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| **The Curriculum** | **AS91432 (3.7) Analyse aspects of a geographic topic at a global scale (Version 1) 3 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Eight Achievement Objectives*** Understand how interacting processes shape natural and cultural

 environments, occur at different rates and on different scales, and create  spatial variations.* 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 aspects of a geographic topic at a global scale.
 | * Analyse, in depth, aspects of a geographic topic at a global scale.
 | * Analyse comprehensively aspects of a geographic topic at a global scale.
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**Explanatory Notes**1. This achievement standard is derived from the Level 8 Geography achievement objectives, and the future focus themes, of *The New Zealand Curriculum*, Ministry of Education, Learning Media, 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 geographic topic at a global scale* involves:
	* describing the pattern using geographic terminology
	* explaining the factors and/or processes that contribute to the pattern
	* explaining the social and economic significance of the topic for people.

*Analyse, in depth, aspects of a geographic topic at a global scale* involves:* + explaining, in detail, the factors and/or processes that contribute to the pattern
	+ explaining, in detail, the social and economic significance of the topic for people.

*Analyse comprehensively aspects of a geographic topic at a global scale* involves:* + fully explaining the factors and/or processes that contribute to the pattern
	+ evaluating the social and economic significance of the topic for people showing insight.
1. *Global* refers to regions or nations across different continents or hemispheres.
2. Patternrefers to a definite spatial or temporal arrangement.
3. *Geographic topic* refers to a natural and/or cultural study that has a global spatial dimension.
 | The teacher may provide the global topic or a selection of issues from which students may choose. If students are choosing their own global topics the teacher should give guidance about suitability of the topic and guidance about where to access information.Some assessment resources may be provided by the teacher, with students providing additional resource material.Students may use geospatial techniques to support their explanation of the factors and/or processes that contribute to the global pattern.**Approaches to Assessment**Suggested approaches to presenting assessment evidence include films, posters, models, essay, story books, speech, newspapers, role plays, annotated map, 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:**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.Resource material and higher level thinkingWith 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.    |