

THE WORKSHOPS RAIL MUSEUM

EDUCATION ON TRACK

COMMUTER RAIL CONNECTING PEOPLE AND PLACES



This program has been produced and published by The Workshops Rail Museum, North Street, North Ipswich, Qld, Australia 4305.

The Museum's Vision Statement is:

to be recognised as a creative, innovative and exciting journey of discovery into Australia's rail story.

The Mission Statement is:

to harness the significance of the Workshops precinct by delivering international standard cultural and tourism related activities, education and public programs associated with the interaction of rail on people's lives.

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PURPOSE AND OVERVIEW

The aim of this program is to aid in the delivery of the sample unit of work provided in the senior geography syllabus and provide a sample assessment task for this unit.

Specifically, this program will allow students to answer aspects of the following key questions in relation to past, present and future commuter rail networks in South East Queensland:

1. What is infrastructure? What are the patterns and types of infrastructure evident in Brisbane and the Western Corridor?

2. What are the social (including historical factors), economic, political and physical processes that have caused the pattern of transport and/or communication?

3. What impact has this pattern of transport and/or communication had on the sustainability of communities within the Western Corridor?

4. What is being done or could be done by individuals, groups and governments to improve the mode of transport and/or communication and therefore of communities within the Western Corridor?

The primary objectives of the program are for students to gain an understanding and appreciation for:

- The historical processes that have formed our current pattern of transport
- The social and economic factors of the past that led to the current system of transport
- The types of changes that can be made to improve the current system

Activities in this program assist students to investigate The Workshops Rail Museum in order to gather information regarding the Queensland rail system and complete aspects of the sample assessment task.

Students are given access to primary and secondary sources on their visit to the Museum including exhibits, artefacts, personal accounts and photographs. This must be booked as an extra component to a normal school visit. *Please ask to speak to the Education Officer regarding this when you call to arrange your visit.*

PROGRAM OUTLINE

Total time: 1 term (visit to the Museum will take 1 day)
Previous Knowledge: Year 11 Geography
<p>Description:</p> <ul style="list-style-type: none">• Pre-visit<ul style="list-style-type: none">▪ Students brainstorm and discuss infrastructure concepts.▪ View media materials TV, video, newspaper reports about transport and communication issues in the Western Corridor.▪ Collect and graph data on methods of travel to work and school.▪ Collate, analyse and interpret maps related to transport and communication for Brisbane and Western Corridor e.g. method of transport to work, land use patterns, income distribution, population growth. • Visit<ul style="list-style-type: none">▪ Explore the museum completing the activity booklet.▪ Students receive talk from museum staff in order to discuss research opportunities provided by the museum in order to complete the assessment task.▪ Focus on the Rail in Queensland, Platform 9 and Rail Today exhibits to gather information for activity booklet. • Post-visit<ul style="list-style-type: none">▪ Investigate contributing factors to the provision of transport and communication infrastructure in Brisbane and the Western Corridor e.g. use air and/or satellite photos to examine physical constraints in the provision of transport infrastructure.▪ Research case studies of expanding communities e.g. Toronto, Curitiba (Brazil), which emphasise different modes of transport or communication.▪ Compare factors for differing infrastructure choices.▪ Construct consequences wheel of the effects of transport or communication infrastructure on communities in the Western Corridor e.g. separating railway and housing with a major highway.▪ Role play impact of transport or communication provision on differing members of a community.▪ Interpret media reports of community response to infrastructure projects. Interview planning professional's role in the planning process.▪ Examine transport and communication options in SE QLD Regional Plan and Ipswich 2020 Plan.▪ Compare these options to case studies of alternatives being tried in other rapidly growing areas.▪ Evaluate alternatives in the light of a local community's needs.

Pre and post visit activities are drawn from the Queensland Studies Authority Senior Syllabus, Geography 2006 (May draft).

SUPPORT MATERIALS AND REFERNECES

Internet sites:

For Queensland Rail History:

http://www.history.qr.com.au/the_history/section1/default.asp

To obtain information regarding loans kits (for classroom use of early Australian and rail related artefacts and resources) access the Queensland Museum website:

<http://www.qmuseum.qld.gov.au/education/loans/country.asp>

For a Queensland Rail Education Officer to attend your school for a Community Education Talk contact QR on (07) 3235 1624 or log on to www.qr.com.au for further details.

MUSEUM VISIT



Key Questions:

What historical process formed our current patterns of transport?

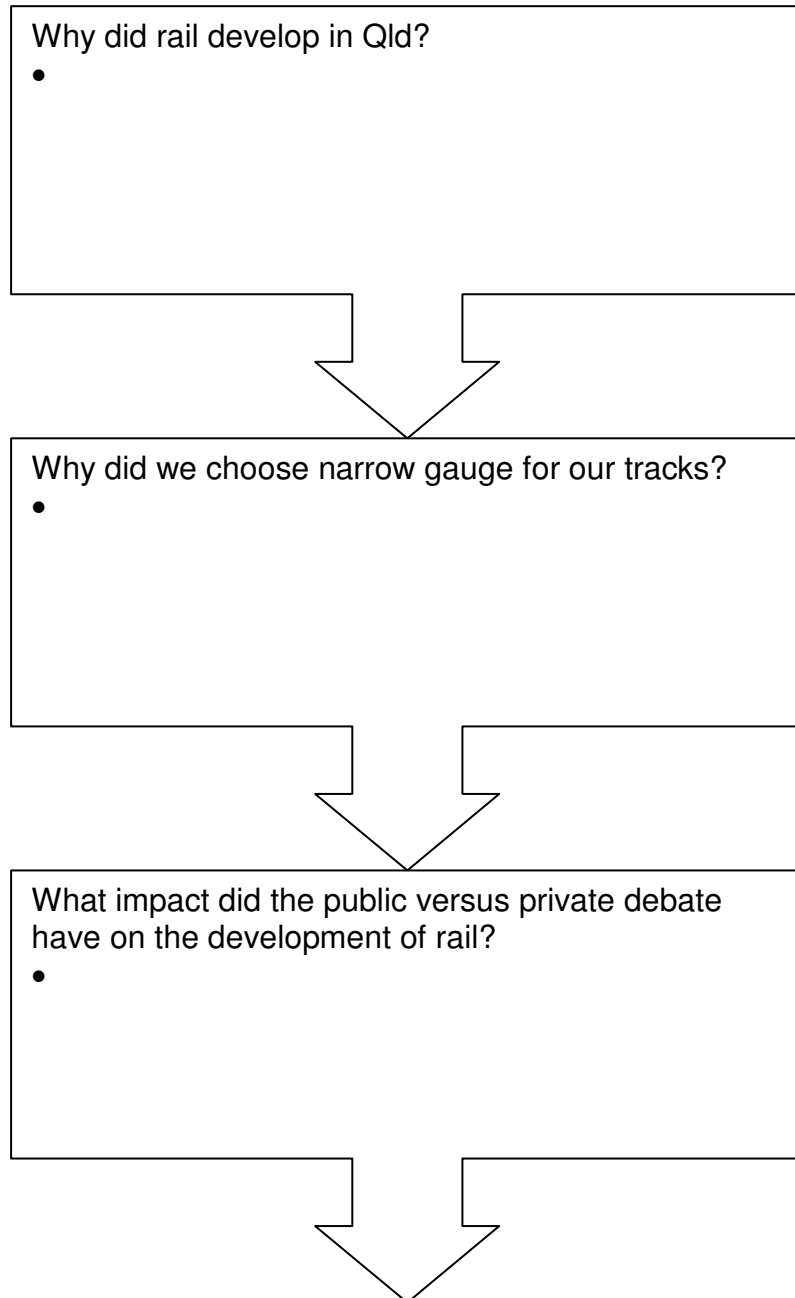
What are the social and economic factors of the past that have led to our current system of transport?

What types of changes should be made to improve the current rail system?

Attempt to answer the key questions by completing the following activities.

Rail in Queensland

How did rail in Queensland develop? Briefly outline the development of rail in the flow chart below. Provide answers to the key questions in bullet point form.



What impact did the introduction of diesel have on rail in Queensland?

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What impact did the introduction of electric rail have on rail in Queensland?

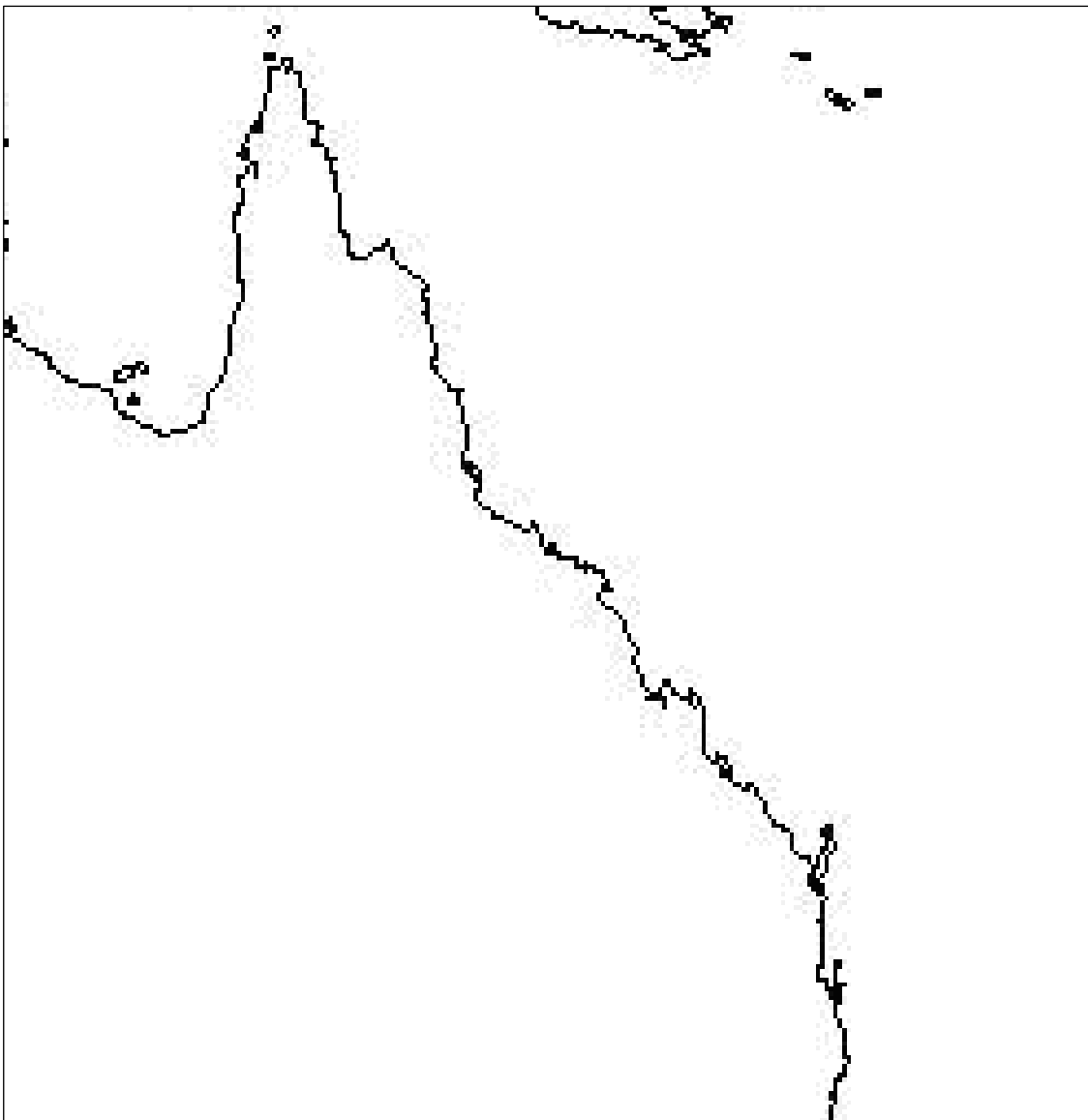
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What are the possibilities for the future of rail in Queensland?

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Development of the Line

Mark on the map below the rail lines built in Queensland. Number them and note at the bottom the year and order in which they were built.



Systems That Keep our Trains Running

Within the Rail in Queensland exhibit, there are several examples of the processes used in the past and present to organise our rail system, e.g. signals and remote train overview. In the table below list the past and present systems and describe their features. Consider the viability of these systems for future transportation systems.

System	Description
Past	
Present	

Will these systems be enough to cater for the future needs of rail in Queensland? Why or why not?

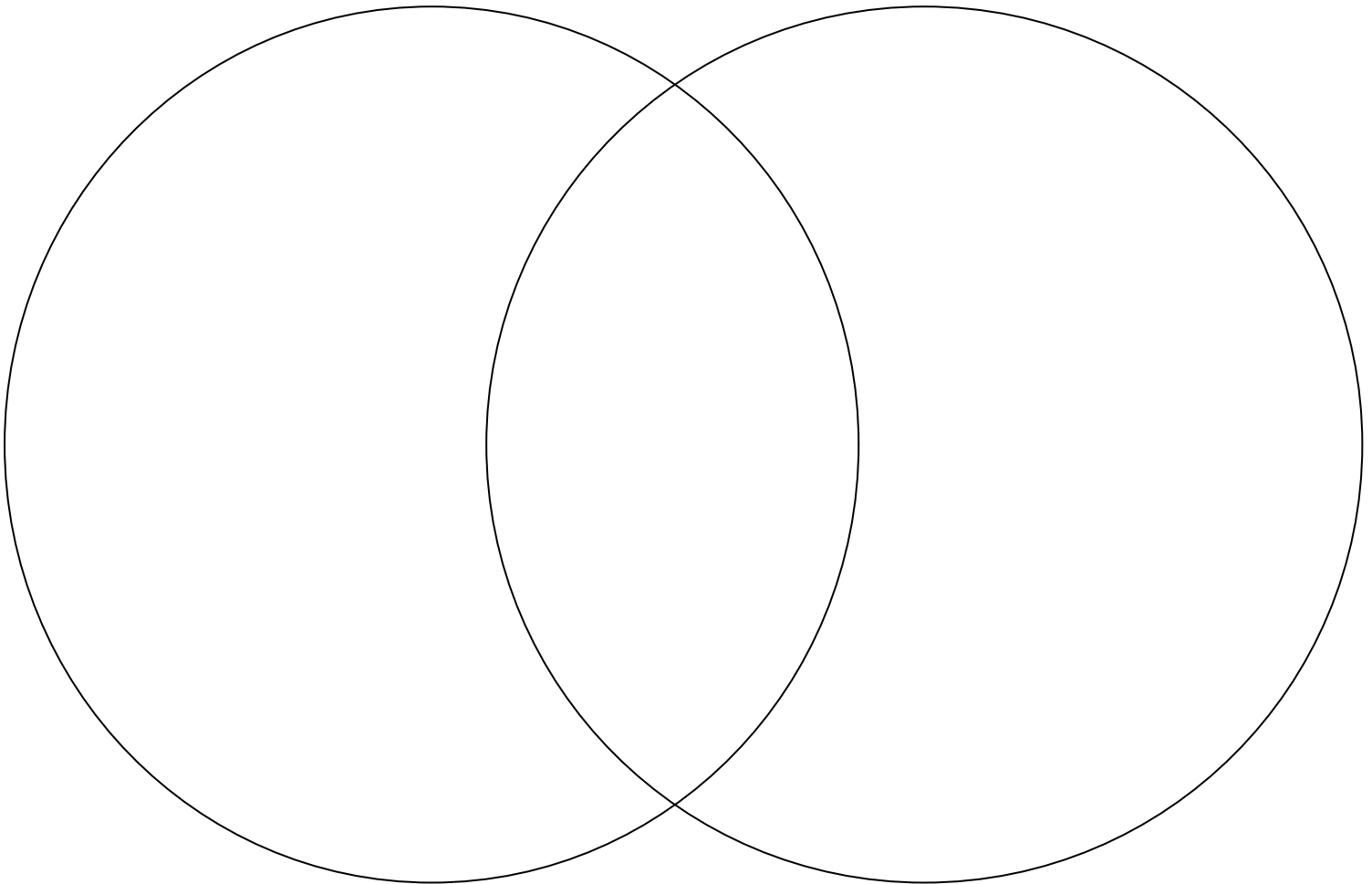
Rail Today is....

After viewing *Platform 9* and the *Rail Today is...* video, compare and contrast the past and present of rail in Queensland in the Venn Diagram below.

Rail in the Past

Rail in the Present

Similarities



Curatorial Advice and Collections

The Museum has available for public use, a reading room that has access to a database of information about rail in Queensland. You may also be able to have a chance to talk with the staff at the Museum. Use the space below to take notes from any research you undertake in the reading room or from a discussion with Museum staff.

Assessment Task

Provision of infrastructure does not always match the supply and demand needs of the population.

Your task is to propose the development of a new rail line or the duplication of an existing line, to service an area in the Ipswich region. Write your proposal as a report that answers the following questions:

- Where should the rail line go?
- Why should the rail line be put there?
- What are the expected social, environmental and economic impacts of your suggested line?
- What are the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the proposed section of rail?
- How would you minimise the threats and maximise the opportunities?
- What recommendations would you make regarding moving ahead with this project? (e.g. What land would need to be acquired? What are the associated costs?)

Conditions:

- 4 weeks notice
- 800 – 1000 Words in length
- Must follow the report format including headings, e.g. Introduction, Statement of Findings, Evaluation, Bibliography
- Must include support materials, e.g. maps, tables, diagrams, appendixes, sketches and images.

Research:

- Research and information can be gathered from the Ipswich Regional Centre Strategy in regards to growth areas and existing infrastructure. www.ipswichcentrestrategy.com.au/.
- The Museum can provide information about existing lines and proposed line surveys. This information can be gathered during your visit to the Museum. *Please ask to speak to the Education Officer regarding this when you call to arrange your visit.*

Criteria:

- Analytical processes
- Decision making processes
- Research and communication