

Assessment Schedule – 2025

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</i> involves:</p> <ul style="list-style-type: none">describing natural processes and the resulting phenomena within an environmentdescribing 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</i> involves:</p> <ul style="list-style-type: none">explaining how natural processes create phenomena within the environmentexplaining wider impacts of the natural processes on the environment <p>using evidence and geographic terminology to support the explanation.</p>	<p><i>Examine how natural processes shape an environment</i> involves:</p> <ul style="list-style-type: none">examining implications of natural processes for the environment <p>using evidence and geographic terminology to develop the explanation.</p>

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
Attempts to describe:	Describes:	Describes (one part of the answer may be weaker): <ul style="list-style-type: none"> The sequence (natural process) that operates (causes) and the resulting phenomena (features) within an environment. The impacts on an environment from the natural processes and phenomena (features). 	Describes: <ul style="list-style-type: none"> Identifies and labels some appropriate phenomena (features). Describes how natural processes would have operated to produce two of the identified phenomena (features). The impacts on cultural features from the natural processes and phenomena (features). Includes limited supporting evidence and geographic terminology. 	Explains (one part of the answer may be weaker): <ul style="list-style-type: none"> Identifies and labels some appropriate phenomena (features). Describes how natural processes would have operated to produce two of the identified phenomena (features). A link is established between process and phenomena (features). The wider impacts on cultural features from the natural processes and phenomena (features). Includes some supporting evidence and geographic terminology to support explanation. 	Explains: <ul style="list-style-type: none"> Explains how natural processes would have operated to produce the identified phenomena (features). Clear links are established between process and phenomena (features). The wider impacts on cultural features from the natural processes and phenomena (features). Includes a range of relevant evidence and geographic terminology to support explanation. 	Examines (one part of the answer may be weaker): <ul style="list-style-type: none"> Examines how natural processes would have operated to produce the identified phenomena (features) and the relationship between them. The wider impacts on cultural features from the natural processes and phenomena (features). The implications the natural processes may cause in the future. Includes some detailed, contextualised evidence and geographic terminology. 	Examines: <ul style="list-style-type: none"> Examines how natural processes would have operated to produce the identified phenomena (features) and the relationship between them. The wider impacts on cultural features from the natural processes and phenomena (features). The implications the natural processes may cause in the future. Includes detailed, contextualised evidence and geographic terminology.

The response does not fulfil the intent of the assessment criteria for Achievement, lacking evidence and depth throughout the response.	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.	The response fulfils the intent of the assessment criteria for Achievement, although some parts may be partial or weak. For example, Section One might identify a spit and a flood plain. Describes a coastal and a fluvial process (sequence of actions) which may have formed those phenomena (features).	The response securely fulfils the intent of the assessment criteria for Achievement. For example, Section One might identify a spit, a flood plain, a beach, a meander. Explains a coastal and a fluvial process (sequence of actions) which may have formed those phenomena (features).	The response fulfils the intent of the assessment criteria for Achievement with Merit, although some parts may be partial or weak. For example, Section One might identify a spit, a flood plain, a beach, a meander, a mountain, and orographic cloud. Explains a coastal and a fluvial process (sequence of actions) which may have formed those phenomena (features).	The response securely fulfils the intent of the assessment criteria for Achievement with Merit.	The response fulfils the intent of the assessment criteria for Achievement with Excellence, demonstrating a sound understanding of the topic. For example, Section One might identify a spit, a flood plain, a beach, a meander, a mountain, and orographic cloud. Explains a coastal and a fluvial process (sequence of actions) which may have formed those phenomena (features).	The response securely fulfils the intent of the assessment criteria for Achievement with Excellence, demonstrating a holistic understanding of the topic.
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N0 = No response; no relevant evidence.