



Name: _____

LEVEL 3 GEOGRAPHY

COURSE BOOKLET



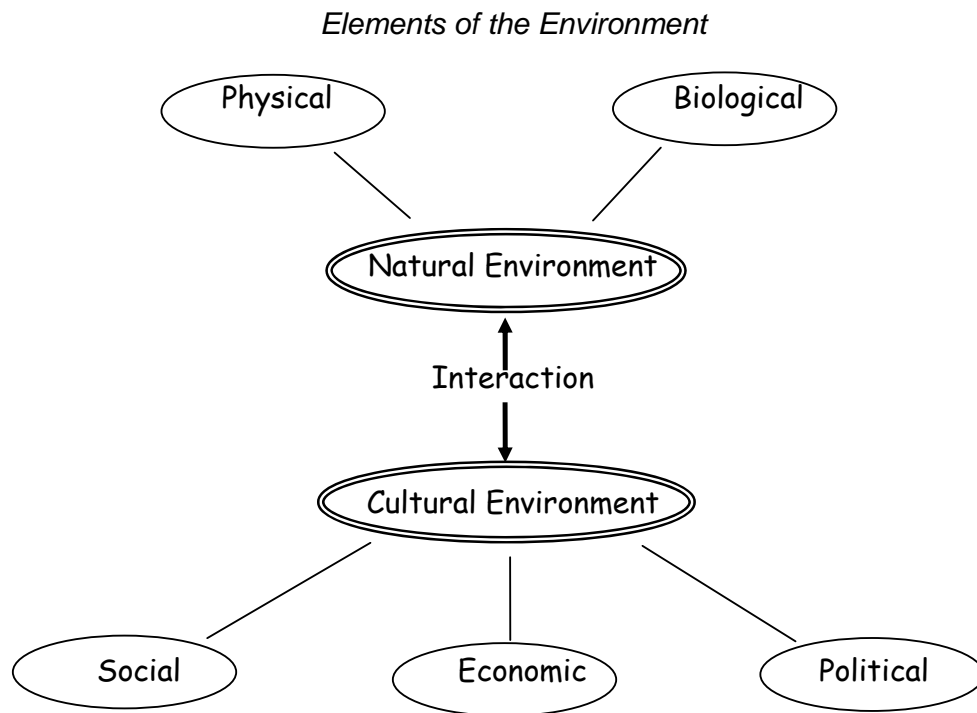
Welcome to Level 3 Geography !

The Aims of School Geography

Geography aims, through its integrative approach, to foster a balanced view of and respect for the environment at all scales, from the local to global. Students are helped to understand the factors that have influenced their heritage, that currently influence them, and that are relevant to today's environmental and planning issues.

The Geographer's View of the Environment

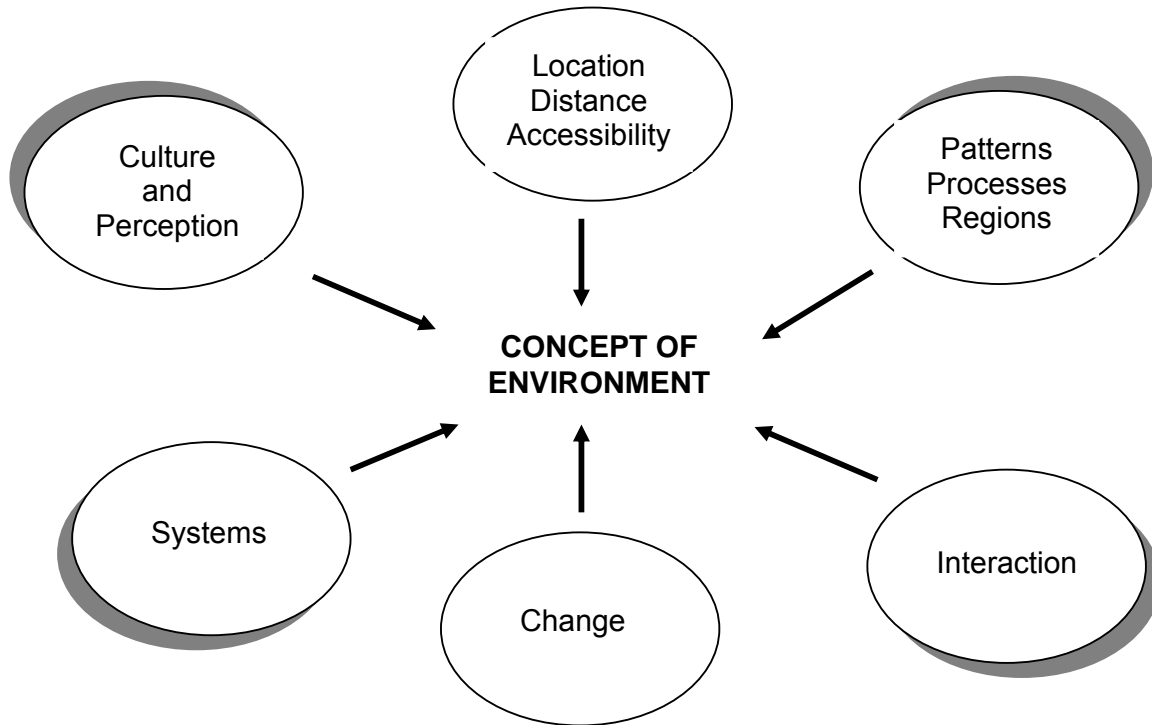
The environment is a set of natural and cultural phenomena interacting together to constitute the conditions at a place and time.



The natural environment includes a variety of physical and biological phenomena. The cultural environment includes a variety of social, economic, and political phenomena. Geography is concerned with the interaction of any of these phenomena at a particular location, time, and scale. It examines the processes of interaction and the resulting patterns.

Important Geographic Ideas (IGI's)

These help geographers to give order and meaning to the world or environment around them. These will come up during the course of your studies this year.



INTERNAL ASSESSMENT: THE RULES

Internal assessment has to be fair.

This is a responsibility of both teachers and students. Teachers have to ensure that the tasks they set give a good opportunity for you to demonstrate how well you can meet the Achievement Standard, are comparable to other schools, and that their marking systems are fair. They must also ensure that some students are not unfairly advantaged over others. You have a responsibility to ensure that the work you produce is your own.

To ensure this happens, you need to be aware of the school guidelines as they apply to internally assessed work at St Peter's College. These are in the 'NCEA Information' booklet given to you at the start of the year. In summary, these guidelines cover:

1. Due dates, late work and absences

Except for circumstances clearly beyond your control, late work – even if only one day late – will **not** be assessed for NCEA.

If you think you may have a justifiable reason for late work and seeking an extension, it is your responsibility to apply in writing in advance to your class teacher on the 'Application for Late Submission of Work' form on the first appropriate day after the assignment was due (or before if the reason can be anticipated).

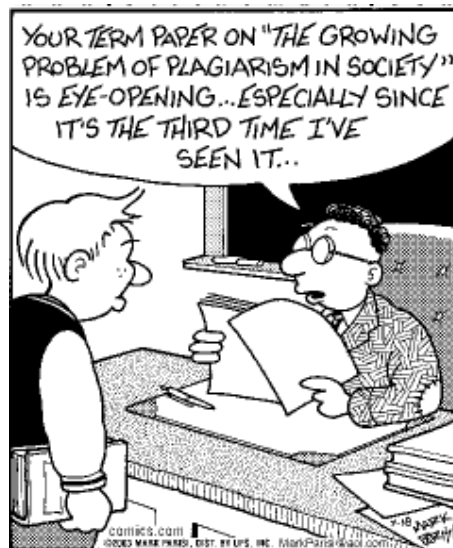
2. Appeals against a grade

You have a right to appeal if you think you have been unfairly disadvantaged through the marking process. This must be within THREE days of receiving back the work in question. The first person you talk to about it is your class teacher. If you still disagree, you discuss it with the HOD. If it is still unresolved, you need to complete the 'Formal Appeal of Marked Work' form and the NCEA Co-ordinator will investigate.

3. Cheating

Before accepting your work for assessment, a teacher must be sure that the work is your own. If cheating is in any way suspected several teachers, including the NCEA Co-ordinator will investigate. If cheating is confirmed, severe disciplinary procedures will result. You will receive no credit for the work.

Similarly, if you assist another student to cheat (such as offering them your work to copy), you will be subject to the same action as if you had cheated yourself



Level 3 Geography Assessment Programme

In geography you will be working towards gaining Level Three credits for the National Certificate of Educational Achievement.

The work you do throughout the year will be assessed in two different ways:

- Internal assessment – assignments and activities carried out throughout the year
- External assessment – an exam sat at the end of the year.

You can also gain different grades for each achievement standard: **Achieved, Achieved with Merit, Achieved with Excellence**. The grade you achieve is determined by the quality of your work as measured against national standards.

Outlined below are the Level Three geography achievement standards, the credit weighting of each and how they are assessed.

SEMESTER ONE	Number	Title	Credits	Assessment Mode
	3.1	Analyse natural processes in the context of a geographic environment	4	External
	3.3	Explain the contribution of geography to planning and decision-making processes	3	Internal
	3.4	Select and apply skills and ideas in a geographic context	4	External (note this is offered in both semesters)
	3.6	Analyse a contemporary geographic issue and evaluate courses of action	3	Internal

SEMESTER TWO	Number	Title	Credits	Assessment Mode
	3.2	Analyse a cultural process	4	External
	3.4	Select and apply skills and ideas in a geographic context	4	External (note this is offered in both semesters)
	3.5	Carry out geographic research with consultation	3	Internal
	3.7	Analyse a global geographic study	3	Internal

YEAR 13 PLANNER

TERM 1	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Introduction What is Geography Skills	Analyse a geographic environment, focusing on the interacting natural processes (Coastal Processes)								
ASSESSMENT								Geographic Issue 3.6		

TERM 2	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Analyse a geographic environment, focusing on the interacting natural processes (Coastal Processes)		Analyse the role of geography in planning and decision-making				SEMESTER 2	Analyse a cultural process		
ASSESSMENT		Test 3.4				Planning & Dec Assessment				

TERM 3	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Analyse a cultural process									EXAMS
ASSESSMENT		Geographic Research 3.5					Global Study 3.7			

TERM 4	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Analyse a cultural process					EXAM LEAVE				
ASSESSMENT										

What do I want to get out of Geography?

Why I decided to study Geography	
Goal(s)	
What I need to do to reach my goal(s)	
What my teacher can do to help me reach my goal(s)	

Summary of Requirements for Level 3 Standards

Geography 3.1 (90701)

Analyse natural processes in the context of a geographic environment

Level 3 Credits 4 Assessment External

This achievement standard involves analysing natural processes in the context of a geographic environment.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse natural processes in the context of a geographic environment. 	<ul style="list-style-type: none"> Analyse, in detail, natural processes in the context of a geographic environment. 	<ul style="list-style-type: none"> Comprehensively analyse natural processes in the context of a geographic environment.

Explanatory Notes

Assessment will involve a selection from the following:

- the size and extent of the geographic environment and the natural features of this geographic environment
- natural processes that operate (and may interact) in the geographic environment
- the distribution and formation of the natural features
- spatial and temporal variations in the operation of natural processes in the geographic environment
- human actions that modify natural processes, and the outcomes.

Terms

- analyse* means to examine and explain the component parts and their relationship to determine the nature of the natural processes and the geographic environment
- in detail* relates to depth or breadth, which can be quantitative or qualitative
- comprehensively* relates to depth and breadth, which can be quantitative and/or qualitative
- natural features* may include landforms, vegetation and soils
- spatial variations* refers to differences in the pattern of location of processes or features
- temporal variations* refers to how features or processes vary over time, either sequentially or in relation to an event.

Māori concepts include, but are not limited to:

- Aroha
- Kōrero Pūrākau
- Mana
- Taonga
- Tino Rangatiratanga
- Waiata Tawhito.



Geography 3.3 (90703)

Explain the contribution of geography to planning and decision-making processes

Level 3 Credits 3 Assessment Internal

This achievement standard involves analysing planning and decision-making processes and explaining the contribution of geography to them.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Analyse the planning and decision-making processes.Explain the contribution of geography to the planning and decision-making processes.	<ul style="list-style-type: none">Analyse, in detail, the planning and decision-making processes.Explain, in detail, the contribution of geography to the planning and decision-making processes.	<ul style="list-style-type: none">Comprehensively analyse the planning and decision-making processes.Explain and evaluate the contribution of geography to the planning and decision-making processes.

Explanatory Notes

Terms

- analyse the planning and decision-making processes* means to examine and explain the component parts and their relationship to determine how final decisions are reached
- in detail* relates to depth or breadth, which can be quantitative or qualitative.
- comprehensively* relates to depth and breadth, which can be quantitative and/or qualitative
- planning and decision-making processes* may include but is not limited to: accessing supporting data, identifying legislative constraints, determining the affected parties, describing the consultative process, and reaching a decision
- explain* means to give reasons for, account for, justify, compare, and/or clarify
- evaluate* refers to making judgements about the role and/or value of geography to the planning and decision-making processes. *Explain* may include: give reasons for, account for, justify, compare, clarify.

Māori concepts include, but are not limited to:

- Aroha
- Kaitiakitanga
- Manaakitanga
- Tikanga
- Tino Rangatiratanga.

Geography 3.4 (90704)

Select and apply skills and ideas in a geographic context

Level 3 Credits 4 Assessment External

This achievement standard involves selecting and applying skills and ideas in a geographic context.

Achievement Criteria

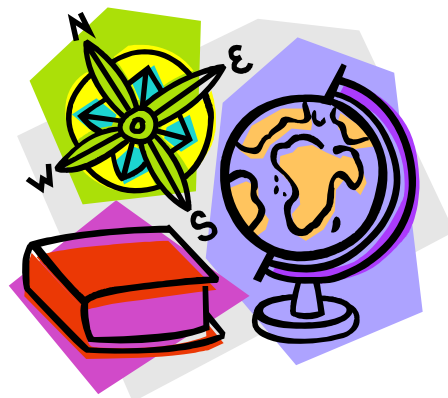
Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Select and apply skills and ideas in a geographic context.	<ul style="list-style-type: none">Select and apply, in detail, skills and ideas in a geographic context.	<ul style="list-style-type: none">Select and apply, comprehensively, skills and ideas in a geographic context.

Explanatory Notes

Assessment will be selected from a wide variety of resource materials, suitable to Year 13.

Terms

- Skills and ideas* refers to the Year 13 thinking, practical and valuing skills, and geographic ideas.
- Geographic context* refers to complex situations drawn from the specified syllabus settings.
- In detail* relates to depth or breadth, which can be quantitative or qualitative.
- Comprehensively* relates to depth and breadth, which can be quantitative and qualitative.



Geography 3.6 (90706)

Analyse a contemporary geographic issue and evaluate courses of action

Level 3 Credits 3 Assessment Internal

This achievement standard involves analysing the geographic nature of, and viewpoints relating to, a contemporary issue. It also includes evaluating courses of action and making a recommendation.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Analyse the geographic nature of a contemporary issue.Explain viewpoints that relate to the issue.Evaluate courses of action and make a justified recommendation.	<ul style="list-style-type: none">Analyse, in detail, the geographic nature of a contemporary issue.Explain, in detail, viewpoints that relate to the issue.Evaluate, in detail, courses of action and make a justified recommendation.	<ul style="list-style-type: none">Analyse, in detail, the geographic nature of a contemporary issue.Comprehensively explain viewpoints that relate to the issue.Comprehensively evaluate courses of action and make a fully justified recommendation.

Explanatory Notes

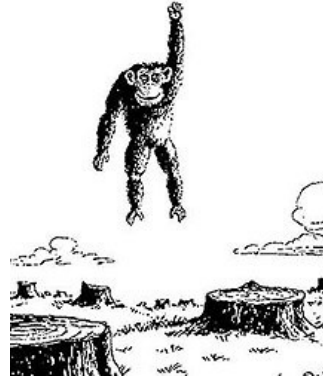
Terms

- analyse* means to examine and explain the component parts, and their relationship to determine the geographic nature of an issue
- the *geographic nature* of an issue relates to its location, and its effect on people and the environment. It may include discussion of the nature of the arguments (eg political, economic, social, environmental), and geographic ideas
- a *contemporary issue* is one that has implications for people now and/or in the future
- explain viewpoints* requires an explanation of why people or groups hold a particular viewpoint
- in detail* relates to depth or breadth, which can be quantitative or qualitative
- comprehensively* relates to depth and breadth, which can be quantitative and/or qualitative
- courses of action* refer to responses to the issue that may bring about resolutions
- evaluate* means to assess the strengths and weaknesses of the different courses of action
- a *justified recommendation* demonstrates why the chosen course of action is better than the alternatives

- a *fully justified recommendation* 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.

Māori concepts include, but are not limited to:

- Kaitiakitanga
- Mana whenua
- Tino Rangatiratanga.



Geography 3.2 (90702)

Analyse a cultural process

Level 3 Credits 4 Assessment External

This achievement standard involves analysing a cultural process.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Analyse a cultural process.	<ul style="list-style-type: none">Analyse, in detail, a cultural process.	<ul style="list-style-type: none">Comprehensively analyse a cultural process.

Explanatory Notes

Assessment will involve a selection from the following:

- the operation of the cultural process
- spatial and temporal variations found in the cultural process
- factors that have brought about change in the cultural process
- effects of the cultural process on people and places.

Terms

- analyse* means to examine and explain the component parts and their relationship to determine the nature of the cultural process
- in detail* relates to depth or breadth, which can be quantitative or qualitative
- comprehensively* relates to depth and breadth, which can be quantitative and/or qualitative
- spatial variations* refers to differences in the pattern and location in the operation of the process
- temporal variations* refers to how the cultural process has varied over time
- factors may include political, social, economic, cultural, historical, environmental.



Geography 3.5 (90705)

Carry out and present geographic research with consultation

Level 3 Credits 3 Assessment Internal

This achievement standard involves planning, carrying out and presenting geographic research with consultation, selecting and discussing geographic ideas relevant to the research topic and/or findings, and evaluating the research process.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Carry out geographic research with consultation, and present a research report.• Select and discuss a geographic idea relevant to the research topic and/or findings.• Evaluate the research process or findings.	<ul style="list-style-type: none">• Carry out, in detail, geographic research with consultation, and present a research report.• Select and discuss geographic ideas relevant to the research topic and/or findings.• Evaluate the research process and findings.	<ul style="list-style-type: none">• Carry out, comprehensively, geographic research with consultation, and present a research report.• Select and discuss, in depth, geographic ideas relevant to the research topic and/or findings.• Critically evaluate the research process and findings.

Explanatory Notes

Assessment will be in the context of one topic and must allow for the collection of data from the field.

Consultation: The research process is primarily student driven. *Consultation* should involve the initial setting of parameters within which the research is to take place, and teacher guidance on ethical practice and methodology through milestone reporting or when a student initiates discussion.

Terms

- *geographic research* is research into a topic that has a spatial component and is connected with people and the environment, and involves
 - planning
 - collecting data
 - recording and processing data. This may involve graphs, maps, tables, diagrams, and appropriate conventions must be used.
 - interpreting the data to reach conclusionsPlanning and the collection of data may be done individually or in groups

- *a research report* includes recorded and processed data, conclusions, discussion of geographic ideas, and an evaluation
- *in detail* relates to depth or breadth, which can be quantitative or qualitative
- *comprehensively* relates to depth and breadth, which can be quantitative and/or qualitative
- *in depth* refers to clarity of argument and holistic understanding
- *evaluate* means making judgements about the strengths and weaknesses of the research process and/or discuss the validity of their findings
- *critically evaluate* is the ability to develop an evaluation further by examining alternative methods or approaches to research and discussing the implications of such alternatives.

Students are expected to select and discuss more than one geographic idea relevant to the research for achievement with merit and achievement with excellence.

Geography 3.7 (90707)

Analyse a geographic topic at a global scale

Level 3 Credits 3 Assessment Internal

This achievement standard involves analysing the pattern(s) and process(es) within a geographic topic at a global scale, and how they are significant for people.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Analyse the pattern(s) and process(es) within a geographic topic at a global scale.Explain how a geographic topic at a global scale is significant for people.	<ul style="list-style-type: none">Analyse, in detail, the pattern(s) and process(es) within a geographic topic at a global scale.Explain, in detail, how a geographic topic at a global scale is significant for people.	<ul style="list-style-type: none">Comprehensively analyse the pattern(s) and process(es) within a geographic topic at a global scale.Comprehensively explain how a geographic topic at a global scale is significant for people.

Explanatory Notes

Terms

- analyse* means to examine and explain the component parts and their relationship to determine the geographic nature of the topic at a global scale
- a geographic topic* relates to people and the environment and has a spatial component
- global scale* refers to a theme or topic that relates to regions or nations across different hemispheres
- in detail* relates to depth or breadth, which can be quantitative or qualitative
- comprehensively* relates to depth and breadth, which can be quantitative and/or qualitative.

Māori concepts include, but are not limited to:

- Aroha
- Kaitiakitanga
- Taonga.



GLOSSARY OF MÄORI TERMS

Aroha	<i>love and empathy</i> . It is an attitude and an important cultural value of Māori, derived from a particular Māori view of the natural world and the place of Māori within it. Aroha is an important concept that underpins a Māori environmental management system.
Hekenga	<i>migration</i> occurs to meet the needs of Māori at any one time and in response to outside forces.
Iwi	a <i>tribe</i> who has particular geographical boundaries outlining the region in which they have mana whenua status
Kaitiakitanga	to “ <i>care for</i> ” the environment. It is the sustainable use, management and control of natural and physical resources that are carried out to the mutual benefit of people and resources.
Karakia	<i>incantations</i> or <i>prayers</i> for a specific purpose, such as lifting the tapu off an area of land in order that it may be cultivated.
Koha	the concept of koha is related to manaakitanga and the appropriate acknowledgement of <i>sharing hospitality and/or information</i> . Koha may take the form of food, gifts or more recently money.
Kōrero pūrākau	a <i>legend or story</i> that explains an event or activity.
Mana whenua	the <i>right to use, manage and control land</i> depends on the protection of mana whenua. Mana whenua is based on Ahikā (Iwi maintaining residence in a particular place) and is an important part of tino rangatiratanga (self-determination).
Mana	derived from spirituality, land and ancestral linkages of a person, of people or a taonga and manifests itself as the <i>respect, which is paid to that person, those people or that taonga as a result of the esteem accorded by others</i> . The practice of kaitiakitanga is carried out by Iwi and hapū, through exercising Iwi and hapū Mana, which is embodied in the concept of Tino Rangatiratanga.
Manaakitanga	is a concept that involves <i>hospitality and how visitors are cared for</i> . It is important that such hospitality is acknowledged and reciprocated.
Mihi	is a process of <i>formally acknowledging people</i> you meet, the purpose of the meeting, and the place (where the meeting is being held), through protocols set by the Iwi.
Taonga	is a <i>resource either physical or cultural</i> that can be found in the environment (including features within the environment e.g. lakes, mountains, rivers, also including people, te reo, whakapapa, etc.).

Tapu/noa	is the state of being <i>sacred or special</i> . All taonga are tapu. The tapu of taonga needs to be removed temporarily in some cases before people can make use of, or tend them. Karakia are important for the removal of tapu and rendering the taonga noa (<i>free of tapu, contactable or useable</i>).
Tikanga Māori	the <i>customs and traditions Māori live by</i> and practise within the environment.
Tino Rangatiratanga	includes the <i>rights, responsibilities and obligations involving the use, management and control of the land and other resources</i> .
Waiata tawhito	a <i>song or chant</i> that has been passed down through generations within iwi. It may include information that explains events relating to the environment.
Whakanohonoho	Māori <i>settlement</i> was chiefly governed by access to resources.
Whakapapa	the <i>genealogy</i> of a taonga or person (ancestral and/or historical) with linkages to other taonga or persons.
Whanaungatanga	Māori share a <i>common whakapapa with other people/taonga and therefore a strong sense of responsibility and reciprocal obligations toward those people/taonga</i> . This forms an important part of a holistic world-view. All taonga are interrelated, interconnected and interdependent. The life force (mauri) of taonga must be protected. The sustainable management of taonga is therefore paramount to our survival.