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| **The Curriculum** | **AS91430 (3.5) Conduct geographic research with consultation**  **(Version 1) 5 credits** (as at Nov 2016) | **Conditions of Assessment** |
| **Level Eight Achievement Objectives**   * Understand how interacting processes shape natural and cultural   environments, occur at different rates and on different scales, and create  spatial variations.   * Understand how people’s diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Clarifications**  Updated September 2015. This document has been updated in its entirety to address new issues that have arisen from moderation. The research process and consultation 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 Explan Note 2.  Explanatory Note 4 and the Conditions of Assessment clearly indicate that ‘consultation’ will result in students managing the research process. However, the teacher can provide the framework for the selection of the research topic (location or theme). This may help ensure that students select 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 the research process in their final report, including planning and data collection.  The main focus is on the collected primary data, but supplementing this with secondary data will aid critical analysis and evaluation. Mapping is mandatory and accurate application of geographic conventions is expected at this level. Effective presentation will be determined by the nature of the research – it may involve the integration of statistical and visual data.  A critical analysis of the findings is required for Excellence. This involves closer examination of the findings which could include:   * identifying factors or circumstances that may have influenced them * identifying and examining any irregularities in the findings * examining any relationships that appear, etc.   The evaluation needs to focus on the research process. This involves explaining the significance of any strengths and weaknesses of the process in relation to how they affect the validity of the findings and/or conclusions.  A critical evaluation requires students to extend their detailed evaluation of the research process through discussion of alternative methods and their implications. These could focus on addressing areas of weaknesses or building on the strengths. Geographic conventions, terminology and concepts Presentation of data must show use of appropriate geographic conventions. The analysis, conclusions and evaluation need to show application and integration of geographic terminology and concepts. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newletters:** 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. | | **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | | --- | --- | --- | | * Conduct geographic research with consultation. | * Conduct in-depth geographic research with consultation. | * Conduct comprehensive geographic research with consultation. |   **Explanatory Notes**   1. This achievement standard is derived from the Level 8 Geography Achievement Objectives of the Social Sciences learning area of *The New Zealand Curriculum*, Ministry of Education, Learning Media, 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>. 2. *Conduct geographic research with consultation* involves:    * identifying the aim of the research    * planning the research    * collecting and recording data relevant to the aim of the research    * presenting a map(s) and statistical and/or visual data    * analysing findings    * providing a conclusion(s) that relates to the aim of the research    * providing an evaluation of the research process, and how this affects the validity of the research findings.   *Conduct in-depth geographic research with consultation* involves:   * + effectively presenting a map(s) and statistical and visual data   + analysing findings, in detail   + providing a conclusion(s), in detail, that relates to the aim of the research   + evaluating in detail the research process and how this affects the validity of the research findings and/or conclusions.   *Conduct comprehensive geographic research with consultation* involves:   * + critically analysing findings   + critically evaluating the research process by building on the detailed evaluation through a discussion of alternative research methods and their implications.  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. 2. *With consultation* means students will develop their own research aim(s) and research methodology and initiate discussion of these with their teacher. 3. Data includes primary and secondary data.    * Primary data is collected from the field. The collection of data may be done individually or by a group. The collection of primary data includes a combination of the following methods: observing, measuring, précis sketching, photographing, surveying, using questionnaires, interviewing.    * Secondary data may also be included but the main focus of the research is on the primary data collected. | Students should demonstrate understanding and application of the geographic research process. The teacher may provide the framework in the selection of the research topic such as the location or theme of the research. Consultation means that the student should initiate discussion with the teacher about the aim(s) of the research and research methodology so that it is student driven.  Information collected includes primary data from the field. This involves data collection outside of the classroom 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 may 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.  **Approaches to Assessment**  The assessment can be undertaken in stages throughout the research as milestones are reached.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **From Moderator Newsletters:** 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. Geographic research aims 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. |