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| **The Curriculum** | **AS91011 (1.5) Conduct geographic research, with direction (Version 3)**  **4 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Six Achievement Objectives**   * Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns * Understand how people interact with the natural and cultural environments and that this interaction has consequences   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**   * Updated May 2014. This document has been updated in its entirety to address issues that have arisen from moderation in 2013. * This achievement standard focuses on the development of geographic research skills. **‘Direction’** refers to assistance with the selection of a topic and aim, and appropriate field work procedures for collecting, recording and presenting data.   **Research aim**   * The aim(s) for the research should be provided by the teacher. It must be clearly identified and stated by the student at the beginning of their research report. The collection of primary data from the field, and subsequent presentation and conclusions, must relate directly to the research aim(s).   **Collection and presentation of data**   * A **combination**of techniques and skills (two or more) must be evident in the collection and presentation of data. For example, use of a digital weather station is considered to be one method of data collection, since it does not provide sufficient evidence of student data collection skills. * Presentation of data should follow geographic conventions, and include a map to demonstrate the spatial nature of the research. The step up in quality for this aspect is stated in Explanatory Note 2 of the standard.   **Findings**   * Research findings are separate from the conclusions.  A geographic concept must be incorporated into the description of the findings. This aspect could be achieved by describing the findings from each instance of presented data. * From the findings, students draw a detailed **conclusion** which is related back to the aim(s) of the research.   **Evaluation**   * The evaluation **must** focus on aspects of the researchprocess. It is not mandatory to give detailed descriptions of both strengths and weaknesses of the research process. There is no requirement in 91011 for students to suggest how the research could be improved.   **From Moderator Newsletters** Geographic research aims The standard and Conditions of Assessment advise that teachers should provide the aim at level one and provide guidance with aim identification at level 2. At level 3 students will develop their own aim(s), but these can be discussed with the teacher through student initiated consultation.  A clear well-structured aim is more likely to result in quality geographic research. The research aim needs to allow for the collection of sufficient relevant primary data from the field to enable students to complete an in depth analysis. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Conduct geographic research, with direction | * Conduct in-depth geographic research, with direction | * Conduct comprehensive geographic research, with direction |   **Explanatory Note**   1. This achievement standard is derived from the Level 6 Geography achievement objectives of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to material in the *Teaching and Learning Guide for Geography,* Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.   This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa/Taumata-Matauranga-a-Motu-Ka-Taea).   1. *Conduct geographic research, with direction* typically involves:    * identifying the aim(s) of the research    * collecting and recording data relevant to the research    * presenting the data relevant to the research using basic appropriate conventions    * describing findings and incorporating the relevance of a geographic concept    * providing a conclusion(s) that relates to the aim(s) of the research    * providing an evaluation of the research.   *Conduct in-depth geographic research, with direction*, typically involves:   * + presenting the data in a variety of ways following basic appropriate conventions that show sound understanding of the context and the spatial nature of the research   + describing findings, in detail, and incorporating the relevance of a geographic concept   + providing a conclusion(s), in detail, that relates to the aim of the research   + providing a detailed evaluation of the research.   *Conduct comprehensive geographic research, with direction,* typically involves:   * + presenting the data in a variety of ways, following all appropriate conventions, that show sound understanding of the context and the spatial nature of the research   + fully describing findings, incorporating the relevance of a geographic concept, using geographic terminology and showing insight   + providing an insightful evaluation of the research process that also discusses the validity of the research findings.  1. *Geographic research* in this achievement standard refers to fieldwork activity in a natural or cultural environment that has a spatial dimension, and/or the interaction of people with that environment.   *With direction* refers to candidates being given direction about the research process including the aim(s); collecting, recording, and presenting data.   1. Primary data must be collected from the field. The collection of data may be done individually or in a group.   The collection of data must include a combination of the following methods: mapping, observing, measuring, précis sketching, photographing, surveying, using questionnaires, interviewing, accessing secondary sources.   1. Ways of presenting data must include a combination of: maps, graphs, tables, photographs, sketches and diagrams. 2. Evaluating the research involves describing the strength(s) and/or weakness(es) of the research process (covering the aim(s); collecting, recording, and presenting data; and conclusions). | Students should demonstrate understanding and application of the geographic research process. The research topic and aim(s) should be provided by the teacher and direction given for the research procedures.  Assessment evidence should be collected from students after the relevant teaching and learning has occurred. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.  Information collected must include primary data from the field. This involves out of the classroom data collection such as from around the school, the local area and places further afield. Secondary data may also be included but the main focus should be on the primary data collected. Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.  Students can use geo-spatial techniques such as Google Earth or GIS to illustrate the location of the research, to display results and conclusions of the research process but this is not essential.  **Approaches to Assessment**  Suggested approaches to gathering assessment evidence include:   * a single field trip * collection in the field over several days * presentation of evidence could be in the form of visual media, oral, power points, blog, project   presentation of evidence can be done both within and outside the classroom  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newsletters:** Group work and the collection of evidence Working collaboratively is part of the focus in the New Zealand curriculum and reflects a real world approach to problem solving. Group work is commonly used when collecting evidence for the geographic research standards and this approach could be used more frequently with the other Geography standards.  When using a group approach, teachers will need to ensure authenticity of student work. Guidance regarding [authenticity](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/) and possible strategies is available on the NZQA website. The website also has a page relating to [Gathering Evidence of Achievement](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/).   * Opportunities for using similar contexts in more than one Geography internally assessed standard could occur with: * geographic issue and the geographic research standards * sustainable use of an environment (91009) and geographic research and/or geographic issue standards * urban pattern (91241) and geographic research |