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**NCEA Level 1 Geography**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Geography |
| **Domain** | Geography |
| **Level** | 1 |

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** | **91009 Geography 1.3**  |
| **Title** | Demonstrate geographic understanding of the sustainable use of an environment |
| **Number of Credits** | 3 |
| **Version** | 3 |

Students should demonstrate an understanding of the sustainability of use of an environment. The resource used as the context could be provided by the teacher for whole class study or students could choose different ways the natural environment is used to study.

If evidence is acquired through a group activity, participation of all students in the activity should be authenticated.

Assessment evidence should be collected from candidates during or after the relevant teaching and learning has occurred. Such ongoing collection of evidence would enable assessment tasks to be more closely aligned with learning experiences. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.

**Approaches to Assessment**

Suggested approaches to gathering assessment evidence include:

* collection of research data using a variety of resources eg. internet, library, film media, newspapers, field trips
* presentation of evidence could be via digital media and/or oral presentations, a project activity, or for a specific purpose such as a letter to the editor.

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| **Achievement Standard Number** | **91011 Geography 1.5**  |
| **Title** | Conduct geographic research, with direction |
| **Number of Credits** | 4 |
| **Version** | 3 |

Students should demonstrate understanding and application of the geographic research process. The research topic and aim(s) should be provided by the teacher and direction given for the research procedures.

Assessment evidence should be collected from students after the relevant teaching and learning has occurred. If possible, the assessment methods used should not interfere unduly with learning. This approach allows for a variety of teaching and learning experiences to be used as the basis for collecting assessment evidence and provides opportunities for key competencies to be woven into teaching programmes.

Information collected must include primary data from the field. This involves out of the classroom data collection 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 can 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 but this is not essential.

**Approaches to Assessment**

Suggested approaches to gathering assessment evidence include:

* a single field trip
* collection in the field over several days
* presentation of evidence could be in the form of visual media, oral, power points, blog, project
* presentation of evidence can be done both within and outside the classroom.

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| **Achievement Standard Number** | **91012 Geography 1.6**  |
| **Title** | Describe aspects of a contemporary New Zealand geographic issue |
| **Number of Credits** | 3 |
| **Version** | 2 |

Some assessment resources should be provided by the teacher, with students being encouraged to provide additional resource material.

The contemporary geographic issue must be a local or national issue within New Zealand.

The issue could be provided by the teacher or a selection of issues provided for students to choose from. If students are choosing their own contemporary issue the teacher should give direction about suitability of the issue and direction about where to access information.

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

**Approaches to Assessment**

Suggested approaches to gathering assessment evidence include:

* presenting using text or diagram evidence as part of a lesson(s)
* presenting through a range of media such as films, posters, models, story books, newspapers, role plays, blogs and/or PowerPoints, letters to the editor.

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** | **91013 Geography 1.7**  |
| **Title** | Describe aspects of a geographic topic at a global scale |
| **Number of Credits** | 3 |
| **Version** | 2 |

Some assessment resources should be provided by the teacher, with students being encouraged to provide additional resource material.

Students should describe the causes of a global pattern associated with a geographic topic and the significance of the topic for people. The topic should be provided by the teacher or a selection of issues provided for students to choose from. If students are choosing their own topics the teacher should give direction about suitability of the topic and direction about where to access information.

Students may use geospatial techniques to support their explanation of the causes of the global pattern.

**Approaches to Assessment**

Suggested approaches to presenting assessment evidence include:

* presenting using text or diagram evidence as part of a lesson(s)
* presenting through a range of media such as films, posters, models, story books, newspapers, role plays, blogs and/or PowerPoints.

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** | **91014 Geography 1.8**  |
| **Title** | Apply spatial analysis, with direction, to solve a geographic problem |
| **Number of Credits** | 3 |
| **Version** | 1 |

Students should demonstrate understanding and application of spatial analysis, with direction, to solve a geographic problem. The teacher should provide direction in the selection of topic and the use of the geospatial techniques and/or technologies.

Geospatial techniques (e.g. mapping) and/or technology (e.g. Google Earth, GIS software) should be used to manipulate and present the spatial data in ways that support problem solving.

Some assessment resources should be provided by the teacher, with students being encouraged to provide 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.