

2022 NCEA Assessment Report



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Subject: Geography

Level: 1

Standards: 91007, 91008, 91010

Part A: Commentary

The intent of all three papers in 2022 was to allow candidates to show a holistic understanding of their selected environments and/or case studies rather than assessing content. In particular, 91007 and 91008 each consisted of one question with several linked parts. Candidates who applied their knowledge to the question were easily differentiated from those who supplied rote-learned responses.

Candidates are encouraged to carefully read all parts of a question and identify their key components before providing a response. For example, when required to discuss a long-term response to an extreme natural event, some candidates discussed a short-term response.

Part B: Report on standards

91007: Demonstrate understanding of environments that have been shaped by extreme natural events

Examination

The examination consisted of one question with three parts, each assessing different criteria:

- the processes that cause the extreme natural event
- characteristics of the environment that make people more vulnerable to the event
- how people respond to the event in the long term.

The three parts of the question enabled candidates to show a holistic understanding of their chosen natural event, rather than supply responses that did not necessarily relate to each other.

Observations

This paper was generally well answered by the candidates. It is notable that a wider variety of case studies were used across the country compared to previous years. Candidates who provided responses in paragraph form tended to be more detailed and provided the depth and the detailed case study information needed to achieve with Merit or Excellence. Responses in diagram or map need to include detailed annotations.

Generally, there was good application of case study detail and geographic terminology in most responses.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided limited case study information
- described points but lacked explanation in the discussion
- produced what seemed to be rote-learned answers that at times did not fully reflect the key part of the question
- presented labelled diagrams and/or maps with relevant information but lacked detail and/or case study evidence.

Candidates who were awarded **Not Achieved** commonly:

- did not answer all three parts of the assessment
- provided responses that did not show an understanding of the key words in the questions
- did not incorporate any case study evidence to support their answers.

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

- provided detailed case study information
- explained the points made in their responses
- included a range of geographic terminology in their responses
- produced diagrams and/or maps that included some detailed annotations.

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

- explained their responses fully
- demonstrated insight by providing responses that showed a holistic understanding of their chosen extreme natural event
- integrated case study evidence in all responses
- conveyed information clearly and concisely, using geographic terminology correctly
- applied their knowledge of the extreme natural event to each part of the question
- used detailed annotated diagram(s) and or/map(s)
- incorporated diagrams that supported their written responses in the appropriate places.

91008: Demonstrate geographic understanding of population concepts

Examination

The examination consisted of one question with three parts, each assessing different criteria:

- population change over time
- migration
- population sustainability.

Observations

Candidates showed their understanding of population concepts, although the term “total population” was interpreted in various ways by candidates. Changes to “total population” is referred to in the standard and is distinguishable from changes to the age/sex structure of a population.

The selection of candidate case studies strongly affected the grades. India and China case studies provided many of the best answers. There were many quality answers based on a New Zealand context but these tended to drop into vague general knowledge, particularly in the sustainability part of the question.

Specific case study evidence that applied to both the question asked, and the population in general, helped candidates show a more detailed understanding and achieved with Merit or Excellence. Higher achieving candidates also showed their ability to use a range of evidence, not just dates and locations.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- made generalised points and statements
- provided a limited amount and often repeated case study information
- described points but lacked an explanation in the discussion
- answered all, or most, parts of the paper.

Candidates who were awarded **Not Achieved** commonly:

- misinterpreted parts of the question and did not relate them to changes that have occurred in the total population
- included irrelevant information
- did not support responses with relevant case study evidence
- did not answer all parts of the paper.

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

- explained or partially explained their ideas
- produced responses that contained detail to achieve in-depth understanding of population concepts
- provided detailed case study information
- related responses to the theme of total population change.

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

- produced fully explained and well-structured responses
- integrated a range of case study evidence throughout the paper, that enhanced understanding
- integrated population terminology throughout the paper
- demonstrated a comprehensive understanding of both the causes of total population change and a sustainability issue associated with it
- used the key words from both the question and resource material in their response.

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

Examination

The environment selected for this paper was Lake Waikaremoana/Te Urewera. A number of skills were included for candidates to apply the geographic concepts of:

- location
- environments
- sustainability.

Observations

Candidates applied a range of skills to interpret the resources. However, the ability to complete a profile using the topographic map provided proved to be challenging. Responses are marked using two criteria – accuracy and application of conventions. Even if they are unsure about how to complete the map, candidates should attempt the question, as they may score by including conventions such as titles, axes labels, a key, etc.

The geographic concept questions relating to location and environments were generally well-answered. Some candidates struggled to apply the concept of sustainability. Concepts can be effectively applied to questions by using the key words in their definitions (supplied) and evidence from the resource booklet.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- applied some basic skills and conventions to interpret information in the resources but lacked a wider application of basic skills
- demonstrated an implicit understanding of geographic concepts but did not use specific information from the resources to support their responses.

Candidates who were awarded **Not Achieved** commonly:

- were inaccurate when using geographic skills to interpret the resources
- omitted basic conventions, such as title, labelled axis, or units of measurement
- demonstrated little understanding of geographic conventions to interpret the resources.

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

- applied, with some precision, a range of both geographic skills and conventions to interpret the resources
- demonstrated an understanding of geographic concepts by explicitly referring to them
- used the resource booklet to effectively provide a range of detail and/or specific evidence when responding to most questions.

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

- demonstrated a comprehensive understanding of geographic concepts by explicitly referring to both the concepts and key words found in their definitions

- used the resource booklet to effectively provide a wide range of detail and/or specific evidence
- synthesised a diverse range of information from the resource booklet when applying geographic concepts.