

This assessment is based on a now-expired version of the achievement standard and may not accurately reflect the content and practice of external assessments developed for 2025 onwards.

Assessment Schedule – 2024

Geography: Demonstrate understanding of how natural processes shape an environment (91934)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of how natural processes shape an environment involves:</i></p> <ul style="list-style-type: none"> describing natural processes and the resulting phenomena within an environment describing impacts on the environment from the natural processes and phenomena including relevant evidence and geographic terminology in the descriptions. 	<p><i>Explain how natural processes shape an environment involves:</i></p> <ul style="list-style-type: none"> explaining how natural processes create phenomena within the environment explaining wider impacts of the natural processes on the environment using evidence and geographic terminology to support the explanation. 	<p><i>Examine how natural processes shape an environment involves:</i></p> <ul style="list-style-type: none"> examining implications of natural processes for the environment using evidence and geographic terminology to develop the explanation.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe:</p> <ul style="list-style-type: none"> The sequence (natural process) that operates (causes) and the resulting phenomena within an environment. The impacts on an environment from the natural processes and phenomena. <p>The response does not fulfil the intent of the assessment criteria for Achievement, lacking evidence and depth throughout the response.</p>	<p>Describes:</p> <ul style="list-style-type: none"> The sequence (natural process) that operates (causes) and the resulting phenomena within an environment. The impacts on an environment from the natural processes and phenomena. <p>The response does not fulfil the intent of the assessment criteria for Achievement, lacking evidence and depth in at least one part of the response.</p>	<p>Describes:</p> <ul style="list-style-type: none"> The sequence of ONE natural process that operates and the resulting phenomena within an environment. The impacts on people from the natural processes and phenomena. <p><i>AND</i></p> <ul style="list-style-type: none"> Includes limited supporting evidence or geographic terminology. <p>The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak.</p>	<p>Describes:</p> <ul style="list-style-type: none"> The sequence of TWO natural processes that operate and the resulting phenomena within an environment. The impacts on people from the natural processes and phenomena. <p><i>AND</i></p> <ul style="list-style-type: none"> Includes some supporting evidence or geographic terminology. <p>The response securely fulfils the intent of the assessment criteria for Achievement.</p>	<p>Explains (one may be weaker):</p> <ul style="list-style-type: none"> The sequence of TWO natural processes that operate and the resulting phenomena within an environment. The wider impacts on people from the natural processes and phenomena. The link between the process and the phenomena. <p><i>AND</i></p> <ul style="list-style-type: none"> Includes some relevant evidence and geographic terminology to support explanation. <p>The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak.</p>	<p>Explains:</p> <ul style="list-style-type: none"> The sequence of TWO natural processes that operate and the resulting phenomena within an environment. The wider impacts on people from the natural processes and phenomena. The link between the process and the phenomena. <p><i>AND</i></p> <ul style="list-style-type: none"> Includes a range of relevant evidence and geographic terminology to support explanation. <p>The response securely fulfils the intent of the assessment criteria for Achievement with Merit.</p>	<p>Examines (one may be weaker):</p> <ul style="list-style-type: none"> The sequence of TWO natural processes that operate and the resulting phenomena within an environment. The wider impacts on people from the natural processes and phenomena. The implications the natural processes may cause in the future. The link between the process and the phenomena. <p><i>AND</i></p> <ul style="list-style-type: none"> Includes some detailed, contextualised evidence and geographic terminology. <p>The response fulfils the intent of the assessment criteria for Achievement with Excellence, demonstrating a sound understanding of the topic.</p>	<p>Examines:</p> <ul style="list-style-type: none"> The sequence of TWO natural processes that operate and the resulting phenomena within an environment. The wider impacts on people from the natural processes and phenomena. The implications the natural processes may cause in the future. The link between the process and the phenomena. <p><i>AND</i></p> <ul style="list-style-type: none"> Includes detailed, contextualised evidence and geographic terminology. <p>The response securely fulfils the intent of the assessment criteria for Achievement with Excellence, demonstrating a holistic understanding of the topic.</p>

N0 = No response; no relevant evidence.

Appendix: Authenticity of candidate work.

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

Evidence might be considered inauthentic if:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.