's diverse population and dynamic environment make it an excellent geography field location.

### **Particular topics/themes**

Biodiversity

Biogeography

Consumption

Cultural geography

Extinction

Fluvial geomorphology

Gentrification

Geohumanities

Heritage

Housing

Indigenous geographies

Leisure

Multiculturalism

Political ecology

Population geography

Social geography

Tourism

Urban geomorphology

Urban sprawl

Urban studies

Urban water sustainability

### **Places that may be included in the Itinerary**

- Melbourne city, Bulleen, Warrnambool, Budj Bim, Clayton, Springvale, Wheelers Hill, Fitzroy, Healesville Sanctuary, Yarra Valley

In some places, professionals and academics in town planning, forestry, conservation, leisure, tourism etc. will provide us with lectures and walking tour.

### **Timing**

2 weeks during the summer break. See the provisional itinerary on page 2 for the exact dates. The group will be staying at the Residential College, University of Melbourne.

There will be about 12 days of field observation, data collection, etc., with some free period as breaks throughout the duration of our stay.

### **Costs**

Students are responsible for getting themselves to and from Melbourne and Staff will provide assistance and advice on travel arrangements. Students are also responsible for their own food and insurance and medical arrangements. You are required to pay for medical care in Australia. The University has an insurance details of which has already been provided, along with the conditions. Should this cover not meet your needs you should purchase a TRAVEL INSURANCE.

Staff will arrange the accommodation (self-catering) and transport for the trip and all other expenses required within the academic program. Student flats provide self-catering accommodation at the Residential College, the University of Melbourne. Coaches will provide the main basis of travel.

### **3. FIELDWORK ASSESSMENT INSTRUCTIONS**

Students are required to accomplish the following two tasks as shown in Sections 3.1, 3.2 and 3.3.

#### **3.1 GROUP PRESENTATION**

Each group should have **4 members**. They must give a ten-minute oral presentation on a topic chosen from one of the themes listed in Section 3.4. A five minute question and answer session will follow each presentation. The presentations will take place on day 11. Visuals and use of PowerPoint are optional. Details of the arrangement will be given in due course.

#### **3.2 FIELD TRIP REPORT**

Each student should submit an **individual** field trip report which should contain the following two parts:

- (i) A written report of **no more than 4000 words** on one of the proposed themes listed in Section 3.2.2.
- (ii) **ALL fieldwork exercises.**

##### **3.2.1 SUBMISSION OF INDIVIDUAL REPORT**

A hardcopy of the written report should be submitted to the General Office of the Geography Department by the following deadline. Please note that a Turnitin report should be attached to the submission.

Submission deadline:

##### **3.2.2 FIELDTRIP REPORT: THEMES**

Examples of possible issues or topics include the following:

###### **A: Australia - Hong Kong Comparison themes:**

- 1) Urban geography - (gentrification; urban renewal; plazas; public space; urban water provision; housing).
- 2) Landscape & conservation – earth surface processes; climate change and human responses
- 3) Tourism – cultural geographies of wine; Indigenous geographies at Budj Bim; livability issues along the Great Ocean Road
- 4) Transport – the role of transport in development; road vs. rail; sustainability issues; the dominance of the car in urban and suburban areas.

###### **B: Australian systematic themes:**



1. Leisure, recreation and tourism (role, scale, impact, structures, policies, problems and conflicts).
2. The influence of EITHER (a) natural processes and materials OR (b) human activities on non-urban landscapes.
3. Population geography of urban areas including, ethnicity, employment in the city.
4. The quality of urban life.

**Note: Permission will be given for other themes that are suitable.**

### **3.3 REFLECTIVE PHOTO DIARIES**

Each student should submit reflective photo diaries of each day's visits and route as follows:

- a) A day-by-day list of places/areas visited (two pages).
- b) An outline of the major themes covered each day (one page).
- c) 1 photo per day + 100 words for each photo.
- d) The questions in section 5 provide discussion prompts for your diary.

### **3.4 ASSESSMENT CRITERIA**

The field trip is assessed by **20% group presentation, 50% individual report and 30% reflective photo diaries**. The group presentation assessment criteria and grade descriptors for individual report are provided in the following pages.

### 2021 Australia Field Trip Oral Presentation Assessment Criteria

<b>Assessment parameters</b>	<b>Weighting (%)</b>
Knowledge & Understanding	50
Argumentation (Evidence supports conclusions)	15
Overall structure and organization	15
Delivery (Time management, eye contact and gestures etc.)	10
Mechanics (Language/Slides)	10

**Remark: The oral presentation accounts for 20% of the total mark for this course.**

# Grade Descriptors for 2021 Australia Field Trip Report

## THE UNIVERSITY OF HONG KONG Department of Geography

Weighting	Addressing the Task	Grade A	Grade B	Grade C	Grade D	Grade F
10%	<b>Understanding, Analysis, Synthesis, and Application of Knowledge</b>	Identifies and addresses clearly the main issues and the subsidiary, embedded, or implicit relationships to each other. Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis, evaluation and application of knowledge is consistently clear and very effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis, evaluation and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes; the analysis, synthesis, evaluation and application of knowledge is mostly clear and effective but the report is rather superficial in understanding of relevant concepts and theories. The report may be descriptive in parts.	Limited understanding of what is required. Does not significantly engage with the issues.	No significant engagement with issues and themes. Report characterized by serious inaccuracies and misunderstandings.
20%	<b>Supporting Evidence</b>	Excellent use of field observations from all relevant visits. Excellent use of the literature to support the analysis.	Good use of field observation and most relevant visits utilized. Reasonable use of the literature in support of the analysis.	Some use of field observation but not all relevant places utilized. Shows average awareness of the relevant literature.	Limited supporting evidence in the form of field observation or literature.	No supporting evidence in the form of field observation or literature.
10%	<b>Mechanics</b>	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, geography*, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, geography* etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, geography* etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, geography*, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the report is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, geography*, etc.).
10%	<b>Presentation</b>	Very well presented with contents page, pagination, and use of sub-headings, etc. aiding clarity and enhancing the report. Excellent use of tables and figures etc. Aesthetics are very pleasing.	Well presented with good use of tables and figures to support presentation and clarity. Aesthetically pleasing.	Average presentation with some use of tables and figures. Will utilize a content page and pagination and have a visually pleasing title page. Aesthetically acceptable.	Poor presentation with only very limited use of tables and figures. Aesthetically poor, e.g. aesthetically poor title page.	Presentation detracts. No use of figures or tables. Aesthetics are not appealing. No pagination or content page. Untidy, scuffy and lacking clarity.
30%	<b>Field-trip Diary &amp; Exercises</b>	Well-presented and written diary. Field trip exercises all completed and well presented.	Diary is submitted and all field trip exercises are completed.	Diary is submitted and some of the field trip exercises completed.	Cursory attempt at diary and field trip exercises.	No diary or field-trip exercises completed.

\*Geography refers to correct use of geographic terms and location, places, etc.

## 4. DESTINATIONS

### 4.1 INTRODUCTION OF FIELD SITES

#### 4.1.1 BOLIN BOLIN BILLABONG. BULLEN



Bolin Bolin Billabong (source: Banister 2019)

Bolin Bolin Billabong is an oxbow lake (known as a billabong in Australia) that is part of the Yarra River (Birrarrung) system located approximately 13 km north-east of metropolitan Melbourne in the suburb of Bulleen. The Bolin Bolin Billabong is a sacred site for the Indigenous Wurundjeri people. During April and May of each year, the Bolin Bolin Billabong hosted large ceremonies lasting four to five weeks with more than 1000 people in attendance. Gatherings of Aboriginal people are known by the word ‘corroboree’ and were important for building social networks within the Wurundjeri and other clans of the Kulin Nation. Goods were traded, initiation ceremonies conducted, disputes settled and marriages arranged.

Bolin Bolin was part of a larger network of billabongs providing a plentiful supply of eel. On your visit, imagine the sounds of people sharing stories, spearing eel or performing corroboree. Such gatherings enabled the trading of goods, the performance of initiation ceremonies, the settling of disputes and the arranging of marriages.

A billabong is a U-shaped lake that forms when a section of river is separated from the main channel. Billabongs form over thousands of years in curvy rivers such as the Yarra. Sediment accumulates on the slower, inner curve of the river. During heavy rain when the river is high, the water is forced to find a new way around. The sediment continues to accumulate and forms a barrier preventing the river from flowing through its original course. The isolated section becomes a billabong.

Take note of the plants and animals in the area. The River Red Gums, *Eucalyptus*

*camaldulensis*, are hundreds of years old and date back to before European arrival. The Swamp Paperbark, *Melaleuca ericifolia* is commonly seen in Hong Kong but is native to southeastern Australia. It has a peeling ‘paper’ quality to the bark. The Silver Wattle, *Acacia dealbata* has bright yellow flowers that can be in full bloom even in the coldest months. Listen for the familiar laughing calls of the kookaburra. You might also see lizards, wallabies, turtles, wombats, kingfishers, possums, and gliders.

### References and further reading

Banister, J. (2019, December 25). Beneath modern Melbourne, a window opens into its ancient history. *The Guardian*. Retrieved from <https://www.theguardian.com/australia-news/2019/dec/26/beneath-modern-melbourne-a-window-opens-into-its-ancient-history>

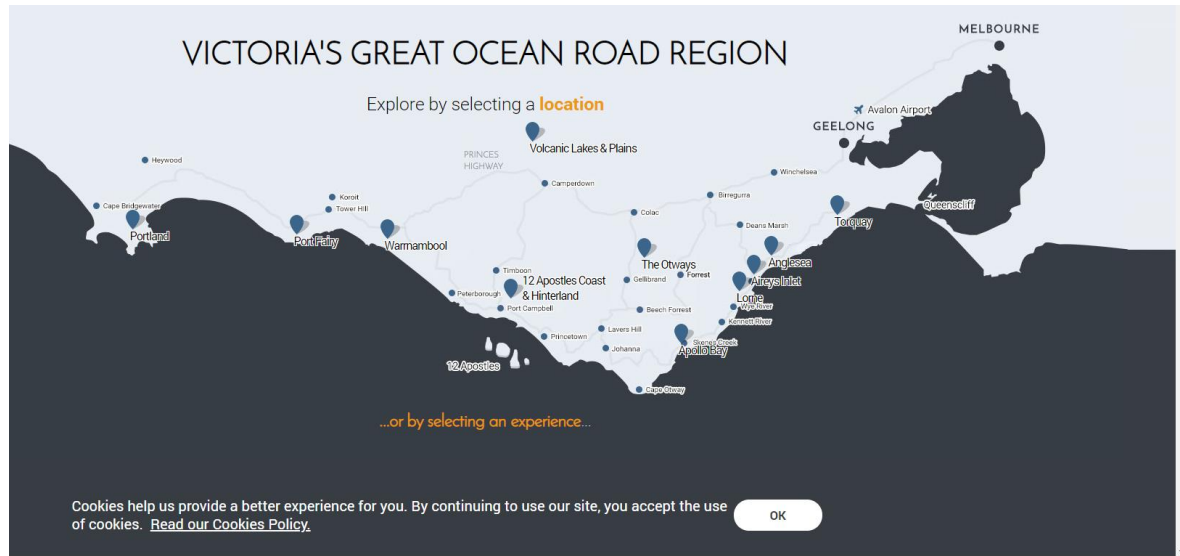
Manningham City Council, Billabong Song Walking Guide. *Victoria Walks*. Retrieved from <https://www.victoriawalks.org.au/Assets/Files/15%20-%20Billabong%20song.pdf>

### Related themes:

Transportation; Gentrification; Multiculturalism; Urban Studies

## 4.1.2 Great Ocean Road

### Great Ocean Road



The Great Ocean Road region, Victoria (source: Visit Great Ocean Road)

The Great Ocean Road is a 243 km road between the towns of Torquay and Allansford that has National Heritage listing. It is one of Australia’s premier tourist destinations, with striking views of the water of Bass Strait, which separates mainland Australia from Tasmania, and the Pacific Ocean from the Southern Ocean. The road goes through rainforests, past beaches and alongside cliffs of limestone and sandstone. There are several destinations along the Road, including the 12 Apostles, the Otways, Apollo Bay,



with vast provision of tourist supporting facilities built alongside. Helicopter trips, retreats, campgrounds, spas, hiking, surfing and swimming are some of the attractions that can be found in those sites.

### *Bells Beach*



Rip Curl Pro Bells Beach in action at Bells Beach (source: Torquay Life)

Bells Beach, situated near Torquay on Wadawurrung Country, is one of the most popular surf beaches in Australia. Around Easter time, the beach would be packed with surf lovers taking part in the Rip Curl Pro Bells Beach, an international surf competition, accompanied by plenty of visitors coming for sightseeing. The beach has also featured in the Hollywood movie ‘Point Break’ (1991) starring Keanu Reeves and Patrick Swayze. However, the Bells Beach Scene was actually filmed at Indian Beach in Ecola State Park, located in Cannon Beach, Oregon.

### **References and further reading**

Bells Beach. *Visit the Great Ocean Road*. Retrieved from <https://www.visitgreatoceanroad.org.au/big-nature/bells-beach/>

Bells Beach. *Visit Victoria*. Retrieved from <https://www.visitmelbourne.com/regions/Great-Ocean-Road/Things-to-do/Nature-and-wildlife/Beaches-and-coastlines/VV-Bells-Beach#tab-overview>

Waves. *Surfing Waves*. Retrieved from [https://surfing-waves.com/peeling\\_waves.htm](https://surfing-waves.com/peeling_waves.htm)

## Lorne



Sand beach at Lorne (source: Sightseeing Tours Australia 2020)

Lorne (pop. 1100) is a small town situated along the coast of the Otway region on Gadubanud Country. While it is regarded by many as exemplary coastal resort and a popular spot for water activities, like surfing and fishing, you can find numerous waterfalls and walking trails within the region. It is near to the Otway National Park, where you can find the oldest lighthouse in Australia, temperate rainforests with abundant flora and fauna.

### References and further reading

Beaches. *Iamlorne*. Retrieved from <https://www.iamlorne.com.au/beaches/>

Great Otway National Park on Great Ocean Road (2020). *Sightseeing Tours Australia*. Retrieved from <https://greateoceanroadmelbournetours.com.au/attractions/great-otway-national-park/>

The Town of Lorne on the Great Ocean Road. (2020). *Sightseeing Tours Australia*. Retrieved from <https://greateoceanroadmelbournetours.com.au/attractions/lorne/>

A viewing platform from Teddy's Lookout:  
Teddy's Lookout (2016). *Lorne Victoria*. Retrieved from <https://www.lornevictoria.com.au/teddys-lookout/>

## *Twelve Apostles*



12 Apostles (source: Visit Melbourne)

The Twelve Apostles is a collection of limestone stacks standing off the shore of Port Campbell. Though they were named the 12 Apostles, the number of visible rugged cliffs in the viewing areas is only 8 at the moment. Eventually, more will be lost due to continued weathering and erosion, while new ones may form due to the collapse of some existing arches in the future. The Twelve Apostles are a popular tourist attraction.

### **References and further reading**

The 12 Apostles, Great Ocean Road. (2020). *Sightseeing Tours Australia*. Retrieved from <https://greateoceanroadmelbournetours.com.au/attractions/12-apostles/>

## *Loch Ard Gorge*



Loch Ard Gorge (source: Visit Melbourne)



The Loch Ard Gorge is another tourist attraction in the Port Campbell National Park. The gorge was named after the merchant ship, the Loch Ard, which was wrecked in 1878. This section of coastline is part of the ‘Shipwreck Coast’; so named due to the frequency of shipwrecks caused by strong currents and waves in the region.

For a more complete story, please visit

Loch Ard Gorge, Great Ocean Road. (2020). *Sightseeing Tours Australia*. Retrieved from <https://greateoceanroadmelbournetours.com.au/attractions/loch-ard-gorge/>

Shipwreck Coast, Great Ocean Road. (2020). *Sightseeing Tours Australia*. Retrieved from <https://greateoceanroadmelbournetours.com.au/attractions/shipwreck-coast/>

### *Warrnambool*



Flagstaff Hill Maritime Village (source: Visit Warrnambool)

Warrnambool (pop. 35000) is located at the end of the Great Ocean Road on Gunditjmarra Country. It is famous for its whale watching trail, where you would be able to see different species of whales (including the endangered Southern Right Whales). A few metres from the Logan’s Beach, you can find the Flagstaff Hill Maritime Village and Museum, showcasing stories of shipwreck and maritime history of the country.

We would first of all head to Bells Beach, followed by lunch and visit in Lorne. We would then drive to Teddy's Lookout, which gives you a panoramic view of the Great Ocean Road region. We would also stop near the 12 Apostles for some time before we leave for Warnambool.

### **References and further reading**

Flagstaff Hill - Maritime Village & Sound and Light Show. *Visitwarnambool*. Retrieved from <https://visitwarnambool.com.au/flagstaff-hill/#>

Gurran, N and Blakely, E. (2007). Suffer a Sea Change? Contrasting perspectives towards urban policy and migration in coastal Australia. *Australian Geographer*, (38), 113-131.

McSweeney, SL, Kennedy, DM and Rutherford, ID. (2017). The daily-scale entrance dynamics of intermittently open/closed estuaries. *Earth Surface Processes and Landforms*, (43), 791-807.

The Whale Trail -Warnambool To Warnambool West. *Visitwarnambool*. Retrieved from <https://visitwarnambool.com.au/itineraries-2/for-a-rainy-day/the-whale-trail/>

### **Related themes:**

Coastal Geomorphology; Tourism; Population Geography

### 4.1.3 BUDJ BIM CULTURAL LANDSCAPE



Gunditjmara Country (source: Gunditjmara people 2020)

Budj Bim is Australia’s newest UNESCO world heritage site, accepted onto the list 2019. It is the first Indigenous Australian landscape to be placed on the World Heritage List solely for its cultural values. The two most well known Indigenous Australian cultural sites - Uluru-Kata Tjuta and Kakadu National Parks - are listed for both natural and cultural values.

Budj Bim is an eel aquaculture system older than the Egyptian pyramids. Budj Bim is a name derived from that of a nearby volcano (also known as Mt Eccles) that started erupting around 27,000 years ago. The lava flows blocked the flow of rivers, forcing the water to move across the landscape forming swamps that provide habitat for eels. Gunditjmara used volcanic rocks to construct walls, water channels, weirs and dams. It is located in Southwest Victoria, about 270kms from Melbourne, and is part of the cultural landscape of the Gunditjmara people.



Lake Condah with its rugged basalt lava flow features in the Budj Bim cultural landscape (source: McNiven 2017)

The Budj Bim cultural landscape is highly significant to the Gunditjmarra people. It is teeming with food sources. In addition to eel, there are fish, turtles and over 100 bird species including swans and ducks. Abundant aquatic plants provided additional food and important materials for making baskets, mats, string and eel traps. The stony rises provided habitat for kangaroos and the starchy yam daisy. The Budj Bim cultural landscape was highly productive, enabling Gunditjmarra people to reside there year-round. It also shows that Aboriginal people were not simply hunter-gatherers. They were ‘engineers of aquaculture, builders of stone house settlements and warriors defending country’ (Gunditjmarra people and Wettenhall, 2010).

### **References and further reading**

Gunditjmarra country. (2020). *Budj Bim Cultural Landscape*. Retrieved from <https://www.budjbim.com.au/about-us/>

Gunditjmarra people and Wettenhall, G. (2010). *The People of Budj Bim*. Heywood: em PRESS.

McNiven, I. (2017, February 8). The detective work behind the Budj Bim eel traps World Heritage bid. *The Conversation*. Retrieved from <https://theconversation.com/the-detective-work-behind-the-budj-bim-eel-traps-world-heritage-bid-71800>

Neal, M. (2019, July 6). Ancient Indigenous aquaculture site Budj Bim added to UNESCO World Heritage list. *ABC News*. Retrieved from <https://www.abc.net.au/news/2019-07-06/indigenous-site-joins-pyramids-stonehenge-world-heritage-list/11271804>

Smith, C, Jackson, G and Ralph, J. (2019, July 18). Budj Bim’s world heritage listing is an Australian first – what other Indigenous cultural sites could be next? *The Conversation*. Retrieved from <https://theconversation.com/budj-bims-world-heritage-listing-is-an-australian-first-what-other-indigenous-cultural-sites-could-be-next-120097>

### **Related themes:**

Indigenous Geographies; Biogeography; Urban Geomorphology



#### 4.1.4 MELBOURNE CRICKET GROUND (AUSTRALIAN RULES FOOTBALL)



Melbourne Cricket Ground (source: Austadiums 2020)

Melbourne has been the hosting city of the 1956 Olympic Games and Commonwealth Games in 2006. It is the venue for a number of worldwide sports events. Australian Rules football, also known as ‘Aussie Rules’ or ‘AFL’ is one of the most popular sports in the country. The professional Australian Football League (AFL), generated \$US446 million in 2014. In 2016, a professional women’s competition (AFLW) was founded. Of course, football games have been dramatically affected by the recent COVID-19 situation.

The origins of Aussie Rules is disputed. While the game emerged in Melbourne in the 1850s, the history of the game before that time is uncertain. While it certainly incorporates aspects of rugby and Gaelic football, it also resembles the Aboriginal Australian game of ‘marngrook’. Marngrook is a Woiwurrung word meaning ‘ball’ or ‘game’. One of the pioneers of Australian Rules football was Tom Wills, who was raised in Victoria’s Western district. Wills was fluent in the languages of the Djab wurrung people and often played ball games with Aboriginal children.

The Aussie rules term ‘mark’, meaning a clean, fair catch of a kicked ball is claimed by some to be derived from an Aboriginal word ‘mumarki’ meaning ‘to catch’ which was used in marngrook. However, the term ‘mark’ might be derived from the practice of leaving an imprint (or mark) in the ground to denote the location where the ball was caught.

Below are some news about the sport:

Homepage. (2020). *AFL*. Retrieved from [www.afl.com.au](http://www.afl.com.au)

Tom Bassam. (2020, June 12). Australia to allow 10,000-strong sports crowds from July. *SportsPro*. Retrieved from <https://www.sportspromedia.com/news/australia-afl-nrl-sports-crowds-july-scott-morrison>

For more information about the game, please visit:  
<https://www.britannica.com/sports/Australian-rules-football>

### **References and further reading**

Homepage. *Melbourne Cricket Ground*. Retrieved from <https://www.mcg.org.au/>

Klugman, K. (2014). “My natural environment has provided me with about fifty different ways of expressing frustration”: Mining the visceral angst of Australian Rules football followers. *Emotion, Space and Society*, (12), 24-31.

Pavlidis, A. (2018). Making “space” for women and girls in sport: an agenda for Australian geography. *Geographical Research*, (56), 343-352.

### **Related themes:**

Cultural Geography; Leisure

## **4.1.5 MELBOURNE SUBURB TOUR (SOUTHEAST MELBOURNE SUBURBS)**

### **Melbourne suburbs**

Melbourne is a city of over 5 million people, sprawling over an area of almost 10000 square kilometres. By comparison, Hong Kong has 7.5 million people in an area of 2755 square kilometres. Urban sprawl has a number of environmental and social consequences. The transformation of farmland into suburbs consumes precious agricultural areas once used for food production. This means there is less land upon which to grow food for more people, threatening food security. Agricultural regions will be located further and further away from consumers, adding to transport costs and fuel consumption. The long distances between home and work forces people to commute long distances every day. This adds to transport costs and takes up time that could be spent with family and friends.

### *Clayton*

Clayton is a suburb where Monash University, the largest university in Australia is located. It is about 18km away from the metropolitan CBD and has a size of about 7.7 km<sup>2</sup>. One interesting fact of the suburb is that the most common birth of place for the residents is China (25.7%), even more than the locally born (24.7%), according to the 2016 census of Australia.

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### *Springvale*

Springvale is situated next to Clayton. It is larger in size (11.2 km<sup>2</sup>) and is mainly residential in terms of land use. Like Clayton, it is also an ethnically diverse suburb with people from Vietnam, South Asia and China. In the suburb, you can find Sandown Racecourse where horse races and major car races are hosted.

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### *Wheeler Hills*

Wheeler Hills (10.3 km<sup>2</sup>) is where Jells Park, a major recreational site, with 127 hectares of space for picnic and outdoor activities, is found. It is also where the Monash Gallery of Art is located. The suburb is less diverse in terms of ethnicities when compared to Clayton and Springvale.

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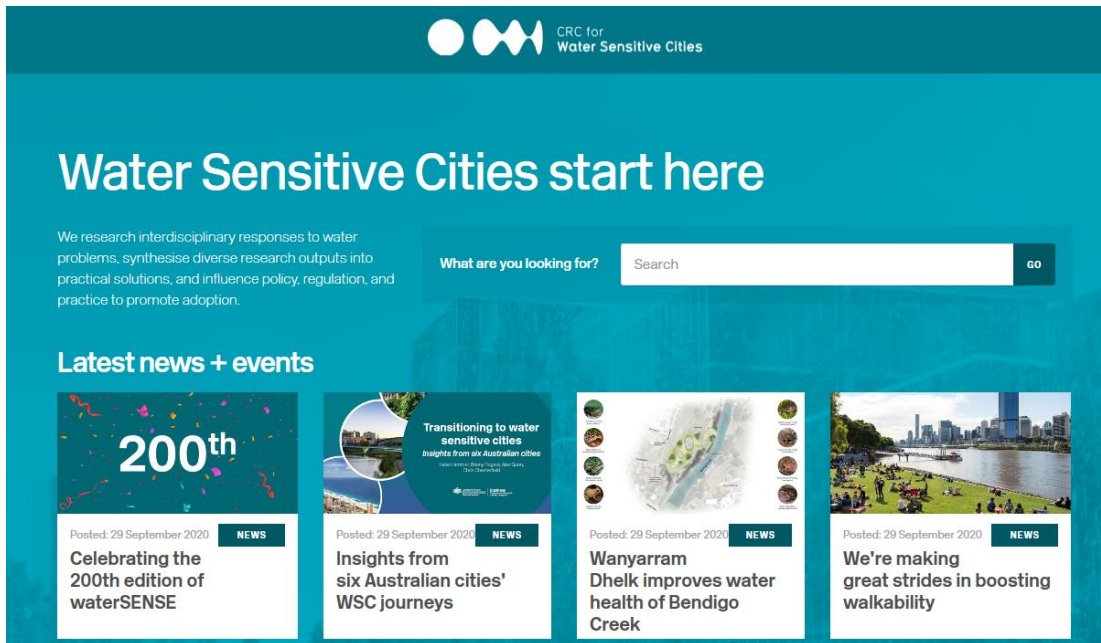
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### **Related themes:**

Urban Water Sustainability; Urban Sprawl; Social Geography

#### 4.1.6 THE COOPERATIVE RESEARCH CENTRE FOR WATER SENSITIVE CITIES



CRC for Water Sensitive Cities homepage, 2020 (source: <https://watersensitivecities.org.au/>)

The Cooperative Research Centre for Water Sensitive Cities (CRCWSC) aims at researching “interdisciplinary responses to water problems,” synthesizing “diverse research outputs into practical solutions” and generating influence to “policy, regulation, and practice to promote adoption.” Established in 2012, the Australian research centre innovates on the ways in designing, building and managing cities to make them more sustainable, resilient, productive and liveable. Acknowledging the role water plays in affecting the economic development, quality of life and ecosystem of cities, the centre cooperates with more than 150 researchers and PhD candidates to generate research-based solutions for governments, enterprises and NGOs, both local and overseas.

For more information about the urban adaptive strategies and design of a water sensitive city, please visit <https://watersensitivecities.org.au/creating-wsc-australian-cities/wsc-vic-2/>

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#### **Related themes:**



#### **4.1.7 SUBURBAN GENTRIFICATION TOUR**

Gentrification is a process of neighbourhood change in which affluent people moving into lower socioeconomic areas. Gentrification usually causes an increase in housing costs, rents and mortgages. It is often associated with an influx of upmarket restaurants, clothing stores, yoga studios, vintage stores and art galleries. A process of displacement is a common outcome of gentrification, in which existing residents are forced to move as they can no longer afford to live in a gentrifying neighbourhood. Theories of gentrification used to be based on a 'wave model' in which gentrification occurred in a series of stages or waves. Nowadays, multiple pathways toward gentrification are possible.

Many Australian cities, such as Melbourne, Sydney, Perth and Brisbane, have experienced or are currently experiencing gentrification in certain areas. Since the late 1990s, housing prices in all Australian cities have rapidly increased. As a result, Australian households have the most debt in the world (compared to the size of the economy).

##### *Fitzroy*

Fitzroy is an inner Melbourne suburb. It was designated as a municipality in 1958 and it is the first suburb of Melbourne. It is only 1.4 km<sup>2</sup> in size, but it is the suburb with the highest population density in Melbourne. It is a vibrant region, with arrays of restaurants, traditional bars, cafes, designer shops and public art. Also, while the main areas and the 5 shopping precincts of the suburb are accessible via trams, the area is popular among both tourists and residents. The suburb has undergone urban renewal and gentrification and remains as a place mixed with traditional and contemporary atmospheres. We would tour around the suburb and explore the history of gentrification with the lead of Professor Libby Porter from RMIT University.

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**Related themes:**

Housing; Heritage; Geohumanities

**4.1.8 IAN POTTER CENTRE**



Ian Potter Centre (source: Hutchinson 2020)

The Ian Potter Centre is a gallery operated by the National Gallery of Victoria (NGV). It is located in central Melbourne at Federation Square. The Centre showcases Australian art from the Colonial era to contemporary, including the Heidelberg School and Aboriginal and Torres Strait Islander art. The Centre displays photography, drawings, prints, textiles, fashion and decorative art. Various galleries are dedicated to Aboriginal and Torres Strait Islander art.

Torres Strait Islanders are Indigenous people from the Torres Strait, a body of water located between the northernmost point of Australia and New Guinea. Aboriginal people are Indigenous people from the Australian mainland, Tasmania and other islands within Australia's territory. There is a huge range of artistic styles that have been produced by Aboriginal and Torres Strait Islander peoples over thousands of years. NBA basketball player Patrick Mills is of Aboriginal and Torres Strait Islander descent.

### *The Heidelberg School*



Frederick McCubbin, *The Pioneer*, 1904, National Gallery of Victoria (source: National Gallery of Victoria)

The Heidelberg School was a 19<sup>th</sup> century Australian art movement that was later referred to as ‘Australian impressionism’. The name was derived from the suburb of Heidelberg (located near the Bolin Bolin Billabong) which was a rural area in the 19<sup>th</sup> century. The landscapes of the Heidelberg area were the inspiration for many of the paintings included in this School. The movement expanded to include the works of other Australian artists working in similarly rural areas around the country.

To learn more about Australian impressionism go to:

[https://www.ngv.vic.gov.au/australianimpressionism/education/insights\\_intro.html](https://www.ngv.vic.gov.au/australianimpressionism/education/insights_intro.html)



*Aboriginal and Torres Strait Islander art*



Mick Namarari Tjapaltjarri, *Women's Dreaming*, 1973, National Gallery of Victoria  
(source: National Gallery of Victoria)

To view Aboriginal & Torres Strait Islander art in the NGV collection go to:  
<https://nga.gov.au/collections/atsi/default.cfm>

**References and further reading**

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**Related themes:**

Heritage; Geohumanities

#### 4.1.9 HEALESVILLE SANCTUARY

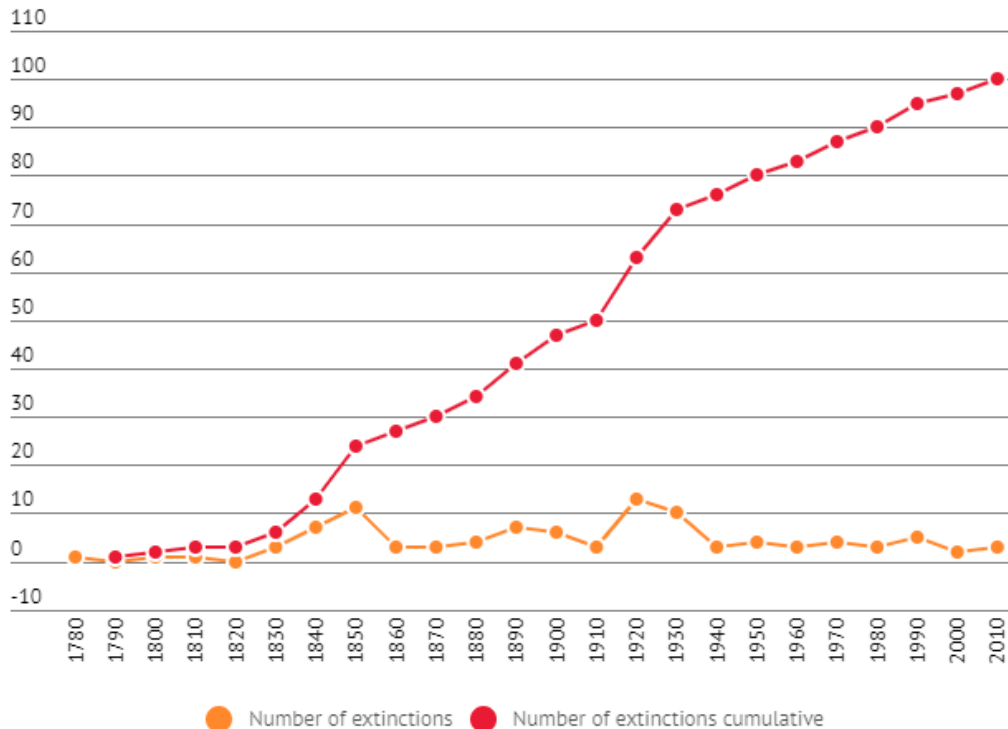


Kangaroos: Australia's most famous marsupial (source: Klook 2020)

Healesville Sanctuary is a zoo operated by Zoos Victoria, a non-profit organization working to conserve wildlife and protect animals from extinction. They have been committed to recovering more than 25 threatened local species, as outlined in their Wildlife conservation Master Plan.

Australia is one of 17 mega-diverse countries that together comprise about 70% of the world's flora and fauna. To qualify as 'mega-diverse', a country needs to have marine ecosystems within its borders and at least 5000 endemic plant species. Australia has more than 5% of the world's plants and animals. It is home to approximately 570,000 different species (147,579 described species). Australia has at least 8128 species of vertebrates, 98,703 invertebrates, 24,716 plants, 11,846 fungi and around 4186 in other groups.

However, Australia is also a global hotspot for extinction. Since European arrival around 200 years ago, extinction rates have continuously increased. Over the past 200 years, Australia has lost about the same number of mammals as the rest of the world combined (34), and it has lost 37 plant species. Initially, extinctions were caused by hunting and the expansion of European forms of agriculture (such as the wool industry) and human settlements (European style villages). Introduced species such as rabbits, foxes, rats and cats either preyed upon Australian animals unaccustomed to such predators or ate most of their food. Sadly, the massive bushfires during the summer of 2019-2020 was estimated to have killed 1 billion animals.



Rates of extinction of Australian animals since European arrival (source: Woinarski et al. 2019).

Here are some campaigns designed by Zoos Victoria to foster animal conservation in ways you may have never imagined:

<https://www.zoo.org.au/fighting-extinction/community-conservation-campaigns/>

See how they become the world's first zoo to achieve carbon neutral certification:

<https://www.zoo.org.au/fighting-extinction/sustainability/>

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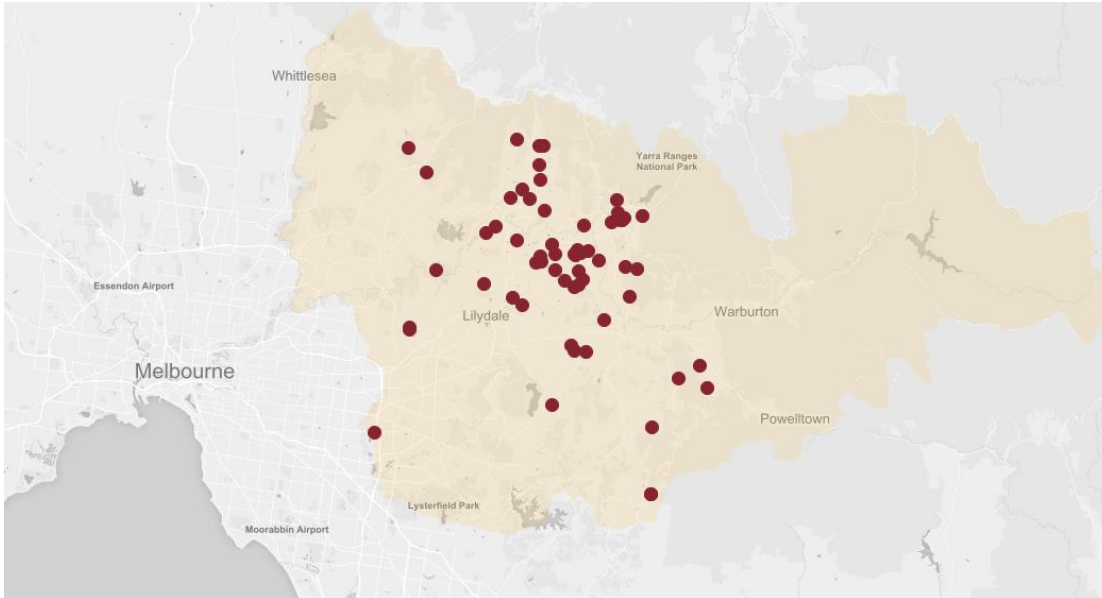
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### Related themes:

Biodiversity; Extinction; Cultural Geography; Consumption

#### **4.1.10 YARRA VALLEY WINERIES**



Map of wineries in Yarra Valley region (source: Wine Yarra Valley 2020)

Yarra Valley (pop. 40,000) is on Wurundjeri Country about a one hour drive from the CBD of Melbourne. It is a landscape of green hills and valleys, renowned as the site for growing quality cool climate wines such as Pinot Noir. Since the first wine was produced from the vineyard in the valley in 1845, viticulture has been spreading extensively and now there are as many as 160 wineries. With the diversified climate (both Mediterranean and continental climates), soil and topography, the vineyards in the valley are capable of producing a great variety of wines.

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The Yarra Valley Wine Region. (2020). *Wine Yarra Valley*. Retrieved from <https://wineyarravalley.com.au/the-yarra-valley-wine-region/>

#### **Related themes:**

Cultural Geography; Consumption



## 4.2 OTHER ASPECTS OF THE FIELD TRIP

The following sections describe other aspects that could be observed during the Australia field trip, independent to a particular destination.

### FURTHER READING (GENERAL)

There are two Australian geography journals publishing the latest research across the breadth of the discipline:

*Australian Geographer* (Taylor & Francis)

*Geographical Research* (Wiley)

### ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

Colonial Frontier Massacre Map, 1780-1930:

<https://c21ch.newcastle.edu.au/colonialmassacres/map.php>

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### **4.3 FIELDWORK METHODS**

FIELD WORK is designed to introduce you to the needs of OBSERVATION, INTERPRETATION, RECORDING, ANALYSIS and PRESENTATION of field work data. These needs are also important in other sorts of data collection, such as from map interpretation and map use. They are, however, paramount to successful fieldwork.

#### **4.3.1 WHAT DATA TO COLLECT?**

Going into the field to collect information requires some idea and organization regarding what is relevant data to be collected. You could take photographs, which today is a common practice regarding recording of information concerning the observable landscape. (Before photography was invented we had to rely on sketching or similar representations of information, which regularly required some selection of what would be included and what would not be included in the picture.)

A photograph is not generally selective. It records all the information before the lens. Thus it is not useful until we point out the valuable pieces of information that are recorded which we wish to bring to others' attention. This is easily done by annotating the picture by highlighting or drawing our attention to the significant features.

A sketch gives a good idea of the simplifying and selective technique involved. With modern materials you do not even have to draw items at all, but place a piece of clear film over the photograph and delineate on the film the different areas of interest, and give them their names. It is then possible to "see" the areas of different land use and possible conflict in use by humans and/or the types and effects of physical processes.

In the information given in the handout there is a list of the details of urban activities that might be used in coding land use with particular respect to retailing and services in England, which illustrates the large range of details that could be necessary for answering some questions in research. Such detail yet compression of the absolute amount of information available into a generalized form reflects on the interpretation of the observations.

#### **4.3.2 INTERPRETATION OF DATA**

It is good practice to collect and record details in field work in various ways and forms. The type of details collected, whether qualitative (descriptive), or quantitative where the counting of items will become important, depend largely on the purpose of the field work exercise.

All science requires some idea of what you are trying to find out or discover, whether to confirm or disprove ideas or theories, or to provide detailed data to improve analysis of a problem. This requires selectivity and specific identification of the type of data required. When recording your observations in the field you must interpret what you see in terms of the identities required. Mistakes at this stage will make your work subject to criticism in review later.

#### **4.3.3 RECORDING OF DATA**

Tables, questionnaires and maps and notebooks for recording details of observations or queries are required for fieldwork. Most of the information will be recorded on the pre-arranged forms, but there will always be questions you cannot answer in the field. Thus queries should be noted in detail identifying exact locations (by way of map references, street names and numbers, etc.) of the difficulties in notebooks. Such difficulties can then be analyzed later after the field work exercise. Most queries are about interpretation as it is unlikely that you can foresee every type of information to be seen in the field work.

#### **4.3.4 ANALYSIS AND PRESENTATION OF DATA**

Statistical analysis is most common these days, but geographers still work with a large amount of qualitative data through maps, photographs, sketches, notes, etc. Field work data must be reduced to readable standardized forms that can be reproduced in your written reports. This analysis should organize the data in ways that it can answer the questions you had before you set off to the field, and those that might have arisen in the field through your detailed observations.

Thus the final presentation should state:

- the objectives clearly;
- the methods of collecting data required;
- the type of data recorded;
- any problems in collecting data;
- any problems in recording and interpreting data;
- types of analysis used;
- any problems in analysis;
- the answers to the objectives; and

- whether any further questions arise for future consideration.

You will carry out some field work involving data collection. Your results should be incorporated in your overall field reports as appropriate.

#### 4.3.5 SURVEYS

“Surveys” form a common method of field work for geographers, but the term is often misused to refer only to a particular type of survey. In depth studies might incorporate surveys of an historical nature through searches for documentary and other recorded evidence such as found in photographs and drawings or paintings of the past, which could help interpret past landscapes and patterns of change.

Delving into larger and more detailed statistical archives that exist, such as census or similar data, is another method, which is likely to provide detailed information. This will be more comprehensive and sophisticated in approach the nearer it is to the present day, given the advances in statistical methodology and computer technology.

A further method is to build upon all the existing knowledge by carrying out a survey of an area (and its population), resident and/or transient, for a very precise objective. This could be by enumeration (such as counting traffic movements), or by sampling a selection of “population”, and/or by questionnaire survey seeking knowledge and opinions from and about those surveyed.

This present field trip will NOT incorporate these more sophisticated methods of survey through lack of time, but in writing up YOUR OBSERVATIONS you can make reference to other people's surveys where they help to support what you have observed.

Very generalized land use groups are:

	<u>Land use</u>	<u>Color</u>
A:	Agriculture	Brown
S:	Retail & local services	Red
OS:	Entertainment & recreation	Yellow
C:	Offices (commercial)	Green
G:	Institutions (admin. e.g. government)	Grey
SS:	Social services (e.g. education, health, police)	Grey stripes
I:	Storage & industry (manufacturing)	Blue
RP:	Permanent residential	Purple
RT:	Temporary residential	Pink
V:	Vacant premises	White

P:	Car park	Black
Pm:	Car park (multi-storey)	Black stripes
T:	Transportation	Black spots
CS:	Construction site	White with "CIP"

#### 4.3.6 LANDSCAPES AFTER D.W.MEINIG

- Landscape as NATURE: beware of romantic ideology
- Landscape as HABITAT: clearly so but beware of thinking that people necessarily improves the world
- Landscape as ARTIFACT: while the hand of humanity may seem to be apparent in everything, nature is not solely a resource for our use
- Landscape as SYSTEM: beware of selectivity - in the closed system of this world all items have bearing upon each other, whether physical or behavioral
- Landscape as PROBLEM: there is often a problem but it is rarely the landscape itself.
- Landscape as WEALTH: from a commercial or money centered view that is true -the land offers people a great variety of opportunities for wealth, but what is the effect upon the land AND OURSELVES
- Landscape as IDEOLOGY: desire for change in ourselves and our landscape necessitates belief and thereby ideology, but beware of impossible dreams and false hopes and beliefs
- Landscape as HISTORY: a sense of detail and fact; a sense of accumulation and process -the past lives on
- Landscape as PLACE: a sense of locality, of texture, of emotion, of "feel", of the specific not the general
- Landscape as AESTHETIC: a sense of art; beauty, purity -our personal interpretations of



like and dislike

#### 4.3.7 LANDSCAPES -OBSERVATION ANDEVALUATION

Landscapes are:

- Integrative: that is embracing all elements
  - Physical
  - Human
  - Material
  - Spiritual
  - Ideological
- Specific: that is defined or fixed in time and space
- Realistic: that is representing the 'REAL' world, which is defined in human terms  
POLITICALLY

Modern landscapes are created by “planning” which is based upon information and reflected by land-use, zoned under planning.

Ultimately what we see and what we measure and what we plan is dependent upon our assumptions about VALUES, which are created by our ATTITUDES which in turned are formed by our PERCEPTIONS.

Can we create objective measurements from these perceptions?

There are NONE which are fully acceptable. The explanation of landscape, which includes LAND USE, is dependent upon a whole range of social factors which shape our perceptions and color our attitudes. Some obvious factors are:-

- class
- occupational involvement
- educational level & type, politics
- cultural affinities

Perceptions are also colored by how well we use our senses: through our eyes, ears and nose

obviously, but also in some instances through our ability to interpret through touch and taste (e.g. air, water, soil).

Landscape embodies PAST & PRESENT & FUTURE and should be seen dynamically, not in a fixed or static way, as it involves movement.

Many questions should be asked, such as

- how did it occur?
- what are people doing?
- what will happen?
- what should we do to change things?

To help us answer these and other questions, we can say that landscapes have

- LAYOUT which outlasts FORM which outlasts FUNCTION
- LAYOUT embodies the historical structure of the landscape
- FORM covers the, containers we erect within this structure upon the landscape
- FUNCTION covers what happens inside the containers and upon the layout itself .

To put it in a different way

- LAYOUT gives us the organization and pattern of what we see
- FORM gives us the texture and material nature of what we see
- FUNCTION gives us the use and value of what there is in the landscape.

When we are investigating any landscape our sense of values will embody sets of AESTHETIC values which will shape our APPRECIATION. This will inform our CRITICAL faculties and inevitably lead us to place what we see in terms of "good" and "bad", through the use of all our senses (sight, sound, smell, touch and taste). Our APPRECIATION is often politically expressed in the use of terms such as:-

- ‘improve’;
- ‘make more productive’;
- ‘put to its proper use’;
- ‘renew’;
- ‘create open space’; and
- ‘restrict the use of’.

Some form of CATEGORISATION of appreciation is inevitably required because it is otherwise impossible to develop POLICIES for landscapes. We have to try to be flexible however in dealing with many views. Otherwise the policies could immobilize the State (i.e. the Government) in doing anything or become too rigid because of contention over different views such as expressed in NIMBY (not in my backyard).

#### **4.3.8    SAFETY**

It is important that you carry out your fieldwork in a safe manner. Please remember the safety briefing during your orientation lecture. You **MUST READ** section 6 of this booklet on fieldwork safety.

# PHOTOGRAPHY AND FIELD SKETCHES IN COURSEWORK

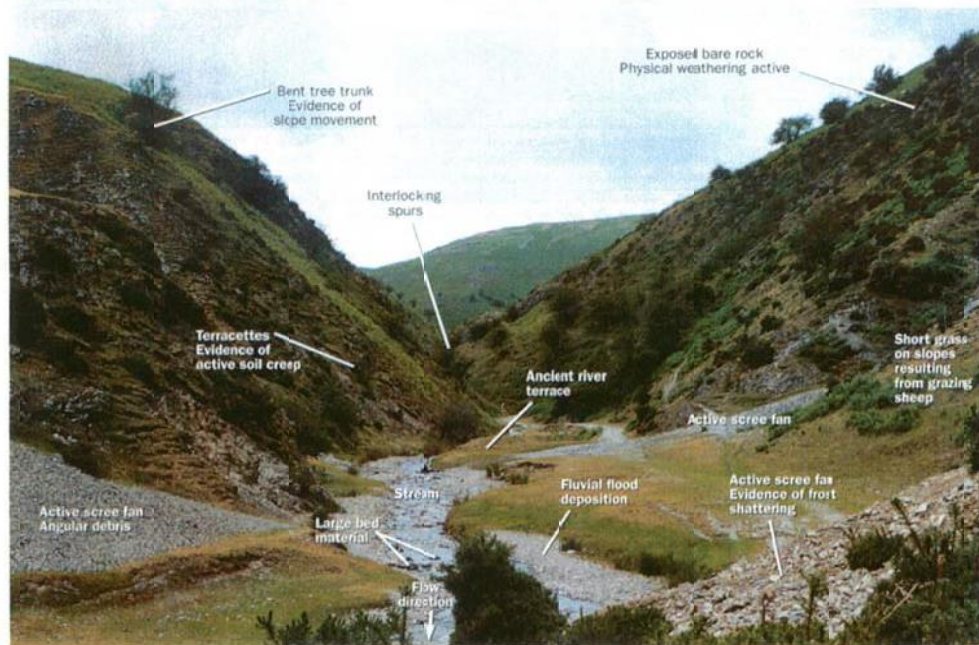
## practical geography

### Photography and field sketches in coursework

When carrying out an individual coursework project, you will probably want to photograph and/or sketch certain landscape features in your project area. These 'qualitative' forms of data, used correctly, can bring a project to life, improve its presentation and help the examiner visualise key features of your investigation.

Too often however, students lose marks by not making full use of these forms of primary data within a project. This article is a step

**Figure 1** Photograph of Ashes Hollow, Long Mynd, Shropshire. View direction: northwest. Location: 437928.



#### Taking photographs

##### Do

- Ensure the pictures you take are relevant to your project.
- Make sure that the features in the picture are of a size which will be visible when the photograph is developed — don't stand too far away.
- Include within the picture, where possible, a recognisable object (e.g. a metre rule, a person) to give an idea of scale.
- Keep a written record of every photo taken, to include: photo number, OS grid reference, direction of view, description of the key features within the picture.

##### Don'ts

- Avoid taking photographs in dull and murky weather conditions, as you will get dark and unclear photographs.
- Don't wait to have the photographs developed until just before you put your project together. Leave yourself time to re-visit and re-photograph if necessary.

## inset 1

#### Presenting photographs

##### Do

- Give each photograph a title.
- Give a grid reference and direction from where each photograph was taken.
- Fully annotate the key features of each photograph to explain what it is showing.
- Refer to each photograph within your written text.
- Clearly display each photograph as close as possible to the written text it relates to.
- Ideally integrate photographs into the text.

##### Don'ts

- Don't include photographs which are not directly relevant to your project.
- Don't put page after page of photographs all together in one section of your project
- Don't leave photographs unannotated and not referred to in the text.

Figure 1 shows how a photograph should be correctly displayed within a project.

## inset 2



# inset 3

## Stages in drawing a field sketch

### Stage 1



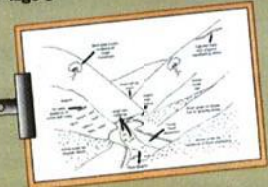
Sketch in a few key lines to ensure the proportions are correct on the page

### Stage 2



Add the main features of the view

### Stage 3



Fully annotate your sketch to include explanatory labels, a title, and the direction of the view

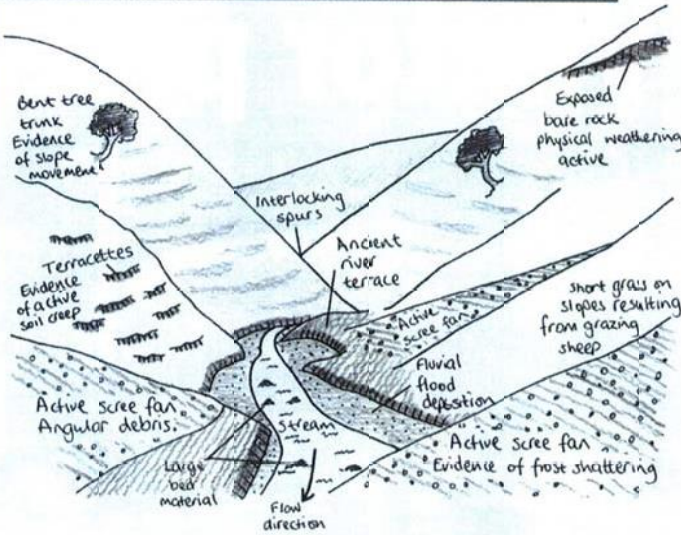


Figure 2 View of Ashes Hollow, Long Mynd, Shropshire. View direction: northwest. Location: 437928.

some of the 'dos and don'ts' of taking photographs for your project (Inset 1)

Once you have a good set of photographs it is important to display them in your project in as useful way as possible. It is at this point that students often go wrong, so to guide you, Inset 2 gives the dos and don'ts of presenting photographs within your project

## Field sketches

Field sketches are another way of visually recording your observations in the field. They have some advantages over photographs. Firstly, they can draw attention to the geographical features you wish to show, and secondly they are cheaper than photographs! It is also important to realise that you do not need to be an accomplished artist to produce useful field sketches.

Before you start sketching there are a few basic guidelines you need to consider:

- decide exactly which part of the view you want to draw;
- use a suitable size of paper, for example A4;
- rest your paper on something firm, like a clipboard;
- use a pencil so you can rub it out;
- find a comfortable position.

Now you are ready you can start sketching. The key to success is to develop the sketch in stages, as outlined in Inset 3. Figure 2 is an example of how a completed field sketch should appear

One last point to note about field sketching is that of slope angles. A common mistake is to over-exaggerate angles and draw slopes which appear to be approaching the vertical! This can be easily remedied by holding your

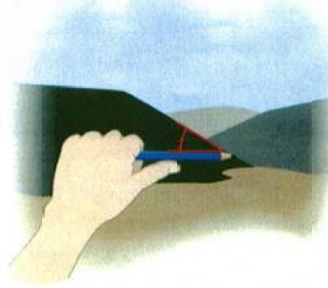


Figure 3 Measuring slope angle. Hold your pencil at arm's length to gauge the correct slope angle.

pencil at arm's length to gauge the correct angle, as shown in Figure 3.

Before you include your field sketch in your project you may wish to enhance it using coloured pencils. As with photographs, remember to refer to your sketch within your written text.

By following the guidelines and ideas in this Practical Geography you should be able to utilise photographs and field sketches more fully in your project work and hopefully improve on those important grades!

Lee Swain

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by step approach to using photographs and sketches in an effective way within a project.

## Photographs


As with any piece of equipment, to get the best results from your camera, you first need a basic understanding of how to operate it. If you don't understand what you are doing the photographs produced can bear little resemblance to the picture you thought you saw through the view-finder of the camera! It is worth spending time to understand the camera you intend to use, be it a disposable, a compact or an SLR. This will save you time and money in the long run.

Now you understand how to operate your camera and have loaded it with film consider

## 5. EXERCISE

Questions in section 5 can provide you with prompts for your reflective diary.

### 5.1 QUESTIONS AND TASKS

Day 2 (Melbourne city)	
	<ol style="list-style-type: none"><li>1. What are your first impressions of Melbourne?</li> <li>2. What sights (architecture, people's clothing, cars, plants, etc.), smells (food, salt/moisture in the air, cologne, etc.), sounds (accents, traffic, ambient noise, etc.), and physical sensations (textures, air density, social proximity, etc.) do you notice, and what do they bring to mind?</li> <li>3. What aspects of Melbourne remind you of Hong Kong?</li> <li>4. What aspects of Melbourne strike you as being very different from Hong Kong?</li> <li>5. Does downtown Melbourne seem to you like a wealthy area? Why/why not?</li></ol>



<b>Day 3 (University of Melbourne Campus)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. Walk around the campus and consider how it compares to HKU. What is different? What is similar?</li> <li>2. What stylistic or architectural details of the campus stand out to you, and what do they bring to mind?</li> <li>3. How is the campus arranged (open areas, types/uses of buildings, physical/spatial orientation of buildings/spaces, etc.), and what might be the purposes of this arrangement of space?</li> </ol>
<b>Day 3 (Bolin Bolin Billabong, Bulleen)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. What happened to the Wurundjeri people after the European colonization in Melbourne?</li> <li>2. Why does the site bear high anthropological and ecological values?</li> <li>3. What has been done to preserve the site?</li> <li>4. Why is the site so significant to the Wurundjeri people?</li> <li>5. Remember to look and listen for wildlife. Did you detect any animals? What about any plants that seem new or important to you?</li> </ol>

<b>Day 4 (Great Ocean Road)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. Which location is your favourite site? As a tourist, do you think there are adequate tourist supporting facilities? What, if anything, would enhance your experience as a tourist?</li> <li>2. You may take a virtual tour on the internet to the sites we would visit. How do you find the differences between visiting online and in person?</li> <li>3. What strategies can the site adopt in order to further strengthen its brand as a prime tourist spot?</li> <li>4. The ocean has shaped the landscape of the Great Ocean Road. What evidence did you see that confirmed this?</li> </ol>
<b>Day 5 (Budj Bim Cultural Landscape)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. Assess the landscape using the field survey form given in section 5.2.3 and sketch the aquaculture facilities you can find in the site.</li> <li>2. Why do the Gunditjmarra people choose this area to practice aquaculture?</li> <li>3. What are some ways the site has adopted to preserve and conserve the UNESCO heritage site?</li> <li>4. What are the cultural values of this landscape that made it worthy of UNESCO designation?</li> </ol>

<b>Day 6 (Australian Rules Football)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. What are the successful elements of hosting spectator sports? What might be some of the detriments?</li> <li>2. How significant are sporting events in contributing to the economic and cultural development of a city?</li> <li>3. What has been the impact of COVID-19 on the sports industry?</li> <li>4. Did you like Australian Rules Football? Why/why not?</li> </ol>

<b>Day 8 (Melbourne suburbs )</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. What are the major differences you can observe between the suburbs and the inner city?</li> <li>?. Thinking back on your observations on Day 1 (in downtown Melbourne), what sights (architecture, people’s clothing, cars, plants, etc.), smells (food, salt/moisture in the air, cologne, etc.), sounds (accents, traffic, ambient noise, etc.), and physical sensations (textures, air density, social proximity, etc.) do you notice here in the suburbs, and what do they bring to mind?”</li> <li>?. What advantages does suburban living seem to offer over city living? What disadvantages?</li> <li>2. If you are going to migrate to Australia after you graduate, which suburb would you choose to live in? Why?</li> <li>3. Which suburb do you think has the highest potential of rising in their land rent? Why?</li> <li>4. What are the sustainability implications of suburban sprawl? Is suburban living more sustainable than urban living? Why/why not?</li> </ol>
<b>Day 8 (Cooperative Research Centre for Water Sensitive Cities (CRCWSC))</b>	

<b>Q</b>	<ol style="list-style-type: none"> <li>1. What are the major concerns to consider when designing a water sensitive city?</li> <li>2. In the past few days of visits, can you spot any adaptive strategies practiced so as to make the city more sustainable, resilient, productive and liveable?</li> <li>3. What is the most impressive story you have heard during your visit? Can Hong Kong adopt some of the strategies introduced?</li> </ol>
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<b>Day 9 (Gentrification Walking Tour)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. What kinds of gentrification has Fitzroy undergone since 1980s?</li> <li>2. What is the role of transport in gentrifying Fitzroy?</li> <li>3. How does gentrification affect the ethnic distribution of the residents in the region?</li> <li>4. What are some of the material indicators of gentrification that you noticed? What does gentrification look/smell/feel/sound/taste like?</li> </ol>
<b>Day 9 (Ian Potter Centre, National Gallery of Victoria)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. How would you rate the landscape of the area of Federation Square in terms of the quality of environment? Please assess with the urban environment form provided in section 5.2.2.</li> <li>2. Which 2 criteria do you think are the most important ones to attract tourists when it comes to an art and exhibition centre?</li> <li>3. What has been done by the city government to support the creative and art industry in Melbourne?</li> <li>4. What are some of the themes of the art works you saw at the Ian Potter Centre?</li> </ol>

<b>Day 10 (Healesville Sanctuary)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. Among different ways to conserve animals, which one do you think can be implemented/ promoted in Hong Kong?</li> <li>2. Why are so many Australian animals vulnerable to extinction? What forces are driving them to extinction?</li> <li>3. What is the biggest challenge of Healesville Sanctuary in attaining carbon neutrality?</li> <li>4. Do you think Hong Kong has the potential to attain carbon neutrality for their public facilities/ commercial buildings? Why?</li> </ol>
<b>Day 10 Yarra Valley wineries)</b>	
<b>Q</b>	<ol style="list-style-type: none"> <li>1. What makes Yarra Valley a suitable place for growing vines?</li> <li>2. Do you find any tourist supporting facilities in the site? What are they?</li> <li>3. What are the essential elements of running a successful winery?</li> <li>4. How is wine marketed? Who is the target audience?</li> </ol>

## 5.2 LANDSCAPE SURVEY (Day 5, Day 9)

### 5.2.1 INTRODUCTION

Geographers are increasingly concerned with the quality of the environment, namely whether it is an attractive or pleasant area to visit or to live and work in. As people become increasingly concerned with the quality of the environment, they also have a desire to live in cleaner, healthier, and more pleasant surroundings. Sometimes, it is tricky to describe a landscape in words. However, we can make use of landscape survey sheets like the ones provided below.

**Q**

1. For urban landscapes that you will visit in the field trip, assess the quality of environment using the forms provided in section 5.2.2.
2. For rural landscapes, complete the field survey forms given in section 5.2.3.

You may compare the results with your classmates' afterwards. If your 'scores' differ discuss why this might be so.



## 5.2.2 URBAN ENVIRONMENT FORMS

Adopted from Greasley (1984).

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
Quiet		Noisy
Attractive		Unattractive
Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
Well maintained		Neglected
Open		Enclosed
Unpolluted		Polluted
Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
Quiet		Noisy
Attractive		Unattractive
Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
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Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
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Open		Enclosed
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Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
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Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
Well maintained		Neglected
Open		Enclosed
Unpolluted		Polluted
Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

5.2.3 FIELD SURVEY FORMS

LANDSCAPE ASSESSMENT FORM		Site	Grid Ref
Surveyor's Name		Direction of View	Angle of View
Weather	bright - fine - mist - cloud - light rain - heavy rain	Date/Time	
<b>OBJECTIVE CHECKLIST</b> - Record the landscape features visible by circling the most relevant words and crossing out the irrelevant words			
<b>LANDFORMS</b>	flat plain coast undulating plateau floodplain steep low hills broad valley vertical high hills narrow valley combe/goyle scarp deep gorge cliffs		
<b>LAND COVER</b>	parkland built-up marsh conifer wood road river valley mixed wood industry lake deciduous wood quarry reservoir arable mudflat pasture rocky beach scrub pebble beach heath sandy beach moor dune		
<b>LANDSCAPE ELEMENTS</b>	spring footpath cliff farm building wall stream bridleway stack church fence river cycleway arch ruin hedge rapids lane cave monument bank waterfall road landslip telegraph poles isolated trees pond motorway cut pylon tree clump canal railway headland car park shelter belt bay shop scrub cove house woodland plantation		
<b>SUBJECTIVE CHECKLIST</b> Record your impression of the landscape by circling one of the words below that best describes how you felt about each of the subjects listed. Sketch the landscape on the back of this assessment form.			
<b>SCALE</b>	intimate - small - large - vast	<b>MOVEMENT</b>	dead - calm - busy - frantic
<b>ENCLOSURE</b>	tight - enclosed - open - exposed	<b>TEXTURE</b>	smooth - managed - rough - wild
<b>VARIETY</b>	uniform - simple - varied - complex	<b>COLOUR</b>	monochrome - muted - colourful - garish
<b>HARMONY</b>	harmonious - balanced - discordant - chaotic	<b>SMELL</b>	foul - pungent - fragrant - sweet
		<b>SOUND</b>	silent - quiet - noisy - clamorous
		<b>SECURITY</b>	comfortable - safe - unsettling - threatening
		<b>STIMULUS</b>	boring - bland - interesting - invigorating
		<b>PLEASURE</b>	offensive - unpleasant - pleasant - beautiful

## **Annotated sketch**

### **Guidelines**

What conservation or enhancement measures might be appropriate to strengthen or improve the landscape character of this area?

LANDSCAPE ASSESSMENT FORM		Site	Grid Ref
Surveyor's Name		Direction of View	Angle of View
Weather	bright - fine - mist - cloud - light rain - heavy rain	Date/Time	
<b>OBJECTIVE CHECKLIST</b> - Record the landscape features visible by circling the most relevant words and crossing out the irrelevant words			
<b>LANDFORMS</b>	flat plain coast undulating plateau floodplain steep low hills broad valley vertical high hills narrow valley combe/goyle scarp cliffs deep gorge		
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<b>SUBJECTIVE CHECKLIST</b> Record your impression of the landscape by circling one of the words below that best describes how you felt about each of the subjects listed. Sketch the landscape on the back of this assessment form.			
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		<b>PLEASURE</b>	offensive - unpleasant - pleasant - beautiful

## **Annotated sketch**

### **Guidelines**

What conservation or enhancement measures might be appropriate to strengthen or improve the landscape character of this area?

## **6. GUIDELINES AND IMPORTANT NOTE ON FIELDWORK SAFETY AND PHOTOGRAPHY**

### **6.1 INTRODUCTION**

Fieldwork safety is an extension of the normal everyday care that we exercise in going about our daily lives – attention to road safety, for example. However, a number of special situations may arise on fieldwork and the following sections outline some basic principles.



### **6.2. GENERAL**

- Each student must behave responsibly during all aspects of fieldwork in order to reduce the risk of accidents.
- Each individual is primarily responsible for his/her own safety.
- Where provided safety equipment/clothing **MUST** be used.
- All instructions related to safe practices from a field course leader must be observed.
- Anyone acting contrary to safety requirements or instructions may be dismissed from the course.
- Always work in pairs (never go off alone).
- Stay with the party **EXCEPT BY CLEAR AGREEMENT** with the leaders.
- Always wear seat belts in vehicles when they are provided.
- Always wear life-vests on boats when they are provided.
- Leave livestock, especially poultry, and farm machinery alone.
- Report any injury or illness **AND** complete the questionnaire on relevant medical history before going on any field trip.
- Accommodation: students should familiarize themselves with the fire precautions.
- If you are using a public bus, never cross the road directly behind or in front of it. Wait for it to move off so you can see clearly in both directions.
- Be a culturally sensitive traveler. Be aware of your ‘environment’ and pay attention to local customs including, for example, dress codes. Respect others.

### **6.3. HEALTH**

- If going overseas make sure you have the appropriate inoculations. Consult your doctor.
- If you need to take any medication make sure that you have the appropriate



supplies a) for the duration of the overseas field-trip and b) for each day. You should bring sufficient supplies in case there is a delay in returning.

- You MUST complete the confidential medical questionnaire to alert staff to any medical condition. Staff MUST be told signs and symptoms of your condition and where you keep the medication. A student peer should also be given this information.
- Diabetics should ensure sufficient food is carried in case of delay.
- Allergies: Insect bites and plant material contact may cause allergic reactions. IF you are aware of any allergy, carry the necessary medication. You MUST, as noted above, make staff aware of this.
- For suspected anaphylactic shock seek medical attention immediately.
- Be cautious of the first signs of allergic reaction and do not ignore them.
- In some environments e.g. tropics where there is a risk of insect bites transmitting infectious diseases it is appropriate to:
  - a) apply insect repellent
  - b) wear long sleeved shirts/trousers of a light color
  - c) use mosquito coils/nets when sleeping.
- Alcohol: May cause dehydration and in cold weather consumption can lead to hypothermia. It can also lead to inability to work due to a hangover! It can also lead to impaired judgement.
- Heat exhaustion/dehydration: Be aware of the possibility of becoming dehydrated. This can lead to impaired judgement. Maintain sufficient fluid intake.
- When appropriate wear a sunhat and use sunscreen. Sunglasses and long sleeved shirts may also be appropriate. This relates in part to dehydration.
- Fatigue can lead to lack of concentration and accidents. See the comments on alcohol and dehydration above. Lack of sleep can also lead to accidents – ensure that you get sufficient rest/sleep.
- If you are feeling tired / fatigued tell someone.
- Hypothermia: This can occur due to accidentally falling into cold water or from keeping still for too long in the cold. It may also occur while, for example, hill walking due to high heat loss from cold, wind and/or low heat production due to exhaustion, hunger. Make sure you know the signs of hypothermia. Appropriate clothing is a MUST. Having chocolate/glucose to provide instant energy in emergency is also useful.

#### **6.4. CLOTHING/EQUIPMENT**

- Wear and carry clothing and footwear appropriate to the fieldwork situation.
- Waterproof outer garments e.g. jacket and over-trousers would be very useful.
- Stout walking shoes (sandals are not appropriate in rural areas).
- Sunhat, sunscreen, long sleeved shirt etc. See notes on Health.
- A set of dry clothing to change into should you get wet (leave on the bus?)

#### **6.5. PEDESTRIAN SAFETY**

- Pavements or footpaths should be used if provided
- Be aware of traffic at all times, even in car and coach parks.
- If you have to walk along a road always face oncoming traffic.
- Never take photographs from the road.
- Find somewhere safe to cross roads. To cross roads use pedestrian crossings, over-bridges wherever possible. Obey lights at controlled crossings: Red means stop!!
- Be aware that in some places (e.g. China & Germany), traffic direction is different to that in Hong Kong.
- At a junction, look out for traffic turning into the road.
- Be particularly careful if crossing from between parked vehicles.
- Pedestrian safety barriers: where there are barriers, cross the road only at the gaps provided for pedestrians. DO NOT climb over barriers or walk between them and the road.
- DO NOT cross on blind bends and brows of hills.
- Tramways may run through pedestrian areas. Cross at designated crossings if possible. Elsewhere look both ways long the track before crossing. DO NOT walk along the track. Trams move quietly and quickly and cannot steer to avoid you!
- When walking along canal towpaths, be careful. For example, watch out for concealed mooring pins or ropes across the path beside moored boats.

#### **6.6. HAZARDS**

- a. Do not climb cliffs, rock faces, trees etc.
- b. Avoid edges of cliffs and other steep or sheer faces.
- c. Avoid loosening rocks on steep slopes.
- d. Running down steep slopes.
- e. Walking on slippery (wet) rocks. Wet grass slopes can also be slippery.

- f. Exposure to the sun, especially heatstroke: if it is hot wear a hat and drink sufficient water and use sunscreen.
- g. Accommodation: students should familiarize themselves with the fire precautions.
- h. If staying in unfamiliar areas students should seek advice from staff as to places to avoid, especially in urban areas.
- i. Assaults.
- j. Vehicular accidents.

### 6.7. ACTIONS TO MINIMISE THESE HAZARDS

- a – e Field class participants will be warned of the dangers in the briefing and again on the day of visit. Particularly hazardous sites will be avoided.
- f Participants have been warned of dangers and weather forecasts will be consulted before activities.
- g Students have been reminded of the need to familiarize themselves with the fire precautions.
- h Students are briefed about areas to avoid and the precaution of not going out alone.
- i Students have been briefed of the precaution of not going out alone; the difference in culture, especially relating to alcohol and the need to avoid some areas.
- j The party will travel mainly by coach hired from a reputable company.

### 6.8. OTHERS

- **Lock flats.**
- **If you are on G/F secure all windows** before going out.
- **Never** walk back from the supermarket alone. It is also a good idea never to walk around on your own.
- **Cellphones:** these are attractive to thieves. Be aware of your surroundings when using them.
- **At night** stay on the main road (Oxford Road).
- Follow the Country Code (Section 6.9).
- **Keep a photocopy** of your travel documents e.g. passport and airline ticket **separate from the originals.**
- **General:** be a culturally sensitive traveler. Be considerate of others.

## **6.9. COUNTRY CODE**

- Enjoy the countryside and respect its life and work.
- Guard against all risk of fire.
- Take your litter home.
- Fasten all gates.
- Help to keep all water clean
- Keep your dogs under control.
- Protect wildlife, plants and trees.
- Keep to public footpaths across farmland.
- Take special care on country roads.
- Leave livestock, crops and machinery alone.
- Make no unnecessary noise.
- Use gates and stiles to cross fences, hedges and walls

## IMPORTANT NOTE ON PHOTOGRAPHY

It is legal to take photos of people and buildings in public spaces in Australia, provided it is for non-commercial purposes. You can freely photograph people and in everyday situations in public, as long as you aren't breaking any other law (eg. trespassing).

Photographers, generally speaking, can freely photograph everyday situations, people and places, as long as they aren't breaking any other laws (such as trespassing).

Public spaces are areas that are not privately owned or occupied, including parks and streets. But remember – **shopping centers are private spaces.**

However, it is suggested that you do not take photographs of children unless you have permission from their parents or legal guardians. You can take photos of the police and armed forces but you are highly encouraged to ask for permission first.

Further information

Taking photos in public, what are your rights? Sydney Morning Herald, December 16<sup>th</sup>, 2016.  
[https://www.smh.com.au/national/taking-photos-in-public-what-are-your-rights-20161214-gtb1jt.html#:~:text=We%20have%20no%20right%20to,laws%20\(such%20as%20trespassing%20\).](https://www.smh.com.au/national/taking-photos-in-public-what-are-your-rights-20161214-gtb1jt.html#:~:text=We%20have%20no%20right%20to,laws%20(such%20as%20trespassing%20).)

Information sheets > Street photographer's rights, Arts Law Centre of Australia.  
<https://www.artslaw.com.au/information-sheet/street-photographers-rights/>