

# **National Certificate of Educational Achievement**

## **2014 Assessment Report**

### **Geography Level 2**

- 91240 Demonstrate geographic understanding of a large natural environment**
- 91242 Demonstrate geographic understanding of differences in development**
- 91243 Apply geography concepts and skills to demonstrate understanding of a given environment**

## COMMENTARY

Candidates who were most successful were able to unpack the key aspects of each question and focus their answers on these aspects. This enabled them to write concise and relevant answers that showed clarity and deep understanding. These candidates were also able to support their responses with current and relevant case study evidence that provided links from the achievement standards to their chosen contexts.

The use and integration of geographic concepts and terminology within responses continues to be a key factor that identifies a more able candidate. Candidates should be familiar with these concepts and terminology and also make use of any definitions provided within questions.

The space given for each response is sufficient to achieve Excellence in and candidates are advised to use only the space that is provided and write succinctly. Responses that were concise and focused on the key aspects of the question were able to score highly. Those candidates who went over and above the requirements of the space given in the questions often did not score highly and also encountered time management issues.

## STANDARD REPORTS

### **91240 Demonstrate geographic understanding of a large natural environment**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- constructed straightforward map/diagrams with some annotations
- included some simple case study material
- identified the key aspects of each question and focused their response accordingly
- used some geographic terminology.

#### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- labelled rather than annotated maps/diagrams
- were unable to identify or explain processes
- were unable to provide relevant or appropriate case study material.

#### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- constructed detailed maps/diagrams with annotations that were in-depth
- provided specific and appropriate case study evidence
- included detail in their explanations.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- provided maps/diagrams with comprehensive annotations
- showed a comprehensive knowledge of their chosen large natural environment by integrating case study detail within an answer
- used geographic concepts such as interaction and perspectives to show insight
- showed a comprehensive understanding of all aspects of the standard.

## **OTHER COMMENTS**

Candidates generally selected large natural environments that provided them with sufficient opportunity to achieve the standard. A number of candidates found distinguishing between elements and processes a challenge and were unable to explain any interaction between the processes. A significant number could also not identify the perspective of groups/individuals, or if they did, they were then unable to show how the group/individual's perspective has changed over time.

## **91242 Demonstrate geographic understanding of differences in development**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- explained, rather than described, aspects of development
- included some relevant case study material
- identified the key aspects of each question and gave a focused response
- avoided generalisations by writing specifically about a case study
- planned an answer before writing their response.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- provided responses that were descriptive
- failed to include case study material
- wrote about cultural factors when Question Two asked for natural factors
- did not attempt all questions.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- included in-depth case study information
- wrote detailed explanations with linked ideas
- used areas with contrasting levels of development.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- integrated case study information throughout their responses
- used geographic concepts appropriately
- used geographic terminology to a level that enabled them to show insight
- understood the factors contributing to and the characteristics of development in contrasting areas
- demonstrated deep understanding of the wider meaning of development.

## **OTHER COMMENTS**

Candidates should refer to indicators of development as a reference point when explaining the characteristics of development for an area. This will enable them to include relevant and detailed supporting case study evidence in their responses. They should also be aware of the distinction between characteristics of development and the factors that have contributed to differences in development.

When explaining natural factors that have caused differences in development, candidates must ensure the factors are natural rather than a result of human activity. Candidates should not over-generalise when discussing racial groups or whole countries in their responses.

Some case study information that is used in the answers is no longer relevant. Candidates who used case studies that were at very different levels or stages of development scored better than those who used areas that were similar.

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

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- displayed a range of geographic skills
- provided general references to resource material to support answers
- explicitly referred to a geographic concept(s)
- showed some accuracy when drawing a precis map
- used conventions when drawing a graph.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- failed to use more than one resource (when required) to answer questions
- neglected to support answers with resource material
- neglected to read question/instructions fully and therefore did not supply adequate responses
- lacked accuracy in their responses.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- used scale and direction when describing location
- displayed a high degree of accuracy when drawing a précis map
- understood the difference between a bar graph and a positive/negative bar graph and used a wide range of conventions
- annotated a diagram by including detail
- provided specific references to resource material to support answers.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- showed a thorough understanding of geography concepts by explicitly referring to the concept and expanding on it in their responses
- showed an awareness of an environment by making clear links to the geographic concepts
- provided specific references to resource material throughout their answers
- used the resources and their own knowledge to support answers with geographic terminology.

## **OTHER COMMENTS**

Able candidates used specific information from the resources throughout their responses. They also used skills with a high degree of accuracy, paying attention to detail and appropriate conventions. These candidates also showed comprehensive understanding of geography concepts by explicitly referring to a concept and then expanding on it by using geographic terminology from their own knowledge, the resources and/or the concept definition provided.

It should be noted that in many cases students went beyond the requirements of the question and therefore spent more time than necessary on their responses. For example, when required to explain one factor/aspect, candidates often discussed multiple factors/aspects and hence spent too long on their responses. This may have led to time management issues.

Candidates should also be encouraged to write concisely in order that they do not spend more time than is necessary. While ample room is given for responses, some candidates went over and above this and used extra paper. This generally did not improve their quality of response.