**Stage 2 Geography**

**Assessment Type 1: Geographical Skills and Applications**

**Transforming Global Inequality**

**Purpose**

Investigate one aspect of global inequality; food security, access to health services, or access to education. Analyse and use maps to describe patterns in inequality and explore data to explain the causes of inequality for your chosen aspect.

**Assessment Description**

* + - Select the aspect of global inequality you want to explore, it may help to explore the maps available before making your selection.
    - Access the worldmapper website at <http://www.worldmapper.org/textindex/text_index.html> and click on the map categories tab at the top of the page.
    - Select from the categories on the LHS to access maps that relate to your chosen aspect of global inequality. Click on the link to open the PDF poster on each page, this provides further data including facts and figures, graphs as well as the map.
    - Research other sources of information to identify patterns in and reasons for the aspect of global inequality you have selected.
    - Generate maps to show the patterns in your aspect of inequality, these may be hand drawn or created using GIS.

**Assessment Conditions**

* Create a multimodal presentation either as a movie, voki (avatar), prezi, power point or any other appropriate presentation.
* Your presentation should include:
  + - hand drawn or GIS generated maps
    - detailed description of the pattern shown in the maps
    - explanation of the causes of the inequality in your chosen aspect
    - visual representations including graphs, diagrams, maps.
* Your presentation should be to a maximum of 6 minutes or 1000 words.
* The specific features being assessed are:

KU2 Knowledge and understanding of environmental**, social**, and economic change.

Ap1  **Application** and/or evaluation **of geographical** and fieldwork **skills**, including the use of spatial technologies, to identify and examine geographical issues.

Ap2 Communication of geographical information and findings, using subject-specific terminology and visual representations.

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| - | Knowledge and Understanding | Analysis and Evaluation | Application |
| A | Comprehensive knowledge and understanding of geographical concepts.  Comprehensive knowledge and understanding of environmental, social, and economic change. | Insightful analysis of the complex interactions between, and interdependence of, people and environmental, social, and/or economic factors.  Comprehensive analysis and evaluation of information to determine possible outcomes, make justifiable and ethical recommendations, and/or form conclusions, and/or solve problems. | Purposeful and sophisticated application and/or evaluation of a variety of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine complex geographical issues.  Clear and coherent communication of relevant geographical information and findings, using appropriate subject-specific terminology and visual representations. |
| B | Well-considered knowledge and informed understanding of geographical concepts.  Well-considered knowledge and informed understanding of environmental, social, and economic change. | Thoughtful analysis of the complex interactions between, and interdependence of, people and environmental, social, and/or economic factors.  Detailed and well-considered analysis and evaluation of information to determine possible outcomes, make justifiable and ethical recommendations, and/or form conclusions, and/or solve problems. | Well-considered application and/or evaluation of different geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.  Clear communication of relevant geographical information and findings, using appropriate subject-specific terminology and visual representations. |
| C | Considered knowledge and informed understanding of geographical concepts.  Considered knowledge and informed understanding of environmental, social, and economic change. | Considered analysis of aspects of the complex interactions between, and interdependence of, people and environmental, social, and/or economic factors.  Considered analysis and some evaluation of information to determine possible outcomes, make recommendations with some ethical considerations, and/or form conclusions, and/or attempt to solve problems. | Competent application and/or evaluation of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.  Competent communication of generally relevant geographical information and findings, using mostly appropriate subject-specific terminology and visual representations. |
| D | Recognition and basic understanding of some geographical concepts.  Basic awareness and some understanding of aspects of environmental, social, and/or economic change. | Superficial consideration of an aspect or aspects of the basic interactions between, and interdependence of, people and the environmental, social, or economic factors.  Superficial consideration of information to describe possible outcomes and recommendations. | Some basic application and/or evaluation of some geographical and fieldwork skills, which may include the use of spatial technologies.  Basic communication of some geographical information and findings, using occasional subject-specific terminology and visual representations. |
| E | Identification of one or more geographical concepts.  Emerging awareness of aspects of environmental, social, and/or economic change. | Limited recognition and description of the basic interactions between people and the environment.  Description of information linked to a possible outcome or recommendation. | Limited application and/or evaluation of geographical and fieldwork skills.  Attempted communication of geographical information and findings, with limited use of subject-specific terminology or visual representations. |