

LEVEL 2 GEOGRAPHY

COURSE BOOKLET



Name:

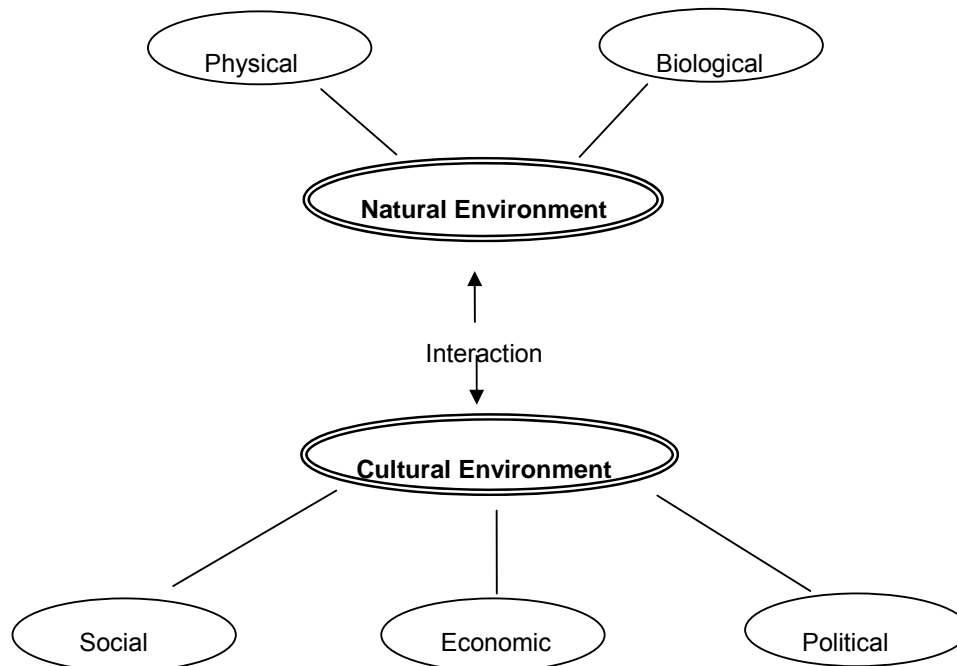
The Aims of School Geography

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.

Elements of the Environment

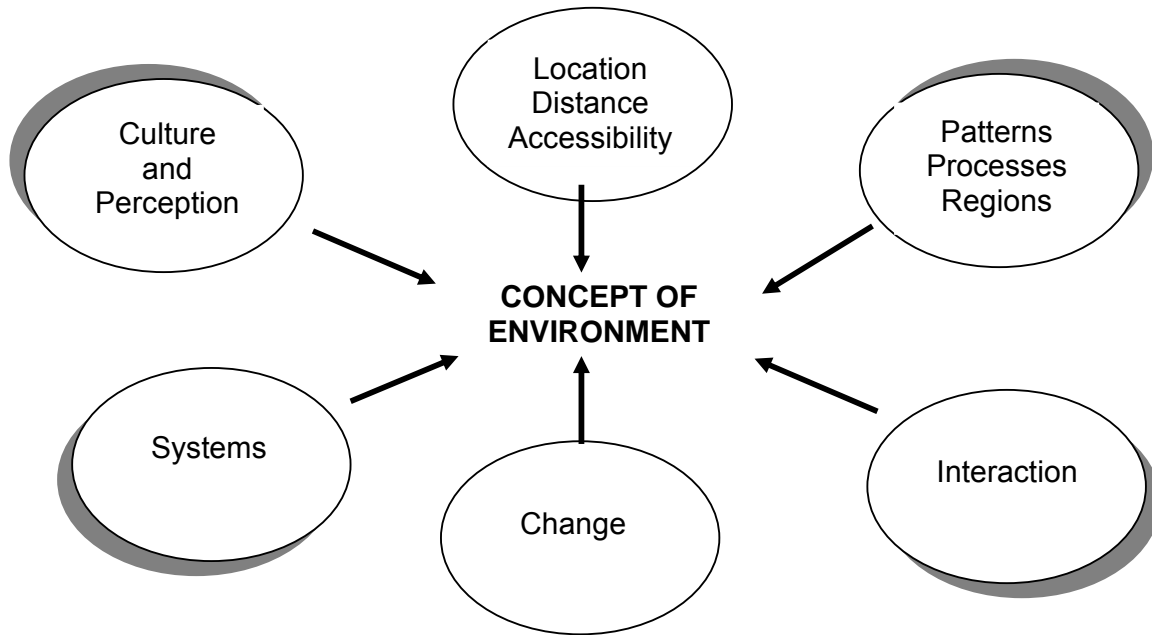


The natural environment includes a variety of physical and biological phenomena. The cultural environment includes a variety of social, economic, and political phenomena.

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. Some of those below 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. Students have a responsibility to ensure that the work they produce is their 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).

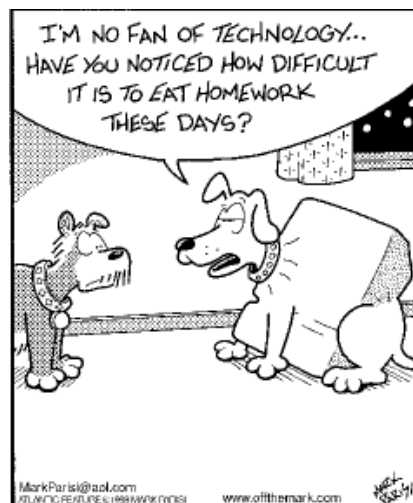
2. Appeals against a grade

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



Year 12 Geography Assessment Programme

In geography you will be working towards gaining Level Two 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 Two geography achievement standards for semester one and two, the credit weighting of each and how they are assessed.

SEMESTER ONE	Number	Title	Credits	Assessment Mode
	US 5089	Explain natural landscapes	4	Internal
	2.4	Apply skills and ideas in a geographic context, with guidance	4	External (Note this is offered in both semesters)
	2.6	Explain a contemporary geographic issue	3	Internal
	2.7	Explain a global study	3	Internal

SEMESTER TWO	Number	Title	Credits	Assessment Mode
	2.3	Explain disparities in development	3	External
	2.4	Apply skills and ideas in a geographic context, with guidance	4	External (Note this is offered in both semesters)
2.5	Carry out guided geographic research	5	Internal	



2008 YEAR 12 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	Explain natural landscape						Explain natural landscape		
ASSESSMENT							Global Study 2.7			
TERM 2	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Explain natural landscape							SEMESTER 2		
ASSESSMENT				Geographic Issue 2.6	Test / 2.4					
TERM 3	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Explain disparities in development within or between countries							EXAMS		
ASSESSMENT	Geographic Research 2.5									
TERM 4	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
TOPICS	Explain disparities in development within or between countries					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 2 Standards

5089 version 4 (Credits 4)

GEOGRAPHY

Describe and explain characteristics of a natural landscape

Elements and Performance Criteria

element 1

Explain variations within a natural landscape.

performance criteria

- 1.1 The explanation identifies significant variations that occur within a landscape from place to place.
- 1.2 The explanation accounts for the variations identified.

element 2

Explain how a natural landscape has evolved through time.

performance criteria

- 2.1 The explanation identifies significant changes.
- 2.2 The explanation provides valid reasons for the changes identified.

element 3

Describe ways in which human activity affects a natural landscape.

performance criteria

- 3.1 The description identifies human activities which have significant impact.



3.2 The description shows how the identified activities affect the landscape.

Geography 2.4

Apply skills and ideas, in a geographic context

Credits 4 Assessment External

This achievement standard involves the application of skills and ideas, in a geographic context.

Achievement Criteria

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

- 1 Assessment will involve from a wide range of resource materials, suitable to Year 12.
- 2 Terms:
Skills and ideas refer to the Year 12, thinking, practical and valuing skills and geographic ideas.
Geographic context refers to complex situations drawn from the specified syllabus settings.



Geography 2.6

Examine a contemporary geographic issue

Credits 3 Assessment Internal

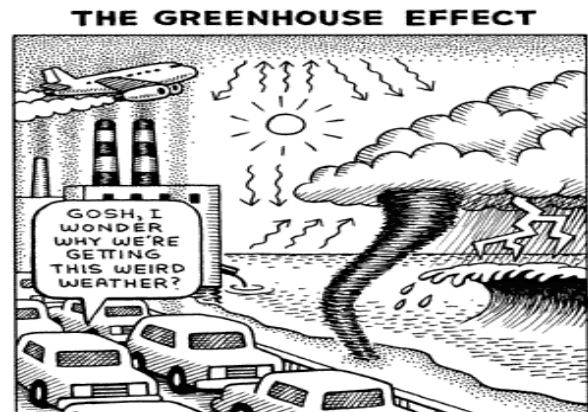
This achievement standard involves the explanation of a contemporary geographic issue, the explanation of viewpoints that relate to the issue, and an evaluation of courses of action.

Achievement Criteria

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

1 Terms:

- *Explain* may include giving reasons for, accounting for, justifying, comparing, clarifying.
- *A contemporary issue* is one that has implications for people now and/or in the future.
- *The geographic nature of an issue* relates to its effect on people and the environment. It may include location, the nature of arguments (eg political, economic, social, environmental) geographic ideas and perspectives.
- *Detail* refers to depth or breadth, which can be quantitative or qualitative.
- *Comprehensively* refers to depth and breadth, which can be quantitative or qualitative.
- *Viewpoints* reflect relevant opinions/approaches/perspectives that relate to the issue.
- *Evaluate* means to assess the strengths and weaknesses of the different courses of action.
- *Courses of action* are means of responding to the issue that may bring about resolution.
- *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.



Geography 2.7

Explain a geographic topic at a global scale

Credits 3 Assessment Internal

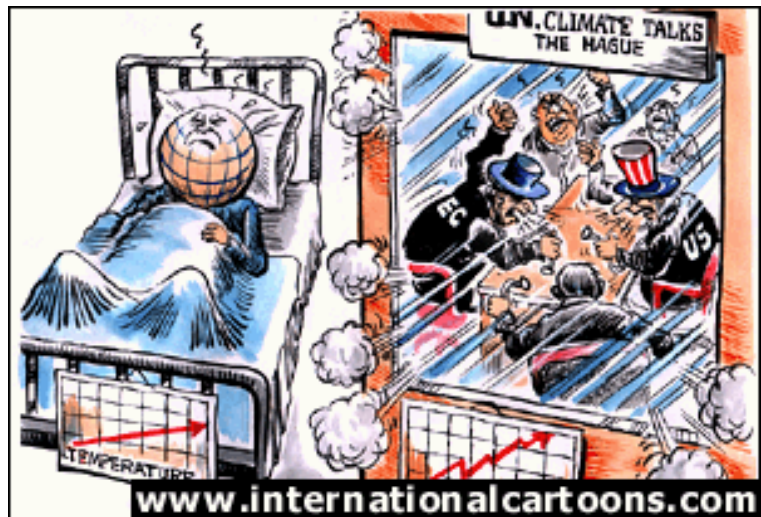
This achievement standard involves explaining the pattern(s) and process(es) within a geographic topic at a global scale, and how they are significant for people.

Achievement Criteria

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

1 Terms:

- Explain* may include giving reasons for, accounting for, justifying, comparing, clarifying.
- 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 continents or hemispheres.
- Detail* relates to depth or breadth, which can be quantitative or qualitative.
- Comprehensively* relates to depth and breadth, which can be quantitative or qualitative.



Geography 2.3

Explain disparities in development within or between countries

Credits 3 Assessment External

This achievement standard involves the explanation of disparities in development within or between countries.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Explain disparities in development within or between countries. 	<ul style="list-style-type: none"> Explain, in detail, disparities in development within or between countries. 	<ul style="list-style-type: none"> Comprehensively explain disparities in development within or between countries.

You will be required to demonstrate knowledge of at least two countries outside New Zealand.

1 Assessment will cover:

- ways in which development can be perceived, and will be selected from:
 - capitalist free market view – Rostow, Western ways
 - socialist planned economy view – Marxism, Dependency
 - sustainable development view – Schumacher, people-centred
- ways in which development can be evaluated, and will be selected from:
 - objective indicators – including composite measures eg the Brandt report (North-South Division), GNP, HDI, literacy rates
 - subjective indicators eg happiness
 - problems associated with the measurement of development
- ways in which natural factors contribute to disparities, and will be selected from:
 - extreme natural events; drought, floods, earthquakes, hurricanes
 - environmental conditions; soil type, landform, rainfall, minerals, location
- ways in which cultural factors contribute to disparities, and will be selected from:
 - health / famine / educational opportunities / government systems / political stability / language / multinationals / religious groups / gender groups.

2 Terms:

- Disparities* refer to differences. These differences may result from differential access to social, economic, environmental, political or other resources.
- Explain* may include giving reasons for, accounting for, justifying, comparing, clarifying.
- Detail* refers to depth or breadth, which can be quantitative or qualitative.



- *Comprehensively* refers to depth and breadth, which can be quantitative or qualitative.

Geography 2.5

Carryout and present guided geographic research

Credits 5 **Assessment** Internal

This achievement standard involves carrying out and presenting guided geographic research, explaining the relevance of geographic ideas to the research and evaluating the research process.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Use appropriate procedures and conventions to carry out and present guided geographic research. • Explain the relevance of a geographic idea to the research. • Evaluate the research process. 	<ul style="list-style-type: none"> • Accurately use appropriate procedures and conventions to carry out and present guided geographic research. • Explain the relevance of geographic ideas to the research. • Evaluate the research process. 	<ul style="list-style-type: none"> • Accurately use appropriate procedures and conventions to carry out and present, in detail, guided geographic research. • Explain in depth the relevance of geographic ideas to the research. • Evaluate in depth the research process.

1 Terms:

- *Guided* refers to the degree of teacher input. Students may expect guidance on procedural and ethical aspects of the research process.
- *Geographic research* relates to people and/or the environment and has a spatial component.
- *In detail* refers to depth or breadth, which can be quantitative or qualitative.
- *In depth* refers to clarity of argument and holistic understanding.
- *Explain* may include giving reasons for, accounting for, justifying, comparing, clarifying.
- *Evaluate* means making judgements about the strengths and weaknesses of the research process.
- *Procedures* must include:
 - Collecting / recording / presenting / analysing / outlining conclusions and may include planning the research, which will not be assessed.
- *Collecting* may include observation, measurement, sketching, taking photos, surveys, questionnaires, interviews, a range of secondary sources and other techniques.
 - collection of data and planning may be done individually or in groups.
- *Presenting of data* may be done using graphs, maps, tables, diagrams.
- *Appropriate conventions* are to be used for collecting, recording and presenting data.

GLOSSARY OF MĀORI 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.

