

### Name:

### Whanau Group: Geo. Teacher: AMB (Mrs Blair)

***The theme of the course is Earth Processes – How People Make Earth Home***

There are three main parts:

EARTH PROCESSES

NATURAL:

Provider of environments

CULTURAL:

Human use of environments

PLANNING AN EVENT:

Applying Geographic study

There are two special studies:

***Diamonds are Forever: The Global Diamond Trade – a GLOBAL Study***

***&***

***Human Trafficking: Slavery in our Midst – examining a CONTEMPORARY GEOGRAPHIC ISSUE***

You will have opportunity to:

***Carry out directed GEOGRAPHIC RESEARCH***

***As well as***

***Apply geographic SKILLS and IDEAS***

**Why study Geography?**

Level 3 Geography follows on from Level 2 Geography. It can also be picked up for the first time at this level. It is an approved subject for University Entrance.

Geography is about making sense of the world around us by identifying patterns of land-use and natural features and explaining why these patterns exist and why some things deviate from the norm. Geography is a subject that helps students to develop an understanding of the environment as the home of people. How people, the environment and associated processes interact and the spatial patterns that result are the focus of this subject.

Geography can lead students into a variety of interesting careers from the Armed Services to Policy Making and Planning to Diplomacy and Local Government.

The key studies in this course are the analyses of natural and cultural processes in the context of a geographic environment. The study of a global topic, a contemporary geographic issue and the contribution of geography to planning and decision-making processes are also carried out in class. Independent research and mastery of geographic skills and concepts are also part of the course. The skills and knowledge learnt at Levels 1 and 2 are further developed and incorporated at this level.

### *Geography stimulates a sense of wonder about the world*

Geography students are better able to make sense of a complex and changing world and their place in it. In geography, students have the opportunity to:

* think spatially – explore the ways in which features are arranged on the earth’s surface
* look at the processes that shape our world
* develop an awareness of the connections between people and places.

### *Geography inspires students to help shape a better future*

By studying geography, students are able to recognise the responsibilities they have in relation to other people, the environment, and the long-term sustainability of the planet. Geography encourages students to think critically as they:

* investigate contemporary geographic issues and consider possible solutions
* explore the various perspectives of different groups of people.

### *Geography equips students with skills for the 21st century*

Geography equips students with the skills to interpret the world in which they live. They have opportunity to:

* apply geographic learning outside of the classroom
* use maps, images, and emerging digital technologies to obtain, present, and analyse information
* investigate at all scales, from the personal to the global.

**Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time – past, present, and future.**

## The course is interesting

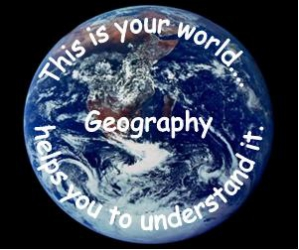
* Fieldwork
* Individual research
* Group work
* Issues
* Global studies
* Lots of different places around the world
* Skills / Current Events
* Meet people and make friends

## This guide is about your own learning and development in Geography. Always keep it in your Geography Folder and record all your NCEA marks in it. You will be expected to track your achievements in each lesson and map the level at which you are working. From this activity and with help from your teacher you will then be able to see how you can progress and improve the standard of your work.

As you attempt each Assessment ensure you understand the standards you will be assessed against. Each assessment item will have these clearly outlined for you. If in doubt, ask your teacher to explain these to you before you do the activity.

Always refer to the Assessment Schedule in this outline to keep track of when each assessment will be carried out and when the re-submissions or re-assessments are scheduled. Be sure to understand the assessment policies of the school and this department. Speak to your Geography Teacher or Mrs Blair if you wish to clarify matters.

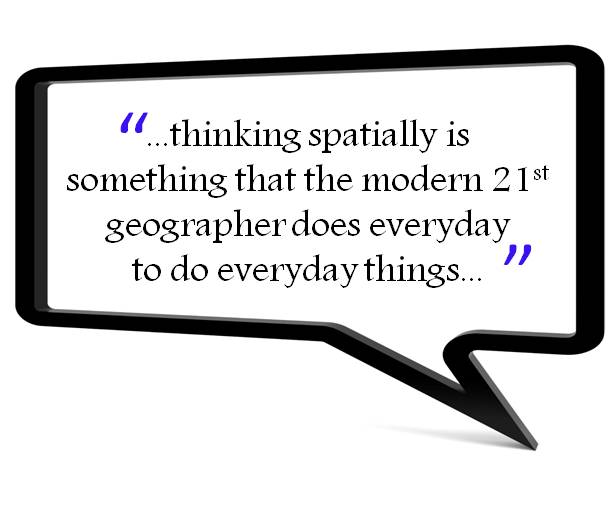
Ensure you sign the Authentication Sheet as well as the Field Trips Permission Slip and return these to your Geography Teacher before your first Field Trip. Ensure you pay your Field Trip Fees before you go out too.



**Geography explores the relationships and connections between people and both natural and cultural environments.**

**The key competencies**

The Key Competencies are important things that we need to learn about. They are important because we need them to live learn work and contribute as active people in our society. The competencies also draw on knowledge, attitudes and values that lead to positive actions. They are the key to your learning



The competencies are:

* Thinking
* Using language symbols and texts
* Managing self
* Relating to others
* Participating and contributing

In Geography we want you to show us how and when you have used these important competences in your lessons and learning. Give examples when you have shown the use of these competences in your lessons. Collect a stamp and signature from your Geography teacher.

|  |  |  |
| --- | --- | --- |
|  | **Key Competencies**  **ACHIEVEMENT** |  |
| **Competencies** | **Examples** | **Teacher**  **signature** |
| Thinking |  |  |
| Using language symbols and texts |  |  |
| Managing Self |  |  |
| Relating to others |  |  |
| Participating and contributing |  |  |

**Geography investigates the ways in which features are arranged on the earth’s surface. It describes and explains the patterns and processes that create them.**

***Achievement Objectives***

By the end of the course, you will gain knowledge, skills, and experience to:

1. *Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.*

**Indicators to show objective has been met:**

* Analyses the interactions between natural and/or cultural processes that shape an environment.
* Identifies and explains where and how processes operate at different rates and scales in an environment.
* Describes and accounts for the nature and distribution of different features in an environment.

1. *Understand how people’s diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.*

**Indicators to show objective has been met:**

* Analyses how peoples’ viewpoints influence their use of environments and identifies the consequences of this for their use of environments.
* Explains people's values, perceptions, and perspectives on environmental, social, and economic topics or issues.
* Explains how people's values, perceptions, and perspectives influence decision-making processes.
* Compares and contrasts the different ways in which people can actively seek to make decisions about and manage the environment.

**Geography Values**

* Excellence
* Innovation
* Enquiry
* Curiosity
* Diversity
* Equity
* Community participation
* Integrity
* Respect for yourself and others
* Risk Taking
* Intelligent failure



**How your learning is structured**

The Year 13 Geography programme is assessed against seven achievement standards. Each has a credit weighting. When you achieve a standard the credits earned contribute towards your NCEA. You can also gain different grades for each achievement: ACHIEVED, MERIT, EXCELLENCE. The grade you achieve is determined by the quality of your work as measured against the National Standards.

Course Assessment is based on National Standards and the work you do throughout the year will be assessed in two different ways:

Internal assessment – assignments and activities carried throughout the year

External assessment – an NCEA exam sat at the end of the year.

Outlined below are the Level 3 Geography achievement standards, the credit weighting of each, and how they are assessed.

***Internal assessments:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Standard*** | ***Title*** | ***Topic*** | ***Credit value*** | ***UE Literacy*** |
| AS91428 | Analyse a significant contemporary event from a geographic perspective | Pasifika Festival | 3 | R |
| AS91430 | Conduct geographic research with consultation | Coastal patterns and processes | 5 |  |
| AS91431 | Analyse aspects of a contemporary geographic issue | Human Trafficking – Slavery in our midst | 3 | R |
| AS91432 | Analyse aspects of a geographic topic at a global scale | Diamonds are forever – The global diamond trade | 3 |  |
|  | ***TOTAL*** |  | ***14*** |  |

***External assessments:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Standard*** | ***Title*** | ***Topic*** | ***Credit value*** | ***UE Literacy*** |
| AS91426 | Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment | Muriwai Coastal Geographic Environment | 4 | R/W |
| AS91427 | Demonstrate understanding of how a cultural process shapes geographic environment(s) | Tourism Development in Rotorua | 4 | R/W |
|  | ***TOTAL*** |  | ***8*** |  |

***Students entered for Scholarship Geography will be expected to attempt the following standard:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Standard*** | ***Title*** | ***Topic*** | ***Credit value*** | ***UE Literacy*** |
| AS91429 | Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills | All Topics | 4 | R/W |

**Total Credits offered - 14 Internals / 8 Externals**

**ASSESSMENT GUIDELINES**

Below are some assessment points to keep in mind:

1. *Reassessment*

Students will have one reassessment opportunity for each internally assessed Level 3 Geography achievement standard. Reassessment will only be available for students who have **not** achieved the standard and at the discretion of the teacher.

1. *Compassionate consideration*

Compassionate consideration of a student who is absent from an assessment may be made if there is sufficient evidence available from other work related to the same learning outcomes, and if there is no other assessment opportunity available.

1. *Lateness*

Work which is late will not be accepted for marking unless an extension has been applied for and granted by Mrs Blair **before** the due date of the assignment, or if there are exceptional circumstances.

Valid reasons for requesting an extension of time or a new assessment date are:

* Sickness: a medical certificate must be supplied
* Family trauma: a note from the Guidance Counselor or House Leader must be supplied. Parents should contact the Guidance Counselor or House Leader.
* School sporting/cultural activity: the teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is only valid if the student informs the teacher in advance of the assessment or due date.)

1. *Appeals*

Students may appeal decisions regarding the outcomes of internal assessment, where no grade is awarded because of a missed assessment and where the student has allegedly breached the rules. Students have **five school days** after they are notified of the result to appeal a decision.

1. *Storage of student work*

The department will retain student assessment material until such time as is no longer required for moderation purposes.

1. *Authenticity*

Students must hand in their completed and signed Authenticity Declaration before their first assessment. Material completed and handed in for assessment must be the student’s own work. Where there is suspicion of cheating, the matter will be investigated and school policy followed.

**Assessment Record (22 credits)**

Your teacher will initial the result that you have attained.

I have worked successfully through the following standards:

***Internal assessments:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Standard*** | ***Title*** | ***Credit value*** | ***Result*** | | | |
| ***E*** | ***M*** | ***A*** | ***N*** |
| AS91248 | Analyse a significant contemporary event from a geographic perspective | 3 |  |  |  |  |
| AS91430 | Conduct geographic research with consultation | 5 |  |  |  |  |
| AS91431 | Analyse aspects of a contemporary geographic issue | 3 |  |  |  |  |
| AS91432 | Analyse aspects of a geographic topic at a global scale | 3 |  |  |  |  |
|  | ***TOTAL*** | ***14*** |  |  |  |  |

***External assessments:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Standard*** | ***Title*** | ***Credit value*** | ***Provisional Results*** | | | |
| ***E*** | ***M*** | ***A*** | ***N*** |
| AS91426 | Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment | 4 |  |  |  |  |
| AS91247 | Demonstrate understanding of how a cultural process shapes geographic environment(s) | 4 |  |  |  |  |
|  | ***TOTAL*** | ***8*** |  |  |  |  |

# The Key Studies

1. INTERNAL ASSESSMENT TOPICS

***1. Analyse a significant contemporary event from a geographic perspective: Pasifika Festival***

* Outline the nature of the event from a geographic perspective, such as the spatial nature of the event, interaction between people and the environment, and characteristics of the natural and/or cultural features that make up the event
* Explain the planning and decision-making process involved in the event
* Identify and explain the social, economic and/or environmental impacts of the event using geographic terminology and concepts
* Support the analysis with relevant evidence

***2. Conduct geographic research with consultation: Coastal patterns and processes***

* Identify the aim of their research (in consultation with their teacher) and complete a thorough research plan including specific methodology
* Collect and record data
* Present a combination of spatial (map/s), and statistical and/or visual data
* Analyse the findings and provide a conclusion(s) that relate to the aim(s) of the research
* Provide an evaluation of the research, analysing the strengths and/or weaknesses of the research process and how this may have affected the validity of the research findings
* Supports the analysis of the finding(s), conclusion(s) and evaluation with evidence, geographic terminology, and relevant concepts

***3. Analyse aspects of a geographic topic at a global scale: Diamonds are Forever***

* Describe a global pattern of the geographic topic using geographic terminology
* Explain the factors and/or processes that contribute to the global pattern
* Explain the social and economic significance of the global topic for individuals and/or groups of people with reference to regions or nations across different continents or hemispheres throughout the presentation
* Support the analysis with some diagrams, graphs, maps, and/or pictures; and use geographic terminology and concepts

***4. Analyse aspects of a contemporary geographic issue: Human Trafficking***

* Explain the nature of the, including explaining the spatial dimension and effect on people and the environment of the issue
* Explain how a range of people’s values and perceptions have led to their responses. This range could include individuals and/or groups of people
* Propose a suitable course of action that could be considered in relation to the issue and justify why this particular course of action would be an appropriate solution. The justification must include consideration of at least one alternative
* Support the analysis with relevant evidence, including use of geographic terminology and concept(s).

***II) EXTERNAL ASSESSMENT TOPICS***

* 1. ***Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment***

Assessment will involve the following:

* an analysis of the interaction between the processes and/or elements and/or features of the environment to draw conclusions.
* how the interacting processes shape the environment
* how natural processes operate at different rates and different scales to create variations (spatial and/or temporal) in the geographic environment.
* integrating comprehensive supporting case study evidence.

***2. Demonstrate understanding of how a cultural process shapes geographic environment(s)***

Assessment will involve the following:

* an analysis of aspects of the cultural process and how they shape the geographic environment(s)
* how the cultural process creates variations (spatial and/or temporal) in the geographic environment(s)
* how the cultural process has impacted on people and the environment(s).
* an analysis of the links between the elements of the cultural process to draw conclusions.
* integrating comprehensive supporting case study evidence.

***Throughout the entire Level 3 Geography course, the following skills will be covered:***

**Geographic resource interpretation skills include:**

* using maps, photographs, diagrams, cartoons, images, statistics, keys, graphs, text, models, internet, speeches, surveys, films, TV, video clips and GIS to explain geographic information.

**Geographic resource construction skills include:**

* drawing sketch and précis maps, diagrams, constructing models, taking photographs or drawing pictures, cartoons, constructing graphs, tables and using GIS layering to present specific geographic information.

**Communication skills include:**

* being able to present geographic information in a variety of forms such as essays, paragraphs, poems, visuals, models, films, PowerPoint presentations, speeches, games, puzzles, blogs and graphic organisers.

**Social skills include:**

* being able to work in groups and being empathetic, appreciating different values, perspectives and viewpoints on different aspects of geography, establishing and justifying personal value positions, contributing and participating in the community.

**Fieldwork skills include:**

* being able to gather information from the field using a variety of techniques such as surveying, questionnaires, field sketching, measuring, photographing, interviewing and observing.

# The key concepts or big ideas in geography

Geographic concepts allow for the exploration of relationships and connections between people and both natural and cultural environments. They have a spatial component. They provide a framework that geographers use to interpret and represent information about the world. The development of understanding of these concepts will allow students to participate as critical, active, informed and responsible citizens.

### *****Environments*****

May be natural and/or cultural. They have particular characteristics and features which can be the result of natural and/or cultural processes. The particular characteristics of an environment may be similar to and/or different from another.

### *****Perspectives*****

The way people view and interpret environments. Perspectives and values may be influenced by culture, environment, social systems, technology, economic and political ideology. They may influence how people interact with environments and the decisions and responses that they make.

### *****Processes*****

A sequence of actions, natural and/or cultural, that shape and change environments, places and societies. Some examples of geographic processes include erosion, migration, desertification and globalisation.

### *****Patterns*****

May be spatial: the arrangement of features on the earth’s surface; or temporal: how characteristics differ over time in recognisable ways.

### *****Interaction*****

Involves elements of an environment affecting each other and being linked together. Interaction incorporates movement, flows, connections, links and interrelationships. Landscapes are the visible outcome of interactions. Interaction can bring about environmental change.

### *****Change*****

Involves any alteration to the natural or cultural environment. Change can be spatial and/or temporal. Change is a normal process in both natural and cultural environments. It occurs at varying rates, at different times and in different places. Some changes are predictable, recurrent or cyclic, while others are unpredictable or erratic. Change can bring about further change.

### *****Sustainability*****

Involves adopting ways of thinking and behaving that allow individuals, groups, and societies to meet their needs and aspirations without preventing future generations from meeting theirs. Sustainable interaction with the environment may be achieved by preventing, limiting, minimizing or correcting environmental damage to water, air and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.

***The following geographic ideas are also important in the study of Geography***

# *Location*

The location of a feature in the environment may be expressed in different ways.

* ***Distance***

Distance may be measured in terms of length, time or cost.

* ***Accessibility***

Location and distance affect accessibility which may alter as a result of technological change. Location or distance may be an advantage or a constraint

# *Regions*

The surface of the earth may be divided into regions.

# *Systems*

The environment may be viewed as an interacting system with sub-systems, composed of natural and cultural features and processes. The system is made dynamic by its inputs, throughputs and outputs of energy, material and ideas.

# *Culture*

People living in groups develop a common way of life and culture.

**STATEMENT ON PERSPECTIVES**

**What is a perspective?**

Part of the problem with the concept of ‘perspectives’ is that the word is used in a number of loose ways in different contexts. In teaching geography to students in secondary schools we are particularly interested in differentiating between different ‘theoretical’ perspectives. That is, we want students to know about how knowledge about the world is organised and understood from different points of view. In other words, we are keen to find out whether different ways of looking at things, thinking about things, talking about things and organising our understanding of things affects **what we can know** about things. In essence, if we have a different ‘perspective’, do we have a different but equally ‘true’ version of events?

Particular bodies of thought or sets of organised ideas provide us with ‘perspectives’. These are not any one person’s views but an aggregate of ideas that has been built up over decades or even centuries. At some point in time, it is possible to see that a particular set of ideas tends to always take us in a particular direction, tends to always build on the same foundational ideas and tends to require us to think in particular kinds of ways. Once a knowledge framework has developed this kind of stature, scientists and social scientists tend to talk about the framework as a ‘theoretical perspective’.

It has been the tradition of western European thought to organise ‘mind-sets’ into ‘knowledge disciplines’. This tendency to organise knowledge into disciplinary frameworks is, in fact, one of the particular mind-sets of western/European thought.

**Dominant knowledge / hegemonic perspectives**

Geography is a ‘discipline’ or a body of knowledge that has been organised around a set of ideas that provide boundaries for the discipline. Two of the core organising ideas of the discipline of geography are that it is to do with ‘people and the environment’ and ‘spatial relationships’. In schools and universities, geography is a ‘subject’ that students can ‘take’ in order to ‘become geographers’, just as other students might ‘take maths’ in order to become mathematicians, or economics to become economists or science to become scientists… and so on.

Our particular perceptions of what economists, scientists or geographers ‘do’ is conditioned largely by what we understand their subject ‘discipline’ to be ‘about’. Our individual perceptions about the discipline, the subject matter, the subject or the practitioners, may be coloured by our incomplete knowledge, stereotypes, personal experience and so on. We do not often get the opportunity to sit back and think about the mind-sets or theoretical perspectives that inform these disciplines or to think about the key philosophers whose ideas shaped these perspectives in compelling ways.

‘Scientific analysis’ or ‘science’, in western thought, is a dominant way of thinking – so much so that it is often assumed to be the only ‘valid’ way of thinking. It can thus be described as hegemonic. Scientific knowledge is valued, has particular currency, is influential and is believed to be ‘truth’. Western scientific knowledge has been built up over centuries but acquired its ‘truth status’ during the period of the European ‘enlightenment’ when the idea of ‘scientific proof’ became widely accepted.

Retrospectively, this particular theoretical perspective (the mind-set that values information that has been proven by set ‘scientific’ procedure) has been labelled ‘positivism’, ‘empiricism’ or scientific rationalism.

# Positivism, empiricism, scientific rationalism

In this world-view, knowledge or truth is universal, ideas that can be verified empirically assume the status of ‘laws’ (of nature, of science), and ‘fact’ can be distinguished from ‘fiction’. Generalisations are widely accepted to apply to all (or at least nearly all) circumstances. The so-called ‘scientific method’ is based on the verification of factual statements or hypotheses through empirical data testing. Much if not all of the current geography found in textbooks in New Zealand high schools belongs to this traditional perspective.

Students, for example, are encouraged to learn about different parts, or regions of the world: New Zealand, South West Pacific, and ‘continental’ land areas such as Africa or South America. They are encouraged to focus on ‘natural’ and ‘cultural’ landscapes and processes (*Syllabus for Schools Geography Forms 5-7* 1990, 26-29). In order for students to learn about:

* how many and what kinds of people, animals and plants live in certain places,
* what kinds of products and resources are used and in what ways,
* what physical and cultural features characterise some areas and not others,
* a wide range of empirical data must be collected and presented to the students.

We, geography teachers, take that information for granted. We use it to give the students some kind of leverage for understanding the ‘processes’ that are taking place. We use it so they can identify the ‘spatial variation’ between one phenomenon and the next. We use it as the foundation for explaining important geographical ideas like ‘location, distance, accessibility’ and ‘patterns, processes, regions, and ‘interaction’, ‘systems’ and change’. We even use that empirical data to identify aspects of ‘culture and perception’. Teachers and resource makers provide students with arrays of data or ideas of ways to access data and students are then encouraged to learn and interpret this information in a range of ways. “Here’s the facts – tell us what you think it all means”.

We tend not to ask the questions about “how was this data produced, who by and for what purpose?” We tend not to ask “is this information true?” We tend to think about what is in the text rather than what is NOT in the text. We tend to accept all the categories and classifications for things and not question how all the categories and classifications were ‘invented’ and who by and for what purpose. We tend not to ask the students to think about the KIND of knowledge they are dealing with.

Different theoretical perspectives give us the capacity to critique and challenge these taken-for-granted ways of understanding the world. New perspectives give us the opportunity: to ask hard questions about the information we are dealing with in geography, to wonder whether or not there are other ways to represent information and ideas, to encourage school students to think very differently about the world that they are part of.

Questioning foundational knowledge is not every body’s cup of tea – nor is it easy. Fortunately, as with dominant perspectives, there are groups of thinkers and philosophers who have been building up their own ‘counter-hegemonic’ or ‘critical’ world-views. There is now some kind of consensus – at least in western intellectual thought – about other theoretical perspectives.

# Different perspectives

The purpose of introducing the term of ‘perspectives’ into the Achievement Standards is to encourage greater diversity in the approaches to and representation of the knowledge, values and attitudes to which students are exposed. Different ways of thinking about the world and different ways of organising knowledge for students have new labels such as ‘gender geography’ ‘feminist geography’, ‘new cultural geography’, ‘post-modern geography’, ‘socially critical approaches’, and ‘Mäori Geography’ – but these are not the only ones.

**Glossary of ‘Perspectives’**

# Scientific perspectives:

In this world-view, knowledge or truth is universal, ideas that can be verified empirically assume the status of ‘laws’ (of nature, of science), and ‘fact’ can be distinguished from ‘fiction’. Generalisations are widely accepted to apply to all (or at least nearly all) circumstances. The so-called ‘scientific method’ is based on the verification of factual statements or hypotheses through empirical data testing. Much if not all of the current geography found in textbooks in New Zealand high schools belongs to this traditional perspective

1. **Mäori perspectives:**

A Mäori perspective (as used in the context of the Geography Achievement Standards) entails the development of geographies that are relevant to Mäori, that can be described in te Reo or that rely on the use of Mäori terms and concepts.

E.g.: Use of a Mäori perspective might involve discussion of the impact of mining or farming on hekenga (migration), taonga, mana whenua and whakapapa. “Measures” of impact, as they are generally understood in terms of resource impacts in the päkehä world view, might need to be discussed to determine whether in fact the conventional päkehä systems of measuring things are relevant or appropriate to Mäori.

# Gender / age/ ethnicity perspectives

It is commonplace for geography texts to assume that all people are the same (i.e. they use ‘neutral language’ that does not specify whether the people being spoken about are men or women, children or elderly, migrants or local people and so on). A perspective that ‘notices the difference’ that gender, age, ethnicity, or even class background makes to how people respond to their environment may give the students a richer picture of how people live.

1. **Feminist perspectives**

Feminist perspectives acknowledge that gender is a critical variable in human actions, behaviours and values. They also acknowledge that the way different ideas, attributes and things are valued in a culture by the dominant and powerful have a significant impact on how people behave and what they believe. To adopt a ‘feminist perspective’ is to adopt a critical and challenging stance in relation to things that are often not challenged. Sometimes these stances are taken directly in relation to ‘gender’ issues, e.g. why is public transport not so suitable for people pushing babies in prams? But sometimes they are to do with things that are not directly ‘gender-related’ e.g. why is it that the ‘economic’, or ‘technical’ or ‘scientific’ value of things is given much more weight than their aesthetic, utilitarian or emotional value?

***GLOSSARY OF MĀORI TERMS***

*Please note that this glossary has been compiled so that it is especially of assistance in the application of these concepts and terms to geography. This is not a definitive compilation of the full range of meanings that may apply to these concepts and terms.*

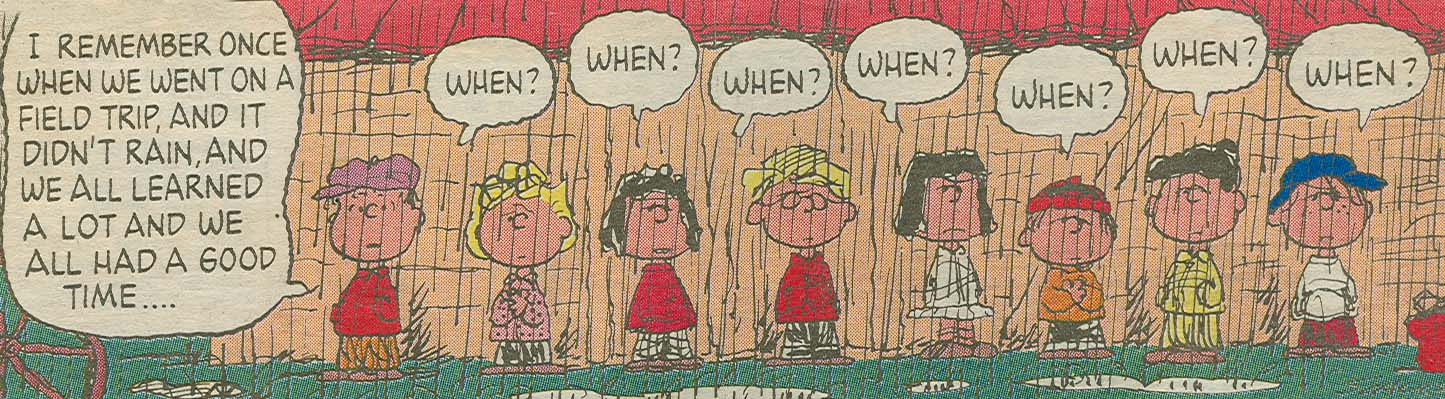
|  |  |
| --- | --- |
| **Aroha** | *love* and *empathy*. It is an attitude and an important cultural value of Māori, derived from a particular Māori view of the natural world and the place of Māori within it. Aroha is an important concept that underpins a Māori environmental management system. |
| **Hekenga** | *migration* occurs to meet the needs of Māori at any one time and in response to outside forces. |
| **Iwi** | a *tribe* who has particular geographical boundaries outlining the region in which they have mana whenua status. |
| **Kaitiakitanga** | to “*care for*” 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** | *incantations* or *prayers* 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 *sharing hospitality and/or information*. Koha may take the form of food, gifts or more recently money. |
| **Kōrero pūrākau** | *a legend or story* that explains an event or activity. |
| **Mana whenua** | the *right to use*, *manage and control land* 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 *respect, which is paid to that person, those people or that taonga as a result of the esteem accorded by others*. 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** | a concept that involves *hospitality and how visitors are cared for*. It is important that such hospitality is acknowledged and reciprocated. |
| **Mihi** | a process of *formally acknowledging people* you meet, the purpose of the meeting, and the place (where the meeting is being held), through protocols set by the iwi. |
| **Taonga** | *a resource either physical or cultural* 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** | the state of being *sacred or special.* 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 (*free of tapu,* *contactable* or *useable*). |
| **Tikanga Māori** | the *customs and traditions Māori live by* and practise within the environment. |
| **Tino Rangatiratanga** | includes the *rights, responsibilities and obligations involving the use, management and control of the land and other resources*. |
| **Waiata tawhito** | a *song or chant* that has been passed down through generations within iwi. It may include information that explains events relating to the environment. |
| **Whakanohonoho** | Māori *settlement* was chiefly governed by access to resources. |
| **Whakapapa** | the *geneaology* of a taonga or person (ancestral and/or historical) with linkages to other taonga or persons. |
| **Whanaungatanga** | Māori share a *common whakapapa with other people/taonga and therefore a strong sense of responsibility and reciprocal obligations toward those people/taonga*. 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. |

# FIELD TRIPS

Field Trips are an important component of Geography. The trips are compulsory, as they complement lessons and may contribute to attaining credits for assessments. Field trips take you out of the classroom and into the real world – the best way to study Geography.

Field trips planned for the Level 3 course are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Achievement Standard*** | ***Topic*** | ***Destination*** | ***Proposed date/s*** | ***Approximate cost*** |
| AS91426/  AS91430 | Natural processes/  Research | Muriwai Beach | 15 April | $10 |
| AS91248 | Planning an event | Pasifika, Western Springs | 18 June | Own cost |
| AS91247 | Cultural process | Rotorua | 23 – 25 August | $250 |



**Geographical Literacy**

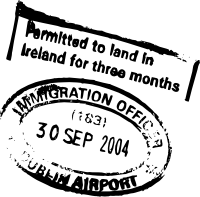
I have used the following terms in my work and understand what they mean.

|  |  |
| --- | --- |
| **Geographical term** | **Evidence of when I have used the term** |
| Accessibility |  |
| Analyse |  |
| Apply |  |
| Arguments |  |
| Change |  |
| Concepts |  |
| Consultation |  |
| Contemporary |  |
| Contribution |  |
| Courses of action |  |
| Cultural processes |  |
| Culture |  |
| data |  |
| Decision-making processes |  |
| Distribution |  |
| Effects |  |
| Environment |  |
| Evaluation |  |
| Examine |  |
| Explain |  |
| Extent |  |
| Factors |  |
| Features |  |
| Formation |  |
| Geographic environment |  |
| Geographic ideas |  |
| Geographic issue |  |
| Global scale |  |
| Human actions |  |
| Implications |  |
| Interactions |  |
| Justified |  |
| Location |  |
| Natural processes |  |
| Operation |  |
| Outcomes |  |
| Pattern |  |
| Pattern |  |
| Perspectives |  |
| Planning processes |  |
| Recommendations |  |
| Regions |  |
| Relationship |  |
| Research report |  |
| Select |  |
| Significance |  |
| Size |  |
| Skills |  |
| Spatial variations |  |
| Temporal variations |  |
| Viewpoints |  |
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**My achievements/self evaluation**

**Term 1**

What I know

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What I have learned

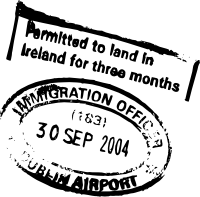
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What I can do

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What I can improve upon

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What additional help I need

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**Term 2**

What I know ……………………………………….…………....................................................................................................................................................................................................................……………………………………….…………................................................................................

What I have learned

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What I can do

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What I can improve upon

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What additional help I need

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**Term 3**

What I know

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What I have learned

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What I can do

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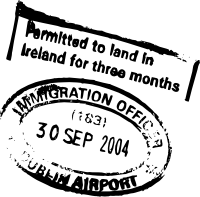
What I can improve upon

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What additional help I need

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**Term 4**

What I know ……………………………………….…………....................................................................................................................................................................................................................……………………………………….…………................................................................................

What I have learned

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What I can do

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What I can improve upon

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What additional help I need

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**Authentication Sheet**

**Kelston Boys’ High School**

**Geography Department (13GEO)**

###### **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Whanau Group: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Geography Teacher:** *Mrs Blair (AMB)*

In Year 13 Geography this year, there will be **4** internal assessment activities that will contribute credits towards the National Certificate of Educational Achievement. The work I hand in for these assessments must be my own. I understand that if I am found to have submitted work that is not my own, I will receive no grade for that assessment.

I have read the statement above and understand that the work I hand in for assessment purposes must be my own.

**Signature (student) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature (guardian) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parental Contact details for Assessment follow-up**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ph #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mobile:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Postal address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred method of contact: phone/ mobile/ email/ post (circle one)**

# KBHS Year 13 Geography 2014 Calendar

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| **Term 1** | **3/2-7/2** | **10/2-14/2** | **17/2-21/2** | **24/2-28/2** | **3/3-7/3** | **10/3-14/3** | **17/3-21/3** | **24/3-28/3** | **31/3-4/4** | **7/4-11/4** | **14/4-18/4** |
| Y9 Camp 3/2 - 4/2  Waitangi Day 6/2 | Y9 Camp 10/2 - 11/2  Swimming Sports 12/2  Y9 Camp 13/2 - 14/2 | Athletics 19/2 |  | Pasifika Festival 8/3 – 9/3 | Polyfest 12/3-15/3 | ***Assessment Week*** |  | Summer Tournament Week | AC 8/4-9/4 | AC catch-up 16/4  Good Friday holiday 18/4  ***Term 1 ends 17/4*** |
| **Geo Topic** | Intro Topic | Intro Topic | Start AS91428 Planning an event: Pasifika Festival | Planning an event: Pasifika Festival | Planning an event: Pasifika Festival | Planning an event: Pasifika Festival | Start on AS91426 Natural Processes: MCGE | Natural Processes | Natural Processes  Start on AS91430 Research | Natural Processes / Research  ***Muriwai trip 10/4*** | Natural Processes / Research |
| **Assessment** |  |  |  |  | **Start on AS91428 (Event) assessment** | **AS91428 (Event – 3 credits) assessment**  **complete** | **Resubmit AS91428 (Event)** |  |  |  | **Start on AS91430 (Research) assessment** |

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| **Week** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Term 2** | **5/5-9/5** | **12/5-16/5** | **19/5-23/5** | **26/5-30/5** | **2/6-6/6** | **9/6-13/6** | **16/6-20/6** | **23/6-27/6** | **30/6-4/7** |
|  |  |  | ***Jnr mid-yr exams 26/5-29/5***  Mid-term break 30/5 | Queens B’day 2/6  ***Snr Mid-Yr exams 3/6-6/6*** |  |  | AC 25/6-26/6 | AC catch-up 2/7  ***Term 2 ends 4/7*** |  |
| **Geo Topic** | Natural Processes / Research | Natural Processes | Start on AS91432 Global Study:  Diamonds are forever | Global Study: Diamonds are forever | AS91432 Global assessment in exam time | Resubmissions of assessments | Start on AS91431 Contemporary Issue: Human Trafficking | Contemporary Issue: Human Trafficking | Contemporary Issue: Human Trafficking |  |
| **Assessment** | **AS91430 (Research – 5 credits) assessment**  **complete** | **Practice assessment AS91426 (Natural Processes)** |  |  | ***AS91432 (Global - 3 credits)***  ***complete*** | **Resubmit AS91432 (Global)**  **Resubmit AS91430 (Research)** |  |  | ***AS91431 (Issues- 3 credits)***  ***complete*** |  |

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| **Week** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |  |
| **Term 3** | **21/7-25/7** | **28/7-1/8** | **4/8-8/8** | **11/8-15/8** | **18/8-22/8** | **25/8-29/9** | **1/9-5/9** | **8/9-12/9** | **15/9-19/9** | **22/9-26/9** |  |
|  |  |  |  |  |  | Winter Tournament Week  Mid-term break 5/9 | ***Snr EOY exam 11/9-12/9*** | ***Snr EOY exam 15/9-17/9***  ***Term 3 ends 27/9*** | ***Term 3 ends***  ***26/9*** |  |
| **Geo Topic** | Start on AS91427  Cultural Processes: Tourism development in Rotorua | Cultural Processes | Cultural Processes | Cultural Processes | Cultural Processes  ***Rotorua Trip 22/8-24/8*** | Revision | Revision | ***Revision***  Question interpretation | ***Go over practice exams*** | Resubmission of all outstanding assessments |  |
| **Assessment** | **Resubmit AS91431 (Issues)** |  |  |  |  |  |  | ***Externals Practice***  ***AS91246***  ***AS91247*** | ***Externals Practice***  ***AS91246***  ***AS91247*** |  |  |

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| **Week** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |  |
| **Term 4** | **13/10-17/10** | **20/10-24/10** | **27/10-31/10** | **3/11-7/11** | **10/11-14/11** | **17/11-21/11** | **24/11-28/11** | **1/12-5/12** |  |
|  |  | Labour Day 27/10  ***Jnr EOY exams 28/10-31/10*** | ***Snr honours assembly 4/11***  ***NCEA catch-up week*** | 2014 timetable starts 13/11  ***NCEA begins*** |  |  | Jnr Honours assembly  3/12  House sports 4/12  School Prizegiving 5/12 |  |
| **Geo Topic** | ***Revision***  Essay Writing | ***Revision***  Creating study notes | ***Revision***  Final consolidation | ***Revision***  Final consolidation |  |  |  |  |  |
| **Assessment** | ***Externals Practice*** | ***Externals Practice*** | ***Externals Practice*** | ***Externals Practice*** | ***NCEA exams begin 10/11*** | ***NCEA exams*** | ***NCEA exams*** | ***NCEA exams ends 2/12*** |  |