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| **The Curriculum** | **AS91009 (1.3) Demonstrate geographic understanding of the sustainable** (as at Nov 2016) **use of an environment (Version 3) 3 credits**  | **Conditions of Assessment** |
| **Level Six Achievement Objective*** Understand how people interact with the natural and cultural environments and that this interaction has consequences

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| * Demonstrate geographic understanding of the sustainable use of an environment
 | * Demonstrate in-depth geographic understanding of the sustainable use of an environment
 | * Demonstrate comprehensive geographic understanding of the sustainable use of an environment
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**Explanatory Notes**1. This achievement standard is derived from the second Level 6 Geography achievement objective of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to material in the *Teaching and Learning Guide for Geography,* Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa/Taumata-Matauranga-a-Motu-Ka-Taea).1. *Demonstrate geographic understanding* typically involves:
	* describing how and why people use the selected environment
	* describing the consequences of this use on people and environment
	* describing the sustainability, or otherwise, of the selected environment with continued use.

*Demonstrate in-depth geographic understanding* typically involves:* + explaining the consequences of the use of the selected environment on people and environment
	+ explaining the sustainability, or otherwise, of the selected environment with continued use.

*Demonstrate comprehensive geographic understanding* typically involves using geographic terminology and concepts, and showing insight in:* + fully explaining the consequences of the use of the selected environment on people and environment
	+ fully explaining the sustainability, or otherwise, of the selected environment with continued use.
1. *Geographic understanding* refers to an understanding of the spatial dimension of the environment, and an understanding of how people interact with environments and the consequences of that interaction.

*Environment* refers to a part of the earth’s surface characterised by a specific use.*Use of an environment* refers to using it for a purpose such as mining, farming, fishing, tourism, energy production, recreation, forestry, transportation.*Sustainable use* refers to the extent to which this use can be maintained in the future to minimise environmental impacts. | Students should demonstrate an understanding of the sustainability of use of an environment. The resource used as the context could be provided by the teacher for whole class study or students could choose different ways the natural environment is used to study.If evidence is acquired through a group activity, participation of all students in the activity should be authenticated.Assessment evidence should be collected from candidates during or after the relevant teaching and learning has occurred. Such ongoing collection of evidence would enable assessment tasks to be more closely aligned with learning experiences. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.**Approaches to Assessment**Suggested approaches to gathering assessment evidence include: * collection of research data using a variety of resources eg. internet, library, film media, newspapers, field trips
* presentation of evidence could be via digital media and/or oral presentations, a project activity, or for a specific purpose such as a letter to the editor.

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