

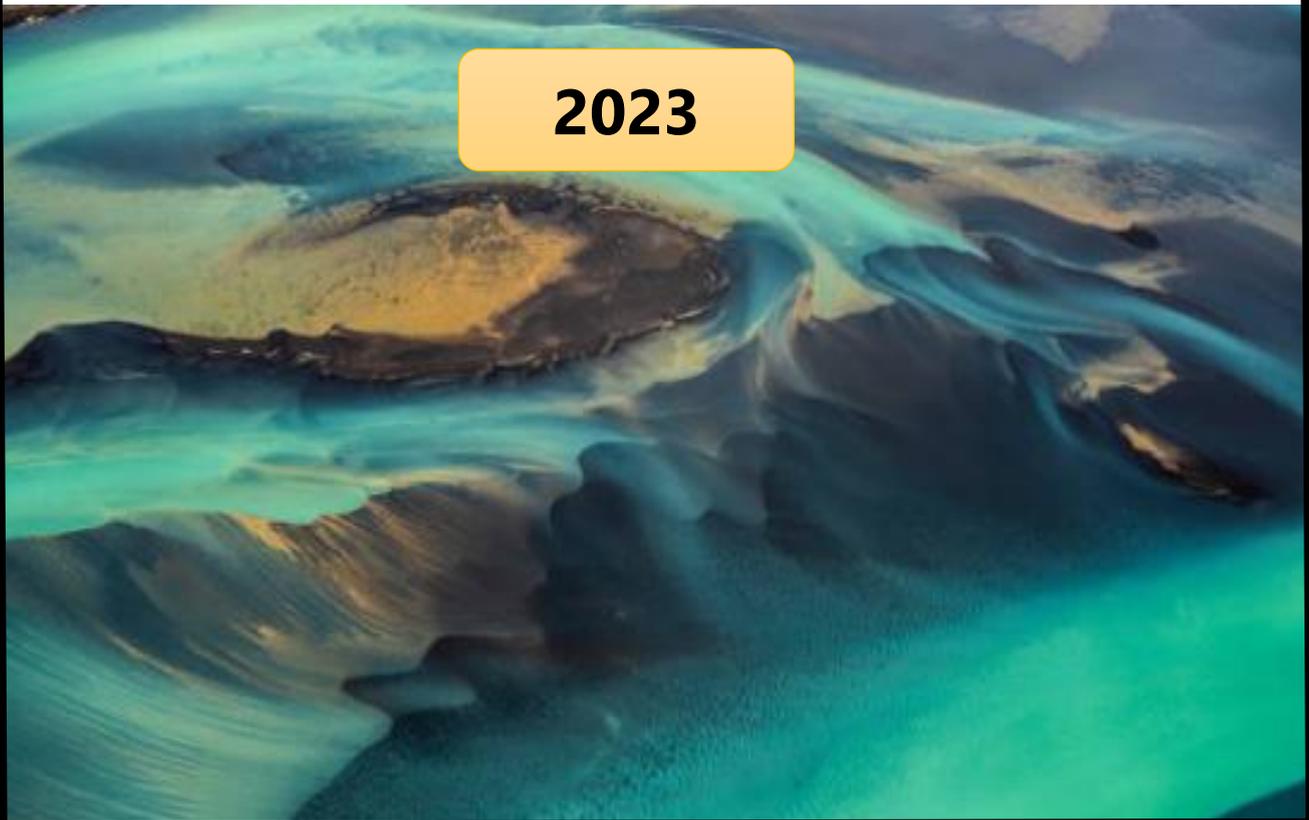


South Pacific Form Seven Certificate

GEOGRAPHY

SYLLABUS

2023



GENERAL INFORMATION

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SOUTH PACIFIC FORM SEVEN CERTIFICATE GEOGRAPHY

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1. PREAMBLE AND RATIONALE

This syllabus 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 2019 is designed to ensure 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 students' 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 two 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 syllabus also offers 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 syllabus is derived from a revision of the South Pacific Board for Educational Assessment (SPBEA) syllabus 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 Form7 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 institutions as well as for those who will complete their formal education at the end of Form7 (Year 13/14).

2. 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 a 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.

3. CONTENT COMPONENTS

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

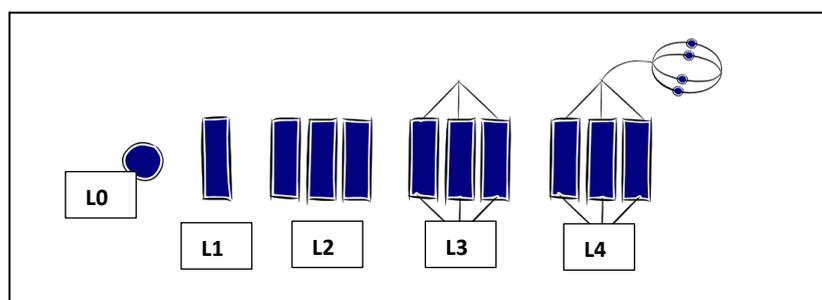
Strand Number	Sub Strand Title and Major Learning Outcome	Sub-strand Number	Sub-strand Title and Key Learning Outcome
1	Natural Processes In a Geographic Environment in the Pacific Students are able to demonstrate knowledge application and critical evaluation of a geographic environment in the Pacific, focusing on interacting natural processes	1.1	Interacting Natural Processes in a Geographic Environment Students are able to demonstrate knowledge application and critical evaluation of the different natural processes that operate in a geographic environment in the Pacific.
		1.2	Impact of Human Actions on Interacting Natural Processes in a Geographic environment Students are able to demonstrate knowledge application and critical evaluation of the impact of human actions on the different natural processes that operate in a geographic environment in the Pacific.
		1.3	Geographical Presentation (IA) Students are able to demonstrate knowledge application and critical evaluation by presenting on an environmental concern of the Blue Pacific region, its' challenges and measures adopted to conserve the geographic natural environment
2	Cultural Processes in a Local, National or Global Geographic Environment Students are able to demonstrate knowledge application and critical evaluation of a cultural process operating within geographic environments at the local, national or global level.	2.1	Cultural Process In Different Environments Students are able to demonstrate knowledge application and critical evaluation of the different cultural processes operating within geographic environments at the local, national or global level.
		2.2	Impacts of Cultural Processes on the people and the environment Students are able to demonstrate knowledge application and critical evaluation of the impacts of the cultural processes on the people and the environment at the local, national or global level.

		3.1	Geography Skills, Concepts and Ideas Students are able to demonstrate knowledge application and critical evaluation of geography skills, concepts and ideas.
3	Application of Geographic Skills, Concepts and Ideas Students are able to demonstrate knowledge application and critical evaluation of geography skills, concepts and ideas	3.2	Application of Geographic Skills, Concepts and Ideas Students are able to demonstrate knowledge application and critical evaluation of how geography skills, concepts and ideas can be applied when conducting geographical inquiries, analysing and reporting geographical data and information.
4	Consultative Practical Research – Contemporary Geographic Issue in the Pacific and at the Global Level Students are able to demonstrate knowledge application and critical evaluation of a research activity on a contemporary geographic issue in the Pacific and at the global level.	4.1	Research into Contemporary Geographich Issue (IA) Students are able to demonstrate knowledge application and critical evaluation of a practical research activity with consultation and communicate key research findings to give possible solutions to address a contemporary geographic issue either in the Pacific or at the global level.

4. UNPACKING LEARNING OUTCOMES

In this syllabus, 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 taxonomy¹.

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



¹Structure of Observed Learning Outcomes by 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 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.



5. LEARNING OUTCOMES

STRAND 1: Natural Processes in a Geographic Environment in the Pacific

Major Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a geographic environment in the Pacific, focusing on interacting natural processes

Sub-strand 1.1: Interacting Natural Processes in a Geographic Environment (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the different natural processes that operate in a geographic environment in the Pacific.

SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify the elements of a natural process or high order process.	1	Geo1.1.1.1
2	name the interacting natural processes that operate in a particular environment.	1	Geo1.1.1.2
3	identify the temporal/spatial variations in the interacting natural processes that operate in a specific geographic environment.	1	Geo1.1.1.3
4	name the natural features/phenomena that result from the interacting natural processes operating in a specific geographic environment.	1	Geo1.1.1.4
5	develop a map key for a sketch map of the distribution of the resulting natural features from the interacting natural processes.	1	Geo1.1.1.5
6	draw a sketch map to show the distribution of the resulting natural features/phenomena from the interacting natural processes in a specific geographic environment.	2	Geo1.1.2.1
7	describe the elements of the interacting natural processes that operate in a specific geographic environment.	2	Geo1.1.2.2
8	describe the local spatial and/or temporal variations in natural processes using specific case study evidence.	2	Geo1.1.2.3
9	analyse how each process operates (which may be at different rates and scales) within a specific geographic environment by describing how one process operates.	3	Geo1.1.3.1
10	explain comprehensively (using case study evidence) why there are local spatial and/or temporal variations in natural processes.	3	Geo1.1.3.2
11	explain comprehensively how these interacting processes have affected the distribution of phenomena using specific case studies.	3	Geo1.1.3.3

12	evaluate the impacts of the interactions in these natural processes using specific case studies, and diagrams.	4	Geo1.1.4.1
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Sub-strand 1.2: Impact of Human Actions on Interacting Natural Processes in a Geographic Environment (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the impact of human actions on the different natural processes that operate in a geographic environment in the Pacific.

SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	develop a map key for a sketch map of the resulting impact of human actions on the interacting natural processes in a specific geographic environment.	1	Geo1.2.1.1
2	draw a sketch map to show the resulting impact of human actions on the interacting natural processes in a specific geographic environment.	2	Geo1.2.2.1
3	describe the human actions that have impacted the interacting natural processes in a specific geographic environment.	2	Geo1.2.2.2
4	explain comprehensively (using case study evidence) how human actions have affected the distribution of phenomena using specific case studies.	3	Geo1.2.3.1
5	evaluate the extent to which these natural processes have been modified by human action referring to specific case study evidence.	4	Geo1.2.4.1
6	evaluate the effectiveness of the strategies to minimize the negative impacts of human actions on the interacting natural processes in a specific geographic environment.	4	Geo1.2.4.2

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 Geomorphological, Geological, Climatological, 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 means to 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 refers 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 is 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 a phenomenon.

Phenomena means 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.



Sub-strand 1.3: Geographical Presentation (IA)

Key Learning Outcome: Students are able to demonstrate knowledge, application and critical evaluation of an environmental concern in the Blue Pacific region, its challenges and measures adopted to conserve the geographic natural environment.

SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1.	identify an environmental concern/challenge in the Blue Pacific region.	1	Geo1.3.1.1
2.	describe the concept of the Blue Pacific region.	2	Geo1.3.2.1
3.	describe one measure to address a challenge to the natural environment of the Blue Pacific region.	2	Geo1.3.2.2
4.	explain how an environmental challenge has affected spatial and or temporal variations of the natural environment using a specific case study.	3	Geo1.3.3.1
5.	explain the natural/cultural causes of the challenges to the natural environment of the Blue Pacific region.	3	Geo1.3.3.2
6.	explain comprehensively the impacts of the challenges to the natural environment of the Blue Pacific region using specific case study evidence.	3	Geo1.3.3.3
7.	propose suitable courses of action to address the specific environmental challenges and minimise the impacts to the natural environment of the Blue Pacific region.	4	Geo1.3.4.1
8.	justify proposed measures demonstrating why it is the best course of action to reduce the impacts of a challenge to the natural environment of the Blue Pacific region.	4	Geo1.3.4.2

Explanatory Notes for Strand 1.3

Presentation A presentation is a speech or a talk in which a topic, ideas or piece of work is shown or explained to an audience. It is typically a demonstration, introduction, lecture, or speech that is meant to inform, persuade, inspire, motivate, or build good will.

Presentation activity requires the students to develop their own narrated video that can enhance the teaching and learning of the challenges faced by the natural environment of the Blue Pacific region and also highlight measures to address these challenges.

Blue Pacific Region includes all the islands in the Pacific Island Forum (Tonga, Vanuatu, Tuvalu, Palau, Samoa, Fiji, Kiribati, Nauru, New Caledonia, Solomon Islands, PNG, Niue, Cook Islands, Marshall Islands, French Polynesia, Federated States of Micronesia)

Environmental challenge include higher tides, sea level rise, intense storm activity, drought, flood, sea bed mining, fish stocks depletion, over fishing, coral bleaching, ocean acidification, coastal erosion, coastal land inundation, soil salinization.



STRAND 2: Cultural Processes in a Local, National or Global Geographic Environment

Major Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of cultural processes operating within geographic environments at the local, national or global level.

Sub-strand 2.1: Cultural Processes in Different Geographic Environments (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the different cultural processes operating within geographic environments at the local, national or global level.

SLO No.	Specific Learning Outcome (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	locate a Pacific Island nation/overseas setting.	1	Geo2.1.1.1
2	name the elements of the cultural processes that operate in a chosen geographic environment.	1	Geo2.1.1.2
3	develop a map key for a sketch map of how cultural processes vary within different parts of a chosen environment.	1	Geo2.1.1.3
4	draw a sketch map to show the cultural processes that operate within a different part of a chosen environment.	2	Geo2.1.2.1
5	describe the local spatial and/or temporal variations in this cultural process within a chosen geographic environment.	2	Geo2.1.2.2
6	describe in detail the elements of the cultural processes within a chosen geographic environment.	2	Geo2.1.2.3
7	describe the factors that have brought about change in the cultural process.	2	Geo2.1.2.4
8	explain how the cultural processes operate within your Pacific Island nation/overseas setting.	3	Geo2.1.3.1
9	explain why there are local spatial and/or temporal variations in this cultural process.	3	Geo2.1.3.2
10	evaluate the factors that have brought about changes to a cultural process of a particular setting.	4	Geo2.1.4.1

Sub-strand 2.2: Impacts of Cultural Processes on the People and the Environment (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the impacts of the cultural processes on the people and the environment at the local, national or global level.

SLO No.	Specific Learning Outcome (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	draw a sketch map to show the impact of cultural processes that operate within a different part of a chosen environment.	2	Geo2.2.2.1
2	describe how the cultural process has affected the distribution of phenomena within a chosen geographic environment.	2	Geo2.2.2.2
3	explain how the cultural process has impacted the lives of the people within your Pacific Island nation/overseas setting.	3	Geo2.2.3.1
4	explain how the cultural process has impacted the environment of your Pacific Island nation/overseas setting.	3	Geo2.2.3.2

5	evaluate the impact of a cultural process on the people and/or the environment using specific examples.	4	Geo2.2.4.1
6	evaluate the effectiveness of the strategies to minimize the negative impacts of a cultural process on the people and/or the environment.	4	Geo2.2.4.2

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 the 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 means to 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 refer to 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: Application of Geographic Skills, Concepts and Ideas

Major Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of geography skills, concepts and ideas

Sub-strand 3.1: Geography Skills, Concepts and Ideas (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of geography skills, concepts and ideas.

	Specific Learning Outcomes (SLO) <i>Students are able to</i>	Skill Level	SLO Code
1	use the six figure grid references.	1	Geo3.1.1.1
2	determine bearings on a map.	1	Geo3.1.1.2
3	construct/use a key in a map/graph.	1	Geo3.1.1.3
4	find directions using a compass.	1	Geo3.1.1.4
5	identify/locate natural/cultural features on a map.	1	Geo3.1.1.5
6	determine the height of a mountain etc.	1	Geo3.1.1.6
7	identify spatial associations, clusters and patterns.	1	Geo 3.1.1.7
8	use latitude and longitude to determine location.	2	Geo3.1.2.1
9	draw a precis map.	2	Geo3.1.2.2
10	draw a cross section of a map.	2	Geo3.1.2.3
11	describe features of population pyramids and graphs.	2	Geo3.1.2.4
12	describe geographical concepts and ideas.	2	Geo3.1.2.5
13	calculate percentages, percentage change, mean, mode and average.	3	Geo3.1.3.1
14	calculate area on a map.	3	Geo3.1.3.2

Sub-strand 3.2: Application of Skills, Concepts and Ideas (EA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of the application of geography skills, concepts and ideas when conducting geographical inquiries, analysing and reporting geographical data and information.

	Specific Learning Outcomes (SLO) <i>Students are able to</i>	Skill Level	SLO Code
1	describe different viewpoints about geographical issues and decision making.	2	Geo3.2.2.1
2	interpret graphs such as, multi-line, column (bar), compound column, scatter graphs, climographs, percentage bar graphs, triangular, proportional area, cumulative frequency, pie, line, etc.	3	Geo3.2.3.1
3	interpret maps such as weather map, statistical maps, proportional circle maps, choropleth maps, dot distribution maps, cartogram maps.	3	Geo3.2.3.2
4	interpret visuals photographs including vertical and obliques, satellite images, cartoons and pictures.	3	Geo3.2.3.3
5	analyse trends and patterns of maps and graphs.	3	Geo3.2.3.4
6	explain the trends and patterns of geographic models and diagrams.	3	Geo3.2.3.5
7	interpret flow charts and Venn diagrams.	3	Geo3.2.3.6
8	construct sketches from photographs, maps and satellite images.	3	Geo3.2.3.7

9	construct graphs such as pie, circular, line, column (bar), scatter graphs, climographs, percentage bar graphs, triangular graph, proportional area, cumulative frequency.	3	Geo3.2.3.8
10	explain the relationship between geographical processes and resulting phenomena.	3	Geo3.2.3.9
11	evaluate the trends from resources and make suggestions for improvement	4	Geo3.2.4.1
12	predict outcomes based on information or data gathered.	4	Geo3.2.4.2
13	discuss the trends and patterns of data to explain the geographical processes.	4	Geo3.2.4.3
14	evaluate information gathered to account for spatial distribution, geographic patterns and trends.	4	Geo3.2.4.4

Explanatory Notes for Strand 3

A *Resource booklet* is provided in the examination, which is used to assess the students' understanding of 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 setting, which could be from a Pacific Island or overseas setting.

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

Types	Details
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-sections, 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 sections, 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, the wind rose, population pyramids transects, flow charts, tables, Venn diagrams.
Geographic skills	Interpretation, construction, sketching, making generalisations, 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 are 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 7th Form, refer to Appendix 2.

STRAND 4: Consultative Practical Research - Contemporary Geographic Issues in the Pacific and at the Global Level

Major Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a research activity on a contemporary geographic issue in the Pacific and at the global level.

Sub-strand 4.1: Research into Contemporary Geographic Issues (IA)

Key Learning Outcome: Students are able to demonstrate knowledge application and critical evaluation of a practical research activity with consultation, and communicate key research findings including possible solutions to address a contemporary geographic issue either in the Pacific or at the global level.

	Specific Learning Outcomes (SLO) <i>Students are able to</i>	Skill Level	SLO Code
1	state the aim of the research.	1	Geo4.1.1.1
2	state the research question(s).	1	Geo4.1.1.2
3	outline a plan of the research.	2	Geo4.1.2.1
4	introduce the nature of the contemporary geographic issue with appropriate literature.	2	Geo4.1.2.2
5	outline the methodology of the research.	2	Geo4.1.2.3
6	outline the historical perspectives of the issue.	2	Geo4.1.2.4
7	describe the social or economic significance of the issue to the people who are affected.	2	Geo4.1.2.5
8	acknowledge the sources of information using appropriate referencing methods.	2	Geo4.1.2.6
9	explain the research process and how this affects the validity of the research findings.	3	Geo4.1.3.1
10	present a map(s) and statistical data/or visual or information data to show the analysis of the findings of the research.	3	Geo4.1.3.2
11	explain how different groups respond to the issue and the reasons behind their responses.	3	Geo4.1.3.3
12	analyse findings of a research.	3	Geo4.1.3.4
13	evaluate the strengths and weaknesses of each course of action.	4	Geo4.1.4.1
14	justify the solution proposed demonstrating why this chosen course of action is the best out of all the alternatives.	4	Geo4.1.4.2
15	discuss findings in relation to theories and propose suitable courses of action to address the issue and how these actions intend to solve the issues.	4	Geo4.1.4.3
16	make sound recommendations based on the findings of the research.	4	Geo4.1.4.4

Explanatory Notes for Strand 4

The learning outcome must be achieved in the context of the Pacific and at the global level.

Aspects of a contemporary geographic issue refers 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 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.

The issues to be studied must be based on the themes in the table below:

Physical Geographic Issues	Cultural Geographic Issues
Soil Degradation	Food Security
Loss of Biodiversity	Pandemics/Diseases/Health
Natural Disasters	Social Media

Explain means to provide reasons for, to account for, to provide a clear answer, to clarify.

Values and perceptions refers to the view points 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.

Geographic terminology is the 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.

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 an individual or group,

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.

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 use 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, precise 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 refer to 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.

6. 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 1 and 4 (30%).

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

6.1: 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				Weighting (%)
		1	2	3	4	
1	EA	3	2	3	1	20
	IA	1	1	1	1	10
2	EA	2	2	2	2	20
3	EA	3	3	3	3	30
4	IA	1	2	1	3	20
Total number of items		10	10	10	10	40
Total skill scores		10	20	30	40	100

6.2: 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 syllabus.

Students will be required to write a combination of short answers and essays and construct or draw annotated maps and/or diagrams. For 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 (Pacific and Global) will be examined.

6.3: 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 geographic skills as outlined in Strands 1 (Sub-strand 1.3) and 4 (Sub-strand 4.1) of the syllabus.

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

Strand 1 (Sub-strand 1.3)	Geographic presentation on the challenges to the natural environment of the Blue Pacific region	10%
Strand 4 (Sub-strand 4.1)	Consultative Practical Research	20%

6.3.1: IA Task 1 Instructions – Geographic Presentation: Narrative Video Presentation

- In consultation with teachers, students are to select an environmental concern occurring in the natural environment within the Blue Pacific region and present on the nature of the issue and the measures adopted to address it. Teachers are urged to provide guidance to students in their choice of environmental concern and their natural environment.
- This task requires students to develop their own narrative video presentation to enhance the teaching and learning of the challenge to their natural environment and the measures adopted to address the challenge. A presentation is typically a demonstration, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, or to build good will or to present a new idea or product to an audience.
- This IA task is to be based on a Blue Pacific region setting.
- In their 5 minutes video presentations, students are to:
 - describe the challenge faced by the natural environment
 - describe one measure to address the challenge faced by the natural environment
 - evaluate the effectiveness of the selected measure to address the challenge faced by the natural environment.
- It is expected that students carry out literature searches to gather information on challenges faced by the natural environment in the Blue Pacific region.
- Students are to do a **narrative video presentation** about the challenge to the natural environment and the measures adopted to address the challenges. Note: If the school does not have the facilities to enable students to do a narrative video presentation, the teacher can advise students

on alternative means of delivering a visual/oral presentation.

Narrative Video Presentation outline guide:

- The narrative video presentation must:
 - be 5 minutes in length
 - illustrates one challenge faced by the natural environment and one measure to address the challenge
 - contain information that is organized and well constructed with video continuity
 - demonstrate creativity in the ways ideas are expressed
 - have information that clearly relates to the main topic

Tips on how to give a good video presentation:

A. The Technicalities:

- Audio: audio quality is very important so get a good microphone
- Eliminate unnecessary noise (like loud music, background traffic or conversations, etc)
- Camera: any smartphone or camera is sufficient for your recording
- Lighting: no lights or windows behind you as you do your recording – bright, soft light behind the camera will do very well
- Background: natural environment and surroundings are sufficient – white walls are boring
- Framing: do not put yourself in the centre of your video, put yourself slightly to the left or to the right of the centre
- Camera Height: camera height must be dead centre
- Illustrate presentation with...
 - Pictures (borrowed from a library, clipped from old magazines, drawn on paper or the chalkboard, etc.)
 - Realis (objects from the real world about challenges to the natural environment)
 - Gestures (pantomime, make dramatic faces, etc. as you speak), and
 - Anything else that will help make the meaning clear

B. What You Say:

- Preparation: preparation is everything, don't start speaking until you know exactly what it is you want to say
- Keep it short: keep it short, keep it engaging
- Have a point: be sure to have a point to what you are going to say, don't ramble, get to the point
- Simple words: use short simple words

C. How You Say It:

- No need to dress too formally
- Consider a teleprompter – read from a script in front of you or put up talking points on the wall behind the camera to help keep you in track – you can always edit later
- Be yourself and no one else – keep your energy level up
- Good posture – sit up straight and stand tall
- Talk to the camera like you are talking to someone that you love – your eyes should be lively and smiley

- Use your hands: but not too much as this can be too distracting
- Practice, practice, practice....

7. Students can use local indigenous knowledge, national and international policies or treaties as mitigation and adaptation strategies. This information can be collected through interviews.
8. It is important that students acknowledge the sources of information that they use in the presentation.
9. The IA task is worth 10% and the Learning Outcomes that guide this task can be found in Strand 1 Sub-strand 1.3.
10. The compiling of 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. Students should be given about three to four weeks to complete 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 video presentation by their students.

6.3.2: IA Task 1 Scoring Rubric

GEOGRAPHIC PRESENTATION SCORING RUBRIC 10%

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
Identify one environmental challenge of the Blue Pacific region (Geo1.3.1.1)	1	One challenge is identified			
Describe the concept of the Blue Pacific region (Geo1.3.2.1)	2	Concept is identified	Concept is described		
Explain how the environmental challenge has affected spatial and or temporal variations of the natural environment using a specific case study (Geo1.3.3.1)	3	One idea is identified	One or more ideas are described. Ideas are not linked.	Two or more ideas are used to explain how the environmental challenge has impacted spatial/temporal variations. Ideas are well linked with clear/relevant case study evidence	
Explain the natural/cultural causes of the challenges to the natural	3	One cause is identified	One or more causes are listed or described.	A clear explanation of the natural/cultural causes of the	

environment of the Blue Pacific region. (Geo1.3.3.2)				challenges to the natural environment of the Blue Pacific with specific case study evidence	
Explain <u>comprehensively</u> the impacts of the challenges to the natural environment of the Blue Pacific region using specific case study evidence (Geo1.3.3.3)	3	One impact of a challenge is identified	Descriptions of one or more impacts to the natural environment is provided. Ideas are not linked.	A clear explanation of one or more impacts of a challenge or challenges to the natural environment. Ideas are well linked with specific case study reference.	
Propose suitable courses of action to address the environmental challenge and minimize the impacts to the natural environment of the Blue Pacific region (Geo1.3.4.1)	4	One suitable course of action is identified	Descriptions or list of one or more courses of action provided	Two or more correct ideas about possible courses of actions with clear links to specific impacts and how these strategies can be used to minimize them. No examples provided.	Well linked ideas about one or more courses of action and how they can effectively minimize impacts on the natural environment. Specific examples provided for one or more strategies.
Justify proposed measure demonstrating why it is the best course of action to reduce the impacts of the challenge to the natural environment of the Blue Pacific region. (Geo1.3.4.2)	4	One correct idea is provided	One or more correct ideas described. Ideas are not linked.	Justification for one or two courses of action provided but not too convincing. No examples provided to support argument.	Strong justifications for two or more proposed courses of action with specific examples.



6.3.3: IA Task 2 Instructions –Geographic Consultative Research

- In consultation with teachers, students are to **select one contemporary geographic issue at the Pacific level or international level from the table below and carry out an investigation on 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.

Physical Geographic Issues	Cultural Geographic Issues
Soil Degradation	Food Security
Loss of Biodiversity	Pandemics/Diseases/Health
Natural Disasters	Social Media

- 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.
- Teachers are to ensure that the **topic of study is specific.**
- A guideline on contextualizing topics for research based on the themes above are included in the table below:

PHYSICAL GEOGRAPHIC ISSUES			CULTURAL GEOGRAPHIC ISSUES		
NO	THEME	GUIDELINES	NO	THEME	GUIDELINES
1	Soil Degradation	<ul style="list-style-type: none"> Causes (Natural/Human) Effects on physical environment Threat to food security Conservation measures 	1	Food Security	<ul style="list-style-type: none"> Threats to Food Security Four Pillars: Availability, Access, Utilization, Stability Natural/Cultural/Economic Impacts Strategies to ensure food security
2	Loss of Ecological Biodiversity	<ul style="list-style-type: none"> Ecological importance Threats to Biodiversity: Natural/Cultural Effects on natural environment Conservation measures 	2	Pandemics /Diseases/ Health	<ul style="list-style-type: none"> Impacts of pandemics: social/economic – poverty, unemployment, crime, housing, food security Vaccination issues Measures to tackle pandemic issues: SMEs, backyard gardening, skills and knowledge acquired post pandemic Role of government and civil societies
3	Natural Disasters	<ul style="list-style-type: none"> Impacts – social, economic, environmental Building resilient communities Adaptation/mitigati on strategies Disaster 	3	Social Media	<ul style="list-style-type: none"> Impacts of social media on students Responsible use of social media Cyber bullying Online learning vs classroom learning E-commerce: internet banking, online trading

		management issues – early warnings, risk management, early assessment of risk areas, first responders			<ul style="list-style-type: none"> • Online scams
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5. For the chosen issue, students are to
 - a. describe the nature of the contemporary geographic issue
 - b. decide on a research topic based on the themes above and in consultation with their teacher – the research topic must be well focused, therefore not too general.
 - c. 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.
 - d. describe the social or economic significance of the issue to the people who are concerned or affected.
 - e. describe the groups or individuals that are involved in (by causing or being affected by) the issue and how they are involved
 - f. outline the historical perspective of the issue
 - g. explain how different groups respond to the issue and the reasons behind their responses
 - h. propose suitable courses of action to address the issue, explaining how these actions intend to solve the issue
 - i. evaluate the strengths and weaknesses of each suggested course of action
6. 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.
7. Students are to write a report detailing their findings using the proper report writing format.
8. It is important that students acknowledge the sources of information that they use in their reports.
9. The IA task is worth **20%** and the Learning Outcomes that guide this task can be found in Strand 4.
10. 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 three 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.
11. A research report **must detail** the following:
 - a. An introduction of the research topic
 - b. The research aim(s) and research question(s)
 - c. A summary of relevant literature, ensuring that sources of information are acknowledged properly
 - d. The methodology followed for data gathering
 - e. Tabulation of results or findings
 - f. Analysis and discussion of findings
 - g. Recommendations
 - h. Evaluation
 - i. Conclusion
 - j. Bibliography/References

Teachers' notes:

1. **Consultation** means that the student should initiate discussion with the teacher about the information that will be included in their report.
2. **Information** collected includes data that students can collect from primary and secondary sources. 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 information search 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.
4. **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 by the Director.

At the start of the year, students are to be given a copy of the assessment program. 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.



6.3.4: IA Task 2 Scoring Rubric

CONSULTATIVE RESEARCH SCORING RUBRIC 20%

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
1. State the aim of the research (Geo4.1.1.1)	1	Aim is stated and is appropriate			
2. State the research question (Geo4.1.1.2)	1	Research question is stated and appropriate			
3. Outline a plan of a research (Geo4.1.2.1)	2	Simple plan only (from a logbook)	Plan has sufficient details (from the logbook)		
4. Introduce the nature of the research topic with appropriate literature (Geo4.1.2.2)	2	Simple introductory statement(s) is provided	Introductory statements provide a holistic introduction		
5. Outline the methodology of the research (Geo4.1.2.3)	2	Simple steps only are given, not complete	Methodology is complete		
6. Outline the historical perspectives of the issue (Geo4.1.2.4)	2	One historical event is mentioned	Detailed outline of historical perspective of issue		
7. Describe the social or economic significance of the issue to the people who are concerned/affected (Geo4.1.2.5)	2	Only one social or economic significance is given/provided	More than one social or economic significance of the issue are well described		
8. Acknowledge sources of information using appropriate referencing methods (Geo4.1.2.6)	2	Simple acknowledgement is provided	A list of acknowledgement is provided		
9. Explain the research process and how this affects the validity of the research findings (Geo4.1.3.1)	3	One idea is identified	One or more ideas are described or listed	Clear explanation of the process and the validity of the findings	
10. Present a map(s) and statistical and/or visual information data (Geo4.1.3.2)	3	Map or visual is inserted and of some relevance	Maps or visual data are provided and are relevant	Maps/statistical or visual data are presented with clear and correct geographic conventions	

11. Explain how different groups respond to the issues and the reasons behind their responses (Geo4.1.3.3)	3	One response from one group is provided	More than one group is mentioned together with relevant responses	Explanation for responses from more than one group are provided	
12. Analyze the findings of the research (Geo4.1.3.4)	3	A finding is simply stated	A number of relevant findings are presented	Findings are cohesively outlined and linked	
13. Make sound recommendations based on the findings of the research (Geo4.1.4.4)	4	One recommendation is identified	One or two recommendations described with no clear links to the findings	One or more recommendations explained based on the findings	Detailed analysis of the findings of the research with clear and relevant recommendations
14. Evaluate the strengths and weaknesses of each suggested course of action (Geo4.1.4.1)	4	A weakness or strength is provided	More than one weakness or strength are provided	Strengths and weakness are clearly explained and related back to the issue	Personal opinion is provided – student situates himself/herself within the course of action, with relevant and accurate evidence or examples
15. Justify the solution proposed demonstrating why this chosen course of action is the best out of all alternatives (Geo4.1.4.2)	4	Only one solution is provided	More than one proposed course of action described but with no justifications of why these are more effective than other courses of action	More than one courses of action provided but with limited justifications of why they should be used	More than one courses of action well discussed with detailed/strong justifications and clear examples
16. Discuss findings in relation to theories and make recommendations (Geo4.1.4.3)	4	A finding is stated	A number of findings are stated	Findings are clearly explained and are related back to reviewed literature. No recommendation provided.	Detailed discussion of the findings and how they relate to the research questions and known theories. Sound recommendations on how findings could better support the research question(s).



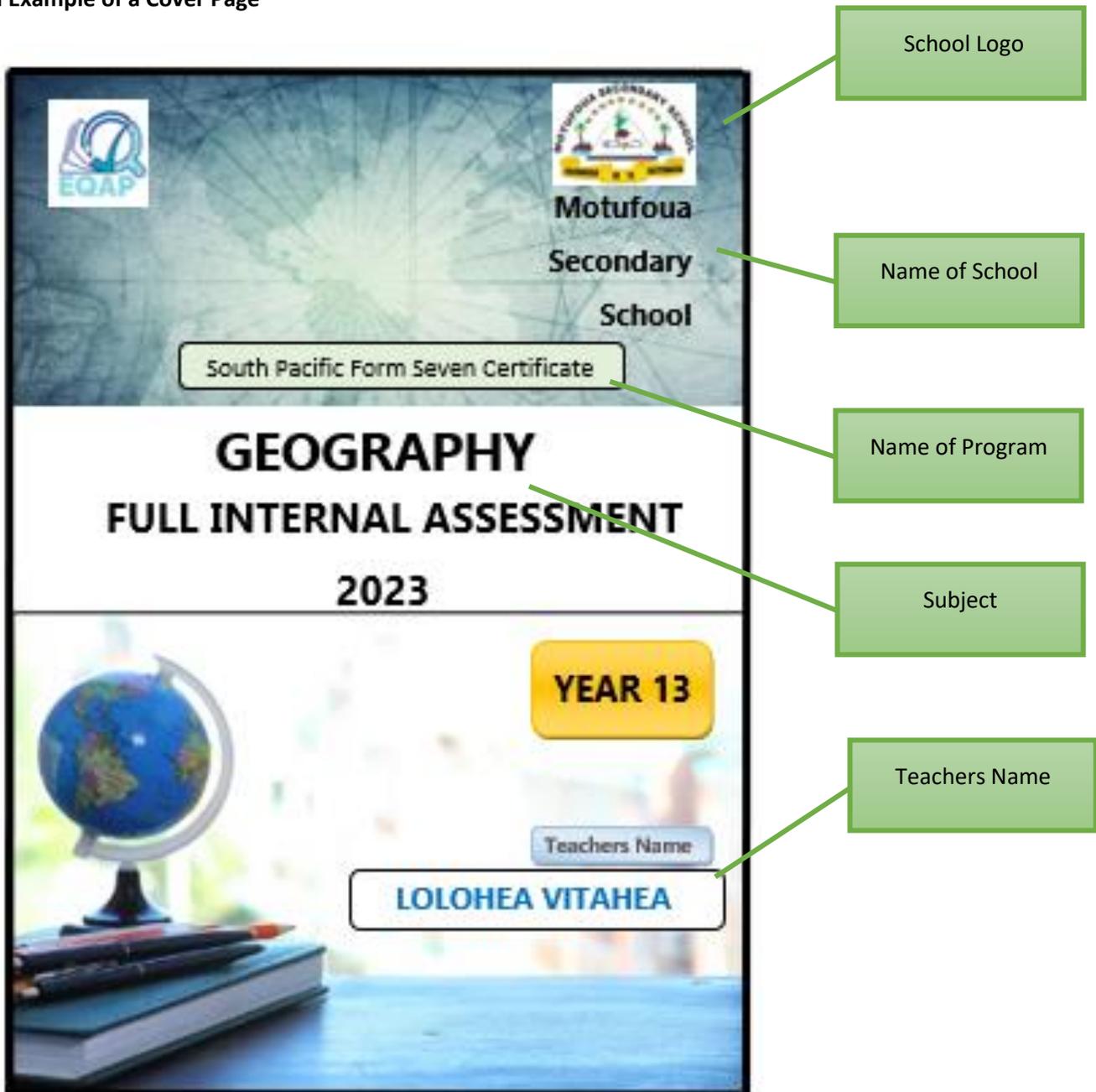
6.3.5 IA Program Proposal Template

Page 1 : Cover Page

The Cover Page will have the name of the:

- School
- Subject : FULL IA PROGRAM
- Teachers Name:

An Example of a Cover Page



Page 2 : IA SUMMARY FORM

The IA Summary Form must have the following:

- Number of Tasks
- Brief Description of the Tasks
- Start and End Dates
- Signature of Principal and Teacher
- School Stamp/Date

An Example of an IA Summary Form



South Pacific Form Seven Certificate

IA Summary Form

2023



GEOGRAPHY

Task	Brief Description of Tasks	Start Date	End Date	Due to MEYs	Weighting
1. Practical Research	The main focus of the task is to assess students on their understanding of literature and the quality of work they produce. Students will also be assessed on how they can logically present their ideas and thoughts.	13/06	11/07		15%
2. Case Study	At the completion of this task students are able to complete an independent research in any of the suggested themes in either a Pacific or a global context	22/07	29/08		15%
TOTAL					30%

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Mr. Ulisese KAINANO	Lolohea Vitahea	
Signature 	Signature	
Date 23/02/2023	Date 23/02/2023	

Signed by
Principal

Signed by the
Teacher

Approved by
SPFSC
Coordinator

Number of
Tasks & Brief
Description of
Each Task

Shows START
date;
END date;
Date due to

Weighting for
each Task

Verified by
School Stamp

1 Task title: Task 1: _____

The title should be brief and include a reference to the particular syllabus topic or skill which is being assessed by the task.

Example: “*Research Topic – Investigation of a Social Issue.*”

2 Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task

These are found in the syllabus and need to be identified before the tasks are constructed.

Example: *Describe a feature of*

(Copy and paste directly from the aligned Syllabus: it must show strand, sub strand and SLOs)

3. Assessment/Task:

Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.

(Think of what are the best types of assessment for the above LOs so that your students can demonstrate they have achieved the learning outcomes. Also include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)

e.g. Diagnostic: *(can be oral questions/short tests/ surveys/questionnaires to find out what students already know before the lesson)*

Formative: *1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If the majority of students are not doing well, then re-teach using another strategy, assess and monitor learning.*

Summative: *(these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)*

4 Resources: List the materials required for completing the task (for learning and demonstrating the achievement for the SLOs.

This must specify any material item such as books, documents, maps, stimulus material, equipment required by the task, including use of technology.

5 Guidelines for the teacher on advance preparation requirements

- a) **time required** by the student for task completion (monitoring progress)
- b) recommended dates/date range for task completion
- c) organization of room and hardware to facilitate task completion (learning assessment).

(After the task has been completed and scored, teachers will need an IA score capture sheet to record the performance of all students in the class.)

6 Guidelines for the teacher on task completion and task control

This must specify:

- the role of the teacher during the period of task completion
- instructions that are to be given by the teacher to the students
- actions that are required of the teacher during task completion

7 Preparation by the students beforehand

If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

8 Task outline for the student

This outline is a brief description of the task that the student is to complete. It is a general description without specific detail.

Example: *Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.*

9 Task detail for the student

This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

10. Feedback and Support

Allocate time for:

- i. Student's self-assessment and correction
- ii. Peer assessment, feedback, and time for improvement
- iii. Teacher assessment, feedback, and time for improvement

(NB: State how this will be carried out)

11. Final submission and scoring

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

12 Scoring Rubric

Copy and paste directly from the aligned syllabus, the relevant scoring rubrics.

13 Assessment score capture sheet for the task

This will be provided by EQAP

(Repeat 1-13 for Task 2)



South Pacific Form Seven Certificate

IA Summary Form

2023

GEO – IA

GEOGRAPHY

COUNTRY					
SCHOOL					
Task	Brief Description of Tasks	Start Date	End Date	Date to EQAP	Weighting
1. Geographic presentation on the challenges to the natural environment of the Blue Pacific region					10%
2. Consultative Practical Research					20%
TOTAL					30%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
 2. Assessment Schedules/Scoring Rubrics for the tasks will be provided by EQAP. Teachers must use these when scoring students' work.
 3. All IA Score Capture Sheets will be provided by EQAP to schools.

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Signature	Signature	
Date	Date	

A **full IA program** is to be submitted together with this IA Summary Form.

The following is an example of what you can attach to your IA program, listing the specific topics you

The Focus: Conduct a consultative practical research to analyse aspects of a contemporary geographic issue in the Pacific region OR the global level <i>(students are to choose an issue from either the Pacific Islands or the global context)</i>	
Number of Topic	Title of Topics given to students
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

have prepared for the students to choose from based on the physical and cultural issues listed in the table on top of page 27. However, if the students are to choose their own specific research topic based on the issues given on page 27, then this table is not needed in your IA program submission.



7. APPENDICES

Appendix 1: Information for Assessment

General terms used in the Scoring Rubrics

- 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.

The following information should be read in conjunction with the information on Strand 4 and the Learning Outcomes on Page 18.

Explanatory notes on the scoring of IA task responses

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 Notes for Strand 4. 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 2, Page 38.

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 a relational 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 2: 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.

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. Societies and individuals perceive location and distance 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 while 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

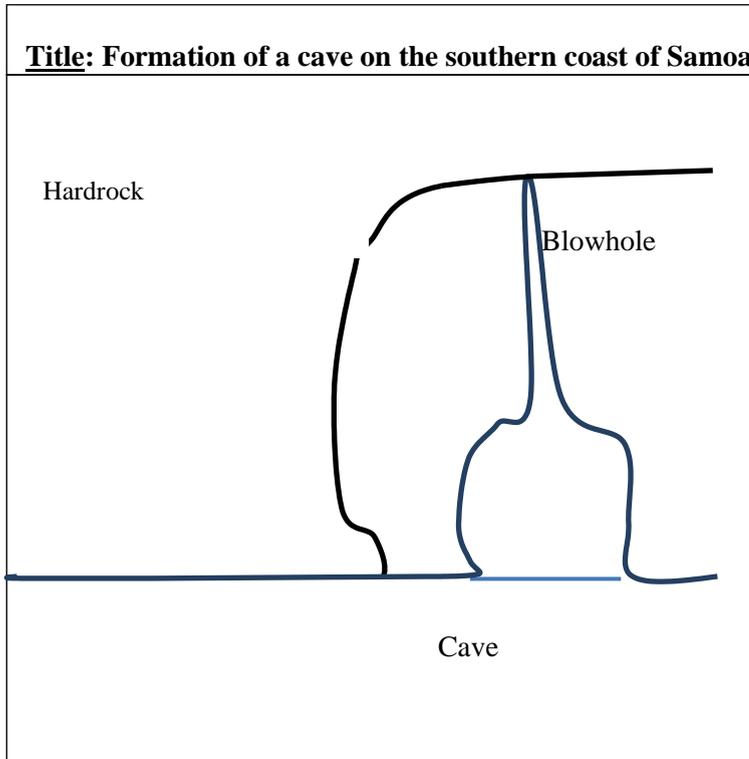
Environments may be natural and/or cultural. They have particular characteristics and features which can be the result of natural and/or cultural processes. The particular characteristics of an environment may be similar to and/or different from another.

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, minimising or correcting environmental damage to water, air and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.

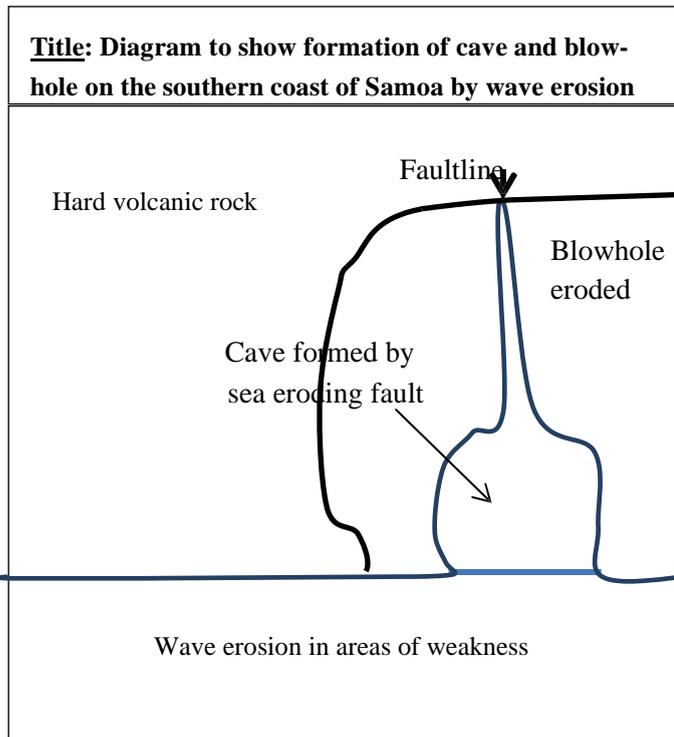
Question: Draw a diagram to show how the interaction of natural processes have produced phenomena.

1. Level 1 (Unistructural) 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 L1 unistructural answer in that it contains more details of what is happening in the diagram.

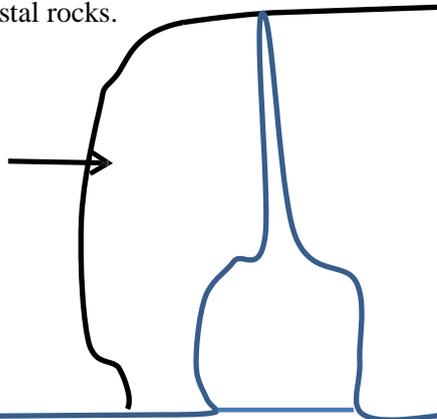
The L2 answer differs from the L3 answer in that it lacks the relational ideas on cause and effect that explains the process.

3. Level 3 (Relational) Answer

Title: 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.

Hard volcanic rock that is the result of lava flows from recent eruptions inland.



Erosive waves breaking directly on coast

N



Scale: 1 cm=20m

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.

8. 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 two internal assessment tasks. A suggestion for teaching time is as follows:

TEACHING AND ASSESSMENT PLAN

Term	Week	Strand of Syllabus	Major Topic	Work to be covered
1	1	1, 3	SKILLS/IDEAS	Introduction to course. Focusing questions
	2	1,3	NATURAL PROCESSES	What is an environment? Topographic maps, photos, models, sketching
	3	1,3	Natural Processes: Environmental Challenge	Geographic Presentation (IA 1)
	4	1,3		
	5	1,4		
	6	1,4		
	7	1,2		Submission of IA Task 1: Geographic Presentation
	8	1,2	CULTURAL	
	9	1,2		
2	1	2	APPLY GEOGRAPHIC CONCEPTS, IDEAS & SKILLS	Analysis of a geographic topic at global scale (IA)
	2	3,4		
	3	3,4		

	4	3,4		Research Activity (fieldwork) (IA Strand 4) Start work on this major IA research
	5			MID-TERM EXAM
	6			
	7	3,4		
	8	3,4		
	9	3,4		
3	1			Submission of IA Task 2: Research on a geographic issue
	2	1,2,3		Review
	3	1,2,3		Review
	4			Pastpapers
	5			Pastpapers
	6			SCHOOLFINAL EXAM
	7			SCHOOLFINAL EXAM
	8			
	9			

2. *Suggested Teaching Time*

The suggested teaching programme below is based on 28 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 3, however, teachers may spend more time on which ever 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 syllabus is designed to enable students to practice the skills they have learnt and apply geographic concepts, 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.

Strand	Weeks of teaching time	Approx. % of teaching time	Weighting
1	8	30	30
2	6	20	20
3	8	30	30
4	6	20	20
TOTAL	28	100	100

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, NewHouse 1990

Cultural Processes, J.M.Hensman, P.C.Coombe, J.R. Hensman, NewHouse 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: nNew Zealand Journal of Geography

www.geography.org.uk (United Kingdom)

www.aag.org (American)

www.agta.asn.au (Australian)

4. 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 Dec 2007-4min-Uploaded by hgscoursework

BBC-GCSE Bitesize-Geography-Coastal management-Video



www.bbc.co.uk/.../coasts/coastal_management_video.s... 24 Mar 2010
Watch a video on GCSE Geography about coasts and coastal management

BBC-LearningZone Class Clips-Coastal management strategies...



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_management...

geobytesgcse.blogspot.com

<http://geobytesgcse.blogspot.co.nz/2007/08/coastal-erosion-landforms-features-and.html>
www.learner.org/resources/series78.html

A selection of free PowerPoints is available if you join slide share <http://www.slideshare.net>.