

# **EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME [EQAP]**



Pacific  
Community  

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Communauté  
du Pacifique

## **SOUTH PACIFIC FORM SEVEN CERTIFICATE [SPFSC]**

### **GEOGRAPHY PRESCRIPTION**

# GENERAL INFORMATION

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# SOUTH PACIFIC FORM SEVEN CERTIFICATE GEOGRAPHY

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<b>Content</b>	<b>Page</b>
<b>PREAMBLE AND RATIONALE .....</b>	<b>4</b>
<b>COURSE AIMS.....</b>	<b>4</b>
<b>CONTENT COMPONENTS .....</b>	<b>5</b>
<b>UNPACKING OF LEARNING OUTCOMES.....</b>	<b>5</b>
<b>LEARNING OUTCOMES.....</b>	<b>7</b>
STRAND 1: Natural Processes .....	7
STRAND 2: Cultural Processes .....	9
STRAND 3: Geographic Skills, Concepts and Ideas .....	11
STRAND 4: Contemporary geographic issue .....	13
STRAND 5: Geographical Research.....	15
<b>ASSESSMENT .....</b>	<b>17</b>
Assessment Blueprint.....	17
External Assessment.....	17
Internal Assessment .....	17
<i>IA Task 1 Instructions – Contemporary geographic issue</i> .....	18
<i>IA Task 2 Instructions – Practical research activity</i> .....	18
General .....	20
<b>APPENDICES .....</b>	<b>21</b>
Appendix 1: Important Geographic Concepts and Ideas.....	21
Appendix 2: IA Task 1 Scoring Rubric .....	23
Appendix 3: IA Task 2 Scoring Rubric .....	24
Appendix 4: Exemplars of Level 1, 2 and 3 responses.....	27
Appendix 5: IA Summary Form.....	29
<b>ADVISORY TO TEACHERS.....</b>	<b>29</b>
1. Sample Teaching and Assessment Programme.....	<b>Error! Bookmark not defined.</b>
2. Suggested Teaching Time .....	33
3. Recommended Textbooks and Resources .....	34

# GEOGRAPHY

## PREAMBLE AND RATIONALE

This prescription provides the specifications for the teaching and the assessment of candidates for the South Pacific Form Seven Certificate Geography Examination.

The review carried out in 2017 is designed to encourage the alignment of learning outcomes instructions to teaching, and to report students' achievements against learning outcomes.

The weightings of the external and internal components remain unchanged which means that 70% of the student's work is assessed by external examination at the end of the course. The other 30% is internally assessed by the teacher during the year. However, within the components, significant changes have been made especially for internal assessment.

Within the internal component, while there are still three tasks Strands 3, 4 and 5, significant changes to the learning outcomes and weightings have been made in the interests of the student's learning programme. The prescription also offers a more detailed guidance to teachers in both the administration and assessment of the tasks. A detailed assessment schedule for each task is included which must be adhered to, as is the Conditions of Assessment. Detailed clarification of all terms is given to be of further help to teachers.

This prescription is derived from a revision of the South Pacific Board for Educational Assessment (SPBEA) prescription and the New Zealand National Certificate for Educational Assessment (NCEA) Level 3 Geography Achievement Standards as published by the New Zealand Qualifications Authority.

Although there is no prerequisite course of study required for students to enrol in Form 7 Geography, it is recommended that they will have undertaken Geography courses at Form 5 and/or Form 6.

The course is designed for students who may undertake further studies in a tertiary institution as well as for those who will complete their formal education at the end of Form 7 (Year 13/14).

## COURSE AIMS

The overall aim of this subject is to develop an understanding of the geographic environment as the home of people. This will enable students to:

- demonstrate an understanding of a geographic environment in the Pacific, focusing on interacting natural processes
- demonstrate an understanding of a cultural process operating within geographic environments at the local, national or global level
- apply geographic skills, concepts and ideas in both known and unknown contexts in the process of research and interpretation
- analyse aspects of contemporary geographic issues in the Pacific context
- analyse aspects of a geographic topic at a global scale
- develop skills of independent research in the field with consultation.

Geography aims, through its integrative approach, to foster a balanced view of, and respect for the environment at all scales, from 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 sustainability issues.

## CONTENT COMPONENTS

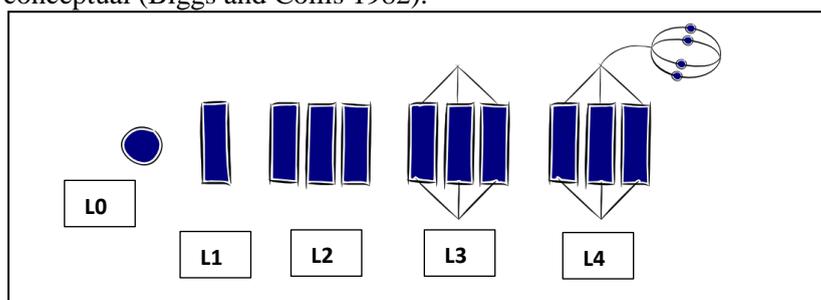
The content of the SPFSC Geography course is organised under five strands and sub-strands. These are outlined below:

Strand Number	Strand Title	Sub strand number	Sub-strand title
1.	Natural Processes	1.1	Natural Processes in a Geographic Environment in the Pacific
2.	Cultural Processes	2.1	Cultural Processes in a local, national or global Geographic Environment
3.	Geographic Skills, Concepts and Ideas	3.1	Application of Geographic Skills, Concepts and Ideas
4.	Contemporary Geographic issue	4.1	Contemporary geographic issue in the Pacific islands and at a global level
5.	Geographical Research	5.1	Consultative Research

## UNPACKING LEARNING OUTCOMES

In this prescription, Learning Outcomes are organised in three levels of generality: **Major Learning Outcomes (MLOs)** are stated at the strand level, **Key Learning Outcomes (KLOs)** are stated at the sub-strand level, and **Specific Learning Outcomes (SLOs)** are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy<sup>1</sup>.

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



At the prestructural level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the unistructural level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited. The jump to the multistructural level is quantitative. At the multistructural level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the relational level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the extended abstract level (L4), the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and

<sup>1 1</sup> Structure of Observed Learning Outcomes by Biggs and Collis (1982)

used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [<http://pamhook.com/solo-taxonomy/>]

The progression from Level 1 to Level 4 is exemplified in the progression from define → describe → explain → discuss with each succeeding level indicating a higher level of understanding, as follows:

- define – to state a basic definition of a concept [Unistructural or L1]
- describe – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]
- explain – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to how or why something occurs. [Relational or L3]
- discuss – this means linking geographical ideas (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying.

# LEARNING OUTCOMES

## STRAND 1: Natural Processes

**Major Learning Outcome:** By the end of this strand, students are able to demonstrate an understanding of a geographic environment in the Pacific, focusing on interacting natural processes

### Sub-strand 1.1 Natural Processes in a Geographic Environment in the Pacific

**Key Learning Outcome:** By the end of this sub strand, students can demonstrate an understanding of the different natural processes that operate in a geographic environment in the Pacific and how they have been modified by human action

	Specific Learning Outcomes (SLO)	SLO Skill Score	SLO code
1	identify the elements of natural processes	1	Geo1.1.1.1
2	name the interacting natural processes that operate in a chosen environment	1	Geo1.1.1.2
3	develop a map key for a sketch map showing elements of the interacting processes in a chosen environment	1	Geo1.1.1.3
4	develop a map key for a sketch map of the distribution of the resulting natural features from the interacting natural processes	1	Geo1.1.1.4
5	define local spatial variations	1	Geo1.1.1.5
6	define temporal variations	1	Geo1.1.1.6
7	identify/Name the natural features/phenomena that result from the interacting natural processes that operate in a chosen geographic environment	1	Geo1.1.1.7
8	draw a sketch map to show the distribution of the resulting natural features/phenomena from the interacting natural processes in a chosen geographic environment.	2	Geo1.1.2.1
9	draw annotated sketch map to show the elements of any of the interacting natural processes that operate in a chosen geographic environment.	2	Geo1.1.2.2
10	describe the elements of the interacting natural processes that operate in the chosen geographic environment.	2	Geo1.1.2.3
11	explain how human action has modified a natural process in a chosen geographic environment	3	Geo1.1.3.1
12	describe the specific characteristics of the elements of the interacting natural processes that operate in the chosen geographic environment.	2	Geo1.1.2.4
13	describe the local spatial and/or temporal variations in these natural processes using specific case study evidence.	2	Geo1.1.2.5
14	analyse how each process operates (which may be at different rates and scales) within the chosen geographic by describing how one process operates	3	Geo1.1.3.2
15	discuss the interactions in these natural processes using specific case studies, and diagrams	4	Geo1.1.4.1
16	explain comprehensively (using case study evidence) why there are local spatial and/or temporal variations in these natural processes	3	Geo1.1.3.3
17	explain comprehensively how these interacting processes have affected the distribution of phenomena	3	Geo1.1.3.4
18	evaluate the extent to which these natural processes have been modified by human action referring to specific case study evidence.	4	Geo1.1.4.2

## Explanatory Notes for Strand 1

A *geographic environment* in the Pacific refers to **ONE** area which:

- is large enough to study interacting natural processes,
- has clearly defined physical characteristics,
- may be chosen because it is significant or important to the local area.

Type of Geographic Environment	Example
Volcanic plateau	Mangaia, Cook islands
River valley, (catchment area or basin or part of)	Mele Cascades, Mele River, Vanuatu
A Strand of a coastline	Ha'atafu Marine Reserve, Tonga; Mele Bay, Vanuatu; Lagoon shoreline Buariki Island, Kiribati.

*Natural Processes* could include among others Coastal, Fluvial, Tectonic, Volcanic, Geomorphological, Climate, Hydrological, Biogeographical and Pedological processes.

*Element* is a part of a process or phenomena. Examples of Geomorphological Process elements may be faulting, folding or volcanism.

*Describe/describing:* means to identify and give an account of; to make reference to the qualities, characteristics or recognisable features. A simple explanation can also be included.

*Explain:* provide reasons for; to account for, to provide a clear answer, to clarify.

*Analyse* means to examine methodically and in detail. Students should be able to identify examine and explain the component parts and explain interactions between the parts and the relationship of the parts to the whole e.g. compare and contrast.

*Interacting natural processes* could include a description of how one process modifies, brings about or operates in conjunction with the other.

*Operates* refers to the way, rate and scale in which the natural process works e.g. what is the sequence of events that happen, how rapidly does it occur, how widespread is it.

*Local spatial variations* refer to the way in which processes are different within different parts of the geographic environment, e.g. stronger, going in different directions, more magnitude, different speeds or rates, different geology, different slope, different patterns.

*Temporal variations:* how things change over a period of time. Examples of temporal variations include: even, uneven, fluctuating, cyclic, regular, and irregular. Temporal variations could be brought about by seasonal events such as periodic storms or cyclones.

*Distribution* refers to the location of phenomena.

*Phenomena* mean features and things that are observable.

*Evaluate* means to assess or judge by considering the alternatives.

*Modified* means causing change, in this case, changes to the process e.g. smaller, bigger (magnitude) frequency, speed, strength, long term and short term changes.

## STRAND 2: Cultural Processes

**Major Learning Outcome:** By the end of this strand, students are able to demonstrate *an* understanding of a cultural process operating within geographic environments at the local, national or global level

### Sub-strand 2.1 Cultural Processes in a local, national or global Geographic

**Key Learning Outcome:** By the end of this sub strand, students can demonstrate *an* understanding of the different cultural processes operating within geographic environments at the local, national or global level and their impacts on the people and the environment

#### Environment

	Specific Learning Outcomes (SLO)	SLO Skill Score	SLO code
1	locate and name a Pacific Island nation setting	1	Geo2.1.1.1
2	locate and name an overseas setting	1	Geo2.1.1.2
3	Identify/name the elements of the cultural processes that operate in a chosen geographic environment	1	Geo2.1.1.3
4	draw a sketch map to show the cultural processes that operate in a chosen geographic environment.	1	Geo2.1.1.4
5	develop a map key for a sketch map of how cultural processes vary within different parts of a chosen environment	1	Geo2.1.1.5
6	identify the specific elements of the cultural processes within a chosen setting	1	Geo2.1.1.6
7	describe the elements of the cultural processes within a chosen geographic environment.	2	Geo2.1.2.1
8	describe the local spatial and/or temporal variations in this cultural process.	2	Geo2.1.2.2
9	describe the factors that have brought about change in the cultural process.	2	Geo2.1.2.3
10	list factors that can bring about change in a cultural process	2	Geo2.1.2.4
11	explain why there are local spatial and/or temporal variations in this cultural process.	3	Geo2.1.3.1
12	explain how your chosen cultural process operates within your selected overseas setting using specific case study evidence	3	Geo2.1.3.2
13	describe in detail the elements of the cultural processes within a chosen geographic environment	2	Geo2.1.2.5
14	analyse how each cultural process operates within the chosen geographic environment	3	Geo2.1.3.3
15	evaluate the factors that have brought about changes.	4	Geo2.1.4.1
16	evaluate the impact of the cultural process on people and/or the environment	4	Geo2.1.4.2

### Explanatory Notes for Strand 2

**Settings:** Two illustrative settings will be studied: one from a Pacific Island nation, the other from the rest of the world.

**A cultural process** could include migration, tourism, industrialisation, agricultural change, changing land use.

**The local, national or global level** refers to the scale of the chosen setting e.g. the local level may be a village, town or region (it does not have to be your own), the national level is a country or nation, the global level is the world.

**Element** is a part or sub-division of a process or phenomena. Examples of Tourism Process elements may be natural elements such as coral reefs or cultural elements such as festivals

**Describe/describing:** means to identify and give an account of; to make reference to the qualities, characteristics or recognisable features. A simple explanation can also be included.

**Explain:** provide reasons for; to account for, to provide a clear answer, to clarify.

**Analyse** means to examine methodically and in detail. Students should be able to identify component parts and explain interactions between the parts and the relationship of the parts to the whole e.g. compare and contrast.

**Operates** refers to the way in which the cultural process works e.g. what is the sequence of events that happen and or the rate or scale at which it happens.

**Spatial variations** refer to the process being different within different settings, e.g. concentrations in the village, dispersal to outlying islands, radial patterns within an area, nodes within a country, linear patterns globally.

**Concentration** means grouping together and **dispersal** means spreading out.

**Temporal variations:** how things change over a period of time. Examples of temporal variations include: even, uneven, fluctuating, cyclic, regular or irregular. Temporal variations could be brought about by the changes in transport, fluctuating currency rates, shortage of labour among others.

**Evaluate** means to assess or judge by considering the alternatives.

**Factors** refer to the causes or reasons for the change.

**Change** refers to modifications or alterations to the cultural process over time.

## STRAND 3: Geographic Skills, Concepts and Ideas

**Major Learning Outcome:** By the end of this strand, students are able to demonstrate an understanding of geography skills, concepts and ideas

### Sub-strand 3.1 Application of Geographical Skills, Concepts and Ideas

**Key Learning Outcome:** By the end of this sub strand, students are able to demonstrate an understanding of how geography skills, concepts and ideas can be applied when conducting geographical inquiries, analysing and reporting geographical data and information

	Specific Learning Outcomes (SLO)	SLO Skill Score	SLO code
1	identify the location of and category of a cyclone at any particular time using a tracking map	1	Geo3.1.1.1
2	use the six figure grid references	1	Geo3.1.1.2
3	determine bearings on a map	1	Geo3.1.1.3
4	calculate area in a map	1	Geo3.1.1.4
5	use a key in a map	1	Geo3.1.1.5
6	determine direction using a compass	1	Geo3.1.1.6
7	locate natural and cultural features on a map	1	Geo3.1.1.7
8	use latitude and longitude to determine location	1	Geo3.1.1.8
9	determine height of a mountain etc	1	Geo3.1.1.9
10	describe geographical concepts and ideas	2	Geo3.1.2.1
11	make generalisations from the interpretation of graphs, diagrams, visuals and maps	2	Geo3.1.2.2
12	identify problems from resources	1	Geo3.1.1.10
13	describe different viewpoints	2	Geo3.1.2.3
14	interpret graphs such as, multi-line, column (bar), compound column, scatter graphs, climographs, percentage bar graphs, triangular, proportional area, cumulative frequency	2	Geo3.1.2.4
15	interpret maps using mapping skills such as distance	2	Geo3.1.2.5
16	interpret weather map,	2	Geo3.1.2.6
17	interpret cartograms	2	Geo3.1.2.7
18	interpret dot distribution	2	Geo3.1.2.8
19	interpret statistical maps,	2	Geo3.1.2.9
20	interpret proportional circle maps	2	Geo3.1.2.10
21	interpret choropleth maps.	2	Geo3.1.2.11
22	interpret scale	2	Geo3.1.2.12
23	draw a precis map	2	Geo3.1.2.13
24	draw a cross Strand of a map	2	Geo3.1.2.14
25	interpret visuals photographs including vertical and obliques, satellite images, cartoons and pictures	2	Geo3.1.2.15
26	analyse trends and patterns of maps and graphs	2	Geo3.1.2.16
27	interpret simple graphs	2	Geo3.1.2.17
28	interpret graphs such as pie, circular, line, pictograms, cartograms,.	2	Geo3.1.2.18
29	interpret Venn diagrams	2	Geo3.1.2.19

30	interpret models and diagrams such as wind rose	2	Geo3.1.2.20
31	interpret population pyramids	2	Geo3.1.2.21
32	interpret flow charts and Venn diagrams	2	Geo3.1.2.22
33	construct sketches from photographs, maps, satellite images	2	Geo3.1.2.23
34	construct graphs such as pie, circular, line, column (bar),	2	Geo3.1.2.24
35	calculate percentages, percentage change, mean, mode and average	3	Geo3.1.3.1

### Explanatory Notes for Strand 3

A *Resource booklet* is provided in the examination which is used to assess the students' understanding and application of geographic skills, concepts and ideas. This may include a variety of resources such as maps, tables, diagrams, photographs and/or texts. These will generally be about a particular geographic issue in a setting which could be from a Pacific Island or overseas.

*Geographic Skills* that could be examined are contained in the table below:

Types	Detail
Graphs	Pie, circular, line, multi-line, column (bar), compound column, scatter graphs, climographs, percentage bar graphs, pictograms, cartograms, triangular, proportional area, cumulative frequency.
Maps	Topographic, isopleth, choropleth, dot distribution, statistical maps, cross-Strands, précis maps, proportional circle maps,
Mapping Skills	Distance, use of six figure grid references, use of latitude and longitude, compass direction, bearings, scale, area calculation, location of natural and cultural features, determination of height, cross Strands, use of a key, précis map construction, recognition of relationships, application of concepts, interpretation of other geographic maps like weather maps, cartograms, choropleth maps.
Visuals	Photographs including vertical and oblique, satellite images, cartoons and pictures, sketches.
Models and Diagrams	A continuum line, wind rose, population pyramids, transects, flow charts, tables, Venn diagrams.
Geographic skills	Interpretation, construction, sketching, making generalizations, analysing trends and patterns, identifying problems, evaluating, analysing viewpoints, decision making.
Calculations	Percentages, percentage change, mean, mode, average.

*Resource interpretation* will require students to interpret a variety of resources and *construction skills* will require the drawing of sketch and précis maps, diagrams, cartoons, and constructing models, graphs and tables. At this level, students should be able to **choose** and use skills appropriate to the task e.g. students should choose the best method for graphing something rather than being told what kind of graph to draw. Students will be expected to use skills in complex situations that are appropriate to Form 7.

**Geographic concepts** provide a framework that geographers use to interpret and represent information about the world and allow for the exploration of relationships and connections between people and both natural and cultural environments. They have a spatial component. For an explanation of key geographic concepts used in 7<sup>th</sup> Form refer to Appendix 1.

## **STRAND 4: Contemporary Geographic Issue**

**Major Learning Outcome:** By the end of this strand, students are able to demonstrate an understanding of the aspects of a geographical issue in the Pacific islands and at the global scale

### **Sub-strand 4.1 Contemporary geographic issue in the Pacific islands and at the global level**

**Key Learning Outcome:** By the end of this sub strand, students are able to demonstrate an understanding of the aspects of a contemporary geographic issue in the Pacific islands and at the global level and possible solutions to address it

	<b>Specific Learning Outcomes (SLO)</b>	<b>SLO Skill Score</b>	<b>SLO code</b>
1	identify a contemporary geographic issue relevant in the Pacific or countries/regions outside of the Pacific	1	Geo4.1.1.1
2	describe natural/cultural features/characteristics that relate to the geographic issues identified	2	Geo4.1.2.1
3	describe the nature of the contemporary geographic issue	2	Geo4.1.2.2
4	describe how another spatial dimension is of significance to the issue	2	Geo4.1.2.3
5	describe the groups and/or individuals involved in the issue	2	Geo4.1.2.4
6	outline the historical perspectives of the issue	2	Geo4.1.2.5
7	acknowledge sources of information using appropriate referencing methods	2	Geo4.1.2.6
8	explain how groups respond to the issue leading to their responses and the reasons behind their responses	3	Geo4.1.3.1
9	propose suitable courses of action to address the issue, explaining how these actions intend to solve the issues	3	Geo4.1.3.2
10	justify the solution proposed demonstrating why this chosen course of action is the best and why it is better than the alternatives	4	Geo4.1.4.1
11	evaluate the strengths and weaknesses of each course of action	4	Geo4.1.4.2
12	evaluate the social or economic significance of the issue to the people who are concerned/affected	4	Geo4.1.4.3

### **Explanatory Notes for Sub Strand 4.1**

*The learning outcome* must be achieved in the context of the Pacific Islands in a local or a regional example.

*Aspects of a contemporary geographic issue* refer to the nature of the contemporary geographic issue and the values and perceptions that relate to the issue.

*Contemporary issue* refers to an issue that is currently affecting people or places and that is unresolved.

*A Geographic issue* refers to a topic, concern, problem, debate, or controversy related to a natural and/or cultural environment, which includes a spatial dimension.

**The nature of the issue:** this needs to be established by describing natural and/or cultural features and/or characteristics that relate to the issue, as well as describing how location (or another spatial dimension) is of significance to the issue.

**Examples of issues** which could be studied are:

The sustainability of resources, such as natural forests; fish and other marine resources; soils, water among others, in the Pacific Islands, Waste, Noise, Water and Air Pollution issues, Coastline management and conservation issues.

**Explain:** provide reasons for; to account for, to provide a clear answer, to clarify.

**Values and perceptions** refer to the viewpoints individuals or groups hold and the world view or perspective that are the reason for their viewpoints.

**Global** refers to regions or nations across different continents or hemispheres.

**Geographic topic** refers to a natural and/or cultural study that has a global spatial dimension.

**Examples of geographic global topic** could include the Global Spread of disease, Over Fishing in the World, Global Refugees, Inequalities in World Trade, Global poverty, Global deforestation, Climate change, Global spread of Aids, Global spread of multi-national companies, Volcanic eruptions/Earthquakes/Tsunamis affecting more than one continent or region.

**Geographic terminology:** use of the language and terminology of geography in ways that demonstrates understanding and enhances the quality of the answer.

**Pattern** refers to a definite spatial or temporal arrangement.

**Spatial patterns** relate to how features are arranged on the earth's surface. Examples include: even, uneven, linear, radial, sparse, clustered, concentrated, dispersed, and peripheral. A spatial dimension refers to the use of space and includes location, accessibility, direction, scale etc.

**Temporal patterns** relate to time – a time dimension and patterns of change that can be identified over time. Examples include constant, fluctuating, cyclic, regular, seasonal and irregular.

**Describe/describing:** means to identify and give an account of; to make reference to the qualities, characteristics or recognisable features. A simple explanation can also be included.

**Explain:** provide reasons for; to account for, to provide a clear answer, to clarify.

**Analyse** means to examine methodically and in detail. Students should be able to identify component parts and explain interactions between the parts and the relationship of the parts to the whole e.g. compare and contrast.

**Social** is to do with the effect on people around the world and how the topic affects their lives either as individuals or groups.

**Economic** effect is generally to do with money and how the topic affects their livelihood, their jobs, income etc.

**Significance** means consequence or importance of the effect created which may be large or small in scale.

## STRAND 5: Geographical Research

**Major Learning Outcome:** By the end of this strand, students are able to demonstrate *an* understanding of conducting a practical research activity

**Key Learning Outcome:** By the end of this sub strand, students can demonstrate *an* understanding of how to conduct a practical research activity with consultation and communicate the key findings

### Sub-strand 5.1 Consultative Research

	Specific Learning Outcomes (SLO)	SLO Skill Score	SLO code
1	state the aim of the research	1	Geo5.1.1.1
2	state the research question	1	Geo5.1.1.2
3	outline a plan of the research	2	Geo5.1.2.1
4	introduce the research topic with appropriate literature	2	Geo5.1.2.2
6	record/tabulate data relevant to the aim of the research	2	Geo5.1.2.3
7	outline the methodology of the research	2	Geo5.1.2.4
8	present a map(s) and statistical and/or visual data	3	Geo5.1.3.1
9	analyse findings of a research	3	Geo5.1.3.2
10	provide a conclusion (s) that relates to the aim of the research	3	Geo5.1.3.3
11	present the data comprehensively	3	Geo5.1.3.4
12	evaluate the research process, and how this affects the validity of the research findings.	4	Geo5.1.4.1
13	discuss findings in relation to theories and make recommendations	4	Geo5.1.4.2

### Explanatory Notes for Strand 5

**Geographic research** refers to any fieldwork activity that has a spatial component, and that considers aspects of a natural or cultural environment, and/or the interaction of people with that environment. Geographic research must relate to people and/or the environment, and there must also be a spatial component to the topic. Research activity works best when it focuses on topics that enhance the student's geographic understanding and/or shows how geography can be used to help us to better understanding.

**A practical research activity** requires the students to decide on the aim of the research and select data from the field.

**In the field** means that the student is required to go outside the classroom and by the means of measuring, observing and surveying to collect information. This can be achieved within the local school environment and through locally based studies of interest to the teacher or students e.g. house price survey, shopping survey, observations of specific local issues such as pollution etc.

**With consultation** means students will develop their own research aim(s) and research methodology and initiate discussion of these with their teacher.

**Primary data** is collected from the field. The collection of data may be done individually or by a group.

**Aim** is the purpose of the research or what the student wishes to achieve through the research or what question they wish answered. The aim should be set as a question. Examples of aims are: "Is there wave erosion or deposition in this area?" "Where is the worst litter in our school grounds over a selected period of time and what is the reason?" "Are areas of greatest crime in the town related to income levels?"

**Plan** refers to devising a time and management plan which contains the activities to be carried out and the methods to be used.

**The collection** of primary data includes a combination of the following methods: observing, measuring, précis sketching, photographing, sketching, surveying, using questionnaires, interviewing.

**Present data** refers to the presentation of maps, graphs, seminars, posters etc. All conventions should be included such as title, key, scale and north arrow.

**Findings:** the understanding gained from reviewing presented materials such as maps, graphs, tables, diagrams, or photographs. The findings should be written for each piece of data and should explain what the data highlights.

**Conclusion:** an overall summary or inference relating to the research aims, obtained from examining the findings. Students must reach conclusions based on the data collected, and the conclusions must relate to the aims of the research. These aims must be clearly stated and any conclusions drawn must relate back to them.

**Analyse** means to examine and explain the component parts and their relationship.

**Research Process** refers to the methods or steps used to collect and analyse information to answer the question of the research.

**Evaluation of the research process** should focus on how well, or not, aspects of the research methodology worked and the implications that this has for the research topic and the conclusions drawn. For example, the statement: "*Our group worked well together and this enabled us to collect a large amount of data about the volume of traffic. This gave us sufficient evidence to draw useful conclusions about traffic flow in our town*" is appropriate. In contrast, the statement: "*Our group worked well*" on its own would be insufficient.

## ASSESSMENT

Students will be assessed by a three-hour written examination including reading time on Strands 1, 2 and 3 (70%), and by internal assessment on Strands 4 and 5 (30%).

Learning outcomes in the prescription that are assessable are listed in the Tables of Learning Outcomes under each sub-strand.

### Assessment Blueprint

The assessment blueprint for Geography is given below. The weighting for each strand and skill level is to be noted as these will be adhered to for assessment.

Strand	Assessment Type	SKILL LEVEL/ SCORE				
		1	2	3	4	Weighting (%)
1	EA					20
2	EA					20
3	EA					30
4	IA	0	2	2	0	10
5	IA	1	3	3	1	20
<b>Total number of items</b>		<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>50</b>
<b>Total skill scores</b>		<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

### External Assessment

The written examination will assess the student's geographic knowledge, understanding and application of the learning outcomes, geographic key concepts and ideas, and the use of the geographic skills as outlined in Strands 1, 2 and 3 of the prescription.

Students will be required to write a combination of short answers and essays and construct or draw annotated maps and/or diagrams. In Strand 3, questions will be based on a range of resources that may follow a theme and candidates may be required to apply knowledge, understanding and skills in unfamiliar situations.

The weightings given to each strand of the examination will be as follows:

- Strand 1: 20%
- Strand 2: 20%
- Strand 3: 30%

In Strand 2 both settings will be examined.

### Internal Assessment

Students are required to complete two tasks which are assessed by teachers in schools based on geographic knowledge, understanding of geographic key concepts and ideas, and the use of the geographic skills as outlined in Strands 4 and 5 of the prescription.

The weightings given to each Strand of the prescription will be as follows:

- Strand 4: Contemporary Geographic issue 10%
- Strand 5: Research Activity (Field Work) 20%

### ***IA Task 1 Instructions – Contemporary geographic issue***

1. In consultation with teachers, students are to **select a contemporary geographic issue at the Pacific level or international level and carry out an investigation of the issue.** Teachers are urged to provide guidance to students in their choice of issue to be investigated and whether the issue is approached at the Pacific regional level **or** at the international level.
2. While teachers and students are expected to cover a range of issues both at the Pacific regional level and international level during teaching and learning, **this IA task is to be based on EITHER a Pacific regional issue OR an international/global issue, but not both.** The choice is to be left to individual students, but in consultation with the teacher.
3. For the chosen issue, students are to
  - a. describe the nature of the contemporary geographic issue
  - b. describe the natural, cultural, and spatial characteristics that relate to the geographic issue
  - c. describe the groups or individuals that are involved in (by causing or being affected by) the issue and how they are involved
  - d. outline the historical perspective of the issue
  - e. explain how different groups respond to the issues and the reasons behind their responses
  - f. propose suitable courses of action to address the issue, explaining how these actions intend to solve the issues
  - g. evaluate the strengths and weaknesses of each suggested course of action
4. It is expected that students carry out literature searches to gather information on their identified issues. Where the issue is local to the community, students may use interviews (of community members knowledgeable about the issue) and observations to gather more information.
5. Students are to write a report detailing their findings using the proper report writing format.
6. It is important that students acknowledge the sources of information that they use in their reports.
7. The IA task is worth 10% and the Learning Outcomes that guide this task can be found in Strand 4.
8. The writing of the report for this task is to be carried out within class time, so teachers are urged to allocate specific class time for the completion of this task. A duration of **about one to two weeks of class time** should be sufficient for the completion of this task, however, it is left to the discretion of teachers to make a judgement call on the time required for the completion of this report by their students.

### ***IA Task 2 Instructions – Practical research activity***

1. The expected outcome of this task is that students are able to demonstrate understanding and application of the geographic research process. As such, students are required to consult fully with their teachers on a possible research topic and a research plan.
2. Teachers are urged to provide the framework in the selection of the research topic such as the location or the theme of the research. Teachers are to note that the choice of the research

field or research topic and methodology are wide open for students to explore so their guidance is essential to ensure that students focus on a clear research topic as soon as the research project begins.

3. This IA task is worth 20% and the Learning Outcomes that guide this task can be found in Strand 5.
4. Students are required to carry out the following:
  - a. Decide on a research topic in consultation with the teacher – the research topic must be well focused, therefore not too general.
  - b. Formulate a research aim, and a research question to be answered by the rest of the research process. These research aim and questions are to be discussed with the teacher for the teacher's endorsement. Where applicable, formulate a research hypothesis as well.
  - c. Carry out a literature survey to gather necessary background information on the research topic.
  - d. Decide on the information to be gathered and then the research methodology to be followed to gather the required information.
  - e. Carry out the intended research in order to gather the data/information that you need to be able to answer the research question.
  - f. Carry out an analysis and discussion of the information that you are able to gather, and draw conclusions and/or recommendations on the research findings.
  - g. Evaluate the research process, and make a statement on whether the validity of the research results has been ensured
  - h. Keep a log book, in which information relating to **a – f above is recorded in draft form**. Note that the log book will have to be submitted together with the final research report. The final research report will not be assessed unless a log book is submitted with it.
  - i. Write a research report, detailing the following:
    - i. An introduction of the research topic
    - ii. The research aim(s) and research question(s)
    - iii. A summary of relevant literature, ensuring that sources of information are acknowledged properly
    - iv. The methodology followed for data gathering
    - v. Tabulation of results or findings
    - vi. Analysis and discussion of findings
    - vii. Conclusions and recommendations
  - j. Submit both the report and the log book to the teacher on the due date.

#### **Teachers' notes:**

1. **Consultation** means that the student should initiate discussion with the teacher about the aim(s) of the research and research methodology so that it is student driven.
2. **Information** collected includes primary data from the field. This involves data collection outside of the classroom such as from around the school, the local area and places further afield. Where group work is used, each individual's contribution is to be authenticated.
3. **Monitoring of the assessment is important:** The students' work is to be monitored in stages

throughout the research period, as milestones are reached. This will ensure that students are on track to achieve this assessment and allow teachers to give feedback and feed forward.

## General

Course work requirements, the assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be clearly recorded and maintained by teachers so that accurate information on each student's progress is readily available.

At the beginning of each year, schools presenting candidates for the South Pacific Form Seven Certificate geography assessment must complete an Internal Assessment Summary Form (GEOG-IA) and forward it to EQAP by the date set down by the Director.

At the start of the year students are to be given a copy of the assessment statement. This comprises the assessment programme to be followed during the year, including the tasks, the timing, weighting and mark allocation of these tasks, and marking schedules where appropriate.

Where schools have internal quality management procedures such as policies on plagiarism, lateness of work, absence and student appeals, these should be given to students as well at this time.

The moderation of Internal Assessment will be done in accordance with EQAP policy as specified from time to time.

## General terms used in the Assessment Schedules

### *Command words*

- a. **Describe/describing:** means to identify and give an account of; to make reference to the qualities, characteristics or recognisable features. A simple explanation can also be included.
- b. **Describe in detail:** the description has complexity or greater understanding that differentiates it from an Achieved level answer. The description incorporates specific information, case study, facts, names or other explicit information which enhances the answer.
- c. **Comprehensively or fully describing:** The description is complete. Specific information, geographic terminology and concepts are incorporated within the answer as appropriate together with the showing of insight and reference to beliefs, values and/or perspectives. The answer demonstrates an understanding of all facets.
- d. **Explain:** provide reasons for; to account for, to provide a clear answer, to clarify.
- e. **Explain in detail:** the explanation has greater complexity, incorporating specific information, case study, facts, or other explicit information to support relational thinking.
- f. **Comprehensively or fully explain:** the explanation is complete and demonstrates an understanding of the reasons that contribute to the outcome; to provide clarity with a detailed answer.
- g. **Showing insight/insightful:** involves showing a clear understanding. Insight can involve weighing up and judging evidence, and reading into and reading beyond the subject matter/evidence. Consideration of perspectives can help in the showing of insight.
- h. **Justify:** demonstrate why the chosen course of action is the best. This may include reference to the alternative courses of action.
- i. **Fully justify:** an in-depth response that uses clarity of argument and holistic understanding to demonstrate why the chosen course of action is better than any other course of action.

## **APPENDICES**

### **Appendix 1: Important Geographic Concepts and Ideas**

#### **LOCATION, DISTANCE, AND ACCESSIBILITY**

The ideas of location and distance are basic to an understanding of many relationships in geography. They can be combined to provide the higher-level concept of accessibility.

Some ideas –

**LOCATION** means the position of phenomena in terms of distance and direction.

It may be given in absolute terms, for example, latitude and longitude, or in relative terms by reference to the position of other phenomena.

**DISTANCE** may be measured not only in terms of length, but also in such terms as travel time, transport cost, or rank in a hierarchy. Location or distance may be an advantage or a constraint. Technological change may alter the effect of location or distance.

Location and distance are perceived by societies and individuals in different ways.

**ACCESSIBILITY** is affected by Location and distance and which is a measure of the ease of movement of people, objects, and ideas. A more accessible place may play a more important role in a system. The greater the accessibility of a place or an area, the greater will be its potential for interaction and change.

#### **PATTERNS**

Phenomena, which are inter-related, form patterns in space. Such patterns can be identified and interpreted. Some spatial patterns are the result of people's organisational structures, social, economic, or political. All spatial patterns, whether natural or cultural, are the result of processes. Examples of patterns are concentrated or clustered, dispersed, random and linear.

#### **PROCESSES**

Processes are a sequence of related actions which modify or maintain the environment. Processes vary in time and space and in magnitude and frequency. Some processes encourage concentration, some encourage dispersal.

#### **REGIONS**

The surface of the earth may be subdivided into units according to different spatial patterns and processes. A spatial unit defined by selected phenomena may be termed a region. Regions may vary in size or characteristics and may be defined by their natural features or cultural activities. The character of a region is continuously changing.

#### **INTERACTION**

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. Interaction takes place at different scales and with varying degrees of intensity and complexity. Interaction involves movement of such phenomena as material, energy, ideas. Interaction may lead to such things as co-operation, specialisation, competition, conflict, friction, erosion. Cultural processes interact with the natural environment to establish certain patterns in particular places.

**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. People, individually or collectively, through their decisions and actions, may bring about change. Decisions and actions, either through intention or ignorance, may destroy elements of the natural environment. Changes, such as destruction or development, may be viewed as good or bad according to the value judgements of the people involved.

## **SYSTEMS**

The total environment may be viewed as a dynamic, interacting system composed of natural and cultural features and processes, capable of change and adjustment. A system is a set of natural and/or cultural phenomena, which are linked together and interact with one another to form a whole. Systems comprise of inputs, processes, outputs and feedback. A system tends towards a balanced condition known as dynamic equilibrium or steady state. Change in one part of a system may lead to change in other parts. A system that has flows of energy and matter across its boundaries is known as an open system. A system which has no flows across its boundaries, except for the import and export of energy is known as a closed system, e.g. the hydrological cycle.

## **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. Each society perceives and interprets its own and other environments through the perspective of its own culture (common way of life).

## **ENVIRONMENTS**

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.

## **SUSTAINABILITY**

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.

## Appendix 2: IA Task 1 Scoring Rubric

### Geographic Issue – Pacific / International (10%)

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
1. describe the nature of the contemporary geographic issue (Geo4.1.2.2)	2	Only one correct characteristic is provided	More than one correct characteristics are provided		
2. describe the natural, cultural, and spatial characteristics (Geo4.1.2.1)	2	Only one relevant characteristic is provided	More than one relevant characteristics are provided		
3. describe the groups or individuals that are involved in (by causing or being affected by) the issue and how they are involved (Geo4.1.2.4)	2	One group is mentioned with a basic description	More than one group is mentioned and characterised appropriately		
4. outline the historical perspective of the issue (Geo4.1.2.5)	2	One historical event is mentioned with basic detail only	More than one related historical events are mentioned and details provided		
5. explain how different groups respond to the issues and the reasons behind their responses (Geo4.1.3.1)	3	One response from one group is provided	More than one group is mentioned together with relevant responses	Reasons for responses from more than one group are provided	
6. propose suitable courses of action to address the issue, explaining how these actions intend to solve the issues (Geo4.1.3.2)	3	Only one course of action is provided, with basic details	More than one course of action is provided with some simple reference to solving of issue	More than one course of action provided and how these will solve issues are related well	
7. evaluate the strengths and weaknesses of each suggested course of action (Geo4.1.4.2)	4	A weakness or strength is provided	More than one weakness or strength are provided	Strengths and weakness are related back to issues	Personal opinion is provided – student situates himself/herself within the course of action, with relevant and accurate evidence or examples

## Appendix 3: IA Task 2 Scoring Rubric

### Geographic Research (20%)

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
1. state the aim of the research (Geo5.1.1.1)	1	Aim is stated and is appropriate			
2. state the research question (Geo5.1.1.2)	1	Research question is stated and appropriate			
3. outline a plan of the research (Geo5.1.2.1)	2	Simple plan only (from the logbook)	Plan has sufficient details (from the logbook)		
4. introduce the research topic with appropriate literature (Geo5.1.2.2)	2	Simple introductory statement(s) is provided	Introductory statements provide a holistic introduction		
5. collect and tabulate data relevant to the aim of the research (Geo5.1.2.3)	2	Simple tabulation of data or some other presentation format	Data is well tabulated and labelled and provides good 'eye-view' to reader		
6. outline the methodology of the research (Goe5.1.2.4)	2	Simple steps only are given, not complete	Methodology is complete		
7. present a map(s) and statistical and/or visual data (Geo5.1.3.1)	3	Map or visual is inserted, and of some relevance	Maps or visuals are provided and relevant	Maps or visuals are provided and relevance is described well	
8. analyze the findings of the research (Geo5.1.3.2)	3	A finding is simply stated	A number of relevant findings are presented	Findings are cohesively outlined and linked	
9. provide a conclusion (s) that relates to the aim of the research (Goe5.1.3.3)	3	A simple statement is provided as conclusion	More than one relevant statements are provided but not linked	Relevant statements are linked for holistic conclusion	
10. evaluate the research process, and how this affects the validity of the research findings (Geo5.1.4.1)	4	A simple statement is made	A list of steps to ensure validity is provided	A list of steps is provided as well as how the steps ensure validity	A statement of judgement on whether results are valid or not is given
11. discuss findings in relation to theories and make recommendations (Geo5.1.4.2)	4	A finding is stated	A number of findings are stated	Stated findings are related back to reviewed literature	Recommendations are made on how findings could better support the research question(s)

## Information for Assessment

The following information should be read in conjunction with the information on Strand 5 and the Learning Outcomes on Page 12.

### Explanatory notes on the marking of Strand 5

**Research** must allow for the collection of data from the field. Fieldwork underpins good quality geographic research. Secondary data or information from texts or the internet is not acceptable.

**Presentations** need to use basic appropriate conventions: the presentation must include two or more of the visual methods that are listed in Explanatory Note 6. Basic appropriate conventions refer to the presentation conventions associated with the particular type of visual used - maps for example need to be presented with appropriate titles, scales, keys, north points, use of appropriate symbols, shading and colour. The visual needs to be a 'fit for purpose' presentation. **Variety:** two or more (excluding written text).

**Geographic terminology:** use of the language and terminology of geography in ways that demonstrates understanding and enhances the quality of the answer.

**Geographic concept:** concepts are general and big ideas associated with a subject that help provide understanding of that subject. Specific examples of geographic concepts and suggestions about other concepts that could be used in geography are contained in Appendix 1, Page 16.

**Conclusion:** an overall summary or inference relating to the research aims, obtained from examining the findings. Students must reach conclusions based on the data collected, and they must relate to the aims of the research. The aims therefore must be clearly stated and any conclusions drawn must relate back to them.

### Command Words

**Effectively presented:** This refers to the quality of the data and the appropriateness of the methods used to present the data. The presentation contributes to an understanding of the aim of the research and to the conclusion(s) reached.

**Accurately and effectively presented:** the data is accurately presented and in a manner which successfully conveys the purpose of presenting data. The presentation contributes to an understanding of the aim of the research and to the conclusion(s) reached.

**In detail:** the description has complexity or greater understanding that differentiates it from an Achieved level answer. The description incorporates specific information, case study, facts, names or other explicit information which enhances the answer.

**Analyse** means to examine methodically and in detail. Students should be able to identify component parts and explain interactions between the parts and the relationship of the parts to the whole e.g. compare and contrast.

**Comprehensively analysed findings:** The description is complete and incorporates reference to a

relevant geographic concept. Geographic terminology is used in the answer where appropriate. The answer demonstrates an understanding of all facets.

***Showing insight /insightful:*** involves showing a clear understanding. Insight can involve weighing up and judging evidence, and reading into and reading beyond the subject matter/evidence. Consideration of perspectives can help in the showing of insight.

***Evaluation*** of the research should focus on how well, or not, aspects of the research methodology worked and the implications that this had for the research topic and the conclusions drawn.

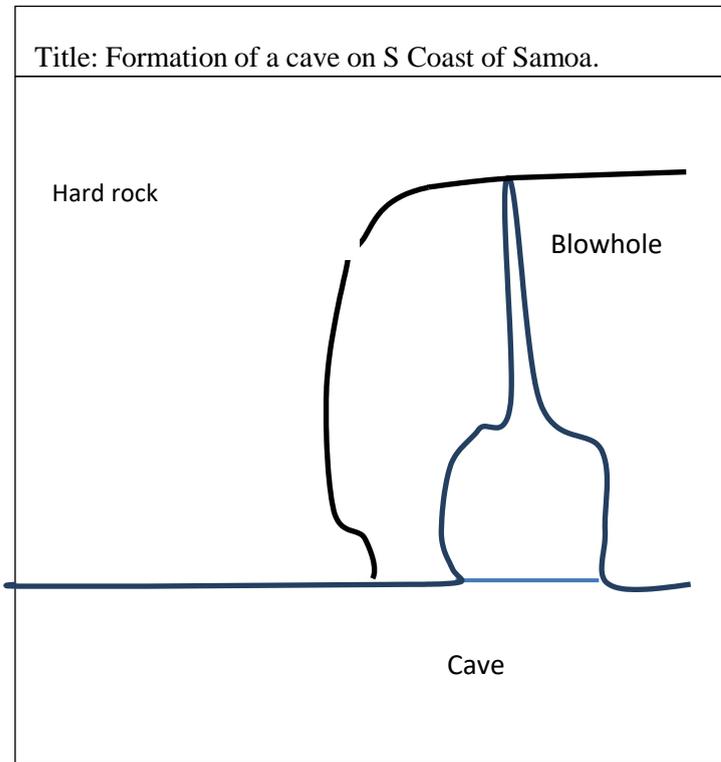
For Strands 1 and 2 all answers should be based on a specific case study setting. Theoretical knowledge of natural and cultural processes without referring to the specific case study will not answer the question and will be graded accordingly.

**Annotations** are notes explaining the purpose of the diagram, sketch or map while **labels** name features/phenomena and processes.

## Appendix 4: Exemplars of Level 1, 2 and 3 responses

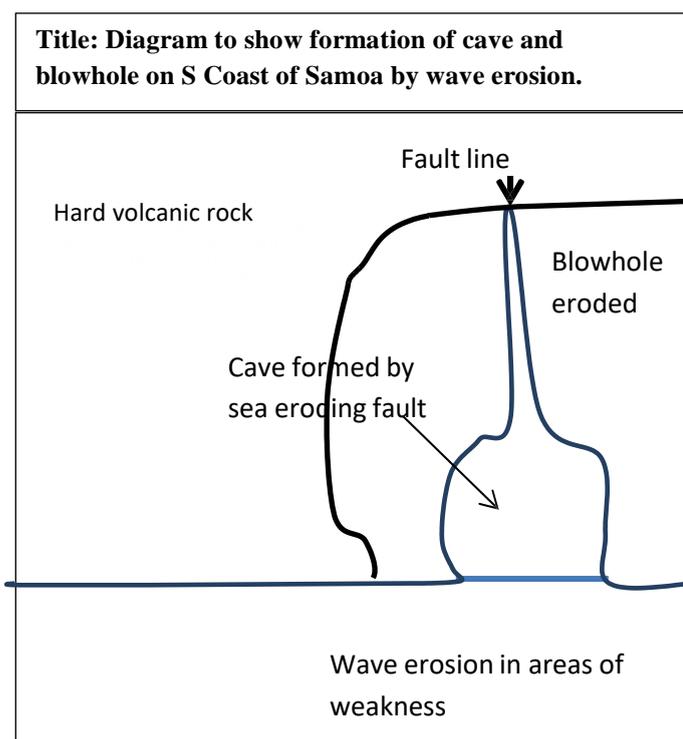
Question: Draw a diagram to show how the interaction of natural processes have produced phenomena.

### 1. Level 1 Answer



The answer lacks specific case study detail e.g. name of rock, accurate location. Features are labelled but there is no explanation of the processes.

### 2. Level 2 (Multistructural) answer

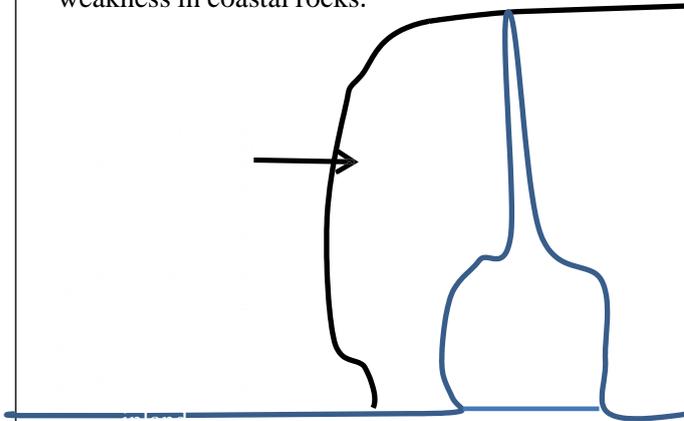


The L2 multistructural answer differs from the achieved answer in that it contains more details of what is happening in the diagram as well as more detail in the case study information.

The L2 answer differs from the L3 answer in that it lacks the relational ideas on cause and effect that explains the process.

**Diagram to show how the interaction of hydrological and geomorphological processes produce phenomena of caves and blowholes on the southern coast of Savaii, Samoa.**

Geomorphological process of faulting in rock caused when lava cooled and now is a line of weakness in coastal rocks.



Scale: 1 cm = 20 m

A L3 answer requires comprehensive detail and information from the case study area such as names, data and detail.

All conventions are followed such as title and/or scale.

## Internal Assessment Summary Form

## GEOGRAPHY

Country: \_\_\_\_\_ School: \_\_\_\_\_

## Timing Schedule

Task	Task Description	Start Date D/m/year.	End Date D/m/year.	Weighting of
Strand 4:  Analyse aspects of a contemporary geographic issue in the Pacific OR at a global level	<ul style="list-style-type: none"> <li>Explain the nature of the contemporary geographic issue using geographic terminology</li> </ul>			10%
	<ul style="list-style-type: none"> <li>Explain the factors and/or processes that contribute to the issue</li> </ul>			
	<ul style="list-style-type: none"> <li>Identify the groups and/or individuals involved in the issue and explain how their values and perceptions of the issue have led to their responses</li> </ul>			
	<ul style="list-style-type: none"> <li>Propose suitable courses of action to address the issue explaining strengths and weaknesses of each course of action</li> </ul>			
	<ul style="list-style-type: none"> <li>Propose a solution and provide a full justification of the solution proposed demonstrating why this chosen course of action is the best and better than the alternatives</li> </ul>			
Strand 5:  Conduct a practical research activity in the field with consultation	<ul style="list-style-type: none"> <li>Identify the aim of the research</li> </ul>			20%
	<ul style="list-style-type: none"> <li>Plan the research</li> </ul>			
	<ul style="list-style-type: none"> <li>Collect and record data relevant to the aim of the research</li> </ul>			
	<ul style="list-style-type: none"> <li>Present a map(s) and statistical and/or visual data</li> </ul>			
	<ul style="list-style-type: none"> <li>Analyse findings</li> </ul>			
	<ul style="list-style-type: none"> <li>Provide a conclusion(s) that relates to the aim of the research</li> </ul>			
	<ul style="list-style-type: none"> <li>Provide an evaluation of the research process, and how this affects the validity of the research findings</li> </ul>			
Total				30%

### Sub Strand 4.1

**The Focus:** Analyse aspects of a contemporary geographic issue in the Pacific region **OR** the global level

*(students are to choose an issue from either the Pacific Islands or the global context)*

Number of Topic	Title of Topics given to students
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

**Strand 5**

<b>The Focus: Conduct a practical research activity in the field with consultation</b>	
<b>Number of Topic</b>	<b>Title of Research Topics given to students</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**Note: Scoring Rubrics for the tasks are provided in the prescription.**

**Teacher's Name and Signature:** \_\_\_\_\_

**Principal's name and signature:** \_\_\_\_\_

## ADVISORY TO TEACHERS

### 1. Sample Teaching and Assessment Programme

This is a suggested teaching programme (timeline) showing the time that needs to be spent on different learning outcomes on which teachers can base their schemes of work. The programme allows for spare weeks for term holidays, timeout, revision, exams, etc. With countries/schools in the region having a variety of term times, teachers will need to plan their own programmes using this as a guide. It is important that time is incorporated into the programme for students to carry out the work necessary for the three internal assessment tasks. A suggestion for teaching time follows

#### SOUTH PACIFIC HIGH SCHOOL TEACHING AND ASSESSMENT PLAN

Term	Week	Strand of Prescription	Major Topic	Work to be covered
1	1	3,1	SKILLS/IDEAS	Introduction to course. Focusing questions
	2	3,1	NATURAL PROCESSES	What is an environment? Topographic maps, photos, models, sketching
	3	5,1		
	4	1,4		ANALYSIS OF A CONTEMPORARY GEOGRAPHIC ISSUE (IA)
	5	1,4		
	6	1,4		
	7	1 & 2	CULTURAL PROCESSES	Report on IA (D) submitted
	8	1 & 2		Review of 1; Test
	9	2		
	10	2		
	11	2		
	12	2		
	13	3 & 4	APPLY GEOGRAPHIC CONCEPTS, IDEAS & SKILLS	ANALYSIS OF A GEOGRAPHIC TOPIC AT GLOBAL SCALE (IA)
2	1	3 & 4		
	2	4		
	3		Review A, B & C	Report on IA (E) submitted
	4	5	Review A, B & C	RESEARCH ACTIVITY (FIELDWORK) (IA Strand 5) Start work on major research
	5			MID-TERM EXAM
	6			
	7	5		
	8	5		
	9	5		
	10	3 & 5		

	11	5		
	12	5		
	13	5		
<b>3</b>	1			Submission of Major task
	2	2		5Q1
	3	2		5Q2
	4			SCHOOL FINAL EXAM
	5			SCHOOL FINAL EXAM
	6			Review
	7			Review
	8	3	SKILLS/IDEAS	Past papers
	9			Past papers
	10			Past papers

## 2. Suggested Teaching Time

The suggested teaching programme below is based on 36 weeks of teaching time. Teachers should adjust their course according to their interests and the interests and needs of their students.

Approximately equal weighting should be given to Strands 1 and 2, however, teachers may spend more time on whichever Strand students complete first, as this is when students are learning Form 7 vocabulary, skills and geographic ideas.

There must be a balanced programme. The course should be one third knowledge (prescribed common topics), one third understanding (e.g. global studies, geographic concepts and ideas, issues) and one third skills (e.g. research and field work).

This prescription is designed to enable students to practise the skills they have learnt and apply geographic concepts and ideas and understandings (as well as apply their knowledge of the prescribed common topics). Students should be able to CHOOSE and use skills appropriate to the programme. Skills must be used on a WIDE RANGE of resource materials drawn from the local area, Pacific Island Nations, other countries or nations with DIFFERENT natural and cultural environments and global scales. Students must be able to transfer their ideas from one part of the world to another. Teaching programmes should give students many opportunities to practice and demonstrate this.

When making adjustments to their teaching programme, teachers should keep in mind the weighting. (This is the approximate contribution that each Strand makes to the entire programme)

It is NOT envisaged that teachers will spend 8 consecutive weeks teaching skills and geographic ideas as these should be scattered throughout the entire year's programme

<b>Strand</b>	<b>Weeks of teaching time</b>	<b>Approx. % of teaching time</b>	<b>Weighting</b>
1	8	22	25
2	8	22	25
3	6	17	20
4	6	14	10
5	8	25	20
<b>TOTAL</b>	<b>36</b>	<b>100</b>	<b>100</b>

### **3. Recommended Textbooks and Resources**

It is important that teachers use textbooks and resources that are current and up to date. As geography is not a textbook based subject, teachers may wish to use textbooks for their own reference and not for general classroom use.

It is recommended that teachers who are new to the course use the following textbooks for reference

**Natural Processes**, J.M. Hensman, P.C.Coombe, J.R. Hensman, New House 1990

**Cultural Processes**, J.M. Hensman, P.C.Coombe, J.R. Hensman, New House 1990

A list of more recent textbooks for teacher use is included below:

#### **General**

The New Wider World, David Waugh, Nelson Thornes UK 2009

#### **Natural Processes**

Coastal Processes: NCEA Level 3 Geography, Steve Beguely, Pearson New Zealand, 2005.

There is also a Teacher's Guide and Student Workbook available.

#### **Cultural Processes**

Tourism: Processes and Perspectives, Dave McPherson, Pearson New Zealand Limited 2007

#### **Research Fieldwork**

Tackling Geography Coursework, John Pallister and Ann Bowen, Hodder and Murray, 2005

Global Interactions A Senior Geography Book 1, Grant Kleeman (Ed) Rigby Heinemann 1995

#### **Global Studies**

Global Interactions, Grant Kleeman, Pearsons Australia 2008

Global Issues of Our Time, Dr John Lidstone (Ed) Cambridge University Press 1995

#### **Geographic Skills, Concepts and Ideas**

Our World geographic concepts and case studies for New Zealand students, Martin Newton, Nelson Cengage Publishers, 2011

Geography 3.4: Select and apply skills in a geographical context NCEA Edition 1, Jane Evans and Cheryl Osborne, Pearson New Zealand, 2005

Keys to Geography: essential skills and tools, AGTA, 2010.

Skills: Social Sciences, Stella Bond, New House Publishers Limited 1997

Top Tools for Social Science Teachers, Sandra Cubitt, Robyn Irvine, Alison Dow, Addison Welsey Longman New Zealand Limited 1999

#### **Atlas**

There are a wide variety of Atlases available and it is recommended that teachers choose an Atlas which is most appropriate to their location.

#### **Other Texts**

NCEA Level 3 Revision Guide, Really Useful Resources, 2012.

Heinemann Outcomes Geography, John Butler, Rigby Heinemann 1997

Examining GCSE Geography R Bateman and N Rowles, Stanley Thornes (Publishers) Ltd 1988

#### **Other Resources**

Past examination papers

Guest speakers, elders from villages, groups and societies, clubs, visitors, institutions

Topographic maps, wall maps, tourist maps, ordinance maps, road maps, etc

Slides, photographs, stereoscope photos, posters, satellite images, films, videos, models

Pacific Island Yearbook, Department of Statistics

Newspapers, magazines, periodicals, New Zealand Geographic, Australian Geographic, Canadian Geographic, National Geographic etc

Geographical Societies and Teacher Associations EG:

[www.waikato.ac.nz/wfass/subjects/geography/nzgs/geog2.htm](http://www.waikato.ac.nz/wfass/subjects/geography/nzgs/geog2.htm) New Zealand Journal of Geography

[www.geography.org.uk](http://www.geography.org.uk) (United Kingdom)

[www.aag.org](http://www.aag.org) (American)

[www.agta.asn.au](http://www.agta.asn.au) (Australian)

## Internet Sources

### Videos

#### Natural Processes

There are a wide variety of videos on all topics. Below is a sample from some of the sites.

<http://revisionworld.co.uk/gcse-revision/geography/coastal-landscapes/coastal-management/introduction-coastal-management-video>

#### Coastal Management - YouTube

An introduction to **coastal management**. ... You need Adobe Flash Player to watch this **video**.  
Download it



[www.youtube.com/watch?v=HiNGGwRfdMU2](http://www.youtube.com/watch?v=HiNGGwRfdMU2) Dec 2007 - 4 min - Uploaded by hgscoursework

#### BBC - GCSE Bitesize - Geography - Coastal management - Video



[www.bbc.co.uk/.../coasts/coastal\\_management\\_video.s...](http://www.bbc.co.uk/.../coasts/coastal_management_video.s...) 24 Mar 2010  
Watch a video on GCSE Geography about coasts and **coastal management**

#### BBC - Learning Zone Class Clips - Coastal management strategies ...



[www.bbc.co.uk/.../coastal-management...managed.../3...](http://www.bbc.co.uk/.../coastal-management...managed.../3...) 7 Sep 2009  
A comparison of the different **coastal management** strategies of Minehead and Porlock in Somerset. In ...

[www.geography.learnontheinternet.co.uk/video\\_coastal\\_managemen...](http://www.geography.learnontheinternet.co.uk/video_coastal_managemen...)

*geobytesgcse.blogspot.com*

<http://geobytesgcse.blogspot.co.nz/2007/08/coastal-erosion-landforms-features-and.html>

[www.learner.org/resources/series78.html](http://www.learner.org/resources/series78.html)

A selection of free Power Points is available if you join slideshare <http://www.slideshare.net/>