

Assessment Report

Level 2 Geography 2016

Standards [91240](#) [91242](#) [91243](#)

Part A: Commentary

Candidates who achieved higher grades integrated geographic concepts and terminology, and used current case studies with contemporary information.

These students also took care in choosing appropriate case study locations that allowed for a broader range of the criteria of the achievement standards to be met.

Part B: Report on Standards

91240: Demonstrate geographic understanding of a large natural environment

Candidates who were awarded **Achievement** commonly:

- provided limited detail and demonstrated a basic understanding of their chosen large natural environment
- provided answers that generally lacked depth
- applied some case study material.

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

- did not accurately interpret questions
- referred to “interaction” in part (a), rather than “formation and change”
- limited their answer to an individual’s or group’s perception in part (b), rather than how perception had changed over time
- did not attempt all parts of the question.

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

- provided relevant diagrams that showed a range of changes in their chosen large natural environment over time
- showed an understanding that individual's or group's perceptions change over time
- provided detailed diagrams and case study material to back up the statements
- provided more detail and greater depth in at least one part of the question.

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

- showed in-depth understanding of both parts of the paper
- integrated their diagrams with an explanation of how the large natural environment has formed and changed over identified periods of time
- provided comprehensive explanation on how group's or individual's perceptions of their large natural environment changed over time
- integrated geographic concepts, with insight
- integrated comprehensive, detailed, and relevant case study material.

Standard-specific comments

Landscapes that are selected to be studied need to be large enough to allow coverage of all the requirements of the standard.

The more contemporary case studies used by candidates often showed better understanding.

91242: Demonstrate geographic understanding of differences in development

Candidates who were awarded **Achievement** commonly:

- showed understanding of the concept of "development"
- used descriptive answers, rather than explanatory, and in many cases were brief
- included supporting case study data from specific case study areas

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

- used pre-prepared answers that were not relevant to the question
- did not include case study information about areas, but instead used gender or ethnicity as case studies
- made generalisations or used stereotypes about countries.

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

- used detailed case studies across the paper

- used case studies that allowed in-depth explanation of the differences
- made definite links between factors and differences
- related the use of specific indicators to measure differences in development.

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

- wrote an in-depth response that succinctly and clearly answered all parts of the question
- integrated relevant case studies, geographic concepts and, geographic terminology that supported their in-depth.

Standard-specific comments

Some candidates used out of date case studies that is no longer relevant, or used information that did not allow them to obtain higher grades.

Candidates who used pre-prepared answers often did not refer to the question.

91243: Apply geography concepts and skills to demonstrate understanding of a given environment

Candidates who were awarded **Achievement** commonly:

- used geographic conventions appropriately to present and interpret information
- showed understanding of geographic concepts, by using and incorporating appropriate concept terminology in their responses
- included some appropriate case study information, supporting their responses.

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

- incorrectly used geographic conventions, especially in relation to a map key, and appropriate graph axes
- did not follow instructions such as drawing a multibar graph, rather than a multiline graph, as required
- did not specifically refer to the geographic concept in their answers
- copied information from the resource booklet, rather than interpreting and applying it in the context of the question
- did not use specific information to support their answers.

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

- showed a high level of accuracy in plotting information, when using geographic mapping and graphing skills
- displayed a high level of skill application by showing a projection on a graph

- showed detailed understanding of geographic concepts by explicitly applying the concept to a geographic context
- included a range of specific information in supporting their responses.

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

- showed a thorough understanding of geographic concepts by unpacking the concept definition and using key terminology in the responses
- supported written explanations with detailed appropriate evidence throughout responses
- wrote succinct answers that demonstrated insight.

Standard-specific comments

Candidates who had paid attention to the accuracy required by the Achievement Standard of the skill being assessed, achieved at a higher level. These candidates used geographic skills appropriately to show their understanding of the environment.

Candidates who understood and integrated geographic concepts into their answers tended to achieve the higher grades.

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