



New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Report

Level 1 Geography 2016

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

Part A: Commentary

Level One papers followed the format of previous years, with a range of relevant skills and related concepts assessed across each of the three standards. Candidates who attempted all questions, applied their case study (studies) knowledge, and demonstrated the required skills, were awarded Merit. Candidates who used geographic terminology and showed insight were able to obtain Excellence grades.

Candidates should be aware of the Assessment Specifications and refer to the required list of equipment, which is specific to the year, so they come fully prepared for exams

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 extreme natural events shape geographic environments
- provided some supporting detail from a case study event or environment.

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

- described partially how extreme natural events shape geographic environments
- did not include any supporting evidence
- did not show any understanding of the concepts of process, change or perspective.

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

- attempted to explain, or explained, how extreme natural events shape geographic environments
- provided detailed supporting evidence from case study events and environments
- showed some understanding of the geographic concepts of process, change, and perspectives.

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

- explained fully how extreme natural events shape geographic environments
- integrated supporting evidence from case study events and environments effectively throughout their answer, to show insight
- added a relevant map / diagram, where appropriate
- applied the given geographic concepts to show comprehensive understanding and insight.

Standard-specific comments

Candidates should have sufficient depth of case study material to be able to fully explain at Excellence level, rather than just listing related facts.

Some case study choices were outdated and did not include enough detail, such as the Tarawera eruption. Using such a case study did not provide candidates with the opportunity to give comprehensive responses from a group's and / or individual's perspective. Likewise, candidates who used Hurricane Katrina and the Napier Earthquake as case studies, did not include enough sufficient detailed supporting evidence to reach Excellence level.

The standard examines how "extreme natural events shape the environment", however some candidates focused too much on telling the story, i.e. what happened, rather than explaining the processes involved.

91008: Demonstrate geographic understanding of population concepts

Candidates who were awarded **Achievement** commonly:

- described briefly several population concepts and provided some case study material to support their description
- identified a population pyramid for their case study with an appropriate reason or identified most of the labels for the migration model
- showed the population distribution of their case study, with a supporting statement.

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

- did not include accurate or relevant material

- did not identify a population pyramid for their case study
- were confused about distribution and migration.

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

- explained population concepts giving reasons to support their descriptions
- drew an accurate map / diagram complete with annotations
- provided detailed and accurate supporting evidence.

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

- showed insightful and comprehensive understanding by considering the complexities associated with population concepts such as changes in a country's position on the demographic transition model, factors influencing migration, or the location of population
- used geographic terminology confidently and fully integrated it into their responses
- used accurate and up to date case study material to support their explanations of concepts.

Standard-specific comments

A wide range of relevant, up to date, useful case studies were used, with some very good maps as supporting evidence.

New Zealand migration material is often outdated and candidates are often unaware of modern trends, so rather focused on historic trends such as northward migration after the gold rushes and rural-urban (New Zealand has been largely urban for some decades). External migration trends used were also often out of date.

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

Candidates who were awarded **Achievement** commonly:

- attempted most questions, showing some understanding
- gave at least one piece of evidence to support their answers
- used measurements in their answers, e.g. mm
- did not label the axis on the graph accurately with months
- did not draw the précis map with accuracy.

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

- did not complete all questions, or failed to give any supporting evidence in their answers
- did not draw a climate graph, or used incorrect scales, and incorrectly labelled axes
- did not correctly calculate the average temperature (adding three numbers and dividing by three), or the total rainfall (adding four numbers)

- did not use measurement labels, e.g. mm or °C
- referred to the incorrect resources when answering questions
- did not attempt the précis map with sufficient accuracy.

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

- attempted all questions
- referred to appropriate resources when answering the questions, but did not answer with both detail (evidence) and explanation
- made more than one mistake in drawing the précis map
- plotted the climate graph correctly and calculated the answers correctly
- referred to one of the concepts.

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

- gave detailed explanations using geographical terminology from the question, and demonstrated insight
- wrote fluently and demonstrated their understanding by applying relevant concepts, referring to a variety of appropriate land uses and resources
- completed both the graph and the précis map accurately.

Standard-specific comments

The Assessment Specifications for 2016 included mention of a calculator. Some candidates indicated that they did not know this, and left these answers blank.

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