



## Level 3 2025

### WHAT WILL YOU LEARN?

Ākonga who study Geography at Rangiora have the opportunity to:

- build on and expand their personal experiences of natural and cultural environments.
- explore real and relevant contemporary contexts.
- think spatially – explore the ways in which features are arranged on the earth's surface.
- look at the processes that shape our world.
- undertake fieldwork investigations in different locations outside the classroom.
- develop an awareness of the connections between people and places.
- participate in informed responsible action in relation to geographic issues that affect them.

The topics taught in Year 13 Geography include geomorphology, fluvial processes, climatic processes, tourism, analysing patterns, global water distribution and a range of other local and global issues affecting people, the environment and the way they interact. Geographic and tikanga concepts as well as geographic skills such as mapping, statistical analysis, GIS, graphing and fieldwork are woven throughout the course.

A key component of the Year 13 program is research that is conducted in the field. In Year 13 this data will be collected on a day trip to the Waimakariri River valley on Thursday the 27<sup>th</sup> of February and a longer trip to Queenstown early in Term Three on the 6<sup>th</sup> - 8<sup>th</sup> of August.

### KEY SKILLS AND DISPOSITIONS OF GEOGRAPHERS:

Ākonga s that study Geography at Rangiora use critical thinking to analyse a range of local and global issues and environments. Geography ākonga will think creatively to solve complex 'real world' problems in innovative ways. They will develop empathy and compassion for others through their exposure to new ideas, cultures and values; enabling them to consider issues from different viewpoints. Geography ākonga will work collaboratively with their peers, have a positive mindset and strive to be the best they can be. They are curious learners who are effective communicators across a range of modes including digital, written language and visual language. Geography is an interdisciplinary subject that grows well-rounded ākonga who are adaptable and can demonstrate a diverse range of skills and knowledge.

### PATHWAYS FOR GEOGRAPHERS:

Geography offers ākonga the opportunity to acquire a range of skills and knowledge which they can use in their everyday lives, no matter what level they begin their Geography studies. Being able to use geographical thinking and draw from the Geography kete will help ākonga to make informed, ethical, and responsible decisions about themselves, their communities, and their environment. Understanding of, and respect for, different perspectives is a vital and increasingly acknowledged skill across different pathways.

Beyond school, Geography can be a pathway to further education and training related to a range of sectors such as:

- primary industries
- services
- social and community
- manufacturing and technology
- construction and infrastructure
- creative industries.

At university level, pathways are available in a range of areas. Ākonga might concentrate on Physical Geography, Social and Political Sciences, Development Studies, Migration Studies, Resource and Environmental Management, Geographic Information Systems, Geology, or Urban Planning. Ākonga with a base in Geography can use their knowledge to support a career in engineering, science, law, management, commerce, or technology.

Geography is a foundation for any pathways that focus on connections within te taiao.

Geographers work in a wide range of fields, including:

- urban and regional planning
- land management
- industrial location and marketing
- environmental monitoring and resource management
- community development at home and abroad.

They work as researchers, analysts, consultants, technologists, and planners.

Being able to work with data is increasingly important in geography, mostly due to technology and innovation. For example, a lot of our information about where things are located comes from satellites that continuously beam coordinates to global positioning devices on Earth.

Government and commercial satellites greatly increase the accuracy and amount of geographic data available. At the same time, new Geographic Information System (GIS) software can process that data with greater speed and flexibility. This technology creates new career possibilities for people who understand geography and who can process and use geographic information.

Skills developed in Geography that employers are looking for are:

- adaptability
- communication
- critical thinking
- digital literacy
- leadership
- collaboration
- problem solving
- engagement with others
- relationship building.

#### NCEA ACHIEVEMENT STANDARDS COVERED IN THIS COURSE:

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



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

**Progress outcomes in Geography typically by the end of Year 13**

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

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