

GEOGRAPHY

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Geography Subject Expert Group (SEG) would like to thank those who took the time to review the Geography subject content. We received 90 responses to the online survey.

It was encouraging to read the overall positive responses to the inclusion of the NCEA change, *mana ōrite mo te mātauranga Māori*.

Your feedback indicated that there is a need for clarification and refinement of some subject content and some more specificity regarding assessment. Further attention in the inclusion of *mātauranga Māori* and Pacific concepts will also be considered and discussed further by the SEG. You offered valuable comments and suggestions for refining the proposed subject content as we move into Phase 2 of the Review of Achievement Standards (RAS) project.

The feedback has been collated into main themes that the SEG have now discussed and responded to. All feedback was documented and will continue to be considered as we move into Phase 2, with the following three themes emerging as the most visible amongst the comments and suggestions we received.

Themes that were identified in the feedback.

Theme One:

Clarification and Refinement of Subject Content

Response

The Ministry and the SEG have noted the comments and will be discussing and reconsidering the content of the Learning Matrix with regard to:

- The balance between physical and human geography
- The levelling and complexity of the Significant Learning, by reconsidering the layout of the Learning Matrix to clarify Significant Learning progression throughout the levels
- The refinement of language used in the Learning Matrix.

Furthermore, it is expected that the subject content will become clearer in the development of future support materials, such as the Assessment Activities in Phase 2.

The SEG would also like to clarify that Significant Learning is learning considered too important to be left to chance but should not be mistaken for Achievement Objectives. The Significant Learning represents the building blocks of a robust teaching and learning programme but may not necessarily all be assessed.

Theme Two:

Refining Achievement Standards

Response

The SEG and the Ministry have noted the points raised about the refining the Achievement Standards (AS). We will closely examine the modes of assessment and consider the most effective combination of external and internal assessment across the four AS to get the best outcomes for our students, in particular AS 1.3.

We would like to acknowledge that we included the Assessment Matrix at this early stage of the subject content development to provide indication of early SEG thinking with regard to assessment and accept that it lacked detail to give meaningful feedback. The SEG recognises the strength of Geography is the integration of the human and physical and will amend the Learning Matrix to reflect this Significant Learning, which will inform the further development of the Assessment Matrix.

The SEG would like to communicate to the sector that we are reviewing the two standards where there is overlap, AS 1.2 and 1.4, and recognise there is perhaps scope for an alternative standard to be developed in Phase 2 of the RAS project.

Internal Assessment Activities will also be provided in Phase 2, providing more specific guidance on possible options for planning and delivering assessments under the new Achievement Standards. Refinement of the Course Outlines will continue throughout the project.

Theme Three:

Inclusion of mātauranga Māori and Pacific concepts

Response

The SEG and the Ministry acknowledge that our incorporation of mātauranga Māori concepts and Pacific concepts needs further refinement. We were encouraged; however, by the support voiced in the survey for mātauranga Māori inclusion in Geography. We endeavour to authentically reflect te ao Māori and Pacific values throughout our subject content in further development.

We recognise that the Phase 1 glossary was under-developed, and we see this as valuable tool for communicating definitions and encouraging consistent and accurate use of kupu Māori and concepts. We are exploring ways to support understanding.

Change 2 of the NCEA Change Package calls for mana ōrite mō te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new Chemistry and Biology content.

The subject content also provides support:

- The Learning Matrix and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning.

- The Glossary defines kupu Māori used in the subject content.
- Assessment resources, student exemplars, and examples of Teaching and Learning Programmes developed in the pilot year will further exemplify the integration of mātauranga Māori in the future.

[A further response from the Ministry can be found here.](#)