

**NCEA Level 3 Geography**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Geography |
| **Domain** | Geography |
| **Level** | 3 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91428 Geography 3.3** |
| **Title** | Analyse a significant contemporary event from a geographic perspective |
| **Number of Credits** | 3 |
| **Version** | 1 |

The significant event may be provided by the teacher but it is preferable that students be encouraged to select an event that is connected to their own lives. The event chosen is a planned event that is significant enough to have a wide impact on the environment – socially, economically, and environmentally. Examples include, but are not limited to, music festivals (Big Day Out), sports events, (World Cup, Olympics) arts festivals (WOMAD), fashion shows, conferences (Pacific Forum), cultural events (Polyfest).

Students should be encouraged to collect resource material; however, teacher guidance may be given.

The outline of the nature of the event may include location, when it occurred, the purpose of the event, groups of people affected and why it is significant. The planning and decision making involved in the event may include why the location was chosen, what steps were taken to prepare for the event, how the public were notified about the intended event, and consents that were required before the event could occur. The impacts of the event include social, economic, and/or environmental effects and may include the long-term, short-term, positive, and negative effects.

Students may use geo-spatial techniques such as Google Earth or GIS to illustrate the location of the significant event and other aspects of the requirements of the standard.

**Approaches to Assessment**

Suggested approaches to presenting assessment evidence include films, posters, models, story books, speech, essays, newspapers, webpage, annotated maps, blogs and/or PowerPoint presentations.

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.

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| **Achievement Standard Number** | **91430 Geography 3.5** |
| **Title** | Conduct geographic research with consultation |
| **Number of Credits** | 5 |
| **Version** | 1 |

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.

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| **Achievement Standard Number** | **91431 Geography 3.6** |
| **Title** | Analyse aspects of a contemporary geographic issue |
| **Number of Credits** | 3 |
| **Version** | 1 |

The contemporary geographic issue may be based anywhere in the world, however, choice may be limited by the requirement to explain how values and perceptions have led to responses for the different groups involved.

Students are encouraged to choose their own issue in consultation with the teacher about its suitability. Some assessment resources may be provided for the students, by the teacher. Students should collect additional resource material.

Students may use geospatial techniques to support their explanation of the nature of the contemporary issue.

**Approaches to Assessment**

Suggested approaches to presenting assessment evidence include films, posters, models, story books, speech, essays, newspapers, role plays, webpage, podcast, blogs and/or PowerPoint presentations.

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| **Achievement Standard Number** | **91432 Geography 3.7** |
| **Title** | Analyse aspects of a geographic topic at a global scale |
| **Number of Credits** | 3 |
| **Version** | 1 |

The teacher may provide the global topic or a selection of issues from which students may choose. If students are choosing their own global topics the teacher should give guidance about suitability of the topic and guidance about where to access information.

Some assessment resources may be provided by the teacher, with students providing additional resource material.

Students may use geospatial techniques to support their explanation of the factors and/or processes that contribute to the global pattern.

**Approaches to Assessment**

Suggested approaches to presenting assessment evidence include films, posters, models, essay, story books, speech, newspapers, role plays, annotated map, blogs and/or PowerPoint presentations.

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.

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| **Achievement Standard Number** | **91433 Geography 3.8** |
| **Title** | Apply spatial analysis, with consultation, to solve a geographic problem |
| **Number of Credits** | 3 |
| **Version** | 1 |

The teacher should provide guidance in the selection of the topic.

Students should demonstrate understanding and application of spatial analysis, with consultation, to solve a problem using real spatial data. Geospatial technologies are required to manipulate and present the spatial data in ways that support problem solving.

Some assessment resources may be provided by the teacher, with students providing additional resource material.

**Approaches to Assessment**

Suggested approaches to presenting assessment evidence include a layout with written, visual and/or oral evidence.

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.