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| **The Curriculum** | **AS91246 (2.7) Explain aspects of a geographic topic at a global scale (Version 2) 3 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Seven Achievement Objective**   * Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns * Understand how people interact with the natural and cultural environments and that this interaction has consequences   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated May 2015. This document has been updated in its entirety to address new issues that have arisen from moderation.  The Conditions of Assessment provide guidance in relation to the input from the teacher relating to topic selection and provision of resources. It is strongly recommended that the resources include evidence to enable a spatial or temporal pattern to be fully described. These resources could be world maps and or statistical evidence which clearly illustrate the spatial and/or temporal pattern. Selection of a geographic topic The topic needs to be clearly geographic in nature, and relate to the ‘Place and Environment’ conceptual strand of the New Zealand Curriculum. Sociological topics could distract students from approaching the topic from a geographic perspective, applying geographic concepts and using geographic terminology. Evidence of the global spatial dimension must be explicit throughout the report.  For example: the topic of human trafficking could be tightly defined to focus on a clustered and/or concentrated spatial pattern of origin regions. To reflect the geographic perspective and demonstrate a people/environment interaction, this could then be explained as a consequence of poverty resulting from environmental conditions. A description of a spatial or temporal pattern on a global scale using geographic terminology and concepts Spatial patterns are the most commonly used at this level. However, an issue arises when students are instructed to draw their own maps to illustrate a spatial pattern. Often no discernible pattern can be identified and this impacts on the second aspect identified in Explanatory Note 2. Cause(s) that contribute to the pattern One cause or multiple causes that contribute to the pattern can be explained. If a single cause is selected it will need to be relatively complex, e.g. development, climate etc. to enable the student to provide in depth and full explanations.  A causal relationship between the factor and/or process and the identified pattern needs to be explicit in the explanation. Conceptual understandings of pattern, process, interaction, etc. are fundamental to this standard. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Explain aspects of a geographic topic at a global scale. | * Explain, in detail, aspects of a geographic topic at a global scale. | * Explain, comprehensively, aspects of a geographic topic at a global scale. |   **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 geographic topic at a global scale* involves:    * describing a spatial or temporal pattern of the geographic topic    * explaining the cause(s) that contribute to this pattern    * explaining the significance of the topic for people.   *Explain, in depth, aspects of a geographic topic at a global scale* involves:   * + describing, in detail, a spatial or temporal pattern of the geographic topic using geographic terminology and concepts   + explaining, in detail, the cause(s) that contribute to this pattern   + explaining, in detail, the significance of the topic for people.   *Explain, comprehensively, aspects of a geographic topic at a global scale* involves:   * + fully describing a spatial or temporal pattern of the geographic topic using geographic terminology and concepts   + fully explaining the cause(s) that contribute to this pattern   + fully explaining, showing insight, the significance of the topic for people.  1. *Aspects of a geographic topic* refer to a pattern in the topic, the causes of the pattern, and the effects of the topic on people’s lives in different parts of the world.   *Global* refers to regions or nations across different continents or hemispheres.  *Pattern* refers to a definite spatial or temporal arrangement.  *Causes* refer to the factors (circumstances that contribute to the pattern) and/or processes (a sequence of events) that caused the pattern.  *Geographic topic* refers to a natural and/or cultural topic and/or study which has a global spatial dimension. | Assessment resources may be provided by the teacher, and students should be encouraged to provide additional resource material.  Students should explain 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 guidance about suitability of the topic and guidance 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:   * 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:** 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. 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. |