

**Internal Assessment Resource**

**Geography Level 2**

This resource supports assessment against Achievement Standard 91245 version 3

**Standard title:** Explain aspects of a contemporary New Zealand geographic issue

**Credits:** 3

**Resource title:** Explain a contemporary geographic issue in New Zealand

**Resource reference:** Geography 2.6C

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| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | December 2018To support internal assessment from 2019 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

**Achievement standard:** 91245

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**Teacher guidelines**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to describe the nature of a contemporary geographic issue occurring within New Zealand, fully explain different viewpoints related to that issue showing insight, including how one viewpoint has changed over time, evaluate courses of action, and make a fully justified recommendation. Suggestions of contexts that might be appropriate have been included.

A contemporary geographic issue refers to an issue that needs to:

* be unresolved at the time of assessment
* include a spatial dimension
* involve a concern, problem, debate or controversy related to a natural or cultural environment.

Ensure the issue selected:

* is contemporary, geographic and set within New Zealand
* has different viewpoints and/or opinions
* has a viewpoint that has changed or may change over time
* has different courses of action to address or resolve the issue.

Students may be provided with some appropriate resources about the context/issue and should be given the opportunity to collect additional material.

Teachers should select or offer a choice of a local, regional or national issue that will engage your students.

Students could investigate:

* an environmental issue (extracting water for commercial use)
* a land use issue (warrant of fitness for rental properties)
* a tourism issue (changing bylaws for freedom camping)
* a conservation issue (managing access to National Parks and Great Walks)

**Conditions**

Evidence can be collected in different ways to suit a range of teaching and learning styles. Evidence could be presented as a report, an oral presentation, a short video or any other appropriate presentation method chosen by the teacher and/or student.

Care needs to be taken to allow students opportunities to present their best evidence to meet the requirement of the standard.

Teachers should encourage students to write concisely. It may help if teachers provide students with a guide to an appropriate word length. For example, for this activity a word length of 2000 words should allow all levels of achievement. This could equate to an oral presentation of approximately 5 minutes.

**Resource requirements**

Specific resource requirements will be determined by the geographic issue selected. Teachers could provide students with background information, including maps, timelines and photographs of the location, relevant web links, articles, video media, interviews, etc.

Students could be provided with some courses of action to solve the issue, these may include:

* Option 1 – a compromise
* Option 2 - a specific change to the status quo
* Option 3 - another specific change to the status quo

Encourage students to provide additional resource material to support that provided by the teacher.

**Additional information**

Before beginning this assessment activity, teachers should support students to gain an understanding of the geographic setting, spatial dimension of the selected issue.

Students could:

* use an atlas or Google Earth to find the location and extent of the area
* use detailed maps to identify natural and cultural features of the area
* survey or interview stakeholders to gather authentic viewpoints (for example the Regional Council)
* participate in a field trip

Students are not formally required to record this information. However, they may wish to collate material and refer to it as they complete the assessment activity.

**Suggested Complementary Standards**

Achievement standard 91244: *Conduct Geographic Research with Guidance*

Achievement standard 91247: *Apply spatial analysis, with guidance, to solve a geographic problem*

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**Resource reference:** Geography 2.6

**Student instructions**

**Introduction**

This assessment activity requires to you to explain aspects of a contemporary New Zealand geographic issue.

You will be assessed on the depth of your understanding of the geographic issue. This includes using detailed issue related evidence, geographic terminology, geographic concepts to describe the nature of the issue, different viewpoints and how one viewpoint has changed over time. This also includes making a fully justified recommended course of action.

Teacher note: Insert title of the geographic issue here.

Teacher note: Insert timeframe, including whether research time is available, methods of presenting evidence and conditions of assessment to suit the issue and students.

Method of presentation could include: a presentation in Google slides with annotated notes, portfolio of learning and evidence, a written report.

**Task**

***Describe the nature of the geographic issue:***

* Outline what the issue is about.
* Describe the location (an annotated map could be included) of the geographic issue.
* Describe how this location is important to the issue.
* Describe the natural and/or cultural features/characteristics that are relevant to this issue.
* Describe how the issue affects people and the environment.

***Explain different viewpoints***

Identify at least two different viewpoints on the issue and name individuals and/or groups who hold those viewpoints:

* Fully explain each viewpoint and provide detailed reasons for why that viewpoint is held.
* Explain, in detail, how one viewpoint has changed over time.
* You must use specific information, geographic terminology and concepts and incorporate the beliefs, values, and/or perspectives of the individuals or groups.

***Explain the courses of action:***

* Fully explain, the strength(s) and weakness(es) of the different courses of action.

***Make a recommendation:***

* Recommend a course of action and support your recommendation with detailed reasons.
* Fully justify this course of action, demonstrating why it is better than any other course of action.

**Assessment schedule: Geography 91245 -** Explain a contemporary geographic issue in New Zealand

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| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| **The exemplar evidence statements are taken from an assessment about population growth and urban sprawl in Auckland.** |
| The student explains aspects of a contemporary New Zealand geographic issue In their presentation the student * describes the nature of the contemporary geographic issue
* explains the different viewpoints individuals (or groups) hold in relation to the issue
* describes how one viewpoint has changed over time
* explains the strengths(s) and weakness(s) of different courses of action
* recommends a course of action with a reason

Sample partial extract as an example of possible student response:*Nature of the issue: Urban Sprawl**“New Zealand is a country with a lot of space and a small population. As a result, cities in New Zealand, such as the largest city Auckland (population 1.5 million), have grown outwards rather than upwards. Auckland has grown into a world class city of 1.5 million people. This has happened over a period of 150 years.* *As Auckland’s population grows at a rate of 2.6 percent per year this has resulted in urban sprawl, where the city is expanding outwards in low density housing developments. The result is a low-rise, sprawling city with a population that relies on cars to travel to work, schools, shops and places of recreation. Public transport is under-utilised. This urban sprawl is expanding into areas on the edge of the city that had previously been reserved for rural farmland or recreation. Many Auckland residents are concerned that if urban sprawl continues they will lose access to these areas.”**Viewpoints:**“Auckland residents who live in the city like to live in individual homes with a garden. Most residents preferred the idea of a spacious city that did not feel crowded (not much high rise housing and flats). They also like to be near the countryside (rural areas) and coastline (beaches). This makes living on the city edge a preferred place, which is why people want to build or buy homes in places like Silverdale or Pokeno.* *Changing Viewpoints:**In the past Auckland city grew without much planning taking place and without much consideration of the impacts of urban sprawl on the natural and cultural environment. The perspective of council planners was that land seemed plentiful and people liked a quarter acre section with their own home and section.**Today, city planners in Auckland view urban sprawl as problematic because they are concerned that farmland and land that can be used for recreation will be lost forever. They think the solution is to house more people inside the existing city. Planners now favour a compact city because they realise urban sprawl just makes problems like traffic congestion worse. This is because the larger size of the city has increased travel time and vehicle numbers on the Northern, Southern and Western motorways. Living closer to where you work and closer to shops and schools is a viewpoint that is getting more popular.”**Strength(s) and Weaknesses(s):**Course of Action 1 – Leave as it is**“The option to allow the city to continue to grow outwards has the benefit of meeting the needs of people who want to live closer to rural areas. This action also provides a solution to the housing demand driven by Auckland’s growing population. A disadvantage of this action is that as urban sprawl continues outwards it will cause more traffic congestion as people will need to drive to work or shops.”**Course of Action 2 – Compact city**“A more compact city with people housed within the existing built up area would have the benefit of offering people more choice of the type of housing and location to best suit their needs. A disadvantage of this is that higher density housing and apartments have not been popular with house buyers. Some areas with this type of development have houses that have decreased in value.**Course of Action 3 – Satellite city* *If a new satellite city was built it would have the advantage of being able to use all the modern planning and building ideas. A problem would be that people living in places like Kaipara or Clevedon would not want the city to be built near where they live.**“Recommendation**I recommend Auckland council planners use a more compact city design. This is my recommendation because this plan would deal with people’s concerns about losing valuable land on the city edge to urban sprawl, such as Takanini or Hobsonville. A more compact city, with housing development located around transport routes, such as in Albany, would reduce traffic congestion and encourage the use of public transport. If housing was located close to schools and supermarkets, like at Stonefields, people would not have to drive far to access these services.”**The examples above are indicative samples only.* | The student explains, in depth, aspects of a contemporary New Zealand geographic issue.In their presentation the student has:* describes the nature of the contemporary geographic issue
* explained, in detail, the different viewpoints individuals (or groups) hold in relation to the issue using specific information
* explained how one viewpoint has changed over time
* explained in detail the strength(s) and weakness(s) of different courses of action
* justified a recommended course of action with detailed reasons

Sample partial extract as an example of possible student response:*Nature of the issue:**As for Achieved**Viewpoints:**“One of the reasons for urban sprawl is the viewpoint that Auckland residents like the idea of living in low-density, leafy suburbs and in their own home with its own section. Many families have this viewpoint as they desire the back yard space for their children to play safely. Areas on the edge of the city are also popular with inner city residents as they have quick access to beaches and regional parks for recreation. As a result of this viewpoint, new residential areas on or near the city edge in places like Pokeno in South Auckland and Silverdale on the North Shore are seen as desirable places to live and quickly get developed.”* *Changing Viewpoints:**In the past Auckland city grew without much planning taking place and without much consideration of the impacts of urban sprawl on the natural and cultural environment. The perspective of council planners was that land seemed plentiful and people liked a quarter acre section with their own home and section.**“Today, this viewpoint is changing. City planners on Auckland council view urban sprawl as problematic because they are concerned that farmland and land that can be used for recreation will be lost forever. Instead, city planners think a better solution is higher density housing within the existing city limits, such as in Takanini and Hobsonville. Planners viewpoint now favours a more compact city model because they realise urban sprawl has created problems like traffic congestion on the Northern, Southern and Western motorways as people on the edge of the city commute to work in the centre. The Automotive Association calculates that Auckland commuters spend 78.6 hours stuck in traffic each year. As a result, planners now have a more social perspective and view access to places of work, schools and shops as just as important as having a big section or access to a beach. This is because living close to services people need such as schools reduces traffic.”* *Strength(s) and Weaknesses(s):**Course of Action 1 – Leave as it is**“Allowing the city to continue to grow outwards has the benefit of reflecting home buyers values when it comes to buying or building a house. New developments on the city edge at Botany and Hobsonville have been popular with first home buyers. This action also promotes economic benefits for landowners, property developers, builders and homeowners as farmland is converted into more valuable urban housing. A disadvantage of this action is that urban sprawl continues and people working in the CBD still need to commute, so traffic congestion will continue to be a problem. However, if these new communities were built to include local services like schools and shops, less people would need to use their cars.”**Recommendation**I recommend Auckland council planners adopt a more compact city design because this plan matches with peoples changing viewpoints about land use and promotes the use of public transport. Restricting urban sprawl will address many peoples concern about losing valuable land on city edges to housing development such as rural farmland in Takanini and Pokeno in South Auckland. There is only a limited amount of land still available around the city that is suitable for development because we should protect high-quality farmland and rural areas of beauty from further urban expansion. This action is the best way to create a city where more people use public transport and stops the need to keep building new roads. A compact city plan would help reduce road congestion by concentrating housing close to main transport routes such as in Albany and Silverdale. If housing development includes the services and facilities people want and need, this would further reduce traffic congestion issues. A successful example of type of development in Stonefields in East Auckland, which includes a primary school and cafes. ”* *The examples above are indicative samples only.* | The student explains comprehensively, aspects of a contemporary New Zealand geographic issue In their presentation the student has:* describes the nature of the contemporary geographic issue
* fully explained the different viewpoints individuals (or groups) hold in relation to the issue using specific information and incorporating beliefs, values, and/or perspectives. This includes the use of geographic terminology and concepts
* explained in detail, how one viewpoint has changed over time
* fully explained the strength(s) and weakness(es) of different courses of action
* fully justified a recommended course of action giving detailed reasons demonstrating why the chosen course of action is better than any other course of action.

Sample partial extract as an example of possible student response:*Nature of the issue:**As for Achieved**Viewpoints:**“Traditionally, Auckland residents have been attracted to the idea of living in low-density, leafy suburbs and owning their own home with a ¼ acre section and spacious backyard. As many first home buyers are young families they desire the back yard space for their children to play safely. They also want to invest in property that will increase in value in the future. Due to this viewpoint existing housing developments in the inner city with large sections have become very expensive, forcing potential home buyers to look for cheaper property outside the central suburbs.**Areas on the periphery of the city are also popular locations with inner city residents as they have quick access to beaches and regional parks for recreation. As a result of this viewpoint, new residential areas on or near the city edge in places like Takanini and Pokeno in South Auckland and Albany, Henderson and Silverdale on the North Shore are seen as desirable places to live and quickly get developed.”* *Changing Viewpoints:**“It has been predicted that Auckland's population will be around 2 million by the year 2031, an increase of half a million people. To plan for a city of this size the Auckland City Council needs to take a long term view that considers the impacts of population growth and urban sprawl on the social, cultural and environmental environment of the city. The job of planners at Auckland City Council is to decide how land can best be used to accommodate not just the housing needs of the population, but all the services and infrastructure a population of 2 million will need. In the past the city grew without much overall planning taking place and without much consideration of the impacts of urban sprawl on the natural and cultural environment. The perspective of council planners was that land seemed plentiful and people liked a quarter acre section with their own home and section. Few high rise flats or even terraced houses were built outside of the central business district. This viewpoint is changing as planners are influenced by public opinion which includes a range of different social and cultural perspectives and values. This was reflected in the 9400 public submissions to the proposed Auckland Unitary Plan created in 2013 after the amalgamation of Auckland’s regional councils into the Super City. As a result, city planners have adopted a more social and environmental perspective which is more focused on developing a city that is green, people friendly and one where problems of traffic congestion are solved. Planner’s viewpoint now favours more medium and high density housing developments, such as at Takanini or Hobsonville. This is due to the realisation that urban sprawl has increased traffic congestion, especially commuting numbers and times on the Northern, Southern and Western motorways, as people living on the edge of the city commute to work in the centre. The Automotive Association calculates that Auckland commuters spend 78.6 hours stuck in traffic each year and the number of cars on the road increased 40,000 from 2017-2018. Access to places of work, schools and shops are viewed as just as important as having a big section or access to a beach.To overcome traffic congestion planners now view access to places of work, schools and shops as just as important as having a big section or access to a beach. Living close to essential services people need such as schools and supermarkets reduces the amount of traffic at peak hours.* *Strength(s) and Weaknesses(s):**Course of Action 1 – Medium density urban sprawl**”There are many rural areas on the periphery of Auckland city that are not valuable for recreational use that could easily be developed for medium density urban housing, such as farmland in Takanini and Wesley in South Auckland. Allowing urban sprawl to continue outwards but using higher density housing in new developments would strike a balance between house buyers values and the demands of population growth. The 3000 house medium density development at Hobsonville Point has been popular with first home buyers despite using shared communal green spaces to substitute for smaller sections and backyards.**This action also promotes economic benefits for landowners, property developers, builders and homeowners as farmland is converted into more valuable urban housing. A disadvantage of this type of growth is that urban sprawl continues and people working in the CBD still need to commute, so traffic congestion will continue to be a problem. However, if these new communities were built to include local services like schools, doctors and shops, less people would need to use their cars. If new housing developments are connected to public transport networks through services such as park and ride facilities this would also reduce commuter congestion.”* *Recommendation:* *From a planning viewpoint, a more compact city is the best future model. This action is better than any others as it allows for a variety of housing to meet personal values and requirements while still protecting valuable rural land on the cities edge.**A compact city would still offer low-density housing, with large sections, but there would also be alternatives. Higher density housing, such as flats and apartments could be constructed near transport hubs such as Henderson, Albany and Silverdale. Higher density development does not need to use land on the edge of the city. Instead, it could take place when old homes are demolished or land becomes available for redevelopment, such as at Stonefields in East Auckland, a new development within the existing urban area only 8km from the CBD. Stonefields was built on a former quarry site in Mt Wellington. The development at Stonefields includes services such as a café, markets and a primary school. This gives the development an urban village feel and has the benefit of reducing the need to use cars to access everyday needs* *My recommendation is that land recognised as valuable for recreational use around the city edges should be protected and preserved. If necessary, there is some opportunity to allow further development around the edges of the city at places like Takanini and Silverdale. To reduce urban sprawl these would need to be medium density developments, such as Hobsonville Point, with a range of housing types and the provision of community facilities.* *A well-designed city catering for the needs of 2 million people can largely be achieved through careful and forward-thinking planning within the existing city boundaries. A more compact city, built along sustainable lines, is our view for developing Auckland over the next 20 years.**The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.