

Assessment Schedule – 2022

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)	Applying a skill: Interpreting and presenting information – précis mapping		
	<p>The précis map shows use of skills and geographic conventions to show a range of the required features with some accuracy.</p> <p>Features of the map are:</p> <ul style="list-style-type: none"> • the Mediterranean Sea • the Jordan River • the Jordan Rift Valley boundaries (<i>a line like that of figure 3 is acceptable</i>) • the approximate present-day area of the Southern Basin of evaporation ponds • the approximate present-day area of the Northern Basin. <p>Conventions include:</p> <ul style="list-style-type: none"> • use of appropriate symbols and key • spatial features (area of Southern Basin) shown as an area, linear features (e.g., boundary of Rift Valley) as a line • appropriate scale • use of title • use of north direction. <p><i>Allow inaccuracy, and some minor convention errors or omissions.</i></p>	<p>The précis map AND description of the Jordan Rift Valley show use of skills and geographic conventions to show the required features with accuracy.</p> <p>Accuracy in features includes:</p> <ul style="list-style-type: none"> • the Jordan River labelled direction of flow is in a north-to-south direction • the Jordan Rift Valley boundaries following the edge of the terrain, although some simplification allowed • the evaporation ponds cover the majority of the 1931 Southern Basin • the area of the present-day Northern Basin covers most, but not all, of the 1931 Basin's area. <p>Accuracy in conventions includes:</p> <ul style="list-style-type: none"> • scale is accurate, 1cm = 6 to 9 km • north direction is accurate, being vertical, although allow some left offset. <p>Accuracy in description of Jordan Rift Valley</p> <ul style="list-style-type: none"> • physical features of the rift valley are identified – ranges or towns or N/S basins, etc. <p><i>Allow some inaccuracy, and some minor convention errors.</i></p>	

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(b)(i)(ii)	Applying a skill: Interpreting information – chart and map		
	<p>Using skills and geographic conventions in the presentation and / or interpretation of information.</p> <p>Selects and applies data from either the chart OR the map, using conventions, showing an understanding of EITHER the factors causing high level of evaporation OR the pattern of rainfall. The response need not have a high level of accuracy.</p> <p>Conventions include use of correct units, e.g., °C, mm.</p> <p>Includes specific evidence AND why the factor contributes to evaporation, e.g., <i>“The daily mean temperature of 26.1° is very hot”</i> rather than <i>“It is hot. It has a high daily mean temperature of 26.1°”</i>.</p> <p><i>Allow inaccuracy, and some minor convention errors or omissions.</i></p>	<p>Using skills and geographic conventions to a high level of accuracy in the presentation and / or interpretation of information</p> <p>Selects and applies a wide range of data from both the chart AND the map, with precision and use of correct conventions, and integrates this into the response to show an in-depth understanding of BOTH the factors causing a high level of evaporation AND the pattern of rainfall, with a high level of accuracy.</p> <p>Accuracy includes wide use of specific values, e.g., 26.1°C; between 600 and 800 mm.</p> <p>e.g., <i>“The hot daily mean temperature of 26.1° means there is a lot of evaporation.”</i></p> <p><i>Allow some inaccuracy, and some minor convention errors or omissions.</i></p>	

(b)(iii)	Geographic concepts: Environment and pattern		
	Shows an understanding of the concept of either environment OR pattern .	Shows an understanding of the concept of either environment OR pattern .	Shows a thorough understanding of the concept of either environment OR pattern .
	<p>Identifies information relevant to concept of environment OR pattern, demonstrating an understanding of the concept.</p> <p>Uses some supporting information, e.g., for environment, <i>“the Dead Sea has high temperatures”</i> or for pattern, <i>“the north has heavier rainfall, the south little”</i>.</p>	<p>Shows detailed understanding of the concept of environment OR pattern and explicitly refers to the concept, such as an appropriate choice of sentence.</p> <p>Uses detailed supporting information, e.g., <i>“the daily mean temperature of the Dead Sea is 26.1°C”</i>; or <i>“the rainfall in the north is heavier, being 600 mm, whereas in the Dead Sea in the south, it is less than 100 mm”</i>.</p>	<p>Shows a thorough understanding of the concept of EITHER environment OR pattern, including an appropriate choice of sentence integrating the concept into their response.</p> <p>Integrates detailed supporting information throughout, e.g., <i>“the daily mean temperature of the Dead Sea is 26.1°C”</i>; or <i>“the rainfall in the north is heavier, being 600 mm, whereas in the Dead Sea in the south, it is less than 100mm”</i>.</p> <p>Uses geographic terminology correctly, e.g., <i>“the mean temperature is 26.1°C”</i> and <i>“the average humidity is 32%”</i>.</p> <p>Shows insight, e.g., <i>“compared to rainfall, the Jordan River is a more important source of water for the Dead Sea”</i>.</p> <p>Environment example</p> <p>The climate of the Jordan Rift Valley is a characteristic feature of the environment. It is a very dry place, which leads to higher rates of evaporation. With a hot daily mean of 26.1°, a low rainfall of 42mm/year, and 3,520 hours of sunshine, there will be a high rate of evaporation and a low rate of refilling the Dead Sea. Due to these natural characteristics, without the Jordan River the Dead Sea could not exist</p>

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(c)(i)(ii)(iii)	Applying a skill: Interpretating information – graph, flow chart, and model		
	<p>Using skills and geographic conventions in the presentation and / or interpretation of information.</p> <p>Selects and applies some data from TWO of the graph, chart, or model, using conventions, showing understanding of why the Dead Sea is shrinking. May not have high level of accuracy (specific information).</p> <p>Graph must discuss changing rate, i.e., steady decline to rapid decline.</p> <p><i>Allow inaccuracy, and some minor convention errors or omissions.</i></p>	<p>Using skills and geographic conventions to a high level of accuracy in the presentation and / or interpretation of information.</p> <p>Selects and applies a wide range of data from TWO of the graph, chart, or model, with precision and use of correct conventions, integrated into the response to show an in-depth understanding of why the Dead Sea is shrinking.</p> <p>Precision includes wide use of specific values, e.g., 26.1°C; between 600 and 800 mm.</p> <p>Note:</p> <ul style="list-style-type: none"> • Percentage water diverted for drinking = 85% • Israel = 45% • Jordan = 39% <p><i>Allow some inaccuracy, and some minor convention errors or omissions.</i></p>	

Part	Achievement	Achievement with Merit	Achievement with Excellence
(d)	Understanding of geographic concepts: Interaction and sustainability		
	<p>Shows an understanding of ONE of the concepts of:</p> <ul style="list-style-type: none"> • interaction • sustainability <p>as it relates to the Dead Sea.</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 <i>“this is not sustainable”</i>. <ul style="list-style-type: none"> • response is mainly descriptive <ul style="list-style-type: none"> • general references to the environment. 	<p>Shows a detailed understanding of BOTH of the concepts of:</p> <ul style="list-style-type: none"> • interaction • sustainability <p>as they relate to the Dead Sea.</p> <ul style="list-style-type: none"> • the explanation explicitly refers to at least ONE concept, e.g., <i>“interacted with the environment by ...”</i> <ul style="list-style-type: none"> • response has explanation <ul style="list-style-type: none"> • specific references to the environment. 	<p>Shows a thorough understanding of BOTH of the concepts of:</p> <ul style="list-style-type: none"> • interaction • sustainability <p>as they relate to the Dead Sea.</p> <ul style="list-style-type: none"> • explicitly refers to the concepts • starts to unpack the concept(s) as identified on page 2 of the resource booklet, e.g.: <ul style="list-style-type: none"> - <i>Sustainability involves adopting ways of thinking and behaving that allow individuals, groups, and societies to meet their needs and aspirations without preventing future generations from meeting theirs.</i> - <i>“Interaction can bring about environmental change ...”.</i> - <i>Negative OR positive interaction.</i> - <i>This interaction is unsustainable.</i> • discussion has thorough explanation throughout • wide range of specific references to the environment • uses geographic terminology, e.g., <i>“evaporation rate”, “arid”</i> • shows insight, e.g., <i>“co-operation between the warring states has seemingly contributed to the problem to date and is necessary but seemingly unlikely for any agreement or solution”.</i>

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 précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>OR</p> <p>attempts to apply a geographic concept.</p>	<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 précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</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 at least ONE of:</p> <ul style="list-style-type: none"> the précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</p> <p>shows some understanding, with some supporting information, of at least ONE of the concepts of:</p> <ul style="list-style-type: none"> environment or pattern interaction sustainability. 	<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 précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</p> <p>shows understanding, with some supporting information, of TWO of the concepts of:</p> <ul style="list-style-type: none"> environment or pattern interaction sustainability. 	<p>Shows skills with accuracy in presentation or interpretation of information, but may lack use of a key geographic convention, in at least ONE of:</p> <ul style="list-style-type: none"> the précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</p> <p>explains, in some detail, using a range of specific supporting evidence, at least ONE of the concepts of:</p> <ul style="list-style-type: none"> environment or pattern interaction sustainability. 	<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 précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</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"> environment or pattern interaction sustainability. 	<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 précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</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"> environment or pattern interaction sustainability. 	<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 précis map to show the main features of the Dead Sea the Dead Sea climate the shrinkage of the Dead Sea <p>AND</p> <p>fully explains, showing insight, and integrating a wide range of specific supporting evidence and geographic terminology consistently throughout, the THREE concepts of:</p> <ul style="list-style-type: none"> environment or pattern interaction 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