|  |  |  |
| --- | --- | --- |
| **The Curriculum** | **AS91245 (2.6) Explain aspects of a contemporary New Zealand geographic**  **issue (Version 2) 3 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Seven Achievement Objective**   * Understand how people’s perceptions of and interactions with natural and cultural environments differ and have changed over time.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated May 2015. This document has been updated in its entirety to address new issues that have arisen from moderation.  The New Zealand geographic issue needs to be contemporary, unresolved and still causing concern. The issue must also be clearly geographic in nature and have a spatial dimension. The spatial dimension can range from a relatively small local issue, e.g. stream pollution, to larger regional or national issues. It is important that students can comprehensively explain aspects of the issue from a geographic perspective.  The Conditions of Assessment provide guidance in relation to the input from the teacher and provision of resources. The nature of the geographic issue Student’s descriptions should show how the location is significant to the issue and define the spatial dimension. Natural and/or cultural features relevant to the issue should be identified and the effects of the issue on people and the environment described. Different viewpoints held in relation to the issue Students need to demonstrate a relatively complex understanding of different viewpoints. This will require access to a range of detailed resources; the provision of resources is commented on in the Conditions of Assessment. Two or three different viewpoints would be sufficient to meet the requirements of the standard. How viewpoints change over time The approach to this aspect will be determined by the issue selected. If the issue is in its very early stages and viewpoints show no evidence of change, students could explain factors that may result in change. Alternatively they could focus on which groups/individuals are likely to change their viewpoint; in this sense they will be providing a hypothetical answer.  The focus of understanding is that viewpoints can and do change over time for a variety of reasons.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **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** | | --- | --- | --- | | * Explain aspects of a contemporary New Zealand geographic issue. | * Explain, in depth, aspects of a contemporary New Zealand geographic issue. | * Comprehensively explain aspects of a contemporary New Zealand geographic issue. |  Explanatory Notes  1. This achievement standard is derived from the Level 7 Geography achievement objectives from the Social Sciences learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the 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) for the relevant learning area.   1. *Explain aspects of a contemporary New Zealand geographic issue* involves:    * describing the nature of the contemporary geographic issue    * explaining the different viewpoints individuals (or groups) hold in relation to the issue    * describing how those viewpoints change over time    * explaining the strength(s) and weakness(es) of different courses of action to address the issue    * providing a recommended course of action with a reason(s).   *Explain, in depth, aspects of a contemporary New Zealand* *geographic issue* involves:   * + explaining, in detail, the different viewpoints individuals (or groups) hold in relation to the issue using specific information   + explaining how those viewpoints change over time   + explaining, in detail, the strength(s) and weakness(es) of different courses of action   + justifying a recommended course of action with detailed reasons.   *Explain, comprehensively, aspects of a contemporary New Zealand* *geographic issue* involves:   * + fully explaining the different viewpoints individuals (or groups) hold in relation to the issue using specific information and incorporating beliefs, values, and/or perspectives. This includes the use of geographic terminology and concepts   + explaining, in detail, how those viewpoints change over time   + fully explaining the strength(s) and weakness(es) of different courses of action   + fully justifying a recommended course of action giving detailed reasons demonstrating why the chosen course of action is better than any other course of action.  1. *Aspects of a geographic issue* refer to the nature of the contemporary geographic issue, viewpoints that relate to the issue (and how they change over time), and evaluation of courses of action relating to the issue.   *Contemporary issue* refers to an issue that is affecting people or places now or in the near future.  *Geographic issue* refers to a topic, concern, problem, debate, or controversy related to a natural or cultural environment, which also includes a spatial dimension.  The *contemporary geographic issue* must be a local or national issue within New Zealand. | Assessment resources may be provided by the teacher, and students should be encouraged to provide additional resource material.  Students should explain viewpoints related to a contemporary geographic issue and evaluate courses of action. The contemporary geographic issue must be a local or national issue within New Zealand.  The issue should 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 guidance about suitability of the issue and guidance 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 presenting assessment evidence include:   * 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:** 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. Use of evidence to demonstrate understandings required by the standard Through moderation it is apparent that, while some students provide detailed reports on selected contexts, their evidence needs to clearly demonstrate the specific geographic understandings required by the standard.  Students need to understand the focus of the standard to enable them to select and apply the most appropriate evidence. Teachers could ensure that:   * contexts selected are distinctly geographic in nature * the spatial dimension is clearly defined * only relevant case study evidence that directly relates to the standard is used * the assessment activity clearly states what is required to meet each level of achievement.   Other quantitative indicators are the phrases ‘a variety of’ and ‘a combination of’ which are used in the research standards to indicate that several different methods of collecting and presenting data are required. Explanatory Notes specify this further, for example in 91244 the standard states ‘a combination of spatial, statistical and visual data’. |