

**Internal Assessment Resource**

**Geography Level 2**

This resource supports assessment against Achievement Standard 91241 version 3

**Standard title:** Demonstrate geographic understanding of an urban pattern

**Credits:** 3

**Resource title:** Demonstrate a geographic understanding of an urban pattern

**Resource reference:** Geography 2.2C

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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 2018  To 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. |

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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 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 select an urban area as a case studythat enables them to demonstrate comprehensive geographic understanding of an urban pattern including a variation in the pattern and the factors/circumstances that contribute to the overall pattern and the variation. The extent of the urban area selected will be determined by the context selected. For example, with an urban pattern of graffiti, the CBD alone could be a sufficient area; however, with an urban pattern of transport networks, the greater urban area would be needed.

When describing a pattern, students should be encouraged to use appropriate terminology, for example, spatial patterns could be identified as concentrated or dispersed, and temporal patterns identified as constant or cyclic.

Examples of urban patterns that could be studied include:

* transport networks
* gentrification
* urban sprawl
* retail development
* regreening
* residential development
* graffiti/street art
* ghettoization

Factors and/or circumstances that contribute to the pattern can be provided for students to consider. They may include elements, processes, events and perceptions that contribute to the pattern.

**Conditions**

Evidence can be collected in different ways to suit a range of teaching and learning styles.

Students could be encouraged to show the pattern and a variation with appropriate maps of the city, graphs, timelines, etc. If appropriate, use geospatial techniques, such as the use of Google Earth or GIS to illustrate the spatial urban pattern and the factors that contribute to the pattern.

Students could present assessment information in a variety of formats, such as:

* video
* report
* posters/infographic
* speech
* storyboard
* newspaper article
* webpage
* podcast
* blogs
* PowerPoint

Teachers should encourage students to write concisely. Providing a word limit may assist in this. For this assessment a word limit of 1500-2000 is suggested. This is a guide only.

**Resource requirements**

Resources should be provided or can be derived from student research (refer to Achievement Standard 91244).

Resources provided should include a range of information about the selected case study city.

Resources could include a collection of data such as:

* photographs
* maps
* library documents
* film media
* newspaper articles
* census data

**Additional information**

Before beginning this assessment activity, teachers should support students to gain an understanding of the geographic setting, temporal and spatial dimension of the urban area.

They 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
* interview stakeholder regarding their views on the issue.

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*

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**Student instructions**

**Introduction**

This assessment activity requires you to demonstrate a geographic understanding of an urban pattern.

You will be assessed on how comprehensive your geographic understanding is of an urban pattern.

Teacher note: Insert selected case study city here

You can do further research in your own time so that you understand the pattern in greater depth.

Teacher note: Insert timeframe, methods of presenting evidence and conditions of assessment to suit the issue and students. Add a note about extra research time.

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

You need to include detailed case study information, use geographic terminology and incorporate a relevant geographic concept.

You may further develop your answers through the use of visual information in the forms of maps and diagrams.

**Task:**

***Part 1: The Urban Pattern***

Describe the spatial or temporal pattern and explain the factors and/or circumstances that contribute to the pattern.

***Part 2: A variation in the pattern***

Describe in detail a variation in the pattern and fully explain the factors and/or circumstances that contribute to the variation in the urban pattern.

Throughout your answers integrate

* a relevant geographic concept e.g. change, interaction, location; that helps to clarify your understanding of the urban pattern
* detailed, supporting case study evidence and geographic terminology.

**Assessment schedule: Geography 91241 - Demonstrate a geographic understanding of an urban pattern**

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| **Evidence/Judgements for Achievement**  **Achieved** | **Evidence/Judgements for Achievement with**  **Merit** | **Evidence/Judgements for Achievement with**  **Excellence** |
| **The exemplar evidence statements are taken from an activity about a case study about** | | |
| The student has demonstrated a geographic understanding of an urban pattern.  The student:   * describes an urban pattern * explains the factors and/or circumstances that contribute to the urban pattern * includes supporting case study evidence * includes a simple explanation of a relevant geographic concept related to the urban pattern.   **For example (partial extracts only):**  The pattern of Graffiti and tagging in xxxx is concentrated about the streets of xxxxx. Another concentration is found around the public transport hub. The council reported xxxx number of tags for this location. Tagging is heavily concentrated around here as there are a number of places and spaces for the taggers to tag and spray.  Tagging is found in this place as there are lots of public buildings and they are tall. Taggers like to put their tags up high so people can see them. They also put the tags on public buildings as they think the owners have more money to pay for it to be cleaned up. The number of tags on these public buildings is high. Taggers believe they will get the respect of other taggers by putting their tag up high, it can be hard to climb up and this gets respect. The xxxx building shows this.  These streets also have lots of graffiti and tagging as this part of the town it can get busy on the weekend and in the week. This means more people will see the graffiti and tagging and this gets fame for the taggers. They graffiti and tag for viewing and so will do it in places where people can see it. | The student has demonstrated an in-depth geographic understanding of an urban pattern.  The student:   * describes, in detail, a spatial and/or temporal variation in the urban pattern * explains, in detail, factors and/or circumstances that contribute to the temporal and/or spatial variation in the urban pattern * includes detailed supporting evidence * applies a relevant geographic concept related to the urban pattern.   **For example (partial extracts only):**  The pattern of Graffiti and tagging in xxxx is concentrated about the streets of xxxxx. In xxxx the council reported xxxx tags for the year of xxxxx. Another concentration is found around the public transport hub. Where the bus and train stations are located. The council reported xxxx number of tags for this location. Tagging is heavily concentrated around here as there are a number of places and spaces for the taggers to tag and spray. Fig xxx shows these two areas of concentration within the urban area of xxxx.  As you move out towards the suburbs of xxxx and xxx the pattern there is a variation in pattern as it is linear. Graffiti appears at bus stops along the main arterial roads of xxx and xxx. As the bus stops are positioned alongside the roads at intervals, it forms a linear pattern.  One factor that has contributed to this pattern is people being able to reach these streets and places. The buildings are easily accessible for people wanting to tag and graffiti. The concentration around the streets of xxxxxx have a number of bus stop hubs located at the intersecting street of xxxx There are 42 bus routes that go through this part of the urban area. People can easily reach their “canvas” and this makes the streets an attractive location for graffiti and tagging. Taggers get off the bus and immediately are in a place they can tag.  These streets are also a popular walkway for commuting. Streets xxx and xxx are pedestrianized and this increases the amount of people using them. This will appeal to taggers as they like people to see their tag and view their work. Compared to other parts of xxxxx such as xxxx which can be quiet at the weekend, as it is the business and finance district, xxxx is also busy with people weekdays and the weekends. This leads to a pattern of concentration as taggers will go where other taggers have tagged. There is an element of competition between taggers and they will quickly try and cover other graffiti with their own.  A factor that causes the linear pattern is boredom. People who graffiti while waiting for a bus may choose to tag the bus stop as there is a canvas readily available. They take the opportunity and the thrill or fear of getting caught is part of the attraction. Bus stops also provide a public place for their tag to be seen. It may appear on a number of bus stops as seen in Fig 2 in the suburb of xxxx. People catching the bus will see the tag at all stops. | The student has demonstrated a comprehensive geographic understanding of an urban pattern  The student   * fully explains a temporal and/or spatial variation in the urban pattern * fully explains the factors and/or circumstances that contribute to the temporal and/or spatial variation in the urban pattern * integrates supporting case study evidence from the city selected, using appropriate geographic terminology * integrates a relevant geographic concept to the urban pattern showing insight\*.   **For example (partial extracts only):**  Overall there is a variation in the spatial patterns of graffiti in xxxxxx. The first pattern we can identify is a concentration around the area of the city known as xxxxxxxx . This is where the most offences occur compared to other places in the urban area. For example the heat map in Fig 1, illustrates the xxxx graffiti offences were recorded from xxxx to xxxx. The high concentration is also formed around a grid pattern as people have put their graffiti on the property walls of commercial businesses and down alleyways. This part of the CBD is a grid formation of streets and alleyways. The variation to this pattern occurs in the suburbs of xxxx and xxxx where it is in clusters and is more dispersed. There is often a significant distant between the places were tagging has occurred. For example in the suburb of xxxx the map shows the next cluster to be at least 2 km away on a bus stop. This is further illustrated in the suburb of xxxx where the tagging has occurred on the electricity board power boxes. These are dispersed within the suburb and there is a significant amount distance between each one them.  *Accessibility* to the CBD is one factor that has helped to form the pattern of concentration. The buildings are easily accessible for people wanting to commit the offence. There are 42 bus routes through the city of xxxx and all of them pass through the CBD. Fig 1.2 illustrates the bus routes and how they pass through the area where the following streets are set out in a grid, you can see how xxxxxx and xxxxx intersects and the bus stop is located on the corner. Easy access by public transport to buildings that the taggers prefer to graffiti means they do not have to travel far.  The *location* of these streets is also a significant factor for the pattern of high concentration. The public buildings were the graffiti occurs has a high volume of footfall and public walking past. Taggers want their message to be seen, as it is often social and political statements. For example on xxxxx street there was a statement about a famous musician that became publically owned as every time it was removed by the council someone would re-spray. The central CBD of xxxxx has many buildings where they can do this in particular the street xxxx is almost all public buildings and tagging was recorded as xxxxx. It is also has dark alleyways that connects streets. For example xxxxx alley has a number of tags and graffiti images. This alley is a perfect location and the large walls provide a canvas for people to practise their technique and not get caught. There is poor lighting and people will avoid walking down the alleyway preferring to take the longer route on well-lit streets.  These streets also have a high concentration of high rise buildings and this has also helped to form the concentration of graffiti. For example xxxxxx building has a famous tag by the tagger xxxxxx. Taggers often like to tag at the top of the high rise buildings as the tag can be better seen. The taggers believe they get mana, the higher the tag appears. Taggers have the perspective that to be seen is to be known. By this it is meant that taggers like their work to be seen. They get street credit the higher the tag is made. It is perceived to be difficult and risky to reach these places and as most of the high rise buildings in xxxxxx are found in the CBD a higher concentration of graffiti and tagging is found. The buildings are also positioned in a grid formation following the spatial pattern of the streets.  Taggers tend to tag more on commercial and public property, rather than private. They hold the *perspective* that by tagging on this type of property they are making a public statement and declaration. It shows defiance against corporations and authorities such as the local governments and police. They also believe that commercial businesses can more easily afford to remove the tagging. It can cost in the region of xxxxxx. This would be expensive for private property owners who also have to reply on xxxxx council to come and remove the tag. Hence the concentration of tagging in the CBD compared to the outer suburbs where tagging is in small clusters and dispersed. |

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