**Stage 2 Geography**

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

**Climate change**

**Purpose**

Consider a number of climate change scenarios and propositions that have been researched by experts. Select one scenario or proposition to investigate, and use your research to decide if you agree or disagree.

**Assessment Description**

* Choose one scenario from the following list:
* is climate change a real thing?
* are carbon dioxide levels rising?
* are global temperatures rising?
* are sea levels rising?
* are icecaps melting fast?
* are there more climate related disasters globally now than 50 years ago?
* is wildlife being affected by climate change?
* are people being affected by climate change?
* are we all, as a global population, responsible for climate change?
* what will be the impact of climate change at local, national and global levels?
* are we all capable of doing something to reduce the effects of climate change?
* You may work individually or in a group. If you choose to work in a group, decide on the roles and responsibilities for each group member.
* Use the following guidelines to focus your research and highlight your key findings about your selected scenario or proposition:
  + what are the main issues?
  + is there a spatial or temporal element to these issues?
  + who are the people, organisations, political groups involved?
  + what are the arguments that prove or disprove your scenario? Give your informed opinion.
  + how might the issue(s) be resolved?
  + what action is being or could be taken locally, nationally and globally?
  + what action could you take?
* Create a multimodal presentation to highlight your findings. This presentation will be the focus of a class discussion.

**Assessment Conditions**

Create a multimodal presentation with a minimum of six graphics to illustrate your findings.

Participate in a class discussion in which you present your findings and engage in a question and answer session about your presentation.

**Specific features being assessed:**

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

AE1 Analysis of the complex interactions between, and **interdependence of, people and environmental**, social, and economic factors.

AE2 Analysis and evaluation of information to determine possible outcomes, make justifiable and ethical recommendations, and/or form conclusions, and/or solve problems.

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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. |