Assessment Schedule – 2014

Geography: Apply concepts and basic geographic skills to demonstrate understanding of a given environment (91010)

Evidence Statement

Question	Evidence	
ONE	**Codes**: **B** = Basic **C** = Complex	
(a)	• Writes a geographic description to show the relationship between the city of Wanganui and the Whanganui River, using only ONE piece of specific information. **NB**: Must mention the river to score. *OR* • Writes a geographic description to show the relationship between the city of Wanganui and the Whanganui River, using at least TWO pieces of specific information (eg ribbon settlement, follows the river, located mostly on flatter north bank, on a bend in the river, close to the mouth of the river where it enters into the Tasman Sea).	**B** *OR:* **C**
(b)	(i) Calculates the length of the main runway at Wanganui / Whanganui Airport: • Accept 1300–1400 m (**must** have (m) or (metres)). (ii) Names the compass directions of the main airport runway: • From NW to SE **or** • From SE to NW. (iii) Provides the numbers of the two state highways that meet at the roundabout at GR 752759: • SH 3 AND SH 4.	**C** **C** **B**
(c)	Gives the area reference for the suburb of Springvale (north-west of the Racecourse) from the map: • AR for Springvale = 7278	**B**
(d)	Locates and labels on the précis Map of Wanganui City: • the Golf Course (AR 7277) • an area showing a 'grid street pattern' • the railway bridge (GR 757803) • Corliss Island (GR 738753). (See **Appendix A**).	 **C** **B** **B** or **C** **C**
(e)	(i) Circles the title of the correct cross section: • Cross Section Two: Springvale to Durie Hill (ii) Marks the location of the Whanganui River by shading it on Cross Section Two: Springvale to Durie Hill. (See **Appendix B**).	**B** **B** or **C**

Geographic Concept: Environments		
(f)	Explains how living on the south-east side of the Wanganui River would be quite different to living on the north-west side. • South-east: - no industrial area, no CBD - steeper – contours (AR 7677 or AR 7678), hilly - built-up area smaller - no beach access. • North-west: - appears flatter, eg Springvale 48 m (most under 20 m contour) - larger buildings (AR 7577) - much bigger residential area - more spread out - better facilities, eg race course, golf course, sandy beach, parks, schools.	**B** or **C** **B=** Generalisation **C** = Specific evidence given.

Not Achieved	**N0**	No response; no relevant evidence. *OR:* 1 correct out of 12 opportunities.
	N1	2 correct out of 12 opportunities. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information.
	N2	3 correct out of 12 opportunities. Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information.
Achievement	**A3**	4 or 5 correct out of 12 opportunities. Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of the geographic concept of “environments”.
	A4	6 correct out of 12 opportunities. Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of the geographic concept of “environments”.
Merit	**M5**	7 correct out of 12 opportunities, including 3 **C** answers. Uses basic skills and geographic conventions with precision in presentation and information in some instances. Shows an in-depth understanding of the geographic concept of “environments”.
	M6	8 correct out of 12 opportunities, including 4 **C** answers. Uses basic skills and geographic conventions with precision in presentation and information in most instances. Shows an in-depth understanding of the geographic concept of “environments”.
Excellence	**E7**	9 correct out of 12 opportunities, including 5 **C** answers. Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geographic concepts using geographic terminology in the context of “environments”; uses some supporting evidence from the resources provided.
	E8	10 or 11 or 12 correct out of 12 opportunities, including 6 **C** answers. Uses geographic conventions consistently with consistent precision. Shows a full understanding of geographic concepts using geographic terminology in the context of “environments”; uses a range of supporting evidence from the resources provided.

Question	Evidence	
TWO	**Codes**: **B** = Basic **C** = Complex	
(a)	Uses Resource E to calculate the number of hours the Durie Hill Elevator is open during the weekend: • 14 hours.	**B**
(b)	Completes the table by matching the statistics in Resources G–J with the correct graph type from: (1) A line graph = Population of Wanganui. (2) A scatter graph = Getting to Wanganui (time and distance). (3) A histogram = Average rainfall statistics for the Wanganui area. (4) A percentage bar graph = Referendum results on the spelling of Wanganui vs Whanganui.	**B** = THREE correct. **C** = FOUR correct.
(c)	(i) Names the season in 2012 that had the most rainfall: • Winter (not months, ie June, July, August).	**B**
	(ii) Gives the total rainfall for the season named in (c) (i): • 240 mm.	**B**
(d)	• Explains what has happened to Wanganui's population growth from 1966 to 2006, but with little reference to statistics. *OR:* • Fully explains what has happened to Wanganui's population growth from 1966 to 2006, with reference to statistics, eg: There was a population of 38 000 in 1966. From 1966 to 1986, the population grew by 3 000 to peak at 41 000 in 1986 (over a period of 20 years). In the next 20 years, however, the population declined by the same amount and in 2006 became relatively the same as it was in 1966.	**B** *OR:* **C**
(e)	• Attempts to complete the pie graph by using the 'Visitor Activities on the Whanganui River' figures from the table. *OR:* • Completes the pie graph by using the 'Visitor Activities on the Whanganui River' figures from the table. (See **Appendix C**).	**B** *OR:* **C**

Not Achieved	**N0**	No response; no relevant evidence.
	N1	1 correct out of 6 opportunities. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts.
	N2	2 correct out of 6 opportunities. Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts.
Achievement	**A3**	3 correct out of 6 opportunities. Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of geographic concepts.
	A4	4 correct out of 6 opportunities. Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of geographic concepts.
Merit	**M5**	5 correct out of 6 opportunities, including 1 **C** answer. Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an in-depth understanding of geographic concepts.
	M6	5 correct out of 6 opportunities, including 2 **C** answers. Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of geographic concepts.
Excellence	**E7**	6 correct out of 6 opportunities, including 2 **C** 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.
	E8	6 correct out of 6 opportunities, including 3 **C** 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.

<table>
<tr><th colspan="2">Question</th><th colspan="2">Evidence</th></tr>
<tr><td colspan="2">THREE</td><td colspan="2">Codes:
Ep = Partial explanation (a basic understanding of the resource use is shown, but little supporting evidence)
OR:
Ed = Detailed explanation (a full explanation of the resource use is shown, with supporting evidence).</td></tr>
<tr><td colspan="4">Geographic Concept: Change</td></tr>
<tr><td>(a)</td><td colspan="2">Fully explains how the concept of change can be applied to Wanganui City and to the Whanganui River, eg:
• Forty generations of Māori have lived along the River.
• Europeans arrived in the 1840s and the river was used for ‘mail’ run, delivering supplies, accommodation, eg Hatrick’s Houseboat (floating hotel in the 1920s).
• New bridges, roads, national park.
• Jet boats, cycling, steamboat rides, ‘Bridge to Nowhere’ attractions.
• Spelling of the name Wanganui or Whanganui (can be either).
• Some parts resistant to change, as too steep / untouched.</td><td>Ep

OR:
Ed</td></tr>
<tr><td colspan="4">Māori Concept: Taonga</td></tr>
<tr><td>(b)</td><td colspan="2">Fully explains how the concept of “taonga” can be applied to the Whanganui River, eg:
• Māori legend explains formation: “Whanganui River is the water that flows from the side of Tongariro to heal the wound after a fight between Tongariro and Taranaki”, with forty generations of Māori Iwi along the riverbanks
• 300 km of river
• “I am the river, the river is me” – important to, and valued by both Māori and European.
• Conservation areas / steep land.
• Beautiful marae.
• Development of Whanganui National Park and protection.
• Symbolic journey from mountains to the sea.</td><td>Ep

OR:
Ed</td></tr>
<tr><td rowspan="3">Not Achieved</td><td>N0</td><td colspan="2">No response; no relevant evidence.</td></tr>
<tr><td>N1</td><td colspan="2">ONE part attempted, but no supporting evidence.
Shows minimal knowledge of basic skills and geographic conventions in the presentation of information.
Shows a lack of basic understanding of geographic concepts / processes, and the Māori concept “taonga”.</td></tr>
<tr><td>N2</td><td colspan="2">1 Ep
TWO parts attempted, but no supporting evidence.
Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information.
Shows a lack of basic understanding of geographic concepts / processes, and the Māori concept “taonga”.</td></tr>
</table>

Achievement	**A3**	1 **Ep** Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of geographic concepts / processes, and the Māori concept “taonga”.
	A4	2 **Ep** Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of geographic concepts / processes, and the Māori concept “taonga”.
Merit	**M5**	1 **Ed** Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an in-depth understanding of the geographic and Māori concepts in EITHER (a) or (b).
	M6	1 **Ed** AND 1 **Ep** Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of the geographic and Māori concepts in BOTH (a) and (b).
Excellence	**E7**	2 **Ed** Uses geographic conventions with consistent precision in most instances. Shows a full understanding of the geographic and Māori concepts using the appropriate terminology; uses some supporting evidence from the resources provided. Limited reference to concept.
	E8	2 **Ed** Uses geographic conventions with consistent precision. Shows a full understanding of the geographic and Māori concepts using the appropriate terminology; uses a wide range of supporting evidence from the resources provided. References to concepts throughout for both questions.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 13	14 – 18	19 – 24

Codes

N	=	Not answered, irrelevant, or insufficient answer
B	=	Basic
C	=	Complex
Ep	=	Partial explanation (a basic understanding of the resource use is shown, but little supporting evidence)
Ed	=	Detailed explanation (a full explanation of the resource use is shown, with supporting evidence)

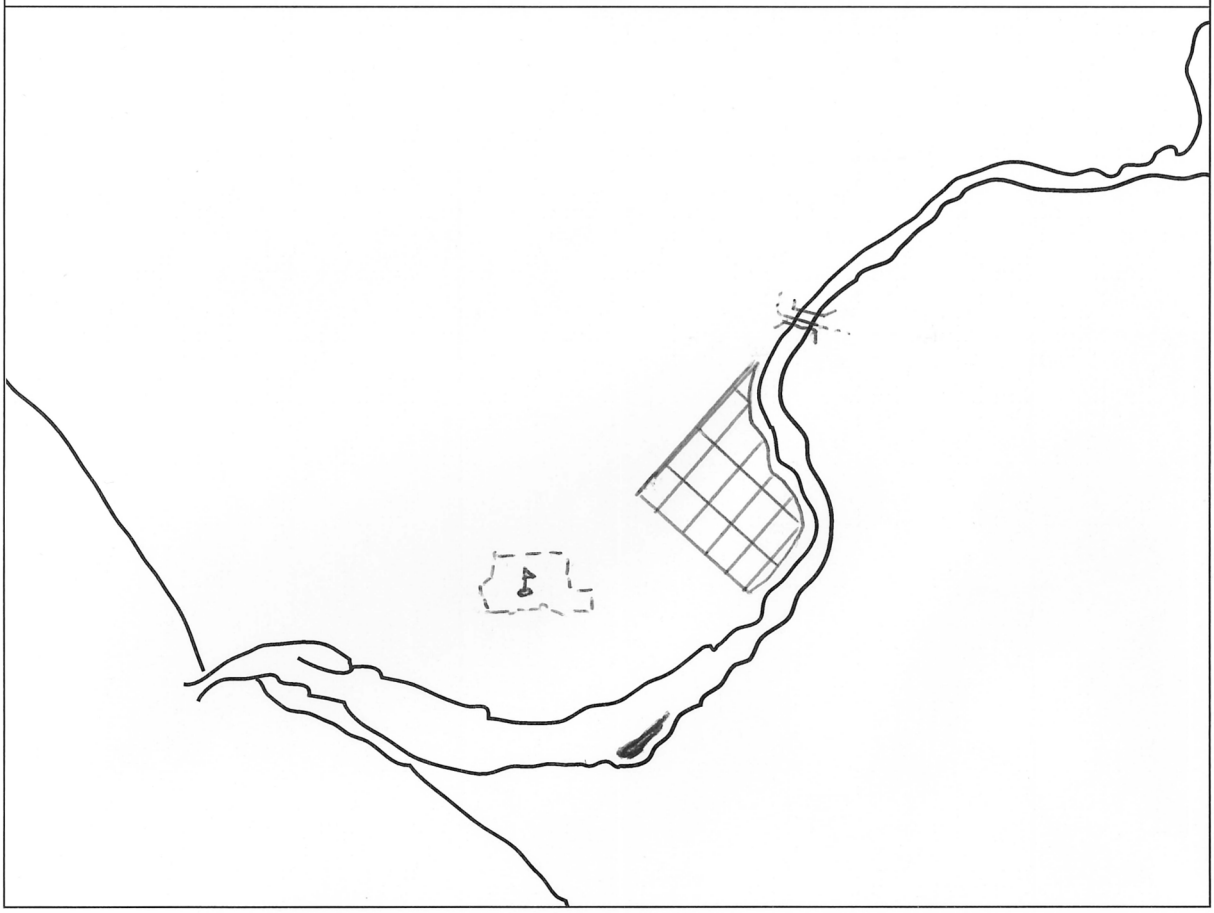
Appendix A – Question One (d)

Précis Map

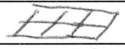
(d) On the **précis map** below, **locate and label**:

- the golf course (AR 7277)
- an area showing a 'grid street pattern'
- the railway bridge (GR 757803)
- Corliss Island (GR 738753).

Précis Map of Wanganui/Whanganui City



Key:

	The golf course (AR 7277)
	An area showing a 'grid street pattern'
	The railway bridge (GR 757803)
	Corliss Island (GR 738753)

Appendix B – Question One (e)

Cross Sections

Refer to the line marked **A–B** in **Resource F** on pages 6 and 7 of the resource booklet when answering (e).

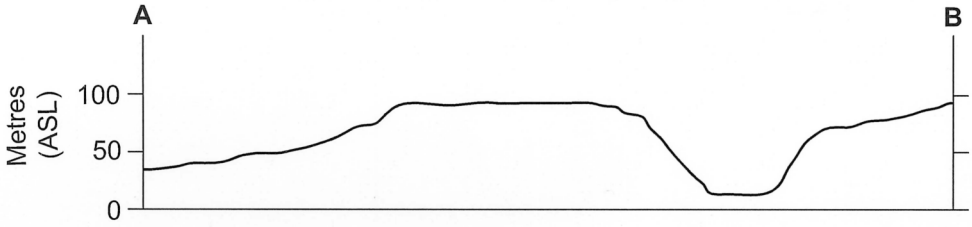
(e) Study the three cross sections of the Whanganui River below.

Note: Only one of the cross sections is drawn correctly.

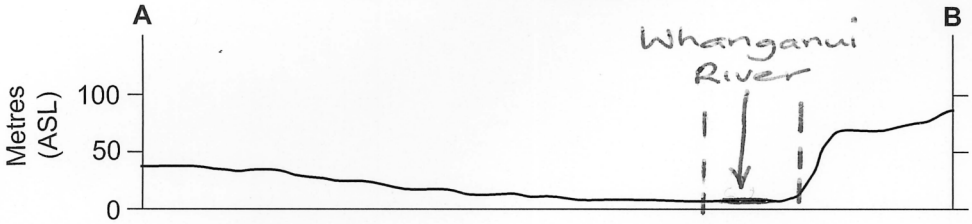
(i) Circle the title of the correct cross section.

(ii) On the correct cross section, mark the location of the Whanganui River appropriately.

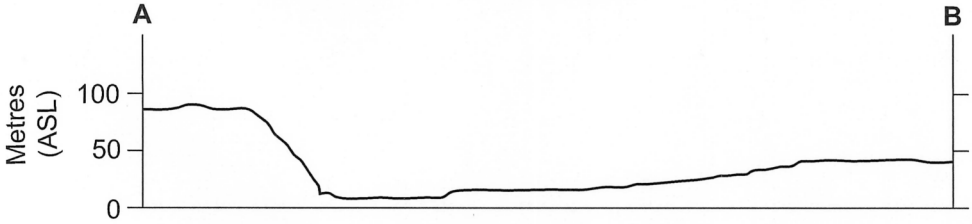
Cross Section One: Springvale to Durie Hill



Cross Section Two: Springvale to Durie Hill



Cross Section Three: Springvale to Durie Hill



Appendix C – Question Two (f)

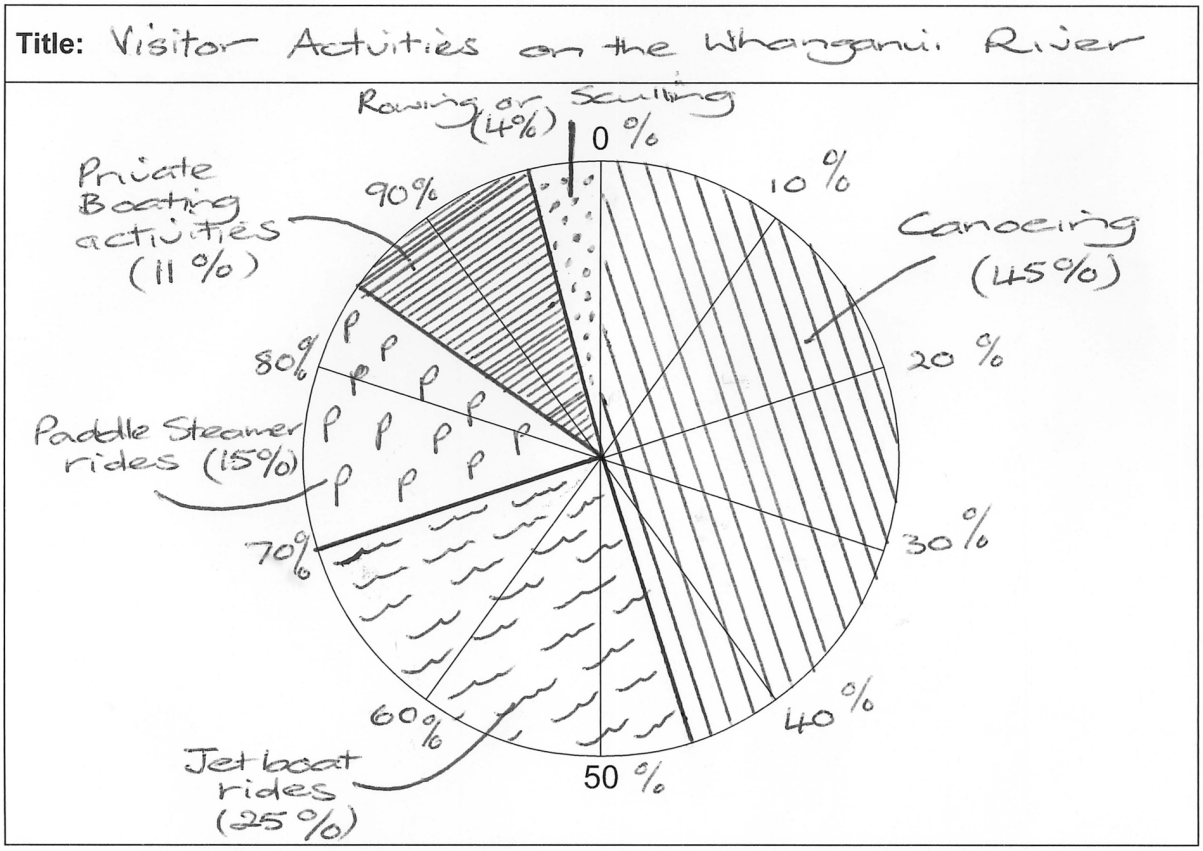
Pie Graph

Visitor Activities on the Whanganui River

Rowing and sculling events have been held on the Whanganui River since the late 1800s. The river is important for attracting tourists and is used for canoeing, jet boat rides to the "Bridge to Nowhere", and paddle steamer rides, as shown in the table below:

Activity	Percentage
Canoeing	45
Jet boat rides	25
Paddle steamer rides	15
Rowing or sculling	4
Private boating activities	11

(e) Use the 'Visitor Activities on the Whanganui River' figures from the table above to complete the pie graph below.



Key:

	Canoeing
	Jet boat rides
	Paddle steamer rides
	Rowing or sculling
	Private boating activities