Assessment Schedule – 2017

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Applying geography concepts and skills to demonstrate understanding of a given environment involves: • using skills and geographic conventions in the presentation and / or interpretation of information • showing understanding of geography concepts.	Applying geography concepts and skills with precision to demonstrate in-depth understanding of a given environment involves: • using skills and geographic conventions to a high level of accuracy in the presentation and / or interpretation of information • showing detailed understanding of geography concepts.	Applying geography concepts and skills with precision to demonstrate comprehensive understanding of a given environment involves: • showing a thorough understanding of geography concepts, using geographic terminology and showing insight.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Expected Coverage

	Achievement	Achievement with Merit	Achievement with Excellence
Question: Perspectives on the increase in the number of walkers on the Tongariro Alpine Crossing, relating to sustainability			
(a) The Tongariro Alpine Crossing setting (map interpretation and précis sketching)			
Locates and labels the required features on the précis sketch: (i) Mt Ngauruhoe (ii) Mt Tongariro (iii) Pukekaikiore (iv) the floor of the Mangatepopo Valley (by shading and labelling) (v) the road (vi) the car park (vii) the point where the Tongariro Alpine Crossing crosses the skyline between Mt Tongariro and Mt Ngauruhoe.	Completes the précis sketch, using **skills and conventions to enable the sketch to be readily interpreted**. **Conventions include:** • title • key • north direction • mountains labelled appropriately • appropriate shading to show Mangatepopo Valley as a spatial feature • appropriate symbols to represent the car park and road. (See **Appendix A**).	Completes the précis sketch, with a **high level of accuracy**. **Accuracy includes:** • labelling the three peaks • containing the Mangatepopo Valley floor within valley sides • locating and labelling both the road and carpark within the limits in Appendix A • locating and labelling the saddle crossing point within the limits in Appendix A • north direction.	

(b) Profile of the Tongariro Alpine Crossing showing natural and cultural features (drawing a cross section)			
(i) Draws a profile (cross section) of the Tongariro Alpine Crossing, using the GPS distance and altitude readings from Resource C. (ii) Locates and labels the locations of THREE natural features and THREE cultural features on your profile, using specific information from Resources C–E. Includes all appropriate conventions (direction, horizontal, and vertical scales, and use of a key).	Draws a profile, using **skills and** conventions to enable the profile and features to be readily interpreted. **Conventions include:** <u>Key conventions</u>: • distance plotted on x-axis and altitude on y-axis • regular intervals for horizontal and vertical axis • horizontal axis has units identified (e.g. metres above sea level) and horizontal axis shows distance (e.g. kilometres), although this may be established in a separate scale. <u>Other conventions</u>: • title • key • direction • axis labelled • appropriate techniques such as labels and symbols used to both identify, and distinguish between, natural and cultural features. (See **Appendix B**).	Draws a profile, with a **high level of accuracy**. **Accuracy includes:** • plotting profile data • using an appropriate vertical scale (within limits of sample profiles i.e. 1:2 to 1:4) • locating and labelling two of three natural features, AND two of three cultural features • indicating direction: SW–N (but accept S–N / SW–NE). Key indicators of accuracy in plotting are: Mangatepopo Valley, South Crater, highest peak, and slope to Kitetahi Rd to a lower level than Mangatepopo	

(c) Change and the Tongariro Alpine Crossing (geographic concept of **change**)			
(i) Completes the diagram to explain how an increase in the number of walkers has brought about changes for National Park Village, AND for the environment of the Tongariro Alpine Crossing. Clearly identifies TWO changes that can be perceived as positive, and TWO that can be perceived as negative, using specific information from Resource F. (ii) Selects ONE specific sentence from the geographic concept of change that best describes the diagram.	<u>Shows an understanding of geographic concept, e.g.</u>: • basic diagram illustrates the concept of change (the change in the number of walkers brings some other changes) • information in boxes describes the changes or weak explanation • general references to the environment. (See **Appendix C**).	<u>Shows a detailed understanding of geographic concept, e.g.</u>: • diagram clearly illustrates a range of changes to **both** the National Park Village and Tongariro environments are identified, as a result of an increase in the number of walkers • information in boxes clearly establishes links between them • specific references to the environment.	<u>Shows a thorough understanding of geographic concept, e.g.</u>: • diagram clearly illustrates the concept of change, with both positive and negative changes clearly identified and established • the chosen sentence clearly illustrates the concept described in the diagram • information in boxes clearly establishes links between them • specific references to the environment throughout • geographic terminology • insight. Examples of geographic terminology may include: • *environment* • *infrastructure*. Examples of insight may include: • *identifying positive and negative changes or consequences*.

<table>
<tr><td colspan="4">(d) The characteristics of National Park Village (graphing skills)</td></tr>
<tr>
<td>Draws a multi-column (multi-bar) graph to compare the accommodation, food service, and recreation sectors for National Park Village, Rotorua, and New Zealand, using specific information from Resource H.</td>
<td>Draws graph, using geographic conventions, to enable the graph to be readily interpreted.
Conventions includes:
<u>Key conventions</u>:
• independent variable (function) on x-axis, and dependent variable (percentage) on y-axis
• functions identified, e.g. either key or labels used
• axes have regular scales
• plotted as separate multi-bar graphs (either function, or location cohort grouping).
<u>Other conventions</u>:
• use of title, e.g. “Functions of …”
• y-axis labelled as “percentage ...”.

(See Appendix D).</td>
<td>Draws graph with a high level of accuracy.
Accuracy includes:
• detail in title, e.g. Per cent employed in selected industrial sectors for National Park …
• plotting of data, so that comparison can be readily and accurately made between locations (e.g. locations have same, rather than different scales)
• clear conventions.</td>
<td></td>
</tr>
</table>

<table>
<tr><td colspan="4">(e) Different perspectives on the increase in the numbers of walkers on the Tongariro Alpine Crossing, relating to sustainability (geographic concept of perspectives)</td></tr>
<tr><td colspan="4">Note: A perspective is NOT a viewpoint (see geographic concept definition). Discussion is to be about a perspective, and NOT focused on individuals' viewpoints, e.g.:
• An economic perspective will be about the cost, both positive and negative, of the increase in the number of walkers (although the individuals' viewpoints can support the perspective).
• A Māori perspective will focus on spiritual values related to the increase, rather than the views of the individuals (although the individuals' viewpoints can support the perspective).</td></tr>
<tr><td>Explains the different perspectives on the increased numbers of walkers on the Tongariro Alpine Crossing, AND justifies whether or not a future increase in the number of walkers is sustainable for the environment.
Refers to:
• the geographic concepts of perspectives and sustainability
• Resource H and other resources (as appropriate)
• specific information from (a) to (d).</td><td><u>Shows an understanding of geographic concepts including</u>:
• general reference to concept(s) of either perspectives and / or sustainability
• discussion is mainly descriptive
• general references to the environment.

Discussion may be based around viewpoints</td><td><u>Shows a detailed understanding of geographic concepts including</u>:
• explicit mention of concepts of both perspectives and sustainability
• discussion with explanation
• specific references to the environment.

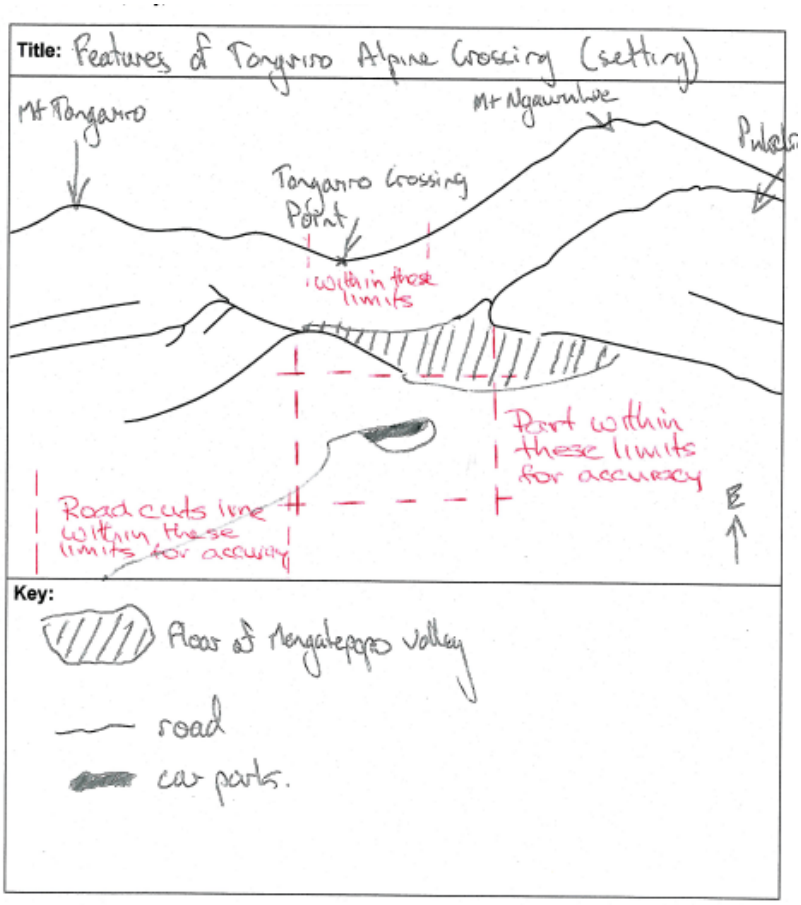
Discussion is based on perspectives though supported by viewpoints</td><td><u>Shows a thorough understanding of geographic concepts including</u>:
• explicit mention of both concepts of perspectives and sustainability, with specific detail of the concepts
• discussion contains explanation throughout
• specific references to the environment throughout
• geographic terminology
• insight.
Examples of geographic terminology may include:
• interaction.
Examples of insight may include:
• increase sustainable from and an economic and gender perspectives, but not sustainable from an environmental or Māori perspectives
• Increase in numbers would be sustainable for National Park township, but not the Tongariro Alpine Crossing.</td></tr>
</table>

Evidence

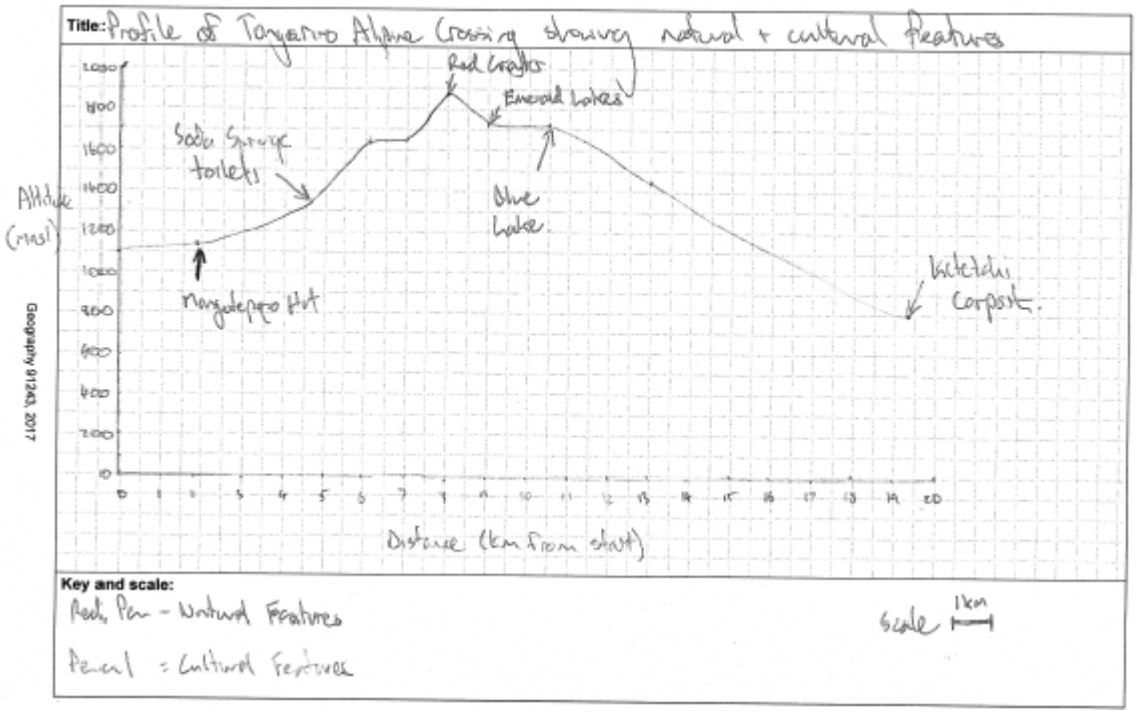
N1	N2	A3	A4	M5	M6	E7	E8
ONE of: • précis sketch • profile • graph.	ONE of • précis sketch • profile • graph.	ONE of: • précis sketch • profile • graph.	ONE of: • précis sketch • profile • graph.	TWO of: • précis sketch • profile • graph.	TWO of: • précis sketch • profile • graph.	TWO of: • précis sketch • profile • graph.	TWO of: • précis sketch • profile • graph.
Shows sufficient information that **enables some understanding** to be gained from it, but **lacks key geographic conventions and accuracy**. **Attempts to apply** a geographic concept. **Includes ONE geography concept and skill.**	Shows sufficient information that **enables understanding** to be gained from it, but **lacks key geographic conventions and accuracy**. **Attempts to apply** a geographic concept. **Includes TWO geography concepts and skills.**	Shows sufficient information that **enables interpretation**, with some **key geographic conventions, but lacks accuracy**. Shows **some understanding** of the geographic concepts with **some supporting information**. **Includes THREE geography concepts and skills.**	Shows sufficient information that **enables interpretation**, with most **key geographic conventions, but lacks accuracy**. Shows **an understanding** of one of the geographic concepts of: • change • perspectives • sustainability and uses **some specific supporting evidence**. **Includes THREE geography concepts and skills.**	Shows sufficient information and **accuracy that enables interpretation**, with **some key geographic convention(s)**. **Explains, in some detail**, one of the geographic concept of: • change • perspectives • sustainability and uses a **range of specific supporting evidence**. **Includes THREE geography concepts and skills.**	Shows sufficient information and **a high level of accuracy that enables interpretation**, with **MOST key geographic conventions**. **Explains, in detail**, TWO geographic concepts of: • change • perspectives • sustainability and uses a **wide range of specific supporting evidence**. **Includes FOUR geography concepts and skills.**	Shows sufficient information and **a high level of accuracy that enables interpretation**, with **ALL the key geographic conventions**. **Fully explains** the geographic concept of perspectives, and **explains in detail** either: • sustainability or • change and **integrates a range of specific supporting evidence and geographic terminology, with insight.**	Shows sufficient information and **a high level of accuracy that enables interpretation**, with **ALL the key geographic conventions**. **Fully explains** the geographic concepts of perspectives AND sustainability (with justified judgement/s), and change, and **integrates a wide range of specific supporting evidence and geographic terminology, with insight, consistently throughout**.

N0 = No response; no relevant evidence.

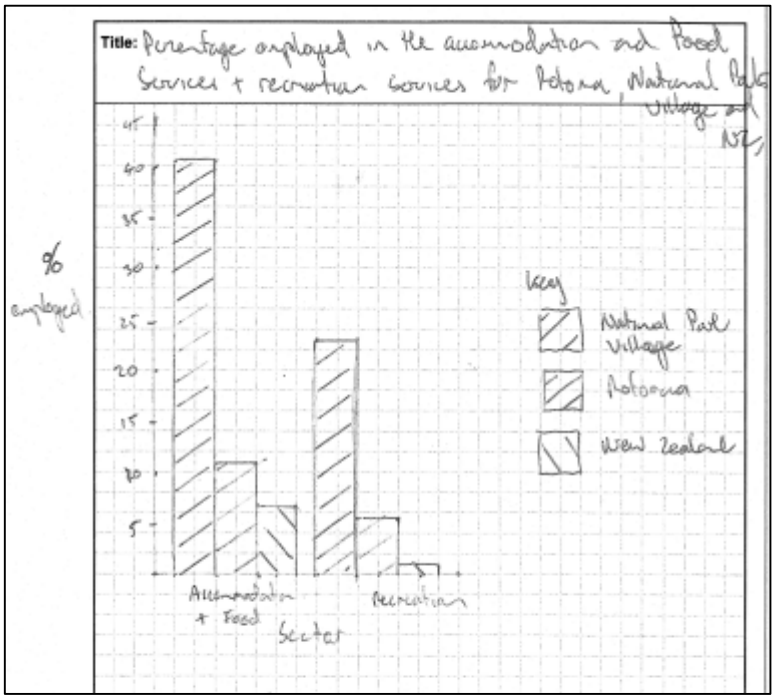
Appendix A:



Appendix B:



Appendix C:


Title: Percentage employed in the accommodation and Food Services + recreation Services for Rotorua, Natural Park Village and NZ
% employed
45
40
35
30
25
20
15
10
5
Key
Natural Park Village
Rotorua
New Zealand
Accommodation + Food
Recreation
Sector