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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   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated May 2014. This document has been updated in its entirety to address issues that have arisen from moderation in 2013.  The interaction between people and the environment is the explicit objective of this standard. The term ‘environment’ refers to the region in which the activity occurs. The size of the selected environment needs to be carefully considered. It could be determined by the use/s to be studied.  Examples:  Waihi and mining  Marlborough Sounds and aquaculture and/or tourism  Waitaki Basin and hydroelectric power generation.  How people use the selected environment  Evidence must relate to the activities and processes that directly use the environment, such as sowing grass to improve pasture quality or clearing overburden to provide access to the ore. Some processes involved in the activity are unsuitable, e.g. milking, which does not directly use the environment.  Some components of the ‘systems model’ are applicable, but this model may mislead students if it is not directly linked to specific requirements of 91009.  The consequences of the selected use on people and the environment  Consequences must relate to people within the selected environment. This includes people directly involved in the ‘use’ and those indirectly affected. The consequences for the environment can discuss the immediate location and the wider area, but must remain within the selected environment.  Sustainability  A critical aspect of this standard is the understanding of the concept of sustainability with a future focus. The depth of the explanation of this aspect strongly influences the quality of student work and their opportunity to reach Merit and Excellence.  This aspect may focus on sustainability of the environment with continued use, or the sustainability of the selected use. In some instances these may both be interdependent (e.g. tourism in Fiordland). If the use is related to a non-renewable resource such as mining, the use itself is not sustainable, so the focus will be on the sustainability of the environment.  A TKI Geography assessment resource with a sports context   * An additional Geography resource with a sports context is available on the TKI website. This resource supports the assessment of 91009 (1.3C) using a golf context | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * 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 |   **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.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newsletters:**  Opportunities for using similar contexts in more than one Geography internally assessed standard could occur with:   * sustainable use of an environment (91009) and geographic research and/or geographic issue standards |