

Assessment Report

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Level 2 Geography 2019

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Part A: Commentary

Candidates who were familiar with their case studies wrote comprehensive responses that integrated the specific information rather than adding it onto their response.

Candidates who planned their answers before writing them wrote more logically and articulated their responses well.

Candidates who responded to the specific questions achieved at a higher level than those who presented a pre-prepared response.

Some case studies that may have been relevant in past versions of the standards are no longer relevant to the current versions. Care should be taken when selecting case studies.

The assessment specifications give guidance to teachers and candidates about the format and requirements of the examination.

Part B: Report on standards

91240: Demonstrate geographic understanding of a large natural environment

Candidates who were awarded **Achievement** commonly:

- provided relevant case study material
- demonstrated a general understanding of one or more question parts
- included relevant diagrams in their responses.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not address the questions or show an understanding of what the questions sought
- attempted only one of the question parts and provided generic descriptions
- provided very little relevant case study material.

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

- addressed the questions in some detail
- provided detailed answers to both aspects of the question
- provided some detailed case study information.

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

- provided more detail in their responses
- provided a high level of detail to both aspects of the question
- provided detailed case study information.

Standard-specific comments

The standard is well known and understood. Candidates would not have been surprised by any of the questions asked, and there was evidence of excellent learning.

91242: Demonstrate geographic understanding of differences in development

Candidates who were awarded **Achievement** commonly:

- used case study information to support their responses
- answered both parts of the question
- attempted only one of the strategies.

Candidates whose work was assessed as **Not Achieved** commonly:

- made an attempt that was insufficient, e.g. using factors instead of strategies
- did not use case study information or used incorrect information
- described what the HDI is and not how it is used to measure development
- wrote descriptive answers that told a story rather than a geographic response
- wrote about people instead of about places.

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

- used detailed case study information within their explanation
- explained the use of the HDI to measure development
- showed clear understanding of how strategies affected improvements in development.

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

- provided in-depth answers to all parts of the examination
- planned and wrote answers that were appropriate to the question
- wrote coherently and linked explicitly to development

- showed insight by linking to a development model, e.g. Rostow / DTM or linking to other indicators in the HDI question.

Standard-specific comments

Many candidates wrote of strategies that included supplying aid to combat a single event, for example a cyclone, and this led to limited answers as candidates could not write in detail about flow-on effects or reducing differences in development between two places.

Writing about differences between genders or ethnicities does not meet the requirements of the standard. The standard asks for differences between places rather than individual stories about people.

Many candidates had prepared answers about HDI and tried to make them fit the question.

Some candidates included one strategy rather than two – the standard requires understanding of more than one strategy.

91243: Apply geography concepts and skills to demonstrate understanding of a given environment

Candidates who were awarded **Achievement** commonly:

- used conventions such as appropriate symbols, key, and scale, but did so without accuracy, in relation to position, appropriate size, and scale of features
- referred implicitly to the concept and supported this with description rather than explanation, and used some supporting specific information.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not attempt all parts of the examination
- applied skills – such as mapping and the timeline – without using conventions such as appropriate symbols to show features and areas, and did so without care or accuracy

- did not refer to the concepts in their response but repeated information from the resources.

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

- used appropriate conventions with some accuracy in relation to position, appropriate size, and scale of features in the map
- used appropriate and regular scale for the timeline and used and applied specific information with appropriate units when interpreting the data
- referred to the concept and supported this with description rather than explanation, and used some specific supporting information.

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

- used appropriate conventions with accuracy in relation to position, appropriate size, and scale of features in the map
- referred to the concept, and supported this with explanations, and used specific supporting information.

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Previous years' reports

[2018 \(PDF, 110KB\)](#)

[2017 \(PDF, 46KB\)](#)

[2016 \(PDF, 214KB\)](#)