

# **Assessment Report**

## **Scholarship, 2008**

### **Geography**

## Commentary

The best candidates were those who gained a clear overview and understanding of the issues of deforestation and coastal land reclamation through careful reading of the resource materials provided, and then selected relevant information which enabled them to write a focused answer to each question in a concise and fluent manner. Those candidates used sophisticated language, had few grammatical errors, and were usually accurate spellers.

The ability to incorporate geographic ideas and terminology in answers, as well as to generalise (without making inaccurate statements) were also features of the best candidates. Those candidates were geographically aware of spatial and temporal scales, for example, they knew the difference between continents and countries and local and international scales.

As in the past, a number of candidates answered parts of the paper very well without having attempted the other parts of the paper.

### **The best performing candidates most commonly demonstrated the following skills and/or knowledge:**

- ability to answer all parts of a question and focus their answers on the overall topic – this required careful analysis of the question before attempting the answer
- ability to plan answers around the resources provided by using the planning pages effectively
- ability to understand the command words of each question and the subject-based terminology associated with each question
- ability to use question titles and quotations to guide and shape answers
- ability to incorporate relevant case studies from beyond the resources supplied in their answer to Question 3
- ability to extract relevant information from the resources, in order to produce original or adapted visuals (graphs, maps and diagrams) that were concise and clear and geographic in nature
- ability to write in a concise and fluent manner that showed understanding of the question
- ability to write answers that include geographical generalisations and overviews as well as specific information
- ability to differentiate between viewpoints and perspectives
- ability to refer effectively to other geographical studies covered in earlier Scholarship or University Bursaries examination papers and to other current global issues covered in the media.

### **Candidates who did NOT achieve Scholarship lacked some or all of the skills and knowledge above and, in addition, they:**

- copied large sections of information from the resource booklet rather than selecting and processing information for inclusion within an answer
- included prepared in-depth material non-selectively (especially on perspectives)
- included Māori concepts and geographic perspectives referred to in the Scholarship Geography performance standard in an answer, without ascertaining whether they were relevant, which sometimes detracted from the answer rather than enhancing it
- made incorrect or sweeping generalisations such as “people in the tropical rainforest areas do not care about their environment” or “Amazonian tribes are responsible for massive deforestation”
- used non-geographic terminology such as “massive”, “a lot”, “awesome” and “majorly”

- used pre-prepared diagrams that did not necessarily fit the question
- included quotes from the resources but these were not effectively incorporated into the answer
- had not mastered the examination techniques required for this level and style of examination, which is significantly different from NCEA level 3 Geography examinations
- did not demonstrate the skills, knowledge and understanding expected at this level.