

2015 NCEA Assessment Report

Geography Level 2 91240, 91242, 91243

Part A: Commentary

Candidates who achieved to a high level answered the question and incorporated detailed case study information.

Those who wrote succinct answers were still able to achieve at a high level.

Candidates who managed their time well were able to complete all three papers.

Part B: Report on standards

1. Assessment Report for 91240: Demonstrate geographic understanding of a large natural environment

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> understood the questions, their environment and the difference between describe and explain in at least one question provided sufficient relevant case study material showed a limited understanding of geographic concepts.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> were unable to provide specific case study information provided vague and often irrelevant information did not fully address the question e.g. provided only one characteristic in Question 1 and one group or individual in Question 3 where two were required failed to incorporate the geographic concept did not annotate diagrams and did not show change over time.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> gave a detailed explanation for at least one question provided case study material in sufficient detail to support their explanation included detailed annotated diagrams provided application of geographic concepts in some instances.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> wrote succinctly including required level of detail gave comprehensive answers and were able to incorporate geographic concepts and terminology within their answers annotated detailed diagrams showing the concept of change clearly provided detailed and relevant specific case study material fully addressed the question.
Standard specific comments	<p>Candidates need to address what the question asks as failure to do so does affect the grade achieved. In Question 1, for example, many candidates focused on how one characteristic affects another. In Question 3 the perceptions of groups and individuals rather than their effects on their chosen environment was often incorrectly the focus of candidate responses.</p>

2. Assessment Report for 91242: Demonstrate geographic understanding of differences in development

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> wrote descriptive answers rather than explanatory responses. did not understand the full requirements of the question so only partially answered the question demonstrated some understanding of Development in different locations. wrote generalised answers with limited case study information did not complete all parts of the paper.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> lacked any specific case study detail wrote about Cultural factors, not Natural factors did not mention the 'usefulness' of the quantitative indicators. made no reference to specific differences in development which is the essence of the standard offered pre-prepared answers which were irrelevant to the question used case studies with no spatial component.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> linked ideas in their response included specific case study material in their response demonstrated understanding of the multiple factors that contribute to development read the questions carefully and planned their response accordingly.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> showed geographic insight, by applying geographic concepts and terminology consistently throughout their responses demonstrated well-structured writing with clear ideas used in-depth, specific case study knowledge that was integrated within their answer constantly referred back to the difference in development between both case studies using indicators of development.
Standard specific comments	<p>Some candidates are using very old statistics to quantify current development. Statistics more than 10 years old are not appropriate to describe current development situations.</p> <p>Candidates must be aware of how natural factors contribute to differences in development.</p> <p>Candidates making gross generalisations about countries show limited understanding e.g. "America is a wealthy country where everyone is rich."</p> <p>Candidates must use relevant statistics to back up points made about development differences to enable them to achieve to a high level.</p> <p>The inclusion of maps and diagrams to describe development helped candidates to support their explanations.</p> <p>Some candidates are using poor, very similar case studies, which in turn, reduces their ability to achieve well in this standard which is about differences.</p>

3. Assessment Report for 91243: Apply geography concepts and skills to demonstrate understanding of a given environment

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> used basic skills and conventions in the presentation and interpretation of information (e.g. direction, use of units, grid referencing, cartoon interpretation) showed a basic understanding of geographic concepts provided some specific resource evidence in their responses.
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<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • had difficulty using basic geographic skills • did not make specific reference to the selected environment • had difficulty in describing a temporal or spatial pattern • struggled to include appropriate information on constructing cross sections and sketches • did not use concept terminology within their answers.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • used skills and conventions to a high level of accuracy in their presentation and interpretation of information (e.g. graph interpretation, cross section construction, precis sketching and cartoon interpretation) • supported answers with specific information from the resource booklet • produced clear visuals with appropriate annotations • explicitly used concepts in the written responses.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • showed a thorough understanding of geographic concepts by unpacking the definition of the concept and using key terminologies in their responses • supported their written explanations with detailed specific evidence. • wrote succinct answers that were insightful and free of ambiguity
<p>Standard specific comments</p>	<p>The paper catered to all levels of literacy within Level Two. It challenged the more able students and enabled them to show their skills, but also provided opportunity for all students to have a chance at attempting the questions. It was noted that most students finished the paper and time constraints seemed to be less of an issue than i previously.</p> <p>It was pleasing to note that candidates are becoming more adept at showing their understanding of geographic concepts and how they can be applied to a given environment. They did this by identifying the key words in each of the concepts definitions given, and applying them to the given environment.</p>