



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 91013

Describe aspects of a geographic topic at a global scale

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

	Grade Boundary: Low Excellence
1.	<p>For Excellence the student needs to comprehensively describe aspects of a geographic topic at a global scale.</p> <p>This typically involves fully describing the:</p> <ul style="list-style-type: none"> • pattern • factors and/or processes that caused or contributed to the pattern • significance of the topic to people’s lives. <p>The student demonstrates Excellence through full descriptions with effective use of geographic terminology and global evidence about the world’s deserts.</p> <p>A spatial pattern is clearly and accurately identified using appropriate geographic terminology (1) and extensive global evidence. The full description is supported with an annotated map. Insight is evident when the student identifies subtle differences within the selected pattern (2) (3).</p> <p>Air pressure and ocean currents are fully described as causing the spatial pattern of deserts. The link is directly made between these two factors and the linear pattern, showing understanding of the causal relationship (4) (6). Geographic terminology is effectively incorporated when describing climatic processes (5) and a supporting diagram is used.</p> <p>The significance of the topic to people’s lives is fully described with a range of situations and supporting global evidence (7).</p> <p>To reach Excellence more securely, the student could make more explicit use of geographic concepts such as ‘interaction’ or ‘processes’. When fully describing the significance of the topic to people’s lives, reference to the oil reserves needs to be directly linked to people’s lives (8).</p>

	Grade Boundary: High Merit
2.	<p>For Merit the student needs to describe, in depth, aspects of a geographic topic at a global scale.</p> <p>This typically involves describing, in detail, the:</p> <ul style="list-style-type: none"> • pattern • factors and/or processes that caused or contributed to the pattern • significance of the topic to people’s lives. <p>The student evidence for the first two aspects has been used.</p> <p>The student demonstrates an ability to describe aspects of the geographic topic (deserts) in depth, through the use of detailed evidence and some relevant geographic terminology.</p> <p>A spatial pattern is clearly and accurately identified using appropriate geographic terminology (1). The description of the spatial pattern is supported with an annotated map clearly showing the global spatial dimension (2).</p> <p>Air pressure cells are directly identified as causes of the linear pattern (3). The description contains details of related processes and desert formation (4), while maintaining the link to the spatial pattern.</p> <p>To reach Excellence the student would need to incorporate geographic concepts into the descriptions. The description of ocean currents would also need to have more explicit links to the identified linear spatial pattern, rather than emphasis on specific desert locations (5). More direct reference to the map showing a linear pattern of coastal deserts would result in a more convincing response.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit the student needs to describe, in depth, aspects of a geographic topic at a global scale.</p> <p>This typically involves describing, in detail, the:</p> <ul style="list-style-type: none"> • pattern • factors and/or processes that caused or contributed to the pattern • significance of the topic to people’s lives. <p>The student evidence for the second two aspects has been used. The student demonstrates in depth understanding of most aspects of the topic (deserts), through the use of specific evidence and some relevant geographic terminology.</p> <p>Linear patterns in the Southern and Northern Hemispheres were described in detail.</p> <p>Air pressure and relief are both described as contributing to the linear spatial pattern. The Southern linear pattern and air pressure systems are clearly linked (1). Relief is described in detail as contributing to both ends of the Northern linear pattern, as it creates a rain shadow effect (3). The process of orographic rain is described and appropriate global evidence is used (4).</p> <p>The significance of the topic to people’s lives is described with some detail for indigenous people (5).</p> <p>To reach Merit more securely, the student would need to include geographic detail when describing air pressure as a cause of the linear pattern (2), specifically with a focus on precipitation. When describing the significance of the topic to people’s lives, large tribal groups indicate global evidence, but this could be more explicit and include a wider global perspective.</p> <p>Global evidence needs to be used when describing each aspect.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to describe aspects of a geographic topic at a global scale.</p> <p>This typically involves describing the:</p> <ul style="list-style-type: none"> • pattern • factors and/or processes that caused or contributed to the pattern • significance of the topic to people’s lives. <p>The student evidence for the first two aspects has been used.</p> <p>The student demonstrates some depth in their descriptions through the use of detailed evidence about deserts, for example specific latitudes and use of geographic terminology.</p> <p>A map is used to illustrate the linear spatial pattern of deserts (1) and includes the ocean currents described as contributing to this pattern. The spatial pattern is briefly and accurately described, with relevant global evidence (2).</p> <p>The description of ocean currents and air pressure are directly linked to the pattern (4 and 7). The processes for cold ocean currents are described in relation to desert formation (5).</p> <p>To reach Merit the student would need to use more detail in their descriptions. This is beginning to occur with the description of the spatial pattern when reference is made to deserts on the western coasts (3) and named cold ocean currents (6). More geographical detail needs to be evident in the descriptions of both ocean currents and air pressure systems, specifically how they create arid conditions. More global evidence could be included in the air pressure description (7).</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to describe aspects of a geographic topic at a global scale.</p> <p>This typically involves describing, the:</p> <ul style="list-style-type: none"> • pattern • factors and/or processes that caused or contributed to the pattern • significance of the topic to people’s lives. <p>The student demonstrates understanding of the geographic topic (deserts) through simple descriptive responses including global evidence for the second and third aspects.</p> <p>Two spatial patterns are identified (2) (4) and supported with a map (1). The description of air pressure systems demonstrates understanding of the link between climate and a linear pattern of deserts (4) (5).</p> <p>The description of the significance of deserts for people’s lives includes global evidence and focuses on the indigenous inhabitants and their need to secure a water supply (7).</p> <p>To reach Achieved more securely, the student would need to describe one spatial pattern more clearly and describe the causes for this pattern. The response to the first aspect needs to emphasise the scattered pattern rather than the location of major deserts (3). The student evidence should demonstrate clear understanding of the distinction between ‘pattern’ and ‘location’, which is particularly important with this standard.</p> <p>The description of cold ocean currents needs to describe more explicitly how they contribute to the spatial pattern (6). Wider global evidence could be used in the descriptions.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to describe aspects of a geographic topic at a global scale.</p> <p>This typically involves describing the:</p> <ul style="list-style-type: none"> • pattern • factors and/or processes that caused or contributed to the pattern • significance of the topic to people’s lives. <p>The student demonstrates some understanding of the geographic topic (deserts), through simple descriptions and relevant diagrams.</p> <p>A clustered spatial pattern is inferred with the phrase “groups of deserts” (1), and relevant global examples are given. Two factors/processes, orographic rain and ocean currents are described demonstrating geographic understanding of both these factors in relation to the formation of deserts (2).</p> <p>The significance of the topic for people’s lives is clearly described with evidence from the Sahara and Kalahari Deserts. The description shows understanding of how the desert environment controlled the people’s lives (3 and 4).</p> <p>To reach Achieved, the student would need to more clearly describe how the factors caused or contributed to the identified spatial pattern. The diagrams and map could include evidence that directly links them to the requirements of the standard. For example, the map needed to show a spatial pattern and could have included mountain ranges responsible for creating a rain shadow effect and/or cold ocean currents.</p> <p>The global evidence focuses on Africa, which covers both hemispheres, but a wider range of global evidence would be expected.</p>