

Assessment Schedule – 2015

Geography: Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills (91429)

Evidence

Question One: Interaction in the environment of Las Vegas		
<p>This question is asking candidates to analyse an interaction in the environment of Las Vegas. Scores of A3–E8 MUST contain analysis and explain how the elements interact. The interaction may be one way, or both elements may affect each other.</p>		
Not Achieved	N0	No response; no relevant evidence.
	N1	Very limited answer. Some correct material, but the candidate does not address the question.
	N2	Little accurate information about environment. The answer may correctly describe an element(s) of the environment, but does not provide explanation in any part of the response.
Achievement	A3	Demonstrates some understanding of the environment. The candidate: <ul style="list-style-type: none"> • selects and uses skills and geographic conventions in the interpretation of information about the environment • gives some explanation of the environment, but it is mainly descriptive • shows some understanding of the geographic concept of environment, but the answer lacks depth • includes some specific evidence from the resources.
	A4	Demonstrates understanding of the environment. The candidate: <ul style="list-style-type: none"> • selects and uses skills and geographic conventions in the interpretation of information about the environment • gives some explanation of the environment, but it is mainly descriptive • shows some understanding of the geographic concept to explain the environment, but the answer lacks depth • includes specific evidence from the resources.

Merit	M5	<p>Demonstrates some detailed understanding of the environment.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • selects and uses skills and geographic conventions with precision in the interpretation of information about the environment • shows an in-depth understanding of the geographic concept to explain the environment overall, but one part may be less detailed than the other • includes detailed evidence from the resource booklet (does not have to be integrated).
	M6	<p>Demonstrates detailed understanding of the environment.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • selects and uses skills and geographic conventions with precision in the interpretation of information about the environment • shows an in-depth understanding of the geographic concepts to explain the environment • includes detailed evidence from the resource booklet (does not have to be integrated).
Excellence	E7	<p>Demonstrates comprehensive understanding of the environment, with some insight.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • selects and uses skills and geographic conventions with precision in the interpretation of information about the environment • shows insight in explaining the environment • shows good use of geographic terminology and concepts • integrates specific evidence from the resource booklet. <p>One element may be slightly weaker, but overall the candidate has demonstrated comprehensive understanding.</p>
	E8	<p>Demonstrates comprehensive understanding of the environment, with insight.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • selects and uses skills and geographic conventions with precision in the interpretation of information about the environment • shows insight in explaining the environment • shows good use of geographic terminology and concepts • integrates specific evidence from the resource booklet. <p>Both elements are at a comprehensive level.</p>

Question Two: Change in water levels for Lake Mead

This question tests the ability of candidates to select an appropriate method to display information.

It is expected that candidates will choose to construct a line graph.

The concept is “change”. The focus of the question is on fully explaining the consequences of Lake Mead’s falling water level.

Scores of A3–E8 MUST contain discussion about change. The graph will generally set the scene showing what and when of the change; while the writing will usually provide the explanation demonstrating what the impacts / consequences of the change will likely be.

(For graph of water level changes, see Appendix A).

Not Achieved	N0	No response; no relevant evidence.
	N1	Very limited answer. There is some correct material, but the candidate does not address the question.
	N2	Little accurate information about change. The answer may attempt to graph how water levels have changed, but is inaccurate, and the written answer provides no analysis of the consequences of the changes.
Achievement	A3	Graph and written answer demonstrate some understanding of the concept of change. The candidate: <ul style="list-style-type: none"> • draws a graph that shows the change in water levels (lack of conventions, or incompleteness may limit accuracy, etc.) • attempts to explain the consequences, but may focus more on the trend rather than the outcomes • includes some supporting evidence from graph, or resources, in the analysis. Graph may be slightly weaker, but overall, the candidate demonstrates understanding of the concept of change, and can select and apply the skill of graphing.
	A4	Graph and written answer demonstrate understanding of the concept of change. The candidate: <ul style="list-style-type: none"> • draws a graph that shows the change in water levels (lack of conventions or incompleteness may limit accuracy, etc.) • attempts to explain the consequences, but may focus more on the trend rather than the outcomes • includes supporting evidence from the graph or resources in the analysis. The candidate demonstrates understanding of the concept of change, and can select and apply the skill of graphing.

Merit	M5	<p>Graph and written answer demonstrate detailed understanding of the concept of change.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • draws a graph that shows the change in water levels (conventions are largely accurate) • partially explains the consequences • includes some detailed supporting evidence from graph or resources in analysis. <p>Graph may be slightly weaker, but overall, the candidate demonstrates detailed understanding of the concept of change, and can select and apply the skill of graphing with precision.</p>
	M6	<p>Graph and written answer demonstrate detailed understanding of the concept of change.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • draws a graph that shows the change in water levels (conventions are largely accurate) • partially explains the consequences • includes some detailed supporting evidence from graph or resources in analysis. <p>The candidate demonstrates a detailed understanding of the concept of change, and can select and apply the skill of graphing with precision.</p>
Excellence	E7	<p>Graph and written answer demonstrate comprehensive understanding of the concept of change, with some insight.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • draws a line graph that shows the change in water levels (conventions and graph are largely accurate) • fully explains the consequences with some insight • includes integrated and detailed supporting evidence from graph or resources in analysis. <p>The candidate demonstrates a comprehensive understanding of the concept of change, and can select and apply the skill of graphing with precision.</p>
	E8	<p>Graph and written answer demonstrate comprehensive understanding of the concept of change, with insight.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • draws a line graph that shows the change in water levels (conventions and graph are largely accurate) • fully explains the consequences with insight • includes integrated and detailed supporting evidence from graph or resources in analysis. <p>The candidate demonstrates comprehensive understanding of the concept of change, and can select and apply the skill of graphing with precision.</p>

Question Three: Perspectives about the future

This question tests the ability of candidates to analyse geographic information to support opinions about the causes of the water crisis in Las Vegas. The focus of the question is on analysing the causes of the water crisis and justifying the most important factor causing the crisis. Scores of A3–E8 MUST contain a conclusion related to the causes in the resources.

Not Achieved	N0	No response; no relevant evidence.
	N1	Very limited answer. There is some correct material, but the candidate does not address the question.
	N2	Lacks analysis. The answer may attempt to describe the causes, but does not explain them in relation to the water crisis.
Achievement	A3	Demonstrates some understanding of the relevant concept(s) (e.g. change, interaction, perspectives, patterns, environments, sustainability, and processes). The candidate: <ul style="list-style-type: none"> • makes an analysis by describing and explaining the causes (answer may be more descriptive in parts) • includes some supporting evidence from resources in the analysis • may not reach a clear overall conclusion, or conclusion may be inferred.
	A4	Demonstrates understanding of the relevant concept(s) (e.g. change, interaction, perspectives, patterns, environments, sustainability, and processes). The candidate: <ul style="list-style-type: none"> • makes an analysis by explaining the causes (answer may be more descriptive in parts) • includes supporting evidence from resources in the analysis • may not reach a clear overall conclusion, or conclusion may be inferred.

Merit	M5	<p>Demonstrates detailed understanding of the relevant concept(s) (e.g. change, interaction, perspectives, patterns, environments, sustainability, and processes).</p> <p>The candidate:</p> <ul style="list-style-type: none"> • makes a detailed analysis by fully describing and explaining the causes • includes some detailed supporting evidence from resources in the analysis • comes to a conclusion.
	M6	<p>Demonstrates detailed understanding of the relevant concept(s) (e.g. change, interaction, perspectives, patterns, environments, sustainability, and processes).</p> <p>The candidate:</p> <ul style="list-style-type: none"> • makes a detailed analysis by fully describing and explaining the causes • includes detailed supporting evidence from resources in the analysis • comes to a conclusion.
Excellence	E7	<p>Demonstrates comprehensive understanding of the relevant concept(s) (e.g. change, interaction, perspectives, patterns, environments, sustainability, and processes), with some insight.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • makes a comprehensive analysis by fully describing and explaining the causes, with some insight • includes integrated and detailed supporting evidence from resources in the analysis • comes to a justified conclusion.
	E8	<p>Demonstrates comprehensive understanding of the relevant concept(s) (e.g. change, interaction, perspectives, patterns, environments, sustainability, and processes), with insight.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • makes a comprehensive analysis by fully describing and explaining the causes, with insight • includes integrated and detailed supporting evidence from resources in the analysis • comes to a fully justified overall conclusion.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 13	14 – 18	19 – 24

Appendix A – Question Two (a)

Appropriate graph

- (a) Draw an appropriate graph below, using the information from the table in **Resource I**, to show the water levels for Lake Mead from 2005 to 2014.

Include all appropriate graphing conventions.

