# Geography Assessment Schedule: Assessment Activity 1.1a

##### Activity Title: Ngā ara tūpuna

##### Achievement Standard: 91932 Demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place | At the Merit level, the student is able to explain the spatial distribution of a phenomenon and its impacts on place | At the Excellence level, the student is able to analyse the spatial distribution of a phenomenon and its impacts on place |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * describe the spatial distribution of a phenomenon * describe factors or processes, or a combination of both, that contribute to the spatial distribution * describe impacts of the phenomenon on place * include relevant evidence and geographic terminology in the descriptions. | At the Merit level, the student is able to:   * explain factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon * explain impacts of the phenomenon on place * use evidence and geographic terminology to support the explanation. | At the Excellence level, the student is able to:   * examine factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon * make judgements about the significance of impacts of the phenomenon on place * use evidence and geographic terminology to develop the explanation. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

|  |  |  |
| --- | --- | --- |
| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * described the spatial distribution of a phenomenon, *such as wetlands across Aotearoa New Zealand. This may include a description of the spatial distribution of wetlands, such as being close to awa or in areas with high rainfall.* * described factors or processes, or a combination of both, that contribute to the spatial distribution. *For example, described the factor of agricultural change over time, that influences the distribution of wetlands across Aotearoa New Zealand. The student also described another factor or process.* * described impacts of the phenomenon on place. *For example, described that wetlands across Aotearoa New Zealand provide a source of mahinga kai to people in those places.* * included relevant evidence and geographic terminology in the descriptions. *For example, included relevant evidence, such as annotated maps and photographs, and geographic terminology like “cluster”.* | At the Merit level, the student has:   * explained factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon. *This may include giving reasons for why wetlands in Aotearoa New Zealand are found in some areas and not in others. For example, explained factors such as weather patterns and types of agriculture.* * explained impacts of the phenomenon on place. *For example, explained how wetlands have traditionally been an important source of mahinga kai due to their sponge-like ability to absorb water. The student may have explained how the loss of wetlands has impacted people’s access to them as sources of mahinga kai.* * used evidence and geographic terminology to support the explanation. *For example, used evidence, such as annotated maps and photographs, and geographic terminology like “cluster” that back up the points being made.* | At the Excellence level, the student has:   * examined factors or processes, or a combination of both, that contribute to the spatial distribution of the phenomenon. *This may include an in-depth inspection of factors such as weather patterns and types of agriculture.* * made judgments about the significance of impacts of the phenomenon on place. *For example, this may include a judgement that the most significant impact of wetlands on place are about ensuring that areas near the wetland are protected from flooding. For example, discussed how the Orewa estuary wetland plays an important role in protecting Te Hurenga Waka o Orewa Marae and close-by housing from flooding.* * used evidence and geographic terminology to develop the explanation. *For example, used evidence, such as annotated maps and photographs, and geographic terminology like “cluster” that strengthen the points being made.* |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.