

Assessment Schedule – 2021

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)	Applying a skill: Interpreting information – table construction		
	Completes the table to show a range of effects of gold mining on the Ross environment.	Completes the table with a high level of accuracy to show a range of effects of gold mining on the Ross environment.	
(a)(ii)(iii)	Geographic concept(s): Interaction / Processes		
	Shows an understanding of the concept of EITHER interaction OR process. Identifies a sentence relating to interaction or processes AND provides some justification.	Shows a detailed understanding of the concept of EITHER interaction OR process. Identifies a sentence relating to interaction or processes AND provides a detailed justification.	Shows a thorough understanding of the concept of EITHER interaction OR process. Identifies a sentence relating to interaction or processes AND fully justifies it. Uses some geographic terminology, e.g., “ <i>population</i> ” rather than “ <i>number of people</i> ”.

Part	Achievement	Achievement with Merit	Achievement with Excellence
(b)	Applying a skill: Presenting information – précis mapping		
	<p>Completes the précis map using skills and conventions to show a range of the main gold mining and tourism features of Ross although with only some accuracy.</p> <p>Features of the map are:</p> <ul style="list-style-type: none"> • the motor camp • the lake (disused opencast gold mine) • the opencast gold mine • the gold-processing area and waste water ponds. <p>Conventions include:</p> <ul style="list-style-type: none"> • use of symbols and key • spatial features (lake, mine, etc.) shown as an area, walkway as a line. The motor camp can be shown either as a point or spatially • appropriate scale • use of title • use north direction. <p><i>Allow some inaccuracy, and some minor errors or omissions.</i></p>	<p>Completes the précis map using skills and conventions to show most of the main gold mining and tourism features of Ross to a high level of accuracy.</p> <p>Accuracy includes:</p> <ul style="list-style-type: none"> • The motor camp is shown at the end and to the south of Beach Road. • The lake of approximate circular shape and to the south east of the town. • Opencast mine is shown south of the Harihari highway and south of the gold-processing area. • The gold-processing area is shown east of Donoghues Road and north of the opencast mine. • The scale is 1cm = 200 to 250 metres. • North direction not offset to vertical. • Title is accurate, e.g. "<i>Ross gold mining and tourism features 2020</i>". <p><i>Allow minor inaccuracies, errors, or omissions.</i></p>	

Part	Achievement	Achievement with Merit	Achievement with Excellence
(c)	Understanding of geographic concepts of change and environment		
	<p>Shows an understanding of ONE of the concepts of:</p> <ul style="list-style-type: none"> • interaction • change <p>as it relates to Ross OR its surrounding district.</p> <ul style="list-style-type: none"> • implicit references to at least ONE concept by describing features of the concepts, e.g., for interaction “<i>this affected</i>”, or for change “<i>this meant</i>”. <ul style="list-style-type: none"> • response is mainly descriptive, e.g., “<i>In 1900, gold mining created dredge and sluice tailings.</i>” 	<p>Shows a detailed understanding of BOTH of the concepts of:</p> <ul style="list-style-type: none"> • interaction • change <p>as they relate to Ross OR its surrounding district.</p> <ul style="list-style-type: none"> • the explanation explicitly refers to at least ONE concept, e.g., “<i>in 1900, the gold miners interacted with the environment by . . .</i>” <ul style="list-style-type: none"> • response has explanation, e.g., “<i>By 1900, most of the easy gold had been taken and heavy machinery was used, which had a bigger impact on the environment compared to use of pan and shovel by creating dredge and sluice tailings.</i>” 	<p>Shows a thorough understanding of BOTH of the concepts of:</p> <ul style="list-style-type: none"> • interaction • change <p>as they relate to Ross OR its surrounding district.</p> <ul style="list-style-type: none"> • explicitly explains the TWO concepts and their inter-relationship • starts to unpack the concept(s), e.g.: <ul style="list-style-type: none"> - “<i>This change can bring about further change . . .</i>” - explanation covers the natural and cultural environments. • discussion has explanation throughout • uses geographic terminology, e.g.: <ul style="list-style-type: none"> - cultural / natural environment - sustainable • shows insight, e.g.: <ul style="list-style-type: none"> - greater mechanisation as gold becomes more scarce / difficult to get - technology has led to greater change to the environment.

	Achievement	Achievement with Merit	Achievement with Excellence
	Applying a skill: Interpreting information		
	<p>In all parts, including the paragraph: The information presented / included is supported with the use of evidence from the resources to interpret / understand the environment, but the information is generalised and lacks accuracy.</p> <p><i>Examples can include reference to “gold miners” rather than “prospectors”, “mining camp”.</i></p> <p><i>Allow inaccuracies, errors, and omissions.</i></p>	<p>In all parts, including the paragraph: The information presented / included is supported with a wide range of evidence to interpret / understand the environment. The information is specific and accurate.</p> <p><i>Examples can include reference to “prospectors” rather than “gold miners”, “mining camp of 500 people”.</i></p> <p><i>Allow for some inaccuracies, errors, and omissions.</i></p>	

N1	N2	A3	A4	M5	M6	E7	E8
<p>Has a sufficient response to show some skill in presentation or interpretation of information, but lacks key geographic conventions and accuracy, in ONE of:</p> <ul style="list-style-type: none"> • the table • the précis map <p>OR</p> <p>attempts to apply a geographic concept.</p>	<p>Shows skill in presentation or interpretation of information, and uses some key geographic conventions, but lacks accuracy, in ONE of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>OR</p> <p>shows some understanding of ONE of the concepts of:</p> <ul style="list-style-type: none"> • process • interaction • change. 	<p>Shows skill in presentation or interpretation of information, and uses some key geographic conventions, but lacks accuracy, in ONE of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>AND</p> <p>shows some understanding of ONE of the concepts of:</p> <ul style="list-style-type: none"> • process • interaction • change. 	<p>Shows skill in presentation or interpretation of information, and uses most key geographic conventions, but lacks accuracy, in TWO of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>AND</p> <p>shows understanding of ONE of the concepts of:</p> <ul style="list-style-type: none"> • process • interaction • change. 	<p>Shows skills with accuracy in presentation or interpretation of information, but may lack use of a key geographic convention, in TWO of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>AND</p> <p>explains, in some detail, TWO of the concepts of:</p> <ul style="list-style-type: none"> • process • interaction • change. 	<p>Shows skills with a high level of accuracy in presentation or interpretation of information, and use of all key geographic conventions, in TWO of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>AND</p> <p>explains, in detail, TWO of the concepts of:</p> <ul style="list-style-type: none"> • process • interaction • change. 	<p>Shows skills with a high level of accuracy in presentation or interpretation of information, and use of all key geographic conventions, in TWO of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>AND</p> <p>fully explains, showing some insight and geographic terminology, the concepts of change and EITHER:</p> <ul style="list-style-type: none"> • process OR • interaction. 	<p>Shows skills with a high level of accuracy in presentation or interpretation of information, and use of all key geographic conventions, in TWO of:</p> <ul style="list-style-type: none"> • the table • the précis map • use of specific evidence <p>AND</p> <p>fully explains, showing insight and geographic terminology consistently throughout, the THREE concepts of</p> <ul style="list-style-type: none"> • process • interaction • change.

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