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| **The Curriculum** | **AS91241 (2.2)**  **Demonstrate geographic understanding of an urban**  **pattern (Version 2) 3 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Seven Achievement Objective**   * Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated May 2015. This document has been updated in its entirety to address new issues that have arisen from moderation. How to define the extent of the city needed as the ‘case study’ One city must be selected as a case study, and whether the focus is just on the CBD or the larger urban area 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.  Students could be encouraged to show the pattern and a variation with appropriate maps of the city, graphs, timelines, etc. Key aspects of the standard and defining ‘pattern’ There are two key aspects with this standard:   * the pattern and circumstances/factors that contribute to it, and * a variation in the pattern and circumstances/factors that contribute to it.   It is important that the assessment task clearly identifies both of these aspects.  Both spatial and temporal patterns can be used at this level. When referring to 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. Case study evidence, geographic concept, terminology and insight Case study evidence needs to be detailed and integrated into the explanation to support all parts of the response.  One geographic concept relevant to the urban pattern needs to be explicit throughout the response. At Merit and Excellence, students need to demonstrate an ability to apply and integrate a geographic concept.  Students should be using geographic terminology to demonstrate their understanding of urban geography.  Insight (required for Excellence) can be apparent through the way the geographic concept is integrated, the linking of factors/circumstances which clearly demonstrates a causal relationship, and/or an understanding of the pattern that identifies both relevant spatial and/or temporal aspects.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newletters:** Use of evidence to demonstrate understandings required by the standard Through moderation it is apparent that, while some students provide detailed reports on selected contexts, their evidence needs to clearly demonstrate the specific geographic understandings required by the standard.  Students need to understand the focus of the standard to enable them to select and apply the most appropriate evidence. Teachers could ensure that:   * contexts selected are distinctly geographic in nature * the spatial dimension is clearly defined * only relevant case study evidence that directly relates to the standard is used * the assessment activity clearly states what is required to meet each level of achievement. | | **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. |  Explanatory Notes  1. This achievement standard is derived from the Level 7 Geography achievement objectives from the Social Sciences learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Geography*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.   This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa/Taumata-Matauranga-a-Motu-Ka-Taea) for the relevant learning area.   1. *Demonstrate geographic understanding of an urban pattern* involves:    * explaining the urban pattern    * explaining the factors and/or circumstances that contribute to the urban pattern    * including supporting evidence from a case study    * giving a simple explanation of a geographic concept related to the urban pattern.   *Demonstrate in-depth geographic understanding of an urban pattern* involves:   * + explaining, in detail, the spatial and/or temporal variation in the urban pattern   + explaining, in detail, the factors and/or circumstances that contribute to the spatial and/or temporal variation   + including detailed supporting evidence from a case study   + applying a geographic concept related to the urban pattern.   *Demonstrate comprehensive geographic understanding of an urban pattern* involves:   * + fully explaining the spatial and/or temporal variation in the urban pattern   + fully explaining the factors and/or circumstances that contribute to the spatial and/or temporal variation   + integrating supporting evidence from a case study using geographic terminology   + integrating a relevant geographic concept related to the urban pattern showing insight.  1. *Urban pattern* refers to the spatial and/or temporal variation created in a city.   *Factors and/or circumstances* may include elements, processes, events, and perceptions that contribute to the pattern.  Examples of urban pattern that may be studied include crime, transport networks, education networks, gentrification, urban sprawl, and retail development | Students should demonstrate a geographic understanding of the factors/circumstances that contribute to an urban pattern. It is expected that the chosen city is large enough to allow spatial and/or temporal variations to be identified. Students can use geo-spatial techniques, if appropriate, such as the use of Google Earth or GIS to illustrate the urban pattern and the factors that contribute to the pattern.  Assessment evidence should be collected from students during or after the relevant teaching and learning has occurred. Such ongoing collection of evidence enables assessment tasks to be more closely aligned with learning experiences. Assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.  If evidence is acquired through a group activity, participation of all students in the activity should be authenticated.  **Approaches to Assessment**  Suggested approaches to accumulating assessment evidence include:   * collection of research data using a variety of resources e.g. internet, library, film media, newspapers, field trips * films, posters, models, story books, speech, essays, newspapers, role plays, webpage, podcast, blogs and/or PowerPoints.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newsletters:**  The quantity of evidence is indicated with singular or plural phrases. Several standards refer to ‘strength(s) and weakness(es)’ which indicate that one is sufficient, but the student may provide more. However, in 91241 a single urban pattern and a single variation in the pattern are required, as indicated by the phrases ‘the urban pattern’ and ‘the spatial and/or temporal variation in the urban pattern’.  Opportunities for using similar contexts in more than one Geography internally assessed standard could occur with:   * urban pattern (91241) and the geographic research standard |