|  |  |  |
| --- | --- | --- |
| **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   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clarifications**  Updated September 2015. This document has been updated in its entirety to address new issues that have arisen from moderation. Nature of the event When outlining the nature of the event it is important to include evidence that indicates why the event is considered significant. This can be explained through numbers attending, whether it is national/regional, economic importance, etc.  An annotated map with explanatory notes showing the spatial dimension and the interaction between people and the environment could be used to support this aspect. Planning and decision making Explanation of the planning and decision making needs to include the major components of the planning. Ideally the explanation will be show the sequential nature of the planning process. A section called ‘further guidance’ is given in the tasks on TKI identifying these components.  A comprehensive analysis of the event will include an evaluation of the planning and decision making involved. The evaluation needs to clearly focus on judging how effective the planning and decision making was. Impact of the event When explaining and evaluating impacts of the event, students can select from social, economic and/or environmental. They need to focus on at least two of the three and their selection could be determined by the nature of the event. For example: if the event is held in a stadium, social and economic impacts will be more relevant than environmental.  Students will need to be familiar with a range of evaluation techniques/strategies to enable them to effectively evaluate the impact. Strategies could include social cost benefit analysis, sieve analysis, environmental impact assessment, etc. Geographic terminology and concepts When analysing the event from a geographic perspective students need to use geographic terminology and show application and integration of concepts throughout their response.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **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** | | --- | --- | --- | | * 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. |   **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. |