

GEOGRAPHY TIPS LEVEL 2

UNPACKING AS 91243 (2.4) - GEOGRAPHIC SKILLS

**WHAT IS THIS ASSESSMENT ABOUT?**

The aim of this standard is to assess the geographic understanding a student has gained through a study of geography. Students are provided with a resource booklet of unfamiliar material based around an environment. This environment may be based in New Zealand or overseas. They are then expected to use their general geographic understanding to interpret these resources drawing on different geographic skills and applying concepts.

**WHAT IS THE DIFFERENCE BETWEEN THE LEVELS?**

It is useful to consider how the skills and concepts at this level fit into the framework of those at all levels. This is shown in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** |
| **Skills** | Basic only | Basic and Advanced Skills | Selection and application of Basic and Advanced |
| **Concepts** | Given with simple meaning | Given with more complex meaning | Either provided with complex meaning or student selects appropriate one |
| **Resources** | Simple resources only – one resource provided per question | Resources more complex – use of more than one resource per question | Complex resources with students utilizing several resources per question |
| **Literacy Level** | Small amount of written information provided at Level 1 literacy | More written resources provided at Level 2 literacy | Resources more complex so student needs to sift through information provided at Level 3 literacy. |
| **Questions** | Questions straightforward | Intermediate | Questions need more interpretation |

This indicates that at this level students need a greater range of skills and that the resources used are more complex than at Level 1. Students also receive less direction at Level 2. For example while they are told the type of graph to construct they may not be provided with the axes so that decisions around the correct size to use are part of the assessment.

**WHAT IS INVOLVED**

There are two main aspects involved:

|  |  |  |  |
| --- | --- | --- | --- |
|  | ACHIEVEMENT | MERIT | EXCELLENCE |
| Using skills and geographic conventions in the presentation and/or interpretation of information |  |  |  |
| Showing an understanding of geography concepts |  |  |  |

**USING SKILLS**

This section only goes to a Merit level. Students can either use skills and gain Achievement or use the skills with accuracy to take them to a Merit level. The skills that are to be covered are those identified in the Skills list published on the TKI site and referred to in the Teaching and learning guidelines. This can be found at:

<http://seniorsecondary.tki.org.nz/Social-sciences/Geography/Skills-and-concepts>

This list identifies skills considered basic and those that are more complex. The expectation is that students will have covered the basic skills at Level 1 so this is a chance to scaffold these by introducing some that are more complex. If students are new to geography at this level it is important that they are provided with an opportunity to go over the basic skills first. It is good practice to start a section on skills by recapping these skills and determining the level that all students are at and going over these if necessary. For a list of these skills refer to the Geo Tips sheet for the 1.4 standard.

The skills that are considered more complex and therefore more appropriate at this level include:

|  |  |
| --- | --- |
| **LATITUDE AND LONGITUDE** | * Students should be able to give more accuracy by giving location using minutes and seconds. |
| **DIRECTION** | * Be able to identify the direction of one feature from another by the use of the 16 point compass. |
| **SCALE** | * Be able to approximate how a ratio scale changes as the size of a map changes (reduced or enlarged) * Be able to change a ratio scale to a linear scale or vice versa * Use other types of scale like a time scale map * Appreciate use of grid lines as a scale on the 1:50,000 series. |
| **GRAPHING** | * Be able to interpret and construct a triangular graph * Be able to construct and interpret cumulative graphs * Be able to construct and interpret scattergraphs * Be able to construct and interpret positive/negative graphs * Be able to construct and interpret statistical maps * Be able to construct and interpret proportional circle maps |
| **TABLES** | * Be able to select correct information from a table * Be able to calculate % change. |

**DIFFERENCE BETWEEN THE GRADES**

The difference between Achievement and Merit is based on the accuracy and precision of the skills used. This refers to such aspects as the use of conventions (Maps need a frame, direction, colour, key or labels, scale and title) and graphs (even scale, labeled axes, accurately plotted points, neatness such as use of a ruler and shading and a title).

Skills are also differentiated into those that are the basic only and those that are more complex. Some skills may cover both but require greater accuracy for higher levels. For example if a student can locate a named feature on a précis map there may be a greater limit for Achievement and a smaller more accurate limit for Merit.

**Achievement** requires a certain number of the skills used to be completed correctly using basic conventions.

**Merit** requires a higher number of skills to be completed with more precision of which some are at a more advance level

**UNDERSTANDING OF GEOGRAPHIC CONCEPTS**

This section of the standard goes up to excellence. The concepts to be applied are the Key Concepts identified in the Teaching and Learning guidelines unless signaled otherwise in the assessment specifications (for example Maori concepts may apply).

Key concepts can be found at:

<http://seniorsecondary.tki.org.nz/Social-sciences/Geography/Key-concepts>

Maori concepts can be found at:

<http://seniorsecondary.tki.org.nz/Social-sciences/Geography/Pedagogy/Social-inquiry/Glossary>

In most cases the students will be provided with a definition of the concept at this level. Students should read this definition carefully and refer to it in an answer. The concept must be applied to the environment given.

It is important that students use good geographic terminology in order to gain good marks for their descriptions. Keeping a glossary of geographic terms is useful for this as is practice at writing academic answers.

**WHAT THE PAPER WILL LOOK LIKE**

The paper is marked using the grade score marking principle. The assessment consists of 3 questions with each broken down into parts. Within each question are a range of skills and concepts to be completed. Marks out of 8 are then awarded as to how many are answered at each level for each question.

**HOW TO TEACH SKILLS AND CONCEPTS**

Some skills will require specific teaching while others can easily be taught as appropriate in units.

Most teachers start a course of geography by looking at essential mapping skills including use of an atlas and how to interpret topographic maps. These then form the basis of good geography skills and can be readdressed during other units. For example you may want to use a topographic map of your large natural environment so students can extract useful characteristics from it.

It is usual for skills to be integrated throughout a programme of Geography. For example, skills such as graphs can be taught as part of geographic research and continuums as part of geographic issues. The interpretation of photographs, cartoons, diagrams and maps and the use of concepts form part of any geography unit.

Many skills can form part of a geography game or quiz and it is useful to set time aside (good for last period Friday) and be used to address the competitive spirit that engages students!

In terms of the concepts refer to these throughout your course to get students use to the language. Start the year with a power point of the key concepts and get students to design posters on these to put on the classroom wall. If you have time then use a film at the start of the year and ask students to apply different concepts to it (like the old work of fiction unit standard). Apply concepts to any current geographic issue as they arise or show interesting photographs and see what concepts they observe.

Skills and concepts should form the basis of all teaching and take the majority of the time during a year.

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