

## Assessment Report

# Level 3 Geography 2017

Standards [91426](#) [91427](#) [91429](#)

### Part A: Commentary

Candidates are encouraged to write concise and detailed responses. Some candidates provided rote-learned answers which did not fully address the question, often repeating information unnecessarily. The command terms in each of the questions are accessible for Level 3 candidates but they must consider what each key term entails and write accordingly. Candidates who failed to use examples and include specific details were not able to gain grades beyond achieved and need to be guided more in their learning, to enable them to develop the required skills to integrate the supporting evidence.

### Part B: Report on standards

#### **91426: Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment**

Candidates who were awarded Achievement commonly:

- understood how one natural process operated and explained this in a clear manner
- explained how this process interacted with, at least ONE, other natural process to create or shape a feature
- explained using annotations in diagrammatical form, how a natural process operated
- completed diagrams with sufficient annotations to explain how one natural process operates
- had a detailed understanding of how at least two interacting processes have shaped a geographic feature.

Candidates who were assessed as **Not Achieved** commonly:

- wrote pre-prepared responses that showed a lack of understanding of the difference between environment and feature and did not fully respond to the question
- did not use specific case study information to back up their explanations of the operation of a natural process
- discussed how a feature was formed, without referring to the operation of a natural process or how processes interacted to shape a feature
- produced diagrams that had no reference to natural processes
- did not identify a particular feature of their geographic environment.

Candidates who were awarded **Achievement with Merit** commonly:

- had a clear focus which succinctly answered the question – often added as an introduction or summary in the essay
- added relevant annotations to their diagrams which explained how a natural process operated
- explained the operation of the natural process in detail
- had a detailed understanding of their environment and chose relevant facts and figures from this environment to demonstrate a point
- explained the interaction between the natural processes in detail.

Candidates who were awarded **Achievement with Excellence** commonly:

- focused their answer on explaining how two or more natural processes operated and interacted to shape one feature. This allowed the candidate to comprehensively answer the question as their focus was narrowed and it led to a greater depth of answer with insight
- had a sound understanding of their environment and integrated this with case study evidence throughout their answer.

### **Standard specific comments**

Candidates need to read the question thoroughly as they work through the responses. The question asked candidates to explain a process which requires annotations yet many candidates just labelled their diagrams. At Level 3 annotating diagrams to add specific supporting case study information is required.

Candidates who presented pre-prepared answers did not address the question and clearly did not demonstrate understanding of the required aspects of the achievement standard.

Candidates who wrote well-structured essays focused on the question, and showcased their knowledge of their chosen environment.

Case study selection is important for obtaining higher grades. Some candidates were unable to focus on specific features within their chosen environments.

Some candidates did not have a sufficiently detailed understanding of the processes involved e.g. attrition, corrosion etc. and as a result provided descriptive answers only.

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## **91427: Demonstrate understanding of how a cultural process shapes geographic environment(s)**

Candidates who were awarded **Achievement** commonly:

- named a cultural process and a clearly define a geographic environment
- constructed a relevant map or diagram that related to their selected environment
- focused more on the impacts than the process as the cause, but were able to provide some simplistic reasoning that linked the operation of their selected cultural process to impacts on people; this could be inferred in one part
- described a range of impacts on people but did not analyse in any depth.

Candidates who were assessed as **Not Achieved** commonly:

- did not name a cultural process or define a geographic environment
- did not select a process or environment
- did not include any map or diagram

- provided a response that focused solely on how the cultural process operated over time with no links as to how this impacted on people.
- focused primarily on impacts on the natural environment and failed to include impacts on people
- wrote descriptive answers that focused only on the impacts without any links to how the cultural process caused these
- did not include a sufficient range of impacts.

Candidates who were awarded **Achievement with Merit** commonly:

- named a cultural process and clearly defined their geographic environment
- constructed a relevant map or diagram that partially explained the impacts of the cultural process on the environment
- demonstrated a detailed understanding of how a cultural process operated to cause impacts on people
- gave an in-depth analysis of impacts on people and, linked it to the operation of the cultural process; some impacts were explained more clearly than others
- provided detailed case study evidence relating to their selected geographic environment to support their answers.

Candidates who were awarded **Achievement with Excellence** commonly:

- named the cultural process and clearly defined their geographic environment
- constructed a relevant map or diagram that explained the impacts of the cultural process on the environment
- demonstrated a comprehensive and insightful understanding of how a cultural process operates to cause impacts on people
- provided a comprehensive analysis of the cause of impacts on people in relation to the operation of the cultural process in a geographic environment
- an analysis of the links between elements of the cultural process is included, these links are then clearly connected to the outcome of impacts on people
- integrated supporting case study evidence throughout and used correct geographic terminology
- expressed ideas logically and fluently by organising the impacts into subsequent categories such as social, economic, short term, long term, positive, negative.

### **Standard specific comments**

Candidates who wrote pre-learned answers on spatial or temporal variations tended to score poorly as their response did not meet the requirements of the question.

Many diagrams only consisted of a map of the key features of the environment. These did not accurately answer part (a). Candidates need to understand the difference between the key terms of describe, explain and analyse so that they can meet the requirements of the questions being asked.

Responses that contained technical detail such as the use of models like the Butler model and cumulative causation and geographic terms like allocentric/psychocentric showed a higher level of understanding.

Tourism Development was by far the most commonly selected cultural process.

When selecting a cultural process, it is important candidates are able to break this down into elements to allow candidates to meet the Excellence criteria of showing being able to show insight.

Candidates who identified Globalisation as their cultural process were not able to demonstrate an understanding of how it operates as a process when they analysed it as a factor or element rather than as a process with interacting factors/elements.

Candidates who expressed Globalisation as being a cultural process that results from a combination of other processes (such as migration and transportation) failed to show an understanding of how it works as a process.

The standard asks candidates to analyse a cultural process, rather than multiple processes.

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

Candidates who were awarded **Achievement** commonly:

- were descriptive in their responses rather than analytical
- elaborated on one point rather than explaining multiple aspects
- applied some basic geographic skills but lacked precision
- merged grid references and latitude/longitude figures into one
- used knowledge from outside the resources which detracted rather than enhanced their answers
- lacked understanding of perspectives.

Candidates who were assessed as **Not Achieved** commonly:

- misinterpreted the questions
- understood the idea of access as being how to get to a location but could not demonstrate their understanding of accessibility as being the relative ease of movement or access to a location
- applied geographic skills insufficiently inconsistently across the whole paper
- lacked basic geographic skills with determining geographic location and/or graphing
- considered perspectives as being 'positive' or 'negative' rather than using the information provided
- copied from resources without displaying any understanding of the content.

Candidates who were awarded **Achievement with Merit** commonly:

- understood the key command terms in the questions and applied them correctly to their answers
- identified a range of points
- exemplified their ideas using a range of sources
- selected skills to apply that they were confident with rather than attempting a skill they could not do.
- utilised a range of the sources of information to support their answers
- understood the concept of sustainability but not how to critically evaluate
- interpreted the sources rather than copying large tracts of material
- focused on one aspect of sustainability only
- analysed impacts rather than sustainability.

Candidates who were awarded **Achievement with Excellence** commonly:

- made insightful connections between the resources
- displayed confident use of geographic skills with graphing and absolute location
- concisely addressed the questions and were logical in their response
- understood that sustainability includes social and economic aspects as well as the environment
- used more than one group/individual when explaining the perspectives.

#### **Standard specific comments**

Candidates at Level 3 should be able to select and apply geographic skills. Although in question one in particular there were opportunities to demonstrate their ability to use latitude and longitude, scale distance, direction and topographic map interpretation, many candidates opted to copy from the text without using geographic skills to interpret the information and support their answers. Copying material from the resources is unlikely to demonstrate detailed understanding.

## **Geography subject page**

### **Previous years' reports**

[2016 \(PDF, 0KB\)](#)

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