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| **The Curriculum** | **AS91431 (3.6) Analyse aspects of a contemporary geographic issue (Version 1) 3 credits** (as at Nov 2016) | **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. The nature of the issue The contemporary geographic issue must be currently unresolved and have a spatial dimension. With selection of topics that are global in nature, it is advisable to specify the parameters of the issue and define the spatial dimension. These limits will encourage a more in-depth analysis of the issue.  For example, global warming could be more effectively analysed if the focus is on the issue of sea level rising for selected Pacific Islands. How people’s values and perceptions of the issue have led to their responses Two or three people or different groups would provide sufficient evidence for this aspect.  The focus of this aspect is on the response made by people to the geographic issue. Students deal with this aspect best when a more active rather than passive response has been made by the person/group. The analysis requires students to clearly explain how the response is a consequence of the people’s values and perceptions of the issue.  For clarification regarding the concepts of values, perceptions and perspectives refer to the Teaching and Learning Guides, these can be accessed through the [NZQA Geography subject page](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/levels/). Propose and justify a suitable course of action To justify the proposed solution students must consider alternatives. A justification should examine short and long term implications of the solution and alternatives, to show why the proposed course of action is considered best. When justifying the proposal a range of environmental, economic, social, political impacts could be considered. Students may consider a compromise or a multifaceted approach to be implemented over the long term.  A full justification of the solution will show comprehensive understanding of the issue and possible alternatives in a response that uses clarity of argument and detailed evidence. Geographic terminology and concepts When analysing aspects of a geographic issue, students need to use geographic terminology, and show application and integration of concepts throughout their response.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newletters:**  AS91431 – Geographic Issue can be based anywhere in the world, this does not mean that a global spatial dimension is needed, and therefore a global approach is not recommended. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Analyse aspects of a contemporary New Zealand geographic issue. | * Analyse, in depth, aspects of a contemporary New Zealand geographic issue. | * Comprehensively analyse aspects of a contemporary New Zealand geographic issue. |   **Explanatory Notes**   1. This achievement standard is derived from the second Level 8 Geography Achievement Objective from the Social Sciences learning area, and the key competencies on pages 12-13 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 aspects of a contemporary geographic issue* involves:    * explaining the nature of the contemporary geographic issue    * explaining how people’s values and perceptions of the issue have led to their responses    * proposing a suitable course of action to address the issue and justifying the proposed solution.   *Analyse, in depth, aspects of a contemporary geographic issue* involves:   * + explaining in detail, how people’s values and perceptions of the issue have led to their responses   + proposing a suitable course of action to address the issue and providing a detailed justification of the proposed solution.The justificationdemonstrates why the chosen course of action is better than the alternatives.   *Analyse comprehensively aspects of a contemporary geographic issue* involves:   * + fully explaining how people’s values and perceptions of the issue have led to their responses   + proposing a suitable course of action to address the issue and providing a full justification of the solution showing insight. The full justification is an in-depth response that uses clarity of argument and holistic understanding to demonstrate why one course of action is better than the alternatives.  1. Justifying the proposed solution includes consideration of at least one alternative solution. 2. *Aspects of a contemporary geographic issue* refers to the nature of the contemporary geographic issue and the values and perceptions that relate to the issue. 3. *Contemporary issue* refers to an issue that is currently affecting people or places and that is unresolved. 4. *Geographic issue* refers to a topic, concern, problem, debate, or controversy related to a natural and/or cultural environment, which includes a spatial dimension. | The contemporary geographic issue may be based anywhere in the world, however, choice may be limited by the requirement to explain how values and perceptions have led to responses for the different groups involved.  Students are encouraged to choose their own issue in consultation with the teacher about its suitability. Some assessment resources may be provided for the students, by the teacher. Students should collect additional resource material.  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, speech, essays, newspapers, role plays, webpage, podcast, blogs and/or PowerPoint presentations.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **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.  For example, the Geographic Issues standards (91012, 91245 and 91431) focus on a contemporary issue. This means that current resource material is required. Students need to have a clear understanding of the aspects of the issue to ensure that they can make informed judgements about courses of action and justify a recommendation. 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. For further information regarding 91012, 91245 and 91431 see the Explanatory Notes and [clarification documents.](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/clarifications/) 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. |