

**Assessment Schedule – 2015**

**Geography: Demonstrate geographic understanding of differences in development (91242)**

**Evidence**

<b>Question One: Ways development can be measured</b>			
<i>Geographic Concept: Perspectives</i>			
	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
	The candidate explains the usefulness of quantitative indicators as a way to measure development in at least two contrasting communities, areas, or countries (case studies).  Supporting case study evidence is included.	The candidate explains, in detail, the usefulness of quantitative indicators as a way to measure development in at least two contrasting communities, areas, or countries (case studies).  Detailed supporting case study evidence is included.	The candidate fully explains the usefulness of quantitative indicators as a way to measure development in at least two contrasting communities, areas, or countries (case studies), using geographic terminology and concepts, and showing insight.  Comprehensive (specific and detailed) supporting case study evidence is integrated within the answer.
<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence.	
	<b>N1</b>	Attempt is relevant, but the response does not explain the usefulness of quantitative indicators as a way to measure development. Lacks supporting case study evidence.	
	<b>N2</b>	Partially explains the usefulness of quantitative indicators as a way to measure development. Provides little supporting case study evidence.	
<b>Achievement</b>	<b>A3</b>	Explains the usefulness of quantitative indicators as a way to measure development. Provides some supporting case study evidence. (One case study may be used less).	
	<b>A4</b>	Explains the usefulness of quantitative indicators as a way to measure development. Provides supporting case study evidence.	
<b>Merit</b>	<b>M5</b>	Explains, in detail, the usefulness of quantitative indicators as a way to measure development. Provides some detailed supporting case study evidence. (One case study may be used in less detail).	
	<b>M6</b>	Explains, in detail, the usefulness of quantitative indicators as a way to measure development. Provides detailed supporting evidence for both case studies.	
<b>Excellence</b>	<b>E7</b>	Fully explains the usefulness of quantitative indicators as a way to measure development, using integrated comprehensive case study evidence. (One case study may be used less comprehensively). Geographic terminology and the geographic concept are used to show some insight.	
	<b>E8</b>	Fully explains the usefulness of quantitative indicators as a way to measure development, using integrated comprehensive case study evidence throughout. Geographic terminology and the geographic concept are used to show insight.	

<b>Question Two: Natural Factors contributing to differences in development</b>			
<i>Geographic Concept: Environments</i>			
	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
	The candidate explains how one natural factor has contributed to different levels of development between two contrasting communities, areas, or countries (case studies).  Supporting case study evidence is included.	The candidate explains, in detail, how one natural factor has contributed to different levels of development between two contrasting communities, areas, or countries (case studies).  Detailed supporting case study evidence is included.	The candidate fully explains how one natural factor has contributed to different levels of development between two contrasting communities, areas, or countries (case studies), using geographic terminology and concepts, and showing insight.  Comprehensive (specific and detailed) supporting case study evidence is integrated within the answer.
<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence.	
	<b>N1</b>	Attempt is relevant, but the response does not explain how one natural factor has caused differences in development. Lacks supporting case study evidence.	
	<b>N2</b>	Partially explains how one natural factor has caused differences in development. Provides little supporting case study evidence.	
<b>Achievement</b>	<b>A3</b>	Explains how one natural factor has caused differences in development. Provides some supporting case study evidence.	
	<b>A4</b>	Explains how one natural factor has caused differences in development. Provides supporting case study evidence.	
<b>Merit</b>	<b>M5</b>	Explains, in detail, how one natural factor has caused differences in development. Provides some detailed supporting case study evidence.	
	<b>M6</b>	Explains, in detail, how one natural factor has caused differences in development. Provides detailed supporting evidence throughout.	
<b>Excellence</b>	<b>E7</b>	Fully explains how one natural factor has caused differences in development, using integrated comprehensive case study evidence. Geographic terminology and the geographic concept are used to show some insight.	
	<b>E8</b>	Fully explains how one natural factor has caused differences in development, using integrated comprehensive case study evidence throughout. Geographic terminology and the geographic concept are used to show insight.	

<b>Question Three: Strategies for reducing differences in development</b>		
<i>Geographic Concept: Change</i>		
<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>The candidate explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development between two contrasting communities, areas, or countries (case studies).</p> <p>Supporting case study evidence is included.</p>	<p>The candidate explains, in detail, how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development between two contrasting communities, areas, or countries (case studies).</p> <p>Detailed supporting case study evidence is included.</p>	<p>The candidate fully explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development between two contrasting communities, areas, or countries (case studies).</p> <p>The candidate uses geographic terminology and concepts, and shows insight.</p> <p>Comprehensive (specific and detailed) supporting case study evidence is integrated within the answer.</p>
<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence.
	<b>N1</b>	Attempt is relevant, but the response does not explain how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development. Lacks supporting case study evidence.
	<b>N2</b>	Partially explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development. Provides little supporting case study evidence.
<b>Achievement</b>	<b>A3</b>	Explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development. Provides some supporting case study evidence.
	<b>A4</b>	Explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development. Provides supporting case study evidence.
<b>Merit</b>	<b>M5</b>	Explains, in detail, how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development. Provides some detailed supporting case study evidence.
	<b>M6</b>	Explains, in detail, how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development. Provides detailed supporting evidence throughout.
<b>Excellence</b>	<b>E7</b>	Fully explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development, using integrated comprehensive case study evidence. Geographic terminology and the geographic concept are used to show some insight.
	<b>E8</b>	Fully explains how one strategy has been, or may be taken, by governments and / or non-government organisations to reduce the differences in development, using integrated comprehensive case study evidence throughout. Geographic terminology and the geographic concept are used to show insight.

**Cut Scores**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 6	7 – 13	14 – 19	20 – 24