

**Internal Assessment Resource**

**Geography Level 1**

This resource supports assessment against Achievement Standard 91012 version 3

**Standard title:** Describe aspects of a contemporary New Zealand geographic issue

**Credits:** 3

**Resource title:** A contemporary New Zealand geographic issue

**Resource reference:** Geography 1.6C

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| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | December 2018To support internal assessment from 2019 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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**Teacher guidelines**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to describe the nature of a contemporary geographic issue occurring within New Zealand, fully describe viewpoints related to that issue showing insight, evaluate courses of action, and make a fully justified recommendation

A contemporary geographic issue refers to an issue that needs to:

* be unresolved at the time of assessment
* include a spatial dimension
* involve a concern, problem, debate or controversy related to a natural or cultural environment.

Ensure the issue selected:

* is contemporary, geographic and set within New Zealand
* has different viewpoints and/or opinions
* has different courses of action to address or resolve the issue.

Students need to be provided with some appropriate resources about the context/issue and should be given the opportunity to collect additional material.

Teachers need to select or offer a choice of a local, regional, or national geographic issues that will engage students.

**Conditions**

Evidence can be presented in different ways to suit a range of teaching and learning styles. Evidence could be presented as a report, an oral presentation, a short video or any other appropriate presentation method chosen by the teacher and/or student.

Care needs to be taken to allow students opportunities to present their best evidence to meet the requirement of the standard.

It is possible for students to collect sufficient evidence for all levels of achievement within 2 to 3 weeks.

Teachers should encourage students to write concisely. It may help if teachers provide students with a guide to an appropriate word length. For example, for this activity a word length of 1500 words should allow all levels of achievement. This could equate to an oral presentation of approximately 4 minutes.

**Resource requirements**

Specific resource requirements will be determined by the geographic issue selected. Students can be provided with background information, for example, maps, timelines and photographs of the location, relevant web links, articles, video media, interviews, etc. The information must be substantial enough for students to comprehensively describe aspects of the contemporary geographic issue.

Students should be given time to research into their selected issue.

**Additional information**

Before beginning this assessment activity, teachers should support students to gain an understanding of the geographic setting and spatial dimension of the selected issue. They could:

* use an atlas or Google Earth to find the location and extent of the area
* use detailed maps to identify natural and cultural features of the area relevant to the issue
* survey stakeholders
* participate in a field trip

While students are not formally required to record this information, they may wish to collate material and refer to it as they complete the assessment activity.

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**Student instructions**

**Introduction**

This assessment activity requires you to describe aspects of a contemporary New Zealand geographic issue.

You will be assessed on the depth of your understanding of the contemporary geographic issue. This includes using detailed evidence from a New Zealand setting, geographic terminology, geographic concepts and insight to describe the nature of the issue, different viewpoints and recommendations to address or resolve the issue.

Teacher note: Insert title of the geographic issue here.

Teacher note: Insert timeframe, including whether research time is available, methods of presenting evidence and conditions of assessment to suit the issue and students

**Task**

***Describe the nature of the geographic issue:***

* Outline what the issue is about.
* Describe the location (an annotated map could be included) of the geographic issue.
* Describe how this location is important to or linked to the issue.
* Describe the natural and/or cultural features/characteristics that are relevant to this issue.
* Describe how the issue affects people and the environment.

***Describe different viewpoints***

Identify at least two different viewpoints on the issue and name individuals and/or groups who hold those viewpoints:

* Fully describe each viewpoint and provide detailed reasons for why that viewpoint is held.
* You must ensure you use specific information, geographic terminology and concepts incorporating the beliefs, values, and/or perspectives of the individuals or groups.

***Strength(s) and weakness(es):***

* Describe in detail the strength(s) and weakness(es) of each of the possible courses of action.

***Make a recommendation:***

* Recommend a course of action.
* Describe in detail the reasons for recommending this course of action.
* Fully describe why this course of action is better than the other courses of action.

**Assessment schedule: Geography 91012 -** A contemporary New Zealand geographic issue

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| **The exemplar evidence statements are taken from an activity (2015) about the Auckland Waterview motorway.** |
| The student describes aspects of a contemporary New Zealand geographic issue.The student:* describes the nature of the geographic issue
* describes the different viewpoints individuals/groups hold in relation to the geographic issue
* describes a strength and a weakness of possible courses of action
* recommends a course of action with a reason.

**For example (partial extracts):***Nature of the Geographic Issue:* *This issue is about the impacts the development of a new motorway will have on the Waterview community.* *“Waterview is an established residential suburb of Auckland. It comprises mostly low- to middle-income people. The land is mainly flat, with some small hills. The area has a number of schools, commercial zones, and facilities servicing the local area. Up to 200 homes will have to be removed, causing dislocation and breakdown of community. Green spaces will be lost to the motorway. Traffic through the area is likely to increase, and noise or air pollution may affect houses or schools nearest to the extension.”**Viewpoints:**“Mere is concerned that if the motorway is built, young people including her son and nephew who will have nowhere to meet because the community hall and part of the park will be lost. This will have a negative impact on her community as it may cause some youth to get into trouble because there will be nothing else for them to do in the local community.”**Course of Action: Leave things as they are.**“Strength: No homes will be destroyed, so people’s lives will not change.**“Weakness: Transport problems such as traffic jams may get worse if the roads stay as they are.**Recommendation:**“I recommend that the council leave things as they are and look at some other way to improve the transport problems. People’s lives will not be disrupted as homes and community facilities will not have to be destroyed.”**The examples above are extracts and indicative samples only* | The student describes, in depth, aspects of a contemporary New Zealand geographic issue.The student:* describes the nature of the geographic issue
* describes in detail the different viewpoints and/or opinions individuals (or groups) hold in relation to the issue, using specific information
* describes in detail a strength and a weakness of each course of action
* supports a recommended course of action with detailed reasons.

**For example (partial extracts):***Nature of the Geographic Issue:* *As for Achieved**Viewpoints:**“Mere is concerned that if the motorway is built, young people will no longer have a place to meet. “My son and his cousin attend boxing training on Thursdays in the hall and they always go to the church youth focus groups”. The motorway will destroy the local community centre and the church hall taking away a focal point for the community. Mere’s viewpoint is concerned as she is worried about the future of the youth in her community. She believes losing these facilities will have a negative impact on her community as it may cause some youth to get into trouble because there will be nothing else for them to do in the local community.”**Course of Action: Leave things as they are.**“Strength(s): People will not lose their homes, and homes near to the motorway extension will not lose their value. This will keep the people affected happy. The community will not lose facilities such as the church hall and community centre. If the scheme were to go ahead, there is no promise that these facilities would be replaced in another location.**“Weakness: Transport problems such as traffic jams may get worse if the roads stay as they are. Commuters who travel into the central city using the roads would not be happy with this as their journey times to and from work would increase. Other groups who use the roads would also be affected, for example, people who deliver goods would not be able to make as many trips in a day and freight costs would go up.”**Recommendation:**“I recommend that the council leave things as they are. People’s lives will not be disrupted. This is the best course of action because it best represents the views of residents, such as Mere. If things stay as they are, the community in Waterview will be left intact. The community hall and church will remain, and the young people will have somewhere to go for their activities. People who have lived in the area also keep their connections with the suburb.”**The examples above are extracts and indicative samples only* | The student comprehensively describes aspects of a contemporary New Zealand geographic issue.The student:* describes the nature of the geographic issue
* fully describes the different viewpoints and/or opinion individuals (or groups) hold in relation to the issue, using specific information and geography terminology and concepts, and showing insight and incorporating stakeholder beliefs, values and/or perspectives
* describes in detail a strength and a weakness of each course of action
* fully supports a recommended course of action with detailed reasons, demonstrating why the chosen course of action is better than the other courses of action.

**For example (partial extracts):***Nature of the Geographic Issue:* *As for Achieved**Viewpoints:**“Mere has a social perspective as she is concerned about the negative impact on the cultural environment of the community if the motorway is constructed. There are a number of community facilities, such as the church hall and the community centre, that are the focal point for many families to meet. Mere has observed that these facilities enable whanau to have somewhere to develop and pass on their culture to younger generations. Her viewpoint is that if these were to be destroyed, then the groups that used these facilities for youth and whānau activities will no longer have anywhere to go. “My son and his cousin attend boxing training on Thursdays in the hall and they always go to the church youth focus groups”. Due to the motorway construction there is a lack of available space and funding in the community that means these facilities are not likely to be rebuilt. Mere’s viewpoint is that this may cause some youth to get into trouble as there will be nothing else for them to do in the local community and “they will hangout around the shops”. The impact of the tunnel on the cultural environment is Mere’s most significant concern.”**Recommendation:**“I recommend that the council leave things as they are because this has the least impact on the cultural environment of Waterview. This course of action best represents the perspectives of people who live in the local community, for example, Mere. Leaving things as they are protects the community and the cultural environment in Waterview. The community centre and the church hall will remain as a focus for the local iwi, youth, and whānau of Waterview.* *“The Government and Transit should consider alternative transport infrastructure that would have less impact on residential neighbourhoods than motorways, such as increased funding for public transport. Building a motorway would mean destroying 200 homes, forcing many people to relocate. Waterview Primary School will not be affected by traffic noise from a motorway, and the school roll will not decline.* *“Leaving things as they are is also better than building an alternative route. An alternative route would still cause a number of homes to be destroyed and force people to move away, which would change the cultural environment of the area. The cost of building an alternative route is estimated to be 1.4 billion, which is significant in comparison to leaving things as they are. Instead, that money could be better spent on a project that benefitted the community, such as renovating the community centre or church.”**The examples above are extracts and indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.