FIELDWORK

Investigating the Quarantine Station as an important and connected place in Stage 1 Geography – part 1

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Vice President GTANSW

Abstract: The former North Head Quarantine Station (now known as the ‘Q Station’) is located in Sydney Harbour National Park, Manly. Whilst it is typically perceived as a local site of significance and an integral part of Sydney and Australia’s history, it is also important geographically. The Q Station exudes the richness of place and reveals the diversity of interconnections between humans and environment, the meanings attached to place, and the ways in which Australia became connected to other countries. This article positions the Q Station as an opportunity to integrate both units of Stage 1 Geography (Features of Places; People and Places) through fieldwork and secondary research, thus the assumption is made that students will visit the Q Station as well as complete tasks during class time. It is intended for this article (parts 1 and 2) to be seen as a scaffold of potential ideas for teachers to adopt or adapt as appropriate to school context and student learning requirements. Whilst the lens remains geographical for this piece of work, it should be noted there are authentic opportunities to further integrate this learning with Stage 1 History (particularly The Past in the Present) and Stage 1 Science (particularly Built Environments and The Living World). All photographs are taken by Susan Caldis unless otherwise stated.

Background context: Prior to the arrival of British invaders in 1788, the headland and surrounding area that is now known as North Head and Sydney Harbour National Park were important ceremonial, burial and spiritual grounds for the Gayimai and Cameraigal traditional owners who were the local clans. The Q Station commenced operation in 1833 as a place of isolation for people travelling to Australia who were suspected of carrying contagious diseases such as Spanish Influenza, Smallpox or Bubonic Plague. This strict quarantine was enforced in the hope that these deadly diseases would not spread to the general population already living in Sydney. The local Aboriginal communities were the earliest victims of introduced diseases in the colony, such as smallpox. This disaster could have been prevented or minimised had quarantine processes been in place from the time of the colony’s establishment. Around the Q Station there are many inscriptions carved in to the sandstone, trees, bricks and walls which reveal the diversity of cultural and social backgrounds of the quarantined migrants. For further information please see http://www.quarantinestation.com.au/About/History/
FIELDWORK: INVESTIGATING THE QUARANTINE STATION

The showers and wash-rooms, Wharf Precinct

An inscription in the sandstone (a primary source of information in History; a secondary source of information in Geography)

An information board useful for obtaining secondary information in Geography

Quarantine Beach: a space in the Q Station where primary research can be conducted for Geography
### A proposed outline for Features and People of Place: an investigation of the Q Station

<table>
<thead>
<tr>
<th>Unit(s)</th>
<th>Concepts in focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features of Places (FOP)</td>
<td>Place</td>
</tr>
<tr>
<td>People and Places (P&amp;P)</td>
<td>Space</td>
</tr>
<tr>
<td></td>
<td>Interconnection</td>
</tr>
</tbody>
</table>

#### Outcomes
- GE1-1 Describes features of places and the connections people have with places
- GE1-2 Identifies ways in which people can interact with and care for places
- GE1-3 Communicates geographical information and uses geographical tools for inquiry

#### Overarching question

**Why is the Q Station an important place?**

<table>
<thead>
<tr>
<th>Content descriptions</th>
<th>Unit</th>
<th>Outcome(s)</th>
<th>Inquiry question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>investigate Australia’s location in the world (place)</td>
<td>P&amp;P</td>
<td>GE1-3</td>
<td>Where are places located in Australia?</td>
</tr>
<tr>
<td>investigate places across a range of scales within Australia (place)</td>
<td>P&amp;P</td>
<td>GE1-3</td>
<td>What are the features of, and activities in, places? How can we care for places?</td>
</tr>
<tr>
<td>investigate features of places and how they can be cared for (place, space)</td>
<td>FOP</td>
<td>GE1-1, GE1-2, GE1-3</td>
<td></td>
</tr>
<tr>
<td>investigate the weather and seasons of places (place)</td>
<td>FOP</td>
<td>GE1-1, GE1-3</td>
<td></td>
</tr>
<tr>
<td>investigate activities that occur within places (place, space)</td>
<td>FOP</td>
<td>GE1-1, GE1-2, GE1-3</td>
<td>How can spaces within a place be used for different purposes?</td>
</tr>
<tr>
<td>investigate people’s connections and access to places (place, interconnection)</td>
<td>P&amp;P</td>
<td>GE1-1, GE1-3</td>
<td>How are people connected to places? What factors affect people’s connections to places?</td>
</tr>
<tr>
<td>investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (place, interconnection)</td>
<td>P&amp;P</td>
<td>GE1-1, GE1-3</td>
<td></td>
</tr>
</tbody>
</table>

#### Geographical Inquiry skills

**Acquire**
- pose geographical questions
- collect and record geographical data and information, for example, by observing or using visual representations

**Process**
- represent data by constructing tables, graphs or maps
- draw conclusions based on the interpretation of geographical information sorted into categories

**Communicate**
- present findings in a range of communication forms
- reflect on learning and suggest responses to findings

#### Geographical tools
- world map/globe, satellite images, photographs, tally charts, weather data, observing, collecting and recording data,

Timing, assessment type and assessment activities have not been designated. The intent in designing this suite of activities is for students to be able to develop and demonstrate a conceptual understanding of place, space and interconnection.
The diagram below outlines the hierarchy of inquiry questions and their connection to three underpinning concepts:

**Unit Title**

*Features and People of Place: An investigation of the Q Station*

**Overarching inquiry question**

*Why is the Q Station an important place?*

- *a broad overarching question provides a frame of learning and connects the focused inquiry questions*

**Focused inquiry question**

*Where are places located in Australia?* *(place)*

*What are the features of and activities in places?* *(place)*

*How can spaces within a place be used for different purposes?* *(place, space)*

*How are people connected to places?* *(place, space, interconnection)*

*What factors affect peoples connection to places?* *(place, interconnection)*

- *the focused inquiry questions: are taken from the syllabus; facilitate the development of a progressive conceptual understanding; and are necessary for providing an overall response to the overarching question*

For further information about the concepts, please see the syllabus:


FIELDWORK: INVESTIGATING THE QUARANTINE STATION

Investigating the Quarantine Station as an important and connected place in Stage 1 Geography – part 2

Features and People of Place: an investigation of the Q Station

Why is the Q Station an important place?

Contextual activity: Before investigating the Q Station specifically, ask students to identify a place that is important to them and provide one reason why. This could also be discussed using a visual representation of the school to prompt responses. This will refresh and build on learning from Early Stage 1 about place.

Acquiring and communicating: Brainstorm and discussion

Why is our school an important or special place?

Is there another place that is important or special to me? What is this place? Why is it important or special?

Student responses can be provided verbally and/or in a picture, photograph or drawing (their own or found on through a web search) and/or in written words but should be captured by the teacher for example, on the whiteboard, in Google docs, via an App etc., to enable further discussion and categorisation.

Processing and communicating: Referring to the student responses above, ask students how many important places are buildings, or how many important places are related to family and friends, or how many important places are only for certain activities (the questions about categories will be informed by the student responses). A place might fit in to more than one category. Data could be represented in a table. This table can be jointly constructed by the class, an example follows.
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<table>
<thead>
<tr>
<th>Types of important or special places for our class</th>
<th>Number mentioned by our class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building (e.g. house)</td>
<td></td>
</tr>
<tr>
<td>Outdoor area (e.g. park)</td>
<td></td>
</tr>
</tbody>
</table>

**Focused inquiry question**: Where are places located in Australia?

**Outcome**: GE1-3 Communicates geographical information and uses geographical tools for inquiry

**Content descriptions**:  
- investigate Australia’s location in the world (place)  
- investigate places across a range of scales within Australia (place)

**Conceptual understanding**: Place – the significance of places and what they are like

**Geographical tools**: Map of Australia, Sydney, the world and/or a globe, Google Earth, (maps could be a combination of wall map, floor map, puzzle, personal map etc.), photographs

**Research methodology**: Secondary research

**Acquiring and communicating**: Discussion and identifying Australia on a map of the world.  
Use a map of the world and a globe to prompt discussion about where Australia is located in the world. Key items to cover would be the names and location of other continents (Africa, Antarctica, Asia, Europe, North America, South America); the equator (Australia is in the southern hemisphere).

**Processing and communicating**: Students could shade in Australia on their own map of the world and/or point to it on a communal map or globe. Directional terms could also be used as part of this identification process. This activity can be extended to include the name and locations of places students in the class have visited or have lived in, or where their parents/grandparents are from etc.
**Acquiring and communicating:** Discussion and identifying important places in Australia on a map

Use a map of Australia and Google Earth to prompt discussion about important places in Australia. Key items to cover would be the names and location of states and territories (New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia, Australian Capital Territory, and Northern Territory); the names and location of capital cities (Sydney, Brisbane, Adelaide, Hobart, Melbourne, Perth, Canberra, and Darwin); the name and location of the school.

**Processing and communicating:** Students could shade in NSW and label Sydney on their own map of Australia and/or point to designated states or territories or cities on a communal map/Google Earth. Students could be asked a reflective question such as “What else would you like to know about Australia?” The responses could be captured and referred to throughout this unit or year’s work.

This activity can be extended to include the name and location of other important places in Australia. This activity can also be completed with a map of NSW.
**Acquiring and communicating:**
Discussion about Sydney and the Q Station

Use a map of Sydney and Google Earth to identify the city of Sydney, North Head, South Head, the Q Station. This activity could also include identifying where the school is, where students live, the airport, and other known places in Sydney. A NSW map would also be required if the school is based outside of Sydney (or zoom in and out using Google Earth).

**Processing and communicating:**
Students could shade in NSW and label Sydney on their own map of Australia and/or point to designated states or territories or cities on a communal map/Google Earth. Directional terms could also be used as part of this identification process.

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**Identify where Australia is located in the world**

**Identify where important places are located in Australia**

**Identify where the Q Station is located in Sydney**

*Source: Click Art*
**Focused inquiry question**  
*What are the features of, and activities in, places? How can we care for places?*

**Outcomes**  
- GE1-1 Describes features of places and the connections people have with places  
- GE1-2 Identifies ways in which people can interact with and care for places  
- GE1-3 Communicates geographical information and uses geographical tools for inquiry

**Content descriptions**  
- Investigate features of places and how they can be cared for (place, space)  
- Investigate the weather and seasons of places (place)

**Conceptual understanding**  
- **Place – the significance of places and what they are like**  
- **Space – the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in**

**Geographical tools**  
- Photographs, maps, Google Earth, websites, Apps for temperature, wind speed/direction, decibels

**Research methodology**  
- Primary and Secondary research

**Acquiring and communicating:** Using visual representations and Google Earth to identify features of and activities in places in the context of the Q Station.  
Prompt discussion in response to questions such as: What are the features of the Q Station? What activities are occurring at the Q Station? How can the Q Station be cared for? How can you tell people at the Q Station are/were connected to different places? This could become a game where students work in pairs or small groups to come up with as many responses as possible and then share with the class. The way in which this activity occurs is up to the teacher based on student learning needs and familiarity with the Q Station.  

**Processing and communicating:** Once the discussion has been completed, student responses could be captured in a table such as the one below. Students could be asked a reflective question such as “What else would you like to know about the Q Station?” The responses could be captured and referred to throughout this unit’s work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>From the visual representations (secondary research)</th>
<th>From visiting Q Station (primary research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features of place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities of place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peoples connection to places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather and seasons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Visual representations of the Q Station

Examples of natural and built features of the Q Station that can also show a connection to place.
FIELDWORK: INVESTIGATING THE QUARANTINE STATION

Signs reminding people how to care for the Q Station (a place)

Quarantine Beach Little Penguin habitat. Photo: J. Sillar
### Focused inquiry question

**How can spaces within a place be used for different purposes?**

### Outcomes

- GE1-1 Describes features of places and the connections people have with places
- GE1-2 Identifies ways in which people can interact with and care for places
- GE1-3 Communicates geographical information and uses geographical tools for inquiry

### Content descriptions

- Investigate activities that occur within places (place, space)

### Conceptual understanding

**Place – the significance of places and what they are like**

### Geographical tools

- Map of the Q station, photographs, Google Earth, websites (may need to refer back to the previous activity). Apps for decibels, temperature

### Research methodology

- Primary and secondary research

### Acquiring and communicating: Investigating the different activities occurring in a range of areas (spaces) around the Q Station (place).

Use the Q Station map (http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf) and refer back to the previous activity to identify different activities that occur around the Q Station (or used to occur around the Q Station).

### Processing and communicating: Once the discussion has been completed, student responses could be captured in a table such as the one below. As a class, reference could be made to the reflective question from the previous task to see if any ‘answers’ are emerging. Students could also be asked about how they think they would feel when they visit the Q Station based on the visual representations they have looked at so far. After the fieldwork/primary research experience, students could be asked to reflect on their experience (similar to a plus, minus, interesting activity). Student responses could remain captured and referred to throughout this unit’s work.

<table>
<thead>
<tr>
<th>Activities occurring around the Q Station</th>
<th>From the map and visual representations (secondary research)</th>
<th>From visiting Q Station (primary research)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
When visiting the Q Station, students could complete some observation notes (verbally or in written form) in two different spaces of the Q Station

At the: hospital / beach / washrooms / accommodation / bushland / first class ship cabin / third class ship cabin / other… (circle)

<table>
<thead>
<tr>
<th>What do I see?</th>
<th>What do I hear?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do I smell?</th>
<th>How do I feel?</th>
</tr>
</thead>
<tbody>
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</tr>
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At the: hospital / beach / washrooms / accommodation / bushland / first class ship cabin / third class ship cabin / other… (circle)

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</table>
Focused inquiry question | How are people connected to places? What factors affect people's connection to places?
---|---
Outcomes | GE1-1 Describes features of places and the connections people have with places  
GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions | • investigate people’s connections and access to places (place, interconnection)  
• investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (place, interconnection)
Conceptual understanding | Place - the significance of places and what they are like  
Interconnection – where no object of geographical study can be viewed in isolation
Geographical tools | To be provided by the Q Station
Research methodology | Primary research

**Acquiring and communicating:** Connecting the people associated with the Q Station to other places in the world.

This activity is recommended for completion at the Q Station. Students will have the opportunity to engage with a large wall and floor map to identify all the places in the world the Q Station is now connected with. Students will also be able to see inscriptions from people who stayed at the Q Station in previous years and explore suitcases of belongings. Time is also available with an Elder or ranger from the local Aboriginal community.

**Processing and communicating:** Students could create an advert for the Q Station, encouraging people to visit this place. The advert should include reference to each section of this unit.
Ensuring alignment to the stage statement

By the end of Stage 1, students describe the natural features of different places (this could include reference to the vegetation, headland, sandstone rocks or beach at the Q Station), including the weather and seasons, and recognise that places exist across a range of scales (this could include reference to places in the world – global scale; places in Australia – national scale; and the Q Station – local scale). They describe human features of places, including how spaces can be arranged for different purposes (this could include reference to the hospital and accommodation buildings at the Q Station). Students investigate how places are managed and cared for (this could include reference to the Q Station being managed by National Parks and Wildlife Service) and discuss the connections people have to different places (this could include personal experience or make reference to the stories of people who stayed at Q Station).

Students pose questions and collect and record information to answer these questions (using primary and secondary research methods). They represent data in tables and on maps (tick!). They interpret geographical information to draw conclusions (tick!). Students present findings in a range of communication forms using simple geographical terms (communication can be written, verbal, pictorial etc.). They reflect on their learning and suggest actions in response to the findings of their inquiry (tick!).

Useful websites to gain further information about the Q Station or syllabus requirements:
http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1178/ 

Final comment

This scaffold for a unit of work around Features and People of Place: an investigation of the Q Station is intended only to be an outline of possibilities and prompters rather than an absolute program of learning. This is why a formalised assessment task has not been identified. It is envisaged that teachers would adopt, adapt and extend the ideas to build them in to a unit of work appropriate to student learning needs and interest. This unit could be a comparative unit where the Q Station is compared to another known (or unknown) place. Alternatively, this unit could become part of a broader project based learning activity that connects learning from History and/or Geography and/or Science and/or English and/or Art.
CHINA – URBANISATION

Steve Weingarth, Geography Teacher, Model Farms High School, Councillor GTA NSW & Producer Educational resources

Syllabus links Stage 5: Changing places
Causes and consequences of urbanisation
Students investigate the causes and consequences of urbanisation with reference to ONE Asian country, for example:
• identification of spatial distribution patterns
• description of the causes of urbanisation
• examination of economic, social or environmental consequences of urbanisation

Students investigate reasons for and effects of internal migration in Australia and another country, for example:
• analysis of trends in temporary and permanent internal migration
• discussion of economic, social or environmental consequences of internal migration on places of origin and destination
The Legend of the Magic Wind

Milton Brown, GTANSW Vice President

The two common reactions I got when I told people I was going to China to help run a surfing contest were – "I didn’t know there was surf in China" or "I imagine how crowded it will get if the Chinese start surfing."

In response to the first reaction, surfing in China isn’t new. Hainan Island is already well known for its surf and is hosting more contests and attracting more surfers every year. In fact, the WSL World Longboard championships were being held there the same weekend as the event I was helping run. As far as the second response goes, all I can say is the Chinese I met LOVE surfing. The whole vibe during the time I spent with the local surfers reminded me of the early days of my own surfing life and the birth of the modern surf culture. Just a group of stoked people loving the ocean and embracing the beach lifestyle for all it has to offer.

So here I was in Guangdong with Beijing born John Yang, driving towards the south east coast beaches of the mainland. John is a Berkeley graduate who caught the surfing bug in California while studying and working there. When he returned home he bought his love of surfing with him. He found out he wasn’t alone and was soon exploring the coast with a few locals and expats in search of waves. There is a chunk of coast between Hainan and Taiwan that has enough exposure to the swell from the South China sea to produce surfable waves. It was along this coastline that John had organized the first government approved surfing contest on the mainland. Some expats had run events there a decade ago but these were low key and not without difficulties. Surfing was and is still new to Chinese officialdom and that is what made this event a pioneering one. John had to spend months getting the support of the ShanWei and Hong Hai Wan government, as well as the local residents at ZheLang. Cherry Point was the chosen venue but things like building an access road to the beach, sourcing power and providing water and toilets all had to be taken care of. Thanks to the cooperative local officials and a great local work crew, this all fell into place a week before the event.

The contest

There is an ancient Chinese legend about a warrior borrowing the east wind to defeat his enemies but for the surfing contest John was hoping to borrow the north wind to generate good swell. As a new cold front moved down south, the biggest worry lifted. According to the surf forecast, there would be waves on Dec. 5th and 6th at Cherry Point in Hong Hai Bay!

Pressing the go button for the event was an exercise in modern technological communication. The participants had all entered online and a We Chat network connected everyone in an instant. People were coming from all over China. Hong Kong, Hainan, and even YiChang. They were collected from various hotels and pickup points along the way and bussed for three hours to the coastal region where they were to stay for the duration of the event. Some didn’t arrive until around midnight but the next morning, after breakfast at the hotel, everyone was bussed out to Cherry Point. The surf was 2-3ft and glassy. Perfect for a competition where surfing skills varied from experienced to “only been surfing a few months”.

A large group of local officials were on hand to open proceedings and after the requisite amount of speeches, claps and photographs we were off and running. When lunchtime came, all the contestants and officials were taken to a local seafood restaurant for a great banquet. After years of sandwiches on the beach and pro-comp catering buses, this was a unique experience. Stopping a contest for lunch was a first but when we got back the waves were still happening so day one went off without a hitch.