

GEOGRAPHY TIPS 3.7

Analyse aspects of a Geographic Topic at a Global Scale (AS 91432)

**WHAT IS THIS STANDARD ABOUT?**

In this standard students have to describe a spatial or temporal pattern of a geographic topic at a global scale, analyse the factors or processes that have contributed to this pattern and explain and evaluate the social and economic significance of the topic for people.

An important part of geography is being able to interpret topics at different scales. This assessment is one of the few that looks at the whole world to identify patterns and interactions. As such it helps promote geographic understanding. This standard scaffolds from Level 1 and 2.

**UNPACKING THE TERMS**

* **Global**: Regions or nations across more than one continent or hemisphere.
* **Geographic topic**: A theme on a global scale that has a spatial dimension and is related to the natural and/or cultural environment.
* **Pattern**: This must have a definite spatial dimension. It can be temporal or spatial that is described using geographic terminology.
* **Factors and /or processes**: the circumstances or actions involved
* **Social and Economic Significance of the topic for People:** This includes both social (effect on physical and mental well being of people) and economic (effect on infrastructure and financial well being of people)
* **Describe**: This means to identify and give an account of; to make reference to the qualities, characteristics or recognizable features.
* **Explain:** This means to provide reasons for, to account for or to clarify. Logical reasons are provided.
* **Evaluate:** This means to judge or determine the significance, worth, or quality of; assess:
* **Showing Insight:** This means in-depth understanding that can involve weighing up and judging evidence - reading into and beyond the subject matter/evidence, linking causes to effects. Consideration of perspectives can help in showing insight.

**DIFFERENTIATION BETWEEN LEVELS**

There are several ways that the Level 3 standard is differentiated from Level 1 and 2. These include:

* The key instruction word here is ‘analyse’ whereas at Level 1 it is ‘describe’ and Level 2 it is ‘explain’. As a result quality explanations are needed that reflect level 8 of NZC and categorization of the factors involved.
* The topic chosen. While the same topics can be used at all levels some topics do not easily allow the depth of analysis required at Level 3.
* The depth of evidence provided – as well as analyzing, students must write at a level appropriate for Level 8 of the curriculum. As a result, what you expect for Level 3 for ‘describe the pattern’ is not the same as what you would expect at level 1 or 2 despite the fact the question is the same.
* 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-3-Geography> that clearly set out what the teacher can help with. At Level 3 this states that the teacher may provide the global topic or a selection of issues from which students may choose. If students are choosing their own global topics the teacher should give guidance about suitability of the topic and guidance about where to access information.
* The resources provided. Only some resources should be provided by the teacher. These should be of the appropriate reading level for this year group and be of sufficient quality to enable the students to achieve at Excellence. It is important to check the resources reflect the aspects required and that they are up to date. Students should provide additional resources themselves.

**CHOICE OF TOPIC**

You will need to decide if you will provide the topic yourself or allow student choice. While the latter is acceptable at Level 3 guidance will need to be given as what comprises a suitable global geographic topic as poor choice will set a student up for failure. It is therefore important to approve the topic beforehand. When deciding if a topic is suitable consider the following:

* Is a spatial or temporal pattern easily identified? If a clear pattern cannot be seen it will not be easy for your students to answer the questions about it. Even though ‘random’ is an established pattern it is very difficult to explain why it is like this. Ensure also that the pattern has some complexity.
* Ensure the topic is ‘geographic’. Many topics are more social and while these may be of interest to students they will struggle to extract the geography from it. A good geography topic is one in which the location matters.
* Ensure there are identifiable factors and /or processes that have resulted in this pattern and that these allow an in-depth analysis. In other words avoid patterns that are too simple or for which the reasons for the pattern are hard to find and analyse.
* The same applies to the significance of the topic for people. Can you see clear social and economic impacts of the topic as required by the standard?

If you are deciding on the topic yourself you may wish to consider:

* Can you combine this with another geography standard to cut down on background information required? An example is the 3.2 Cultural Process by looking at the global pattern of the process such as tourism, migration or a farming type. You could extend students understanding of the type of natural environment studied for the 3.1 by looking at different type of coasts or mountain ranges. In the same way you may look at the global distribution of a significant event or a contemporary issue.
* Choose a topic in the news or of interest to students. Ideas here include the global distribution of a current virus like Zika, pirate attacks, availability of clean water supplies, biosecurity or specific fish stocks.

**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. Most cluster groups now use drop boxes for this purpose so check to see what is available in your region. 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> or World Vision <https://www.worldvision.org.nz/Catalogue/Education/Search/?&f1=39&f2=&f3>=

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-3-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.

**GLOBAL EVIDENCE**

Throughout this assessment it is important that each aspect is answered using evidence from different continents or hemispheres in order to fulfill the requirement to be ‘global’. Just naming different places will not fulfill this requirement and it is best for students to use as wide global evidence as possible. It is easier to ask for ‘global evidence’ rather than case studies as students tend to get stuck on small details if they are treated as case studies rather than looking at the bigger picture and the links that exist. At higher levels they are required to integrate appropriate evidence into answers.

**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:

* What global means - where the main continents and countries of the world are and what hemisphere is which. An understanding of global geography.
* How to identify spatial and/or temporal patterns. Try providing a map of an unknown pattern so students concentrate on describing a pattern rather than the processes behind it.
* Background to the geographic topic – what it is about.
* Understanding the resources provided. What do they mean?
* A chance to add to the resources provided
* Background to the standard – what aspects need to be examined.
* How to write geographic answers
* How to integrate global evidence into answers

**DESCRIBING THE PATTERN**

The student does not have to map/ graph the global pattern. A map/ graph showing the pattern can either be supplied to students or students can download one from the internet. This will encourage the focus to be on the description of the global pattern rather than the drawing of it. Get students to annotate this map/ graph to identify the spatial and/or temporal patterns first and then get them to describe it in paragraph form. While the description of the pattern does not step up to Merit it must reflect the complexity required at Level 8 of the curriculum. As a result it is expected it uses geographic terminology.

The ‘pattern’ may refer to what you can see and yet sub patterns may be able to be identified within it. A map showing the global distribution of tourists could be broken down into clusters in certain continents as well as the fact that within continents it is a peripheral pattern also. The pattern of urbanization today may allow the student to not only look at where most urban growth today is clustered but in the changes in this growth over time to give a temporal dimension. Being able to break down one ‘pattern’ into several sub sets will aid in having more for students to write about.

The description of the pattern should use appropriate geographic terminology. This can include - linear, peripheral, regular, clustered, radial, concentrated, dispersed or scattered. Patterns should not be confused with location. “The main tourist destinations in the world are clustered into the Northern Hemisphere especially in Europe and North America”. In this example a recognised term to describe the pattern, clusters, has been used. In contrast, in the following example, no pattern has been identified and location has been given. “the main tourist destinations in the world are in the developed world with France the most popular followed by the USA”.

For temporal patterns examples of terminology to use are constant, fluctuating, cyclic, regular, and irregular.

**EXPLAINING THE FACTORS AND/OR PROCESSES THAT CONTRIBUTE TO THE PATTERN**

The pattern is an integral part of the response. Hence it is important to identify the links between the factors/processes and the pattern that has been described. Often it is easier to do this by treating both the description of the pattern and the factors contributing to it as one question. This is especially so if sub patterns are identified so that each can be treated separately.

It is important to interpret this aspect correctly. It has two parts. First, there must be an understanding of how the factors and/or processes contribute to the identified pattern and secondly show an understanding of the actual process and/or factor involved. A global study of tourism may use transport development as a reason for the temporal pattern of greater accessibility of tourism. Therefore an answer should not only go over the different ways transportation has changed over time but link this to the present transport networks and the reason why this has caused the noted pattern of more accessibility for tourism.

At least 2 factors, 2 processes or 1 factor and 1 process are required since this is plural in the standard.

The factors/and or processes must be explained and linked to the pattern with evidence from different (more than one) hemispheres/continents included.

For Merit this is the same but more depth is needed in the explanation and linkage. This could relate to specific global evidence and more depth in the causal relationship between the factors/processes and pattern. Good global evidence must be incorporated into the answer.

 For Excellence it requires a full explanation – which could be through the structure of the explanation showing an understanding of the relationships that occur and/or the relative significance of each factor and/or process. This also explains the pattern that incorporates specifics of the named examples throughout.

**EXPLAINING AND EVALUATING THE SOCIAL AND ECONOMIC SIGNIFICANCE OF THE TOPIC FOR PEOPLE**

This aspect is about the positive and negative consequences of the geographic topic for people or in other words what are the outcomes of it happening? The consequences need to be explained using global evidence. The global evidence must be used to support the explanation of the social and economic consequences /significant impacts rather than as the focus of the answer.

This aspect categorizes significance into the 2 main sub headings of social and economic. Answers therefore should show an understanding of these terms. Although environmental significance is not asked for, this can be included if the outcomes can be related to a social or economic cost/benefit. The pollution of a beach caused by excessive tourist use becomes social when it makes it less attractive or economic when it impacts on tourist numbers or costs to clean it up.

This aspect is differentiated into Achievement, Merit and Excellence. For achievement both social and economic impacts must be explained using global evidence. Merit does not require more examples but does need to show more depth of answer – such as categorizing into positive and negative or long term and short term. In addition it requires more depth in the global evidence given.

To gain Excellence requires another step. Here students have to evaluate the significance. This means they have weigh up the impacts, assess them and come up with a judgment. In other words out of a list of impacts discussed which is the most important and which are the least, and why?

 **MANAGEMENT OF THE ASSESSMENT**

The standard can be lengthy and take several weeks to complete. A useful approach to this standard is to collect assessment evidence during the course of the learning. You teach the first aspect, set a task and collect that evidence and then move onto the next. Such an approach means that the assessment does not interfere with the learning. If this is done it is important it is not marked between each stage since a holistic judgment must be applied at the end.

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. It is also possible to do as an oral presentation if feasible with class numbers. You can assess the different aspects in different ways such as the pattern and processes presented as a poster and the significance to people as a written component.

**MARKING OF THE ASSESSMENT**

It is important to note the aspects of the research that step up through the grades and how the quality is determined.  The chart below unpacks the Achievement Criteria needed.  The final judgement is based on a holistic examination of the evidence.

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| Describe and Explain | Explain in detail | Fully explain.Evaluate |

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Jane Evans

Northland/Auckland/Central North Geography facilitator

Margaret Leamy

Lower North Island/South Island Geography facilitator