



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1-3, 2003**

## **Geography**

### **National Moderator's Report**

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

### General Overall Comment

Most assessors are continuing to use TKI material although many are now starting to produce their own material that is relevant to their own school programme. Very few assessors used unit standards.

The inclusion of summary sheets in tasks and/or assessment schedules is recommended for clarity, so that learners can understand how a grade has been attained, and what is required if a further assessment opportunity is provided.

Assessors will need to adjust level one assessment activities to reflect the outcome of the standards review process. For most assessment activities, the adjustments required will be minor.

## Level One

### 90206 *Carry out and present directed geographic research*

#### The first criterion

For each activity, there needs to be a clear statement in the instructions that details what constitutes accuracy, as this is what distinguishes achievement at merit and excellence levels. Increasing the amount of data collection to ensure results have a smaller margin of error will only be valid if the method and equipment of data collection allows that – 10 measurements using inappropriate methods/equipment is no more accurate than two such measurements.

#### The second criterion

Learners need to show the relevance of the *geographic ideas* they describe to their research topic. For 2004, *range of geographic ideas* has been altered to *geographic ideas*, which can be interpreted as two geographic ideas.

#### The third criterion

Much comment on evaluation was superficial eg, "It worked well; I could have surveyed more people". Learners need to have a clear understanding of what constitutes evaluation before completing the activity. For 2004, the criterion has been altered so that evaluation is only required for merit and excellence. The evidence for findings of the research is contained in the first criterion.

### **90207 Describe a contemporary geographic issue and evaluate courses of action**

#### **The first criterion**

The first criterion (*Examine the geographic nature of a contemporary issue*) needs to be related back to people and the environment. Questions that do not make this link disadvantage learners by not eliciting the evidence required.

#### **The third criterion**

Learners can be given the options for the third criterion. They are only required to evaluate these options.

In the version 2 standards, for merit (*Evaluate courses of action and make a justified recommendation*) a simple statement giving the reason for the chosen recommendation is required. Task instructions need to reflect this requirement, and could be made clearer to the learners by simple reformatting. The explanatory notes clarify this.

For excellence, *Comprehensively evaluate courses of action, and make a fully justified recommendation*, a comparison of the various options is required, as is detailed evaluation of the courses of action. Task instructions need to reflect this.

### **90208 Examine a global study**

#### **The first criterion**

Version 2 of this standard removes this criterion.

#### **The third criterion**

Learners are required to link the process to the global pattern. Questions will need to reflect this.

#### **The fourth criterion**

*Significance for people* can cause difficulty for learners because in some global studies it is difficult to discuss. It is useful for assessors to bear this in mind when learners are choosing their topic.

## **Level Two**

### **90335 Conduct guided geographic research**

#### **Research topics**

Assessors need to guide the learners carefully when they are choosing their research topic – studies that are more (say) economics or social studies than geography compromise a learner's ability to achieve the standard.

#### **Planning**

Learners who have a solid understanding of the methods of field collection before they decide on the topic and initiate their plan, are at an advantage. The initial part of the study can be individual or group, but for the first criterion some parts must be completed individually. Assessors need to look carefully at the plan that the learners draw so that guidance can be given at this point.

### **Data collection**

The standard requires the active pursuit of data collection through measuring, counting and observation in the field. Geography teachers rightly see this as part of the traditional fieldwork trip. Tasks that are adaptations of previous fieldwork should be moulded to fit the requirements of the standard.

### **Guidance**

In general the step up from level one for this standard is from *direction* to *guidance*. It is appropriate to give guidance on the use of equipment and the methods of collection, but not direction on where, why and how the information is to be collected. Assessors should ensure task sheets do not give inappropriate direction that could jeopardise a learner's result.

### **The third criterion**

Evaluation of the strengths and weaknesses, as well as methods of improving the quality/quantity of collected and processed information, is necessary to avoid superficial responses that do not meet the standard.

## **90336 *Examine a contemporary geographic issue***

### **The third criterion**

Learners can be provided with alternative courses of action and are only required to evaluate these options. Where there were no options for learners to evaluate, this led to difficulties in deciding appropriate alternatives and made achievement of the standard difficult.

Achievement with merit requires *detailed evaluation* of the courses of action. Learners must also provide some fundamental explanation of why their recommendation is the best. Activities may need an additional question to cover this.

## **90337 *Explain a global study***

### **The first criterion**

For 2004, assessors need to look for evidence for *Describe characteristics of the global study*, in the tasks related to the processes and patterns.

### **The second criterion**

A clear, thorough explanation of the processes, and of the link between processes and patterns is required.

## **UNIT STANDARDS**

There were very few unit standards offered for moderation this year and most were at level 3. Assessors have a clear understanding of the national standard, tasks are appropriate and judgements are accurate.