

Assessment Report

Level 1 Geography 2017

Standards [91007](#) [91008](#) [91010](#)

Part A: Commentary

Successful candidates attempted all parts of each question, and gave reasons rather than simply identifying or describing and used appropriate case studies.

These candidates also integrated specific and detailed case study evidence, using geography concepts appropriately, showing good geographic knowledge overall.

Part B: Report on standards

91007: Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)

Candidates who were awarded **Achievement** commonly:

- described how an extreme natural event (or events) shaped their geographic environment(s)
- provided some supporting evidence from their chosen case study / studies.

Candidates who were assessed as **Not Achieved** commonly:

- described only partially how an extreme natural event shaped their geographic environment
- copied resource material (i.e. concepts or cultural effects)
- provided very general answers with minimal, if any, supporting evidence from a case study event or environment.

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

- explained how extreme natural events shaped their geographic environments
- provided detailed supporting evidence from case study events and environments.

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

- explained fully how extreme natural events shaped their geographic environments
- integrated supporting evidence from case study events and environments effectively throughout their answer, showing insight

- included relevant maps or diagrams, where appropriate
- applied the geographic concepts of processes, environments and change to show comprehensive understanding and insight.

Standard specific comments

Candidates are advised to utilise case studies where there is a wide range of specific evidence that they can draw upon when answering questions.

Some candidates could provide pre-prepared responses to question one on natural processes but did not include any supporting evidence that linked their answer to their environment, and the specific extreme natural event they had chosen to write about. A general understanding of earthquakes does not meet the criteria for the standard if there is no chosen environment and extreme natural event within the answer.

Many candidates did not provide supporting detail in their responses to question two on vulnerability. Candidates often showed understanding of the vulnerabilities, but the evidence was too general and not linked clearly enough to their chosen environment. Common examples included candidates writing about unconsolidated soils in Christchurch, or poor building standards in Napier, Haiti or Christchurch. Supporting evidence such as names or locations of suburbs or specific buildings was often missing from candidates' answers, and this limited the grade that could be awarded for this question

91008: Demonstrate geographic understanding of population concepts

Candidates who were awarded **Achievement** commonly:

- briefly described population concepts
- made brief reference to supporting evidence from a case study
- labelled most of the demographic transition model diagram correctly
- described a change in population without explaining ideas.
- identified a sustainability issue but were not able to clearly explain how this was being resolved by government or other agencies.

Candidates who were assessed as **Not Achieved** commonly:

- did not use a case study or used an inappropriate case study, e.g. Africa
- did not accurately describe natural and/or cultural factors influencing population distribution
- did not correctly label the demographic transition model
- were unable to accurately identify valid changes to a population
- identified a sustainability issue but were unable to describe it or link it to population sustainability.

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

- explained the factors that influenced population location and made valid references to case study materials
- named the parts of the demographic transition model accurately and explained a range of changes to the population of a country
- identified and described a sustainability issue and made some attempt to link it to population sustainability.

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

- showed insightful and comprehensive understanding of population concepts such as factors influencing population distribution, changes in a country's position on the demographic transition model and the sustainability of a population
- included specific detail with regards to names of places and statistics of the population
- made valid and detailed references to case study material
- referred to the whole case study, not just parts of it, e.g. discussed numerous areas in New Zealand and not just Auckland vs Southern Alps
- used geographic terminology consistently and throughout their answer.

Standard specific comments

Candidates need to ensure they read all parts of the questions. Many missed that there were two parts to the question focused on population sustainability. This concept was not well understood and many focused on a population issue without making any connection to sustainability.

91010: Apply concepts and basic geographic skills to demonstrate understanding of a given environment

Candidates who were awarded **Achievement** commonly:

- used basic skills to show their understanding of the environment, however, this was lacking in precision
- did not attempt skills that required construction such as a cross section, bar graph or précis sketch
- made brief reference to evidence from the resources to support their answers
- showed a basic understanding of geography concepts.

Candidates who were assessed as **Not Achieved** commonly:

- did not attempt, or only partly attempted each question
- did not use resource evidence to support their answers
- lacked understanding of geography concepts.

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

- used basic skills with precision to show their understanding of the environment
- used skills with appropriate conventions OR accuracy
- used detailed evidence from the resources to support their answers.

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

- used basic skills with consistent precision to show their understanding of the environment
- used skills with appropriate conventions AND accuracy
- used detailed and specific evidence from the resources to support answers throughout the paper
- used geographic terminology, particularly when discussing locations.

Standard specific comments

The paper contained a variety of basic geographic skills and a focus on precision, in terms of the use of conventions and accuracy.

Candidates who used key words in the supplied geography concept definitions were better able to show a comprehensive understanding and were rewarded with higher grades.

It is strongly recommended that candidates include specific references to resource material wherever possible to enable them to show a comprehensive understanding of the geographic environment.

[Geography subject page](#)

Previous years' reports

[2016 \(PDF, 0KB\)](#)

Copyright © New Zealand Qualifications Authority