**BEST PRACTICE WORKSHOP NOTES – AUCKLAND JUNE 26TH**

**GENERAL NZQA OVERVIEW**

* The purpose of moderation is not to say if marking is correct or otherwise but to check that assessments are fair and that teachers are making consistent judgments.
* When you complete a moderation sheet to send to NZQA do not use full student names for privacy reasons. Refer to them as A, B , C or use initials or first name only. In the comment box it helps if the teacher indicates if the grade is a high or low grade in that mark boundary and why. This assists the moderator to see if a teacher is able to recognize the margins.
* If work is going back for resubmission there should be no notes on the script. In the case of resubmissions no extra teaching should occur. Give the script back to the student and tell the to fix it. However, in a final attempt feedback SHOULD be given to a student so they are aware of limitations that may assist in the future and in externals. A good idea is to complete a separate sheet with comments on it that teacher retains until after the assessment is complete that is then given to student. This also helps in marking of resubmissions so teacher knows what to look for. Is also good to send these in with moderation as again gives evidence as to how teacher arrived at final mark.
* A tick box of the different aspects of the internal is fine and assists to see how a holistic mark has been awarded.

**DOCUMENTS AND RESOURCES TO REFER TO**

* Teaching and Learning guidelines <http://seniorsecondary.tki.org.nz/Social-sciences/Geography>
* Geography NCEA page <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/levels/>
* Geography TKI page <http://seniorsecondary.tki.org.nz/Social-sciences/Geography>
* Moderator newsletters <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/moderator-newsletter/may-2014/>
* Subject Association pages <http://agta.org.nz/> and <http://www.nzgs.co.nz/welcome-to-the-nzbogt>
* Cluster groups dropbox *( set up for Northland, north Auckland, central Auckland, West Auckland, East Auckland, North Auckland and South Auckland, Waikato, Bay of Plenty, South Waikato (Rotorua/Taupo), Gisborne and Hawkes Bay.*
* NZQA facebook page <https://www.facebook.com/pages/Geography-NZQA/121117504713025>
* Conditions of Assessment - *top right box of* <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Social-sciences/Geography/Level-1-Geography>

**RECENT CHANGES**

* A reminder about the authenticity of resources on the TKI site – you must be careful in using these as students can access this information. Hence they should be modified in some way or the template used with a different context added.
* The TKI site has been updated this year to include 3 Achievement Standard exemplars in geography written for the Vocational Pathways scheme which promotes the link between employment and education. These are all at Level 1 around the 1.3 sustainability topic and include one on forestry, one on agricultural practice and the other on retailing. You can access these at: <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Social-sciences/Geography/Level-1-Geography>
* Moderation now only looks at student work that is selected by the NZQA liaison person in a school. You can no longer send in student work of your own choice for comment. However, you can seek clarification of a standard you have written yourself by completing the form on the NZQA site. These are available at the NZQA site at: <http://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/forms/>

**GENERAL COMMENTS FROM MODERATOR**

* In many cases teachers are expecting too much. They are asking for information outside of the standard or expecting too much for each aspect within it. Go back to the standard and see what is needed. More is not necessarily better. Had one 3.5 of 34 pages! Need to be realistic. Research is the worst here. Can limit by providing answer booklet but depends on AS.
* Don’t pull students back for small errors. Ask your self at what level is the majority of the answer? If most at an excellence but made a small error do not penalize for this as is worthy of an excellence.
* It is important to apply marks holistically. Hence avoid marking task by task. You need to be open to look for evidence in one task in another ie nature of the issue/event may be throughout. Whole assessment must be marked by one person not broken up as this precludes this from happening.
* Aim is to make geography course applicable to your students so they should be learning about contexts of interest to them. Best contexts are local ones so aim to do these as much as possible.
* There is a difference between internal and external standards. Internals are assessing conceptual understandings not knowledge. Externals are more factually based on case studies. Need to be clear what is the requirements of each.
* Geography concepts need to be understood in the context they are used. The concepts you can use are very broad and go beyond the 7 key ones identified in T&L guidelines. Globalization, system, location, accessibility are all good concepts. Can also use Maori concepts or if a Pasifika school apply Pasifika equivalents. The point is to see if a student looks at a context from a geographic perspective. Concepts should be integrated into answers not a stand alone.
* Problems exist where student resource booklets are not reviewed annually and contain out of date information. This is especially case where there has been a change in the standard such as in the global at Level 1 where the significance to peoples lives is the focus while resources focus on environmental effects which was part of old standard. Always check at Level 1 that the student can get excellence form resources provided so that there is something to answer each aspect.
* Are problems where the geography of a context gets lost. It is important to remember we are teaching geography not Social Studies. By all means choose contexts students will engage in but also check these have a clear spatial dimension. If the geography of it is not clear then the student will have problems trying to find this and we are setting up for failure. Be careful of emotive topics – they get hooked on this rather than the geography eg human trafficking.
* It is important to unpack the standard you are assessing prior to starting this. Trick is not just to unpack it on its own but within the context of what you are doing. Be clear to identify what it is the students need to know and be able to do. Check the explanatory notes, clarifications and COA prior to the pre teaching so you are clear. Breaking up an assessment into chunks and teaching between each part is seen as good practice.
* Use the clarification glossary as a tool to assist in what students should be able to do. <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/clarifications/clarification-of-geographical-terms-for-all-levels/>
* Be clear about the difference between the levels. A ‘describe’ at Level 1 means something different at level 2 and 3 as needs to be applied to the level you are assessing with a clear step up. It may be Ok at Level 1 for the global to describe a pattern as ‘ going across the middle of the earth’ but would not be acceptable at Level 2. A describe at Level 2 is more like a ‘describe in detail’ at Level 1.

**INDIVIDUAL STANDARD COMMENTS**

**RESEARCH**

* The scaffolding in the levels is mainly with the assistance given – at level 1 is ‘direction’ so ‘draw a bar graph’. At level 2 is ‘guidance’ suggest ways of presenting and let them choose. At level 3 is ‘consultation’ in which they have to ask the questions. Is it a good idea to present it this way etc.
* **Planning** - At level 3 students must direct the research themselves. All about good planning and coming up with good research questions. Teachers should sign off the planning sheets before students continue. Be careful is not a sign off that they have come up with an aim but that it is a good aim. Set in place clear milestones that the student should work towards – it does not work just to let them loose. Again breaking into chunks works well here rather than them doing a major research in one go.
* **Aim** – this is to be provided at Level 1, at Level 2 students select from a range and at level 3 have to come up with own.
* Need to teach what a good research aim looks like. If too complex or too simple can be unworkable. If they also have too simple a research aim will not be enough data to work on to gain excellence. Watch also that the aim requires primary data eg house prices and distance.
* **Data Collection** - For all the research standards student must collect data out in the field that is original. Hence cannot get this from the internet. You can do an on line survey if the student designs and administers this themselves. Primary data is a must at all levels . Secondary is optional and often easier not to bother at Level 1.
* At Level 3 students need to be able to collect data in different ways not just one table. If you are doing just one survey add to it in other ways such as observations on why you chose this site, maps annotated photos etc.
* Also need to ensure the data collected is sufficient to answer the research questions in some valid way. Students at Level 3 basing their research on a 2 hour collection of tourist data at one place in Rotorua in which they survey one bus load of tourists all from Korea is not going to give enough range to answer the question. At other end make sure not too much – why collect from 7 sites when 3 would do.
* **Presentation** – Even at Level 1 there should be some space provided for students to choose another method of presentation to aim for excellence. Do not prescribe everything they must do. Watch that presentations fulfill requirements of standard ie map, statistical table and visual. Also that presentations are appropriate – doing a zillion bar graphs is not good. Do not go overboard here – keep to the standard needs. At Level 3 there is a difference between effective and accurate. Effective means it should show the research aims. For example if comparing 2 sites effective means they do a graph of the differences. It does not matter if students use internet to produce graphs, maps etc but still need the conventions added (can be by hand).
* **Findings** – Whether you get students to comment on findings after each presentation or as a whole at end of presentations will depend on the research as some favour one and others the other. Watch when it comes to the concept(s) at Level 1 and 2 that these are incorporated into the findings and not a separate question.

**GLOBAL**

* Big issue here is choice of topic and how geographic it is. If choose wrong topic it does not help students gain good marks as geography gets lost. Key here is a clear geographic pattern – if cannot see this then avoid.
* **Pattern** – Students are not expected to draw a map at any level - simply to describe one provided. Hence map provided must answer the question and not rely on prior knowledge. Make sure map is suitable – a cartogram throws students who do not recognize country boundaries at best of times. Pattern must be described using geographic terminology such as linear, clustered, concentrated. Even if doing a temporal pattern at L3 it needs a spatial dimension so same words apply.
* A good exercise to expand understanding of how to describe patterns is to give a global pattern of an unknown type. (we were given a map of wine growing regions of the world). They are forced to go with what is presented rather than trying to say why. Hence will say what is the main pattern and how it differs in different parts of the world and ask good geographic questions.
* **Factors** – When tied to an external like ENE this is causing problems. Students write about the processes causing the ENE rather than the pattern which this is about. Trick is to teach this backwards by starting with pattern at centre and saying what are the factors causing say a linear pattern? Can also do as a flow chart in which the last step is the pattern.
* The number of factors is not important. Can do one main factor like climatic factors that is broken down into rainfall and wind etc at L1 but need more than one at L2 and 3.
* **Significance to People** – must ensure is peoples lives at L1 as different to old standard. At level 3 must show understanding of difference social and economic factors.
* There is a difference between the term ‘case studies’ and ‘global evidence’. If you use the term ‘case study’ they tend to tell you everything about it. Also students tend to concentrate on just 2 places which is then too narrow. Better to ask for ‘global evidence’ as this gives a snapshot that is integrated into the whole answer.

**SIGNIFICANT EVENT**

* This is going very well and not many issues have come to light so far. It is clearly better if it is a local event that the student goes to so can comment more on rather than one they read about.
* Do not go overboard with the planning and decision making required. Is not in depth of old standard. Chose only the aspects that apply to the event chosen.

**URBAN PATTERN**

* There are 3 bits to this – what is the pattern, explain the pattern and a variation within it and then explain factors that contribute to it. Hence need a pattern that has a variation within it – can be temporal. A lot of teachers use the Chicago one for this. The temporal data is not enough here to allow a clear variation to be used so should be added to. The London example is much better here.
* Best if students can identify the pattern on the map as makes more sense. Can do by highlighting etc.
* A lot of comment that there is a lot of pre teaching for this AS as have to teach them about Urban geography first. A lot to do for 3 credits.

**CONTEMPORARY GEOGRAPHIC ISSUE**

* A lot of debate here about what is ‘resolved’. Moderator is clear that if a decision made then arguments are done for the student so not valid. Is not then an issue. If you choose one that has been resolved recently it will be indicated on moderation that it needs to be adapted next time. Will still be OK for that year.
* Many teachers are unaware of change to L3 standard. Is no longer viewpoints but responses of people/groups that is needed. Responses require an action –writing letters, attending meetings, protest etc. Also include how they feel (could be in different hence no action taken). Best way is to look at the responses first and work back to who reacted this way and why did they react like this? Will look at their values this way.
* At level 3 while third aspect not broken into 3 options you do need to discuss alternatives in plural in the evaluation.
* At all levels only need 2 strengths and 2 weaknesses for each option – best if not the opposites.
* At level 1 when assessing does not mean just what is good and bad about the options but to say how important it is in the context of the issue. Arguments should be clear and concise. What is best and why using exemplar material? Do they use geographic language?

**GIS**

* Still very little of this being done. What is coming through is done well. Good example shown is the Tidal Wave risk in Tauranga.
* The step up from L1 to L3 is based on the complexity of the problem and the amount and type of data used. Also at Level 3 have to discuss why certain manipulations used.
* Layout means that everything needs to be provided on one A3 sheet not separately.