



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Geography Level 1

This exemplar supports assessment against:

Achievement Standard 91011

Conduct geographic research, with direction

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. These will assist teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority

To support internal assessment from 2014

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| | Grade Boundary: Low Excellence |
| 1. | <p>For Excellence the student needs to conduct comprehensive geographic research, with direction.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • presenting the data in a variety of ways, following all appropriate conventions, showing sound understanding of the context and the spatial nature of the research • fully describing findings, incorporating the relevance of a geographic concept, using geographic terminology and showing insight • providing an insightful evaluation of the research process that also discusses the validity of the research findings. <p>The student demonstrates comprehensive research into Franz Josef glacier through the range and quality of collected and presented data (1), which provides the student with a depth of evidence to comprehensively address the research aim.</p> <p>Some of the findings are fully described (4) incorporating the geographic concept of accessibility (2) and using appropriate geographic terminology (5). Insight is evident where the student acknowledges the actions of DOC which mitigate negative impacts on the glacial area (3).</p> <p>The evaluation of the research process describes in detail a weakness with the data collection (6), and directly links this to the validity of the research findings (7). The evaluation shows insight when the student identifies issues beyond the collected data (8).</p> <p>To reach Excellence more securely, the student would need to describe the findings of all the presented data which would confirm its relevance to the aim. Specific evidence of visitor impact needs to be identified to ensure all aspects of the aim are addressed.</p> |

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| | Grade Boundary: High Merit |
| 2. | <p>For Merit the student needs to conduct in-depth geographic research, with direction.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • presenting the data in a variety of ways, following appropriate conventions, showing sound understanding of the context and spatial nature of the research • describing findings in detail, incorporating the relevance of a geographic concept • providing a detailed conclusion(s), that relates to the aim • providing a detailed evaluation. <p>The student demonstrates in-depth geographic research into Franz Josef glacier, through accuracy and detail with each of the research process components identified in Explanatory Note 2. The findings are fully described using detail from the primary data (3) (6), and incorporating the geographic concept of perception (2) (5) (7).</p> <p>The presented data, specifically the sketch map showing how the impacts change along the access route (1), and the Pole Impact diagram (4) both clearly support the research aim and use appropriate geographic conventions. The data is presented using a variety of methods, showing understanding of the spatial nature of the research.</p> <p>The conclusion directly relates to the research aim and shows understanding of the data and the Franz Josef environment (8).</p> <p>The research process is evaluated with reference to the collection and presentation of data. The description includes specific examples as to why a data collection method was a weakness (9).</p> <p>To reach Excellence, the student would need to improve the accuracy of presented data by following all appropriate conventions, and to show the data collection sites on the map. The evaluation needs to discuss the validity of the research findings.</p> |

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| | Grade Boundary: Low Merit |
| 3. | <p>For Merit the student needs to conduct in-depth geographic research, with direction.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • presenting the data in a variety of ways, following appropriate conventions, showing sound understanding of the context and spatial nature of the research • describing findings in detail, incorporating the relevance of a geographic concept • providing a detailed conclusion(s), that relates to the aim • providing a detailed evaluation of the research process. <p>The student researches Franz Josef glacier, demonstrating depth through completion of all components of the research process, with the description of the findings and conclusion clearly at the Merit level.</p> <p>Findings are described with detail from the primary data (2) (4). The concept of pattern is incorporated through a description of visitor numbers, which is also linked to the management of the track (3). The conclusion uses specific detail (5) (6), and relates directly to the research aim (7).</p> <p>A variety of data presentation methods are used. A sketch map and statistical evidence are combined to clearly show the context and spatial nature of the research (1). The evaluation of the research process focuses on strengths of the data presentation (8).</p> <p>To reach Merit more securely the student would need to use appropriate conventions when presenting data, for example the use of annotations on photographs and title and axis labels on graphs. The evidence shown on the photographs could be included in the description of the findings.</p> |

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| | Grade Boundary: High Achieved |
| 4. | <p>For Achieved the student needs to conduct geographic research, with direction.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • identifying the research aim(s) • collecting and recording relevant data • presenting relevant data using basic appropriate conventions • describing findings, incorporating the relevance of a geographic concept • providing a conclusion(s) that relates to the aim • providing an evaluation of the research process. <p>The student researches Franz Josef glacier, demonstrating depth with the description of the findings and evaluation, which support a high Achieved grade. The findings are described including detail from the collected data (3). The inclusion of a geographic concept (perspectives) in the aim, helps the student incorporate it in the findings (2) (4).</p> <p>The research evaluation contains clear reasoning for both strengths and weaknesses, and shows understanding of the importance of data collection (6).</p> <p>Data is presented in a variety of ways which are appropriate to the aim; photographs, pie graph and environmental quality index graph and basic geographic conventions are followed with the graphs.</p> <p>To reach Merit, the student would need to show a sound understanding of the spatial nature of the research within the presented data. This could be achieved by including a map or using methods of displaying other data that focus on the spatial dimension.</p> <p>A conclusion that relates to the aim is given (5), but evidence from the collected and presented data needs to be used to provide detail.</p> <p>A wider aim (1) may encourage the collection of more data and provide opportunity for a more in-depth research.</p> |

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| | Grade Boundary: Low Achieved |
| 5. | <p>For Achieved the student needs to conduct geographic research, with direction.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • identifying the research aim(s) • collecting and recording relevant data • presenting relevant data using basic appropriate conventions • describing findings, incorporating the relevance of a geographic concept • providing a conclusion(s) that relates to the aim • providing an evaluation of the research process. <p>The student demonstrates an ability to conduct geographic research by investigating Franz Josef glacier, and following the research process with three components; the description of findings, conclusion and evaluation clearly at the Achieved level.</p> <p>Findings are described for each piece of relevant data, (2 and 4) and the concept of location has been incorporated (5).</p> <p>A simple conclusion is made that links directly to the research aim (6).</p> <p>The evaluation focuses on two aspects of the research process (collecting and presentation) (7), showing clearly that the student recognises the importance of these two components of the research process.</p> <p>To reach Achieved more securely, the student could have included a map to illustrate the spatial dimension. This would be particularly well suited to this research, as the aim (1) has a clear spatial focus.</p> <p>The student would need to more carefully select data that is relevant to the aim of the research. For example, the table relating to transport (3) needs to provide evidence to support the aim.</p> <p>The geographic concept of location could be incorporated in the description of the findings, rather than in the summary of findings, where it tends to form a conclusion statement.</p> |

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| | Grade Boundary: High Not Achieved |
| 6. | <p>For Achieved the student needs to conduct geographic research, with direction.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • identifying the research aim(s) • collecting and recording relevant data • presenting relevant data using basic appropriate conventions • describing findings, incorporating the relevance of a geographic concept • providing a conclusion(s) that relates to the aim • providing an evaluation of the research process. <p>The student investigates Franz Josef glacier, and demonstrates ability to complete some components of the research process identified in Explanatory Note 2. A clear aim for the research is identified (1) and supported with annotated photographs.</p> <p>Some of the findings for presented data are described (3) and an attempt has been made to incorporate the geographic concept of change (2) (4).</p> <p>A simple conclusion is given, which relates to the research aim (5).</p> <p>To reach Achieved, the student would need to use a combination of methods when presenting data, such as précis sketching and surveying (as outlined in Explanatory Note 5). While a research log is completed, it needs to be developed as an evaluation of the research process (6), as specified in Explanatory Note 6.</p> |