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 RISS
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 12 HL/SL

Urban Stress in Rotterdam's City Centre (TBD) Internal Assessment for 12 Geography (Fall 2017)

Syllabus Objectives	<p>An investigation related to the syllabus theme of Urban Environments.</p> <p>The primary syllabus objective this correlates to is:</p> <p><i>Examine the other symptoms of urban stress including congestion, overcrowding and noise, depletion of green space, waste overburden, poor quality housing, social deprivation, crime and inequality.</i></p> <p>Though this investigation primarily correlated to the above syllabus objective, a student's investigation may connect to others within the Urban Environments theme, including but not limited to:</p> <ul style="list-style-type: none"> <i>-Examine the effects of structures and human activity on urban microclimates, including the urban heat island effect and air pollution.</i> <i>-Explain the location of residential areas in relation to wealth, ethnicity and family status (stage in life cycle).</i> <i>-Examine patterns of urban poverty and deprivation (such as slums, squatter settlements, areas of low-cost housing and inner-city areas).</i> <i>-Examine the causes and effects of the movement of socio-economic groups since the 1980s.</i> <i>-Explain the spatial pattern of economic activity, the zoning of urban and suburban functions and the internal structure of the central business district (CBD).</i> <i>-Describe the informal sector; its characteristics and location in urban areas.</i> <i>-Examine the causes and effects of the movement of retailing, service and manufacturing activities to new locations, including brownfield sites.</i>
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Investigation	This investigation will take place in Rotterdam's approximate TBD (Map 1 on page 4)	
	Subject of Investigation	Stress level (Hypothesis - Students use their own terminology, ideas listed below)
	Congestion	High
	Overcrowding/Noise	Problematic
	Greenspace Depletion	Reasonable
	Waste Overburden	Low
	Poor Quality Housing	None
	Social Deprivation	Improving
	Crime and Inequality	Deteriorating
	Other stresses	Decreasing
(Chart 1)		
<p>Chart 1 can be seen as a useful tool to build a student's particular (or multiple) hypothesis. They can focus on one or more subjects in the urban stress investigation. They then can hypothesise on what a potential solution could be based on successful solutions both in Rotterdam and in other cities. How they will use empirical data and fieldwork research will be made clear in later sections. This chart I have created should only be seen as a tool for a student building their hypothesis.</p> <p>Finally I propose using Rotterdam's 'TBD', as if I would like to reuse this coursework in the future, I may have to use a different locations within the TBD in order to not disturb the same businesses/patrons/residents year after year should they not wish to partake in the investigation. It is also the most popular and busiest part of Rotterdam where an array of different sorts of people live, work, and play.</p>		

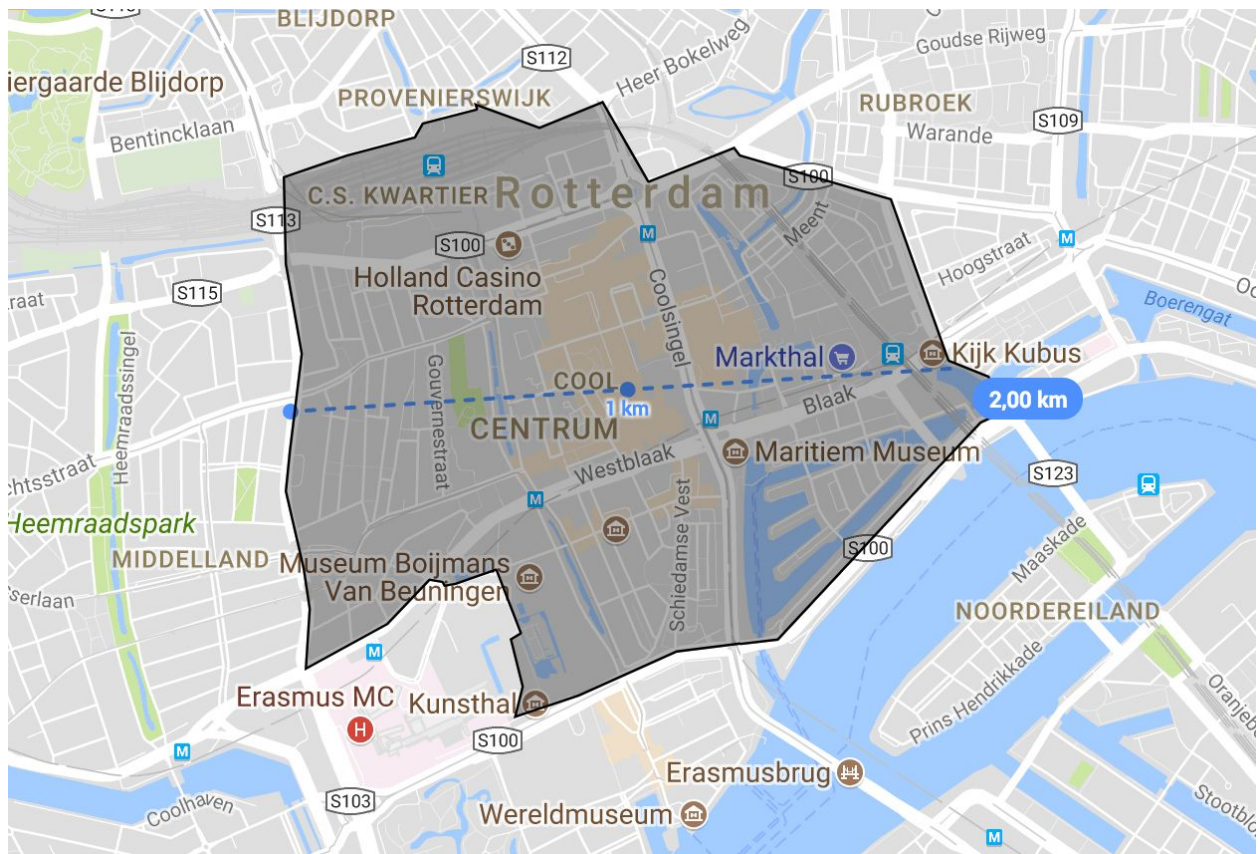
<p>Procedure</p>	<p>The following methods of data collection are considered appropriate and some even necessary to complete this investigation successfully</p> <ol style="list-style-type: none"> 1. Field sketches - Every student should be able to use a field sketch to support their investigation. There is an ample amount of safe places where students can sit and get a sense of the specific urban stresses they are studying. These field sketches can give a sense of the land-use and potentially give ideas for a solution to the particular stress they are studying. 2. Counts (Vehicle, Pedestrian, Cyclist) - Depending on the subject of the students' investigation, a count may be necessary in order to get a sense of the urban stress in Rotterdam's TBD. 3. Questionnaires - Appropriate questionnaires can be useful in this investigation, particularly for understanding the full scope of any particular types of urban stress studied. Questionnaires can be for patrons, residents, and business owners alike. They can contain questions about the severity of the stress in the area, whether the person would change anything about the street to solve any particular stresses, what potential solutions would they choose, etc. As students have already learned about ways to eliminate urban stress, they can include such solutions on their questionnaires. 4. Observation - Observation will be useful in this investigation, particularly if students plan to propose a solution for the urban stress, though solutions in order to be successful need to be linked to data. There is room here for creativity on the students part through either investigating or developing their own solutions for the potential issues they see or hear about. 5. Information from secondary sources (Municipality of Rotterdam, Ebsco and educational encyclopedias/cites purchased by RISS). 6. More - Don't be afraid to be creative while being methodical/logical. If you have an idea on how to obtain strong, relevant data, please run it by me!
<p>Selection and Collation of Data</p>	<p>Students will collate their data in one shared folder (eg. Google Drive), so that they are able to access information necessary for their coursework that other students have procured. As their teacher, I can help them in discerning what type of information will be helpful to their investigation, but how to understand and analyse the data is their challenge.</p>
<p>Representation of Data</p>	<p>Photographs, counts, videos, pie/bar charts, field sketches, and a variety of maps are all methods of data representation which can and should be used in this coursework investigation.</p>

Writing your IA

The IA will be completed by candidates individually. Students will be expected to link their hypothesis, argument, analysis, conclusion and evaluation to geographical concepts listed in the syllabus.

Important: From personal experience, candidates who do the best on their IAs follow the formal requirements (A-G) and format from the start.

Students will be expected to follow the criterion methodically. Evaluation concerning factors such as time of day, weather, etc. will need to be made note of by the students. As your teacher, I will help guide them in their building of their investigation, but any analysis and conclusion will be their responsibility and initiative to complete.



Map 1 (Rotterdam's approximate TBD)