

Internal Assessment Resource

Geography Level 2

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| This resource supports assessment against:  Achievement Standard 91241 version 4  Demonstrate geographic understanding of an urban pattern |
| Resource title: Inside a city - understanding of an urban spatial pattern |
| 3 credits |
| 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 | 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**

Achievement Standard Geography 91241: Demonstrate geographic understanding of an urban pattern

Resource reference: Geography 2.2B v3

Resource title: Inside a city - understanding of an urban spatial pattern

Credits: 3

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 Achievement Standard Geography 91241. 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 demonstrate understanding of a spatial urban pattern related to a specified urban area. Explanation of the nominated pattern is required.

The urban area (city) can be a New Zealand or an overseas urban area.

The pattern chosen as the context for this assessment must be one that:

* can be described and explained
* is a pattern that displays spatial and/or temporal variations within it.

Information about the pattern chosen could be provided by the teacher in the form of a resource booklet that accompanies the assessment, or be a pattern that has been the subject of in-school learning.

Alternatively the students could be required to gather information about the chosen pattern for themselves – for example by internet research during or prior to the assessment taking place, or through field research.

Coupling the assessment of achievement standard 91241 with achievement standard 91244 (geographic research) is another possible approach.

Teachers should ensure that students have access to enough information about the chosen pattern before the assessment for standard 91241 takes place. The standard has an ‘explanatory’ focus. A description of the pattern chosen for explanation could come from students working individually or through a group activity. Teacher help with gathering and presenting of this descriptive information can be given.

Pre-teaching of geographic concepts would be required. Information about geographic concepts included within the assessment resources is that provided in the Geography Teaching and Learning Guide.

Possible spatial patterns for use as the context for the assessment include:

* Crime within the urban area
* Urban growth (area growth and expansion)
* Transport network – road and rail network
* Location of urban walkways/cycle ways
* Traffic flow
* Commuter flow
* Land use within the urban area
* Location of a specific land use type e.g. industrial areas or shopping malls
* School location
* Medical facility location – hospitals and 24 hour medical care facilities
* Retirement villages
* House prices within the urban area.

Conditions

This assessment could be completed in class under test type conditions or be completed through research in and out of school over an extended time period.

Presentation can be in any format – the format should reflect the nature of the activity itself: poster, PowerPoint, Q and A booklet, part written/part oral, are all possibilities. The format chosen needs to be one that enables evidence against requirements of the standard to be presented and assessed.

Resource requirements

Resources may be presented to students as part of the assessment or all of the necessary information might be researched and gathered by the students themselves.

Additional information

The student instructions that follow, demonstrate a situation where student research (individual and/or group) was used to gather resources.

Individual presentation in written display format is required for submission.

The context of ‘shopping malls’ that has been used in this assessment activity would suit studies being undertaken in a large urban area like Auckland. There are many malls now in existence within the urban area and there is a ‘history’ of mall development that can be followed.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate geographic understanding of an urban pattern. | Demonstrate in-depth geographic understanding of an urban pattern. | Demonstrate comprehensive geographic understanding of an urban pattern. |

Student instructions

Introduction

This assessment activity requires you to demonstrate geographic understanding of the spatial pattern of shopping mall location within the <XXXX> urban area.

The task is in three parts. Part 1 ‘describing the pattern, and variation within the pattern’ is crucial to the successful completion of Parts 2 and 3.

Include in your answers specific detailed case study information about your selected urban area and the shopping malls using geographic terminology.

* You may further develop your answers through the use of visual information in the form of maps and diagrams, and reference to elements, processes, events and perceptions related to the pattern of shopping mall location.

Task:

Part 1: Describing the pattern, and variation within the pattern.

Present these Part 1 answers in a written and visual format.

a. From the research you have carried out construct a map of the urban area showing the location of the shopping malls and any other relevant features e.g. transport links. Clearly identify/describe the spatial pattern of shopping malls within the urban area.

b. Annotate your map to identify/describe any variation that exists in the pattern – for example malls that have a location that falls outside of the general pattern (anomalies).

Part 2

Explain the general/overall spatial pattern of the shopping malls that have been described in the Part 1a.

Explain any variation in the urban pattern identified in Part 1b. A variation may be either spatial or temporal.

Part 3

Explain fully any variation in the urban pattern and the factors and/or circumstances that have contributed to the spatial pattern of mall location and any variation/anomaly to the general mall location pattern to occur.

Throughout your answers to Parts 2 and 3 integrate detailed, specific case study evidence of the urban area and specific shopping malls and geographic terminology.

Assessment schedule: Geography 91241 Inside a city - Understanding of an urban spatial pattern

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has demonstrated geographic understanding of the pattern of a shopping mall location within an urban area.  The student includes evidence that:   * describes the spatial pattern of mall location within the named urban area * explains the factors and/or circumstances that contribute to the spatial pattern of mall location * includes geographic terminology and specific urban area evidence.   For example (partial extract only):  There are 14 small and medium size shopping malls in the city. They have an even distribution pattern – they are separated from one another in most cases with only three of them closer than 3km to the next nearest one. Examples of malls close to one another are A (name of mall and area is stated) and B. In the western and southern parts of the city all the malls are about four kilometres from one another.  The fairly even spread of malls across the city is because they need customers for the shops and services in the malls to make a profit. By being located apart from one another they each have an area around them from which they can get customers. People will usually shop at their local mall, which is the one nearest to where they live. The malls have a kind of local area they serve. Many of the malls are in or next to old suburban shopping areas, which were also spaced apart from one another and the malls have followed this old pattern – for example the malls at C, D and H are all built next to an old row of suburban shops.  This shopping mall study is all about patterns. There is an even pattern to the distribution of the malls. The newer big ‘mega-malls have a different pattern as they are mostly on the outskirts of the city. | The student has demonstrated in-depth geographic understanding of the pattern of a shopping mall location within an urban area.  The student includes evidence that:   * describes, in detail, a spatial and/or temporal variation in the pattern of mall location in the named urban area * explains, in detail, factors and/or circumstances that contribute to the spatial variation in the pattern of mall location * includes geographic terminology and detailed specific urban area evidence.   For example (partial extract only):  There are 14 small and medium size shopping malls in the city. They have an even distribution pattern – they are separated from one another in most cases with only three of them closer than 3km to the next nearest one. Examples of malls close to one another are A (name of mall and area is stated) and B. In the western and southern parts of the city all the malls are about four kilometres from one another.  The fairly even spread of malls across the city is because they need customers for the shops and services in the malls to make a profit. By being located apart from one another they each have an area around them from which they can get customers. People will usually shop at their local mall, which is the one nearest to where they live. The malls have a kind of local area they serve. Many of the malls are in or next to old suburban shopping areas, which were also spaced apart from one another and the malls have followed this old pattern – for example the malls at C, D and H are all built next to an old row of suburban shops.  *The variation to the ‘even spread within the city’ pattern is the location of the new mega-malls. Three of these are on the edge of the city with the other one at xxxx being an exception. The edge of the city malls have been located there because of lots of vacant land having been available when they were built. These malls needed lots of space for both shops and parking. When they were built they were almost in rural areas and the urban area has now grown around them.*  *The other explanation for the location of these city edge malls is accessibility. This concept is important because these megamalls attract customers from all over the city and people need good access to them. The malls have been built close to motorways and other main roads so that people can travel to them easily. Most people using the malls travel to and from them by car.* | The student has demonstrated comprehensive geographic understanding of the pattern of a shopping mall location within an urban area.  The student includes evidence that:   * fully explains the spatial and/or temporal variation in the pattern of mall location in the named urban area * fully explains the factors and/or circumstances that contribute to the spatial and/or temporal variation to the pattern of mall location * integrates geographic terminology and specific and detailed urban area evidence.   For example (partial extract only):  There are 14 small and medium size shopping malls in the city. They have an even distribution pattern – they are separated from one another in most cases with only three of them closer than 3km to the next nearest one. Examples of malls close to one another are A (name of mall and area is stated) and B. In the western and southern parts of the city all the malls are about four kilometres from one another.  The fairly even spread of malls across the city is because they need customers for the shops and services in the malls to make a profit. By being located apart from one another they each have an area around them from which they can get customers. People will usually shop at their local mall, which is the one nearest to where they live. The malls have a kind of local area they serve. Many of the malls are in or next to old suburban shopping areas, which were also spaced apart from one another and the malls have followed this old pattern – for example the malls at C, D and H are all built next to an old row of suburban shops.  *The variation to the ‘even spread within the city’ pattern is the location of the new mega-malls. Three of these (malls X,Y,Z are named) are on the edge of the city with the other one at xxxx being an exception. The edge of the city malls have been located there because of lots of vacant land having been available when they were built. These malls needed lots of space for both shops and parking. When they were built they were almost in rural areas and the urban area has now grown around them.*  *The megamall at xxxx is a ‘stand alone’ mall that is unlike the other three mega-malls. This mall is within the main area of the city and is surrounded by residential areas. The reason this mall was able to be built is that there was a large area of vacant industrial and warehouse land available for demolition and rebuilding. Like the other mega-malls it needed lots of land but the developers were able to find this land within the existing city area.*  *Understanding the concept of accessibility helps in explaining the pattern of the mega-mall location. These malls need to attract lots of customers. Although they get lots of people from nearby suburbs using them they also attract people from all over the city and get visitors from other parts of the Auckland region. The malls provide services in addition to shops – libraries and movie theatres for example. People want easy access to the malls – travelling time is as important as actual distance (km) for people. Having the malls close to motorway off-ramps provides the good access. xxxx mall illustrates another example of accessibility as it has it’s own railway station nearby so people have the option of using rail as well as car when they visit it.* |

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

**Resource 1: Concepts in geography**

**Environments**

May be natural and/or cultural. They have particular characteristics and features, which can be the result of natural and/or cultural processes. The particular characteristics of an environment may be similar to and/or different from another.

**Perspectives**

The way people view and interpret environments. Perspectives and values may be influenced by culture, environment, social systems, technology, economic and political ideology. They may influence how people interact with environments and the decisions and responses that they make.

**Processes**

A sequence of actions, natural and/or cultural, that shape and change environments, places and societies. Some examples of geographic processes include erosion, migration, desertification and globalisation.

**Patterns**

May be spatial: the arrangement of features on the earth’s surface; or temporal: how characteristics differ over time in recognisable ways.

**Interaction**

Involves elements of an environment affecting each other and being linked together. Interaction incorporates movement, flows, connections, links and interrelationships. Landscapes are the visible outcome of interactions. Interaction can bring about environmental change.

**Change**

Involves any alteration to the natural or cultural environment. Change can be spatial and/or temporal. Change is a normal process in both natural and cultural environments. It occurs at varying rates, at different times and in different places. Some changes are predictable, recurrent or cyclic, while others are unpredictable or erratic. Change can bring about further change.

**Sustainability**

Involves adopting ways of thinking and behaving that allow individuals, groups, and societies to meet their needs and aspirations without preventing future generations from meeting theirs. Sustainable interaction with the environment may be achieved by preventing, limiting, minimizing or correcting environmental damage to water, air and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.

**Other concepts relevant to the population growth of London include:**

Location

Accessibility

Globalisation

Cumulative causation

Perception