

New Zealand Qualifications Framework Levels 1 – 3, 2011

Geography

National Moderator's Report

National Moderator's Report for Geography

General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

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

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Geography on the NZQA website: www.nzqa.govt.nz/geography

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources.

Specific Standards

91011 Conduct geographic research, with direction

The standard recognises *findings* and *conclusion* as two distinct aspects. The description of the *findings* needs to incorporate an understanding of the relevance of a geographic concept. The *conclusion* has to relate to the aim of the research and does not require an inclusion of a geographic concept.

The *findings* and *conclusion* are best accomplished where there are two separate tasks. For the *findings* students need to examine and comment on what the maps, graphs and other visuals presented in the research reveal and within this description show how a concept assists in their geographic understanding. Students then need to provide a *conclusion* that, with the use of supporting evidence, summarises the findings and comments on whether the research supports the aim.

91012 Describe aspects of a contemporary New Zealand geographic issue

To achieve with Merit students need to assess the strength(s) and weakness(es) of each course of action and comment on how much credibility should be placed on each strength and weakness. A task should instruct students to firstly, describe the strength(s) and weakness(es), and secondly, to comment on how much weight should be attached to each strength and weakness.

To achieve with Excellence students need to comprehensively describe viewpoints. The description needs to incorporate stakeholder beliefs, values and/or perspectives. Students should describe the different viewpoints, provide evidence from the resources to support this, and to comment on what are the underlying beliefs, values or perspectives that gives rise to those viewpoints.

91013 Describe aspects of a geographic topic at a global scale.

Differences exist between 91013 and 90208 as the criterion “*patterns*” now extends to the Achievement with Excellence level and task instructions need to signal this point to students. The final criterion in 91013 “*significance of the topic to people’s lives*” is different from 90208 “*how the global geographic topic is significant for people*”. Previously a topic such as deforestation of the tropical rainforest “*may be significant to me because I am concerned about global warming*” but for 91013 the significance has to be to people’s lives e.g. “*How does this deforestation impact on my life?*”

Assessment activities for the new Achievement Standards

When using assessment activities written to support expired or expiring standards for the new achievement standards, these activities need to be reviewed to ensure they are compatible with the requirements for the new standards.

<p>The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.</p>
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