

NCEA ACHIEVEMENT STANDARDS COVERED IN THIS COURSE

Achievement Standard Number	Subject Reference	Version Number	Title	Assessment Mode	Credits
91427	3.2	2	Demonstrate understanding of how a cultural process shapes geographic environment(s).	External	4
91429	3.4	2	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills.	External	4
91430	3.5	2	Conduct geographic research with consultation.	Internal	5
91431	3.6	3	Analyse aspects of a contemporary issue	Internal	3
91432	3.7	2	Analyse aspects of a geographic topic at a global scale.	Internal	3

Rangi Values	How will ākonga demonstrate these values?	Rangi Graduate Dispositions	How will ākonga develop these dispositions?	Culturally Empowering Pedagogy	
Respect/Whakautē	<i>Learners will be inclusive in their interactions and open to the perspectives of others. Learners will seek examples where groups and individuals are showing respect for environment / people / equity.</i>	Be You	<i>Learners are encouraged to be curious through asking questions. Learners are encouraged to develop their learning strategies through trying different approaches to see what works for them.</i>	<i>Tikanga, Te Reo Maori and Mātauranga Maori will be woven into this learning through:</i>	<i>Kaiako and learners are encouraged to use te reo maori where they feel appropriate/confident. Authentic mātauranga maori case-studies will be included where appropriate.</i>
Aroha	<i>Learners will support other learners by participating in an inclusive and positive classroom culture</i>	Belong	<i>Learners are encouraged to link their learning to personal experiences and local contexts</i>		
Enthusiasm & Endeavour Rikarika & Ngana	<i>Learners will strive for their own personal best in learning.</i>	Be The Change	<i>Learners are encouraged to seek opportunities to encourage equity / identify inequity in Geographic Issues</i>	<i>Opportunities for cultures of other students will be incorporated through:</i>	<i>Learners will be encouraged to use case-studies they are familiar with when demonstrating learning. A wide variety of geographic contexts will be included.</i>
Generosity of Spirit Manaakitanga	<i>Learners will support each other and provide support for others when needed</i>	Be Your Best	<i>Learners are encouraged to strive for their own personal best in their learning</i>		
Integrity/Tika	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>			<i>Opportunities to think & connect as a globally minded citizen will include:</i>	<i>Learners will be encouraged to connect with international development agencies where appropriate.</i>

Progress outcomes in Geography typically by the end of Year 13

Understand/ kia mārama	Know/ kia mōhio	Do/kia mahi
<p><i>Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata social sciences, I am deepening my understanding that:</i></p> <ul style="list-style-type: none"> • People hold different perspectives on the world depending on their values, traditions, and experiences. • People participate in communities by acting on their beliefs and through the roles they hold • Interactions change societies and environments. 	<p><i>I have built my knowledge about social, economic, and environmental issues for iwi, hapū, and others in the community. I know that:</i></p> <p>Te tūrangawaewae me te taiao Place and environment</p> <ul style="list-style-type: none"> • A place’s character results from its location, natural environment, and people’s perceptions and experiences of it, which are based on their culture and values. • Interactions between human activity and the natural world are influenced by competing ideas about the control, use, protection, and regeneration of natural resources. • Interactions at global, national, and local levels impact on people, economies, places, and cultural practices. <p>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</p> <ul style="list-style-type: none"> • Beliefs, values, perspectives, and world-views held by groups and organisations (including political 	<p>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</p> <p>In my learning in mātai matawhenua geography, I can:</p> <ul style="list-style-type: none"> • pose challenging and provocative disciplinary-specific questions to evaluate evidence, explore values and actions, and develop understandings about significant aspects of society. <p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <ul style="list-style-type: none"> • communicate using social science conventions and specialist concepts and language, integrating evidence and examples to support an argument • adapt my communication according to an audience • use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated. <p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p>

	<p>groups) help explain why people think, feel, and act differently.</p> <p>Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government</p> <ul style="list-style-type: none"> • People and groups participate in different ways at local, national, and international levels to contribute as citizens and work towards social change. They can achieve important gains in social change, but they can also face considerable risk and make significant sacrifices. 	<ul style="list-style-type: none"> • process information using appropriate social science conventions to clarify my thinking and organise my research. <p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <ul style="list-style-type: none"> • communicate using social science conventions and specialist concepts and language, integrating evidence and examples to support an argument • adapt my communication according to an audience • use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.
--	---	--