

## Assessment Update

### 1. NZQA Assessment Documents

- The 2007 Level 1-3 external exams, assessment schedules, judgement statements, revised achievement standards, and assessment reports are now all available on the NZQA website [www.nzqa.govt.nz](http://www.nzqa.govt.nz).
- The new 2008 Level 1 revised achievement standards Version 3 are on the NZQA Website, any older versions need to be discarded
- The updated and new the internal exemplars are available on the MoE's TKI Website available at: [www.tki.org.nz/e/community/ncea](http://www.tki.org.nz/e/community/ncea) also check the 'Just Up' section.
- The exam assessment specifications updated, as of April 2008, are on the NZQA Website.

### 2. Geography Skills List

At each NCEA level there is a Geography achievement standard that requires students to apply skills and ideas in a geographic context.

**Level 1:** 90205: Apply skills and ideas with direction in a geographic context

**Level 2:** 90334: Apply skills and ideas, in a geographic context

**Level 3:** 90704: Select and apply skills and ideas in a geographic context

The Assessment Matters circular containing the Skills List indicated they will be added to the 2008 Assessment Specifications when they are updated in March. The 2008 external assessment for standards 90205, 90334, and 90704 will be based on the skills included in the list. Geography skills not included in the list will not be included in the external assessment but may still be considered as part of internal assessment. The list will be reviewed each year as part of the normal cycle of examination review, and updated as necessary. It is not expected that significant changes will be made to the Skills List while the current achievement standards are being used.

### 3. Full Time National Moderators

Two full time National moderators for geography were appointed at the end of 2007. Moderation of the internal standards is the primary focus of their role to ensure the reliability of assessment and to help clarify for schools the requirements of the national standards. As time permits this could be extended providing examples of best practice including annotated samples of student work to be used as exemplars. There is some thought by the two geographer moderators that brief moderator updates could be included in the Network so teachers did not have to wait until the end of the year for the moderator reports.

#### **4. Alignment of Achievement Standards**

During 2008 subject associations have been given the task to Align standards with the relevant curriculum areas in the NZC. This also involves addressing any issues of duplication and credit parity. This includes both achievement and unit standards, and could see the deletion of unit standards that duplicate the existing achievement standards.

#### **5. Clarification of 2008 Level 1 Specifications AS90202 &AS90203**

Schools at the start of the year had a number of questions about the revised Level 1 standards and their specifications and wished for clarification.

e.g. For AS90202 (1.1) can a student gain excellence relating to only one ENE?

The standard states this but the specifications refer to two case studies – plural.

Is it possible for students to use case studies from different settings to answer different questions in the paper? Eg use a hurricane in the SWP for one question and a Hurricane in the Caribbean for another.

AS90203 (1.2) The standard refers to a population, however the specification refer to two using specific countries (Plural). Can we assume one country is sufficient?

If studying more than one country can students refer to different countries in different questions in the exam?

Teachers will not need to change what they have taught in the past if they do not wish to and in both 90202 and 90203 knowledge of ONE setting will be sufficient for the students to reach an excellence standard.

Re the above questions

1. A student can study as many ENE's as they wish but they only need to demonstrate knowledge of ONE in the exam. The plural comment in the specs is a catchall comment meant to say that students need to use a case study or some case study material. By using a plural statement it catches "one or more" case studies.

2. If a student has studied two case studies then both can be used in the exam. To eg use Q1 use a hurricane in the Pacific and in Q2 use a hurricane in the Caribbean.

3. Different countries can be used in 90203. eg some teachers may cover population studies in both NZ and India and their students will go into the exam armed with the knowledge of two countries both of which can be used if the student so wishes.

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