

**Assessment Schedule – 2019****Geography: Apply concepts and basic geographic skills to demonstrate understanding of a given environment (91010)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Applying concepts and basic geographic skills to demonstrate understanding of a given environment involves:</i></p> <ul style="list-style-type: none"> <li>• using basic skills and geographic conventions in the presentation and / or interpretation of information <b>(B)</b></li> <li>• showing <b>understanding</b> of geography concepts <b>(U)</b>.</li> </ul>	<p><i>Applying concepts and basic geographic skills to demonstrate in-depth understanding of a given environment involves:</i></p> <ul style="list-style-type: none"> <li>• using basic skills and geographic conventions <b>with precision</b> in the presentation and / or interpretation of information <b>(P)</b></li> <li>• showing an <b>in-depth understanding</b> of geography concepts <b>(D)</b>.</li> </ul>	<p><i>Applying concepts and geographic skills to demonstrate comprehensive understanding of a given environment involves:</i></p> <ul style="list-style-type: none"> <li>• using basic skills and geographic conventions <b>with consistent precision</b> in the presentation and / or interpretation of information</li> <li>• showing a <b>full understanding</b> of geography concepts <b>using geographic terminology</b> and <b>showing insight (C)</b>.</li> </ul>

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 6	7 – 12	13 – 18	19 – 24

**Evidence****Question ONE: The Cape Kidnappers Environment**

	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	Describes the location of New Zealand in terms of its two hemispheres.	<b>(B)</b> Gives a <b>basic description</b> (i.e. in the Southern Hemisphere).	<b>(P)</b> Gives a <b>precise description</b> (i.e. in the Southern AND Eastern Hemispheres).	
(b)	Describes natural features of the Cape Kidnappers coastline: <ul style="list-style-type: none"> <li>• cliffs</li> <li>• beaches</li> <li>• reefs</li> <li>• coastal rocks</li> <li>• sand</li> <li>• shingle.</li> </ul>	<b>(B)</b>  Gives a <b>basic description</b> of TWO natural features to show an understanding of the environment.	<b>(P)</b>  Gives a <b>precise description</b> of TWO natural features to show an understanding of the environment. (i.e. coastal rocks to the south, steep pale cliffs)	
(c)	Calculates the distance between the Golf Club House and Saddle Gannet Colony. 4.8 km	<b>(B)</b> Calculates the distance to show an understanding of the environment.  <b>4.5 – 5.1 km</b>	<b>(P)</b> Calculates the distance <b>with precision</b> to show an understanding of the environment. <b>4.7 – 4.9 km.</b>	
(d)	Completes bar graph to show number of visitors to Cape Kidnappers' attractions. <i>See <b>Appendix A.</b></i>	<b>(B)</b> Draws bars to show an understanding of the environment. <i>Allow for minor inaccuracy.</i>	<b>(P)</b> Draws bars <b>with precision</b> using key symbols to show an understanding of the environment.	
(e)	Explains how the natural OR cultural features are important for tourism at Cape Kidnappers. <i>See <b>Appendix B.</b></i>	<b>(U)</b> Shows an <b>understanding</b> of the concept of environments.	<b>(D)</b> Shows an <b>in-depth understanding</b> of the concept of environments, <b>using supporting evidence.</b>	<b>(C)</b> Shows a <b>full understanding</b> of the concept of environments, <b>integrating specific supporting evidence and geographic terminology, with insight.</b>

N1	N2	A3	A4	M5	M6	E7	E8
<b>1B or 1U</b>  Shows limited knowledge of basic skills and geographic conventions in the presentation of information  OR shows <b>some understanding</b> of the geographic concept of <u>environments</u> .	<b>1B + 1U</b>  Shows limited knowledge of basic skills and geographic conventions in the presentation of information  AND shows <b>some understanding</b> of the geographic concept of <u>environments</u> .	<b>2B + 1U</b>  Uses basic skills and geographic conventions in the presentation of information  AND shows <b>some understanding</b> of the geographic concept of <u>environments</u> , <b>making a general reference to the Cape Kidnappers environment</b> .	<b>3B + 1U</b>  Uses basic skills and geographic conventions in the presentation of information  AND shows an <b>understanding</b> of the geographic concept of <u>environments</u> , <b>using some supporting evidence</b> .	<b>2B + 1P + 1D</b>  Uses basic skills and geographic conventions <b>with precision</b> in the presentation of information  AND shows an <b>in-depth understanding</b> of the geographic concept of <u>environments</u> , <b>using some detailed supporting evidence</b> .	<b>1B + 2P + 1D</b>  Uses basic skills and geographic conventions <b>with precision</b> in the presentation of information  AND shows an <b>in-depth understanding</b> of the geographic concept of <u>environments</u> , <b>using a range of detailed supporting evidence</b> .	<b>3P + 1C</b>  Uses geographic conventions <b>with consistent precision</b> in the presentation of information  AND shows a <b>comprehensive understanding</b> of the geographic concept of <u>environments</u> , <b>integrating a range of detailed supporting evidence and geographic terminology, with insight</b> .	<b>1B + 3P + 1C</b>  Uses geographic conventions <b>with consistent precision</b> in the presentation of information  AND shows a <b>comprehensive understanding</b> of the geographic concept of <u>environments</u> , <b>integrating a wide range of detailed supporting evidence and geographic terminology, with insight, consistently throughout</b> .

**N0** = No response; no relevant evidence.

**Question TWO: Accessibility to Cape Kidnappers**

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence										
(a)	Completes the statistical map to show accessibility to Cape Kidnappers.  See <b>Appendix C</b> .	(B) Uses <b>basic conventions</b> to show an <b>understanding</b> of the environment. Conventions include: <ul style="list-style-type: none"><li>• title</li><li>• north point</li><li>• use of key</li></ul> <i>Allow for minor inaccuracy, error, or omission.</i>	(P) Uses <b>conventions with precision</b> to show a <b>clear understanding</b> of the environment.											
(b)	Table completed to show ways people access Cape Kidnappers. <table><tr><th>Transport Type</th><th>Cost per adult</th></tr><tr><td>Walk</td><td>Free</td></tr><tr><td>Tractor</td><td>\$48</td></tr><tr><td>Bus</td><td>\$88</td></tr><tr><td>Helicopter</td><td>\$800</td></tr></table>	Transport Type	Cost per adult	Walk	Free	Tractor	\$48	Bus	\$88	Helicopter	\$800	(B) TWO parts of the table completed correctly.	(P) FOUR parts of the table completed correctly.	
Transport Type	Cost per adult													
Walk	Free													
Tractor	\$48													
Bus	\$88													
Helicopter	\$800													
(c)	Identifies appropriate departure and return times for a walk to the gannet colonies.	(B) Times calculated to show an understanding of the environment.  Departure 11.00am Return 5.00pm	(P) Times calculated <b>with precision</b> to show an understanding of the environment.  Departure 11.00am Return 4.00pm											

(d)	Identifies the correct weather map to visit Cape Kidnappers: <ul style="list-style-type: none"> <li>Weather Map B</li> </ul> AND gives a reason: <ul style="list-style-type: none"> <li>less wind</li> <li>less likely to rain</li> <li>minimal cloud</li> <li>etc.</li> </ul>	(B) Identifies Weather Map B AND gives a <b>basic</b> reason.	(P) Identifies Weather Map B AND gives a <b>precise</b> reason.	
(e)	Explains the accessibility of Cape Kidnappers. <i>See Appendix D.</i>	(U) Shows an <b>understanding</b> of the concept of accessibility.	(D) Shows an <b>in-depth understanding</b> of the concept of accessibility, <b>using supporting evidence</b> .	(C) Shows a <b>full understanding</b> of the concept of accessibility, <b>integrating specific supporting evidence and geographic terminology, with insight</b> .

N1	N2	A3	A4	M5	M6	E7	E8
<b>1B or 1U</b>  Shows limited knowledge of basic skills and geographic conventions in the presentation of information  OR shows <b>some understanding</b> of the geographic concept of <u>accessibility</u> .	<b>1B + 1U</b>  Shows limited knowledge of basic skills and geographic conventions in the presentation of information  AND shows <b>some understanding</b> of the geographic concept of <u>accessibility</u> .	<b>2B + 1U</b>  Uses basic skills and geographic conventions in the presentation of information  AND shows <b>some understanding</b> of the geographic concept of <u>accessibility</u> , <b>making a general reference to the Cape Kidnappers environment</b> .	<b>3B + 1U</b>  Uses basic skills and geographic conventions in the presentation of information  AND shows an <b>understanding</b> of the geographic concept of <u>accessibility</u> , <b>using some supporting evidence</b> .	<b>2B + 1P + 1D</b>  Uses basic skills and geographic conventions <b>with precision</b> in the presentation of information  AND shows an <b>in-depth understanding</b> of the geographic concept of <u>accessibility</u> , <b>using some detailed supporting evidence</b> .	<b>1B + 2P + 1D</b>  Uses basic skills and geographic conventions <b>with precision</b> in the presentation of information  AND shows an <b>in-depth understanding</b> of the geographic concept of <u>accessibility</u> , <b>using a range of detailed supporting evidence</b> .	<b>2B + 1P + 1C</b>  Uses geographic conventions <b>with consistent precision</b> in the presentation of information  AND shows a <b>comprehensive understanding</b> of the geographic concept of <u>accessibility</u> , <b>integrating a range of detailed supporting evidence and geographic terminology, with insight</b> .	<b>1B + 2P + 1C</b>  Uses geographic conventions <b>with consistent precision</b> in the presentation of information  AND shows a <b>comprehensive understanding</b> of the geographic concept of <u>accessibility</u> , <b>integrating a wide range of detailed supporting evidence and geographic terminology, with insight, consistently throughout</b> .

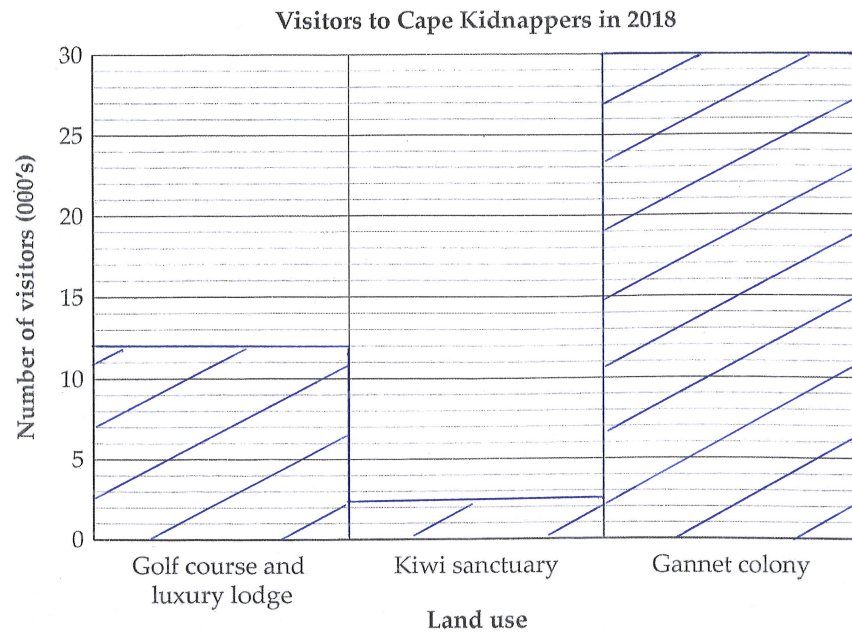
**Question THREE: Sustainability of Cape Kidnappers**

	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<p>On the précis map, locates and labels the following areas:</p> <ul style="list-style-type: none"> <li>• Saddle Gannet Colony</li> <li>• Area of 2018 slip</li> </ul> <p>See <b>Appendix E</b>.</p> <p><i>This task is marked in two separate parts. <b>Conventions</b> (in terms of presentation) AND <b>accuracy</b> (in terms of interpretation of the resources). The two marks are not dependent on each other.</i></p>	<p><b>(B)</b></p> <p>Uses <b>basic conventions</b> to show an <b>understanding</b> of the environment.</p> <ul style="list-style-type: none"> <li>• title</li> <li>• key</li> <li>• appropriate colour / shading technique.</li> </ul> <p><i>Allow for some inaccuracy, error, or omission.</i></p>	<p><b>(P)</b></p> <p>Uses <b>conventions with precision</b> to show a <b>clear understanding</b> of the environment.</p> <p><i>Allow for minor inaccuracy or minor error or minor omission.</i></p>	
		<p><b>(B)</b></p> <p>Locates features, showing an <b>understanding</b> of the environment.</p> <p><i>Allow for some inaccuracy, error, or omission.</i></p>	<p><b>(P)</b></p> <p>Locates features <b>with precision</b>, showing a <b>clear understanding</b> of the environment.</p> <p><i>Allow for minor inaccuracy, error, or omission.</i></p>	
(b)	<p>Table filled in correctly to show problems faced by THREE land uses at Cape Kidnappers:</p> <ul style="list-style-type: none"> <li>• slips / landslips</li> <li>• use / mixing of chemicals</li> <li>• pests / predators.</li> </ul>	<p><b>(B)</b></p> <p>Identifies a problem for each of the land uses</p>	<p><b>(P)</b></p> <p>Identifies a problem for each of the land uses, using evidence from Resource D.</p>	
(c)	<p>Completes the infographic to show statistics relating to sustainability at Cape Kidnappers.</p> <ul style="list-style-type: none"> <li>• Gannet Colonies: <ul style="list-style-type: none"> <li>- 4000</li> <li>- 25</li> </ul> </li> <li>• Golf Course <ul style="list-style-type: none"> <li>- 1000 acres</li> <li>- 15</li> </ul> </li> <li>• Cape Sanctuary <ul style="list-style-type: none"> <li>- 10.6 km</li> <li>- 3600</li> </ul> </li> </ul>	<p><b>(B)</b></p> <p>Adds THREE statistics to the graphic.</p>	<p><b>(P)</b></p> <p>Adds ALL FIVE statistics to the graphic.</p>	

(d)	Explains the sustainability of Cape Kidnappers. <i>See Appendix F.</i>	<b>(U)</b> Shows an <b>understanding</b> of the concept of sustainability.	<b>(D)</b> Shows an <b>in-depth understanding</b> of the concept of sustainability, <b>using supporting evidence</b> .	<b>(C)</b> Shows a <b>full understanding</b> of the concept of sustainability, <b>integrating specific supporting evidence and geographic terminology, with insight</b> .
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N1	N2	A3	A4	M5	M6	E7	E8
<b>1B or 1U</b>  Shows limited knowledge of basic skills and geographic conventions in the presentation of information  OR shows <b>some understanding</b> of the geographic concept of <u>sustainability</u> .	<b>1B + 1U</b>  Shows limited knowledge of basic skills and geographic conventions in the presentation of information  AND shows <b>some understanding</b> of the geographic concept of <u>sustainability</u> .	<b>2B + 1U</b>  Uses basic skills and geographic conventions in the presentation of information  AND shows <b>some understanding</b> of the geographic concept of <u>sustainability</u> , <b>making a general reference to the Cape Kidnappers environment</b> .	<b>3B + 1U</b>  Uses basic skills and geographic conventions in the presentation of information  AND shows an understanding of the geographic concept of <u>sustainability</u> , <b>using some supporting evidence</b> .	<b>2B + 1P + 1D</b>  Uses basic skills and geographic conventions <b>with precision</b> in the presentation of information  AND shows an in-depth understanding of the geographic concept of <u>sustainability</u> , <b>using some detailed supporting evidence</b> .	<b>1B + 2P + 1D</b>  Uses basic skills and geographic conventions <b>with precision</b> in the presentation of information  AND shows an in-depth understanding of the geographic concept of <u>sustainability</u> , <b>using a range of detailed supporting evidence</b> .	<b>2B + 1P + 1C</b>  Uses geographic conventions <b>with consistent precision</b> in the presentation of information  AND shows a comprehensive understanding of the geographic concept of <u>sustainability</u> , <b>integrating a range of detailed supporting evidence and geographic terminology, with insight</b> .	<b>1B + 2P + 1C</b>  Uses geographic conventions <b>with consistent precision</b> in the presentation of information  AND shows a comprehensive understanding of the geographic concept of <u>sustainability</u> , <b>integrating a wide range of detailed supporting evidence and geographic terminology, with insight, consistently throughout</b> .

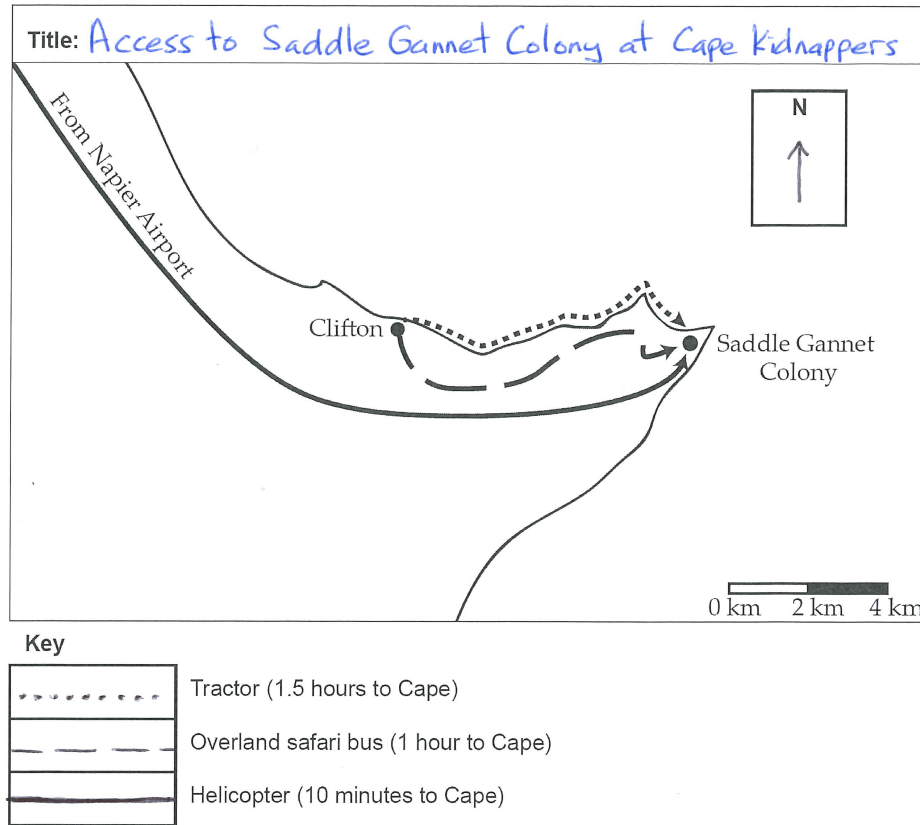
**N0** = No response; no relevant evidence.

**Appendix A: Sample evidence for Q1(d) Bar graph****Appendix B: Sample evidence for Q1(e) Natural characteristics**

U	D	C
Because the <i>gannets</i> bring the most tourists to the area. There are also <i>cliffs</i> and <i>beaches</i> that make the trip enjoyable.	<i>Natural features</i> are more important because the <i>gannet colony</i> is the largest mainland colony in the world. It brings the most tourists to the area. There are also <i>cliffs</i> , <i>faultlines</i> and <i>beaches</i> that make the trip enjoyable for tourists.	<i>Natural features</i> of the Cape Kidnappers <i>environment</i> are more important because the <i>gannet colony</i> is the largest mainland colony in the world. It brings the most tourists (30 000) to the area. The cliffs contain layers of <i>rock</i> , <i>faultlines</i> and <i>beaches</i> at <i>low tide</i> that make the trip enjoyable for these tourists.



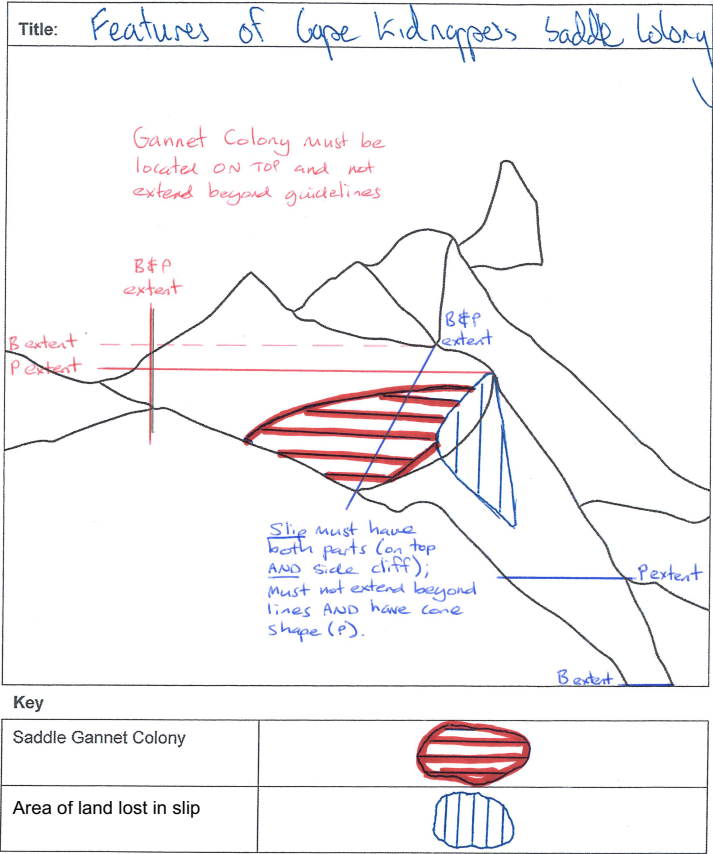
### Appendix C: Sample evidence for Q2(a) Transport map



### Appendix D: Sample evidence for Q2(e) Accessibility

U	D	C
Cape Kidnappers is <i>accessible</i> because there are 4 different ways people <i>can get there</i> . Helicopter rides are very fast and people can be there in no <i>time</i> .	Cape Kidnappers is reasonably <i>accessible</i> because there are 4 different ways people <i>can get there</i> . Helicopter rides are very fast and people can be there in no <i>time</i> but they do <i>cost a lot of money</i> to use. Walking is free but people can't walk at high tide which is a <i>problem</i> .	Cape Kidnappers is <i>accessible</i> for those people who can afford the \$800 ride. Walking is free but people can't walk along the beach at high tide, which makes the cape <i>less accessible</i> . The transport that makes the cape <i>most accessible</i> are tractor and bus. They are <i>quicker</i> than walking but <i>cheaper</i> than flying by helicopter.

Appendix E: Sample evidence for Q3(a) Précis map



Appendix F: Sample evidence for Q3(d) Sustainability examples

U	D	C
There are things that people are doing to <i>keep the area going</i> . The gannets are being <i>looked after</i> because a trial colony has been set up that is <i>protected</i> by a fence.	There are many sustainable ways people are <i>preserving</i> Cape Kidnappers. The golf club employs 15 people to manage the course and they are making sure that the effects of spraying chemicals is <i>minimised</i> by getting them collected. A predator fence has been built that <i>protects</i> a kiwi sanctuary and 2200 bait stations also help <i>protect</i> the birds from ferrets etc.	There are many sustainable ways people are <i>preserving</i> the Cape Kidnappers <i>environment</i> . The golf club employs 15 people to manage the course and they make sure that the effects of spraying chemicals is <i>minimised</i> by having mixing areas and getting containers collected. A predator fence has been built that <i>protects</i> Cape Sanctuary and 2200 bait stations also help <i>protect</i> the birds from ferrets, stoats and cats. All of this ensures that Cape Kidnappers will be <i>preserved for future generations</i> .