

Assessment Report

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Level 1 Geography 2018

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Part A: Commentary

Candidates are expected to show understanding of relevant concepts, ideas and environments. It is important that candidates are well prepared to adapt their learning to the questions being asked in the examinations. Candidates who included the geographic concepts and explained how sequences of events were linked or connected, and therefore interacted, obtained higher grades. It should also be noted that interaction does not have to be reciprocal.

Interesting and relevant case studies are being used to support written responses. However, it is advised that case studies are carefully selected to enable candidates to articulate their understanding across all aspects of the standard. In addition, the integration of case study material is encouraged. Those students who were able to provide detailed case study evidence throughout their responses tended to gain higher grades.

The integration of geographic concepts is a key component of the Excellence criteria of the standards. Candidates should be familiar with these concepts and be adept at using them in a variety of contexts. It is encouraged that candidates unpack the concept definitions supplied with each question and use key-words in their responses. This enables them to showcase a full understanding of the concept and leads to well-written answers that show a “geographic” understanding of the environment in question.

Where candidates were required to respond to ONE factor rather than a range of factors, it is the depth of understanding of that one factor that was required.

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) had shaped their geographic environment(s)
- provided some supporting evidence from their chosen case study/studies.

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

- described partially how an extreme natural event shaped their geographic environment
- failed to answer all parts of the examination
- misinterpreted the questions being asked
- copied resource material from the paper (i.e. concepts) rather than using it to support their key ideas
- provided very general answers in some (or all) of the paper with minimal (if any) relevant supporting evidence from a case study event or environment.

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

- explained how extreme natural events shape geographic environments
- provided some detailed supporting evidence from case study events and environments to support their key points.

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

- explained fully how extreme natural events shaped geographic environments
- integrated detailed supporting evidence from case study events and environments effectively throughout their answer to show insight
- added relevant detailed maps/diagrams, where appropriate
- applied the geographic concepts of interaction, change or sustainability to show comprehensive understanding and insight
- provided structured, in-depth answers.

Standard specific comments

Candidates should be guided towards case studies where there is a wide range of specific evidence that they can draw upon when answering questions. Some candidates were able to provide rote-learned responses when referring to natural processes, but did not include any supporting case study evidence. A general understanding of earthquake processes, for example, does not meet the criteria for the standard if there is no reference to a case study environment, or extreme natural event (ENE) within the answer.

Candidates who adapted and wrote answers in their own words showed a deeper understanding of the concept of interaction, and integrated this into their response.

Many candidates wrote detailed responses about the effect of the ENE on animals (e.g. Paua in Kaikoura or Birds in New Orleans). This was only used as supporting evidence if candidates described or explained the initial effect on the environment (i.e. uplift along coastlines in Kaikoura or coastal erosion of beaches/dunes in New Orleans).

Some candidates wrote only about short-term responses. Candidates who had learned a range of different responses, including long term responses, provided detailed descriptions or explanations of these with supporting evidence which helped them attain higher grades. While it is recommended that students use relevant and contemporary case study/studies, it is also advised that at least one

case study is chosen that covers the ENE to its completion as the long-term effects and responses can be very significant.

For candidates to show deep understanding of the effects of their chosen ENE on the natural environment, they are required to fully explain at least one effect.

Due to the three-question format of this paper, candidates needed to manage their time effectively.

91008: Demonstrate geographic understanding of population concepts

Candidates who were awarded **Achievement** commonly:

- described at least two population concepts
- included some relevant case study information
- used data or a model to describe a population concept.

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

- could not adequately describe population concepts
- provided very general answers in some (or all) of the paper with minimal (if any) relevant supporting evidence from a case study event or environment
- wrote memorised material that did not relate to the question.

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

- explained at least two population concepts by incorporating relevant reasons
- provided some detailed supporting evidence from their own case study regions and/or countries.

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

- explained geographic concepts using their case studies as examples

- understood that their own case study may have specific aspects that differ from the generalisation of the concept
- provided detail and specific evidence and avoided gross generalisation particularly about large and diverse countries such as India and China
- explained comprehensively at least two population concepts
- used contemporary case study material
- made a well-considered choice of migration type in Question Three that was relevant to their case study.

Standard specific comments

Candidates should be encouraged to focus on the key words in the questions so that their response is relevant.

In order to achieve higher grades, candidates are required to provide an explanation. They are expected to provide reasons in their response, rather than simply describing the population concepts.

For candidates to obtain Excellence, they are also required to use a geographic concept in their response. These students referred to and elaborated on a geographic concept in at least one of the questions.

Candidates need to identify the requirements of each question and question part. Questions that have two parts have different requirements and some students did not appear to have recognised this aspect.

Although diagrams and/or maps were not specifically asked for in the questions, some candidates chose to include them where they felt it was necessary and, these candidates generally scored well.

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

Candidates who were awarded **Achievement** commonly:

- applied basic geographic skills, but lacked precision

- included geographic concepts
- included general evidence from the resource booklet
- used some conventions when applying skills.

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

- applied geographic concepts OR basic geographic skills, but not both
- did not recognise/understand the language used in the questions or geographic terminology
- constructed a bar graph instead of a line graph
- did not show any understanding of the resource material provided.

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

- applied geographic skills with some precision
- used a range of conventions when applying geographic skills
- applied geographic concepts in detail to the given environment
- included specific evidence from the resource booklet.

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

- applied geographic skills with precision
- used a range of conventions when applying geographic skills
- used geographic terminology effectively
- showed a comprehensive understanding of geographic concepts by effectively interpreting the resource material and conveying this in a holistic way
- integrated specific evidence from the resource booklet when applying geographic concepts
- interpreted the questions accurately and took hints from the language used in a geographic context. For example, “explain”, “perspective”, “location”, etc.

Standard specific comments

This paper gave candidates the opportunity to apply basic skills AND conventions to the chosen environment. Candidates who were able to do so with precision obtained higher grades. Precision includes the accuracy of the skill being

assessed and also the appropriate use of a range of conventions. The ability to use conventions that enable a clear and concise interpretation of an environment led to Achievement with Merit or Excellence grades.

Candidates that had access to coloured pens or pencils were able to show precision in the convention of shading and using a key, which helped them to gain higher grades.

Candidates are also required to show understanding of geographic concepts in relation to the given environment. Those candidates that used the concept in their answer were successful, while those that unpacked the concepts and used key words in their given definitions in their response obtained higher grades.

While there is extra space given at the back of the booklet, candidates are advised to use the given space in each question to supply detailed but concise answers. In relation to geographic concepts, well written responses had usually reached Excellence level without resorting to the extra space at the back of the booklet.

While the concepts of “environments” and “perspectives” were generally well understood, candidates struggled with the geographic concept of “pattern”.

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Previous years' reports

[2017 \(PDF, 46KB\)](#), [2016 \(PDF, 217KB\)](#)