# Rural and urban places case study – Broken Hill (rural setting)

The HSC geography fieldwork for the Broken Hill case study aims to provide teachers and students with an in-depth understanding of rural settlement and rural places through an immersive, hands-on learning experience. The fieldwork sites are designed to be visited over the course of 2 to 3 days and provide an in-depth overview of the rural setting. It is not expected that students would visit all sites during their fieldwork. Teachers are best placed to determine the number and type of sites most appropriate for their students.

For each site, activities have been included that are designed to address specific geographical questions and objectives and collect data/resources. Activities include:

* field sketching
* oblique angle photographic analysis
* environmental testing and readings
* conducting surveys/interviews
* gathering information/data on the economic, cultural, social, and political links to other places.

Throughout the fieldwork, a range of geographical materials and equipment, such as cameras, atmospheric, water and soil testing equipment, GPS devices and geographic information systems (GIS) software will be used. This will assist with collection and analysis of data and develop a thorough understanding of the rural area’s geographical processes and the interconnection between its rural settlement and the urban setting of Wollongong.

### Syllabus content

**Investigation of a rural and an urban place.**

Students study ONE place in a rural setting and ONE place within a larger urban settlement, to investigate:

* The location and character of the place
* Geographical processes, both physical and human, that have shaped the identity of the place
* Links to other places
* The nature of changes affecting the place, including social, economic and environmental
* Responses and strategies, including for sustainability

### Outcomes and benefits

Fieldwork is an integral part of the educational experience for HSC geography students. Broken Hill is a rural settlement experiencing various changes and provides a unique opportunity to investigate diverse aspects of geography in a real-world rural setting. The following points outline the outcomes and benefits of this fieldwork experience, including:

* developing a case study for a teaching and learning program for HSC geography teachers
* fulfilling the compulsory HSC geography fieldwork requirement by providing a real-world context to explore sustainability, development, social, economic and environmental changes affecting rural areas
* developing a stimulus booklet for classroom learning, assessments and exam preparation that offers understanding of diverse rural settlements like Broken Hill
* enhancing teacher and student understanding of geographical concepts and processes through hands-on experience
* improving analytical, critical thinking and geographical inquiry skills for both teachers and students.

### Stakeholder engagement

The Broken Hill case study fieldwork for the Rural and urban places focus area will engage stakeholders. This might include interactions with local residents, businesses, government agencies, environmentalists, tourists, educational institutions and local land councils.

### Materials list for fieldwork sites

* Camera or sketchbook
* Oblique angle camera
* Thermometer
* Hygrometer
* Altimeter
* Compass
* Anemometer (wind speed tester)
* GPS device
* Notepad and pen for interviews and surveys
* Historical photographs
* Vegetation identification charts
* Weather instruments
* Water and soil testing equipment
* Clinometer or other slope-measuring instruments
* Beach profile equipment
* Transect equipment
* GIS software for mapping and spatial analysis
* [Drones](https://education.nsw.gov.au/content/dam/main-education/inside-the-department/health-and-safety/media/documents/SA062_SAFEUSEOFDRONES_v1.pdf) (PDF 71.4 KB) for aerial images
* Survey equipment
* Streetscapes transect equipment

## Fieldwork

### Site 1 – Day Dream Mines

**Objective:** Investigate the location, character and links to places of the Day Dream Mines.

**Geographical question:** Assess how the mines contribute to the local economy, history and cultural heritage of Broken Hill.

**Activities**

* Take photographs or sketch the mines and their surroundings to document their character and location.
* Use a GPS device to determine the exact coordinates of the Day Dream Mines.
* Use drones to collect aerial images and analyse the physical layout of the mining area.
* Conduct visitor counts to gather data on the movement of people and their interest in the mines.
* Interview mine staff, visitors or local historians to understand the cultural, economic and historical connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Drones for aerial images
* Notepad and pen for interviews

### Site 2 – Barrier Ranges

**Objective:** Investigate the geographical processes, both physical and human, that have shaped the identity of the Barrier Ranges.

**Geographical questions:** Evaluate the environmental management and conservation projects implemented in the area, such as wildlife protection or habitat restoration.

**Activities**

* Visit various points within the Barrier Ranges and document their physical features, such as rock formations, vegetation and wildlife.
* Conduct a transect to analyse the distribution and composition of plant and animal species.
* Reading 1: measure environmental factors such as temperature, altitude, sunlight exposure, direction and humidity.
* Conduct water and soil tests to assess the quality of the environment
* water salinity test
* turbidity.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews
* Thermometer
* Hygrometer
* Altimeter
* Compass
* Anemometer (wind speed tester)
* Water and soil testing equipment

### Site 3 – Silverton

**Objective:** Investigate the history, character and cultural heritage of the Silverton settlement.

**Geographical questions:**

* Identify how the historic settlement contributes to the local economy, tourism and cultural identity of Broken Hill.
* Assess the impact of tourism on the settlement, including visitor numbers, accommodations and attractions.

**Activities**

* Take photographs or sketch the historic buildings, streetscape and surrounding landscape of Silverton.
* Use a GPS device to determine the exact coordinates of Silverton.
* Interview local residents, business owners and visitors to understand the cultural and historical connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 4 – Line of Lode Miners Memorial

**Objective:** Examine the significance and symbolism of the Line of Lode Miners Memorial in honouring the mining history of Broken Hill.

**Geographical question:** Explain how the memorial contributes to the community’s understanding of their mining heritage and local history.

**Activities**

* Take photographs or sketch the memorial and its surroundings.
* Use a GPS device to determine the exact coordinates of the memorial.
* Interview memorial staff, visitors or local historians to understand the memorial’s cultural, historical and emotional significance.
* Investigate any related memorials or landmarks in the region and document their connections to the Line of Lode Miners Memorial.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 5 – Broken Hill Railway Station

**Objective:** Investigate the historical and present-day significance of the Broken Hill Railway Station to the local community and economy.

**Geographical questions:**

* To what extent has the railway line influenced local industries, such as mining and tourism?
* Outline the future plans for the railway line.
* Assess how the railway station has influenced the development and growth of Broken Hill and the surrounding region.

**Activities**

* Take photographs or sketch the railway station, trains and related infrastructure.
* Use a GPS device to determine the exact coordinates of the railway station.
* Interview station staff, passengers or local historians to understand the station’s role in the region’s development and its connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 6 – Broken Hill Regional Art Gallery

**Objective:** Examine the role of art and culture in the community and identity of Broken Hill.

**Geographical question:** Explain how the art gallery contributes to the local economy, tourism and cultural heritage.

**Activities**

* Take photographs or sketch the exterior and interior of the art gallery, as well as any significant artworks or installations.
* Use a GPS device to determine the exact coordinates of the gallery.
* Interview gallery staff, visitors or local artists to understand the gallery’s cultural, economic and historical connections to the community.
* Investigate the influence of local artists on the region’s identity and cultural heritage, as well as their connections to other art movements and places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 7 – Broken Hill Sculpture Symposium

**Objective:** Investigate the creation, significance and cultural impact of the Broken Hill Sculpture Symposium.

**Geographical question:**

* Explain the influence of the sculpture park on the community’s artistic expression and its connections to other sculpture parks or art movements.
* Assess the impact of the sculpture park on the local economy, tourism and cultural identity of Broken Hill.

**Activities**

* Take photographs or sketch the sculptures and their surroundings.
* Use a GPS device to determine the exact coordinates of the sculpture park.
* Interview stakeholders (for example, visitors, council officers or local cultural leaders) to understand the park’s cultural, economic and historical connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 8 – The Living Desert and Sculptures

**Objective:** Investigate the relationship between the natural environment and cultural heritage in The Living Desert Reserve and Sculpture Site.

**Geographical question:** Describe how The Living Desert and its sculptures contribute to the local economy, tourism and cultural identity of Broken Hill.

**Activities**

* Take photographs or sketch the sculptures, flora and fauna in The Living Desert Reserve.
* Use a GPS device to determine the exact coordinates of The Living Desert and its Sculpture Site.
* Interview park staff, visitors or local cultural leaders to understand the park’s cultural, economic and historical connections to other places.
* Investigate the impact of the park on local conservation efforts and its role in promoting awareness of the region’s unique environment.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 9 – Broken Hill Miner’s Memorial

**Objective:** Investigate the historical and present-day significance of the Broken Hill Miner’s Memorial to the local community.

**Geographical questions:**

* Assess the impact of the memorial on visitors, residents, local miners and their families.
* How does the memorial contribute to the community’s understanding of their mining heritage?

**Activities**

* Take photographs or sketch the memorial and its surroundings.
* Use a GPS device to determine the exact coordinates of the memorial.
* Interview memorial staff, visitors or local historians to understand the memorial’s cultural, historical and emotional significance.
* Investigate any related memorials or landmarks in the region and document their connections to the Broken Hill Miner’s Memorial.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 10 – Broken Earth Café and Restaurant

**Objective:** Examine the role of local cuisine and dining experiences in the culture and economy of Broken Hill.

**Geographical question:** Assess how local food establishments, like the Broken Earth Café and Restaurant, contribute to the local economy and the community’s cultural identity.

**Activities**

* Take photographs or sketch the exterior and interior of the café, as well as any unique dishes or dining experiences.
* Use a GPS device to determine the exact coordinates of the café.
* Interview café staff, patrons or local food critics to understand the establishment’s cultural, economic and historical connections to the community.
* Investigate the influence of local cuisine on the region’s identity and its connections to other food cultures and culinary traditions.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 11 – Fowlers Gap Arid Zone Research Station

**Objective:** Investigate the role of scientific research in understanding and managing the arid environment of the Broken Hill region.

**Geographical questions:**

* Evaluate how the research conducted at Fowlers Gap contributes to the conservation and sustainable development of the region.
* Explain major findings and ongoing research projects at Fowlers Gap and their potential impact on the region’s ecology and economy.

**Activities**

* Take photographs or sketch the research station and its surroundings.
* Use a GPS device to determine the exact coordinates of the research station.
* Interview researchers, station staff or local environmentalists to understand the station’s role in the region’s environmental management and its connections to other research institutions.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 12 – Patton Village

**Objective:** Investigate the history, character and cultural heritage of Patton Village.

**Geographical questions:**

* Assess how the historic village contributes to the local economy, tourism and cultural identity of Broken Hill.
* Evaluate the impact of tourism on the village, including visitor numbers, accommodations and attractions.

**Activities**

* Take photographs or sketch the historic buildings, streetscape and surrounding landscape of Patton Village.
* Use a GPS device to determine the exact coordinates of Patton Village.
* Interview local residents, business owners and visitors to understand the cultural and historical connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 13 – Pro Hart Gallery

**Objective:** Examine the role of art and culture in the community and identity of Broken Hill through the works of Pro Hart.

**Geographical questions:**

* Explain how the Pro Hart Gallery contributes to the local economy, tourism and cultural heritage.
* Assess the impact of Pro Hart on the region’s identity and cultural heritage, as well as his connections to other art movements and places.

**Activities**

* Take photographs or sketch the exterior and interior of the gallery, as well as any significant artworks or installations.
* Use a GPS device to determine the exact coordinates of the gallery.
* Interview gallery staff, visitors or local artists to understand the gallery’s cultural, economic and historical connections to the community.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 14 – The Palace Hotel

**Objective:** Investigate the history, architecture and cultural significance of The Palace Hotel.

**Geographical question:** Explain how The Palace Hotel contributes to the local economy, tourism and cultural identity of Broken Hill.

**Activities**

* Take photographs or sketch the hotel’s exterior, interior and unique architectural features.
* Use a GPS device to determine the exact coordinates of the hotel.
* Interview hotel staff, guests or local historians to understand the hotel’s cultural, economic and historical connections to other places.
* Investigate the impact of The Palace Hotel on local tourism, including visitor numbers and its role as a cultural landmark.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 15 – Zinc Lakes

**Objective:** Investigate the history, ecology and environmental significance of the Zinc Lakes.

**Geographical question:** Assess how the Zinc Lakes contribute to the local economy, environmental conservation and community identity.

**Activities**

* Take photographs or sketch the lakes and their surroundings, including any wildlife or unique features.
* Use a GPS device to determine the exact coordinates of the Zinc Lakes.
* Reading 2: temperature, altitude, sunlight exposure, direction, humidity and wind speed test
* Conduct water and soil tests to assess the quality of the environment
* water salinity test
* turbidity
* organic matter in soil, soil salinity.
* Interview local environmentalists, park staff or residents to understand the lakes’ ecological, economic and historical connections to other places.
* Investigate the role of the Zinc Lakes in local environmental conservation efforts and their importance as a habitat for local wildlife.

**Materials and equipment**

* Thermometer
* Hygrometer
* Altimeter
* Compass
* Soil and water testing equipment
* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 16 – Albert Kersten Mining and Minerals Museum

**Objective:** Investigate the history, science and cultural significance of mining and mineralogy in the Broken Hill region.

**Geographical questions:**

* Explain the role of the museum in promoting local history, science education and sustainable development in the mining industry.
* Describe how the Albert Kersten Mining and Minerals Museum contributes to the local economy, education and cultural heritage.

**Activities**

* Take photographs or sketch the museum’s exterior, interior and exhibits.
* Use a GPS device to determine the exact coordinates of the museum.
* Interview museum staff, visitors or local geologists to understand the museum’s cultural, economic and historical connections to the community.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 17 – Whites Mineral Art and Living Mining Museum

**Objective:** Examine the role of art and culture in the community and identity of Broken Hill through the works of miner-artist Roy Inwood.

**Geographical questions:**

* Evaluate how Whites Mineral Art and Living Mining Museum contributes to the local economy, tourism and cultural heritage.
* Analyse the influence of Roy Inwood and other miner-artists on the region’s identity and cultural heritage, as well as their connections to other art movements and places.

**Activities**

* Take photographs or sketch the exterior and interior of the museum, as well as any significant artworks or installations.
* Use a GPS device to determine the exact coordinates of the museum.
* Interview museum staff, visitors or local artists to understand the museum’s cultural, economic and historical connections to the community.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 18 – Bells Milk Bar and Museum

**Objective:** Investigate the history, architecture and cultural significance of Bells Milk Bar and Museum.

**Geographical questions:**

* Assess the impact of Bells Milk Bar and Museum on local tourism, including visitor numbers and its role as a cultural landmark.
* Explain how Bells Milk Bar and Museum contributes to the local economy, tourism and cultural identity of Broken Hill.

**Activities**

* Take photographs or sketch the milk bar’s exterior, interior and unique architectural features.
* Use a GPS device to determine the exact coordinates of the milk bar and museum.
* Interview milk bar staff, patrons or local historians to understand the establishment’s cultural, economic and historical connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 19 – Broken Hill Heritage Walk

**Objective:** Investigate the historical and architectural significance of buildings and landmarks along the Broken Hill Heritage Walk.

**Geographical question:** How does the Heritage Walk impact local tourism, including visitor numbers and its role in promoting local history and architecture.

**Activities**

* Take photographs or sketch the buildings, landmarks and streetscapes along the Heritage Walk.
* Use a GPS device to determine the exact coordinates of key points along the walk.
* Interview local historians, tour guides or visitors to understand the Heritage Walk’s cultural, economic and historical connections to other places.

**Materials and equipment**

* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

### Site 20 – Mundi Mundi Plains Lookout (Silverton)

**Objective:** Investigate the geological, ecological and cultural significance of the Mundi Mundi Plains.

**Geographical questions:**

* Discuss environmental conservation strategies in the Mundi Mundi Plains.
* Assess how the Mundi Mundi Plains contribute to the local economy, environmental conservation and community identity.

**Activities**

* Take photographs or sketch the panoramic views, flora and fauna at the Mundi Mundi Plains Lookout.
* Use a GPS device to determine the exact coordinates of the lookout.
* Reading 3: temperature, altitude, sunlight exposure, direction, humidity and wind speed test.
* Interview local environmentalists, park staff or residents to understand the plains’ ecological, economic and historical connections to other places.

**Materials and equipment**

* Thermometer
* Hygrometer
* Altimeter
* Compass
* Anemometer
* Camera or sketchbook
* GPS device
* Notepad and pen for interviews

## References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au](https://curriculum.nsw.edu.au/).

[Geography 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.