

**Assessment Schedule – 2019**

**Geography: Apply geography concepts and skills to demonstrate understanding of a given environment (91243)**

**Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Applying geography concepts and skills to demonstrate understanding of a given environment involves:</i></p> <ul style="list-style-type: none"> <li>• using skills and geographic conventions in the presentation and / or interpretation of information</li> <li>• showing <b>understanding</b> of geography concepts.</li> </ul>	<p><i>Applying geography concepts and skills with precision to demonstrate in-depth understanding of a given environment involves:</i></p> <ul style="list-style-type: none"> <li>• using skills and geographic conventions <b>to a high level of accuracy</b> in the presentation and / or interpretation of information</li> <li>• showing <b>detailed understanding</b> of geography concepts.</li> </ul>	<p><i>Applying geography concepts and skills with precision to demonstrate comprehensive understanding of a given environment involves:</i></p> <ul style="list-style-type: none"> <li>• showing a <b>thorough understanding</b> of geography concepts, using geographic terminology, and showing insight.</li> </ul>

**Expected coverage**

<b>(a) Waitangi précis map (Skill: <i>Précis mapping</i>)</b>		
<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>Completes the précis map, using <b>skills and conventions</b> that enable the précis map to be readily interpreted.</p> <p><i>Allow for some omission of a feature and / or convention(s), and inaccuracy.</i></p>	<p>Completes the précis map, using <b>skills and conventions to a high level of accuracy</b> to show the required features.</p> <p>Accuracy relates to:</p> <ul style="list-style-type: none"> <li>• the location size, shape and location of features consistent with that in the photograph</li> <li>• the location of the point on the headland and the direction of the arrow being SE</li> <li>• scale of approximate 1cm to 65 to 100 metres</li> <li>• north direction being near-vertical.</li> </ul> <p><i>Allow for some inaccuracy and omission of a feature and / or convention.</i></p>	
<p>Features include:</p> <ul style="list-style-type: none"> <li>• Hanson Point Wharf</li> <li>• the hotel</li> <li>• the general store</li> <li>• the area of the fish factories</li> <li>• the site and direction of the camera in taking the photograph.</li> </ul>	<p>Conventions include:</p> <ul style="list-style-type: none"> <li>• appropriate title</li> <li>• appropriate symbols</li> <li>• labels or key to identify features</li> <li>• area of fish factories shown spatially, not as a number of specific features</li> <li>• X and arrow to show location and direction of camera</li> <li>• a scale</li> <li>• north direction.</li> </ul>	

<b>(b)(i) Moriori timeline</b> (Skill: <i>Drawing a timeline</i> )		
<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>Completes the timeline, using <b>skills and conventions</b> that enable the timeline to be readily interpreted showing</p> <p>Use of <b>conventions</b> include;</p> <ul style="list-style-type: none"> <li>• a title</li> <li>• a regular scale on a single axis</li> <li>• a long 300-year period of isolation</li> <li>• events in short period (60 years) of decimation of Moriori population.</li> </ul> <p><i>Allow for omissions of a feature and / or some minor conventions, and inaccuracy.</i></p>	<p>Completes the timeline using <b>skills and conventions to a high level of accuracy</b> to show the key historic features:</p> <p><b>Accuracy</b> includes:</p> <ul style="list-style-type: none"> <li>• events (especially 1750 to 1860) accurately located</li> <li>• use of arrows to relate event to year on timeline where information is crowded</li> <li>• accuracy (detailed) of title.</li> </ul> <p><i>Allow for some minor omission of a feature or minor inaccuracy.</i></p>	
<p>Key events are:</p> <ul style="list-style-type: none"> <li>• 1500 – The Moriori settle Chatham Island</li> <li>• 1750 – Moriori population reaches its peak of 2,000</li> <li>• 1800 – European sealers arrive</li> <li>• 1835 – Māori arrive</li> <li>• 1860 – Moriori population declines to 100 due to disease and enslavement</li> </ul>	<p>Conventions include:</p> <ul style="list-style-type: none"> <li>• appropriate title</li> <li>• use of single horizontal or vertical axis</li> <li>• appropriate scale</li> <li>• regular intervals.</li> </ul>	

<b>(b) (ii) Moriori and change</b> (Geographic concept: <i>Change</i> )			
<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>Completes the diagram to explain how Moriori faced changes (influenced by accessibility).</p> <p>Clearly identifies ONE change that can be perceived as positive (e.g. poor accessibility resulted in lack of competition) and ONE that can be perceived as negative (arrival of European sealers resulted in alien diseases).</p> <p>Selects ONE specific sentence from the geographic concept of change that best describes the diagram.</p>	<p>Shows an <b>understanding</b> of geographic concept, e.g.:</p> <ul style="list-style-type: none"> <li>• <b>basic diagram</b> i.e. minimal steps) that recognises some change (e.g. identifies some of the changes experienced by Moriori such as decline in population)</li> <li>• information in boxes EITHER has <b>some description</b> of a change (e.g. <i>population reduced to 100</i>) OR has <b>some explanation</b> (e.g. <i>due to arrival of Europeans introducing diseases</i>)</li> <li>• some <b>general references</b> to case study material related to the environment / changes.</li> </ul>	<p>Shows a <b>detailed understanding</b> of geographic concept, e.g.:</p> <ul style="list-style-type: none"> <li>• <b>diagram has some detail</b> (i.e. a number of steps) that clearly shows change (e.g. changes experienced by Moriori such as decline in population due to arrivals of both sealers and Māori)</li> <li>• information in boxes <b>describes</b> the changes (e.g. <i>population reduced to 100</i>) AND has <b>explanation</b> (e.g. <i>due to arrival of sealers introducing diseases to which the Moriori had no immunity</i>)</li> <li>• some <b>specific references</b> to case study material related to the environment / changes.</li> </ul>	<p>Shows a <b>comprehensive understanding</b> of geographic concept, e.g.:</p> <ul style="list-style-type: none"> <li>• <b>diagram has good detail</b> (i.e. numerous steps) that clearly demonstrates changes (e.g. development of distinctive culture prior to arrival of Europeans and those experienced by Moriori such as decline in population due to arrivals of both sealers and Māori)</li> <li>• information in boxes <b>describes</b> the change (e.g. <i>population reduced to 100</i>) AND has <b>explanation</b> (e.g. <i>due to arrival of sealers introducing diseases to which the Moriori had no immunity</i>)</li> <li>• <b>references</b> to case study material related to the environment / changes throughout the diagram</li> <li>• uses <b>geographic terminology</b> and <b>insight</b>. <ul style="list-style-type: none"> <li>- Examples of geographic terminology could include: <ul style="list-style-type: none"> <li>• environment</li> <li>• accessibility.</li> </ul> </li> <li>- Examples of insight include: <ul style="list-style-type: none"> <li>• identifying positive and negative changes or consequences.</li> </ul> </li> </ul> </li> </ul>

<b>(c) Chatham Island economic activities</b> (Skill: <i>Data interpretation</i> )			
<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>(i) Fishing is the largest of the three activities, employing 135 people (with a value of \$18.56 million). Farming, the second largest, employs 62 people (with a value of \$4.77 million). Tourism is the third largest, employing 38 people (with a value of \$2.03 million).</p> <p>(ii) In the period 2015–16, the number of jobs in fishing increased by 10.7% and its value by 11.1%. Tourism had the largest percentage increase in the number of jobs, increasing by 23.5%, although the value of tourism increased by only 5.4%. However, in the same period, farming decreased both in the number of jobs (down 13.9%) and value (down 9.0%).</p>	<p>Interprets the information and uses <b>some information and conventions to establish</b> relative size OR changes but <b>not accurately</b> (i.e. not fully / incorrect use of convention / errors).</p> <p>Uses <b>skills and conventions</b> in the <b>interpretation</b> of information to <b>identify and describe</b>, with some specific evidence:</p> <p><i>EITHER</i></p> <ul style="list-style-type: none"> <li>the relative size of the activities with <b>reference</b> to EITHER number of jobs or value</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>the change in the activities with reference to percentage change in EITHER the number of jobs or value.</li> </ul> <p>Conventions are:</p> <ul style="list-style-type: none"> <li>proper use of unit value e.g. “number of jobs”, value \$x million (not just \$), percentage increase / decrease.</li> </ul> <p><i>Allow for omissions of some conventions, and inaccuracy.</i></p>	<p><b>Clearly</b> interprets the information and uses a <b>wide range of information</b> with <b>correct conventions</b> to <b>clearly establish</b> relative size AND changes with <b>high level of accuracy</b>.</p> <p>Uses <b>skills and conventions to a high level of accuracy</b> in the <b>interpretation</b> of information to <b>identify and fully describe</b> with some specific evidence <b>throughout</b>:</p> <ul style="list-style-type: none"> <li>the relative size (reference to BOTH number jobs and value)</li> </ul> <p><i>AND</i></p> <ul style="list-style-type: none"> <li>the change (using percentage) of the three main economic activities in the number of BOTH jobs and values.</li> </ul> <p>Conventions are:</p> <ul style="list-style-type: none"> <li>proper use of unit value e.g. “number of jobs”, value \$x million (not just \$), percentage increase / decrease</li> <li>stating period of change (2015–2016).</li> </ul> <p><i>Allow for minor inaccuracy, errors, or omissions.</i></p>	

<b>(d) The location and accessibility of Chatham Island and its effect on sustainability</b> (Geographic concepts: <i>Location / accessibility and sustainability</i> )			
<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>Effects of location and accessibility on people / economy of Chatham Island:</p> <ul style="list-style-type: none"> <li>• Chatham Island is 862 km from Christchurch. May refer to distance is such that Chatham Island is 45 minutes ahead of NZST.</li> <li>• Impacts on Chatham Island: <ul style="list-style-type: none"> <li>Fishing: <ul style="list-style-type: none"> <li>+ve: Adds to NZ EEZ, location on Chatham Rise means abundant fish, provides access for small–medium fishing boats, protects resource</li> <li>–ve: cost of freight for exports</li> </ul> </li> <li>Agriculture: <ul style="list-style-type: none"> <li>+ve: Location provides good climate</li> <li>–ve: cost and time of freight for imports of goods and exports of stock</li> </ul> </li> <li>Tourism: <ul style="list-style-type: none"> <li>+ve; Isolation means unspoilt, attraction to some tourists</li> <li>–ve: cost of airline ticket foods and other goods</li> </ul> </li> <li>Moriori: <ul style="list-style-type: none"> <li>+ve: offered protection from diseases, Māori tribes</li> <li>–ve: were unable to trade with mainland Māori.</li> </ul> </li> </ul> </li> </ul> <p>Sustainability can relate to:</p> <ul style="list-style-type: none"> <li>- Period of Moriori settlement</li> <li>- Current period for fishing, farming and tourism</li> </ul>	<p>Shows an <b>understanding</b> of geographic concept:</p> <ul style="list-style-type: none"> <li>• <b>general / implicit reference</b> to concept(s) of EITHER location / accessibility OR sustainability</li> <li>• discussion is mainly <b>descriptive</b></li> <li>• <b>general references</b> to the environment.</li> </ul> <p><i>No mention of Moriori / past required.</i></p>	<p>Shows a <b>detailed understanding</b> of geographic concepts including:</p> <ul style="list-style-type: none"> <li>• <b>explicit</b> mention of concept(s) of EITHER location / accessibility OR sustainability</li> <li>• discussion with <b>explanation</b></li> <li>• <b>specific references</b> to the environment</li> <li>• <b>recognises that accessibility can be both a constraint and an advantage.</b></li> </ul> <p><i>No mention of Moriori / past required.</i></p>	<p>Shows a <b>comprehensive understanding</b> of geographic concept:</p> <ul style="list-style-type: none"> <li>• <b>explicit</b> mention of concepts of location / accessibility AND sustainability</li> <li>• discussion contains <b>explanation throughout</b></li> <li>• <b>specific references</b> to the environment <b>throughout</b></li> <li>• <b>explains how accessibility can be both a constraint and an advantage, and links to sustainability</b></li> <li>• geographic terminology</li> <li>• insight.</li> </ul> <p>Examples of <b>geographic terminology</b> could include:</p> <ul style="list-style-type: none"> <li>• <i>economic activities / industries</i></li> </ul> <p>Examples of <b>insight</b> could include:</p> <ul style="list-style-type: none"> <li>• <i>implications both in the past and currently (i.e. for both Moriori and today)</i></li> <li>• <i>consideration of location in terms of distance, climate, time, cost.</i></li> <li>• <i>considers that change(s) in transport (e.g. sailing ships) can affect accessibility.</i></li> </ul> <p><i>Mention of Moriori / past can add to insight but is not required.</i></p>

N1	N2	A3	A4	M5	M6	E7	E8
<p>Applies ONE geography concept or skill.</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information that enables some understanding to be gained from it but <b>lacks key geographic conventions and accuracy.</b></p> <p>OR</p> <p><b>Attempts to apply</b> a geographic concept.</p>	<p>Applies TWO geography concepts and skills.</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information that enables understanding to be gained from it but <b>lacks key geographic conventions and accuracy.</b></p> <p>OR</p> <p><b>Attempts to apply</b> a geographic concept.</p>	<p>Applies THREE geography concepts and skills.</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information that enables interpretation, with <b>some</b> key geographic conventions, but <b>lacks accuracy.</b></p> <p>AND</p> <p>Shows <b>some understanding</b> of ONE of the geographic concepts of:</p> <ul style="list-style-type: none"> <li>accessibility</li> <li>change</li> <li>sustainability</li> </ul> <p>with <b>some supporting information.</b></p>	<p>Applies FOUR geography concepts and skills.</p> <p>TWO of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information that enables interpretation, with <b>most</b> key geographic conventions, but <b>lacks accuracy.</b></p> <p>AND</p> <p>Shows an <b>understanding</b> of TWO of the geographic concepts of:</p> <ul style="list-style-type: none"> <li>accessibility</li> <li>change</li> <li>sustainability</li> </ul> <p>and uses <b>some specific supporting evidence.</b></p>	<p>Applies THREE geography concepts and skills.</p> <p>ONE of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information and <b>accuracy</b> that enables interpretation but <b>may lack a key geographic convention.</b></p> <p>AND</p> <p><b>Explains, in some detail</b>, ONE of the geographic concepts of:</p> <ul style="list-style-type: none"> <li>accessibility</li> <li>change</li> <li>sustainability</li> </ul> <p>and uses a <b>range of specific supporting evidence.</b></p>	<p>Applies FOUR geography concepts and skills.</p> <p>TWO of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information and a <b>high level of accuracy</b> that enables interpretation, with <b>most</b> key geographic conventions.</p> <p>AND</p> <p><b>Explains, in detail</b>, TWO of the geographic concepts of:</p> <ul style="list-style-type: none"> <li>accessibility</li> <li>change</li> <li>sustainability</li> </ul> <p>and uses a <b>wide range of specific supporting evidence.</b></p>	<p>TWO of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information and a <b>high level of accuracy</b> that enables interpretation, with <b>all</b> key geographic conventions.</p> <p>AND</p> <p><b>Fully explains</b> the geographic concept of accessibility</p> <p>AND</p> <p><b>explains in detail</b> ONE of:</p> <ul style="list-style-type: none"> <li>change</li> <li>location</li> <li>sustainability</li> </ul> <p>and <b>integrates a range of specific supporting evidence and geographic terminology, with insight.</b></p>	<p>TWO of:</p> <ul style="list-style-type: none"> <li>map</li> <li>timeline</li> <li>interpretation of data.</li> </ul> <p>Shows sufficient information and a <b>high level of accuracy</b> that enables interpretation, with <b>all</b> key geographic conventions.</p> <p>AND</p> <p><b>Fully explains</b> the geographic concepts of accessibility</p> <p>AND</p> <p><b>fully explains</b> TWO of:</p> <ul style="list-style-type: none"> <li>accessibility</li> <li>change</li> <li>location</li> <li>sustainability</li> </ul> <p>and <b>integrates a wide range of specific supporting evidence and geographic terminology, with insight, consistently throughout.</b></p>

N0 = No response; no relevant evidence.

### Cut Scores

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