

Field Social Sciences**Review of *Geography* Level 3 achievement and Level 3 and 4 unit standards****Unit standards**

Subfield	Domain	ID
Social Science Studies	Geography	5094-5099, 11084, 11086, 11088, 11089, 11091, 11092

Achievement standards

Domain	ID	Subject reference
Geography	90701	Geography 3.1
	90702	Geography 3.2
	90703	Geography 3.3
	90704	Geography 3.4
	90705	Geography 3.5
	90706	Geography 3.6
	90707	Geography 3.7

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

New Registration date December 2012

Date new versions published December 2012

Planned review date December 2016

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 Standards Review Guidelines. 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 2011, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 3 achievement and Level 3 and 4 unit standards was completed in time for implementation in schools in 2013.

Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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 designated expiring. Unit standard 5095 was assigned a later expiry date (December 2015) to allow for managed transition of InfraTrain qualifications. See [table](#) below.

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

Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	ID	Level	Nature of consent	ID	Level
Standard	5095	3	Standard	91426	3
Standard	11088	3	Standard	91433	3

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact on registered qualifications

Key to type of impact	
Affected	The qualification lists a reviewed classification (domain or subfield) in an elective set The qualification lists a standard that has changes to level or credits The qualification lists a C or D category standard
Not materially affected	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following table identifies qualifications developed by other SSBs that are impacted by the outcome of this review. The SSBs have been advised that the qualifications require revision. The standards that generated the status *Affected* are listed in **bold**.

Ref	Qualification Title	ID	SSB Name
0453	National Diploma in Surveying (Level 6) with an optional strand in Mine Surveying	5095	InfraTrain New Zealand
0797	National Certificate in Conservation (Level 4)	11091, 11092	Learning State Limited

Impact of changes on [Exclusions List](#)

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

Achievement standard	Excluded against each of these standards
91426	5095, 90701
91427	5096, 90702
91428	5097, 90703
91429	90704
91430	5094, 90705
91431	5098, 90706
91432	5099, 90707
91433	11088

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 2012
Unit standard 5095 expires at the end of	December 2015
Remaining internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2013

Social Sciences > Social Science Studies > Geography

ID	Ref	Title	Level	Credit	Review Category
5094		Plan and carry out a geographic inquiry with supervisor consultation	3	6	C
90705	3.5	Carry out and present geographic research with consultation	3	3	C
91430	3.5	Conduct geographic research with consultation	3	5	

ID	Ref	Title	Level	Credit	Review Category
5095		Describe and explain the interacting natural processes operating within a geographic environment	3	4	C
90701	3.1	Analyse natural processes in the context of a geographic environment	3	4	C
91426	3.1	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment [Externally Assessed]	3	4	
5096		Describe and explain a cultural process within a geographic setting	3	4	C
90702	3.2	Analyse a cultural process	3	4	C
91427	3.2	Demonstrate understanding of how a cultural process shapes geographic environment(s) [Externally Assessed]	3	4	
5097		Describe and explain planning and decision-making within a geographic context	3	4	C
90703	3.3	Explain the contribution of geography to planning and decision-making processes	3	3	C
91428	3.3	Analyse a significant contemporary event from a geographic perspective	3	3	
5098		Analyse a current geographic issue	3	3	C
90706	3.6	Analyse a contemporary geographic issue and evaluate courses of action	3	3	C
91431	3.6	Analyse aspects of a contemporary geographic issue	3	3	
5099		Describe and analyse a global pattern and analyse processes and links within it	3	3	C
90707	3.7	Analyse a geographic topic at a global scale	3	3	C
91432	3.7	Analyse aspects of a geographic topic at a global scale	3	3	
11084		Assess a work of fiction from a geographic perspective	3	2	D
11086		Investigate a significant event from a geographic perspective	4	3	D
11088		Use a geographic information system to derive a solution to a specific task	3	3	C
91433	3.8	Apply spatial analysis, with consultation, to solve a geographic problem	3	3	
11089		Derive a solution using geographical information systems	4	4	D

ID	Ref	Title	Level	Credit	Review Category
11091		Report on a resource management issue in New Zealand	4	4	D
11092		Carry out a course of action to achieve sustainable resource management at a local level	4	6	D
90704	3.4	Select and apply skills and ideas in a geographic context	3	4	C
91429	3.4	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills [Externally Assessed]	3	4	

Appendix

Development of Level 3 Geography Standards

Process of Aligning Standards with the New Zealand Curriculum

The new standards have been derived from the Level 8 Geography Achievement Objectives as found in *The New Zealand Curriculum*.

Reference was also made to the Social Sciences Learning Area Statement, the Principles, the Values, Effective Pedagogy, and the Key Competencies as a part of this process. 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. All Geography unit standards at Level 3 have been designated expiring.

There are also Geography unit standards at Level 4 that are currently used by some schools in New Zealand, these standards have been considered as part of the Level 3 alignment. All Geography unit standards at Level 4 have also been designated as expiring.

Addressing Credit Parity

The decisions made regarding credit parity were based on the basis of one credit representing ten notional hours of learning and assessment time.

In most instances the number of credits currently allocated was retained based on positive sector feedback. The availability of 29 credits at Level 3 allows teachers to choose a balanced programme by selecting which standards to use to assess the outcomes. It is expected that a balanced programme, assessed using both internally and externally assessed standards, will be offered.

The credit value for all externally assessed standards was re-examined against the work requirements and retained at 4 credits per standard.

The credit value of the geography research standard, AS91430 (3.5) has been increased from 3 to 5 credits in response to strong sector feedback.

External and Internal Assessment

External standards will remain at a maximum of three; this was based on research and the *Standards Review Principles*.

AS91429 (3.4) was retained as externally assessed in response to strong sector feedback.

Conditions of assessment

Conditions of Assessment have been introduced to provide guidance for teachers with regard to approaches for assessment. Consistent with the intent of the curriculum, there is a greater emphasis on encouraging student autonomy by allowing student choice of

context and provision of resource material. This allows greater differentiation between Levels 2 and 3.

What has changed?

The standards do not make explicit reference to geographic terminology and concepts because at this level it is expected these are incorporated throughout assessment evidence.

AS91426 (3.1) *Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment*

This standard was developed from AS90701 to provide closer alignment with Achievement Objective (AO) 1: *understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.*

Reference to human actions has been removed to give the standard a physical geography focus.

AS91427 (3.2) *Demonstrate understanding of how a cultural process shapes geographic environment(s)*

This standard was developed from AS90702 to provide closer alignment with AO 1.

The standard initially related to two settings, but this was reduced to one setting to make it more comparable with AS91426 (3.1) in terms of workload.

AS91428 (3.3) *Analyse a significant contemporary event from a geographic perspective*

This is a new standard at Level 3 although it is derived from AS90703. Planning and decision making is retained as an important component of the standard since it provides a link to vocational geography pathways such as urban and regional planning and community development at home and abroad. Basing this on an event differentiates this from an 'issue' which is a focus of a different standard. This also aligns to the new curriculum intent to use contexts that are meaningful to students.

AS91429 (3.4) *Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills*

This is a new standard at Level 3 although it is derived from the previous AS90704. Geographic concepts have been included as a key outcome to better align with NZC. The emphasis is now on a given geographic environment rather than just on the selection and use of geographic skills.

AS91430 (3.5) *Conduct geographic research with consultation*

This is a new standard at Level 3 although it is derived from AS90705. The standard now includes a single achievement criterion at each grade (rather than three). This is to support holistic assessment.

AS91431 (3.6) *Analyse aspects of a contemporary geographic issue*

This is a new standard at Level 3 although it is derived from the previous AS90706. The standard now includes a single achievement criterion at each grade (rather than three). This is to support holistic assessment.

Values and perceptions were included to reflect AO 2: *understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.*

AS91432 (3.7) *Analyse aspects of a geographic topic at a global scale*

This is a new standard at Level 3 although it is derived from the previous AS90707. The standard now includes a single achievement criterion at each grade (rather than two). This is to support holistic assessment.

The standard has been broadened to include factors as well as processes that contribute to patterns. Social and economic significance were introduced to align the standard more clearly with Level 8 of the Curriculum.

AS91433 (3.8) *Apply spatial analysis, with consultation, to solve a geographic problem*

This is a new standard at Level 3, which provides progression from the new Level 1 and 2 standards. The standard focuses on the manipulation and presentation of spatial data and the explaining of the manipulations.