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| **The Curriculum** | **AS91244 ( 2.5)**  **Conduct geographic research with guidance**. **(Version 2) 5 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Seven Achievement Objectives**   * Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns * Understand how people’s perceptions of and interactions with natural and cultural environments differ and have changed over time   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated May 2015. This document has been updated in its entirety to address new issues that have arisen from moderation. The research process and degree of guidance that should be given The emphasis of this standard is on the research process, with a focus on primary data collected from the field. The main components of the process are outlined in Explanatory Note 2.  Explanatory Note 3 and the Conditions of Assessment clearly indicate that guidance should be provided with topic selection, identification of aim(s) and appropriate fieldwork procedures. This will ensure that students use a topic that has a spatial component and allows for collection of sufficient primary data from the field. Components of the research process Students need to provide evidence for each component of a geographic research with their final report. Evidence of planning and the collected data could be attached to the final research report as an appendix.  The step-up with data presentation is determined by both the accuracy and effectiveness of the presentation. For the presentation to be considered effective, data may be grouped or integrated, e.g. statistical maps combining both spatial and statistical data.  The evaluation needs to focus on the research process, showing explicit links between the strengths and weaknesses and the validity of the findings and/or conclusions. To achieve with Excellence the evaluation is extended to include methods of improving the research process. This could be approached through an explanation of different data collection methods that would improve the overall validity of the research results.  **From Moderator Newletters:** The spatial dimension requirement of the Geography standards The Geography achievement standards all refer to the requirement of a ‘spatial dimension’. This is often further defined as local, national or global, depending on the focus of the standard. Understanding of the spatial dimension needs to be evident throughout the description, explanation or analysis of the issue, topic or problem. Students could be encouraged to use maps to help them demonstrate this understanding.  A spatial component is central to the geographic research standards. 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. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Conduct geographic research with guidance. | * Conduct in-depth geographic research with guidance. | * Conduct comprehensive geographic research with guidance. |   **Explanatory Notes**   1. This achievement standard is derived from the Level 7 Geography achievement objectives of the Social Sciences learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the 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) for the relevant learning area.   1. *Conduct geographic research with guidance* involves:    * identifying the aim of the research    * planning the research    * collecting and recording data relevant to the aim of the research    * presenting, using the correct conventions, a combination of spatial, statistical, and visual data    * explaining findings incorporating the relevance of geographic concepts    * providing a conclusion(s) that relates to the aim of the research    * providing an evaluation of the research that describes the strength(s) and/or weakness(es) of the research process and how this affects the validity of the research findings.   *Conduct in-depth geographic research with guidance* involves:   * + accurately presenting a combination of spatial, statistical, and visual data, using the correct conventions   + explaining findings, in detail, incorporating the relevance of geographic concepts   + providing a conclusion, in detail, that relates to the aim of the research   + explaining, in detail, the strength(s) and weakness(es) of the research process and how this impacts on the validity of the research findings and/or conclusions.   *Conduct comprehensive geographic research with guidance* involves:   * + accurately and effectively presenting a combination of spatial, statistical, and visual data, using the correct conventions and geographic terminology   + fully explaining findings, incorporating the relevance of geography concepts   + fully explaining the strength(s) and weakness(es) of the research process, and how this impacts on the validity of the research findings and/or conclusions   + discussing ways the research process could be improved.  1. *Geographic research* refers to any fieldwork activity that has a spatial component, and that considers aspects of a natural or cultural environment, and/or the interaction of people with that environment.   *With guidance* refers to candidates being supported to identify the aim(s) and methods of 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: observing, measuring, précis sketching, photographing, surveying, using questionnaires, interviewing, accessing secondary sources.  The data must be presented using a combination of visuals such as graphs, maps, tables, photographs, or diagrams, following appropriate conventions. | Students should demonstrate understanding and application of the geographic research process. The teacher should provide guidance in the selection of the research topic and procedures.  Evidence should be collected from students after the relevant teaching and learning has occurred. 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 using 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 accumulating assessment evidence include:   * a single field trip * collection in the field over several days   Suggested approaches to presenting assessment evidence include:   * films, posters, models, story books, speech, essays, newspapers, role plays, webpage, podcast, blogs and/or PowerPoints   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **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. The Conditions of Assessment further discusses the collection of evidence for internally assessed 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/). |