

GEOGRAPHY TIPS

Demonstrate geographic understanding of an urban pattern (AS 91241)

**WHAT IS THIS STANDARD ABOUT?**

This standard is an introduction to urban geography. Students have to select an urban pattern in a specific urban environment, look at the reasons that have caused it and investigate a variation that occurs in the pattern. The urban environment can be based anywhere in the world. Unlike most other internal assessments in geography this is a standalone assessment that only occurs at Level 2.

**UNPACKING THE TERMS**

* **Geographic Understanding:** This involves knowledge of urban geography and concepts using a spatial perspective.
* **Urban Pattern:** The spatial (over space) or temporal (over time) arrangement of features in an urban environment.
* **Explain:** This means to provide reasons for, to account for, to provide a clear answer, to clarify. Logical reasons are provided.
* **Factors and/or circumstances:** include the elements, processes, events, and perceptions that contribute to the pattern.
* **Geographic Terminology:** using subject specific words that show an understanding of geography
* **Insight:** This can be apparent through the way the geographic concept is integrated, the linking of factors/circumstances that clearly demonstrates a causal relationship and/or an understanding of the pattern that identifies both relevant spatial and temporal aspects.

**DIFFERENTIATION BETWEEN LEVELS**

There are several ways that the Level 2 standards are differentiated from Level 1. These include:

* The key instruction word here is to ‘explain’ whereas at Level 1 it is ‘describe’. As a result answers need to show not just what occurs but give reasons for it – the why.
* The depth of evidence provided must reflect Level 7 of the curriculum.
* The assistance that is given by the teacher. It is vital to read the Conditions of Assessment <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Social-sciences/Geography/Level-2-Geography>**.**

**CHOICE OF TOPIC**

When deciding on a suitable topic you should consider the following:

* Ensure the urban environment is large enough to be able to distinguish clear patterns. A large city eg Wellington or part of a really large city eg London is the most suitable to use to assess this standard.
* Ensure the pattern is distinct and well developed and contains variations If it is a temporal pattern it must have occurred over enough time to allow the pattern to show variation.
* Ensure the pattern covers the whole region selected.
* Ensure it is a pattern for which appropriate and detailed data can be obtained.
* Where possible choose a topic of interest to students – this could be something local which can incorporate a fieldtrip to familiarize students with the environment. Alternatively choose a pattern students are interested in such as crime patterns in Nelson or the development of Dubai.

**EXAMPLES OF TOPICS**

The following are examples of suitable patterns that have been used by schools in this assessment.

* Urban sprawl
* Urban shopping development
* Traffic patterns
* Residential patterns
* Port development
* Shopping Mall distribution
* Distribution of urban parks
* Crime
* The growth of Dubai/ London/ Auckland etc
* Gentrification
* Education Networks

**WRITING ASSESSMENT TASKS**

Writing your own assessment tasks is not difficult but can be daunting if you are new to geography teaching. Many resources are available via subject associations or cluster groups as teachers are willing to share ideas that have been proved to work well. There are several organisations that you can buy assessment tasks from such as Geostuff <http://www.geostuff.co.nz/home.html> and Classroom Solutions <http://www.classroomsolutions.co.nz/geography.html> that are often ideal to use in the first instance until you gain confidence.

If you are writing your own assessment tasks then use the exemplars provided on the TKI site as a guide. 2 exemplars are provided for each standard at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Social-sciences/Geography/Level-2-Geography> . You can download these and use them as a base to add your own context to. When doing this it is important that you use the language of the standard so have this available.

If you have constructed your own assessment task it is important that you get a fresh pair of eyes to moderate this before it is used.

The TKI resources are provided as exemplars of what is possible and should not be downloaded and used in their original format as they are readily accessible to students. However, you can adapt them.

**PRE-TEACHING**

This standard is likely to take several weeks to be completed. Before assessing this it is important students are familiar with the following:

* Some understanding of urban geography –characteristics of urban centres
* How to identify spatial and temporal patterns using geographic terminology
* Background to the standard - what is required for each criterion?
* Geographic concepts – which ones apply
* How to write geographic answers
* Background to the urban pattern– what it is about.
* Understanding the resources provided. What do they mean?

**WHAT IS REQUIRED TO MEET THE STANDARD?**

Unlike other geography standards this one cannot easily be broken down into separate aspects but should be considered together. What must be covered is:

**For Achievement only:**

* Identification of a pattern (spatial and/or temporal) in a specific urban environment and what it is like. The pattern needs to be identified using geographic terminology. For a spatial pattern this means using terms such as even, uneven, linear, sparse, clustered, concentrated, dispersed, and peripheral. Temporal patterns can be described using terms such as constant, fluctuating, cyclic, regular and irregular. This can be done by the use of annotated maps or graphs or timelines. The use of geo spatial techniques is also suitable.
* What the reasons are for this pattern
* Use of supporting case study evidence ie statistics, dates, names
* Explaining how a geographic concept relates to the urban pattern. Concepts could include change, accessibility, process, interaction etc.

**For Merit (as above plus):**

* Identification as to how the pattern shows variations in the specified urban environment over space or over space and time. Again this can be done using annotated visuals.
* What are the reasons for this variation
* Use of detailed supporting case study evidence ie statistics, dates, names
* Applying a relevant geographic concept to the urban pattern.

**For Excellence (as above plus):**

* A full explanation of a variation in the pattern including full explanation of the reasons for the variation
* Case study evidence is both detailed and integrated effectively throughout the answer.
* Effective use of geographic terminology relating to urban environments
* Integration of a relevant geographic concept
* The answer shows insight such as through the way the geographic concept is integrated. Alternatively it could be that the links between the different factors that are responsible for the variations are explored and/or a pattern that identifies both spatial and temporal aspects.

It is best to approach it in one of two ways:

**APPROACH ONE**

First identify a pattern and describe what this is like and the variations within it.

Secondly to look at the reasons for the overall pattern and the variation which occur within it. This involves identifying the factors and/or circumstances that have contributed to both the pattern and its variations. The answer should also include a geographic concept that applies to the pattern.

**APPROACH TWO**

First identify a pattern and then give reasons for the pattern. The reasons should incorporate a geographic concept.

Secondly to look at variations within the pattern and then give reasons for this. The reasons should incorporate a geographic concept.

**MANAGEMENT OF THE ASSESSMENT**

The majority of schools assess this standard using a written booklet. However, it can be assessed in other ways such as producing a poster or power point or movie or a combination of these. The spatial pattern could be well supported with GIS layouts. It is also possible to do as an oral presentation if feasible with class numbers. You can also assess the different aspects in different ways.

If doing in a written format it often helps to provide a booklet for this standard as it assists the student in seeing how much you are expecting at each stage. However, do ensure if you do this that space is provided for the excellence student to be creative.

**MARKING OF THE ASSESSMENT**

Holistic judgment must be applied when marking based against the Achievement criteria using the explanatory notes as a guide. Read the whole answer and ask yourself at which level most of this answer is.

It is important to note the aspects of the issue that step up through the grades and how the quality is determined.

|  |  |  |
| --- | --- | --- |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| An explanation of the pattern and the contributing factors/circumstances.  Supporting case study evidence.  Explanation of a relevant concept. | A **detailed** explanation of **a** variation in the pattern and the contributing factors/circumstances.  **Detailed** supporting case study evidence.  **Application** of a relevant concept. | A **full** explanation of **a** variation in the pattern and the contributing factors/circumstances.  **Integrating** supporting case study evidence and a relevant concept showing **insight**.  Use of geographic **terminology**. |

Jane Evans

Northland/Auckland/Central North Geography facilitator

Margaret Leamy

Lower North Island/South Island Geography facilitator