

**Assessment Schedule – 2013****Geography: Apply concepts and basic geographic skills to demonstrate understanding of a given environment (91010)****Evidence Statement**

Question	Evidence	
<b>ONE</b>	<b>Codes:</b> <b>B</b> = Basic <b>C</b> = Complex	
(a)	<ul style="list-style-type: none"> <li>Describes Stewart Island's location in general, or refers to only ONE piece of specific information.</li> </ul> <b>OR:</b> <ul style="list-style-type: none"> <li>Comprehensively describes Stewart Island's location, using at least TWO pieces of specific information.</li> </ul>	<b>B</b>  <b>OR:</b> <b>C</b>
(b) (i)	<ul style="list-style-type: none"> <li>Sawmilling</li> </ul>	<b>B</b> = BOTH correct.
(ii)	<ul style="list-style-type: none"> <li>56 people</li> </ul>	
(iii)	<ul style="list-style-type: none"> <li>Ulva Island Marine Reserve</li> <li>(Rakiura) National Park</li> <li>Stewart Island Forest Conservation Area.</li> </ul>	<b>C</b> = TWO required.
(c)	Précis Map: <ul style="list-style-type: none"> <li>Shelter at Māori Beach (GR 256990)</li> <li>The road from GR 293956 to Lee Bay (ending at GR 284985)</li> <li>Ulva Island</li> <li>The sand and mud area to the north-west of Burial Island (GR 248941).</li> </ul> (See <b>Appendix A</b> ).	<b>B</b> <b>B or C</b>  <b>B</b> <b>C</b>
(d)	Latitude 46° 55' S	<b>B</b> Must include degree and minute symbols.
(e) (i)	Employment opportunities in Oban, eg: <ul style="list-style-type: none"> <li>School teacher</li> <li>Police forces worker</li> <li>DOC Ranger</li> <li>Minister</li> <li>Hotel worker</li> <li>Museum assistant</li> <li>Accommodation provider.</li> </ul>	<b>B</b> = TWO required.
(ii)	Length of Wharf Ferry Terminal = 100 m.	<b>C</b>
(f)	<b>Advantages, eg:</b> <ul style="list-style-type: none"> <li>Access to a national park, wildlife, hunting, tramping, scenery</li> <li>Peaceful</li> <li>Employment in a range of island activities</li> <li>Only a 20-minute flight from the mainland or a one hour boat ride (subject to weather)</li> <li>Basic schooling available</li> </ul>	<b>B</b> = Limited discussion. <b>C</b> = Detailed description, which includes BOTH advantages and disadvantages.

		<ul style="list-style-type: none"> <li>• Low number of inhabitants</li> <li>• Limited mobile phone coverage.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Perceived isolation, eg 20-minute flight from the mainland or a one hour boat ride (subject to weather)</li> <li>• No secondary school</li> <li>• Limited banking</li> <li>• Limited mobile phone coverage.</li> </ul>	
<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence. <i>OR:</i> 1 correct out of 11 opportunities.	
	<b>N1</b>	2 correct out of 11 opportunities. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts of “location” and “distance”.	
	<b>N2</b>	3 or 4 correct out of 11 opportunities. Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts of “location” and “distance”.	
<b>Achievement</b>	<b>A3</b>	5 correct out of 11 opportunities. Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of geographic concepts of “location” and “distance”.	
	<b>A4</b>	6 or 7 correct out of 11 opportunities. Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of geographic concepts of “location” and “distance”.	
<b>Merit</b>	<b>M5</b>	8 correct out of 11 opportunities, including 2 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation and information in some instances. Shows an in-depth understanding of geographic concepts of “location” and “distance”.	
	<b>M6</b>	9 correct out of 11 opportunities, including 3 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation and information in most instances. Shows an in-depth understanding of geographic concepts of “location” and “distance”.	
<b>Excellence</b>	<b>E7</b>	10 correct out of 11 opportunities, including 3 <b>C</b> answers. Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geographic concepts using geographic terminology in the context of “location” and “distance”; uses some supporting evidence from the resources provided.	
	<b>E8</b>	10 correct out of 11 opportunities, including 4 <b>C</b> answers. Uses geographic conventions consistently with consistent precision. Shows a full understanding of geographic concepts using geographic terminology in the context of “location” and “distance”; uses a range of supporting evidence from the resources provided.	

Question	Evidence	
<b>TWO</b>	<b>Codes:</b> <b>B</b> = Basic <b>C</b> = Complex	
(a)	Temperature graph (line graph): <ul style="list-style-type: none"> <li>Title</li> <li>Scale must be labelled (include °C)</li> <li>Points plotted in middle of month</li> <li>Points joined by a single line</li> <li>Line must accurately touch both vertical axes</li> <li>'Dip' / v-shape between June and August.</li> </ul> (See <b>Appendix B</b> ).	<b>Must be a line graph.</b> <b>B</b> = FOUR elements correct. <b>C</b> = FIVE elements correct.
(b) (i)	<ul style="list-style-type: none"> <li>October</li> </ul>	<b>B</b>
(ii)	<ul style="list-style-type: none"> <li>138 mm</li> </ul>	<b>B</b>
(iii)	(1) March (2) July.	<b>B</b> = BOTH correct.
(c)	<ul style="list-style-type: none"> <li>February / March acceptable.</li> </ul>	<b>B</b> = Month only named. <b>C</b> = Reason given.
(d)	<ul style="list-style-type: none"> <li>Simple comparison of the climate of Stewart Island / Rakiura and Wellington, lacking specific evidence.</li> </ul> OR: <ul style="list-style-type: none"> <li>Detailed comparison of the climate of Stewart Island / Rakiura and Wellington, including specific statistics.</li> </ul>	<b>B</b>  OR: <b>C</b>
(e) (i)	<ul style="list-style-type: none"> <li>200 m</li> </ul>	<b>B</b>
(ii)	Distance = 17 km (accept 17–18 km).	<b>B</b>
(iii)	<b>Lee Bay to Port William Hut, eg:</b> <ul style="list-style-type: none"> <li>Track is coastal</li> <li>NW direction</li> <li>8.1 km and 3–4 hours so is shorter</li> <li>Highest point is approximately 110 m (asl)</li> <li>Former sawmilling community with old boiler and school</li> <li>Beach walk</li> <li>Forested ridge</li> <li>On Foveaux Strait.</li> </ul> <b>Port William to North Arm Hut, eg:</b> <ul style="list-style-type: none"> <li>General trend is SW</li> <li>Track longer (13 km and 6 hours)</li> <li>200 m (asl)</li> <li>Podocarp forest</li> <li>Log haulers</li> <li>Tram lines</li> <li>Track is overland, to Paterson Inlet.</li> </ul>	<b>B</b> = Partial explanation with little evidence. OR: <b>C</b> = Detailed explanation including specific evidence.

<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence. OR 1 correct out of 9 opportunities.
	<b>N1</b>	2 correct out of 9 opportunities. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts / processes.
	<b>N2</b>	3 correct out of 9 opportunities. Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts / processes.
<b>Achievement</b>	<b>A3</b>	4 correct out of 9 opportunities. Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of geographic concepts / processes.
	<b>A4</b>	5 correct out of 9 opportunities. Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of geographic concepts / processes.
<b>Merit</b>	<b>M5</b>	6 correct out of 9 opportunities, including 2 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an in-depth understanding of geographic concepts / processes.
	<b>M6</b>	7 correct out of 9 opportunities, including 2 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of geographic concepts / processes.
<b>Excellence</b>	<b>E7</b>	8 correct out of 9 opportunities, including 3 <b>C</b> answers. Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geographic concepts using geographic terminology; uses some supporting evidence from the resources provided.
	<b>E8</b>	8 correct out of 9 opportunities, including 4 <b>C</b> answers. Uses geographic conventions with consistent precision. Shows a full understanding of geographic concepts using geographic terminology; uses a range of supporting evidence from the resources provided.

Question		Evidence
<b>THREE</b>		<p>EACH of the three paragraphs (examples below) are assessed as follows:</p> <p><b>Codes:</b></p> <p><b>N</b> = Not answered, irrelevant, or insufficient answer</p> <p><b>OR:</b></p> <p><b>Ep</b> = Partial explanation (a basic understanding of the resource use is shown, but little supporting evidence)</p> <p><b>OR:</b></p> <p><b>Ed</b> = Detailed explanation (a full explanation of the resource use is shown, with supporting evidence).</p>
(a)		<p><b>Natural resource use, eg:</b></p> <ul style="list-style-type: none"> <li>• Tramping / walking tracks</li> <li>• Marine reserves</li> <li>• Native forest conservation area</li> <li>• Rakiura National Park</li> <li>• Scenic reserve</li> <li>• Ulva Island Scenic Reserve</li> <li>• Observation points.</li> </ul>
(b)		<p><b>Cultural resource use, eg:</b></p> <ul style="list-style-type: none"> <li>• Museum</li> <li>• Historic sawmills</li> <li>• Ferry terminal wharf</li> <li>• DOC Visitor Centre</li> <li>• School</li> <li>• Bowling green</li> <li>• General store</li> <li>• Airport</li> <li>• Accommodation (providers).</li> </ul>
(c)		<p><b>“Kaitiakitanga”, eg:</b></p> <ul style="list-style-type: none"> <li>• Marine reserves</li> <li>• Conservation areas</li> <li>• Historic relics</li> <li>• Development of Rakiura National Park</li> <li>• Department of Conservation.</li> </ul>
<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence.
	<b>N1</b>	<p>ONE part completed with partial explanation, but no supporting evidence.</p> <p>Shows minimal knowledge of basic skills and geographic conventions in the presentation of information.</p> <p>Shows a lack of basic understanding of geographic concepts / processes.</p>
	<b>N2</b>	<p><b>1 Ep</b></p> <p>Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information.</p> <p>Shows a lack of basic understanding of geographic concepts / processes.</p>

<b>Achievement</b>	<b>A3</b>	<b>2 Ep</b> OR: <b>1 Ed</b> Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of geographic concepts / processes.
	<b>A4</b>	<b>3 Ep</b> OR: <b>1 Ep AND 1 Ed</b> Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of geographic concepts / processes.
<b>Merit</b>	<b>M5</b>	<b>2 Ep AND 1 Ed</b> Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an in-depth understanding of geographic concepts / processes in any ONE of (a), (b), or (c).
	<b>M6</b>	<b>2 Ed</b> Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of geographic concepts / processes in any TWO of (a), (b), or (c).
<b>Excellence</b>	<b>E7</b>	<b>1 Ep AND 2 Ed</b> Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geography concepts using geographic terminology; uses some supporting evidence from the resources provided.
	<b>E8</b>	<b>3 Ed</b> Uses geographic conventions with consistent precision. Shows a full understanding of geography concepts using geographic terminology; uses a range of supporting evidence from the resources provided.

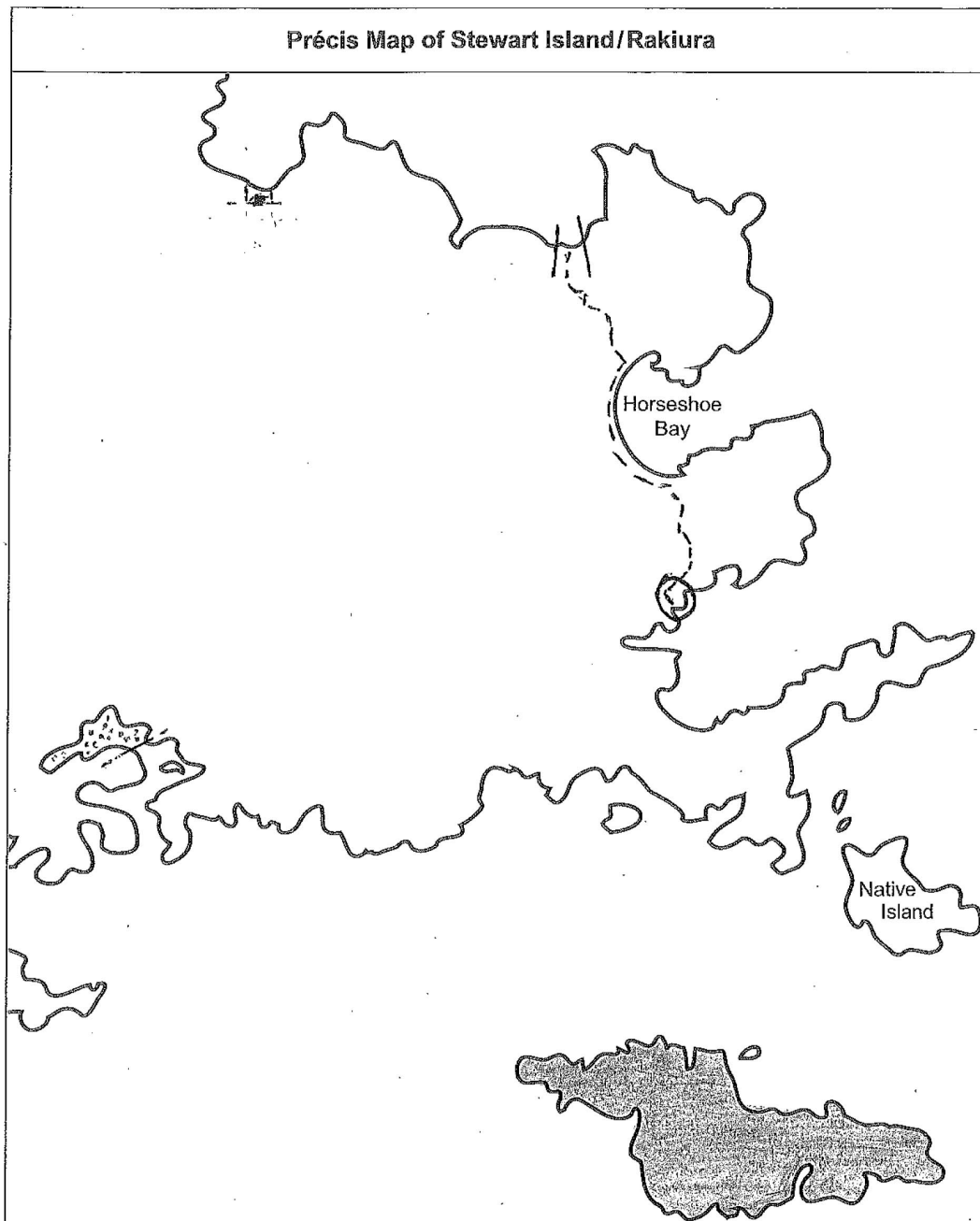
### Judgement Statement

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 8	9 – 13	14 – 18	19 – 24
<b>Codes</b> <b>N</b> = Not answered, irrelevant, or insufficient answer <b>B</b> = Basic <b>C</b> = Complex <b>Ep</b> = Partial explanation (a basic understanding of the resource use is shown, but little supporting evidence) <b>Ed</b> = Detailed explanation (a full explanation of the resource use is shown, with supporting evidence)				

Appendix A Question One (c)

(c) On the **précis map** of Stewart Island/Rakiura on page 3, **locate and label**:

- the shelter at Māori Beach (GR 256990)
- the road from GR 293956 to Lee Bay (ending at GR 284985)
- Ulva Island
- the sand and mud area to the north-west of Burial Island (GR 248941).



Key:

	Shelter at Māori Beach
	Road to Lee Bay (B = one error C = all correct)
	Ulva Island
	Sand and mud area to the north-west of Burial Island

B  
B/C  
B  
C

## Appendix B – Question Two (a)

### Temperature Graph (line graph)

- (a) Use the climate graph outline below to draw a graph showing the **monthly average temperature** for Halfmoon Bay (Stewart Island/Rakiura).

Include a title for your graph and a label for your temperature axis.

Title: Climate Graph for Stewart Island/Rakiura

