

National Certificate of Educational Achievement

2013 Assessment Report

Geography Level 3

- 91426 Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment**
- 91427 Demonstrate understanding of how a cultural process shapes geographic environment(s)**
- 91429 Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills**

COMMENTARY

Candidates who performed well across all three standards wrote clear and concise answers that included evidence from specific case studies.

Candidates should be aware that to gain excellence they need to demonstrate “comprehensive understanding” which means they must use geographic terminology and concepts, and show insight in their responses, as well as integrating detailed case study evidence throughout their responses. Rote learned answers will seldom be awarded higher grades as they are likely to not fully address the question.

For the skills standard (91429), copying out chunks of the written resources showed a lack of understanding of the given environment and or/concept being examined. Candidates are encouraged to make use of the planning pages so that their work is well organised and logically written.

STANDARD REPORTS

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

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- drew diagrams in which the characteristics/spatial variations such as shape and scale were implied rather than labelled clearly
- showed basic understanding of how interacting processes resulted in a feature or spatial variations in a named environment
- produced rote learned answers such as using three features instead of one, resulting in a lack of depth to the overall response
- implied the linkage/ interaction between processes.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- drew diagrams that were very generic or included the whole environment without addressing the question
- did not understand what a feature and/or characteristics referred to
- confused elements with processes, for example; climate with orographic rainfall, and vegetation with vegetation succession
- for Question One, wrote answers based only on the formation of a feature with no reference to its present characteristics
- did not understand the term ‘spatial variations’ and tried to explain spatial variations using vegetation succession which is a temporal change
- did not understand the term ‘analyse’ (For example just named different processes)
- treated the processes separately without any reference to how they link or interact.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- drew diagrams using appropriate annotations that included brief descriptions of at least two characteristics or spatial variations
- explained how interacting processes linked to specific characteristics of a feature
- explained how interacting processes linked to several spatial variations
- provided some depth in their answers for the processes and/or spatial variations.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- explained using geographic terminology and technical understanding how interacting processes linked to specific characteristics of a feature
- explained using geographic terminology and technical understanding how interacting processes linked to specific spatial variations
- showed evidence of careful planning so that answers flowed and read well
- kept referring back to the question stem in their answer to ensure their ideas were on target and relevant
- used specific information (place names, dates, statistics) and related to the question throughout their answers.

OTHER COMMENTS

Most candidates wrote on their chosen named environments and used appropriate processes. But while it was clear that most candidates understood some basic physical geography, many failed to read and unpack the question and as a result struggled to provide the necessary relevant information. A major change this year was to show an understanding of how processes interact which seemed to be a challenge for many candidates. Timing did not appear to be an issue and most candidates wrote extensive answers. However, they failed to plan effectively and as a result their responses often did not flow or include the required level of depth.

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

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- provided a diagram that identified patterns but did not provide any details i.e. they drew a map but only labelled places/features
- managed to write about some patterns (e.g. linear, concentrated or dispersed) but missed the causes of the pattern (or just implied them)
- demonstrated some understanding of how the cultural process operated
- used some supporting case study evidence
- when trying to explain the patterns, candidates often confused the ideas about location and accessibility with the operation of the cultural process, wrote a description with little analysis, and described variations without including causes of it

- described the changes over time but did not include the factors that had led to these variations.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not write enough content or explanation on the topic
- did not provide supporting case study evidence
- did not provide specific environmental details
- had a very limited geographic terminology and ideas/understanding e.g. wrote “Rotorua CBD is at the bottom of Lake Rotorua” instead of writing that it is south of Lake Rotorua
- did not attempt one of the two sections of the paper, either the map or the paragraphs
- wrote without specific geographic terminology or case study material
- did not describe what the spatial/temporal patterns were or where they were
- did not analyse the way the process operates
- wrote little or no specific information about their chosen setting
- provided rote-learned responses.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- used specific information about their chosen setting
- drew a diagram that identified patterns and included annotations to describe the pattern
- included detailed supporting case study evidence
- analysed in detail, how the cultural process operated to cause these variations
- used case studies that had enough breadth to provide opportunities to show their understanding
- wrote about specific dates, place names, businesses
- showed understanding of spatial or temporal patterns
- produced a clear series of maps showing change over time
- gave detailed supporting evidence about their chosen setting.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- gave explanations that linked more than one idea, often encompassing geographical concepts
- were able to annotate the maps or diagrams with additional information or explanations
- expanded on the spatial/temporal variations with specifics and referred to the map
- integrated detailed supporting case study evidence throughout the answer
- comprehensively explained how the cultural process operated to cause the variations
- provided a detailed diagram that clearly identified the patterns and included specific and accurate annotations to describe and explain the pattern
- effectively incorporated their case study material into their responses

- showed that they clearly understood how the cultural process operated and how this resulted in spatial/temporal variation, using a variety of examples and giving well-reasoned conclusions
- linked explanations to wider economic, social and political factors, showing a depth of understanding
- clearly outlined the factors causing change, what the change was, and when it happened
- integrated comprehensive supporting evidence about their chosen setting.

OTHER COMMENTS

Candidates who performed well wrote clear and concise answers that provided specific case study evidence within the space provided. The lines given are an indication of the expected length of answer. Candidates should be aware that to gain excellence they need to demonstrate “comprehensive understanding” which means they must use geographic terminology and concepts, and show insight in their responses, as well as integrating detailed case study evidence throughout their responses. Some candidates wrote full and detailed answers but did not achieve higher grades because they gave a prepared answer that did not address the actual question. For example they wrote about impacts or positive and/or negative social and/or economic factors. Also many candidates wrote about allocentric or psychocentric tourism but not relate them to spatial or temporal patterns.

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

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- understood the concepts of interaction, change and sustainability
- drew a bar graph or failed to complete a graph with the correct conventions
- understood how change affects air quality
- argued for sustainability being likely/unlikely but did not address the “critically evaluate” aspect of question three.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- included few specifics throughout answers
- copied large amounts of text from the resources and did not apply it to the question
- described a relationship rather than explain an interaction between aspects of the environment
- explained two cultural aspects of the environment or described the environment in general terms
- referred to resources other than the ones they were directed to use.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- used more than one resource to analyse the environment aspects
- referred to a variety of ways that change is significant to the quality of air
- integrated sufficient detail in their answers that demonstrated a sound level of understanding throughout their answers.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- demonstrated a comprehensive understanding of interaction by analysing a variety of resources effectively
- used the resources well and applied geographic skills such as distance, direction, latitude and longitude to analyse the environment
- were able to apply geographic skills consistently throughout their responses
- critically evaluated the concept of sustainability and were able to draw sound and balanced conclusions.

OTHER COMMENTS

Candidates are encouraged to avoid copying materials directly from the resources and need to carefully read the concept box accompanying the question. Candidates must read all questions carefully and address each aspect of them. Candidates must fully address the command term in each question in order to achieve with Excellence.