

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Geography Level 2**. In January 2027, Levels 2 and 3 assessment materials will be updated on TKI. For external assessment specifications, refer to the NZQA website.

Subject: Geography Level 2

Product	What's changed?
AS2.2a 91241 Internal Assessment Activity	Task instructions - minor amendments made to align with wording from the Achievement Standard.
AS2.2c 91241 Internal Assessment Activity	Task instructions - minor amendments made to align with wording from the Achievement Standard.
AS2.6b 91245 Internal Assessment Activity	Task instructions and assessment schedule - minor amendments to align with the Achievement Standard.
AS2.7b 91246 Internal Assessment Activity	Task instructions - minor amendments made to align with wording from the Achievement Standard.

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Internal Assessment Resource

Geography Level 2

This resource supports assessment against:

Achievement Standard 91241 version 4

Demonstrate geographic understanding of an urban pattern

Resource title: London – population change over time

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

Date version published
by Ministry of Education

January 2027

To support internal assessment from 2027

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 2.2A v5

Resource title: London – population change over time

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 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 an urban pattern within the context of the population growth of London over the past 400 years. Understanding of a pattern (spatial or temporal) is required. The variation in the pattern can be spatial and/or temporal. The population change that London has experienced needs to be explained.

The resource materials supplied with this assessment are sufficient for enabling students to answer successfully. If London has been the focus of the school-based learning programme, then information from that learning could also be incorporated into answers and would likely enhance the quality of them. 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.

Teachers could adapt this assessment activity by using a different urban area to London as the context for the assessment – for example a New Zealand city or an overseas city other than London.

Conditions

This assessment activity will take place over 2 hours of in-class work.

The assessment is an individual one that is closed book and resource based.

Students could include information from class learning (prior learning) to support their answers.

Resource requirements

No additional resource materials are required. Prior learning information may be incorporated into answers.

If an urban area other than London were used as the assessment context then resource material similar to that provided for London would need to be provided by the teacher.

Additional information

None.

For Planning 2027

Internal Assessment Resource

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

Resource reference: Geography 2.2A v5

Resource title: London – population change over time

Credits: 3

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 a temporal pattern related to population change (change in population total) of London over time.

Teacher note: Reference material and resources that you may wish to use with your students are provided in appendix 1.

Integrate into your answers detailed specific case study information about London and its population growth using geographic terminology.

- You may further develop your answers through the use of visual information in the forms of maps and diagrams, and reference to elements, processes, events and perceptions related to the pattern of population growth. You may include information from prior learning about urban patterns and London to support your answers.

Task: Demonstrate a geographic understanding of the pattern of population change in London over time

Part 1

Describe the temporal pattern of population growth in London over the last 400 years – since 1600.

Explain the factors and/or circumstances that contribute to the pattern of population change.

Throughout your answers include geographic terminology and detailed, specific case study evidence.

Part 2

Fully explain any variation in the temporal pattern of population change in London.

Fully explain the factors and/or circumstances that have contributed to the temporal variation in the pattern of population growth.

Throughout your answers integrate geographic terminology and detailed, specific case study evidence.

For Planning 2027

Assessment schedule: Geography 91241 London – Population change over time

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has demonstrated a geographic understanding of the population growth pattern of London. The student has included evidence that: - describes the temporal pattern of London's urban population growth - explains the factors and/or circumstances that contribute to the pattern of urban population growth - includes geographic terminology and specific London-related evidence. For example (partial extract only) <i>Since 1600 London's population has grown from less than half a million to a total of over 7 million. There is a prediction the population will be over 8 million by the year 2031.</i> <i>This growth in population has been the result of people moving to the city. People have been attracted by the job opportunities that London has. The Industrial revolution in the 19th century caused the biggest population growth because new manufacturing jobs in places close to the port of London becoming available. In the 20th century migrants have been attracted by work in London's financial and tourism sectors.</i> <i>London is seen by many people as the city 'where things happen' so London continues to attract migrants and is predicted to have a population of over 8 million by 2031.</i>	The student has demonstrated an in-depth geographic understanding of the population growth pattern of London. The student has included evidence that: - describes, in detail, a temporal variation in the pattern of London's urban population growth - explains, in detail, factors and/or circumstances that contribute to the temporal and/or spatial variation in the pattern of urban population growth - includes geographic terminology and detailed specific London-related evidence. For example (partial extract only) <i>Since 1600 London's population has grown from less than half a million to a total of over 7 million. There is a prediction the population will be over 8 million by the year 2031.</i> <i>London's pattern of population growth has not been a smooth one. There have been times of rapid growth especially between 1800 and 1939 but times of slow growth and even negative growth like between 1951 and 1991. This graph shows some of these changes (copy of graph Resource 2 is included by the student).</i> <i>The variation in growth has been because of changes in job opportunities within London. In the 1800 – 1939 period there was a great growth in manufacturing and port related jobs due to the industrial revolution and London's growth into a major world seaport. The effects of cumulative causation were at work as jobs and people</i>	The student has demonstrated a comprehensive geographic understanding of the population growth pattern of London. The student has included evidence that: - fully explains the temporal variation in pattern of London's urban population growth - fully explains the factors and/or circumstances that contribute to the temporal and/or spatial variation in the pattern of urban growth - integrates geographic terminology and specific and detailed London-related evidence. For example (partial extract only) <i>Since 1600 London's population has grown from 200,000 to over 7 million. The upward pattern of growth has not been steady and continuous. This graph shows how the population has changed (line graph drawn by student showing population change 1600–2031 is included).</i> <i>The graph shows a slow pattern of growth between 1600 and 1800 followed by rapidly accelerating growth in the years after 1800 with the population exceeding 8 million by 1939. During this time London became a sort of magnet for migrants. People were attracted to work available in the developing manufacturing industries located around the port and alongside major road and rail routes. Another type of job were those in government and the financial sector. These jobs were connected with London being a capital city and world financial centre. The multiplier concept is important in explaining the rapid growth of London's population. As the manufacturing and service sector jobs grew so more people moved to London. Manufacturing, services and people needed buildings – factories, offices and houses population –</i>

<i>attracted each other. The population of London grew from 1 million to over 8 million.</i> <i>This growth did not continue. Between 1939 and 1991 London's population declined. One reason for this is that the city became less attractive as a place to live because of pollution, poor housing and congestion. People moved to smaller towns and rural areas outside of London. Many of these people commuted to work in London but were not counted as being Londoners in the census statistics.</i> <i>Since 2000 London's population has been growing again and this growth is expected to continue. This is because London has more job opportunities and lower unemployment than other parts of the British Isles and countries of the European Union. In-migration has taken place as people are 'pulled' (attracted) to the city.</i> <i>'Perception' has been important in influencing the growth pattern of London's population. If people see the city as a place that is vibrant and offering them opportunities for employment and a 'good life' then they will move to the city. This has happened recently as although Britain has been going through difficult financial times, London seems to offer more opportunities than other places. The 2012 Olympic Games has enhanced this positive image of London.</i>	<i>so lots of jobs in construction industries became available. People moved to London to take up these jobs. All these people needed schools, hospitals, and shops so again these provided employment and this meant more migration to London. This multiplier process caused an upward spiral of growth.</i> <i>In the period between 1939 and 1991 the opposite process took place with London's pattern of population growth reversing. The city had a population decline of over 1 million people in the second part of the 20th century. This reversed pattern of growth was caused by two main factors. First the city became less attractive as a place to live because of congestion, pollution and a loss of jobs. Many jobs were lost when the docks (port area) of London shifted downstream to nearer the mouth of the River Thames. The Docklands area of inner east London became a derelict area. A second cause of population decline was in some ways a 'false decline' People moved from London to rural towns and villages beyond the Green Belt (map included showing the Green Belt based on Resource 5). The rural lifestyle attracted these people. Many of these people commuted to work in London using the well-developed rail system. In many ways these people were still part of the London urban area but were not included as 'living in London' in the official census counts.</i> <i>Since 1991 London's population has returned to a pattern of growth and London has once again 'pulled in' migrants. This has been due to improvements in the economy of London and of the image the city has of being 'a place where things happen'. Many inner city areas have undergone urban renewal with new offices, transport infrastructure and housing areas developed leading to a 'multiplier effect'. The renewal and developments in the Lea Valley area of inner east London connected with the 2012 Olympic Games are an example of this revival.</i>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

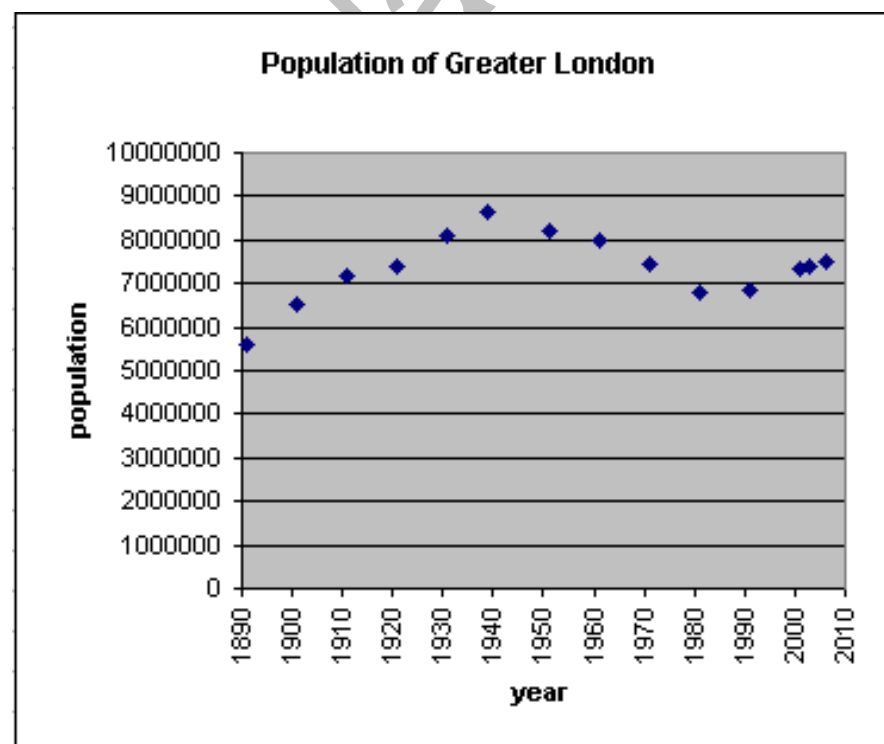
Appendix 1: Reference Material

Resources

Resource 1: Greater London – population change 1600 - 2031

Year	Population total	Population total change: growth (+) or decline (-)	
1600 (estimate)	200,000	1600 - 1700 (100 years)	+ 250,000
1700 (estimate)	550,000		
1801 (first official census)	1,100,000	1700 – 1801 (101 years)	+ 550,000
1851	2,651,000	1801 – 1851 (50 years)	+ 1,551,000
1901	6,510,000	1851 – 1901 (50 years)	+ 3,859,000
1939	8,615,000	1901 – 1951 (50 years)	+ 1,687,000
1951	8,197,000		
1971	7,453,000		
1991	6,394,000	1951 – 2001 (50 years)	- 1,1025,000
2001	7,172,000		
2011 estimate	7,754,000	2001 – 2031 (30 years)	+1,657,000 (prediction)
2031 prediction	8,829,000		

Resource 2: Greater London population change 1890 -2010



Resource 3:**London 400 years of population history****1600 – 1800**

Until 1600, London although a capital city and major port was much less important than it is today. It was less important than other cities of continental Europe. Between 1600 and 1800 this situation changed. When England, Scotland Ireland united to form the United Kingdom London became capital of a bigger country than just England. Sea trade expanded with Asia and the Americas. London's financial centre status began during this period with the setting up of the Bank of England. Increased trade and capital city and financial centre functions resulted in many jobs becoming available in London. People from other parts of the UK came to London to seek work and wealth. By 1800 London had become the world's largest city and city of global importance. All this was before the age of urbanisation had really begun. The city and its importance were small by modern standards.

1800 - 1900

The last 200 years has seen big changes in the population total of London take place. The changes have not followed a smooth path.

London experienced a rapid and unprecedented level of growth throughout the 19th century due to the expansion of the British Empire and the impact of the Industrial Revolution. During this period the city expanded into a giant metropolis and became known as Greater London. The population grew from 1 million in 1800 to 6.7 million a century later. During this period, London became a global political, financial, and trading capital. In this position, it was largely unrivalled until the later part of the century, when Paris and New York began to threaten its dominance.

Comparing the beginning of the 19th century with the end, two starkly different cities can be seen both in terms of size and also in terms of technological advancement. In 1800 there were no railways, no cabs, no buses, no telegrams, no telephones, no gas, no electric light and no new Metropolitan Police. In 1900 all of the above existed.

19th century London was transformed by the coming of the railways and manufacturing. A new network of railways across the city and beyond allowed for the development of suburbs in neighbouring counties from which middle-class and wealthy people could commute to the centre. While this spurred the massive outward growth of the city, the growth of greater London also increased the class divide, as the wealthier classes moved to the suburbs, leaving the poor to inhabit the inner city areas. Manufacturing spurred on by the technological advances of the Industrial Revolution grew on sites close to transport – alongside the River Thames and in areas with good access to main roads and to railways that radiated out from the city. Trade through the port of London flourished as a result of the port serving a country that became the greatest manufacturing country in the world.

As the capital of a massive empire, London became a magnet for migrants from other parts

of the United Kingdom and immigrants from the colonies and poorer parts of Europe. A large Irish population settled in the city during the Victorian period. At one point, Irish immigrants made up about 20% of London's population. London also became home to a sizable Jewish community, and small communities of Chinese and South Asians settled in the city.

1900 - 2000

London entered the 20th century at the height of its influence as the capital of the largest empire in history, but the new century brought many challenges.

London's population continued to grow rapidly in the early decades of the century, and public transport was greatly expanded. A large tram network was constructed and the first motorbus service began in the 1900s. Improvements to London's over ground and underground rail network, including large-scale electrification were progressively carried out.

The period between the two World Wars (1918 – 1939) saw London's geographical extent (area coverage) growing more quickly than ever before or since. A spiral of 'upward growth' became well established (Resource 4). The growth spiral was founded on government and service sector jobs in and around Central London, and on manufacturing industries producing a wide range of consumer, electronic and whiteware goods.

A preference for lower density suburban housing, typically detached and semi-detached, by Londoners seeking a more "rural" lifestyle, superseded Londoners' old liking for terraced houses. This was facilitated not only by a continuing development of the rail network, including trams and the Underground, but also by slowly widening car ownership. London's suburbs expanded into the neighbouring urban-rural fringes of Essex, Hertfordshire, Kent, Middlesex and Surrey. The population of London reached an all time peak of 8.6 million in 1939. In-migration from within the British Isles and from overseas continued to drive the growth.

In the immediate post-war years (after 1945) housing was a major issue in London, due to the large amount of housing, which had been destroyed in the war. The authorities decided upon high-rise blocks of flats as the answer to housing shortages. During the 1950s and 1960s the skyline of London altered dramatically as tower blocks were erected, although these later proved unpopular and many have now been demolished. In a bid to reduce the number of people living in overcrowded inner city housing, a policy was introduced of encouraging people to move into newly built new towns surrounding London beyond the green belt (Resource 5).

Population decline referred to in the next paragraph took place as counter-urbanisation was underway. People wanted to move away from the old, congested and polluted areas of the city for life in smaller towns and in rural areas. In many instances people moved into the rural areas just beyond the green belt. Many commuted in to London for work. These people often regarded themselves still as Londoners even though they had non-London addresses and were not counted as 'being part of London' in census and statistical data.

Greater London's population dropped steadily in the decades after World War II, from an

estimated peak of 8.6 million in 1939 to around 6.8 million in the 1980s. London's status as a major port declined dramatically in the post-war decades (the 1960's and 1970's especially) as the old Docklands could not accommodate large modern container ships. The principal ports for London moved downstream nearer the mouth of the Thames estuary. Huge numbers of job losses occurred in London based port and port related jobs. The traditional port area alongside the River Thames in inner East London (Docklands) that had become largely derelict by the 1980s underwent massive redevelopment into luxury apartments and high rise offices from the mid-1980s onwards. Re-urbanisation was underway.

Just as technology changes in shipping lead to changes in the London Docklands so changes in aircraft technology impacted on tourism. This was important because London has always been a tourism hub. The increase in worldwide mobility meant quick and relatively cheap access could be gained to London by tourists from Europe, North America, the Middle East and Asia. Mobile affluent people travelling in huge numbers to London meant a big growth in London based tourism related jobs took place. Changes in transport technology had the opposite impact on tourism to that on the London docks.

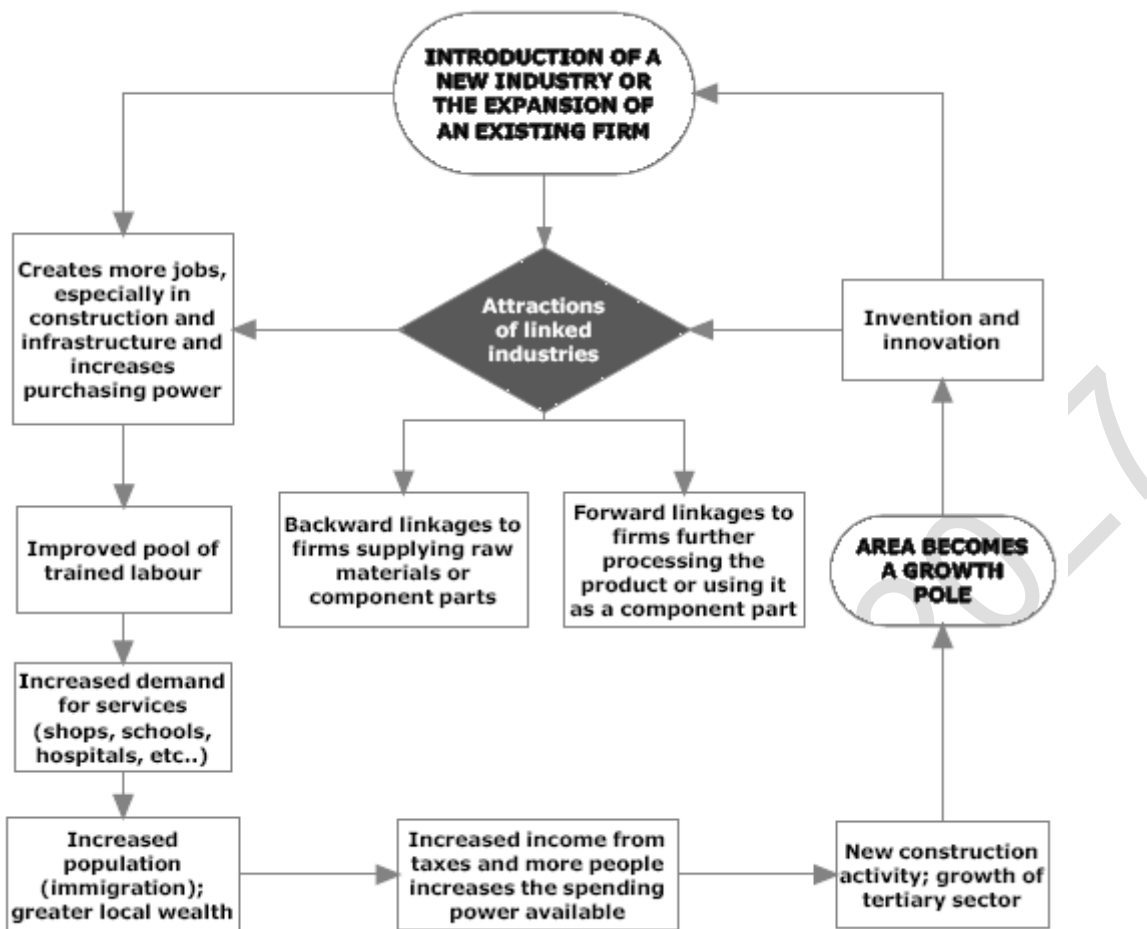
Higher job availability and lower unemployment than that found in other parts of the British Isles and other European countries were factors that led to revival of in-migration to London. Push-pull factors influenced migration patterns within counties of the growing European Union where border controls no longer artificially inhibited population movement.

2000 and beyond

The population revival of London that began in the 1980's, encouraged by strong economic performance and an increasingly positive image, has been predicted to continue into the 21st century with a population of 8.1 million expected by 2016, and continuing to rise thereafter. The economic, political and cultural supremacy of London results in the gravitational pull that London has on people – it is seen as the city “where things happen”. The 2012 Olympic Games can be seen as one example of this. The Olympics with venues and associated facilities concentrated in the depressed areas of inner east London around the Lea Valley has resulted in massive redevelopment of this area. Short term construction and tourism jobs have resulted but medium and longer term regeneration of this area will occur as the Olympic athletes' village will be turned into 3,600 affordable housing apartments and stadiums and facilities like the aquatic centre become community assets. Other Olympic facilities will be converted into lifelong learning centres for the east London community with nursery and primary and secondary schools, and the conversion of the media and press centre into a creative industries centre for east London. The other aspect of ‘Olympics related regeneration’ will be from the improvements made to public transport in the area – especially rail network.

Nearness to work and avoiding the nightmare of commuting has become the attraction for highly skilled and well-educated service and government sector workers, especially in finance and marketing, to once again live within ‘inner London’ districts close to the city centre.

Resource 4: Multiplier Effect or Cumulative Causation

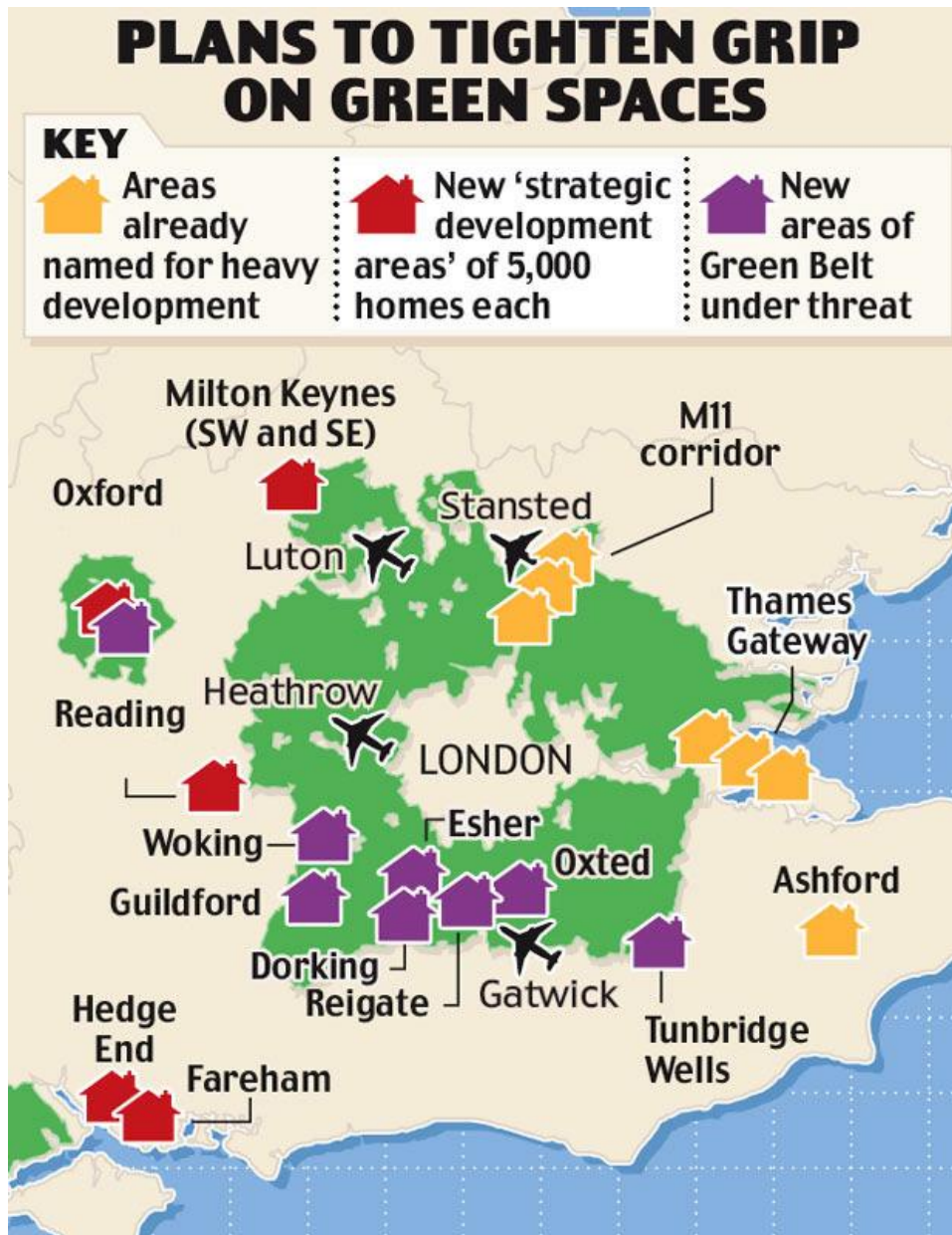


The introduction of a new industry or the expansion of an existing industry in an area also encourages growth in other industrial sectors. An upward spiral of growth is created.

Money invested in an industry helps to create jobs directly in the industry, but it also creates jobs indirectly elsewhere in the economy. New industrial development, for example, requires construction workers who themselves require housing, and services such as schools and shops. An increased demand for food will benefit local farmers who may increase their spending on fertilizer.

Workers employed directly in the new industry increase the local supply of skilled labour, attracting other companies who benefit from sharing this labour pool. Other companies who supply components or use the new industry's products are attracted to the area to benefit from reduced transport costs. Spin-off effects include new inventions or innovations that may lead to further industrial development and new linkages.

Resource 5: The Green Belt and future planning



The green belt surrounding London is shown as green shading on this map. The area is under threat from major development proposals for new housing and new industrial development for 21st century London.

What is the green belt?

Green belts are a planning tool, first introduced for London in 1938. Councils were urged to introduce green belts where they wanted to restrict urban growth. Green belts aim to stop urban sprawl and the merging of settlements, preserve the character of historic towns, protect the countryside and encourage development to locate within existing built-up areas. Richard Bate, of planning consultancy Green Balance, says the primary function of a green belt is to "encourage development to go to the places where it will do most good and to discourage it in places where it will do quite significant harm".

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, and 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.



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Internal Assessment Resource

Geography Level 2

This resource supports assessment against Achievement Standard 91241 version 4

Standard title:	Demonstrate geographic understanding of an urban pattern
Credits:	3
Resource title:	Demonstrate a geographic understanding of an urban pattern
Resource reference:	Geography 2.2C v5

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
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- 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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Internal Assessment Resource

Achievement standard: 91241

Standard title: Demonstrate geographic understanding of an urban pattern

Credits: 3

Resource title: Demonstrate a geographic understanding of an urban pattern

Resource reference: Geography 2.2C v5

Teacher guidelines

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Teachers need to be familiar with the outcome being assessed by the achievement standard. 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 select an urban area as a case study that enables them to demonstrate comprehensive geographic understanding of an urban pattern including a variation in the pattern and the factors/circumstances that contribute to the overall pattern and the variation. The extent of the urban area selected 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.

When describing 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.

Examples of urban patterns that could be studied include:

- transport networks
- gentrification
- urban sprawl
- retail development
- regreening
- residential development
- graffiti/street art
- ghettoization.

Factors and/or circumstances that contribute to the pattern can be provided for students to consider. They may include elements, processes, events and perceptions that contribute to the pattern.

Conditions

Evidence can be collected in different ways to suit a range of teaching and learning styles.

Students could be encouraged to show the pattern and a variation with appropriate maps of the city, graphs, timelines, etc. If appropriate, use geospatial techniques, such as the use of Google Earth or GIS to illustrate the spatial urban pattern and the factors that contribute to the pattern.

Students could present assessment information in a variety of formats, such as:

- video
- report
- posters/infographic
- speech
- storyboard
- newspaper article
- webpage
- podcast
- blogs
- slides.

Teachers should encourage students to write concisely. Providing a word limit may assist in this. For this assessment a word limit of 1500-2000 is suggested. This is a guide only.

Resource requirements

Resources should be provided or can be derived from student research (refer to Achievement Standard 91244).

Resources provided should include a range of information about the selected case study city.

Resources could include a collection of data such as:

- photographs
- maps
- library documents
- film media
- newspaper articles
- census data.

Additional information

Before beginning this assessment activity, teachers should support students to gain an understanding of the geographic setting, temporal and spatial dimension of the urban area.

They could:

- use an atlas or Google Earth to find the location and extent of the area
- use detailed maps to identify natural and cultural features of the area
- interview stakeholder regarding their views on the issue.

Students are not formally required to record this information. However, they may wish to collate material and refer to it as they complete the assessment activity.

Suggested complementary standards

Achievement standard 91244: *Conduct geographic research with guidance*

Internal Assessment Resource

Achievement standard: 91241

Standard title: Demonstrate geographic understanding of an urban pattern

Credits: 3

Resource title: Demonstrate a geographic understanding of an urban pattern

Resource reference: Geography 2.2C v5

Student instructions

Introduction

This assessment activity requires you to demonstrate a geographic understanding of an urban pattern.

You will be assessed on how comprehensive your geographic understanding is of an urban pattern.

Teacher note: Insert selected case study city here

You can do further research in your own time so that you understand the pattern in greater depth.

Teacher note: Insert timeframe, methods of presenting evidence and conditions of assessment to suit the issue and students. Add a note about extra research time.

Method of presentation could include: a presentation in Google slides with annotated notes, portfolio of learning and evidence, a written report.

You need to include detailed case study information and use geographic terminology.

You may further develop your answers through the use of visual information in the forms of maps and diagrams.

Task:

Part 1: The Urban Pattern

Describe the spatial or temporal pattern and explain the factors and/or circumstances that contribute to the pattern.

Part 2: A variation in the pattern

Explain in full a variation in the pattern and fully explain the factors and/or circumstances that contribute to the variation in the urban pattern.

Throughout your answers integrate detailed, supporting case study evidence and geographic terminology.

Assessment schedule: Geography 91241 - Demonstrate a geographic understanding of an urban pattern

Evidence/Judgements for Achievement Achieved	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has demonstrated a geographic understanding of an urban pattern. The student: - describes an urban pattern - explains the factors and/or circumstances that contribute to the urban pattern - includes geographic terminology and supporting case study evidence. For example (partial extracts only): The pattern of Graffiti and tagging in xxxx is concentrated about the streets of xxxxx. Another concentration is found around the public transport hub. The council reported xxxx number of tags for this location. Tagging is heavily concentrated around here as there are a number of places and spaces for the taggers to tag and spray. Tagging is found in this place as there are lots of public buildings and they are tall. Taggers like to put their tags up high so people can see them. They also put the tags on public buildings as they think the owners have more money to pay for it to be cleaned up. The number of tags on these public buildings is high. Taggers believe they will get the respect of other taggers by putting their tag up high, it can be hard to climb up and this gets respect. The xxxx building shows this.	The student has demonstrated an in-depth geographic understanding of an urban pattern. The student: - describes, in detail, a spatial and/or temporal variation in the urban pattern - explains, in detail, factors and/or circumstances that contribute to the temporal and/or spatial variation in the urban pattern - includes geographic terminology and detailed supporting evidence from a case study. For example (partial extracts only): The pattern of Graffiti and tagging in xxxx is concentrated about the streets of xxxxx. In xxxx the council reported xxxx tags for the year of xxxxx. Another concentration is found around the public transport hub. Where the bus and train stations are located. The council reported xxxx number of tags for this location. Tagging is heavily concentrated around here as there are a number of places and spaces for the taggers to tag and spray. Fig xxx shows these two areas of concentration within the urban area of xxxx. As you move out towards the suburbs of xxxx and xxx the pattern there is a variation in pattern as it is linear. Graffiti appears at bus stops along the main arterial roads of xxx and xxx. As the bus stops are positioned alongside the roads at intervals, it forms a linear pattern. One factor that has contributed to this pattern is people being able to reach these streets and places. The buildings are easily accessible for people wanting to tag	The student has demonstrated a comprehensive geographic understanding of an urban pattern The student - fully explains a temporal and/or spatial variation in the urban pattern - fully explains the factors and/or circumstances that contribute to the temporal and/or spatial variation in the urban pattern - integrates supporting case study evidence from a case study, using appropriate geographic terminology. For example (partial extracts only): Overall there is a variation in the spatial patterns of graffiti in xxxxxx. The first pattern we can identify is a concentration around the area of the city known as xxxxxxxx. This is where the most offences occur compared to other places in the urban area. For example the heat map in Fig 1, illustrates the xxxx graffiti offences were recorded from xxxx to xxxx. The high concentration is also formed around a grid pattern as people have put their graffiti on the property walls of commercial businesses and down alleyways. This part of the CBD is a grid formation of streets and alleyways. The variation to this pattern occurs in the suburbs of xxxx and xxxx where it is in clusters and is more dispersed. There is often a significant distant between the places were tagging has occurred. For example in the suburb of xxxx the map shows the next cluster to be at least 2 km away on a bus stop. This is further illustrated in the suburb of xxxx where the tagging has occurred on the

These streets also have lots of graffiti and tagging as this part of the town it can get busy on the weekend and in the week. This means more people will see the graffiti and tagging and this gets fame for the taggers. They graffiti and tag for viewing and so will do it in places where people can see it.	and graffiti. The concentration around the streets of xxxxxx have a number of bus stop hubs located at the intersecting street of xxxx There are 42 bus routes that go through this part of the urban area. People can easily reach their “canvas” and this makes the streets an attractive location for graffiti and tagging. Taggers get off the bus and immediately are in a place they can tag. These streets are also a popular walkway for commuting. Streets xxx and xxx are pedestrianized and this increases the amount of people using them. This will appeal to taggers as they like people to see their tag and view their work. Compared to other parts of xxxxx such as xxxx which can be quiet at the weekend, as it is the business and finance district, xxxx is also busy with people weekdays and the weekends. This leads to a pattern of concentration as taggers will go where other taggers have tagged. There is an element of competition between taggers and they will quickly try and cover other graffiti with their own. A factor that causes the linear pattern is boredom. People who graffiti while waiting for a bus may choose to tag the bus stop as there is a canvas readily available. They take the opportunity and the thrill or fear of getting caught is part of the attraction. Bus stops also provide a public place for their tag to be seen. It may appear on a number of bus stops as seen in Fig 2 in the suburb of xxxx. People catching the bus will see the tag at all stops.	electricity board power boxes. These are dispersed within the suburb and there is a significant amount distance between each one them. <i>Accessibility</i> to the CBD is one factor that has helped to form the pattern of concentration. The buildings are easily accessible for people wanting to commit the offence. There are 42 bus routes through the city of xxxx and all of them pass through the CBD. Fig 1.2 illustrates the bus routes and how they pass through the area where the following streets are set out in a grid, you can see how xxxxxx and xxxxx intersects and the bus stop is located on the corner. Easy access by public transport to buildings that the taggers prefer to graffiti means they do not have to travel far. The <i>location</i> of these streets is also a significant factor for the pattern of high concentration. The public buildings where the graffiti occurs has a high volume of footfall and public walking past. Taggers want their message to be seen, as it is often social and political statements. For example on xxxxx street there was a statement about a famous musician that became publicly owned as every time it was removed by the council someone would re-spray. The central CBD of xxxxx has many buildings where they can do this in particular the street xxxx is almost all public buildings and tagging was recorded as xxxxx. It is also has dark alleyways that connects streets. For example xxxxx alley has a number of tags and graffiti images. This alley is a perfect location and the large walls provide a canvas for people to practise their technique and not get caught. There is poor lighting and people will avoid walking down the alleyway preferring to take the longer route on well-lit streets. These streets also have a high concentration of high rise buildings and this has also helped to form the concentration of graffiti. For example xxxxxx building
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		has a famous tag by the tagger xxxxxx. Taggers often like to tag at the top of the high rise buildings as the tag can be better seen. The taggers believe they get mana, the higher the tag appears. Taggers have the perspective that to be seen is to be known. By this it is meant that taggers like their work to be seen. They get street credit the higher the tag is made. It is perceived to be difficult and risky to reach these places and as most of the high rise buildings in xxxxxx are found in the CBD a higher concentration of graffiti and tagging is found. The buildings are also positioned in a grid formation following the spatial pattern of the streets. Taggers tend to tag more on commercial and public property, rather than private. They hold the <i>perspective</i> that by tagging on this type of property they are making a public statement and declaration. It shows defiance against corporations and authorities such as the local governments and police. They also believe that commercial businesses can more easily afford to remove the tagging. It can cost in the region of xxxxxx. This would be expensive for private property owners who also have to reply on xxxxx council to come and remove the tag. Hence the concentration of tagging in the CBD compared to the outer suburbs where tagging is in small clusters and dispersed.
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Internal Assessment Resource

Geography Level 2

This resource supports assessment against:

Achievement Standard 91245 version 3

Explain aspects of a contemporary New Zealand geographic issue

Resource title: Different voices

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

Date version published
by Ministry of Education

January 2027 Version 3

To support internal assessment from 2027

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 91245: Explain aspects of a contemporary New Zealand geographic issue

Resource reference: Geography 2.6B v3

Resource title: Different voices

Credits: 3

Teacher guidelines

The following guidelines are designed to ensure that teachers can 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 Standard Geography 91245. 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 comprehensively explain viewpoints related to a New Zealand contemporary geographic issue and comprehensively evaluate courses of action.

The geographic issue refers to a controversy that affects people and/or the environment and which includes a spatial dimension. The issue may be political, economic, social, or environmental; however, ensure that the issue is localised within a contemporary geographic setting in New Zealand. The activity cannot be simulated.

Examples of geographic issues that could be used with this assessment activity include the building of a new road or motorway, or the building of a bridge such as the Kopu Bridge in Thames.

Conditions

This assessment activity will take place over a period of two weeks during class time.

Give students the opportunity to do further research out of class. Encourage students to bring additional material for their assessment from home, such as printed or photocopied material or notes taken from documentaries.

Resource requirements

The following resources are required for this activity:

- background information on the issue (this might come from sources such as newspaper articles, online articles, documentaries, blogs, and so on)
- a variety of viewpoints about the issue so that students can outline the different courses of action and make a fully justified recommendation (each viewpoint should describe a person, his or her viewpoint, and why he or she holds that viewpoint)

- resources such as maps, timelines, or photographs of the location.

Additional information

To assist students to complete this assessment activity, ensure that they have an understanding of the geographic setting of the area. Students are not formally required to record such information; however they may wish to collate the material they gather so that they can refer to it as they undertake the assessment activity. For example, they might:

- use an atlas to find the wider location and extent of the area
- identify natural and cultural features in the area by contacting a department such as DOC, consulting more detailed maps, or using the Internet.

For Planning 2027

Internal Assessment Resource

Achievement Standard Geography 91245: Explain aspects of a contemporary New Zealand geographic issue

Resource reference: Geography 2.6B v3

Resource title: Different voices

Credits: 3

Achievement	Achievement with Merit	Achievement with Excellence
Explain aspects of a contemporary New Zealand geographic issue.	Explain, in depth, aspects of a contemporary New Zealand geographic issue.	Explain, comprehensively, aspects of a contemporary New Zealand geographic issue.

Student instructions

Introduction

A contemporary geographic issue is a controversy that can affect people and/or the environment – both now and/or in the future. The issue might be environmental, social, political, or economic.

This assessment activity requires you to explore aspects of a contemporary geographic issue of New Zealand. You will:

- Describe the nature of the contemporary geographic issue.
- Fully explain viewpoints that relate to the issue. This means you will explain what those viewpoints are, and why people have those viewpoints, incorporating beliefs, values and/or perspectives.
- Explain in detail how one of the viewpoints that relate to the issue has changed over time.
- Fully explain the strength(s) and weakness(es) of different courses of action and make a fully justified recommendation about a course of action for the issue. This means you will explain the strengths and weaknesses of each course of action. Then you will decide which course of action is the best. Explain in depth, giving examples, why that course of action is the best one.

This is an individual assessment activity. You will complete it during class time.

You have two weeks of class time to complete the activity. You can spend additional time outside the classroom to collect information and consider the issue in greater depth. You can bring any additional materials, such as notes about TV documentaries you have seen, to help you complete the activity in class.

Task

Describe the nature of the contemporary geographic issue

Teacher note: You may supply Resource 1 as a template to help students with this section.

Describe the nature of this issue by:

- Outlining the significance of location to this issue.
- Outlining one effect this issue has on people.
- Outlining one effect this issue has on the environment.

Explain different viewpoints on the contemporary geographic issue

- Name people and/or groups of people who have different viewpoints on the issue. Select people or groups who have significantly different viewpoints. (The differences could be for a number of reasons, for example, economic, social, political, or environmental factors.)
- Explain in detail each viewpoint. Give reasons why each person or group holds that particular viewpoint. Remember to use specific information, including perspectives, geographic terminology and geographic concepts.
- Select a person or group, and explain in detail how their viewpoint might change over time. For example, what events or factors might affect the viewpoint? Would the person or group change their viewpoint if they heard other people's viewpoints on the issue?

Comprehensively evaluate courses of action

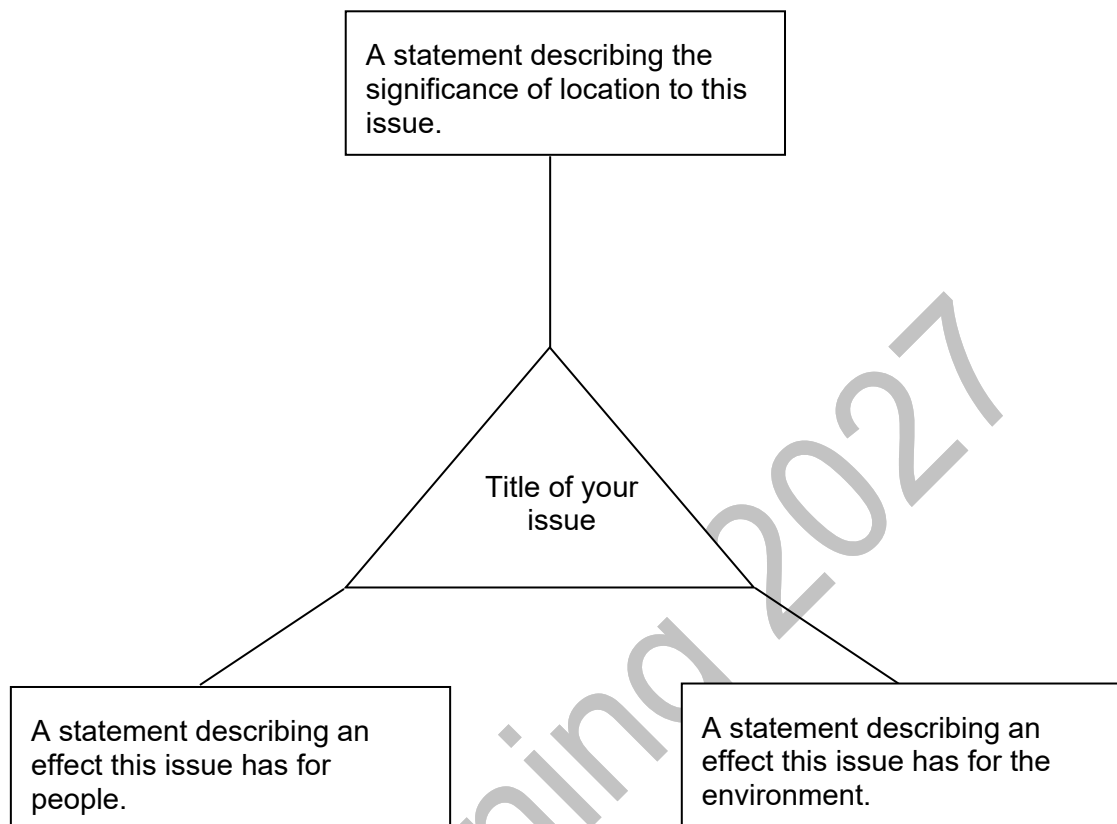
After many public meetings, different courses of action have been presented to the community about the issue. Three possible courses of action are:

- Go with the proposal.
- Leave things as they are.
- Change the proposal and then proceed.

Teacher note: You need to include three courses of action that relate to the particular issue here.

Comprehensively evaluate each course of action. This means fully explaining the strengths and weaknesses of each action. Use specific evidence to support your explanation.

Decide which of the courses of action is the best option. Provide detailed reasons supporting your recommended course of action and justify your selection by specifying the reasons for not choosing the other two options.

Resource 1

Assessment schedule: Geography 91245 Different voices

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has: - described the nature of the geographic issue - explained the different viewpoints that individuals or groups hold in relation to the issue - described how the viewpoint of one person or group has changed over time - explained the strength(s) and weakness(es) of the different courses of action to address the issue - provided a recommended course of action with argument(s) and/or evidence. For example (partial evidence): <i>(using the building of a new Harbour Bridge to relieve traffic congestion as a contemporary geographic issue).</i> <i>When traffic congestion became a problem in Auckland, people living on or near the access routes to the bridge would have had their houses demolished to make way for the access roads to the bridge. This affected their quality of life. Additionally, it was their viewpoint that the location of the new bridge would do nothing to alleviate congestion on the present bridge, as it will be too far away from the main population centre on the North Shore.</i> <i>A group led by former Auckland City Council member Richard Simpson proposed a new harbour crossing, in the form of an ANZAC</i>	The student has: - explained in detail the different viewpoints that individuals or groups hold in relation to the issue, using specific information - explained how a person's viewpoint can change over time - explained in detail the strength(s) and weakness(es) of the different courses of action - justified a recommended course of action with detailed argument(s) and/or evidence. For example (partial evidence): <i>(using the building of a new Harbour Bridge to relieve traffic congestion as a contemporary geographic issue)</i> <i>When traffic congestion became a problem in Auckland, people living on or near the access routes to the bridge would have had their houses demolished to make way for the access roads to the bridge. They opposed the new bridge for these personal reasons, but it was also their viewpoint that the location of the new bridge will do nothing to alleviate congestion on the present bridge and believed any solution needed to lessen car use. They held an environmental perspective and felt other courses of action would be cheaper and more effective such as light rail or other improved public transport options.</i> <i>Another group led by former Auckland City Council member Richard Simpson, and including companies such as Jasmax and NZ Steel, had a</i>	The student has: - fully explained the different viewpoints that individuals or groups hold in relation to the issue, using specific information and incorporating beliefs, values, and/or perspectives, including geographic terminology and concepts - explained in detail how one viewpoint has changed over time - fully explained the strength(s) and weakness(es) of the different courses of action - fully justified a recommended course of action with detailed reasons, demonstrating why the chosen course of action is better than any other course of action. For example (partial evidence): <i>(using the building of a new Harbour Bridge to relieve traffic congestion as a contemporary geographic issue)</i> <i>A group led by former Auckland City Council member Richard Simpson, along with organisations such as Jasmax and NZ Steel, supported a new harbour crossing in the form of an ANZAC Bridge, with construction originally intended to begin by 2015 to mark the centenary of ANZAC Day. From their viewpoint, they saw the bridge as a meaningful way to mark this historic event because they value commemoration, heritage, and patriotism.</i>

bridge, to begin construction by 2015 to commemorate the centenary of ANZAC Day. The group supported the bridge because they valued our national history and believed that a new harbour bridge would have been an excellent way to commemorate the centenary of ANZAC Day, which is a very important day in New Zealand's and Australia's history. When the new bridge did not go ahead, the group lost enthusiasm for this course of action over time as the opportunity was lost. Richard Simpson now advocates for the building of a tunnel instead.	different viewpoint. They wanted a new harbour crossing in the form of an ANZAC bridge to begin construction to start by 2015 to commemorate the centenary of ANZAC Day. The group placed significant value on commemorating our national heritage and felt that a new harbour bridge would be an excellent way to honour the centenary of ANZAC day. They also believed the project was economically viable; a new bridge could be built for \$2 billion to \$3 billion and that demolishing the existing bridge would release about 350,000sqm of valuable land worth about \$1 billion. Over time, this group eventually changed their viewpoint because the cost of building the new harbour bridge soared significantly and construction delays meant the ANZAC centenary had already passed. As a result, Richard Simpson now advocates for a tunnel to be built as an alternative solution.	Others supported this course of action from the viewpoint of infrastructure safety. The current bridge is over 50 years old and was designed for a much smaller population. The North Shore population has grown significantly and the bridge struggles to safely accommodate the volume of traffic. Despite these arguments, this course of action has notable weaknesses. Naming the structure the ANZAC Bridge and locating it in Auckland may conflict with the broader national values associated with ANZAC remembrance. People from other regions of New Zealand might feel it is unfair for Auckland alone to benefit from a project tied to a shared national history, given that ANZAC soldiers came from across the country. This reduces the social acceptability of the proposal at a national scale. A further proposed solution to build a tunnel is viewed as less viable. From both an economic and social perspective, the high cost would place heavy pressure on government resources and local communities. Taxpayers in other regions, such as Invercargill, may not value contributing to a project that primarily benefits Auckland.
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Geography Level 2

This resource supports assessment against:

Achievement Standard 91246 version 4

Explain aspects of a geographic topic at a global scale

Resource title: It's your world!

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

Date version published
by Ministry of Education

January 2027

To support internal assessment from 2027

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 91246: Explain aspects of a geographic topic at a global scale

Resource reference: Geography 2.7B v4

Resource title: It's your world!

Credits: 3

Teacher guidelines

The following guidelines are designed to ensure that teachers can 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 Standard Geography 91246. 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 assessment activity requires students to explain aspects of a geographic topic at a global scale. This involves identifying and explaining a spatial or temporal arrangement (pattern), explaining the factors and or processes that contribute to that pattern, and explaining the significance of the geographic topic for people in different parts of the world.

Students are to select their own global geographic topics. Students must be able to show that they can access information about their topic from sources such as newspapers and the Internet. Discuss with students their selection before approving their topics.

Students will collect data individually, keeping it as a scrapbook, portfolio, or electronic diary.

Using maps, graphs, and tables, students will identify a spatial or temporal arrangement and provide reasoned explanations, with supporting evidence, of the pattern. Students are then required to provide reasoned written explanations, using supporting evidence, that demonstrate an understanding of the significance of their chosen topic for people in different parts of the world.

Students will use one of the following formats to present their explanations:

- a PowerPoint presentation
- a webpage
- a poster
- a series of annotated maps.

Conditions

Students will collect data in a time period you have specified. You can allocate class time if access to computers is required.

Resource requirements

- Internet access
- atlases
- outline maps of the world
- scrapbook, portfolio envelope, or Intranet space.

Additional information

Remind students about Internet safety and privacy issues.

For Planning 2027

Internal Assessment Resource

Achievement Standard Geography 91246: Explain aspects of a geographic topic at a global scale

Resource reference: Geography 2.7B v4

Resource title: It's your world!

Credits: 3

Achievement	Achievement with Merit	Achievement with Excellence
Explain aspects of a geographic topic at a global scale.	Explain, in-depth, aspects of a geographic topic at a global scale.	Explain, comprehensively, aspects of a geographic topic at a global scale.

Student instructions

Introduction

This assessment activity requires you to fully explain aspects of a geographic topic at a global scale.

To do this, you will create a presentation about a geographic topic of your choice. Provide reasoned explanations, using supporting evidence, to show that you understand the significance of the geographic topic for people.

This assessment activity requires some in- or out-of-class time either using the Internet or collecting newspaper articles.

The written explanation will take approximately one week of class time. You will be assessed on the comprehensiveness of your explanations.

Task

Choose a topic

Choose a global geographic topic. You could begin by finding a map (or series of maps) and/or a series of data (graphs and/or tables) that show a global pattern. You could use overlays to see changes to the pattern over time.

Make sure that you will be able to access information about the topic from a number of sources, such as reputable websites and newspaper articles.

Discuss your chosen topic with your teacher.

Data collection

Collect data such as maps, images, diagrams, news articles, statistical tables, graphs, and website pages.

Remember that you will be using this data to identify a global spatial or temporal arrangement (pattern) and to provide reasoned explanations, with supporting evidence, of that pattern. You will also need to provide reasoned explanations, using supporting evidence, of the significance of your chosen topic for people.

Presentation

Present three findings in the form of a PowerPoint presentation, a webpage, a poster, or a series of annotated maps. Include in your presentation.

1. a full explanation of the global pattern. First, identify the spatial or temporal arrangement of the data you have collected. (You may like to use a series of overlays, or some other means.) In your answer use geographic terminology. Specific evidence and reference to regions or nations across different continents or hemispheres need to be incorporated into your answer as well.
2. a full explanation of the factors and/or processes that contribute to the global pattern. Fully explain what has caused the pattern, using specific evidence and referring to regions or nations across different continents or hemispheres.
3. a full and insightful explanation of the significance of the topic for people in different parts of the world. Use relevant evidence to support your explanation.

Assessment schedule: Geography 91246 It's your world!

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Explain aspects of a geographic topic at a global scale. The student has: - described the global pattern of the geographic topic, using geographic terminology - explained the factors and/or processes that contribute to the global pattern - explained the significance of the topic for people's lives in different parts of the world. For example: <i>The pattern/distribution is [clustered, random, linear, concentric, uniform, uneven etc.]. It occurs xx times in [number of] regions/countries, continents/hemispheres and xx times in [number of] regions/countries, continents/hemispheres.</i> <i>[Topic] happens in [clustered, random, linear, concentric, uniform, uneven etc.] patterns in some regions/countries or continents/hemispheres, because...</i> <i>The significance of [topic] for people's lives is seen in... and...</i>	Explain, in depth, aspects of a geographic topic at a global scale. The student has: - described, in detail, the global pattern of the geographic topic, using geographic terminology - explained, in detail, the factors and/or processes that contribute to the global pattern - explained, in detail, the significance of the topic for people's lives in different parts of the world. For example: <i>The pattern/distribution is [clustered, random, linear, concentric, uniform, uneven etc.] in [named regions/countries, continents/hemispheres] and [clustered, random, linear, concentric, uniform, uneven etc.] in [regions/countries, continents/hemispheres].</i> <i>[Topic] happens in a [clustered, random, linear, concentric, uniform, uneven etc.] pattern in [named regions/countries continents/hemispheres] and/or in [named regions/countries, continents/hemispheres] because...</i> <i>The significance of [topic] for people's lives in parts of the world such as [named regions/countries/continents and/or hemispheres] is seen in... and...</i>	Explain, comprehensively, aspects of a geographic topic at a global scale. The student has: - fully described the global pattern of the geographic topic, using geographic terminology - fully explained the factors and/or processes that contribute to the global pattern - fully explained, showing insight, the significance of the topic for people's lives in different parts of the world. For example: <i>The pattern/distribution is [clustered, random, linear, concentric, uniform, uneven etc.] in [named regions/countries, continents/hemispheres and [clustered, random, linear, concentric, uniform, uneven etc.] in (named regions/countries, continents/hemispheres].</i> <i>[Topic] happens in [clustered, random, linear, concentric, uniform, uneven etc.] patterns in [named regions/countries/continents and/or hemispheres], and/or in [named regions/countries/continents and/or hemispheres] because...</i> <i>This shows that xx is an important contributing factor to [topic]...</i> <i>The significance of [topic] for people's lives in [named] (regions/countries/continents and/or hemispheres] is seen in... and...</i> <i>This is significant in that... and...</i>

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