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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.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated September 2015: This document has been updated in its entirety to address new issues that have arisen from moderation. Geographic topic and conceptual understanding It is important that the selected topic is geographic in nature, has a global spatial dimension and clearly defined parameters. The global spatial dimension must be explicit throughout the analysis. A very broad topic such as ‘water availability’ may be difficult to comprehensively analyse. Focusing on one aspect such as access to safe water would make this topic more manageable.  While detailed topic knowledge is needed, application of this evidence should demonstrate understanding of selected aspects identified in Explanatory Note 2 of the standard. Conceptual understandings of pattern, process, interaction, etc. are fundamental to this standard and should be applied and integrated throughout the response. Describe the spatial or temporal pattern Students need to identify a spatial or temporal pattern and describe it using geographic terminology. The quality of the description must reflect the complexity indicative of level 8 of the New Zealand Curriculum. Maps, graphs, etc. could be used to support the description, and these resources can be provided by the teacher.  The description of the pattern will continue to be developed as students explain the contributing factors and/or processes. Factors and/or processes contributing to the pattern Explicit links are required between the factors and/or processes and the pattern, on a global scale. This aspect of the analysis needs to focus on the identified pattern. Primary factors contributing to the pattern should be included in the explanation; for example, geological factors should be considered as a major contributor to a pattern of diamond mining/ Social and economic significance of the topic for people Both the social and economic significance need to be explained. Global topic evidence should be integrated throughout to support the explanation/evaluation.  A comprehensive analysis will evaluate the social and economic significance. There needs to be some indication that the impact has been evaluated; compared, judged, assessed, etc. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * 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. |   **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 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. |