

Assessment Report on NCEA 2019

Subject: Geography

Level: 3

Standard Numbers: 91426, 91427,
91429

Part A: Commentary

Candidates who understood the differences between the key terms of describe, explain, and analyse met the requirements of the questions being asked.

Part B: Report on standards

1. Assessment Report for 91426

Candidates who were awarded **Achievement** commonly:

- had limited case study evidence for names of places or landforms
- included incomplete diagrams and/or written answers
- described the process rather than explaining or analysing the interactions between the processes.

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

- did not draw a map for part A
- lacked specific case study evidence

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

- gave specific and detailed case study evidence with reference to names and processes throughout their answer. For example, the names of specific vegetation, soil types, wave heights, beach profiles, sediment volumes, etc.
- explained the interaction between processes in detail

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

- integrated specific supporting case study evidence throughout their response
- showed insight by consistently referring to the links between processes
- included two or more processes to show a comprehensive understanding of how processes interact.

2. Assessment Report for 91427

Candidates who were awarded **Achievement** commonly:

- named a cultural process and clearly defined a geographic environment
- showed a basic understanding of the operation of a cultural process in either part (a) or part (b)
- focused more on explaining the impacts rather than explaining the operation of the cultural process as the cause of the impact
- provided some simplistic reasoning linking the operation of their selected cultural process to the impacts on people and/or the environment
- described and partially explained a range of impacts in a geographic environment but did not include sufficient depth in their analysis.

Candidates who were awarded Not Achieved commonly:

- wrote descriptive answers that focused solely on how the cultural process operated over time with no links as to how this caused impacts on people and/or the environment.
- only inferred impacts on the environment
- showed limited understanding of how their chosen cultural process operates.

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

- constructed a relevant map or diagram that partially illustrated features and characteristics of their cultural environment caused by the operation of the process
- demonstrated a detailed understanding of how a cultural process operates to cause impacts on people and the natural and/or cultural environment
- made links between the operation of the process and the impacts on people and the environment although some were explained more clearly than others
- provided detailed case study evidence relating to their selected geographic environment to support their answers.

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

- constructed a relevant map or diagram that illustrated features and characteristics of their cultural environment caused by the operation of the process
- provided a comprehensive analysis of how a cultural process operates to cause impacts on people and the environment (natural or cultural)
- included an analysis of the links between elements of the cultural process and how these lead to impacts on people and the environment
- integrated supporting case study evidence throughout with correct geographic terminology showing insight
- expressed ideas logically and fluently by breaking impacts into subsequent categories such as social, economic, short term, long term, positive, negative and may have weighed up the significance of impacts analysed.

Standard specific comments

Some candidates drew diagrams instead of a map for part (a). These did not accurately answer part (a) as it needed to illustrate the characteristics and features of the environment which requires a spatial element.

Candidates that wrote pre-learned answers on the operation of the process over time tended to score poorly as their response did not meet the requirements of the question unless the changes in the operation of the process over time were linked to impacts caused to people and the environment over time.

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

Some evidence of students who had constructed response based on older achievement standard looking at factors causing change to the environment which limited some answers.

Tourism Development was by far the most commonly selected cultural process. A small percentage opted to analyse migration and/or globalisation to varying degrees of success.

Some cultural processes lend themselves better to the requirements of this achievement standard than others. When selecting a cultural process, ensure that elements of a process are clearly identifiable so that providing an insightful analysis through an analysis of the links between the elements of the cultural process to draw conclusions is possible. This is part of the achievement standard requirement for Excellence so should be made clear to candidates so that they are not disadvantaged.

Cultural processes such as globalisation could be problematic when the elements of the process were poorly identified or understood.

Some candidates failed to show an understanding of how globalisation worked as a process and/or were taught it as being the result of a combination of other processes such as migration and transportation development. This does not meet the requirements for this achievement standard which expects candidates to analyse a single cultural process

3. Assessment Report for 91429

Candidates who were awarded **Achievement** commonly:

- used limited evidence to support their statements
- relied mostly on copying the resources into their answers rather than taking meaning from them and using this to show understanding
- drew an appropriate graph well or the most appropriate graph with some conventions

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

- did not refer to concepts
- made their own assumptions rather than using information from the resources provided
- included only descriptive responses rather than analysing or interpreting information
- made statements but did not link them to the question in a way that demonstrated they understood the question.

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

- written responses, showing an understanding of the given environment
- analysed given information rather than describe them from the resources
- used relevant detail well to support their answers
- made sound conclusions from the information provided
- demonstrated sound understanding of the resources and the concepts by paraphrasing rather than copying resource materials.

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

- evaluated critically the positive and negative effects associated with solar power
- were logical in their answers, using a range of ideas to help develop their reasoning.

Standard specific comments

Candidates should read the resources and questions prior to writing their responses. Candidates who do not fully read through the entire question lack planning and are inclined to over-write a response or repeat material that is required in a subsequent question.

Candidates are encouraged to demonstrate their understanding of geographic skills where possible and use information from both the visuals and texts to show detailed and comprehensive understanding of the environment and context.

Candidates who rely on copying large amounts of text from one resource to answer a question are unlikely to achieve. Using a range of resources is encouraged as it is an important skill at level three to be able to integrate materials from a range of sources to show understanding of an unfamiliar environment.