Assessment Schedule – 2014

Geography: Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills (91429)

Evidence Statement

Question One: The natural and cultural environment Great Barrier Island		
This question is asking candidates to analyse the natural and cultural environments of Great Barrier Island. Scores of A3–E8 MUST contain analysis. Question One (a) sets the scene for the aspects of the environments (the **what / describe** of the environment); then Question One (b) provides the explanation demonstrating the **why / explain** the environment is the way it is.		
Not Achieved	**NØ**	No response; no relevant evidence.
	N1	Very limited answer. Some correct material, but the candidate does not address the question.
	N2	Little accurate information about environment. The answer may correctly describe a characteristic(s) of the environment, but does not provide explanation in any part of the response.
Achievement	**A3**	Demonstrates **some understanding** of the environment. The candidate: • selects and uses skills and geographic conventions in the interpretation of information about the natural environment • gives some explanation of the cultural environment, but it is mainly descriptive • shows some understanding of the geographic concept of environment, but the answer lacks depth • includes some specific evidence from the resources.
	A4	Demonstrates **understanding** of the environment. The candidate: • selects and uses skills and geographic conventions in the interpretation of information about the natural environment • gives some explanation of the cultural environment, but it is mainly descriptive • shows some understanding of the geographic concept to explain the cultural environment, but the answer lacks depth • includes specific evidence from the resources.

Merit	**M5**	Demonstrates **some detailed** understanding of the environment. The candidate: • selects and uses skills and geographic conventions with precision in the interpretation of information about the natural environment • shows an in-depth understanding of the geographic concept to explain the cultural environment overall, but one part may be less detailed than the other • includes detailed evidence from the resource booklet (does not have to be integrated).
	M6	Demonstrates **detailed** understanding of the environment. The candidate: • selects and uses skills and geographic conventions with precision in the interpretation of information about the natural environment • shows an in-depth understanding of the geographic concepts to explain the cultural environment • includes detailed evidence from the resource booklet (does not have to be integrated).
Excellence	**E7**	Demonstrates **comprehensive** understanding of the environment, with **some insight**. The candidate: • selects and uses skills and geographic conventions with precision in the interpretation of information about the natural environment • shows insight in explaining the cultural environment • has a good use of geographic terminology and concepts • integrates specific evidence from the resource booklet. ONE part may be slightly weaker, but overall the candidate has demonstrated comprehensive understanding.
	E8	Demonstrates **comprehensive** understanding of the environment, with **insight**. The candidate: • selects and uses skills and geographic conventions with precision in the interpretation of information about the natural environment • shows insight in explaining the cultural environment • has a good use of geographic terminology and concepts • integrates specific evidence from the resource booklet. BOTH parts of the question are at a comprehensive level.

Question Two: Population changes on Great Barrier Island		
This question tests the ability of candidates to select an appropriate method to display information.		

This question tests the ability of candidates to select an appropriate method to display information.

It is expected that candidates will choose to construct a multi-line graph.

The concept is "change". The focus of the question is on analysing (describing and explaining) the population changes on Great Barrier Island and the Auckland region as a whole.

Scores of A3–E8 MUST contain discussion about change. The graph will generally set the scene showing **what** and **when** of the change; while the writing will usually provide the explanation demonstrating **why** and **how** the changes have / may occur.

(For graph of population changes, see **Appendix A**).

	N0	No response; no relevant evidence.
Not Achieved	**N1**	Very limited answer. There is some correct material, but the candidate does not address the question.
	N2	Little accurate information about change. The answer may attempt to graph how population has changed, but is inaccurate, and the written answer provides no analysis of the reasons for the changes.
Achievement	**A3**	Graph and written answer demonstrate **some understanding** of the concept of change. The candidate: • draws a graph that shows the change in population (lack of conventions, or incompletion may limit accuracy, etc) • attempts to analyse the changes, but may focus more on the trend, rather than the reasons • includes some supporting evidence from graph, or resources, in the analysis. Graph may be slightly weaker, but overall, the candidate demonstrates understanding of the concept of change, and can select and apply the skill of graphing.
	A4	Graph and written answer demonstrate **understanding** of the concept of change. The candidate: • draws a graph that shows the change in population (lack of conventions or incompletion may limit accuracy, etc) • attempts to analyse the changes, but may focus more on the trend, rather than the reasons • includes supporting evidence from the graph or resources, in the analysis. The candidate demonstrates understanding of the concept of change, and can select and apply the skill of graphing.

Merit	**M5**	Graph and written answer demonstrate **detailed understanding** of the concept of change. The candidate: • draws a graph that shows the change in populations (conventions are largely accurate) • partially analyses the changes • includes **some detailed** supporting evidence from graph or resources in analysis. Graph may be slightly weaker, but overall, the candidate demonstrates detailed understanding of the concept of change, and can select and apply the skill of graphing with precision.
	M6	Graph and written answer demonstrate **detailed understanding** of the concept of change. The candidate: • draws a graph that shows the change in populations (conventions are largely accurate) • partially analyses the changes • includes some **detailed** supporting evidence from graph or resources in analysis. The candidate demonstrates a detailed understanding of the concept of change, and can select and apply the skill of graphing with precision.
Excellence	**E7**	Graph and written answer demonstrate **comprehensive understanding** of the concept of change, with **some insight**. The candidate: • draws a line graph that shows the change in population (conventions and graph are largely accurate) • analyses the changes with some insight • includes integrated and detailed supporting evidence from graph or resources in analysis. The candidate demonstrates a comprehensive understanding of the concept of change, and can select and apply the skill of graphing with precision.
	E8	Graph and written answer demonstrate **comprehensive understanding** of the concept of change, with **insight**. The candidate: • draws a line graph that shows the change in population (conventions and graph are largely accurate) • analyses the changes with some insight • includes integrated and detailed supporting evidence from graph or resources in analysis. The candidate demonstrates comprehensive understanding of the concept of change, and can select and apply the skill of graphing with precision.

Question Three: Perspectives about the future		
This question tests the ability of candidates to critically evaluate geographic information to support opinions about future trends. The concept is "perspectives". The focus of the question is on analysing the social, economic, and environmental issues that people living on Great Barrier Island could face. Scores of A3–E8 MUST contain evaluation related to the three perspectives named.		
Not Achieved	**N0**	No response; no relevant evidence.
	N1	Very limited answer. There is some correct material, but the candidate does not address the question.
	N2	Little evaluation. The answer may attempt to describe the trends for the future, but does not evaluate.
Achievement	**A3**	Demonstrates **some understanding** of the concept of perspectives. The candidate: • makes a critical evaluation by appraising some of the perspectives with some reference to the resources (answer may be more descriptive in parts) • includes **some supporting evidence** from resources in the analysis • may not reach a clear overall conclusion, or conclusion may be inferred.
	A4	Demonstrates **understanding** of the concept of perspectives. The candidate: • makes a critical evaluation by appraising some of the perspectives (answer may be more descriptive in parts) • includes **supporting evidence** from resources in the analysis • may not reach a clear overall conclusion, or conclusion may be inferred.
Merit	**M5**	Demonstrates a detailed **understanding** of the concept of perspectives. The candidate: • makes a critical evaluation by appraising the perspectives, and attempts to evaluate them • includes **some detailed** supporting evidence from resources in the analysis • comes to a conclusion.
	M6	Demonstrates a detailed **understanding** of the concept of perspectives. The candidate: • makes a critical evaluation by appraising the perspectives, and attempts to evaluate them • includes **detailed** supporting evidence from resources in the analysis • comes to a conclusion.

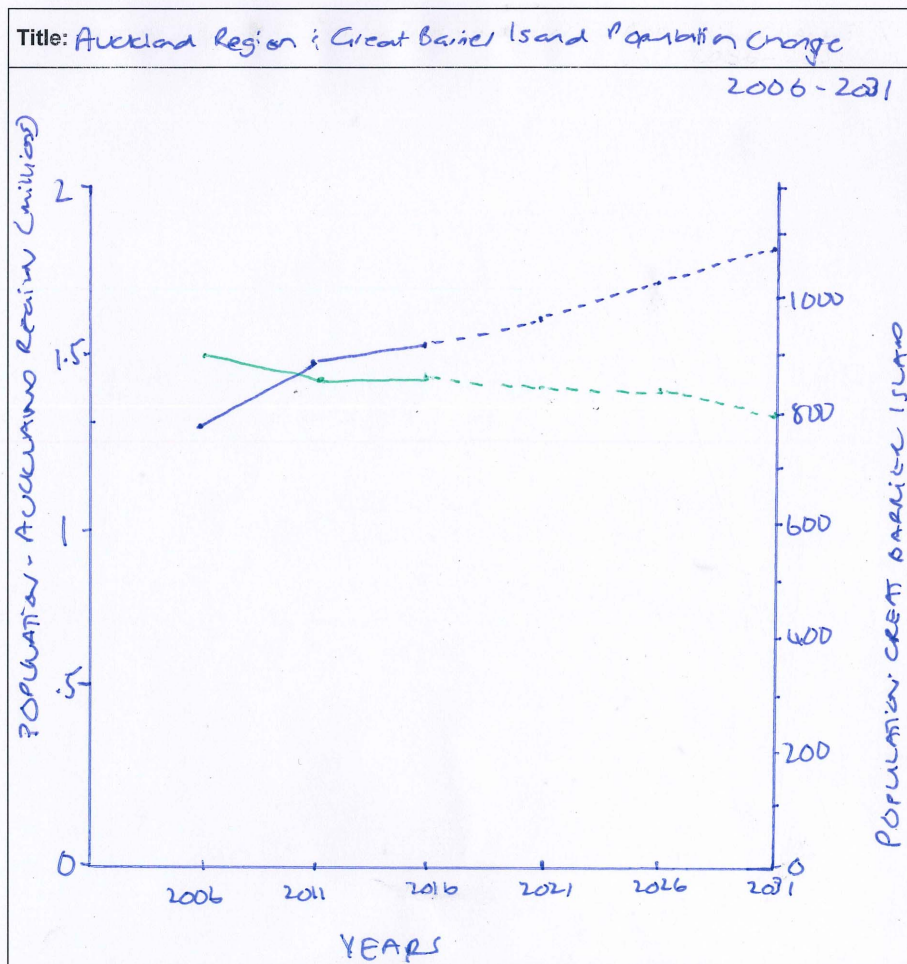|		
Excellence	**E7**	Demonstrates **comprehensive understanding** of the concept of perspectives, with **some insight**. The candidate: • makes a critical evaluation by appraising each of the perspectives, and evaluates them with some insight • includes integrated and detailed supporting evidence from resources in the analysis • comes to an overall conclusion.
	E8	Demonstrates **comprehensive understanding** of the concept of perspectives, with **insight**. The candidate: • makes a critical evaluation by appraising each of the perspectives, and evaluates them with insight • includes integrated and detailed supporting evidence from resources in the analysis • comes to a justified overall conclusion.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 12	13 – 18	19 – 24

Appendix A – Question Two (a)

(a) Draw an appropriate graph below, using the information from Resource E, to show the actual and projected population changes of BOTH the Auckland region and Great Barrier Island between the years from 2006 to 2031.

Include all appropriate graphing conventions.

Title: Auckland Region & Great Barrier Island Population change 2006-2031

Conventions

- Correct **title**: years, population, must refer to Great Barrier Island and Auckland.
- All **axes** labelled correctly, check for units on y-axis matching scale.
- Correct **scale** for BOTH x-axis and y-axis.
- Correct **type** of graph.
- Accurate **plotting**: line must not start at 0, can be on axis depending on plotting of x-axis.
- Indication of actual and predicted data: may be on a key or indicated by broken line.