

Field Social Sciences**Review of *Geography* Level 2 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Social Science Studies	Geography	5088-5093, 11081, 11083, 11085, 11087, 11090

Achievement standards

Domain	ID	Subject reference
Geography	90331	Geography 2.1
	90332	Geography 2.2
	90333	Geography 2.3
	90334	Geography 2.4
	90335	Geography 2.5
	90336	Geography 2.6
	90337	Geography 2.7

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

New Registration date November 2011

Date new versions published November 2011

Planned review date December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Principles for Standards Review. A copy of the NZC is available at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2010, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 2 unit and achievement standards was completed in time for implementation in schools in 2012. The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Level 3 will be implemented in 2013.

Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a more detailed description of the review of, and the changes to, the Geography standards see the appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

Achievement standard	Excluded against each of these standards
91240	90331
91242	90333
91243	90334
91244	90335
91245	90336
91246	90337

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement achievement standard with a new ID
D	Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2011
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2012
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Social Sciences > Social Science Studies > Geography

ID	Title	Level	Credit	Review Category
5088	Plan and carry out a geographic inquiry with guidance	2	6	D
5089	Describe and explain characteristics of a natural landscape	2	4	D
5090	Explain the nature, patterns and growth of an urban settlement	2	4	D
5091	Describe and explain inequalities in development	2	4	D
5092	Explain a current geographic issue	2	3	D
5093	Describe a global pattern and explain the process(es) and links within it	2	3	D
11081	Investigate and report on the use of geography in a work role	2	3	D
11083	Report on a work of fiction from a geographic perspective	2	2	D
11085	Report on a significant event from a geographic perspective	2	3	D
11087	Use a geographic information system for a specific task	2	3	D
11090	Profile a resource management issue in New Zealand	2	4	D
90331 91240	Explain a natural landscape Demonstrate geographic understanding of a large natural environment [Externally assessed]	2 2	3 4	C
90332	Explain an urban settlement	2	3	D
90333 91242	Explain disparities in development within or between countries Demonstrate geographic understanding of differences in development [Externally assessed]	2 2	3 4	C
90334 91243	Apply skills and ideas, in a geographic context Apply geography concepts and skills to demonstrate understanding of a given environment [Externally assessed]	2 2	4 4	C
90335 91244	Carry out and present guided geographic research Conduct geographic research with guidance	2 2	5 5	C
90336 91245	Explain a contemporary geographic issue and evaluate courses of action Explain aspects of a contemporary New Zealand geographic issue	2 2	3 3	C

ID	Title	Level	Credit	Review Category
90337 91246	Explain a geographic topic at a global scale Explain aspects of a geographic topic at a global scale	2 2	3 3	C
91241	Demonstrate geographic understanding of an urban pattern	2	3	New
91247	Apply spatial analysis, with guidance, to solve a geographic problem	2	3	New

Appendix

Development of Level 2 Geography Standards

Process of Aligning Standards with *The New Zealand Curriculum*

The matrix and achievement standards have been derived from the Geography achievement objectives in the Social Science learning area of *The New Zealand Curriculum*. There is also a close relationship with the material developed for the *Teaching and Learning Guide for Geography*. The titles in the matrix include key words and phrases taken from the achievement objectives, but not exclusively so, as it was felt that this would be too constraining for effective assessment in some instances.

Addressing Duplication

Careful consideration of the unit standards showed that there was either significant duplication with the achievement standards or the unit standards were rendered redundant by the changes in the new curriculum. Therefore the unit standards were designated expiring.

Addressing Credit Parity

The decisions made regarding credit parity were based on the guideline of one credit representing ten notional hours of learning time. In some instances the number of credits currently allocated has been amended in line with the above guideline. This change has been endorsed by positive sector feedback.

External and Internal Assessment

The reduction of external standards to a maximum of three was made to ensure that students have at least one hour to provide their best evidence towards a standard. This is in line with the *Standards Review Principles Paper*. At each level there is now a balance of five internal and three external standards.

What Has Changed?

There are a number of changes in the matrix and the standard titles, and the creation of a new standard. These changes have been made to reflect the new curriculum, to provide a balance between internal and external assessment opportunities, and to show clearer progression from one level to the next.

A standard on the application of spatial analysis has been added and focuses on using geospatial techniques to solve problems.

Many of the Level 2 Geography achievement standards previously had more than one achievement criterion. Experience over the last several years has indicated that where there is more than one criterion it has been difficult to award grades in a holistic way – especially where a student satisfied one criterion and not another. The reviewed standards all now have a single criterion that focuses on the main outcome for the standard. This should enable grades to be awarded in a more holistic way.

The draft reviewed standards underwent consultation in September 2010. The feedback from this consultation contributed to refinements of the standards. These have included:

- more detailed differentiation between grade levels – terms were also to be clearly defined
- a clarification of ENs and explanation of terms
- greater consistency in terminology across the suite of standards.

AS91240 (2.1)

The focus in this standard has changed from landscapes to a natural environment. This fits better with the curriculum AOs. One environment allows for differences in scale. Interaction of people with the environment is now included.

AS91241 (2.2)

The outcome in this standard is now internally assessed. This will allow teachers and students choice on what urban process to study. This will also allow for field work to contribute to the evidence. The standard focuses on any pattern that occurs in an urban environment. The urban environment refers to a city anywhere in the world. Some of what is taught now in the urban settlement topic will in the future be taught in level one. The focus of this standard is on patterns and the factors that cause it.

AS91242 (2.3)

This standard is similar to AS90333, but focuses on differences in development. Assessment is based on comparison between regions and not within. Aspects have been increased to provide more thorough coverage of the topic.

AS91243 (2.4)

There is an increased emphasis on concepts in the outcome of this standard, although assessment will integrate these with the associated skills.

AS91244 (2.5)

This research standard has integrated the separate criteria for each grade from the previous standard (AS90335) into a single criterion for each. The procedures now incorporate all aspects of the research process.

AS91245 (2.6)

The outcome of this standard represents an integration of the separate criteria for each grade from the previous standard (AS90336). The standard includes consideration of viewpoints changing over time to align with the AOs and to provide a step up from Level 1.

AS91246 (2.7)

The focus in this standard is now on aspects of a geographic topic at a global scale. These aspects include reference to patterns, causes, and the effects of the topic for people.

AS91247 (2.8)

This is a new standard that assesses the application of spatial analysis, with guidance, to solve a geographic problem. It allows progression from Level 1 in this area of geography. At this level the geographic problem must be real. A simulated problem is not acceptable.