

NZQA Approved

Internal Assessment Resource

Geography Level 2/3

|  |
| --- |
| This resource supports assessment against:Achievement Standard 91244/91430Conduct geographic research with guidance/consultation |
| Resource title: Alpine Environments and how they change (Aoraki Mt Cook) |
| 5 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | December 2012To support internal assessment from 2013 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-12-2012-91430-01-6110 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard Geography 91430: Conduct geographic research with consultation

Resource reference: Geography 3.5B

Resource title: People and the environment – that’s Geography!

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Geography 91430. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to conduct geographic research (with consultation) on a research topic of their choice, which addresses the interaction between people and the environment. They will produce their findings as an A2 scientific poster and support this with accompanying notes. The focus of the research may be local, national, or global.

The focus of the research will be dependent on, and driven by, the interest of the student(s), and manageable opportunities for field trip(s). It must focus on *The New Zealand Curriculum* Level 8 achievement objectives for Geography.

Before using this resource you will need to select/finalise/negotiate a context that will engage your students; work out exactly how the assessment will be applied to this context; create or finalise any student pages that are needed; and ensure that the assessment schedule aligns with the activity in its final form.

Conditions

Students are required to conduct comprehensive geographic research with consultation. “With consultation” means students will develop their own research aim and research methodology and initiate discussion of these with you. Students may work in a group to collect information, but they will present their findings, analyses, conclusions and evaluation individually.

Use of a learning log will provide you with evidence of individual student progress and authenticity of work, particularly if data collection is carried out in a group.

Students will need to be familiar with the components and style required for an effective scientific poster.

Resource requirements

Students may require field trip equipment. This equipment will be dependent on the students’ research aims and might include: rulers, tape measures, Abney levels, stop watches, digital cameras, calculators, handheld GPS, floats, dye, sieves, sample bags, thermometers, anemometers and/or digital recording devices.

Students will need:

* a research plan outline, which may include:
* the focus for the research (which may include an hypothesis/es)
* what data they will collect
* where, when and how often they will collect data
* how data will be recorded and presented
* secondary information, such as topographical maps and published information about the geographic environment that is the focus of the students’ study
* an example of a scientific poster (such as you would see displayed and presented at a conference).

Additional information

Learning conversations will need to take place between you and the students throughout the research process. There is an opportunity during this assessment for reciprocal learning to take place. Students may gain feedback from peers, teachers, family, and the community.

You will need to be familiar with developing a concept map. Refer to *Approaches to Building Conceptual Understandings* (2009). Learning Media Limited.

**Internal Assessment Resource**

Achievement Standard Geography 91430: Conduct geographic research with consultation

Resource reference: Geography 3.5B

Resource title: People and the environment – that’s Geography!

Credits: 5

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement with Excellence |
| Conduct geographic research with consultation. | Conduct in-depth geographic research with consultation. | Conduct comprehensive geographic research with consultation. |

Student instructions

Introduction

This assessment activity requires you to conduct geographic research (with consultation) on a research topic of your choice, which addresses the interaction between people and the environment. You will produce your findings as an A2 scientific poster and support this with accompanying notes.

**Compare and Contrast**

**L2 Red Tarn Track Zonation**

**L3 Red Tarn vs Hooker Glacier Valley Zonation**

The opportunity to collect primary information for this research will occur during planned field trips with the remainder of the task completed in-class and out-of-class time over a period of three weeks.

**4 Days at Aoraki Mt Cook – A Day walking each track**

Collection of data may be completed individually or in a group, but you will individually present your findings, conclusions, analysis, and evaluation.

You will be assessed on:

* your research planning, and the collecting and recording of relevant data
* the accuracy and effectiveness of your presentation
* your use of spatial (map/s), statistical, and visual data
* your use of geographic terminology and concepts
* the thoroughness and depth of analysis of your finding(s) and conclusion(s)
* your detailed evaluation of the research process, and the quality of your discussion of alternative research methods and their implications.

Task

Plan and carry out your research

In consultation with your teacher, develop the aim(s) of your research and your research methodology. The focus for your research will relate to an interaction between people and the environment.

Undertake research to collect primary data. The collection of data may be done individually or in a group (up to four students). The collection of data must include a selection of appropriate methods such as observing, measuring, précis-sketching, photographing, surveying, using questionnaires, interviewing, accessing secondary sources, and/or other techniques. You may also include relevant secondary data.

Develop and present your research

Develop and present for assessment a scientific poster.

Accompany your poster with evidence and notes (possibly in the form of written notes and/or digital recordings) related to your research focus.

Include on your poster:

* the aim(s) for your research – this may be in the form of a hypothesis
* accurate and effective presentation of collected data using correct geographic conventions – process the collected data relevant to your research aim(s), and present it in spatial, statistical, and visual forms that must include a map and may include: annotated maps and diagrams, tables, photographs, graphs and/or cross-sections
* detailed conclusion(s) relating to the aim(s) of the research.

Include in your accompanying evidence and notes:

* a thorough research plan
* evidence of all collected and recorded data relevant to the aim of the research
* a detailed and critical analysis of finding(s) from the presented data – you may choose to incorporate a concept map in the initial stages of this analysis as an aid to developing more in-depth analysis of your finding(s)
* a detailed evaluation of the research process that fully analyses the strengths and weaknesses and how these impact on the validity of your research finding(s) and/or conclusion(s)
* a critical evaluation of your research through a discussion of alternative research methods and their implications
* geographic terminology and relevant concepts incorporated in the analysis, conclusions, and evaluation
* references and/or footnotes where appropriate.

Assessment schedule: Geography 91430 People and the environment – that’s Geography!

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has conducted geographic research with consultation.The student:* identifies the aim(s) of their research (in consultation with their teacher) that may be in the form of an hypothesis(es)
* completes a research plan that includes specific methodology
* collects and records data that is drawn from primary sources – secondary data may be included
* creates a poster that presents relevant data, and draws conclusion(s) related to the focus of their research
* uses a combination of spatial (map/s), and statistical, and/or visual forms – the presentation may omit or use incorrectly some conventions (e.g. unit of measurement on a graph, vertical exaggeration on a cross-section, scale on a map)
* analyses the findings – this analysis may be in the form of a broad summary statement for each piece of data presented
* provides conclusions that relate to the aim/s of the research – these conclusions may be broad or weak and linked to data in a limited way
* provides an evaluation of the research, analysing the strengths and/or weaknesses of the research process and how the validity of the research finding(s) has been affected
* supports their analysis of the finding(s), conclusion(s) and evaluation with evidence, geographic terminology and relevant concepts.
 | The student has conducted in-depth geographic research with consultation.The student:* identifies the aim(s) of their research (in consultation with their teacher) that may be in the form of an hypothesis(es)
* completes a research plan that includes specific methodology
* collects and records data that is drawn from primary sources – secondary data may be included
* creates a poster that presents relevant data, and draws detailed conclusion(s) related to the focus of their research
* uses a range of presentation forms including maps, statistical and visual data – the presentation is accurate, effective and follows correct geographic conventions
* analyses the findings in detail – the analysis may be in the form of summary statements for each piece of data presented and supported with relevant evidence
* provides detailed accurate conclusion(s) that relate to the aim(s) of the research and are linked to the presented data and findings – the student supports their conclusion(s) with relevant evidence
* provides a detailed evaluation of the strengths and/or weaknesses of the research that explains how these impact on the validity of their finding(s) and/or conclusion(s)
* supports their analysis of the finding(s), conclusion(s) and evaluation with relevant evidence, applying concepts, and geographic terminology.
 | The student has conducted comprehensive geographic research with consultation.The student:* identifies the aim(s) of their research (in consultation with their teacher) that may be in the form of an hypothesis(es)
* completes a research plan that includes specific methodology
* collects and records data that is drawn from primary sources – secondary data may be included
* creates a poster that presents relevant data, and draws detailed conclusion(s) related to the focus of their research
* uses a range of presentation forms including maps, statistical and visual data – the presentation is accurate, effective and follows correct geographic conventions
* critically analyses the findings – the analysis may be in the form of detailed statements for each piece of data presented supported with relevant evidence using appropriate geographic terminology
* provides detailed accurate conclusion(s) that relate to the aim(s) of their research and are linked to the data and findings – the student supports their conclusion(s) with relevant evidence
* provides a critical evaluation of the research process by building on the detailed evaluation required for Merit and discussing alternative, appropriate research methods and their possible implications
* thoroughly supports their analysis of the finding(s), conclusion(s) and evaluation with relevant evidence, integrating concepts, and geographic terminology.
 |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.