

This assessment is based on a now-expired version of the achievement standard and may not accurately reflect the content and practice of external assessments developed for 2024 onwards.

Pilot Assessment Schedule – 2023

Geography: Demonstrate understanding of how natural processes operate within te taiao (91934)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of how natural processes operate within te taiao</i> involves:</p> <ul style="list-style-type: none"> describing how natural processes operate within te taiao including evidence in the description. 	<p><i>Explain how natural processes operate within te taiao</i> involves:</p> <ul style="list-style-type: none"> explaining the operation of natural processes within te taiao using relevant evidence and geographic terminology that supports the explanation. 	<p><i>Examine how natural processes operate within te taiao</i> involves:</p> <ul style="list-style-type: none"> discussing the implications of how natural processes operate using relevant evidence and geographic terminology that develops the examination.

Cut Scores

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

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe:</p> <ul style="list-style-type: none"> The sequence (natural process) that operates (causes). How te taiao is shaped by the natural processes (effects). <p>The response does not fulfil the intent of the assessment criteria for Achievement, lacking evidence and depth throughout the response.</p>	<p>Describes either:</p> <ul style="list-style-type: none"> The sequence (natural process) that operates (causes). OR How te taiao is shaped by the natural processes (effects). <p>The response does not fulfil the intent of the assessment criteria for Achievement, lacking evidence and depth in at least one part of the response.</p>	<p>Describes (one may be weaker):</p> <ul style="list-style-type: none"> The sequence (natural processes) that operates (causes). Te taiao that has been shaped by the natural processes (effects). <p>Includes limited supporting evidence.</p> <p>The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak.</p>	<p>Describes:</p> <ul style="list-style-type: none"> The sequence (natural processes) that operates (causes). Te taiao that has been shaped by the natural processes (effects). <p>Includes some supporting evidence.</p> <p>The response securely fulfils the intent of the assessment criteria for Achievement.</p>	<p>Explains (one may be weaker):</p> <ul style="list-style-type: none"> The sequence (natural processes) that operates (causes). How te taiao is shaped by the natural processes (effects). The link between the process and the features. <p>Includes some relevant evidence and geographic terminology to support explanation.</p> <p>The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak.</p>	<p>Explains:</p> <ul style="list-style-type: none"> The sequence (natural processes) that operates (causes). How te taiao is shaped by the natural processes (effects). The link between the process and the features. <p>Includes a range of relevant evidence and geographic terminology to support explanation.</p> <p>The response securely fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>Examines (one may be weaker):</p> <ul style="list-style-type: none"> The sequence (natural processes) that operates (causes). How and where te taiao is shaped by the natural processes (effects). The link between the process and the features. The implications of these processes for people. <p>Includes some contextualised evidence and geographic terminology.</p> <p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, demonstrating a sound understanding of the topic, although some parts may be partial or weak.</p>	<p>Examines:</p> <ul style="list-style-type: none"> The sequence (natural processes) that operates (causes). How and where te taiao is shaped by the natural processes (effects), in detail. The link between the process and the features. The implications of these processes for people. <p>Includes some detailed, contextualised evidence and geographic terminology.</p> <p>The response securely fulfils the intent of the assessment criteria for Achievement with Excellence, demonstrating a holistic understanding of the topic.</p>

N0 = No response; no relevant evidence.

Example at A4 level

“Longshore drift occurs when the prevailing winds influence wave direction. The swash moves up the beach on an angle etc ...” (goes over the sequence). *“There is now a 2 km spit at (name of) beach”*.

“... the rising magma accumulates in magma chambers causing pressure to build up. Mt Ruapehu sits on top of a magma chamber in Tongariro National Park”.

No real causal / explanation / linkage between processes and features, therefore te taiao is described rather than explained.

Example at M5 level

“Longshore drift occurs when the prevailing winds influence wave direction. The swash moves up the beach on an angle etc ...” (goes over the sequence). *“At (name of) beach a spit has been formed **due to this movement of sediment**. The spit runs in a **northerly direction because this is the direction that longshore drift is occurring**”.*

*“... the rising magma accumulates in magma chambers causing pressure to build up. This pressure is released during an eruption of either ash or lava. As a result of many eruptions over time, **a build-up of ash and lava layers has occurred causing composite cones to be formed. Mt Ruapehu is one of these**”.*

A link between the process and the feature is clearly established.

Appendix: Marker determination of validity of evidence

Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p>Referenced complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p>Unreferenced complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.