

2015 NCEA Assessment Report

Geography Level 1 91007, 91008, 91010

Part A: Commentary

In all three papers candidates who had learnt their case study material thoroughly, completed or attempted all the questions, followed geographic conventions and applied well practised skills achieved the standards.

Part B: Report on standards

1. Assessment Report for 91007: Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> used only limited supporting evidence were unable to annotate but labelled their diagrams used minimal case study evidence were unable to apply given concept to the question.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> failed to complete all sections of the examination paper. used limited or no supporting evidence responded incoherently without relating to the questions were unable to link a case study to the question.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> used detailed case study evidence in parts of their answers. failed to refer to the concept in their answer. explained rather than only provide descriptions in their responses wrote good paragraph answers but did not integrate case study material drew very good diagrams but were unable to fully annotate and add case study material showed understanding of cultural or natural vulnerabilities but not both, or failed to add a range of case study evidence to support their answer lacked detail of case study groups who helped after the extreme natural event.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> integrated detailed specific evidence throughout their answers wrote structured responses that included an introduction and a conclusion incorporated concepts for each question drew clear process diagrams with additional case study material were able to explain both cultural and natural vulnerabilities and supported their explanations with in-depth case study material gave well-structured answers with example of at least one group offering in-depth and insightful material demonstrated strong literacy skills offering robust answers that were linked to the questions and included relevant concepts Demonstrated careful planning showing insight, clarity and flair.
Standard specific comments	<p>Some case studies were more appropriate than others.</p> <p>Where an Extreme Natural Event on a small scale was chosen, for example, a local flood, it was difficult to have enough in depth case study material to reach Merit and Excellence grades.</p> <p>Candidates should be encouraged to use coloured pencils in their diagrams for clarity and speed.</p> <p>There is a need to clarify for students the difference between annotations and labels.</p> <p>Overall the quality of student responses is improving in this standard.</p>

2. Assessment Report for 91008: Demonstrate geographic understanding of population concepts

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • w interpreted the global map of population distribution • drew simple maps showing their chosen country’s population distribution but were unable to annotate their map. • described some spatial changes in population distribution with a general reference to change. • briefly identified and described an economic, social or environmental sustainability issue • briefly described the Demographic Transition Model (DTM) or applied it to their country.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • struggled to show understanding of the world population distribution map • were unable to distinguish between northern and southern hemisphere • drew an inaccurate map • did not understand how the Demographic Transition Model applied to their country • could not explain fertility or how a change in fertility could affect population growth. • left sections of the paper blank. • used outdated or incorrect statistics.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • were able to describe the global pattern of population and give specific evidence/examples • drew clear maps with some annotations. • interpreted the DTM model, applied it to their own country and some linked it to the concept of change • named a sustainable issue facing their country and explained with some evidence of actions taken to address it • used accurate information and case study material to support their answers.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • used specific evidence when interpreting the global pattern of population. • completed clear, accurate and detailed annotated maps • explained changes in population distribution in their selected country • wrote fully integrated answers with relevant evidence • related the DTM to their population structure and included specific and accurate supporting evidence • demonstrated insight by providing different perspectives showing they were aware of the complexities of sustainability and population issues • knew their case study in depth.
<p>Standard specific comments</p>	<p>All focusing questions for population have been covered in the last few years.</p> <p>Candidates reached Merit and Excellence levels when they were able to apply concepts and carefully craft their answers to include up to date in-depth case study material.</p> <p>Some good knowledge of sustainability was evident with it being viewed from social, economic and environmental perspectives.</p>

3. Assessment Report for 91010: Apply concepts and basic geographic skills to demonstrate understanding of a given environment

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • attempted most of the questions • identified basic street patterns • described basic changes in population patterns • partially completed or labelled a graph or precis map • identified one or two opinions on a continuum • wrote very brief unsupported paragraph answers that lacked evidence from the resources provided.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • did not answer all parts of questions • were unable to retrieve basic information or statistics from the given resources. • struggled to identify viewpoints • included material from other standards in their answers eg the Australian Population topic • misunderstood the type of graph required • drew untidy or inaccurate maps without labels or keys.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • answered question 1 accurately and precisely • used basic statistics and specific evidence when prompted • Drew a precis map and completed a graph with some degree of accuracy • marked viewpoints correctly on a continuum. • understood and explained perspectives • understood and referred to the concept of change.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • used correct terminology • defined and fully explained concepts • answered question one with correct geographic conventions eg “South” or “S” was added to the latitude • accurately located and labelled features on their precis map • used appropriate graphing conventions and accurately interpreted statistics • wrote well-structured answers that were fully supported with statistics or evidence from a variety of sources in the resource book and paper • showed insight in the understanding of the given environment.
<p>Standard specific comments</p>	<p>A wide range of skills were assessed in this paper which followed the previous years' format. Ability to gather, sort and write reports from given resources is a valuable skill.</p> <p>Level one students still need to develop a grasp of basic skills as well as the more sophisticated mapping skills as found in GIS packages and other internet sources.</p>