## Geography Phase 2 Survey – Raw Feedback

**Do you think the draft materials for this subject are ready for testing with students in pilot schools/kura?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The materials are ready for piloting** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4947920633&came_from_title=Responses+by+Question&filters%2Fquestions%2F9ae1682f8c%2Fsubpage.2021-07-29.0565589238%2Fquestion.2021-07-30.4947920633%2Fquestion-2021-07-30-4947920633-radiosubquestion%3Alist=question-2021-07-30-4947920633-radiosubquestion%2FThe+materials+are+ready+for+piloting) | **0.74%** |
| **The materials need small amendments before piloting** | [**14**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4947920633&came_from_title=Responses+by+Question&filters%2Fquestions%2F20092203af%2Fsubpage.2021-07-29.0565589238%2Fquestion.2021-07-30.4947920633%2Fquestion-2021-07-30-4947920633-radiosubquestion%3Alist=question-2021-07-30-4947920633-radiosubquestion%2FThe+materials+need+small+amendments+before+piloting) | **1.47%** |
| **The materials need significant amendments before piloting** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4947920633&came_from_title=Responses+by+Question&filters%2Fquestions%2F738a450c1a%2Fsubpage.2021-07-29.0565589238%2Fquestion.2021-07-30.4947920633%2Fquestion-2021-07-30-4947920633-radiosubquestion%3Alist=question-2021-07-30-4947920633-radiosubquestion%2FThe+materials+need+significant+amendments+before+piloting) | **0.42%** |
| **The materials are unsuitable for piloting** | **0** | **0.00%** |
| **Not Answered** | [**926**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4947920633&came_from_title=Responses+by+Question&filters%2Fquestions%2F651b318131%2Fsubpage.2021-07-29.0565589238%2Fquestion.2021-07-30.4947920633%2Fquestion-2021-07-30-4947920633-radiosubquestion%3Alist=question-2021-07-30-4947920633-radiosubquestion%2F__not_answered__) | **97.37%** |

**Do you have any further feedback on the draft materials? If there was one thing you think would help make these materials easier to test in the pilot, what would it be?**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EHQ-B) | Overall, impression is very positive. Good to see increased credit value for less expectations of work. Much less convoluted and complicated than the status quo. |
| [ANON-767U-4E6Y-1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4E6Y-1) | I have concerns for students who are transient and may arrive in schools at different times of the year, thus finding it hard to access some of these assessments if they are portfolio based for example. The two externals are my concern. We will have to make sure that we are not disadvantaging these types of students. |
| [ANON-767U-4E5K-J](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4E5K-J) | It appears to me that the core principle of geography- the thing that sets geography apart from other subjects - Fieldwork is not in the new standards. How are students to get an indepth understanding of what geography is about - spatial element, making connections and so on if the key element - fieldwork is missing. This is like asking the PE department to just look at the history of rugby and watch videos on playing rugby from the comfort of a comfy classroom. Fieldwork helps teach those twenty first century skills that the education department wants us to teach. In your go outlines fieldwork is only referred to in one of them and it reads like an after thought.  I found the GO help sheets uninspiring, also it was taking content form levels one and two.  More clarification on which topics we can do is needed. |
| [ANON-767U-4E5N-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4E5N-N) | More clarity about the externals |
| [ANON-767U-4EQ6-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EQ6-S) | Are we now expecting Level 1 students to Analyse? |
| [ANON-767U-4EKM-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EKM-A) | Reconsideration of how a political agenda is narrowing the scope of this subject. Many of our colleagues are re-thinking their future in this subject area. Nationwide there is a dropoff in Geography enrolments, we feel that these proposed changes will further decrease numbers in this subject area |
| [ANON-767U-4EG2-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EG2-B) | Generally these are pleasing documents, a few ambiguities and inconsistencies in command words create confusion, for example where 1.4 use : Demonstrate, Apply, Examine for the different achievement levels, but then use describe, Explain and Examine. These kinds of mistakes are really unhelpful for both student and learner. Clearer open discussion on the selection and the use of command words would be benefitial. |
| [ANON-767U-4EGS-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EGS-C) | Tiny tweaks in wording. Clarification on instruction words such as the terms "discussion" and "discuss" under the explanatory notes for Explain. |
| [ANON-767U-4EG9-J](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EG9-J) | More guidance on 1.3 and 1.4 ie. specifications and conditions of assessment. How will these run as externals? |
| [ANON-767U-4ED4-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4ED4-A) | Schools with semesters, how will externals work with these schools |
| [ANON-767U-4EG4-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EG4-D) | Great information and very exciting overall. Issues with command terms of the standards - need revising. Also, please compare with other Social Science subjects. Some standards there are a huge cross over with what is proposed (i.e Senior Social Studies with a topic example on mining (contemporary issue) and migration.) The scaffold of A, M, E could show progression in ability (like History) rather than the addition of more skills or activities. This has previously made Geography more difficult than History in the current AS. |
| [ANON-767U-4EZG-K](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-4EZG-K) | Resources for the activities/assessments/teaching. Will these be provided or will schools be required to make their own? |
| [ANON-767U-41AP-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41AP-F) | The matrix is repetitive of the new ANZHC. Students will learn a significant amount of land dispute in this new curriculum but it appears we have very similar learning objectives in Geography relating to Te Tiriti o Waitangi and resources. Although important, we need to be looking at other angles relating to Maori. |
| [ANON-767U-416H-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-416H-V) | explicit allocation of learning outcomes to standards |
| [ANON-767U-41RN-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41RN-X) | More clarity around what the externals are going to look like especially the 1.4. Are we going to be given a resource booklet with an issue for the students use or do we as teachers choose an issue? |
| [ANON-767U-41RM-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41RM-W) | Big Idea Number 2 concerns me as there is no consideration of cultural processes. It should perhaps read “Environments are shaped by natural and/or cultural processes.” Otherwise, once we start to incorporate the other levels, we can no longer teach cultural processes. The focus needs to have some flexibility.  1.3 - Standard says “an environment” but the unpacking says “a variety of environments." This should remain as one environment only.  Natural processes at level 1 in the draft versus (extreme) natural event as it stands now - the unpacking acknowledges the complexity in how natural processes work and this has been more suited to higher level physical geography. Remaining as a natural event seems more appropriate, or it makes the higher levels difficult to differentiate the learning topic/context.  1.2 states that data is both primary and secondary evidence; whereas the unpacking section states primary or secondary - small tweak needed to align both.  Wording on power/discourse is manipulating and marginalising. (indicator in Level 8) - why can this not include how discourse can resolve issues and unite people to balance out the negativity as it currently stands.  Resourcing - especially Māori content; there is a push to connect with local iwi and to integrate more mātauranga Māori into studies eg the pūrākau associated with a local awa - the consequent (predicted) inundation of requests for assistance from local marae / iwi etc will pose quite a few issues for them & us  Issues with word limits: 750-800 words must surely refer to the body of the response and exclude any annotations and captions and even then, it is deemed too constrictive. Word limit needs to be removed and replaced with a more general statement about a concise written/verbal response.  The speed which this is being pushed through is too fast - from pilot, to review (and tweak / change), to plan, to implementation! |
| [ANON-767U-41RH-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41RH-R) | Include more internals for lower ability students. |
| [ANON-767U-413R-3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-413R-3) | Consistency of language throughout the document e.g. using terms like ‘selecting’ and ‘justifying’ for E whilst also using ‘critically evaluate’ elsewhere. |
| [ANON-767U-41KE-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41KE-E) | Student exemplars to see what the expectations are for some of the new ideas and concepts that have been introduced. As well as some teacher resources for units to clarify the difference from achieved to excellence for each standard. |
| [ANON-767U-41KK-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41KK-M) | Clarity around the external standards. Who marks the CAT? Who marks the Visual report? Why is there no external exam, like most other subjects? What PD and expert knowledge will be available for schools? Especially in regards to purakau and matauranga maori aspects of geography. Where and who will provide this expert information and knowledge? |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41W4-9) | Overall the material looks very good and as a department we would be super happy to work with this. Much better than Phase 1 of RAS and SIGNIFICANTLY better than current NCEA Level 1. It is great that all achievement standards are of equal credit value. We are also very happy that the matrix of learning allows for breadth of learning, rather than focusing students on to a narrow set of case studies as we see currently in NCEA Geography.  A few minor tweaks would make this much better. Student exemplars are needed to see what the expectations are for all of the new ideas and concepts that have been introduced. As well as some teacher resources for units to clarify the difference from achieved to excellence for each standard.  Provision of in-depth teaching and learning resources and delivery of effective PD will ensure that schools can implement changes successfully – please make this a priority (particularly around Matauranga Maori).  Biggest concern is that there is no external exam for geography, only CAT and Portfolio. We are afraid that other similar subjects (e.g. History) offer an exam and this could effect parental and student perceptions around the academic rigour and viability of our subject. We believe exams are a fair, level playing field for our students and offering one exam would boost public perceptions towards geography as an academic pathway.  We also would like assurances that external assessments (CATs and Portfolios) are exactly that – marked externally! We would see it as unfair if teacher have to grade externals, when an underlying premise of the NCEA changes is to reduce workload for teachers. |
| [ANON-767U-41KT-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41KT-W) | More PD needed around understanding and use of Maori decision making/ big ideas - I support it being more widely taught but I would like to be more confident in my pronounciation and implementation before teaching it.  I would also like more PD/ awareness around colonisation. Depending on many factors it may change how this process is perceived around the country. I have had heated debate around the idea of colonisation and who it benefits/ penalises with many different people and I feel it is super important that we get the teaching of this correct.  Field work is also an important element of Geography and this needs to remain.  More clarification around how standards will be assessed is needed too. Who will mark the G-CAT? - why can't this or another be assessed in the examination period? |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.6214323539&user_id=ANON-767U-41PA-F) | Big Ideas, Significant learning and the skills etc in the kete are a massive effort to get your mind around. I think you need a degree in waffly Wellington education consultant speak to get anywhere with this. I am an experienced teacher and subject leader at school level and I find this very hard to see where this is coming from and going to. My te reo is very, very average so the lack of english translations for some of the less commonly used words makes this all the more difficult. I am also not proficient enough to discern whether the context means the words have a subtly different meaning. The third Big Idea exemplifies this issue for me: Tikanga shapes the relationship between ngā tāngata and te taiao. I can understand the individual terms in here, but this is one of four Big Ideas and I genuinely don't know where to start with what this means - and this is a subject I have a level 8 qualification in, have worked in my whole adult life and taught in schools with success for almost two decades. Do I need to take two years off and do the other half of the degree I need to be able to teach this? :'-( |

**Do the sample Course Outline(s) exemplify how the Significant Learning can form a coherent years’ programme with opportunities to assess the 4 Standards? (Do they show how a course could be taught across a year in the subject? Remember these can be adapted to your own context.)**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The Course Outline(s) are useful examples** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2206489887&came_from_title=Responses+by+Question&filters%2Fquestions%2F21ca86d578%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.2206489887%2Fquestion-2021-07-30-2206489887-radiosubquestion%3Alist=question-2021-07-30-2206489887-radiosubquestion%2FThe+Course+Outline%28s%29+are+useful+examples) | **0.63%** |
| **The Course Outline(s) are unclear or do not contain enough information** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2206489887&came_from_title=Responses+by+Question&filters%2Fquestions%2F2194450984%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.2206489887%2Fquestion-2021-07-30-2206489887-radiosubquestion%3Alist=question-2021-07-30-2206489887-radiosubquestion%2FThe+Course+Outline%28s%29+are+unclear+or+do+not+contain+enough+information) | **0.21%** |
| **The Course Outline(s) are too similar to show multiple ways a course could be constructed** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2206489887&came_from_title=Responses+by+Question&filters%2Fquestions%2F633b1888b4%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.2206489887%2Fquestion-2021-07-30-2206489887-radiosubquestion%3Alist=question-2021-07-30-2206489887-radiosubquestion%2FThe+Course+Outline%28s%29+are+too+similar+to+show+multiple+ways+a+course+could+be+constructed) | **0.11%** |
| **The Course Outline(s) are not useful** | **0** | **0.00%** |
| **Not Answered** | [**942**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2206489887&came_from_title=Responses+by+Question&filters%2Fquestions%2F671cb1ad87%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.2206489887%2Fquestion-2021-07-30-2206489887-radiosubquestion%3Alist=question-2021-07-30-2206489887-radiosubquestion%2F__not_answered__) | **99.05%** |

**Do the Course Outline(s) demonstrate how teaching and learning could be grounded in mātauranga Māori?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The course outline(s) demonstrate this clearly** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3312422127&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe04f8b80fb%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.3312422127%2Fquestion-2021-07-30-3312422127-radiosubquestion%3Alist=question-2021-07-30-3312422127-radiosubquestion%2FThe+course+outline%28s%29+demonstrate+this+clearly) | **0.11%** |
| **The course outline(s) demonstrate this to some extent** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3312422127&came_from_title=Responses+by+Question&filters%2Fquestions%2F94605cf3ca%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.3312422127%2Fquestion-2021-07-30-3312422127-radiosubquestion%3Alist=question-2021-07-30-3312422127-radiosubquestion%2FThe+course+outline%28s%29+demonstrate+this+to+some+extent) | **0.63%** |
| **The course outline(s) do not demonstrate this** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3312422127&came_from_title=Responses+by+Question&filters%2Fquestions%2F3f010536f1%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.3312422127%2Fquestion-2021-07-30-3312422127-radiosubquestion%3Alist=question-2021-07-30-3312422127-radiosubquestion%2FThe+course+outline%28s%29+do+not+demonstrate+this) | **0.21%** |
| **Not Answered** | [**942**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3312422127&came_from_title=Responses+by+Question&filters%2Fquestions%2F59ae028802%2Fsubpage.2021-07-29.5523701235%2Fquestion.2021-07-30.3312422127%2Fquestion-2021-07-30-3312422127-radiosubquestion%3Alist=question-2021-07-30-3312422127-radiosubquestion%2F__not_answered__) | **99.05%** |

**Do you have any further feedback on the Course Outline(s)?**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.4161214336&user_id=ANON-767U-4EHQ-B) | Overall, appreciated the clear guidelines and detail that has been missing in the subject for years. Well laid out. Made sense. Room for our own adaptation and input. |
| [ANON-767U-4EG9-J](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.4161214336&user_id=ANON-767U-4EG9-J) | Include some different examples of varying teaching topics eg. there is overlap with population distribution for 1.1. |
| [ANON-767U-41KE-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.4161214336&user_id=ANON-767U-41KE-E) | Big idea is not clear. Need a clarification and an example of what this means. "Know how kaitiakitanga can shape the relationship between nga tangata and the taiao". Also some PD and information on Matauranga Maori Geographic practices. New ideas with perspectives and power but we have some ideas of how it can work. The KC's seem similar to current NZC. |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.4161214336&user_id=ANON-767U-41W4-9) | The course outlines are generally very helpful and it is great to see diverse courses being encouraged.  One of the course outlines seems to be exclusively centered around NZ geography and It would be disappointing if schools followed this example without comparing to international case studies – We don’t think this should be encouraged as Geography is the study of the world and focusing on local geography could limit learners.  Big idea is not clear. Need a clarification and an example of what this means. "Know how kaitiakitanga can shape the relationship between nga tangata and the taiao". Very specific and should focus on a range of cultural perspectives, not just tangata whenua.  We need much more help with Matauranga Maori – we want to do this well and it is still not very clear in the course outlines. Not only do we need examples in the course outline, but also effective teaching and learning resources and effective PD. |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.4161214336&user_id=ANON-767U-41PA-F) | It seems to me like the 'tools, methods and skills' from the Geography Kete are totally missing here. I don't see them in the materials here in any coherent way. The references to mātauranga Māori and te Ao Māori seem very tokenistic when written into a topic on rivers as some content to cover before you teach the Geography. nothing in here gives me any faith that this will make any difference whatsoever. I can see that there has been an effort to describe three different courses, but if I try and teach a unit called 'Life's a beach' I won't have any classes left fairly shortly after that. There seems to be plenty of content that traditionally in NZ is seen in level 2 and 3 courses. Natural processes that shape environments are tough to teach when students have had no specialist geography teaching before year 11 and these materials give me no faith they will get better progression to catch up with where they could be before they get to further education. |

**Is this Achievement Standard [1.1] ready for piloting?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The standard is ready for piloting** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1983473775&came_from_title=Responses+by+Question&filters%2Fquestions%2F092a040264%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.1983473775%2Fquestion-2021-07-30-1983473775-radiosubquestion%3Alist=question-2021-07-30-1983473775-radiosubquestion%2FThe+standard+is+ready+for+piloting) | **0.53%** |
| **The standard needs small amendments before piloting** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1983473775&came_from_title=Responses+by+Question&filters%2Fquestions%2Fcfcbce6a12%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.1983473775%2Fquestion-2021-07-30-1983473775-radiosubquestion%3Alist=question-2021-07-30-1983473775-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | **0.74%** |
| **The standard needs significant amendments before piloting** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1983473775&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffa227c7c08%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.1983473775%2Fquestion-2021-07-30-1983473775-radiosubquestion%3Alist=question-2021-07-30-1983473775-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | **0.11%** |
| **The standard is unsuitable for piloting** | **0** | **0.00%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1983473775&came_from_title=Responses+by+Question&filters%2Fquestions%2F2a194308d3%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.1983473775%2Fquestion-2021-07-30-1983473775-radiosubquestion%3Alist=question-2021-07-30-1983473775-radiosubquestion%2F__not_answered__) | **98.63%** |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The criteria are clear** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4114326867&came_from_title=Responses+by+Question&filters%2Fquestions%2F3189a4fb51%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4114326867%2Fquestion-2021-07-30-4114326867-radiosubquestion%3Alist=question-2021-07-30-4114326867-radiosubquestion%2FThe+criteria+are+clear) | **0.32%** |
| **The criteria need some clarification** | [**8**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4114326867&came_from_title=Responses+by+Question&filters%2Fquestions%2Fafa347bb8d%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4114326867%2Fquestion-2021-07-30-4114326867-radiosubquestion%3Alist=question-2021-07-30-4114326867-radiosubquestion%2FThe+criteria+need+some+clarification) | **0.84%** |
| **The criteria need significant clarification** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4114326867&came_from_title=Responses+by+Question&filters%2Fquestions%2F85375bd3ca%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4114326867%2Fquestion-2021-07-30-4114326867-radiosubquestion%3Alist=question-2021-07-30-4114326867-radiosubquestion%2FThe+criteria+need+significant+clarification) | **0.21%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4114326867&came_from_title=Responses+by+Question&filters%2Fquestions%2F80321c5863%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4114326867%2Fquestion-2021-07-30-4114326867-radiosubquestion%3Alist=question-2021-07-30-4114326867-radiosubquestion%2F__not_answered__) | **98.63%** |

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **Guidance is sufficient and clear** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4811414236&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc9668aa875%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4811414236%2Fquestion-2021-07-30-4811414236-radiosubquestion%3Alist=question-2021-07-30-4811414236-radiosubquestion%2FGuidance+is+sufficient+and+clear) | **0.53%** |
| **Further detail is needed in the guidance** | [**8**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4811414236&came_from_title=Responses+by+Question&filters%2Fquestions%2F1c8d18dc55%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4811414236%2Fquestion-2021-07-30-4811414236-radiosubquestion%3Alist=question-2021-07-30-4811414236-radiosubquestion%2FFurther+detail+is+needed+in+the+guidance) | **0.84%** |
| **Guidance is unclear** | **0** | **0.00%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4811414236&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd6dfe0dbd3%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.4811414236%2Fquestion-2021-07-30-4811414236-radiosubquestion%3Alist=question-2021-07-30-4811414236-radiosubquestion%2F__not_answered__) | **98.63%** |

**Could the Internal Assessment Activities for AS1.1 be used or adapted in your local context?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **I could use or adapt all 3 activities** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5579295661&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb6fedd7eb5%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.5579295661%2Fquestion-2021-07-30-5579295661-radiosubquestion%3Alist=question-2021-07-30-5579295661-radiosubquestion%2FI+could+use+or+adapt+all+3+activities) | **0.53%** |
| **I could use or adapt 1 or 2 activities** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5579295661&came_from_title=Responses+by+Question&filters%2Fquestions%2F05edd8e8a7%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.5579295661%2Fquestion-2021-07-30-5579295661-radiosubquestion%3Alist=question-2021-07-30-5579295661-radiosubquestion%2FI+could+use+or+adapt+1+or+2+activities) | **0.74%** |
| **I could not use or adapt any of these activities** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5579295661&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb5d32c5389%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.5579295661%2Fquestion-2021-07-30-5579295661-radiosubquestion%3Alist=question-2021-07-30-5579295661-radiosubquestion%2FI+could+not+use+or+adapt+any+of+these+activities) | **0.11%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5579295661&came_from_title=Responses+by+Question&filters%2Fquestions%2Ff94c6d305c%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.5579295661%2Fquestion-2021-07-30-5579295661-radiosubquestion%3Alist=question-2021-07-30-5579295661-radiosubquestion%2F__not_answered__) | **98.63%** |

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **All 3 activities do this** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6145805934&came_from_title=Responses+by+Question&filters%2Fquestions%2F880848d458%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6145805934%2Fquestion-2021-07-30-6145805934-radiosubquestion%3Alist=question-2021-07-30-6145805934-radiosubquestion%2FAll+3+activities+do+this) | **0.21%** |
| **1 or 2 of the activities do this** | [**9**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6145805934&came_from_title=Responses+by+Question&filters%2Fquestions%2F0626485dee%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6145805934%2Fquestion-2021-07-30-6145805934-radiosubquestion%3Alist=question-2021-07-30-6145805934-radiosubquestion%2F1+or+2+of+the+activities+do+this) | **0.95%** |
| **None of the activities do this** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6145805934&came_from_title=Responses+by+Question&filters%2Fquestions%2F7cae7e63e1%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6145805934%2Fquestion-2021-07-30-6145805934-radiosubquestion%3Alist=question-2021-07-30-6145805934-radiosubquestion%2FNone+of+the+activities+do+this) | **0.21%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6145805934&came_from_title=Responses+by+Question&filters%2Fquestions%2F25fcd5022a%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6145805934%2Fquestion-2021-07-30-6145805934-radiosubquestion%3Alist=question-2021-07-30-6145805934-radiosubquestion%2F__not_answered__) | **98.63%** |

**Do the Internal Assessment Activities for AS1.1 support the engagement, access, understanding and participation of all learners?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **All 3 activities do this** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6821929479&came_from_title=Responses+by+Question&filters%2Fquestions%2F3778c67e01%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6821929479%2Fquestion-2021-07-30-6821929479-radiosubquestion%3Alist=question-2021-07-30-6821929479-radiosubquestion%2FAll+3+activities+do+this) | **0.74%** |
| **1 or 2 of the activities do this** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6821929479&came_from_title=Responses+by+Question&filters%2Fquestions%2F5913da7599%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6821929479%2Fquestion-2021-07-30-6821929479-radiosubquestion%3Alist=question-2021-07-30-6821929479-radiosubquestion%2F1+or+2+of+the+activities+do+this) | **0.63%** |
| **None of the activities do this** | **0** | **0.00%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.6821929479&came_from_title=Responses+by+Question&filters%2Fquestions%2F30f67223b6%2Fsubpage.2021-07-29.3504677654%2Fquestion.2021-07-30.6821929479%2Fquestion-2021-07-30-6821929479-radiosubquestion%3Alist=question-2021-07-30-6821929479-radiosubquestion%2F__not_answered__) | **98.63%** |

**Do you have any further feedback on [Achievement Standard 1.1] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-4EHQ-B) | Looks straightforward. Pa sites around Wellington activity looks great and would work really well for us. Easy to link a FREE field trip to this. |
| [ANON-767U-4E5N-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-4E5N-N) | For excellence, the bullet points in explanatory note 1 don't meet the definition of analyse as provided in the glossary. |
| [ANON-767U-4ECR-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-4ECR-7) | Positives: - Standard shows clear progression in command terms which is an improvement on previous standards - Good opportunity to teach students sound mapping skills and presenting infographics and use of GIS. - Provides both a spatial and temporal context which is good.  Negatives: - If part of pilot, how ‘editable’ are the activities given?? - In activities given, what level of reasoning for the change over time would be expected - terms like ‘consider’ are ambiguous and unhelpful in what is required. - Have geographic Maori terms in Geography learning matrix been defined in the online resource glossary? |
| [ANON-767U-4EGS-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-4EGS-C) | If part of pilot, how ‘editable’ are the activities given?? In activities given, what level of reasoning for the change over time would be expected - terms like ‘consider’ are ambiguous and unhelpful in what is required. |
| [ANON-767U-4ECA-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-4ECA-P) | Standard shows clear progression in command terms which is an improvement on previous standards e.g. describe, explain, analyse Good opportunity to teach students sound mapping skills and presenting infographics and use of GIS. Provides both a spatial and temporal context which is nice to see.  CONCERNS If school are considering being a part of the pilot program, how ‘editable’ are the activities given??  In activities given, what level of reasoning for the change over time would be expected - terms like ‘consider’ are ambiguous and unhelpful in what is required.  Definition of phenomena is VERY broad.  For Merit criteria, command term is 'explain' yet this is elaborated on in the explanatory notes as meaning 'discussing how the spatial distribution of phenomena has changed or may change in the future, and how this is relevant for people'. Then for the Excellence criteria, the command term is 'analyse' but the explanatory notes defines this as 'examining how the spatial distribution of the phenomena has changed or may change in the future and the significance of this for people'. Could this potentially be contradictory and/or confusing for both students and teachers? Or is this designed to try to scaffold what these terms mean?  Unclear what the difference is between 'give evidence' and give 'contextualised evidence'. Contextualised is not defined within the glossary and if students were giving evidence for an environment, surely this means it must be contextual. Does this mean giving general reasons but no case study information - it would be helpful if this could be clarified. |
| [ANON-767U-41AP-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-41AP-F) | For an Achieved you have to identify the relationship between phenomena and characteristics of the environment which seems the same as the Merit "giving reasons for spatial distribution in relation to the environment" |
| [ANON-767U-41KE-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-41KE-E) | Need to clarify what is meant by own or others' experience. Need to define and clarify the extent to which Level One is demonstrated by indigenous knowledge OR scientific knowledge and how the two can compare in terms of examining spatial phenomena and the significance to people at an E level. |
| [ANON-767U-41KK-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-41KK-M) | Personal Stories - is this a must have for the assessment? Is examining case studies the same? Indigenous knowledge and scientific knowledge is not the same . |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-41W4-9) | Overall a very good standard. Happy to work with this.  Need to clarify what is meant by own or others' experience. Need to define and clarify the extent to which Level One is demonstrated by indigenous knowledge OR scientific knowledge and how the two can compare in terms of examining spatial phenomena and the significance to people at an E level.  We need exemplars of what an Excellence answer looks like. We like the defined word limit, however believe it would be difficult to do all requirements for E in 800 words or less – exemplars will help us get our heads around this. Also is there a penalty if students go over word limits??? If not than this word limit is pointless and our students will ignore and still right up to 2000 words in order to guarantee their chances of Excellence. Maybe this should be specified clearly in the criteria. |
| [ANON-767U-41KT-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-41KT-W) | - Any medium of assessment - more clarification needed. - length of written assessment 750-800 - good in theory but how will this be policed? - more clarification needed - Journal or interview of experience - I feel this could unfairly disadvantage/ advantage some schools/ groups who do/ do not have access to this. It may also bring religious or cultural beliefs about phenomena which will take away from scientific reasoning. more clarification needed. |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.7913197511&user_id=ANON-767U-41PA-F) | Where did you pluck the idea of 'describe, explain and analyse' from to differentiate the A, M and E levels? That is nearly as random as describe, describe in detail and fully describe like we have now. It doesn't mean much and is also the current method for differentiating between level1 2 and 3. this seems mad. The materials do NOT give enough details on how we might judge the difference. Seems like we are expecting a hell of a lot. I see no helpful information on how I might develop my knowledge of mātauranga Māori and find out the answers to the questions a student might have learning about the spatial patterns of pa sites. I see a Māori context but nothing else. The link to Donsmaps is not sufficient. Is this the sort of thing you mean by Māori being successful as Māori? By that I mean, are we expecting Māori students to submit something like this? The page titled 'unpacking' is as much use as an umbrella in Wellington. Phenomena could be a problematic word. I see listed that you could use 'migration' as a phenomena. The spatial distribution of migration - seems like clumsy language that will confuse students. What are we suggesting they look at? Migration flows? Migration origins and destinations? The distribution of migrants in a country? The distribution of migration origins? |

**Is this Achievement Standard [1.2] ready for piloting?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The standard is ready for piloting** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2534992811&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb254ed2171%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.2534992811%2Fquestion-2021-07-30-2534992811-radiosubquestion%3Alist=question-2021-07-30-2534992811-radiosubquestion%2FThe+standard+is+ready+for+piloting) | **0.53%** |
| **The standard needs small amendments before piloting** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2534992811&came_from_title=Responses+by+Question&filters%2Fquestions%2F1702641447%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.2534992811%2Fquestion-2021-07-30-2534992811-radiosubquestion%3Alist=question-2021-07-30-2534992811-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | **0.42%** |
| **The standard needs significant amendments before piloting** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2534992811&came_from_title=Responses+by+Question&filters%2Fquestions%2F6f19077697%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.2534992811%2Fquestion-2021-07-30-2534992811-radiosubquestion%3Alist=question-2021-07-30-2534992811-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | **0.32%** |
| **The standard is unsuitable for piloting** | **0** | **0.00%** |
| **Not Answered** | [**939**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2534992811&came_from_title=Responses+by+Question&filters%2Fquestions%2F67d2ed71dc%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.2534992811%2Fquestion-2021-07-30-2534992811-radiosubquestion%3Alist=question-2021-07-30-2534992811-radiosubquestion%2F__not_answered__) | **98.74%** |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The criteria are clear** | [**9**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3663452496&came_from_title=Responses+by+Question&filters%2Fquestions%2F84b5e78bff%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.3663452496%2Fquestion-2021-07-30-3663452496-radiosubquestion%3Alist=question-2021-07-30-3663452496-radiosubquestion%2FThe+criteria+are+clear) | **0.95%** |
| **The criteria need some clarification** | **0** | **0.00%** |
| **The criteria need significant clarification** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3663452496&came_from_title=Responses+by+Question&filters%2Fquestions%2F5326c2ce90%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.3663452496%2Fquestion-2021-07-30-3663452496-radiosubquestion%3Alist=question-2021-07-30-3663452496-radiosubquestion%2FThe+criteria+need+significant+clarification) | **0.21%** |
| **Not Answered** | [**940**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.3663452496&came_from_title=Responses+by+Question&filters%2Fquestions%2Fad0927b30a%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.3663452496%2Fquestion-2021-07-30-3663452496-radiosubquestion%3Alist=question-2021-07-30-3663452496-radiosubquestion%2F__not_answered__) | **98.84%** |

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **Guidance is sufficient and clear** | [**9**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4781563211&came_from_title=Responses+by+Question&filters%2Fquestions%2F2aa3717bef%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.4781563211%2Fquestion-2021-07-30-4781563211-radiosubquestion%3Alist=question-2021-07-30-4781563211-radiosubquestion%2FGuidance+is+sufficient+and+clear) | **0.95%** |
| **Further detail is needed in the guidance** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4781563211&came_from_title=Responses+by+Question&filters%2Fquestions%2F9050433e12%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.4781563211%2Fquestion-2021-07-30-4781563211-radiosubquestion%3Alist=question-2021-07-30-4781563211-radiosubquestion%2FFurther+detail+is+needed+in+the+guidance) | **0.11%** |
| **Guidance is unclear** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4781563211&came_from_title=Responses+by+Question&filters%2Fquestions%2Fbc3eb7645e%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.4781563211%2Fquestion-2021-07-30-4781563211-radiosubquestion%3Alist=question-2021-07-30-4781563211-radiosubquestion%2FGuidance+is+unclear) | **0.11%** |
| **Not Answered** | [**940**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4781563211&came_from_title=Responses+by+Question&filters%2Fquestions%2F9bbca41186%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.4781563211%2Fquestion-2021-07-30-4781563211-radiosubquestion%3Alist=question-2021-07-30-4781563211-radiosubquestion%2F__not_answered__) | **98.84%** |

**Could the Internal Assessment Activities for AS1.2 be used or adapted in your local context?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **I could use or adapt all 3 activities** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5578237967&came_from_title=Responses+by+Question&filters%2Fquestions%2Fdfcee9a412%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.5578237967%2Fquestion-2021-07-30-5578237967-radiosubquestion%3Alist=question-2021-07-30-5578237967-radiosubquestion%2FI+could+use+or+adapt+all+3+activities) | **0.63%** |
| **I could use or adapt 1 or 2 activities** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5578237967&came_from_title=Responses+by+Question&filters%2Fquestions%2F166f70a159%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.5578237967%2Fquestion-2021-07-30-5578237967-radiosubquestion%3Alist=question-2021-07-30-5578237967-radiosubquestion%2FI+could+use+or+adapt+1+or+2+activities) | **0.42%** |
| **I could not use or adapt any of these activities** | **0** | **0.00%** |
| **Not Answered** | [**941**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.5578237967&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffd5970f834%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.5578237967%2Fquestion-2021-07-30-5578237967-radiosubquestion%3Alist=question-2021-07-30-5578237967-radiosubquestion%2F__not_answered__) | **98.95%** |

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **All 3 activities do this** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.7976625569&came_from_title=Responses+by+Question&filters%2Fquestions%2F94547541ce%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.7976625569%2Fquestion-2021-07-30-7976625569-radiosubquestion%3Alist=question-2021-07-30-7976625569-radiosubquestion%2FAll+3+activities+do+this) | **0.11%** |
| **1 or 2 of the activities do this** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.7976625569&came_from_title=Responses+by+Question&filters%2Fquestions%2F0266309238%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.7976625569%2Fquestion-2021-07-30-7976625569-radiosubquestion%3Alist=question-2021-07-30-7976625569-radiosubquestion%2F1+or+2+of+the+activities+do+this) | **0.74%** |
| **None of the activities do this** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.7976625569&came_from_title=Responses+by+Question&filters%2Fquestions%2Fdc4a133fac%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.7976625569%2Fquestion-2021-07-30-7976625569-radiosubquestion%3Alist=question-2021-07-30-7976625569-radiosubquestion%2FNone+of+the+activities+do+this) | **0.32%** |
| **Not Answered** | [**940**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.7976625569&came_from_title=Responses+by+Question&filters%2Fquestions%2F3ba8da14cd%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.7976625569%2Fquestion-2021-07-30-7976625569-radiosubquestion%3Alist=question-2021-07-30-7976625569-radiosubquestion%2F__not_answered__) | **98.84%** |

**Do the Internal Assessment Activities for AS1.2 support the engagement, access, understanding and participation of all learners?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **All 3 activities do this** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8848965562&came_from_title=Responses+by+Question&filters%2Fquestions%2Fffde8e8032%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.8848965562%2Fquestion-2021-07-30-8848965562-radiosubquestion%3Alist=question-2021-07-30-8848965562-radiosubquestion%2FAll+3+activities+do+this) | **0.53%** |
| **1 or 2 of the activities do this** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8848965562&came_from_title=Responses+by+Question&filters%2Fquestions%2F495ab7c670%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.8848965562%2Fquestion-2021-07-30-8848965562-radiosubquestion%3Alist=question-2021-07-30-8848965562-radiosubquestion%2F1+or+2+of+the+activities+do+this) | **0.42%** |
| **None of the activities do this** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8848965562&came_from_title=Responses+by+Question&filters%2Fquestions%2Fdb578d563b%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.8848965562%2Fquestion-2021-07-30-8848965562-radiosubquestion%3Alist=question-2021-07-30-8848965562-radiosubquestion%2FNone+of+the+activities+do+this) | **0.11%** |
| **Not Answered** | [**941**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8848965562&came_from_title=Responses+by+Question&filters%2Fquestions%2F26d19b902e%2Fsubpage.2021-07-29.0452910059%2Fquestion.2021-07-30.8848965562%2Fquestion-2021-07-30-8848965562-radiosubquestion%3Alist=question-2021-07-30-8848965562-radiosubquestion%2F__not_answered__) | **98.95%** |

**Do you have any further feedback on [Achievement Standard 1.2] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-4EHQ-B) | Wellington waterfront activity looks great. Perfect for us! Easy to link a FREE field trip to this. |
| [ANON-767U-4E5N-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-4E5N-N) | The jump from merit to excellence criteria doesn't line up with higher order thinking but instead asks learners to do a different task. This is especially of the excellence criteria in explanatory note 1, which is only asking for reflection and evaluation and not analysis of the data. This also doesn't line up with the definition of analysis provided in the glossary. The implication is if an "excellence learner" forgot to do the reflection task, they would get a merit. While there is no deeper thinking required of a "merit learner" who just needs to do a different task to get an excellence. It is likely to lead to all students in the class getting Achieved or Excellence, and few Merits. This has been a feature of some other subjects in the past, and I feel doesn't support student higher order thinking. Mātauranga Māori is not evident in two of the activities, although Māori word substitution may make this overlooked. The guidance about who is collecting the data is clear in the standard, but is not clear in the activities. These will need to be adapted so it is more clear that all students should have access to the same data, if this is a requirement. |
| [ANON-767U-4ECR-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-4ECR-7) | Positives: - Preference at the moment for waterfront topic. Bring in sense of place, belonging into this. - Gendered spaces? - Accessibility issues? - Land use map to show different users could incorporate port, commercial, pedestrians, cyclists, scooter users, recreational users, commuters, and local businesses - Could be done as a recorded presentation format??  Negatives: - How constrained are we by the current format? |
| [ANON-767U-4ECA-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-4ECA-P) | Excellence criteria is quite high level - is it necessary to ask students about BOTH strengths and limitations of data AND alternative data. Also, given the word limit, this does not seem feasible to do in a meaningful way and at an Excellence level.  When aligning all subjects to 20 credits, it has rectified the inequity of credit distribution that Geography has suffered from for the past few years. However, I think we must be careful that we observe what other subjects are requiring students are doing for their 5 credit internal to make sure that we do not continue this issue for Geo in the future and that the amount of work for 5 credits is comparable to a History 5 credit internal for example. |
| [ANON-767U-41AP-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-41AP-F) | The standard is clear but the lack of requirement for fieldwork takes away a core geography skill. Geographers deal primarily with primary data. It is part of what separates our subject area. 700-800 words is insufficient for a data analysis standard, although I do agree with this sort of word count for the other standards. |
| [ANON-767U-41XP-6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-41XP-6) | EN #2 states that data is both primary and secondary evidence; whereas the unpacking section states primary or secondary - small tweak needed to align both |
| [ANON-767U-41KE-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-41KE-E) | Questions around how an excellence can be achieved in the assessment schedule in 750 words. The providing of data is good and the use of the data rather than collection. Use of checkpoints is current practice. Information or materials need to be provided to show the extent of comparing mātauranga Maori and current Science. |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-41W4-9) | Overall, we love this standard and it is significantly better than the current 1.5. The removal of planning and data collection, and the structuring of criteria, makes this assessment much more manageable and accessible. Well done on coming up with these changes.  We still have questions around how an excellence can be achieved in the assessment schedule in 750 words. We need exemplars and we want to know if students will be penalized if writing outside the word limit. If there is no penalty for writing too much, then the word limit is pointless.  We still feel very anxious about applying Matauranga Maori effectively and we have not seen enough in the documentation here. Information or materials need to be provided to show the extent of comparing mātauranga Maori and current Science. As I have said in other parts of this survey, teaching resources and PD are more than essential if teachers are to do an effective job with Matauranga Maori. |
| [ANON-767U-41KT-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-41KT-W) | - Would like to see own/group data collection included in this as fieldwork is important. This could be coupled with master data set from teacher. |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.0932240535&user_id=ANON-767U-41PA-F) | I don't agree that students will be more engaged if we give them less structure and more ways to demonstrate their understanding. It is just not my experience that this is the case. Students want to know the criteria and work on a written report to tick off all those requirements. Just because we give them the chance to show their learning through a blog, or a video or interpretive dance, they still want to do the written report. This isn't the barrier. Why on earth (pardon the pun) have you butchered the research standard. the chance to develop skills in the collection of data at level 1 is crucial for what we do in levels 2 and 3. I am concerned that in the current climate re Health and Safety this will be another nail in the coffin of real fieldwork activity - even if we could fit it in with everything else you are suggesting we do. And it seems like you don't need to do an evaluation of the collection or processing of the data for A or M - just Excellence. that's weird as well. Funnily enough I really do agree that students needs to learn how to process data and it is something i spend time teaching to most students at level 1 to try and help when it comes to level 2 and 3 geography. I'm not sure this standard - and the ripping out of the requirement to do real fieldwork helps in the bigger picture. What problem is it trying to solve? Is it just because we can't fit everything else in if we ask them to do all the research process? |

**Is this Achievement Standard [1.3] ready for piloting?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The standard is ready for piloting** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8028232387&came_from_title=Responses+by+Question&filters%2Fquestions%2F9c6485d3d2%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8028232387%2Fquestion-2021-07-30-8028232387-radiosubquestion%3Alist=question-2021-07-30-8028232387-radiosubquestion%2FThe+standard+is+ready+for+piloting) | **0.11%** |
| **The standard needs small amendments before piloting** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8028232387&came_from_title=Responses+by+Question&filters%2Fquestions%2F959e9138a2%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8028232387%2Fquestion-2021-07-30-8028232387-radiosubquestion%3Alist=question-2021-07-30-8028232387-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | **0.63%** |
| **The standard needs significant amendments before piloting** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8028232387&came_from_title=Responses+by+Question&filters%2Fquestions%2F1546338433%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8028232387%2Fquestion-2021-07-30-8028232387-radiosubquestion%3Alist=question-2021-07-30-8028232387-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | **0.53%** |
| **The standard is unsuitable for piloting** | **0** | **0.00%** |
| **Not Answered** | [**939**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8028232387&came_from_title=Responses+by+Question&filters%2Fquestions%2F9b3a4e0d06%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8028232387%2Fquestion-2021-07-30-8028232387-radiosubquestion%3Alist=question-2021-07-30-8028232387-radiosubquestion%2F__not_answered__) | **98.74%** |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The criteria are clear** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8560411927&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd567b2b656%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8560411927%2Fquestion-2021-07-30-8560411927-radiosubquestion%3Alist=question-2021-07-30-8560411927-radiosubquestion%2FThe+criteria+are+clear) | **0.21%** |
| **The criteria need some clarification** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8560411927&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb4794dee6d%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8560411927%2Fquestion-2021-07-30-8560411927-radiosubquestion%3Alist=question-2021-07-30-8560411927-radiosubquestion%2FThe+criteria+need+some+clarification) | **0.63%** |
| **The criteria need significant clarification** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8560411927&came_from_title=Responses+by+Question&filters%2Fquestions%2F39055acd08%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8560411927%2Fquestion-2021-07-30-8560411927-radiosubquestion%3Alist=question-2021-07-30-8560411927-radiosubquestion%2FThe+criteria+need+significant+clarification) | **0.42%** |
| **Not Answered** | [**939**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.8560411927&came_from_title=Responses+by+Question&filters%2Fquestions%2F32ea83bd73%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.8560411927%2Fquestion-2021-07-30-8560411927-radiosubquestion%3Alist=question-2021-07-30-8560411927-radiosubquestion%2F__not_answered__) | **98.74%** |

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **Guidance is sufficient and clear** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9067184235&came_from_title=Responses+by+Question&filters%2Fquestions%2F0af21c4cd0%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.9067184235%2Fquestion-2021-07-30-9067184235-radiosubquestion%3Alist=question-2021-07-30-9067184235-radiosubquestion%2FGuidance+is+sufficient+and+clear) | **0.11%** |
| **Guidance is insufficient** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9067184235&came_from_title=Responses+by+Question&filters%2Fquestions%2F264da34ec6%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.9067184235%2Fquestion-2021-07-30-9067184235-radiosubquestion%3Alist=question-2021-07-30-9067184235-radiosubquestion%2FGuidance+is+insufficient) | **0.63%** |
| **Guidance is unclear** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9067184235&came_from_title=Responses+by+Question&filters%2Fquestions%2F1292138b45%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.9067184235%2Fquestion-2021-07-30-9067184235-radiosubquestion%3Alist=question-2021-07-30-9067184235-radiosubquestion%2FGuidance+is+unclear) | **0.42%** |
| **Not Answered** | [**940**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9067184235&came_from_title=Responses+by+Question&filters%2Fquestions%2F51d36070d7%2Fsubpage.2021-07-29.1001363453%2Fquestion.2021-07-30.9067184235%2Fquestion-2021-07-30-9067184235-radiosubquestion%3Alist=question-2021-07-30-9067184235-radiosubquestion%2F__not_answered__) | **98.84%** |

**Do you have any further feedback on [Achievement Standard 1.3]? For instance, do you think the Proposed Assessment Approach will be capable of supporting fair and equitable assessment?**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-4EHQ-B) | Looks like an internal that is marked externally. Expectations for presentation? Portfolio? Digital/hard copy? How is that managed? Timing? Otherwise looks pretty straightforward. |
| [ANON-767U-4E5N-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-4E5N-N) | The guidance suggests that information will be gathered throughout the year and relate to various environments, however the standard specifies one environment. Once again, the analyse information in the explanatory note doesn't meet the definition of analyse given in the glossary. The excellence criteria brings in people's responses, which seems irrelevant to the rest of the criteria. It is also introducing a different task for only excellence. If this is an important aspect of the standard, I would recommend that students be asked to describe how people respond, with higher order thinking steps offered. I'm not confident about the difference between evidence (merit) and contextualised evidence (excellence). I would also suggest that it might be a more complex thinking process to offer a concept out of context or applied in a different situation than applying it to only one context (think relational to extended abstract in SOLO taxonomy). I would suggest that it would be useful for the students to be describing the natural characteristics of the environment rather than its playgrounds as this could add confusion when they are attempting to outline the key effects of the natural processes on the environment (which is made up of the key characteristics). I would suggest removing the cultural characteristics from the list. |
| [ANON-767U-4EQ6-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-4EQ6-S) | The Standard is about ...natural processes that shape an environment - however, in the unpacking it says ....... a variety of environments. Is the evidence based on ONE environment - or gathering evidence throughout the year from multiple environments? |
| [ANON-767U-4ECA-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-4ECA-P) | In the 'unpacking' of this standard, the sentence 'Explanations such as pūrākau can help ākonga to understand natural processes and these shape an environment in Aotearoa New Zealand.' makes it ambiguous to teachers regarding the setting of their natural processes. From the explanatory notes, it is clear that this environment maybe anywhere in the world. Is this just being used as an example of how students could apply contextual evidence or is this a typo?  Again, I think the work load for this assessment is much larger than some other comparable subjects in Social Sciences. Progression in the levels of achievement in this standard are not scaffolding by the level of understanding of set criteria but more by adding extra criteria at each level. I disagree with this particularly way to assess and feel it makes this assessment potentially more nit picky and difficult for students to achieve at a high level.  In the achievement standard rubric at top of web page - Merit criteria is 'Discuss how natural processes shape an environment' but in the explanatory notes it is 'Explain how natural processes shape an environment' Is this a typo?  Showing the relationship between natural processes has previously been a L3 skill but this is a Merit criteria now for L1? This feels like a big jump.  The explanatory note about environments is broad and more about the setting selection I'm guessing. Should a more comprehensive definition be included instead? Environment is also not yet in our glossary of terms. Same thoughts about the characteristics explanatory note (although the definition provided in the glossary is helpful!) |
| [ANON-767U-41AP-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41AP-F) | It seems that "responses of people" is only required for E? this seems strange. The purpose statement is unclear especially paragraph 3- I don't understand this. By making this a submission task this is an increase to teacher workload despite it being an external. |
| [ANON-767U-41XP-6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41XP-6) | Standard says “an environment” but the unpacking says “a variety of environments”  The definition of “characteristics” is arguable. 1.3 EN #4 gives examples of key characteristics - I think of the examples given as features (or elements) in the environment and characteristics are what those features are like (eg dunes may be a feature of the environment; their characteristics may include: size, shape, gradient, exposed/vegetated, orientation, type [eg foredune / crescent / linear…] etc etc)  Natural processes at level 1 versus (extreme) natural event - the unpacking acknowledges the complexity in how natural processes work and this has been more suited to Level 3 physical geography.  The examples of natural processes given in 1.3 EN#2 are ‘umbrella’ processes and there are many sub-processes within them - it should be made clear whether Level 1 ākonga are expected to learn about several umbrella processes or whether they are expected to build a deep understanding of the connections between sub-processes within one of them eg tectonic; Currently the Merit criteria (“relationship between the natural processes”) imply more than one umbrella process ??  The Excellence criteria is the first time that “people” are mentioned, unless we stress that “environment” could be cultural |
| [ANON-767U-41KE-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41KE-E) | How people respond has only been introduced at the excellence level. Explanations of pūrākau to understand processes needs clarification and resourcing. What is a 'variety' - more than 2 would be a variety or 2 environments. How will this ne marked as an external rather than an exam external and ho will it be sent it and what is the timeframe for feedback to students? |
| [ANON-767U-41KK-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41KK-M) | A variety of environments - what is a variety? Do the variety of environments have to have the same natural processes? Who is marking this external standard (visual report)? Who will provide the expert knowledge of the purakau that can be used to help explain natural processes? |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41W4-9) | Good in principle, but we have some concerns:  The achievement standard specifies “an environment” whereas the unpacking says “variety of environments” – this is really unclear and we are not sure what our students will have to do. We would prefer students to write about (and even compare) a variety of environments, as an assessment focusing on just one environment will lead to mediocre teaching and learning that will ignore a breadth of knowledge (and be like the current poor nature of 1.1. where students only must focus on one case study environment). Teachers will teach to the assessment if it is only one environment and students will miss out on rich powerful knowledge.  We are not happy that Purakau is applied as something that can explain formation of environments. Geography is a science and we should never seek to explain natural environments using any culture’s creation myths. If we go down this track we will be undermining the importance of Matauranga Maori. It would be more appropriate to use Purakau to explain human interaction with an environment.  We are gutted that Geography does not have an exam – history and other similar subjects have one of their externals as an exam and it is unfair that we are treated differently. Exams are a useful and fair way of assessing. As a subject competing with others, we are afraid that whanau and akonga will perceive our subject to be less academic than others. We deserve to have an Exam.  If this is submitted as a portfolio, we need assurances that the marking of this will be done externally and not fall on teachers to mark. |
| [ANON-767U-41KT-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41KT-W) | - Would like to know why people and their response is only needed for an excellence answer. - In unpacking the standard - Akonga will unpack this complexity by showing..... I feel the word complexity needs to be re-worded. Following this ... how people have responded is mentioned but in the explanatory notes people are only mentioned for excellence answer -Clarification needed here. - Purakau - Need more PD and clarification around this. Do not want this to take away from the undisputed science around the natural process we are teaching. Also as we are expected to have a range of environments and some of these to be global - are we expected to know, teach and be culturally aware of 'stories' from other parts of the world? Clarification needed here. |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9439995090&user_id=ANON-767U-41PA-F) | There seems to be a mistake in the description of the different levels - merit is stated as "Discuss how natural processes shape an environment" then in the explanatory note discuss is changed to 'explain'. Almost like the change to 'describe, explain, analyse' was an after thought - or perhaps even plucked out of thin air one afternoon in a Wellington meeting room in a rush to get this stuff out there.  I am struggling to see how we can fit all this in. The idea we could develop this work over the course of the year, covering natural processes, at the same time as doing the decision making standard and TWO goes at the data standard. Let's just call it what it is and say it can be done when everything else is finished. Why not make it an exam? Are we moving away from them? I thought we were increasing the credibility of the qualification. |

**Is this Achievement Standard [1.4] ready for piloting?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The standard is ready for piloting** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616934.94-64291&came_from_title=Responses+by+Question&filters%2Fquestions%2F94c73bf3f6%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616934.94-64291%2Fpasted-question-1627616934.94-64291-1627616935.26-89044%3Alist=pasted-question-1627616934.94-64291-1627616935.26-89044%2FThe+standard+is+ready+for+piloting) | **0.42%** |
| **The standard needs small amendments before piloting** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616934.94-64291&came_from_title=Responses+by+Question&filters%2Fquestions%2F8aa9e5ce2c%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616934.94-64291%2Fpasted-question-1627616934.94-64291-1627616935.26-89044%3Alist=pasted-question-1627616934.94-64291-1627616935.26-89044%2FThe+standard+needs+small+amendments+before+piloting) | **0.53%** |
| **The standard needs significant amendments before piloting** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616934.94-64291&came_from_title=Responses+by+Question&filters%2Fquestions%2F6ca026395f%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616934.94-64291%2Fpasted-question-1627616934.94-64291-1627616935.26-89044%3Alist=pasted-question-1627616934.94-64291-1627616935.26-89044%2FThe+standard+needs+significant+amendments+before+piloting) | **0.32%** |
| **The standard is unsuitable for piloting** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616934.94-64291&came_from_title=Responses+by+Question&filters%2Fquestions%2F3e5de175f1%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616934.94-64291%2Fpasted-question-1627616934.94-64291-1627616935.26-89044%3Alist=pasted-question-1627616934.94-64291-1627616935.26-89044%2FThe+standard+is+unsuitable+for+piloting) | **0.11%** |
| **Not Answered** | [**938**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616934.94-64291&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc957b7c335%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616934.94-64291%2Fpasted-question-1627616934.94-64291-1627616935.26-89044%3Alist=pasted-question-1627616934.94-64291-1627616935.26-89044%2F__not_answered__) | **98.63%** |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **The criteria are clear** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616954.44-25302&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb4477d3243%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616954.44-25302%2Fpasted-question-1627616954.44-25302-1627616954.71-84531%3Alist=pasted-question-1627616954.44-25302-1627616954.71-84531%2FThe+criteria+are+clear) | **0.32%** |
| **The criteria need some clarification** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616954.44-25302&came_from_title=Responses+by+Question&filters%2Fquestions%2F7c0be814ec%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616954.44-25302%2Fpasted-question-1627616954.44-25302-1627616954.71-84531%3Alist=pasted-question-1627616954.44-25302-1627616954.71-84531%2FThe+criteria+need+some+clarification) | **0.74%** |
| **The criteria need significant clarification** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616954.44-25302&came_from_title=Responses+by+Question&filters%2Fquestions%2F892650e8fa%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616954.44-25302%2Fpasted-question-1627616954.44-25302-1627616954.71-84531%3Alist=pasted-question-1627616954.44-25302-1627616954.71-84531%2FThe+criteria+need+significant+clarification) | **0.21%** |
| **Not Answered** | [**939**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627616954.44-25302&came_from_title=Responses+by+Question&filters%2Fquestions%2Fef4aaa740e%2Fsubpage.2021-07-29.1162443288%2Fpasted-question-1627616954.44-25302%2Fpasted-question-1627616954.44-25302-1627616954.71-84531%3Alist=pasted-question-1627616954.44-25302-1627616954.71-84531%2F__not_answered__) | **98.74%** |

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **Guidance is sufficient and clear** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9624715855&came_from_title=Responses+by+Question&filters%2Fquestions%2F4c95ccbd17%2Fsubpage.2021-07-29.1162443288%2Fquestion.2021-07-30.9624715855%2Fquestion-2021-07-30-9624715855-radiosubquestion%3Alist=question-2021-07-30-9624715855-radiosubquestion%2FGuidance+is+sufficient+and+clear) | **0.32%** |
| **Guidance is insufficient** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9624715855&came_from_title=Responses+by+Question&filters%2Fquestions%2F737c82dc04%2Fsubpage.2021-07-29.1162443288%2Fquestion.2021-07-30.9624715855%2Fquestion-2021-07-30-9624715855-radiosubquestion%3Alist=question-2021-07-30-9624715855-radiosubquestion%2FGuidance+is+insufficient) | **0.74%** |
| **Guidance is unclear** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9624715855&came_from_title=Responses+by+Question&filters%2Fquestions%2F33bd8c3407%2Fsubpage.2021-07-29.1162443288%2Fquestion.2021-07-30.9624715855%2Fquestion-2021-07-30-9624715855-radiosubquestion%3Alist=question-2021-07-30-9624715855-radiosubquestion%2FGuidance+is+unclear) | **0.21%** |
| **Not Answered** | [**939**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.9624715855&came_from_title=Responses+by+Question&filters%2Fquestions%2F9c6441c901%2Fsubpage.2021-07-29.1162443288%2Fquestion.2021-07-30.9624715855%2Fquestion-2021-07-30-9624715855-radiosubquestion%3Alist=question-2021-07-30-9624715855-radiosubquestion%2F__not_answered__) | **98.74%** |

**Do you have any further feedback on [Achievement Standard 1.4]? For instance, do you think the Proposed Assessment Approach will be capable of supporting fair and equitable assessment?**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-4EHQ-B) | Looks like it is a combo of skills and geog issue? “Respond to a stimulus”: what does this mean? Will it be resource based? Will we know in advance the case study? Is there an example of an assessment task? Does the school decide the timing of the common assessment activity or is it done nationally at the same time? Digital or hand writing? |
| [ANON-767U-4E5N-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-4E5N-N) | The merit wording in explanatory note 1 (explain) doesn't match the merit critiera (apply). The choice of the verbs demonstrate, apply (or explain) and examine is poor. Demonstrate and apply in the glossary are very close, and I would suggest that apply (to make use of) is a lower level skill than demonstrate (to show by example or through evidence). According to the glossary, explain (to make known the...detail of something) and examine (to look at in detail) are quite similar and don't constitute a step up in thinking. (I would recommend removing the word detail from the explain definition in the glossary). The A/M/E criteria are asking the students to do different tasks, rather than asking for higher order thinking. This will lead to the age old question "is this an excellence task"? I'm puzzled by the linking of "considering viewpoints or perspectives", when the glossary defines perspectives as bodies of thought. What are students being asked to do - either connect to opinions or to large scale bodies of thought - these are quite different things to do, and to prepare students for. As there are no sample assessments, it is unclear what the students will actually be asked to do. |
| [ANON-767U-4EQ6-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-4EQ6-S) | in the unpacking it suggests students .....need to critically evaluate..... is not asking too much for a Level 1 student - previously, this was in Level 3 standrds. |
| [ANON-767U-4ECA-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-4ECA-P) | Really like the idea of this standard and will be interesting to have this as a common assessment activity.  I am confused about the seemingly interchangeable use of the terms 'decision' and 'response' in the explanatory notes for the different achievement levels. The word 'decision' is also referred to largely in the unpacking of the standard, instead of the term 'response'. In my opinion, I would like to see the word 'response' removed in the marking criteria and it replaced with decision throughout.  I also would like to better understand why the descriptor 'interpreting resources to support decision making' has been used but then 'giving evidence' is an explanatory note.  In my opinion, consistency of language across a standard (and across our subject area) is key and this has been something that we have historically suffered from (e.g. interchangeable use of the terms 'elements' and 'characteristics' in 2.1) and it would be great to have consistent clarity on use of terms in our new standards.  Will context of this be given to us on a yearly basis in assessment specifications as they do in the current Social Studies L1 resource based standard? |
| [ANON-767U-41AP-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41AP-F) | The decision based resource is "provided a few weeks prior"- this requires no interpretation or decision making skills as teachers will discuss and come up with solutions with their classes. This should be done prior based around random situations in the teaching and learning and the exam topic should be unknown in order to actually assess skill. The addition of indigenous and cultural perspectives is unnecessary as they come under social perspectives. Listing all three is redundant. |
| [ANON-767U-41XP-6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41XP-6) | Alignment needed for achievement with Merit, between Standard: “Apply decision-making…” and EN #1: “Explain decision-making…” |
| [ANON-767U-41RN-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41RN-X) | We need context around what teaching resources will be provided to the students and what the external will look like. Will we be given a topic and resource booklet or do we come up with our own context and the students will be asked broad questions? |
| [ANON-767U-41KE-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41KE-E) | Critical evaluation is difficult for Level 1 students – what are the expectations here? There is a need for exemplars of resource materials and how the CAA can be prepared for and administered. It needs to be marked externally. |
| [ANON-767U-41KK-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41KK-M) | Who is marking this External Standard/CAA? Critically evaluate - this is a very high level thinking/writing skill for Level 1 students. Will exemplars and practice CAA be provided for schools in preparation of this assessment? |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41W4-9) | Again, overall very good but with some minor concerns:  Critical evaluation is difficult for Level 1 students – what are the expectations here?  There is a need for exemplars of resource materials and how the CAA can be prepared for and administered. Again, need assurances that a CAA will be marked externally and not become a burden on teachers.  Consistency of language throughout the documentation needs to be improved e.g. using terms like ‘selecting’ and ‘justifying’ for E whilst also using ‘critically evaluate’ elsewhere.  Could this be done as an Exam at the end of the year? |
| [ANON-767U-41KT-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41KT-W) | Clarification around how this will be assessed and who will mark it. Why couldn't this be assessed during exam period? - ... Allows students to immerse themselves meaningfully in situations.... How can we measure this? |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617039.28-38967&user_id=ANON-767U-41PA-F) | Decision making is not real geography. The simplification of the subject through the changes here would not be necessary if we decided we didn't need to do this decision making aspect. This is really close to some of the social studies materials and I think it can go and enable us to do a better job of research and analysis. Don't like the suggestion of the term 2 external Common Assessment Activity that much - but mainly because of everything we would have to fit into term 1 to get round to this material in time. More pressure on fieldwork as this has to happen in term 1 or early term 2 for weather reasons. |

**Do the four Achievement Standards as a group credential the most important knowledge and/or skills for this subject as illustrated by the Learning Matrix?**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **Yes** | [**14**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621347.28-23818&came_from_title=Responses+by+Question&filters%2Fquestions%2F6034ab429b%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621347.28-23818%2Fpasted-question-1627621347.28-23818-1627621349.04-55928%3Alist=pasted-question-1627621347.28-23818-1627621349.04-55928%2FYes) | **1.47%** |
| **Some gaps** | [**6**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621347.28-23818&came_from_title=Responses+by+Question&filters%2Fquestions%2F3b558e049a%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621347.28-23818%2Fpasted-question-1627621347.28-23818-1627621349.04-55928%3Alist=pasted-question-1627621347.28-23818-1627621349.04-55928%2FSome+gaps) | **0.63%** |
| **Large gaps** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621347.28-23818&came_from_title=Responses+by+Question&filters%2Fquestions%2F2da8ff9063%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621347.28-23818%2Fpasted-question-1627621347.28-23818-1627621349.04-55928%3Alist=pasted-question-1627621347.28-23818-1627621349.04-55928%2FLarge+gaps) | **0.11%** |
| **They cover the wrong knowledge and/or skills** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621347.28-23818&came_from_title=Responses+by+Question&filters%2Fquestions%2F5a6a977d49%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621347.28-23818%2Fpasted-question-1627621347.28-23818-1627621349.04-55928%3Alist=pasted-question-1627621347.28-23818-1627621349.04-55928%2FThey+cover+the+wrong+knowledge+and%2For+skills) | **0.11%** |
| **Not Answered** | [**929**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621347.28-23818&came_from_title=Responses+by+Question&filters%2Fquestions%2F654278c68b%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621347.28-23818%2Fpasted-question-1627621347.28-23818-1627621349.04-55928%3Alist=pasted-question-1627621347.28-23818-1627621349.04-55928%2F__not_answered__) | **97.69%** |

**Do the Achievement Standards support ākonga Māori to succeed as Māori? (select all that apply) (Do the Standards value mātauranga Māori? Do they place the learner at the centre?)**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **1.1 does this** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F0db74456cf%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2F1.1+does+this) | **0.42%** |
| **1.2 does this** | [**5**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F5a51aa6f12%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2F1.2+does+this) | **0.53%** |
| **1.3 does this** | [**3**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F1e80cd5423%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2F1.3+does+this) | **0.32%** |
| **1.4 does this** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F34a9ea1569%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2F1.4+does+this) | **0.42%** |
| **All standards do this** | [**12**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F955492f3d2%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2FAll+standards+do+this) | **1.26%** |
| **None of the standards do this** | [**2**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F91391406ff%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2FNone+of+the+standards+do+this) | **0.21%** |
| **Not Answered** | [**931**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621367.41-17239&came_from_title=Responses+by+Question&filters%2Fquestions%2F2e67c0581e%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621367.41-17239%2Fpasted-question-1627621367.41-17239-1627621367.74-94809%3Alist=pasted-question-1627621367.41-17239-1627621367.74-94809%2F__not_answered__) | **97.90%** |

**Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)**

| **Option** | **Total** | **Percent** |
| --- | --- | --- |
| **Yes** | [**10**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621378.96-92758&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd059a50878%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621378.96-92758%2Fpasted-question-1627621378.96-92758-1627621379.4-98455%3Alist=pasted-question-1627621378.96-92758-1627621379.4-98455%2FYes) | **1.05%** |
| **They are too challenging** | [**4**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621378.96-92758&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa33508fc12%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621378.96-92758%2Fpasted-question-1627621378.96-92758-1627621379.4-98455%3Alist=pasted-question-1627621378.96-92758-1627621379.4-98455%2FThey+are+too+challenging) | **0.42%** |
| **They are not challenging enough** | [**1**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621378.96-92758&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd25c992a52%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621378.96-92758%2Fpasted-question-1627621378.96-92758-1627621379.4-98455%3Alist=pasted-question-1627621378.96-92758-1627621379.4-98455%2FThey+are+not+challenging+enough) | **0.11%** |
| **They are a mix of too challenging and too easy** | [**7**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621378.96-92758&came_from_title=Responses+by+Question&filters%2Fquestions%2Fcd4ae0cd70%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621378.96-92758%2Fpasted-question-1627621378.96-92758-1627621379.4-98455%3Alist=pasted-question-1627621378.96-92758-1627621379.4-98455%2FThey+are+a+mix+of+too+challenging+and+too+easy) | **0.74%** |
| **Not Answered** | [**929**](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627621378.96-92758&came_from_title=Responses+by+Question&filters%2Fquestions%2F407fcc3422%2Fsubpage.2021-07-29.0668465893%2Fpasted-question-1627621378.96-92758%2Fpasted-question-1627621378.96-92758-1627621379.4-98455%3Alist=pasted-question-1627621378.96-92758-1627621379.4-98455%2F__not_answered__) | **97.69%** |

**Do you have any further feedback on the Achievement Standards? If you noted that there is important knowledge and/or skills missing, please detail that here.**

| Response ID | Answer |
| --- | --- |
| [ANON-767U-4EHQ-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4EHQ-B) | Overall very pleased with the credit parity, word count expectations, expectations of understandings. Much less convoluted and overly complex. Question though: will the 750-800 word criteria be enough to allow students to meet the criteria at Merit and Excellence? |
| [ANON-767U-4EN3-K](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4EN3-K) | The wording of the tasks and questions didn't guide the akonga towards excellence. We feel that the wording could be improved to give akonga better guidance towards what they should include in their work in order to reach the excellence level.  Ideally we would need clear lines of communication with the external moderators throughout the entire pilot process and first years of implementation. This is to be sure we are meeting the standards in the way they are interpreting them. For instance, do we need to touch on each and every key competency in a single standard, or just throughout the year long course? Do we need to teach each of the points on the Matrix and which ones should be included in which standards? Currently the Matrix does not align with standards and therefore it is hard to determine if we are creating a course that is what the SEG and moderators want us to create. |
| [ANON-767U-4E6Y-1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4E6Y-1) | 1.3: what does environment mean for this? Will portfolio checkpoints be set by teachers or nationally?  1.4: What if students are absent at the time when the resources are given out? |
| [ANON-767U-4E5N-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4E5N-N) | It is disappointing that while there is a clear response to the request for more physical geography, cultural/human geography is reduced to decision making. Question 3 above is asking the wrong question about the curriculum! AO1 of curriculum level 6 is well covered. AO2 is less well covered. The big idea that tikanga shapes the relationship between ngā tāngata and te taiao is not evident at all in this package. The big idea about perspectives and power influencing relationships is not evident in this package, except for one confusing statement about considering viewpoints or perspectives. While teachers could choose to cover these big ideas in their programmes, it is also possible that they could be left out altogether. |
| [ANON-767U-4E5G-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4E5G-E) | - Analyse will require a significant jump up from where the standards currently sit. The National Moderation process will require students to do work that is beyond NZC Level 6 for an 'analysis' and therefore that needs to be factored into the standard design. In theory, it is nice to aim for analysis, but this is beyond NZC 6. |
| [ANON-767U-4ECR-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4ECR-7) | Overall the standards seem good, however, there is some ambiguity around some of the wording.  Would suggest that 1.3 and 1.4 could switch places in terms of timing when assessed. As 1.4 could encompass a year of learning and knowledge it would make more sense to test this at the end of the year. |
| [ANON-767U-4EG4-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4EG4-D) | Quite high level and conceptually difficult for L1.  The difference between A, M and E show progressions that add additional work or skills and will create more workload for students. In History for example, the progressions increase in depth of understanding.  Slight issue with wording of Explain for Merit - But notes use 'Discuss' - I'm not a fan of this word |
| [ANON-767U-4ECA-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-4ECA-P) | Overall standards released are a large improvement on the previous iterations. They cover a broader range of Geography (more natural processes) and the activities provided look to be appropriate for the year level.  I did have some concerns around the word limits provided, while I believe it is important to have students writing concisely, some of the standards are asking for higher level skills (e.g. relationship between natural processes for a Merit in 1.3 - this was previously not asked for until Level 3). Limiting students ability to write comprehensively could lead to poorer Geographic writing overall.  Positive that language for L1 has been changed to describe, explain, analyse. However, will these same command terms be used for L2 and L3 or will these change and skills required of students be higher or will command terms change at each year level?  Many Maori terms are provided within the overall Geography learning matrix but not all of these have been defined in the online glossary provided (e.g. nga tangata). For overseas teachers this is important for clarity.  A few discrepancies in terms on the current achievement standards which look like they could be a typo e.g. |
| [ANON-767U-41XE-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41XE-U) | The describe and identify qualifiers needed for achieved feel too easy for a level 1 standard but by contrast the analyse for excellence is too difficult. Perhaps focussing around explaining/fully explaining would be a better suit for level 1. |
| [ANON-767U-41XP-6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41XP-6) | "outlining" for Achieved may be too easy, whilst "analyse" at Level 6 may be too challenging.  Issues with word limits: 750-800 words must surely refer to the body of the response and exclude any annotations and captions etc - even then, it is deemed too constrictive - Excellence exemplars will need to be provided that comply with this word limit (as well as a recording of a 3-4 minute oral response that achieves at the highest level) to assure kaiako and ākonga of the do-ability of such restrictions - seems to be a literacy (oral / written) assessment more than a geography assessment. The words “should be” provide some leeway here (succinct speech and writing are desirable, but should not be a major influence on grades awarded)  Resourcing - especially Māori content; there is a push to connect with local iwi and to integrate more mātauranga Māori into studies eg the pūrākau associated with a local awa - the consequent (predicted) inundation of requests for assistance from local marae / iwi etc will pose quite a few issues for them & us  Speed being pushed through - from pilot, to review (and tweak / change), to (final) planing, to implementation!! 1 year!!  Wording on power/discourse manipulating and marginalising... (indicator in Level 8) - why can this not include how discourse can resolve issues and unite people to balance out the negativity as it currently stands - what is the agenda here? |
| [ANON-767U-416H-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-416H-V) | We like the fact that key geographic concepts have been removed. We do have concerns about some of the content and the level of skills at Level 7 and 8 eg. 'investigate how the power of language and discourse manipulates and marginalises people' - this seems to be more media studies than geography and 'perspectives are nuanced' is a more university-level skill set. |
| [ANON-767U-41NJ-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41NJ-P) | Several concerns have arisen about the Achievement Standards. As a whole there are issues with word limits: 750-800 words must surely refer to the body of the response and exclude any annotations and captions etc - even then, it is deemed too constrictive - Excellence exemplars will need to be provided that comply with this word limit (as well as a recording of a 3-4 minute oral response that achieves at the highest level) to assure kaiako and ākonga that it can be achieved. There seems to be a literacy (oral / written) assessment more than a geography assessment. The words “should be” provide some leeway here (succinct speech and writing are desirable, but should not be a major influence on grades awarded). In addition, there are resourcing concerns especially around Māori content; there is a push to connect with local iwi and to integrate more mātauranga Māori into studies eg the pūrākau associated with a local awa. The consequent (predicted) inundation of requests for assistance from local marae / iwi etc will pose quite a few issues for them & us. In particular for 1.2, EN #2 states that data is both primary and secondary evidence; whereas the unpacking section states primary or secondary - small tweak needed to align both. In particular for 1.3, the standard says “an environment” but the unpacking says “a variety of environments”. The definition of “characteristics” is arguable. EN #4 gives examples of key characteristics - I think of the examples given as features (or elements) in the environment and characteristics are what those features are like (eg dunes may be a feature of the environment; their characteristics may include: size, shape, gradient, exposed/vegetated, orientation, type [eg foredune / crescent / linear…] etc etc). Natural processes at level 1 versus (extreme) natural event - the unpacking acknowledges the complexity in how natural processes work and this has been more suited to Level 3 physical geography. The examples of natural processes given in EN#2 are ‘umbrella’ processes and there are many sub-processes within them - it should be made clear whether Level 1 ākonga are expected to learn about several umbrella processes or whether they are expected to build a deep understanding of the connections between sub-processes within one of them eg tectonic. Currently the Merit criteria (“relationship between the natural processes”) imply more than one umbrella process. This seems very advanced for Level 1. In addition, the Excellence criteria is the first time that “people” are mentioned, unless we stress that “environment” could be cultural. In particular for 1.4, alignment is needed for achievement with Merit, between the Standard: “Apply decision-making…” and EN #1: “Explain decision-making…”. |
| [ANON-767U-41RN-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41RN-X) | We feel that the local context is easy to incorporate and we currently do this rather well. However it gets hard when we don't have guidelines for Level 2 and 3. Do we change the context to suit the level 1 standards with topics that we currently cover at level 2 and 3.  We like having the word limits there as they provide clarity in terms of expectations.  Our region does not have a strong iwi presence and local kumatua so we will need external help around local tikanga and maturanga knowledge. |
| [ANON-767U-41RM-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41RM-W) | Concerned with how cultural geography will fit in to these standards, unless we throw out everything we have done in the past. Especially as the example activities are not done for South Island settings.  1.2 states that data is both primary and secondary evidence; whereas the unpacking section states primary or secondary - small tweak needed to align both.  1.3 - Standard says “an environment” but the unpacking says “a variety of environments." This should just be ONE environment only.  1.3 Natural processes at level 1 versus (extreme) natural event as it currently stands. Would prefer it to stay as an extreme natural event. This then gives scope to move to natural environment at level 2 and natural processes at level 3.  Big Idea #2 - should be “Environments are shaped by natural or cultural processes.”  Lots of concerns around 1.4 - how delivered, how to prepare students in advance, context, marking etc. It seems a little unclear at the moment.  Issues with word limits: 750-800 words must surely refer to the body of the response and exclude any annotations and captions and even then, it is deemed too constrictive. Wording should be more general and ask students for a concise verbal/written response. |
| [ANON-767U-41EV-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41EV-S) | I am glad the need to include a geographic concept has been removed. Often a student has written brilliantly but hasn't explicitly mentioned a concept and gets pulled up for that.  The word limit is really helpful too. |
| [ANON-767U-41JA-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41JA-9) | 1.1: - Differentiation between the wording of describe, explain and analyse for the different achievement levels. Is this too easy to get achieved and too difficult to get excellence?  1.2: - considering that students do not need to collect primary data, how will this translate into level 2 and 3? Will there be no need for primary data collection in Geography at all?  1.3: - What does a portfolio look like? How many environments/natural processes need to be covered? Does the natural processes have to be different for each environment?  1.4: - Will this cause a bottle neck at the end of term 2 (are all subjects assessing in a similar fashion at the same time?), Are students mentally prepared to sit an exam at this time of their Y11 course? |
| [ANON-767U-41KK-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41KK-M) | The Big Idea: Tikang shapes the relationship between nga tangata and the taiao. Students will ... know how kaitiakitanga can shape the relationship between nga tangata and the taiao.  Unsure what this means and how this can be shown/taught inside the topics and standards. |
| [ANON-767U-41W4-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41W4-9) | MAIN POINTS:  Overall a good mix of internal achievement standards. Some language could be tweaked and teachers require more exemplars of what student answers should look like.  We have an opportunity to involve Matauranga Maori effectively in our subjects, however at this stage the guidance is incredibly vague. If we are to do this well, without it becoming a token gesture, we need massive support from government – plenty of effective resources and PD.  We are disappointed that we do not have an exam when similar subjects do. This is an easy way to undermine the perceptions towards out academic viability and rigor.  Lastly, we must be assured that all external standards will be marked externally and not fall on hard-working teachers to mark. |
| [ANON-767U-41PA-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621390.0-42070&user_id=ANON-767U-41PA-F) | I say they are too challenging because the words used to describe the difference between A, M and E are nonsense pulled out of a hat. We use the same terms to distinguish between Level 1 2 and 3 now, why do we think it is appropriate to now use them to do the same within a level? That's bonkers. Or maybe the last lot were bonkers. Who knows?  Stop trying to make assessment cheaper for the government - we see through it.  When you describe a year with two standards in term 1, a reassessment in term 2 then a CAA at the end of term 2 it makes a mockery of the idea that we might be moving away from over assessment and trying to reduce teacher workload. Just like I am here at 11.45pm doing this before the cut off date for feedback in the middle of a level 4 national lockdown and nobody thinks it is worth giving us a little more time, it will be crazy trying to do all these assessment opportunities around your hope to spread out the marking - no doubt to make it cheaper. Students need one proper exam at least. Are we a serious subject? We have referred to the 'kete' of skills, tools, etc, but are we actually assessing many of them? Why have we been flogging the Geographic Concepts until now if they are so unimportant they have been chucked out the window? All those students trying to shoehorn in your language to convince the examiner they are geographers should be really upset now - as you won't have to do that any more. I'm not going to cry about that as this madness made countless students take other subjects that were much easier and required them to jump through less hoops for more credits. have we made it any more accessible though??  My biggest concern is the what the year looks like with these assessments. Moat geo teachers want to take students out on fieldwork when the weather is predictable and the structure of the year described by these standards makes this look very difficult to do. |