NZQA
New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

Assessment Report

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Level 2 Geography 2018

Standards 91240 91242 91243

Part A: Commentary

Candidates who were successful demonstrated comprehensive knowledge of the case study locations that are relevant to the standard and addressed the questions asked. They also wrote concise and focused answers that were insightful and incorporated appropriate geographic concepts. They integrated comprehensive case study information with flair.

Part B: Report on standards

91240: Demonstrate geographic understanding of a large natural environment

Candidates who were awarded **Achievement** commonly:

- Briefly described the characteristics and briefly alluded to how the environment changed over time
- provided a specific case study, but only of a limited nature.

Candidates whose work was assessed as **Not Achieved** commonly:

- misinterpreted the question
- failed to explain change over time
- failed to mention specific case study material
- responded to a narrow aspect of the standard and not to a sufficient level.

Candidates who were awarded **Achievement with Merit** commonly:

- explained in detail how characteristics were formed and changed over time
- explained how a group's perception changed over time with reference to the effect their perception had on the environment
- included detailed case study information.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated comprehensive knowledge of a range of characteristics and how they formed and changed over time
- produced comprehensive diagrams with detailed information
- provided answers that were insightful, incorporating appropriate geographic concepts
- integrated comprehensive case study information effectively.

Standard specific comments

The examination allowed candidates the opportunity to show their learnings through a range of examples across the three questions.

91242: Demonstrate geographic understanding of differences in development

Candidates who were awarded **Achievement** commonly:

- used appropriate case study evidence
- explained differences which included sufficient level of detail
- explained differences in development that had a spatial component.

Candidates whose work was assessed as **Not Achieved** commonly:

- described differences in development that did not include reasons for them
- used case study examples with no spatial component; e.g. case studies based on ethnicity or gender
- did not use case study information from two places, therefore there was no difference explained.

Candidates who were awarded **Achievement with Merit** commonly:

- answered both parts of the examination, including detail
- explained the reasons for differences in development with appropriate, detailed case study evidence
- explained, in depth, the differences in development in contrasting geographical locations.

Candidates who were awarded **Achievement with Excellence** commonly:

- explained comprehensively the differences in development in contrasting locations
- integrated detailed case study evidence throughout their responses

- used geographic concepts and terminology appropriately and with insight.

Standard specific comments

The standard requires differences in development in different geographical locations rather than in different groups of people. Differences in development must be spatial, not temporal.

It is expected that more recent examples of case study information is used.

Geographic information used should be appropriate and correct.

91243: Apply geography concepts and skills to demonstrate understanding of a given environment

Candidates who were awarded **Achievement** commonly:

- used conventions to complete skills activities, e.g. the use of symbols and a key in plotting features on the precis map. However, this was done either without accuracy, such as either locating features poorly, or not using specific supporting data in their interpretation of graphs
- related their response to the geographic concept(s) implicitly
- wrote responses that were largely descriptive, providing little explanation or reason
- provided some specific information from the resource material to support their response.

Candidates whose work was assessed as **Not Achieved** commonly:

- took little care – especially in using conventions and accuracy – when completing precis mapping and diagram construction
- repeated or copied information from the resource material without relating this to a geographic concept(s).

Candidates who were awarded **Achievement with Merit** commonly:

- took care in ensuring accuracy in the completion of skills activities, such as the location of features or the use of specific supporting data in the interpretation of graphs
- referred to and related their response to the geographic concept(s) explicitly
- focused their response on the relevant concept(s). This was achieved by writing them in their first sentence
- provided specific information from the resource material to support their explanation.

Candidates who were awarded **Achievement with Excellence** commonly:

- “unpacked” and applied the provided concepts
- wrote concise and focused responses
- used the given space in the booklet to readily obtain excellence. The use of extra space did not necessarily result in higher grades.
- provided insightful conclusions showing they had given the response a lot of consideration.

Standard specific comments

The criteria and explanatory note 2 of the achievement standard provides clear guidance to the requirements of this standard.

Geography subject page

Previous years' reports

2017 (PDF, 46KB), 2016 (PDF, 214KB)

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