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| **The Curriculum** | **AS91013 (1.7) Describe aspects of a geographic topic at a global scale**  **(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.  Teachers should refer to the Conditions of Assessment available on TKI for guidance relating to topic selection and provision of resource material. Resource material should include map(s) that illustrate the global extent of the topic and show a clear spatial pattern.  **The spatial pattern**  An understanding of the concept of one spatial pattern is crucial to achieving this standard. A description of a spatial pattern can include annotations on a world map that illustrate the pattern on a global scale. Drawing a map to illustrate the pattern is not a requirement of this standard.  Students need to be familiar with the appropriate geographic terminology used to identify spatial patterns, such as ‘concentration’, ‘random’, ‘dispersed’, ‘linear’ etc.  Spatial patterns are frequently confused with location. For example:   * “Earthquakes form linear patterns which follow plate boundaries…” This statement uses an appropriate recognised term to describe the pattern**.** * “Coffee is produced between the latitudes 25° north and 25° south of the Equator…” This statement provides location, but does not identify a pattern.   **Factors/process that cause or contribute to the pattern**  This aspect of the standard continues the focus on the spatial pattern. An issue arises when a spatial pattern has not been clearly or accurately identified by the student.  A **causal** **relationship** between the factors and/or processes and the identified spatial pattern must be explicit in the description. A description of factors and/or processes within the topic is insufficient to meet the requirements of 91013.  A list of appropriate factors/processes can be provided for students.  **Achievement with Excellence**  Progression through to Excellence is indicated through the depth of the description. Quality at this level is shown through:   * selective use of case study evidence, and * application of geographic terminology and concepts.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **From Moderator Newsletters:**  The Geography achievement standards all refer to the requirement of a ‘spatial dimension’. Understanding of the spatial dimension needs to be evident throughout the description, explanation or analysis of the issue, topic or problem. Students could be encouraged to use maps to help them demonstrate this understanding.  A spatial component is central to the geographic research standards, and in 91013, 91246 and 91432, understanding of the global spatial dimension must be shown. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Describe aspects of a geographic topic at a global scale. | * Describe, in depth, aspects of a geographic topic at a global scale | * Comprehensively describe aspects of a geographic topic at a global scale. |   **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 geographic topic at a global scale* typically involves describing the:    * pattern    * factors and/or processes that caused or contributed to the pattern    * significance of the topic to people’s lives.   *Describe, in depth, aspects of a geographic topic at a global scale* typically involves describing, in detail, the:   * + pattern   + factors and/or processes that caused or contributed to the pattern   + significance of the topic to people’s lives.   *Comprehensively describe aspects of a geographic topic at a global scale* incorporates geographic terminology and concepts, showing insight, and typically involves fully describing the:   * + pattern   + factors and/or processes that caused or contributed to the pattern   + significance of the topic to people’s lives.  1. *Aspects* in this achievement standard refer to the pattern produced, the causes of the pattern, and the significance (impacts) of the topic to people’s lives.   *Global* refers to regions or nations across different continents or hemispheres and must be applied to each of the aspects.  *Pattern* refers to a definite spatial dimension.  *Geographic topic* in this achievement standard refers to any theme on a global scale that has a spatial dimension and is related to the natural and/or cultural environment.  *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.  Students should describe the causes of a global pattern associated with a geographic topic and the significance of the topic for people. The topic should be provided by the teacher or a selection of issues provided for students to choose from. If students are choosing their own topics the teacher should give direction about suitability of the topic and direction about where to access information.  Students may use geospatial techniques to support their explanation of the causes of the global pattern.  **Approaches to Assessment**  Suggested approaches to presenting 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.   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:**  Observations from moderation of the global topic standards (91013, 91246, 91432)  The resource material provided for students is most successful when it includes a map(s) showing a relevant spatial pattern. At levels 2 and 3 this can be supplemented with evidence showing a temporal pattern if appropriate to the geographic topic. The resource material should also include case study evidence reflecting the global extent of the topic.  If the resource material or task includes suggested factors and/or processes, these need to be relevant to the topic so that they don’t mislead students.  At level 1, resource material needs to show a focus on the significance of the topic to people’s lives. Evidence relating to the wider economic or social significance could distract students from the requirement of the standard to describe the significance to the lives of people. |