

Geography

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 2 MATERIALS

The Geography Subject Expert Group (SEG) would like to thank those members of the sector and wider public who put their time in to review the Phase 2 Geography materials. We received 17 responses to the online survey.

The feedback has been collated into main themes and the SEG has responded to each theme. All feedback has been considered – those suggestions which are more discrete, or are more detailed or technical, are in the process of being actioned.

Theme One

The most commonly suggested amendment was to ensure there is consistent wording between step-ups and unpacking or Explanatory Notes.

Response

To ensure the Achievement Standards are pilot ready, they undergo a thorough quality review process to ensure they are fit for purpose. The recommendations made from this quality review will inform us of any anomalies and ensure further consistency.

We recognise the importance of consistent wording throughout the Achievement Standards and supporting materials, and would like to thank the members of the sector for bringing this to our attention.

Theme Two

There is a lack of fieldwork throughout subject content.

Response

The SEG would like to emphasise that fieldwork remains an integral aspect to teaching Geography in Aotearoa New Zealand. While collecting data is not assessed at NCEA Level 1, an expectation remains that a high-quality teaching and learning programme will offer opportunities for fieldwork.

The importance of fieldwork to any programme of teaching and learning is described in the Unpacking the Standard section of the Teaching, Learning and Assessment Guide for AS 1.2, and is also reflected in AS 1.2's Internal Assessment Activities. ,

Theme Three

The Achievement Standards are too difficult.

Difficulty/Complexity of the Achievement Standards

The Learning Matrix outlines significant broad, foundational learning in Geography, and is aligned with Level 6 of the New Zealand Curriculum. The Achievement Standards, which assess different elements of the significant learning, are therefore similarly aligned, although the verbs used to 'step up' from Achieved to Merit to Excellence have been subject to some revision.

In the development of these assessment materials the SEG were very mindful of the need to strike the right balance between offering ample opportunity for ākonga to achieve success as well as maintaining the academic rigour of Geography. Much consideration has been given to the ability and wellbeing of NCEA Level 1 students and finding the right level of difficulty and expectation.

Theme Four

Apprehension regarding Mātauranga Māori.

Response

The Geography subject expert group have endeavoured to authentically reflect te ao Māori and Pacific values throughout all assessment materials and Mātauranga Maori is now becoming more visible.

Many survey respondents requested additional exemplars, and PLD especially for incorporating mātauranga Māori into the teaching.

Kaiako should be aware that PLD providers and facilitators have been alerted to the needs arising from the NCEA Review and RAS. The new [PLD priorities](#) can all be used to assist schools with the NCEA change programme. Schools and kura can apply for regionally allocated PLD [here](#), for in-depth, long term support delivered by quality assured facilitators.

The Ministry is working with the PLD Provider Network to refresh the facilitator database so that schools will be better able to find and select facilitators with the requisite skills and experience needed to support the NCEA changes and curriculum refresh. This will be available in Term 4 so that schools can select facilitators in time for Term 1 2022.

This will make it easier for schools and clusters to apply for subject specific PLD, with a Mātauranga Māori lens, using this system.

Additionally, two Learning Area Leads have recently been appointed for the Social Science Learning Area. Their roles are to work collaboratively with other key personnel involved in the Review of Achievement Standards on the NCEA change initiatives with a focus on supporting teaching professionals to understand the RAS products and to tailor and customise approaches to meet their learners' needs

Theme Five

There are not enough exemplars.

Response

Exemplification of the RAS products at this stage of the product development process is through the Course Outlines and through the Internal Assessment Activities, as we try to maintain a balance between exemplification and creative enterprise. Exemplars of student work will be developed and published throughout the pilot year.

The purpose of the Course Outlines is to show how a Geography course can be planned using the Learning Matrix and supported with the new Achievement Standards rather than mandate any sort of approach. Three assessment activities have been provided for each internally assessed standard. Following the pilot year, schools will be able to adapt these or develop their own assessment activities.

In addition, towards the end of the pilot year, pilot schools will also produce Teaching and Learning Programs which will be published and made available for the sector. These will be comprehensive guides to aid teachers in designing effective programs of teaching and learning, and will include resources.

Theme Six

The word limit is too low

Response

In the design of assessment activities, SEGs were asked to provide explicit guidance on volume and type of evidence expected, including options for providing evidence in different forms and media, including volume, length, and duration.

Under the Review of Achievement Standards any activity that requires written evidence should include a recommended word length range of 750–800 words for NCEA Level 1 (and equivalent volumes for different mediums). This is consistent across all subjects and reflects the NCEA Change Principles of wellbeing, equity and inclusion, and coherence. The intent is to encourage ākonga to be precise and concise with their written communication and bust the myth that ‘more is better’.