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| **The Curriculum** | **AS91012 ( 1.6) Describe aspects of a contemporary New Zealand geographic issue (Version 2) 3 credits** (as at Nov 2016) | **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 parameters of the contemporary NZ issue are identified in Explanatory Note (EN) 3 of the standard. The Conditions of Assessment on TKI indicate the aspects that must be provided by the teacher.  For the geographic issues based standards including 91245 and 91431, students are required demonstrate their own understanding of causes and implications of the geographic issue. The nature of the issue A description of the nature of the issue will ideally include:   * an outline of the issue * a description of the significance of the location (a map could be included) * a description of the related natural and/or cultural features * a statement or inference of the effect of the issue on people and the environment.  Viewpoints The viewpoints can be from an individual or from a group. Two or three different viewpoints would be sufficient. The description of the viewpoints must relate directly to the geographic issue.  For the requirements of ‘fully describing the different viewpoints’ see EN2 for Excellence. A comprehensive response relies on the student having a sound understanding of both the issue and the points of view being considered. Assessing strengths and weaknesses Strengths and weaknesses of courses of action to address or resolve the issue must be described and assessed. There is no longer a requirement that two strengths and weaknesses are considered for each course of action. The progression is from a **description** for Achieved to an **assessment** for Merit.  When **assessing** strengths and weaknesses, students need to make a judgement on the value of each strength and weakness, and the extent to which they could influence the final decision. Refer to examples given in the [exemplar material](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/annotated-exemplars/).  **From Moderator Newletters:** Resource material and higher level thinking With standards that require in-depth geographic understanding and/or analysis, students need the opportunity to develop a relatively complex understanding of the context. The Conditions of Assessment indicate when assessment resources may be provided by the teacher. It also states that students should be encouraged to provide additional resource material. The provision of resources could be guidance about where to access information and suggested web sites.  Students who rely solely on a provided resource booklet frequently struggle to develop in-depth or comprehensive responses. Further issues arise when the resource material only focuses on selected aspects of the standard or is out of date. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Describe aspects of a contemporary New Zealand geographic issue. | * Describe, in depth, aspects of a contemporary New Zealand geographic issue. | * Comprehensively describe aspects of a contemporary New Zealand geographic issue. |  Explanatory Notes  1. This achievement standard is derived from the Level 6 Geography achievement objectives 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>. 2. *Describe aspects of a contemporary New Zealand geographic issue* typically involves:    * describing the nature of the contemporary geographic issue    * describing the different viewpoints and/or opinions individuals (or groups) hold in relation to the issue    * describing the strength(s) and weakness(es) of possible courses of action    * recommending a course of action with a reason.   *Describe, in depth, aspects of a contemporary geographic issue* typically involves:   * + describing, in detail the different viewpoints and/or opinions individuals (or groups) hold in relation to the issue, using specific information   + assessing the strength(s) and weakness(es) of each course of action   + supporting a recommended course of action with detailed reasons.   *Comprehensively describe aspects of a contemporary geographic issue* typically involves:   * + fully describing the different viewpoints and/or opinion individuals (or groups) hold in relation to the issue, using specific information and geography terminology and concepts, and showing insight and incorporating stakeholder beliefs, values and/or perspectives   + fully supporting a recommended course of action with detailed reasons, demonstrating why the chosen course of action is better than the other courses of action.  1. *Aspects* refer to the nature of the contemporary geographic issue, viewpoints that relate to the issue and different course of action that can be taken to address or resolve the issue.   *Contemporary* means now or in the near future*.*  *Geographic issue* refers to a context that involves a concern, problem, debate or controversy related to a natural or cultural environment, which also includes a spatial dimension. The issue must be a local, regional or national issue within New Zealand.  *Specific information* refers to that from individuals (or groups) and quotes from a variety of sources.  *Showing insight* refers to showing perception and linking causes with effects. | Some assessment resources should be provided by the teacher, with students being encouraged to provide additional resource material.  The contemporary geographic issue must be a local or national issue within New Zealand.  The issue could be provided by the teacher or a selection of issues provided for students to choose from. If students are choosing their own contemporary issue the teacher should give direction about suitability of the issue and direction about where to access information.  Students may use geospatial techniques to support their explanation of the nature of the contemporary issue.  **Approaches to Assessment**  Suggested approaches to gathering assessment evidence include:   * presenting using text or diagram evidence as part of a lesson(s) * presenting through a range of media such as films, posters, models, story books, newspapers, role plays, blogs and/or PowerPoints, letters to the editor.   Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newsletters:** Resource material The Conditions of Assessment state that while some assessment resources may be provided by the teacher, students should be encouraged to provide additional resource material. It is through the gathering of additional material that students have the opportunity to develop a more complex understanding of the issue or topic. Moderation has shown that when students rely solely on a provided resource book it can hinder their chance to demonstrate in-depth and insightful responses.  For example, the Geographic Issues standards (91012, 91245 and 91431) focus on a contemporary issue. This means that current resource material is required. Students need to have a clear understanding of the aspects of the issue to ensure that they can make informed judgements about courses of action and justify a recommendation. Geographic issues must be unresolved Once the geographic issue is resolved, or if one of the alternative courses of action is no longer possible, the geographic issue will need to be changed or amended. For further information regarding 91012, 91245 and 91431 see the Explanatory Notes and [clarification documents.](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/clarifications/) |