

Assessment Schedule – 2014

Geography: Demonstrate geographic understanding of population concepts (91008)

Evidence Statement

Question One		Expected Coverage
<i>Geographic Concept: Change</i>		
Not Achieved	N0	No response; no relevant evidence.
	N1	(a) Partial description of the intended message in the cartoon, eg population has grown / more babies born. OR (b) Limited completion of the missing details in the table as follows: (i) 4 (ii) 7 (iii) -3 (iv) 44 OR (c) Partial description of the pattern of population growth rates from 1804 to 2042*; no supporting evidence.
	N2	(a) Simple description of the message in the cartoon, eg population has grown / more babies born / recognition of the stork (earth) struggling with all the children. OR (b) Some completion of the missing details in the table. AND (c) Simple description of the pattern of population growth rates from 1804 to 2042*; lacks supporting evidence.
Achievement	A3	(a) Simple description of the message in the cartoon, eg population has grown / more babies born / recognition of the stork (earth) struggling with all the children. AND (b) Completes most of the missing details in the table. AND (c) Simple description of the pattern of population growth rates from 1804 to 2042*; little supporting evidence.
	A4	(a) Simple description of the message in the cartoon, eg population has grown / more babies born / recognition of the stork (earth) struggling with the increase in population. AND (b) Completes most / all of the missing details in the table. AND (c) More detailed description of the pattern of population growth rates from 1804 to 2042*; refers to the geographic concept, or supporting evidence.

Merit	M5	<p>(a) Detailed description of the message in the cartoon, eg population has grown / more babies born / recognition of the stork (earth) struggling with the increase in population on the planet.</p> <p>AND</p> <p>(b) Completes most of the missing details in the table accurately.</p> <p>AND</p> <p>(c) More detailed description of the pattern of population growth rates from 1804 to 2042*, eg faster growth as time has gone on; uses some detailed figures as evidence; may refer to the geographic concept.</p>
	M6	<p>(a) Detailed description of the message in the cartoon indicates understanding of the cartoonist's intent, eg the world and its resources are struggling to cope with the seven billion people living on the planet.</p> <p>AND</p> <p>(b) Completes ALL of the missing details in the table accurately.</p> <p>AND</p> <p>(c) Description of the pattern of population growth rates from 1804 to 2042*; uses some detailed, accurate evidence; refers to the geographic concept.</p>
Excellence	E7	<p>(a) Description of the message in the cartoon indicates understanding of the cartoonist's intent, eg the world and its resources are struggling to cope with the seven billion people living on the planet.</p> <p>AND</p> <p>(b) Completes ALL of the missing details in the table accurately; calculations of birth rates, death rates, and natural increase all correct.</p> <p>AND</p> <p>(c) Description of the pattern of population growth rates from 1804 to 2042* indicates slow growth to start, then much more rapid, eg first billion in 1804, 123 years for the second billion, 33 years for the third billion, 14 years for the fourth billion, 13 years for the fifth billion, 12 years for the sixth billion, 12 years for the seventh billion, 13 years for the eighth billion, and 18 years for the ninth billion; some insight shown; reference to geographic concept may be inferred (different rates of change over different time periods); integrated detailed supporting evidence given.</p>
	E8	<p>(a) Description of the message in the cartoon indicates a full understanding of the cartoonist's intent, eg the world and its resources are struggling to cope with the seven billion people living on the planet. Stork losing feathers indicates earth is not coping with increased billions.</p> <p>AND</p> <p>(b) Completes ALL of the missing details in the table accurately; calculations of birth rates, death rates, and natural increase all correct.</p> <p>AND</p> <p>Detailed description of the pattern of population growth rates from 1804 to 2042* indicates slow growth to start, then much more rapid eg first billion in 1804, 123 years for the second billion, 33 years for the third billion, 14 years for the fourth billion, 13 years for the fifth billion, 12 years for the sixth billion, 12 years for the seventh billion, 13 years for the eighth billion, and 18 years for the ninth billion.</p> <p>Fully describes the estimated changes in the rate of population growth from 2011 to 2024, then 2042, eg growth rate expected to slow down again, 2011–2024 = reaches eight billion people over 13 years, 2024 to 2042 = reaches nine billion people over 18 years; detailed integrated supporting evidence given; insight shown (ninth billion expected to take 18 years to reach compared with the 8th, 7th, 6th, 5th, and 4th, all less than 15 years).</p>

Question Two		Expected Coverage
Not Achieved	N0	No response; no relevant evidence.
	N1	(a) Attempt made in (i) to explain what a 'dependant' is, or attempt made in (ii) to shade the age groups who would be considered 'dependents'. AND (b) Some indication of an understanding that the shape of the chosen country's pyramid indicates fast or slow growth; no supporting evidence.
	N2	(a) Attempt made in (i) to explain what a 'dependant' is, and in (ii) to shade the age groups who would be considered 'dependants'; some evidence of understanding what a dependant is in (a) from either the pyramids or case study. OR (b) Chooses ONE of the pyramids (Kenya OR The United States of America), and attempts to explain whether the population will be a fast, or a slow growing one. OR (c) Attempts to explain the composition of the named country's population; some evidence of understanding about one element of the composition of the population.
Achievement	A3	(a) Explains in (i) what a 'dependant' is, eg being under 15 and over 65; some supporting evidence. Shades in (ii) the age groups considered 'dependants' on ONE pyramid with some accuracy. AND (b) Chooses ONE of the pyramids (Kenya OR The United States of America), and attempts to explain whether the population will be a fast, or a slow growing one: <ul style="list-style-type: none"> • Kenya explained as having a fast growing population (wide base); lack of supporting evidence, or limited statistics given. • USA explained as having a slow growing population (narrow base); lack of supporting evidence, or limited statistics given. OR (c) Attempts to explain the composition of the chosen country's population; some supporting evidence from named case study.
	A4	(a) Explains in (i) what a 'dependant' is, eg being under 15 and over 65; some supporting evidence. Shades in (ii) the age groups considered 'dependants' on ONE pyramid with some accuracy. AND (b) Chooses ONE of the pyramids (Kenya OR The United States of America), and attempts to explain whether the population will be a fast, or a slow growing one: <ul style="list-style-type: none"> • Kenya explained as having a fast growing population (wide base); lack of supporting evidence, or limited statistics given. • USA explained as having a slow growing population (narrow base); lack of supporting evidence, or limited statistics given. OR (c) Attempts to explain the composition of the chosen country's population; some supporting evidence from named case study; partial reference to factors influencing the composition of a population.

Merit	M5	<p>(a) Explains in (i) what a 'dependant' is, eg being under 15 and over 65; detailed supporting evidence. Shades in (ii) the age groups considered 'dependants' on ONE pyramid with accuracy.</p> <p>AND</p> <p>(b) Chooses ONE of the pyramids (Kenya OR The United States of America), and attempts to explain whether the population will be a fast, or a slow growing one:</p> <ul style="list-style-type: none"> • Kenya explained as having a fast growing large, youthful population (wide base); lack of supporting evidence, or limited statistics given. or • USA explained as having a slow growing population (narrow base); lack of supporting evidence, or limited statistics given. <p>AND</p> <p>(c) Explains the composition of the chosen country's population; some detailed supporting evidence from named case study; refers to factors influencing the composition of a population.</p>
	M6	<p>(a) Explains in (i) what a 'dependant' is, eg being under 15 and over 65; some detailed supporting evidence. Shades in (ii) the age groups considered 'dependants' on BOTH pyramids with some accuracy.</p> <p>AND</p> <p>(b) Chooses ONE of the pyramids (Kenya OR The United States of America), and attempts to explain whether the population will be a fast, or a slow growing one:</p> <ul style="list-style-type: none"> • Kenya explained as having a fast growing large, youthful population (wide base); lack of supporting evidence from statistics given. or • USA explained as having a slow growing population (narrow base); lack of supporting evidence. <p>AND</p> <p>(c) Explains the composition of the chosen country's population; detailed supporting evidence from named case study (may lack details); refers to some factors influencing the composition of a population.</p>
Excellence	E7	<p>(a) (i) Explains, in detail, what a 'dependant' is, eg being under 15 and over 65 and relying on working age group for support; some supporting evidence. (ii) Shades the age groups considered 'dependants' on BOTH pyramids with accuracy.</p> <p>AND</p> <p>(b) Chooses ONE of the pyramids (Kenya OR The United States of America), and explains, in detail, whether the population will be a fast, or a slow growing one:</p> <ul style="list-style-type: none"> • Kenya explained as having a fast growing large, youthful population (wide base); some supporting evidence from statistics given, eg % under 15 = 44% to 46%. or • USA explained as having a slow growing population (narrow base); some supporting evidence from statistics given, eg % under 15 = approximately 34%. <p>AND</p> <p>(c) Fully explains the composition of the chosen country's population; integrates supporting evidence from named case study; refers, in detail, to some factors influencing the composition of a population; shows some insight.</p>
	E8	<p>(a) (i) Explains, in detail, what a 'dependant' is, eg being under 15 and over 65 and relying on working age group for support; supporting evidence. (ii) Shades the age groups considered 'dependants' on BOTH pyramids with accuracy.</p> <p>AND</p> <p>(b) Chooses ONE of the pyramids (Kenya OR The United States), and explains, in detail, whether the population will be a fast, or a slow growing one:</p> <ul style="list-style-type: none"> • Kenya explained as having a fast growing large, youthful population (wide base); supporting evidence from statistics given, eg % under 15 = 44% to 46%. or

		<ul style="list-style-type: none">• USA explained as having a slow growing population (narrow base); supporting evidence from statistics given, eg % under 15 = approximately 34%, with slower growth resulting in new generation being smaller than parent generation (35+ year olds). <p>AND</p> <p>(c) Fully explains the composition of the chosen country's population; integrates detailed supporting evidence from named case study; refers, in detail, to factors influencing the composition of a population; insight shown.</p>
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Question Three		Expected Coverage
Not Achieved	N0	No response; no relevant evidence.
	N1	(a) Limited description of how or why migration occurs in the named case study; no supporting evidence. <i>OR</i> (b) Limited description of ONE impact (effect) of the migration type on the source or receiving area; no supporting evidence.
	N2	(a) Partial description of how or why migration occurs in the named case study; little or no supporting evidence. <i>OR</i> (b) Partial description of ONE impact (effect) of the migration type on the source or receiving area; little or no supporting evidence.
Achievement	A3	(a) Attempts to explain how migration occurs or why it occurs; refers to ONE or TWO factors from the diagram; some supporting evidence from named case study. <i>OR</i> (b) Some explanation of ONE impact (effect) of the migration from the named case study on the source or receiving area; some supporting evidence, or case study material.
	A4	(a) Explains how migration occurs or why it occurs; explains TWO factors from the diagram; some supporting evidence from named case study. <i>AND / OR</i> (b) Some explanation of ONE impact (effect) of the migration from the named case study on the source or receiving area; some supporting evidence, or case study material.
Merit	M5	(a) Explains how migration occurs and why it occurs; explains, in some detail, TWO factors from the diagram; some supporting evidence from named case study. <i>AND</i> (b) Some explanation of ONE impact (effect) of the migration from the named case study on the source or receiving area; some detailed supporting evidence and case study material.
	M6	(a) Explains, in detail, how migration occurs and why it occurs; fully explains TWO factors from the diagram; some detailed supporting evidence from named case study. <i>AND</i> (b) Detailed explanation of ONE impact (effect) of the migration from the named case study on the source or receiving area; detailed supporting evidence, or case study material.
Excellence	E7	(a) Fully explains how migration occurs and why it occurs; fully explains THREE factors from the diagram; integrates some detailed supporting evidence from named case study. <i>AND</i> (b) Fully explains ONE impact (effect) of the migration from the named case study on the source or the receiving area; shows some insight.
	E8	(a) Fully explains how migration occurs and why it occurs; fully explains at least THREE factors from the diagram; integrates detailed supporting evidence from named case study. <i>AND</i> (b) Fully explains ONE impact (effect) of the migration from the named case study on the source or the receiving area; shows insight.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 13	14 – 18	19 – 24