|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Achievement Standard** | **In Context** | **A** | **B** | **C** | **D** | **E** |
| AS2:  Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments | **Being able to show how people, places and environments are linked and being able to explain how these links bring about changes to places and environments.**  **Demonstrated through:**  1.Spiderscribe  2.Tracking the product from production to consumption  2. How actions as a consumer impacts trade | Extensively analyse the interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments, in an extensively informed manner | Thoroughly analyse the interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments, in an well informed manner | Adequately analyse the interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments, in an generally informed manner | Partially analyse the interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments, in a basic manner | Beginning to analyse the interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments, in a simple manner |
| AS4:  Analyse alternative strategies to a geographical challenge using environmental, social and economic criteria | **Being able to explain ways that geographical problems can be solved using environmental, social and economic reasoning.**  **Demonstrated through:**  1. Spiderscribe  2.Suggesting solutions to the ethical problems mentioned | Extensively analyse alternative strategies to a geographical challenge using environmental, social and economic criteria | Extensively analyse alternative strategies to a geographical challenge using environmental, social and economic criteria | Thoroughly analyse alternative strategies to a geographical challenge using environmental, social and economic criteria | Adequately analyse alternative strategies to a geographical challenge using environmental, social and economic criteria | Beginning to analyse alternative strategies to a geographical challenge using environmental, social and economic criteria |
| AS6:  Evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data | **Be able to find a range of sources and make sure that they are relevant to your topic, then be able state how good sources were for the purpose of your study.**  **Demonstrated through:**  1. Diigo | Discerning evaluation of a diverse range of primary and secondary sources and a highly relevant and highly reliable selection and collection of geographical information and data | Well-considered evaluation of a wide range of primary and secondary sources and a mostly relevant and mostly reliable selection and collection of geographical information and data | Reasonably considered evaluation of a satisfactory range of primary and secondary sources and a generally relevant and reasonably reliable selection and collection of geographical information and data | A basic evaluation of a restricted range of primary and secondary sources and a selection and collection of geographical information and data with guidance | A simple evaluation of a limited range of primary and secondary sources and a selection and collection of geographical information and data with direction |
| AS9:  Synthesise data and information to draw reasoned conclusions | **Use data to create conclusions that are relevant.**  **Demonstrated through:**  **1.** Suggest logical and practical changes for consumers | Highly effective synthesis of data and information to reasoned conclusions | Mostly effective synthesis of data and information to draw reasoned conclusions | Generally effective synthesis of data and information to draw reasoned conclusions | Partially effective synthesis data and information to draw reasoned conclusions | Beginning to synthesise data and information and draw reasoned conclusions with direction |
| AS10:  Present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms | **Be able to use geographical terms to make explanations or arguments using appropriate forms of communication.**  **Demonstrated through:**  1. Address all presentation elements  2. Utilising terminology in context | Highly effective and comprehensive presentation of findings, arguments and explanations using highly relevant geographical terminology and graphic representations in a diverse range of appropriate communication forms | Mostly effective and detailed presentation of findings, arguments and explanations using mostly relevant geographical terminology and graphic representations in a wide range of appropriate communication forms | Generally effective presentation of findings, arguments and explanations using generally relevant geographical terminology and graphic representations in a satisfactory range of appropriate communication forms | Partially effective presentation of findings, arguments and explanations using some relevant geographical terminology and graphic representations in a narrow range of appropriate communication forms | Beginning to present findings, arguments and explanations using a few relevant geographical terminology and graphic representations in a limited range of appropriate communication forms |