

**Internal Assessment Resource**

**Geography Level 2**

This resource supports assessment against Achievement Standard 91246 version 3

**Standard title:** Explain aspects of a geographic topic at a global scale

**Credits:** 3

**Resource title:** Global geographic topic

**Resource reference:** Geography 2.7C

|  |
| --- |
| 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
 |

|  |  |
| --- | --- |
| 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. Teachers 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. |

**Internal Assessment Resource**

**Achievement standard:** 91246

**Standard title:** Explain aspects of a geographic topic at a global scale

**Credits:** 3

**Resource title:** Global geographic topic

**Resource reference:** Geography 2.7C

**Teacher guidelines**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment regarding this internal achievement standard.

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 comprehensively explain aspects of a geographic topic at a global scale, with a focus on a spatial pattern. This involves identifying and fully describing a spatial pattern of a global geographic topic, fully explaining the factors and/or processes that contribute to the pattern and fully explaining the significance of the global geographic topic for people in different parts of the world.

Teachers should provide a global geographic topic or a selection of topics for students. The selected context for the global geographic topic must clearly be geographic in nature and relate to the ‘Place and Environment’ conceptual strand of the New Zealand Curriculum.

Appropriate global geographic topics could include:

* global water availability
* desertification or deforestation
* disease e.g. HIV/AIDS, malaria
* global fertility
* urbanisation

**Conditions**

Assessment evidence can be presented through methods such as a report, oral presentation, short video, in or any other appropriate presentation method deemed suitable by the teacher.

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

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 2000 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 global geographic topic selected. Assessment resources may be provided by the teacher, and students should be encouraged to provide additional resource material. Teachers should allow students additional time to complete their own research into the selected topic.

**Internal Assessment Resource**

**Achievement standard:** 91246

**Standard title:** Explain aspects of a geographic topic at a global scale

**Credits:** 3

**Resource title:** Global geographic topic with a spatial pattern

**Resource reference:** Geography 2.7C

**Student instructions**

**Introduction**

This assessment activity requires you to explain aspects of a geographic topic at a global scale.

Teacher note: Insert the title of the topic or instruct students to name their topic.

Amend the instructions if a temporal pattern is to be used.

You will fully describe the spatial pattern and fully explain the factors and/or processes that have caused or contributed to the spatial pattern and the significance of your global geographic topic for people.

You should provide detailed evidence from regions or nations across different continents or hemispheres, relevant geographic concepts and terminology throughout your response.

**Task**

**Part 1: The spatial pattern**

Teacher note: pre-teaching could include an activity where students collect and/or source a map illustrating the spatial pattern. This will prepare students for Part1. Possible factors or process that contribute to the pattern could be provided for students to assist with part 2.

Fully describe the spatial pattern of the global geographic topic using correct geographic terminology and concepts. You should also include specific evidence and references to regions or nations across different continents or hemispheres. An annotated map can be used to support your description.

**Part 2: Factors and/or processes that contribute to this pattern.**

Select at least two factors and/or processes and fully explain how each has contributed to the spatial pattern you described. You must clearly show links between the factors and/or processes and the pattern to demonstrate your understanding of the causal relationship. You should include specific evidence and references to regions or nations across different parts of the world.

**Part 3: The significance of your global geographic topic for people.**

Fully explain the significance of the topic for people by explaining how this topic affects communities in different parts of the world. Show insight through your use of geographic terminology, concepts and inclusion of specific evidence.

**Assessment schedule: Geography 91246 - Global geographic topic with a spatial pattern**

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Achievement with** **Merit** | **Evidence/Judgements for Achievement with** **Excellence** |
| Explain aspects of a geographic topic at a global scale.The student:* describes a spatial pattern of the geography topic
* explains the factors and/or processes that contribute to this pattern
* explains the significance of the global topic on people in different parts of the world
* references to regions or nations across different continents or hemispheres are included within each of the above bullet points.

**For example (partial evidence):***There is a cluster of aged population in the continent of Europe, with countries like Italy, Germany, Sweden and Finland with a high percentage of aged population. Other parts of the globe have pockets of aged population such as Australia in the southern hemisphere, and Canada in the western hemisphere.**Factors and processes**Key drivers may be considered: fertility, mortality (health), migration, political decisions/stability…**One of the reasons for the cluster of ageing population is the post war baby boom. After WWII there was an increase in the number of babies being born in Europe and Commonwealth countries such as Australia and Canada.**The cluster in Europe can also be linked with better life expectancy. As healthcare technology improves, people live longer and life expectancy increases. High levels of ageing population and life expectancy occur in the countries of Europe such as UK, Italy, Germany, Sweden and Finland. Outside of Europe, there is also high life expectancy in Canada, Australia, and Japan.**Significance**Ageing population is significant for people, it has positive and negative effects.**Ageing population can be seen as positive as retired population are fitter and able to contribute to society for longer, such as giving time to volunteer work in the community. In England there is an organisation called Contact the Elderly, where time is volunteered to spend time with elderly people who live alone. There is also* *Ageing population can be seen as negative because it can reduce employment opportunities for younger people. As life expectancy is increasing, quality of life is also increasing meaning people are staying fitter and working longer, meaning that jobs are not available for the younger population. The retirement age, when people are eligible for a pension is being raised in many of the countries in Europe. In Norway, the retirement age has been raised to 68 and in Germany, the retirement age is being raised year by year with the goal of raising retirement age to 67 by 2029.* *The examples above are indicative samples only* | Explain, in depth, aspects of a geographic topic at a global scale.The student * describes, in detail, a spatial pattern of the geographic topic using geographic terminology and concepts
* explains, in detail, the factors and/or processes that contribute to this pattern
* explains, in detail, the significance of the global topic on people in different parts of the world
* references to regions or nations across different continents or hemispheres are included within each of the above bullet points.

**For example (partial evidence):***Ageing population forms a clustered pattern, with most ageing population in the north eastern hemisphere of the globe. In the north eastern hemisphere, there is a cluster of countries in Europe with a significant ageing population. Countries in this cluster include Italy, Germany, Sweden and Finland all have population with 25-59% of their population over 60 years of age. Also in this cluster are countries such as the UK, Spain, Norway and Ukraine which have 20-24% of their population over 60 years of age.**The country with the most aged population is Japan with over 30% of population over the age of 60. This is in the north eastern hemisphere of the globe in the Asian continent.**Outside of the north eastern hemisphere there are outliers to this pattern, Australia in the south eastern hemisphere has 20-24% of its population over 60 years of age and Canada, in the north western hemisphere has 20-24% of its population over 60.**Factors and processes**One of the reasons for the cluster of ageing population is the economic effects of WWII. After WWII there was an increase in the number of babies being born in Europe. There was a post-war economic boom leading to a feeling of prosperity. In much of Europe in the 1950s and 60s labour market roles were restricted for women to traditionally female roles such as retail and secretarial work. Social pressure and expectation of the role of women kept many women at home to raise a large family In the UK Total Fertility Rate (TFR) was 2.8 in 1946. Germany experienced a later boom with a TFR of 2.8 in 1965. This trend was also reflected in other Commonwealth countries such as Australia, (TFR 3.5 in 1959) and Canada (TFR 3.9 in 1959). This led to a population that was increasing rapidly in these countries.* *Life expectancy is another factor that leads to the cluster of aged population in Europe. Economic development had led to better access to healthcare technology in countries with higher economic development. As access to healthcare technology improves, people live longer and life expectancy increases. The global pattern of life expectancy is very similar to that of ageing population with clusters in Europe and outliers in Japan, Australia and Japan. These patterns reflect levels access to technology and healthcare in these countries. As wealth of a country increases, the population enjoys access to public healthcare, medicines and good nutrition, extending the lives of citizens. Life expectancy is improving globally, and the proportion of ageing population is also increasing. This shows an interaction between life expectancy and ageing population. As life expectancy increases, the ageing population increases and people and living longer.**Significance**Ageing population is significant for people, it has positive and negative effects.**Ageing population can be seen as positive as retired population are in better health and able to contribute to society for longer, such as giving time to volunteer work in the community. In England there is an organisation called Contact the Elderly, where time is volunteered to spend time with elderly people who live alone. In the 2009/10 Time Use Survey in New Zealand it was found that. Older people (aged 65+) spent more time on unpaid work than people at other life stages – 4 hours and 31 minutes a day; young people (aged 12–24 years) spent the least, at 1 hour and 46 minutes.**Ageing population can be seen as negative because it can reduce employment opportunities for younger people. Employment rates for workers aged (55-64) have increased by nearly 10% in the decade to 2010. As life expectancy is increasing, quality of life is also increasing meaning people are staying fitter and working longer, meaning that jobs are not available for the younger population. The retirement age, when people are eligible for a pension is being raised in many of the countries in Europe. In Norway, the retirement age has been raised to 68 and in Germany, the retirement age is being raised year by year with the goal of raising retirement age to 67 by 2029.Population ageing puts pressure on society because there is a smaller proportion of society earning to support the aged and youthful population. The dependency ratio shows the ratio between working aged people and aged population (65 and over). The highest dependency ratios are seen in Europe and Japan. For example, in Japan the ratio is 36, meaning there are fewer than 3 working aged people to support each person in old age. This is significant economically because as people age, they are no longer working to support themselves, they also have an increasing need of health services as they age. These costs need to be covered by the working population.**The examples above are indicative samples only* | Explain, comprehensively, aspects of a geographic topic at a global scale.The student:* fully describes a spatial pattern of the geographic topic using geographic terminology and concepts
* fully explains the factors and/or processes that contribute to this pattern
* fully explains, showing insight, the significance of the global topic for people
* references to regions or nations across different continents or hemispheres are included within each of the above bullet points.

**For example (partial evidence):***Ageing population, or the percentage of a countries population over the age of 60 years, forms a cluster in Europe with outliers in Japan, Canada and Australia. There is a cluster of countries in Europe with a large proportion of ageing population formed by a number of countries which share borders. Within this cluster there are varying degrees of aged population, for example, in the region of Northern Europe, there is a concentration of aged population. Sweden and Finland both have population with 25-59% of their population over 60 years of age. Also in this cluster are countries such as the UK, Spain, Norway and Ukraine which have 20-24% of their population over 60 years of age.**There are a few outliers to this spatial pattern. Most of the world’s population over 60 is in the north eastern hemisphere of the globe. The county with the highest proportion of aged population in 2018 is Japan with over 30% of the population over 60. Australia in the south eastern hemisphere has 20-24% of its population over 60 years of age and Canada, in the north western hemisphere has 20-24% of its population over 60.**This pattern has formed in countries that are considered to be more economically developed nations and are socially and politically stable countries and clearly reflects levels of economic development.**Factors and processes**The post war baby boom has led to the cluster of countries with a high proportion of aged population in Europe. After the war, soldiers returned home and here was a time of settled peace. The stable and positive social and economic environment of this period led to an increase in birth rate from the 1940s to 1960s in countries like Australia, Canada and the UK. The post war baby boom occurred a little later in countries like Germany who were negatively affected economically by WWII, the peak in Germany’s TFR occurred in 1965 when it reached 2.8 births per woman. Another factor which has led to the cluster of aged population in Europe is a declining fertility rate after the post war baby boom. This has led to a change in the demographic structure of the country with a smaller proportion of the population in the working age group, since 1980, Europe’s fertility rate has dropped below 2.1 which is the replacement rate for a population. This has led to a declining population in some countries, for example Germany which had a fertility rate of 1.7 in 2017. This change in total fertility rate has led to a bulge in the population pyramid of this cluster of countries in Europe and it is this large proportion of the population aged 65+ has led to a high dependency ratio in countries with ageing population.**The post war baby boom also contributed to the aged population in Japan. After the war there was a rapid increase in fertility, up to 4.54 births per woman in 1947, this led to a rapidly increasing population. However, this fertility rate quickly declined, leading to a bulge in the population pyramid. This has led to the declining population in Japan, as the birth rate is below replacement rate of 2.1. This shows how a change in social and economic factors can lead to demographic changes in a population.**Significance**Ageing population is significant for people, it has positive and negative effects.**Ageing population can be seen as positive in the short term as retired population are healthier, more active and are able to contribute to society for longer, for example, giving time to volunteer work in the community. In England there is an organisation called Contact the Elderly, where time is volunteered to spend time with elderly people who live alone. In the 2009/10 Time Use Survey in New Zealand it was found that. Older people (aged 65+) spent more time on unpaid work than people at other life stages – 4 hours and 31 minutes a day; young people (aged 12–24 years) spent the least, at 1 hour and 46 minutes.**Ageing population can be seen as negative because it can reduce employment opportunities for younger people. As life expectancy is increasing, quality of life is also increasing meaning people are staying fitter and working longer, meaning that jobs are not available for the younger population. The retirement age, when people are eligible for a pension is being raised in many of the countries in Europe. In Norway, the retirement age has been raised to 68 and in Germany, the retirement age is being raised year by year with the goal of raising retirement age to 67 by 2029.* *Population ageing puts pressure on society because there is a smaller proportion of society earning to support the aged and youthful population. Core-age or working population (aged 25-54) has decreased in the EU over the last decade from 64.1% to 63.7%. This is significant economically because it is this proportion of the population that are working to support the non-working population. As people age, they are no longer working to support themselves, they also have an increasing need of health services as they age. These costs need to be covered by the working population.* *Another cost for the working population is the pension, some governments are combating this by raising the age of retirement. This has both social and economic significance. Many governments, with the rise of ageing population have been forced to raise the age of eligibility for the pension to keep workers in the workforce longer. For example, in 2018, France’s retirement age was lifted from 60 to 62, in Britain, retirement age is being lifted in steps and is set to rise up to 68 by 2046, and Germany is also gradually raising retirement age from 64 to 67 which started in 2012. This shows that ageing population has an economic significance as governments are needing to change economic policy to cope with the cost of having an ageing population. Raising the retirement age also has significance for people because there can be a feeling of resentment among the working population as the higher paying jobs are held onto by more experienced and older members of society. Many have protested these plans as there is a feeling of entitlement for those who have spent their working lives aiming towards a goal of retirement, and this is now shifting [student may use a quote to illustrate this].**The examples above are 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.