

Assessment Schedule – 2020

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

Assessment Criteria

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

Evidence

Refer *Clarification of geographical terms* for definitions of terms:

<https://www.nzqa.govt.nz/ncea/subjects/geography/clarifications/clarification-of-geographical-terms-for-all-levels/>

Part	Achievement	Achievement with Merit	Achievement with Excellence
(a)(i)	<p>Applying a skill: Précis mapping</p> <p>Completes the précis map using skills and conventions showing most features, enabling interpretation of the map showing the key features of the Ganges and religious features of Varanasi.</p> <p><i>The features need to be approximately in the correct position but not necessarily accurate.</i></p> <p><i>Allow omission of some features and conventions.</i></p> <p>Features of the map are:</p> <ul style="list-style-type: none"> • area of silt • university campus • area of ghats • main area of temples and shrines • dense area of temples and shrines • Ganges River labelled with direction of flow • scale • title • use of symbols and key north direction. 	<p>Completes the précis map using skills and conventions to show most features to a high level of accuracy.</p> <p><i>The features must be within the accuracy limits described below.</i></p> <p><i>Allow some minor inaccuracy, error, or omission.</i></p> <p>Key conventions include:</p> <ul style="list-style-type: none"> • spatial feature (areas of silt, university, and temples and shrines) shown as areas with clear boundaries • the ghats are shown either linearly or individually • features identifiable in the key. <p>Other conventions include:</p> <ul style="list-style-type: none"> • title, although not detailed (e.g. “Map of Varanasi”) • scale, but not accurate • north direction. 	<p>Accuracy includes:</p> <ul style="list-style-type: none"> • Campus located midpoint between the river and frame border, angled. • Ghats extend as a line or narrow zone from well below bridge to approximate level of bottom of the silt. • Area of temples and shrines extends from northern bridge to approximately same as ghats and / or level of silt. Can include the “two fingers” but not beyond (i.e. not an area to include all temples). • Appropriate shading of area. • River flow is from south to north. • Scale consistent with width of 1600 m for the university campus as plotted; 1 cm = approx. (1200 to 2000 metres). • Title appropriate and detailed.
(a)(ii)	<p>Student names locations / features that provide evidence of the river’s importance to the Hindu religion.</p>	<p>Student names a range of locations / features that provide evidence of importance, and links them to the river’s importance to the Hindu religion.</p>	

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(b)	<i>This is to be assessed as both a skill (diagram construction) and application of a geographic concept (Interaction)</i>		
<i>Applying a skill: Diagram construction</i>			
	<p>Completes the diagram using skills and conventions to show interaction between people and the Ganges.</p> <p>Conventions include:</p> <ul style="list-style-type: none"> • appropriate title, (e.g. <i>“Interaction on the Ganges River”</i>) • shows some interactions by use of arrows • use of key to identify positive and negative effects, although these may be irrelevant or incorrect. 		
<i>Understanding of a geographic concept: Interaction</i>			
	<p>Shows an understanding of the concept of interaction:</p> <ul style="list-style-type: none"> • Has THREE appropriate interactions between people and the Ganges River, but without detail or identifying whether they are positive or negative effects. (e.g. <i>“sewage is dumped into the Ganges”</i>) 	<p>Shows a detailed understanding of the concept of interaction:</p> <ul style="list-style-type: none"> • Has THREE detailed interactions between people and the Ganges River and identifies whether they are positive or negative effects. • Includes specific information in the interaction. (e.g. <i>“2 billion litres of raw sewage are dumped into the Ganges River daily”</i> -ve) • Identifies an appropriate sentence from the concept of interaction. 	<p>Shows a thorough understanding of the concept of interaction:</p> <ul style="list-style-type: none"> • Explains in detail FOUR interactions between people and the Ganges River and identifies whether they are positive or negative effects • Includes specific information in the interaction. • Identifies the most appropriate sentence: <i>“Interaction can bring about environmental change, which can be either desirable and / or negative”</i> • Uses geographic terminology, e.g. “rice production” rather than “farming” • Shows insight: identifies each of the four interactions as either positive or negative for people and / or the Ganges River.

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(c)	Applying a skill: Graph interpretation		
	<p>Uses skills and conventions in the interpretation of information by identifying some features of faecal coliform bacteria levels for TWO of the four parts, providing mostly general supporting evidence, e.g.:</p> <ul style="list-style-type: none"> • <i>The faecal coliform bacteria level for Varanasi is the highest and many times the safe limit for drinking water and bathing (must have a comparison with other cities OR safe water levels)</i> • <i>The level of faecal coliform bacteria increases along the Ganges.</i> • <i>The level drops as the bacteria decay naturally. OR Treatment stations treat the sewerage from cities.</i> • <i>The building of treatment plants was not successful as the level of bacteria in many cities was higher in 2011 than in 2007 .</i> <p>Allow some inaccuracies, errors, or omissions.</p>	<p>Uses skills and conventions to a high level of accuracy in the interpretation of information by identifying most features of faecal coliform bacteria levels for THREE of the four parts, providing specific supporting evidence, (including use of appropriate units), e.g.:</p> <ul style="list-style-type: none"> • <i>The faecal coliform bacteria level for Varanasi is 32 500 MPN / 100 mL, which is the highest of the five cities shown.</i> • <i>The level of faecal coliform bacteria increases along the Ganges from approximately 100 to 1000 MPN / 100 mL near the source of the Ganges to 50 000 to 100 000 MPN / 100 mL near the mouth of the Ganges.</i> • <i>The level drops as the bacteria decay naturally. For example, in 2011, between Devprayag it dropped from about 90 000 MPN / 100 mL to less than 100 MPN / 100 mL at Raiwala.</i> • <i>The building of treatment plants was generally not successful as the level of bacteria in 2011 was higher in 9 of the 12 cities.</i> <p>Allow for minor inaccuracies, errors, or omissions.</p>	

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(d)	<i>Understanding of geographic concepts: Perspectives and Sustainability</i>		
	<p>Shows an understanding of the concepts of perspectives AND / OR sustainability as they relate to the Ganges:</p> <ul style="list-style-type: none"> • implicit reference to the concept • discussion that is mainly descriptive • general references to the environment e.g.: <ul style="list-style-type: none"> - the leather industry dumps toxic chemicals into the Ganges - the swami... 	<p>Shows a detailed understanding of the concepts of perspectives AND / OR sustainability as they relate to the Ganges:</p> <ul style="list-style-type: none"> • explicit reference to the concept e.g. “<i>The religious perspective is that the Ganges is a god...</i>” Note: A perspective is a body of thought (i.e. religious, environmental etc). • discussion with explanation • specific references to the environment e.g.: <ul style="list-style-type: none"> - the more than 400 / 200 unlicensed leather tanneries in Kanpur dump toxic chemicals, such as chromium, into the Ganges - Swami Chidanand Saraswati 	<p>Shows a thorough understanding of the concepts of perspectives AND / OR sustainability as they relate to the Ganges:</p> <ul style="list-style-type: none"> • explicitly explains the concept and • starts to unpack the concepts e.g. <ul style="list-style-type: none"> - “<i>Perspectives – beliefs, values, thinks, sees...</i>” - “<i>Sustainability – prevents, minimises, limits, the future...</i>” • discussion has explanation throughout • wide range of specific references to the environment throughout • uses geographic terminology, e.g. “<i>effluent treatment stations</i>” • shows insight, e.g.: <ul style="list-style-type: none"> - compares perspectives (e.g. <i>the religious perspective is... while the</i> - draws their own conclusion or judgement, e.g. “<i>However, the future is not sustainable because...</i>”

N1	N2	A3	A4	M5	M6	E7	E8
<p>Includes sufficient information to show some skill in presentation or interpretation, but lacks key geographic conventions and accuracy, in ONE of:</p> <ul style="list-style-type: none"> • the précis map • the diagram • graph interpretation <p><i>OR</i></p> <p>Shows some understanding, with some supporting information, of ONE of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Includes sufficient information to show some skill in presentation or interpretation, but lacks key geographic conventions and accuracy, in ONE of:</p> <ul style="list-style-type: none"> • the précis map • the diagram • graph interpretation <p><i>AND</i></p> <p>Shows some understanding, with some supporting information, of ONE of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Shows skill in presentation or interpretation, and uses some key geographic conventions, but lacks accuracy, in TWO of:</p> <ul style="list-style-type: none"> • the précis map • the diagram • graph interpretation <p><i>AND</i></p> <p>Shows some understanding, with some supporting information, of ONE of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Shows skill in presentation or interpretation, and uses most key geographic conventions, but lacks accuracy, in TWO of:</p> <ul style="list-style-type: none"> • the précis map • the diagram • graph interpretation <p><i>AND</i></p> <p>Shows understanding, with some supporting information, of ONE of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Shows skills with accuracy in presentation or interpretation, but may lack use of a key geographic convention, in ONE of:</p> <ul style="list-style-type: none"> • the précis map • graph interpretation <p><i>AND</i></p> <p>Explains, in some detail, using a range of specific supporting evidence, TWO of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Shows skills with a high level of accuracy in presentation or interpretation, and use of all key geographic conventions in BOTH:</p> <ul style="list-style-type: none"> • the précis map • graph interpretation <p><i>AND</i></p> <p>Explains, in detail, using a wide range of specific supporting evidence, TWO of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Shows skills with a high level of accuracy in presentation or interpretation, and use of all key geographic conventions in BOTH:</p> <ul style="list-style-type: none"> • the précis map • graph interpretation <p><i>AND</i></p> <p>Fully explains, showing some insight, and integrating a range of specific supporting evidence and geographic terminology, TWO of the concepts of:</p> <ul style="list-style-type: none"> • interaction • perspectives • sustainability. 	<p>Shows skills with a high level of accuracy in presentation or interpretation, and use of all key geographic conventions in BOTH:</p> <ul style="list-style-type: none"> • the précis map • graph interpretation <p><i>AND</i></p> <p>Fully explains, showing insight, and integrating a wide range of specific supporting evidence and geographic terminology consistently throughout, BOTH the concepts of:</p> <ul style="list-style-type: none"> • perspectives • sustainability.

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