

Assessment Report

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Level 3 Geography 2018

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Part A: Commentary

The difference between the key terms of describe, explain and analyse need to be clearly understood by candidates in order to meet the requirements of the questions.

Candidates must read all parts of the question carefully so that diagrams and written responses show evidence of the required understanding.

Part B: Report on standards

91426: Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment

Candidates who were awarded **Achievement** commonly:

- limited their case study evidence to names of places or landforms
- drew basic diagrams and/or brief written responses
- described the process rather than explaining or analysing the interactions.

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

- did not describe the interaction of *two* natural processes in part A or B
- wrote about temporal change
- focused their response too narrowly within their chosen New Zealand geographical environment
- focused on the formation of a feature without discussing how that feature was different to another within the chosen environment
- lacked specific case study evidence.

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

- supplied case study evidence with specific details and reference to names and processes throughout the answer. For example, the names of specific vegetation, soil types, wave heights, beach profiles, sediment volumes, etc.
- explained, in detail, the interaction between processes
- analysed the reasons for spatial variation in detail.

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

- presented specific supporting case study evidence throughout the whole answer
- demonstrated insight by regularly referring to the links between processes and the reasons that these links caused spatial variation(s) within the chosen environment

- demonstrated a comprehensive understanding of how interacting processes create different spatial variations by covering two or more processes.

Standard specific comments

Many candidates used coastal case studies in their responses.

91427: Demonstrate understanding of how a cultural process shapes geographic environment(s)

Candidates who were awarded **Achievement** commonly:

- named a cultural process and a clearly defined geographic environment
- showed a basic understanding of the operation of a cultural process in either part (a) or part (b)
- focused on how the cultural process operated over time with few or inferred links to specified changes caused within the environment
- provided some straightforward reasoning that linked the operation of their selected cultural process to changes over time in their environment. This could be inferred in one instance
- described and partially explained variations created in a geographic environment but did not analyse with any depth.

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

- were unable to name a cultural process or a clearly defined geographic environment on page 3 or 4, and the selection of a process or environment was not evident in the written response
- did not include any map or diagram
- wrote descriptive answers that listed facts or provided a history of the environment without any links to how the cultural process changed an environment over time

- misinterpreted the question and wrote a response which was all about impacts caused by the operation of the process and/or spatial variations caused by the operation of the process with no links to changes over time
- could only infer reasons for changes in the environment over time
- did not have a sufficient range of variations explained (i.e. more than one)
- failed to include any references to time within their response
- showed limited understanding of how their cultural process operates.

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

- named a cultural process and a clearly defined geographic environment
- constructed a relevant map or diagram that partially explained the operation of their selected cultural process
- demonstrated a detailed understanding and an in-depth analysis of how a cultural process operates to cause temporal variations in a selected geographic environment
- linked the operation of the process and the variations caused over time – some were explained more clearly than others
- provided detailed case study evidence relating to their selected geographic environment to back up answers.

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

- constructed a relevant map or diagram that clearly explained the operation of their selected cultural process
- provided a comprehensive analysis of how temporal variations were created as a result of the operation of the cultural process in a geographic environment
- included an analysis of the links between elements of the cultural process. These links were then clearly connected to the outcome of changes in the environment
- used integrated supporting case study evidence throughout and correct geographic terminology is included within their response to demonstrate insight
- expressed ideas logically and fluently by breaking variations into time frames or elements. This was evident through the planning page.

Standard specific comments

Many diagrams only consisted of a map of the key features of the environment or two maps showing the change in elements/features of the environment over time. These did not accurately answer part (a).

To show understanding of the operation of a cultural process, candidates should be able to explain how elements within a process affect one another and how external factors can impact a process.

Tourism Development was by far the most commonly selected cultural process.

Some cultural processes lend themselves better to the requirements of this achievement standard than others. The elements of a process must be clearly identifiable, so candidates can make links between elements and draw conclusions. This is essential for the 'insightful analysis' required to achieve at excellence level.

Cultural processes where the elements of the process are several other cultural processes do not easily allow candidates to meet the requirements of the standard. For example, Globalisation as a cultural process with the elements of the process that include migration and industrialisation is a difficult and complex cultural process for students to comprehensively analyse in the constraints of an examination.

Responses that contained technical detail such as the use of models like the Butler model and/or cumulative causation, and geographic terms like allocentric/psychocentric showed a higher level of understanding.

Candidates who appeared to write pre-learned responses on the operation of the process over time struggled to move past an achieved level unless the changes in the operation of the process over time were linked as the cause of changes in the geographic environment.

91429: Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills

Candidates who were awarded **Achievement** commonly:

- were descriptive in their responses rather than analytical
- elaborated on one point rather than explaining multiple aspects
- applied some basic geographic skills but lacked precision
- lacked understanding of perspectives
- considered views for and against mining rather than perspectives.

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

- understood the idea of access but not accessibility as related to ease of movement
- applied geographic skills insufficiently across the whole paper
- lacked basic geographic skills with graphing
- considered perspectives as being 'positive' or 'negative' rather than using the information provided
- copied from resources without displaying any understanding of the content.

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

- understood and applied the key command terms in the questions to their answers correctly
- identified a range of points
- utilised a range of sources to exemplify their ideas
- supported their answers with specifics from the resources
- understood the concept of perspectives
- interpreted the sources rather than copying large tracts of material
- justified their recommendation by being pro or anti uranium mining as an option for Greenland's future.

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

- made insightful connections between the resources
- used non-textual information in their answers
- displayed confident use of geographic skills with graphing

- addressed concisely the questions and were logical in their response
- referred to more than one group/individual when analysing the perspectives
- justified their recommendation
- considered options other than uranium mining for the future of Greenland.

Standard specific comments

Candidates are encouraged to read the resources and questions prior to writing their responses. Candidates who do not, are inclined to over-write a response to include material that is required in a subsequent question.

Candidates should endeavour to demonstrate their understanding of geographic skills where possible. For example, in Question One, to use information from the visuals and not just the text to show a detailed and comprehensive understanding of the environment and context.

[Geography subject page](#)

Previous years' reports

[2017 \(PDF, 52KB\)](#), [2016 \(PDF, 223KB\)](#)