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| **The Curriculum** | **AS91428 (3.3) Analyse a significant contemporary event from a** (as at Nov 2016) **geographic perspective (Version 1) 3 credits**  | **Conditions of Assessment** |
| **Level Eight Achievement Objective*** Understand how people’s diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| * Analyse a significant contemporary event from a geographic perspective.
 | * Analyse, in depth, a significant contemporary event from a geographic perspective.
 | * Analyse comprehensively a significant contemporary event from a geographic perspective.
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**Explanatory Notes**1. This achievement standard is derived from the Level 8 Geography Achievement Objectives, and the values and key competencies 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>.
2. *Analyse a significant contemporary event from a geographic perspective* involves:
* outlining the nature of the event
* explaining the planning and decision making involved in the event
* explaining the social, economic and/or environmental impacts of the event.

*Analyse, in depth, a significant contemporary event from a geographic perspective* involves:* explaining in detail the planning and decision making involved in the event
* explaining in detail the social, economic and/or environmental impacts of the event.

*Analyse comprehensively a significant contemporary event from a geographic perspective* involves:* evaluating the planning and decision making involved in the event
* evaluating the social, economic and/or environmental impacts of the event showing insight.
1. *Significant event* refers to an event of global, national, or regional importance that is planned and may occur in one or more locations.
2. *Contemporary event* refers to an event that has taken place within the last five years.
3. *Geographic perspective* refers to a spatial dimension and the interaction between people and the environment.
 | The significant event may be provided by the teacher but it is preferable that students be encouraged to select an event that is connected to their own lives. The event chosen is a planned event that is significant enough to have a wide impact on the environment – socially, economically, and environmentally. Examples include, but are not limited to, music festivals (Big Day Out), sports events, (World Cup, Olympics) arts festivals (WOMAD), fashion shows, conferences (Pacific Forum), cultural events (Polyfest).Students should be encouraged to collect resource material; however, teacher guidance may be given.The outline of the nature of the event may include location, when it occurred, the purpose of the event, groups of people affected and why it is significant. The planning and decision making involved in the event may include why the location was chosen, what steps were taken to prepare for the event, how the public were notified about the intended event, and consents that were required before the event could occur. The impacts of the event include social, economic, and/or environmental effects and may include the long-term, short-term, positive, and negative effects. Students may use geo-spatial techniques such as Google Earth or GIS to illustrate the location of the significant event and other aspects of the requirements of the standard.**Approaches to Assessment**Suggested approaches to presenting assessment evidence include films, posters, models, story books, speech, essays, newspapers, webpage, annotated maps, blogs and/or PowerPoint presentations.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:**Quality and quantity of student evidence The complexity of student evidence must reflect the appropriate level of the New Zealand Curriculum, e.g. evidence for level 3 NCEA should reflect NZC level 8.The depth of evidence required is indicated by the descriptors used in Explanatory Note 2 for each standard, e.g. describe, explain, analyse, etc.The quantity of evidence is indicated with singular or plural phrases.  |