

**Internal Assessment Resource**

**Geography Level 2**

This resource supports assessment against Achievement Standards 91244 and 91245

**Standard title:**  Conduct geographic research with guidance (5 credits)  
Explain aspects of a contemporary New Zealand geographic issue (3 credits)

**Credits:** 8

**Resource title:** Conduct research on a contemporary New Zealand geographic issue

**Resource reference:** Geography 2.5B\_2.6A

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| This resource:   * Clarifies the requirements of the achievement 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/kura environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | October 2024  To support internal assessment from 2025 |
| 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**

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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 standards. 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 is an integrated assessment activity which allows students to provide evidence for assessment against two achievement standards.

This activity requires students to conduct geographic research with guidance to explain aspects of a contemporary New Zealand geographic issue. Teachers need to adapt this task to make it suitable for their students and context.

**Conditions**

This activity provides a framework to combine assessment for AS 91244 and AS 91245 which enables students to conduct geographic research with guidance and then use the research findings and conclusion to explain aspects of a contemporary New Zealand geographic issue.

Guidance will need to be provided to ensure that the geographic issue and research aim allow for the collection of sufficient primary data to enable the student to develop the required quality of responses for both achievement standards. While some evidence relating to the geographic issue is likely to be secondary data, it is important for achievement of AS 91244 that the focus is on the primary data. Primary data collection methods will need to include surveys, interviews etc. to ensure that students have primary evidence for people’s viewpoints. Possible courses of action could be suggested by the students, teacher or gathered from survey participants, especially those who would be considered stakeholders in the issue.

A contemporary geographic issue refers to a topic, concern, problem, debate, or controversy within a New Zealand setting that affects people and/or the environment and which includes a spatial dimension. It must be contemporary and unresolved.

Students could consider:

* an environmental issue (extracting water for commercial use)
* a land use issue (housing typologies, 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).

topics which are supported by geographic research evidence.

Conducting geographic research with guidance involves:

identifying the research aim (this needs to reflect the contemporary New Zealand geographic issue)

* planning the research
* collection of primary data relevant to the research aim (e.g. surveys, interviews to establish different viewpoints, how these have or may change over time and possible courses of action)
* presentation of data e.g. statistical maps, which combine both spatial and statistical data and/or visual data using the correct conventions
* explaining their findings incorporating the relevant geographic terminology and concepts
* providing a conclusion that relates to the aim
* evaluating the research process.

A field trip allows students to collect data individually or in small groups. They need to collect data using a combination of methods.

Where a group approach is used, the teacher needs to ensure that there is the opportunity for each student to provide evidence for all aspects of the standard.

Examples of contemporary geographic issues that could be used as research topics include:

* Infrastructure, e.g. the building of a new transport link e.g. Transmission Gully
* Primary Industries, e.g. dairy farming impacts on a local river ecosystem,
* An aspect of tourism industry, e.g. freedom camping on local public land
* An aspect of the natural environment, e.g. managing coastal erosion, flood control.

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 2500 words should allow all levels of achievement. This could equate to an oral presentation of approximately 7 to 10 minutes.

An example of a Research Report framework is in Resource C.

**Resource requirements**

Students need to collect primary data from research.

Students may also need to access secondary data which will be determined by the aim of the research for a contemporary New Zealand geographic issue.

Secondary data could be sourced from:

* background information on the issue (this might come from sources such as newspaper articles, online articles, documentaries, blogs, and so on)
* resources such as maps, timelines, or photographs of the location.

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**Student instructions**

**Introduction**

This assessment activity requires you to carry out research on a contemporary New Zealand geographic issue.

You will be assessed on how effectively you apply the research process and explain aspects of a contemporary New Zealand geographic issue.

Teacher note: Insert timeframe, 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.

***Planning your research of a contemporary New Zealand geographic issue***

Before you undertake a field trip you need to identify the geographic issue and plan your research

Developing a research plan using the template. Your plan needs to:

* identify the aim of your research relating to the geographic issue and defining the study area where the issue is occurring
* identify the data you will collect and where and how it will be collected (refer to Resource A). For example, characteristics of the environment that relate to the issue, who are the stakeholders etc. Use a combination of methods such as measuring, observing, précis sketching, photographing, interviews, surveys etc.
* ensure the data you intend to collect is relevant to the research aim and includes sufficient primary data from which to explain the geographic issue (secondary data may be included)
* what equipment you will need
* how you will present your data
* geographic concepts that could be relevant to your aim.

Include your research plan with your final assessment.

During the field trip, collect primary data either individually or in a small group, and using a combination of methods, such as sketches, photographs, interviews, surveys relating to possible solutions etc. Each student is to make sure that they have a copy of the collected research data in order for each student to be able to complete this assessment activity, including an explanation of aspects of the geographic issue.

Secondary data may include resources provided by your teacher and/or other research you have completed.

***Present your data***

The next step of the research process requires you to accurately and effectively present your primary and/or secondary data relevant to your contemporary New Zealand geographic issue/research aim.

Present your collected data using a combination of methods using the correct geographic conventions:

* spatial data (e.g. maps, sketches)
* statistical data (e.g. graphs, tables)
* visual data (e.g. annotated images, photograph, precis sketch).

***Explain the findings of your research***

Fully explain what the findings of the data show incorporating the relevant geographic terminology and concepts. The findings should provide evidence for aspects required in an explanation of the geographic issue.

**The Nature of the issue**: The introduction of the findings could focus on the map to show the spatial dimension of the issue, how the location is significant to the issue and identify any relevant natural and/or cultural features.

**Viewpoints:** Fully explain the findings relating to individuals or groups viewpoints and how one viewpoint has changed over time; incorporating their beliefs, values and/or perspectives of the issue. The explanation could also include a discussion of the actions to solve the issue suggested by the people or groups from the findings of a survey relating to the courses of action.

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

***Provide a conclusion and justify a recommended course of action***

Provide a detailed conclusion that:

* relates back to your research aim
* summarises the main findings of your research
* recommend a course of action giving detailed reasons demonstrating why the chosen course of action is better than any other course of action.

***Evaluate your research process***

Complete an evaluation of your research process.

Your evaluation should:

* fully explain the strength(s) and weakness(es) of the research process, and how they have affected the validity of your research findings and/or conclusion
* discuss ways the research process could be improved.

**Resource A - Research Plan Template**

Teacher note: Amend the following templates to suit your context**.**

Students could use the following template to assist with the planning of their research, adding more rows to the following table as required.

**Name: Date:**

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| --- |
| AIM relating to a Geographic Issue: |

|  |
| --- |
| DATA NEEDED TO ANSWER RESEARCH QUESTION: |

|  |
| --- |
| EQUIPMENT NEEDED: |

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| --- |
| ALLOCATE JOBS TO PEOPLE IN YOUR GROUP: |

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| --- |
| METHOD: HOW YOU INTEND TO GATHER THIS INFORMATION |

|  |
| --- |
| GEOGRAPHIC CONCEPTS THAT COULD BE RELEVANT TO YOUR AIM: |

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| --- |
| HOW YOU INTEND TO PRESENT YOUR DATA: |

**Resource B – Report template**

Teacher note: The following provides suggested guidelines for the length of each section of a report assessment.

**Part A: Introduction to the contemporary New Zealand issue and Research Plan**

**Part B: Data Presentation**

**Part C: Findings, viewpoints and courses of action**

**Part D: Conclusion and justified recommendation**

**Part E: Evaluation of the Research Process**

**References**

**Appendix A - Collected Data** (determine how this will be submitted)

**Assessment schedule: Geography 91245 – Explain aspects of a contemporary New Zealand geographic issue**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| **This evidence refers to an activity about urban sprawl** | | |
| The student has demonstrated an ability to explain the geographic issue in New Zealand.  In their presentation the student has:   * described the nature of the contemporary geographic issue * explained the different viewpoints individuals (or groups) hold in relation to the issue * described how a viewpoint has changed over time * explained the strength(s) and weakness(s) of different courses of action to address the issue * recommended a course of action with a reason.   **Sample partial extract as an example of possible student response:**  *The nature of the issue: Auckland’s population is continuing to grow at 2.6 percent and is attributed to increase birth rates as well as internal and external migration into the region. Combined this has resulted in a shortage of housing within the Auckland region. The big question for planners and residents is where to locate housing and what shape should the future urban from take i.e. should low density housing continue to sprawl outward into rural landscape (natural resources) or should the city be built upwards.*  *There is growing concern over the lack of control of urban sprawl globally and that expanding cities like Auckland are causing negative environmental impacts as well as economic and social costs for individuals and communities e.g. increased travel time / transportation costs, housing rents and food costs. There is a view that if Auckland continues to grow outwards beyond places like Long Bay and Hobsonville too much rural farmland will be lost. However, others believe that the government and council should not restrict people’s freedom of where they wish to live. For example, People who live in the city like to live in individual homes with a garden. They also like to be near the countryside (rural areas). This makes living on the city edge a preferred place, so this is why they want to build or buy homes in places like Flat Bush. This means the city will continue to grow outwards.*  *However, Environmental groups and Planners view outward growth as problematic. They take a wider view of the city as being both the city and surrounding area. They are concerned that if the city keeps growing outwards, 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.*  *In the past, most people liked the idea of a spacious city that did not feel crowded (not much high-rise housing and flats). Now more people think that keeping on growing the city outwards just makes problems like traffic congestion worse because you have to travel by car to get anywhere. Living closer to where you work and closer to shops and schools is more favoured so houses get built closer together inside the existing city. This makes people favour a compact city.*  *Course of Action 1 - 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 but a disadvantage of this is that it will cause more traffic congestion.*  *Course of Action 2 - a more compact city with medium to high rise apartments allow people to be housed within the existing built up area such as Auckland’s CBD. The increase in housing choice in various locations around the region would benefit people socially and economically for example, international students wishing to be close to universities and places of interested. A disadvantage of this is that higher density housing and apartments have not been popular with house buyers who want more space. Others believe that high rise development will result in poor architecture and that some areas with this type of development will decrease in value of existing housing in urban areas like Remuera, Deveonport*  *Course of Action 3 - this is a very different idea. If a new satellite city such as Hobsonville was built it would have the advantage of being able to use all the modern planning and building ideas. For example, Terrance housing, 3 to 4 storey apartments. 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.*  *I recommend a more compact city design because this plan would allow for best use of land and encourage use of public transport.*  *The examples above are indicative samples only.* | The student has demonstrated an ability to explain, in depth, the geographic issue in New Zealand.  In their presentation the student has:   * 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(es) of different courses of action to address the issue * justified a recommended course of action with detailed reasons.     **Sample partial extract as an example of possible student response:**  *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. This has been part of the Kiwi Dream since the 1950’s the idea of “My home is my castle” with many parents investing in a home as a future inherited asset for their children.*  *Many families have this viewpoint as they desire the back-yard space for their children to play safely and the idea of a future asset. Areas on the edge of the city such as Newmarket 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 Flatbush in East Auckland and Pokeno in South Auckland while to the North of Auckland’s’ CBD is Silverdale, areas which are seen as desirable places to live and quickly get developed.”*  *Changing Viewpoints:*  *Historical Auckland city grew outward from the CBD without any concern on the future 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. 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 has demonstrated an ability to comprehensively explain the geographic issue in New Zealand.  In their presentation the student has:   * described the nature of the issue * fully explained different viewpoints related to the issue, including specific information and incorporated perspectives, including the use of geographic terminology and concepts * explained, in detail, how a viewpoint has changed over time * fully explained strength(s) and weakness(s) of different courses of action to address the issue * fully justified a recommended course of action, giving detailed reasons why the action chosen is better than the other courses of action.   **Sample partial extract as an example of possible student response:**  *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 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 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 apartments 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 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 South Auckland and Flatbush in East 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.*  *The 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 Flatbush, 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.

**Assessment schedule: Geography 91244– Conduct geographic research with guidance “Housing Choices ”**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student has conducted geographic research with guidance by:   * planning the research and identifying the aim of the research * collecting and recording relevant data.   The student has presented spatial, statistical, and/or visual data using geographic conventions and terminology,for example:   * map(s) (FACKTS) showing the locations of the research areas in relation to the aim * graph(s) with a title, even scale, and correctly labelled axes * table(s) presenting data appropriately (raw or percentages) * visual presentation(s) such as annotated photograph or field sketch presented appropriately.   The student has:   * explained the findings of the research incorporating the relevance of geographic concepts * provided a conclusion that relates to the aim of the research.   The student has:   * described strength(s) and/or weakness(es) of their research process and how it/they affects the validity of the research findings.   **Sample partial extract as an example of a possible student response:**  *The student identifies that change in both the natural and cultural environment are inevitable as the demand for housing within the region grows. Students have learnt that housing typologies are often misunderstood by the wider community. The student in this example identifies a research aim that relates to people’s understanding of “the housing choices within the Auckland region and the reasons for the choices”.*  *The student has learnt and is able to present the ideas of, for example, urban sprawl, low to high density living examples to conduct meaningful research on a range of people’s views on potential housing choices enabling the student to record both understanding and misconceptions towards housing choices & effects. Including an understanding on the views of recommended locations for future housing typologies proposed and future known areas.*  *The student should be able to gain access to their local community, local MP, developers, Local Community Board, Council Planners for Land use and transportation, conversation groups and any other relevant groups.*  *This example could also relate to the rebuilding of housing typologies in Christchurch or Queenstown’s affordable housing.*  *Research findings supports data for AS91244.*  ***Findings incorporating geographic concepts***  *A total of 100 surveys were conducted from a wide range of people aged between 15 to 65 years old. The research findings found that the younger the person interviewed was that they were more likely to favour medium to higher density living. For example, 10% of survey respondents aged 18 to 25 years old currently can only afford to rent and chose the city location saying they have more public transport options available as they did not drive and were still either attending university or employed in the CBD. They also wanted to be near the action i.e. Night clubs & bars, Eden Park, Spark Stadium and shopping as well as easy accessibility to friends, universities and work.*  *In comparison to respondents aged 30 to 45 who were married with two or more children currently at school and owned their home, they stated that they required a car and more space which was not affordable in the city centre but cheaper in the suburbs which catered to a growing family’s requirements which was more suitable than the city centre. Person B stated that “Auckland’s city centre provides few opportunities for schooling in walking distance and unless you can afford private education which is costly there is only a limited number of state schools located on the peripheral of the city centre”. Person D stated “I am happy to live in medium density housing so long as I have some lawn and space for my boat and car”.*  *Whereas, those over the age of 65 who currently own their traditional 3 to 4-bedroom home on a 850 square meter section and are mortgagee free are considering downsizing. Reasons for doing so relate to their health, recently widowed, never been married and having no grandchildren in New Zealand staying with them. They also have considered the city centre but have decided that a nearby suburb is better as it is still close to services they are familiar with and friends and it gives them the option of downsizing again if they need to move into other housing arrangements i.e. retirement homes which are also part of their new community environment.*  ***Conclusion***  *The research findings show that housing typologies are changing based on the availability of different housing typologies (high to low density options) based on the needs of its occupants. My research hypothesis is correct that people’s attitudes towards housing choices is a factor of both demographics (age, marital status and/or dependents, income) as well as their understanding of the amenities within two specific environments (city centre vs suburban) to meet their lifestyle needs. Some variations do exist for example, two different overseas respondents one who wishes to continue living in high rise and another who wished to experience the homeownership “the kiwi dream” because they could now afford to purchase a detached house with a lawn in Flatbush a new medium density subdivision. It is evident that for more people to stay in high density housing as found in Auckland’s city and regional centres, more facilities will need to be established to cater to the needs of both the elderly and families with children and pets.*  ***Evaluation***  *Strengths*  *A combination of methods to collect data including photos, survey and interviews… The data collected was random and this gave a good overview of respondents living within the city centre and Flatbush. We used secondary data from the council as well as real estate books for the areas surveyed. Because we used both primary and secondary data and our results matched, we can be confident that the research findings are valid.*  *The examples above are indicative samples only.* | The student has conducted in-depth geographic research with guidance by:   * planning the research and identifying the aim of the research * collecting and recording relevant data.   The student has accurately presented spatial, statistical, and visual data using geographic conventions and terminology, for example:   * map(s) (FACKTS) showing the locations of the research areas in relation to the aim * graph(s) with a title, even scale, and correctly labelled axes * table(s) presenting data accurately (raw or percentages) * visual presentation(s) such as annotated photograph or field sketch presented accurately.   The student has:   * explained the findings, in detail, incorporating the relevance of geographic concepts * provided a detailed conclusion that relates to the aim of the research.   The student has:   * explained in detail the strength(s) and weakness(es) of their research process and how they affect the validity of the findings and/or conclusions.   **Sample partial extract as an example of a possible student response:**  ***Findings incorporating geographic concepts***  *A total of 100 surveys were conducted from a wide range of people aged between 15 to 65 years old. The research findings found that the younger the person interviewed was, that it was more likely they will favour medium to higher density living. 10% of survey respondents aged between 18 to 25 could afford only to rent and choose to live in or closer to Auckland’s city centre with a greater choice of public transport rail, bus and ferry options as they were still either attending university or employed in the CBD. Owning a house was not a priority hence their wish to be close to night clubs and bars, Eden Park, Spark Stadium and shopping as well as easy accessibility to friends, universities and work.*  *They choose high rise living due to both the shortage of good rental accommodation within proximity to the city centre and affordability. Person 2 stated “that you pay $2000 a month for an old ready to pull-down house that you have to share with 5 others, whereas you can have a 1 or 2-bedroom apartment which is new, modern and warmer right in the middle of the city and you decide if you live alone or share with one other. You also have money left over to save or spend”. Another stated that “I’m an overseas student here for 3 years so an apartment is great short term, also don’t know anyone in Auckland so the city is a good place to meet people my age and with similar interests”.*  *Most of the respondent’s surveyed in this age group stated that they flatted alone or with their partner and that the current apartment size was around 70-80m² with one bedroom and open plan living. The size of the apartment correlated with our secondary data sources.*  *35% of respondents aged 30 to 45 who were married had two or more children currently attending either junior college or secondary school. They stated both social and economic factors meant that they required a car as the main mode of transport as it was economically cheaper working to their family’s time schedule and a new home providing more space with the option to extend if necessary was not easily affordable in a city centre. They also stated that Auckland’s city centre provides very few opportunities for schooling unless you can afford private education which is costly with only a few state schools in high demand located in the peripheral of the city centre.*  *In comparison, survey respondents over 65 years old and still very independent are considering or have moved into medium density housing having lived in low density housing for most of their lives. The reasons for changing their housing typologies from a traditional home 300m² (4 bedrooms) and sections that average 850 sq m is due to changes in their personal social well-being for example, declining health, single, recently widowed, no grandchildren living in Auckland (Table X refers). Deciding not to move to either the city and/or regional centres e.g. Manuka or Takapuna where most high-rise housing is located stating that these locations are noisy and impersonalised with very few activities or clubs for the elderly to join. As such four have chosen to move to Flatbush a new medium-density suburb which includes house and land packages, terrace housing as well as number of 4 -5 storey high-rise apartments (100 sqm) along an arterial route such as Jeff’s Road. Several retirement villages have also been established within Flatbush area.*  ***Conclusion***  *My research hypothesis is correct that people’s attitudes towards housing choices is a factor of both demographics (age, marital status and/or dependents, income) as well as their understanding of the amenities within two specific environments (city centre vs suburban) to meet their lifestyle needs.*  *The research shows that people choose high rise living for both social and economic reasons. The age group 18 to 25 tend to be renters rather than home owners and choose inner city living due to affordability of rents and proximity to clubs, bars, live concerts and sporting events. A high percent of overseas students studying in Auckland prefer high rise living as they are central to everything without the need to learn to drive or own a car as they can access a variety of public transport services as needed. This was supported by the secondary evidence provided by both the Council Planners and Real Estate Agent Mr Bob Smith on rental tenants within the city and sub-regional centres close to AUT, University of Auckland, MIT and Massey University (Map 1 refers).*  *Many respondents to the survey would like to remain living in high rise apartments once they have decided to have a family. However, the lack of flexibility in construction of high rises available limits choice noting that the layout of many high-rise apartments prevents remodelling or floorplan changes, fewer larger apartments that exist are affordable and the facilities offered within the building do not cater to family needs as seen overseas in similar environments e.g. Brisbane Australia. As highlighted in Map 2 the urban spaces within in the city are not easily accessible on foot and those that exist lack in both safety and/or child friendly designed spaces for children to use. Often living in the city with small children requires a parent to drive same distance to find a good playground and /or education facility which are safe and affordable.*  *Another issue for families is the affordability of shopping which is lacking within city centre locations which focus on high end goods & services for high income earners and overseas visitors as opposed to catering to a range of incomes by providing retail stores that offer cheap children’s clothing i.e. T&T, Cotton On or cheaper supermarkets like Pak’n’Save all of which are currently found only in the urban suburbs of Auckland (Map 3 refers). Pet lovers also face restrictions in housing choices with many apartments prohibiting home owners of apartments from having dogs or cats. Coupled with limited spaces for dogs and cats run freely within the city centre (Map 2 refers) unlike overseas parks for example, Central Park, New York, which offers dogs free zones. For Auckland, the desire to live in an apartment with a dog or cat restricts buyers from apartment living within the city or sub-regional locations in Auckland.*  *The choices for families within Auckland’s city and/or sub regional centres is currently limiting both socially and economically. A similar situation exists for elderly residents considering a move to high rise locations in the Auckland region. Significant change is required to enhance the attractiveness of living within high rise apartments for a wider demographic group. A wider demographic of young and old is essential for any city as each group brings to the city a vibrancy that makes it a whole. Currently medium density housing is scattered throughout the existing low-density neighbourhoods near to the city centre such as Devonport, Remuera which have traditionally been exclusively priced and still remain unaffordable to many whereas newer areas found in Flatbush, Hobsonville offer a mixture of low to medium density housing options including in Flatbush some 4-5 storey apartments. It is apparent from the Research findings that purchasing a home on either a low or medium density lot at $900,000 or more with a mortgage is more favourable to respondents than purchasing a high-rise apartment. The kiwi dream of owning your home, car and section is still very evident in Auckland.*  ***Evaluation***  *Strengths*  *A combination of methods to collect data were used including photos, maps and survey data collected from two different locations within the region, this being Auckland city centre and our local suburban area of Flatbush as well as interviews with local Council Planners and Developers who also provided us with secondary data sources.*  *Survey respondents were randomly selected to participate, however we decided beforehand to ensure that we had a good sample representative to approach people we felt fitted our age group bands.*  *Secondary data was obtained from the Council, Developers and Real Estate sites for the areas used in our primary data collection. The secondary data especially the survey from Council’s Urban Planning team on housing typologies occupancy helped to confirm our results, showing a close correlation. We can be confident that was sufficient data from which to make valid conclusions.*  *The examples above are indicative samples only.* | The student has conducted comprehensive geographic research with guidance by:   * planning the research and identifying the aim of the research * collecting and recording relevant data.   The student has accurately and effectively presented spatial, statistical, and visual data using geographic conventions and terminology, for example:   * map(s) (FACKTS) showing the locations of the research areas in relation to the aim * graph(s) with a title, even scale, and correctly labelled axes * table(s) presenting data effectively (raw or percentages) * visual presentation(s) such as annotated photograph or field sketch.   The student has:   * fully explained the findings incorporating the relevance of geographic concepts * provided a detailed conclusion that relates to the aim of the research.   The student has:   * fully explained the strength(s) and weakness(es) of their research process and how they affect the validity of the findings and/or conclusions * discussed ways in which their research process could be improved.   **Sample partial extract as an example of a possible student response:**  ***Findings incorporating geographic concepts***  *A total of 100 surveys were conducted from a wide range of people aged between 15 to 65 years old. The research findings found that the younger the person interviewed was the more likely they are to favour medium to higher density living. In this case 25% of the surveyed respondents would like to live in high rise accommodation compared to another 10% who currently live in high density high rise apartments (Table X refers). Of the 8% aged between 18 to 25 they felt the benefit of having little to no maintenance to do gave them more free time to spend with friends or participate in weekend sporting activities. This age group tended to be renters rather than home owners and choose to live in or closer to Auckland’s city centre with a greater choice of public transport options available (rail, bus and ferry) as they were still either attending university or employed in the CBD. Owning a house was not a priority to this age group with many stating that in the future it will be a concern but at this stage they want to be near where the action i.e. Wynnard Quarter Bars, Eden Park, Spark Stadium and shopping as well as easy accessibility to friends, universities and work.*  *They choose high rise living due to both the shortage of good rental accommodation within proximity to the city centre and affordability. Person 2 stated “that you pay $2000 a month for an old ready to pull-down house that you have to share with 5 others, whereas you can have a 1 or 2-bedroom apartment which is new, modern and warmer right in the middle of the city and you decide if you live alone or share with one other. You also have money left over to save or spend”. Person 6 stated “While I am single high-density living is ideal for my current lifestyle with friends and work close by, but maybe in the future if I get married and have a family I would like my child to experience my childhood of a house and a decent sized yard, if it’s possible”.*  *Several survey respondents stated that they currently managed to save some money but noted that living in the city is expensive including high living costs associated with food prices and only the “flash” expensive food stores have located within the city centre. Transportation costs associated with public transport of using ferry and bus within the CBD are still costly at about $100 per week. With most respondents not fully, car free they commented “they still have to own a car to visit family and friends not living in the city centre as public transport and/or time tabling is not always an option”.*  *Most of the respondents surveyed in this age group stated that they flatted alone or with their partner and that the current apartment size was around 70-80m² with one bedroom and open plan living. The size of the apartment correlated with our secondary data sources. One respondent surveyed stated “you cannot be a hoarder in this space or do much to change the physical layout of the apartment whereas with a house at least you have the option to make changes (Table X refers)”. …….*  *35% of respondents aged 30 to 45 were married with two or more children currently attending either junior college or secondary school. Two respondents moved out of the city centre saying the change in lifestyle was an economic decision because they could not find affordable accommodation that they wished to purchase to meet their growing family needs, they had wanted to stay. Another said “we want to get a dog to be part of our family, we can’t have one in our high-rise”.*  *They stated both social and economic factors meant that they required a car as the main mode of transport as it was economically cheaper working to their family’s time schedule a new home that provided more space not easily affordable in a city centre with the option to extend if necessary. They also stated that Auckland’s city centre provides very few opportunities for schooling unless you can afford private education which is costly with only a few state schools in high demand located on the peripheral of the city centre. One respondent stated, “that the city centre is not very safe or child friendly and you have to take a child to specific zones or to other areas to play with friends which is not ideal compared to the suburbs where you have a spacious backyard and other children surrounding you”.*  *In comparison, survey respondents over 65 years old and still very independent are considering or have moved into medium density housing having lived in low density housing for most of their lives. The reasons for changing their housing typologies from a traditional home 300m² (4 bedrooms) and sections that average 850 sq m is due to changes in their personal social well-being for example, declining health, single, recently widowed, no grandchildren living in New Zealand (Table X refers). Deciding not to move to either the city and/or sub-regional centres e.g. Manuka or Takapuna where most high-rise housing is located they stated that these locations are noisy and impersonalised with very few activities or clubs for the elderly to join. Many of the respondents stated that if they lived in these locations that they would still have to travel by car or public transport if not more to get to their friends who are unlikely to travel to the city during the day or night. They also stated that in time they would have to move to the peripheral of the city or into a suburb if they required full time care, locations that they would not know. Affordability was also a concern with many seeing apartment living as less secure with on-going outgoings into corporate fees etc compared to owning your own home. As such four have chosen to move to Flatbush a new medium-density suburb which includes house and land packages, terrace housing as well as several 4 -5 storey high-rise apartments (100 sqm) along an arterial route such as Jeff’s Road. Several retirement villages have also been established within Flatbush area. Moving from the surrounding older suburbs of Pakuranga, Half Moon Bay and Howick to Flatbush enables them to still interact with their friends and clubs as well as being in proximity to doctors and other services they are known to and familiar with. All respondents said they still want to be independent and a smaller section and/or apartment gives them this choice with a choice in the future to move into a retirement complex within the suburb they will be familiar with. One respondent has chosen to move directly into the rest home unit due to failing health providing her with a sense of security of nurses close by should it be necessary. Another a recently widowed has decided to move to Tauranga to be closer to their family stating that “I can get more for my money, I will have a smaller unit with land now that I can afford too and a gardener to take care of the lawn”.*  ***Evaluation***  *Strengths*  *A combination of methods to collect data were used which included photos and survey data collected from two different locations within the region, this being Auckland city centre and our local suburban area of Flatbush as well as interviews with local Council Planners and Developers who also provided us with secondary data sources.*  *Survey respondents were randomly selected to participate, however we decided beforehand to ensure that we had a good representative sample to approach people we felt fitted our age group bands. This was successful however the time of day was more important as before lunch you tended to have more mothers with small children and elderly people to interview rather than business people.*  *Secondary data was obtained from the council, developers and real estate sites for the areas used in our primary data collection. The secondary data, especially the survey from Council’s Urban Planning team on housing typologies occupancy, helped to confirm our results, showing a close correlation. We can be confident that the research findings are relatively valid.*  *To improve the validity of the research the class could have been allocated different areas within the city centre and suburbs. This approach would give us a wider picture from which to make conclusions and would have …*  *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.