# Geography Assessment Schedule: Assessment Activity 1.1b

##### Activity Title: Settlements in Northland

##### Achievement Standard: 91932 Demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place | At the Merit level, the student is able to explain the spatial distribution of a phenomenon and its impacts on place | At the Excellence level, the student is able to analyse the spatial distribution of a phenomenon and its impacts on place |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * describe the spatial distribution of a phenomenon * describe factors or processes, or a combination of both, that contribute to the spatial distribution * describe impacts of the phenomenon on place * include relevant evidence and geographic terminology in the descriptions. | At the Merit level, the student is able to:   * explain factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon * explain impacts of the phenomenon on place * use evidence and geographic terminology to support the explanation. | At the Excellence level, the student is able to:   * examine factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon * make judgements about the significance of impacts of the phenomenon on place * use evidence and geographic terminology to develop the explanation. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * described the spatial distribution of a phenomenon, *such as settlements in Northland, Aotearoa New Zealand. This may include a description of the spatial distribution of settlements as being close to the coastline.* * described factors or processes, or a combination of both, that contribute to the spatial distribution. *For example, described economic factors influencing the spatial distribution, such as the role of service centres and their accessibility.* * described impacts of the phenomenon on place. *For example, described deforestation as an impact of settlements on place.* * included relevant evidence and geographic terminology in the descriptions. *For example, included relevant evidence, such as statistics, and geographic terminology like changes to place.* | At the Merit level, the student has:   * explained factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon. *This may include giving reasons for why settlements in Northland are located in some areas and not in others. For example, factors might include the role of some areas as service centres for agricultural areas (Dargaville and Kerikeri). Explained that this has meant that there has been a shift in the spatial distribution as people look for jobs.* * explained impacts of the phenomenon on place. Gave reasons for how the settlements in the region have impacted on place. *For example, explained deforestation as an impact of needing to build infrastructure and buildings for settlements.* * used evidence and geographic terminology to support the explanation. *For example, used evidence, such as statistics, and geographic terminology, like changes to place, that back up the points being made.* | At the Excellence level, the student has:   * examined factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon. *This may include an in-depth inspection of how the spatial distribution of settlements has changed over time due to factors such as service centres, with urbanisation of areas such as Kerikeri.* * made judgments about the significance of impacts of the phenomenon on place. *For example, made a judgement that migration is one of the most significant impacts, giving reasons. The student might have discussed how migration involves a change in culture from a small town to a densely populated service centre, where there is greater pressure on resources (due to the need for infrastructure to be built).* * used evidence and geographic terminology to develop the explanation. *For example, used evidence, such as statistics, and geographic terminology, like changes to place, to strengthen the points being made.* |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.