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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

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| * Conduct geographic research with guidance.
 | * Conduct in-depth geographic research with guidance.
 | * Conduct comprehensive geographic research with guidance.
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**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

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