

World Geography 3202 - Outcome Report, June 2011

| Curricular Content Area | Question Distribution by Reporting Category | | |
|--|---|---------------------------|-------------|
| | Knowledge | Application | Integration |
| Unit 1 Land Forms and Water Forms | 1, 2, 4, 6, 7, 9 | 3, 5, 8 | |
| Unit 2 World Climate Patterns | 12, 13, 14, 15, 16, 17, | 10, 11, 18, 63, 59 | |
| Unit 3 Ecosystems | 19, 21 | 20, 21, 22, 63 | 65 |
| Unit 4 Primary Resource Activities | 23, 25, 27, 28, 31, 32 | 24, 26, 29, 30, 60, 64 | 65 |
| Unit 5 Secondary and Tertiary Activities | 34, 36, 37, 38, 39, 41 | 33, 35, 40, 42, 66, 67 | 68 |
| Unit 6 Population Distribution and Growth | 43, 45, 47, 48, 49, 50 | 44, 46, 47, 61, 69 | 70 |
| Unit 7 Settlement and Urbanization | 51, 52, 53, 54, 56, 57 | 55, 58, 62, 71 | 72 |

| Question | Outcome | Level | Curricular Concept |
|-----------------|----------------|---------------------------|-------------------------------|
| 1. | 1.1.5 | Knowledge | Landforms/Waterforms |
| 2. | 1.1.9 | Knowledge | Landforms/Waterforms |
| 3. | 1.2.4 | Application | Landforms/Waterforms |
| 4. | 1.5.1 | Knowledge | Landforms/Waterforms |
| 5. | 1.3.3 | Application | Landforms/Waterforms |
| 6. | 1.3.5 | Knowledge | Landforms/Waterforms |
| 7. | 1.4.1 | Knowledge | Landforms/Waterforms |
| 8. | 1.4.2 | Application | Landforms/Waterforms |
| 9. | 1.5.2 | Knowledge | Landforms/Waterforms |
| 10. | 2.2.2 | Application | World Climate Patterns |
| 11. | 2.5.2 | Application | World Climate Patterns |
| 12. | 2.1.3/2.1.4 | Knowledge | World Climate Patterns |
| 13. | 2.3.3 /2.3.4 | Knowledge | World Climate Patterns |
| 14. | 2.4.1 | Knowledge | World Climate Patterns |
| 15. | 2.3.6/2.3.7 | Knowledge | World Climate Patterns |
| 16. | 2.6.2 | Knowledge | World Climate Patterns |
| 17. | 2.1.2 | Knowledge | World Climate Patterns |
| 18. | 2.8.2 | Application | World Climate Patterns |
| 19. | 3.3.1 | Knowledge | Ecosystems |
| 20. | 3.5.4 | Application | Ecosystems |
| 21. | 3.2.1/3.2.3 | Knowledge/ Application | Ecosystems |
| 22. | 3.4.2 | Application | Ecosystems |
| 23. | 4.1.1 | Knowledge | Primary Resource Activities |
| 24. | 4.2.4 | Application | Primary Resource Activities |
| 25. | 4.6.1 | Knowledge | Primary Resource Activities |
| 26. | 4.4.5 | Application | Primary Resource Activities |
| 27. | 4.4.3 | Knowledge | Primary Resource Activities |
| 28. | 4.6.1 | Knowledge | Primary Resource Activities |
| 29. | 4.3.3 | Application | Primary Resource Activities |
| 30. | 4.3.6 | Application | Primary Resource Activities |
| 31. | 4.5.2 | Knowledge | Primary Resource Activities |
| 32. | 4.5.1 | Knowledge | Primary Resource Activities |
| 33. | 5.1.3/5.1.2 | Application | Secondary/Tertiary Activities |
| 34. | 5.1.1 | Knowledge | Secondary/Tertiary Activities |
| 35. | 5.2.2/5.2.4 | Application | Secondary/Tertiary Activities |
| 36. | 5.3.6 | Knowledge | Secondary/Tertiary Activities |
| 37. | 5.3.4 | Knowledge | Secondary/Tertiary Activities |
| 38. | 5.5.2 | Knowledge | Secondary/Tertiary Activities |
| 39. | 5.5.4 | Knowledge | Secondary/Tertiary Activities |
| 40. | 5.6.2 | Application | Secondary/Tertiary Activities |

| Question | Outcome | Level | Curricular Concept |
|-----------------|-----------------------|---------------------------|------------------------------------|
| 41. | 5.8.1 | Knowledge | Secondary/Tertiary Activities |
| 42. | 5.8.6 | Application | Secondary/Tertiary Activities |
| 43. | 6.1.1 | Knowledge | Population Distribution and Growth |
| 44. | 6.2.3 | Application | Population Distribution and Growth |
| 45. | 6.3.1 | Knowledge | Population Distribution and Growth |
| 46. | 6.3.8 | Application | Population Distribution and Growth |
| 47. | 6.4.2/6.4.3 | Knowledge/ Application | Population Distribution and Growth |
| 48. | 6.5.1 | Knowledge | Population Distribution and Growth |
| 49. | 6.5.5 | Knowledge | Population Distribution and Growth |
| 50. | 6.6.1 | Knowledge | Population Distribution and Growth |
| 51. | 7.1.1/7.1.2 | Knowledge | Settlement and Urbanization |
| 52. | 7.3.2 | Knowledge | Settlement and Urbanization |
| 53. | 7.2.1/7.2.2 | Knowledge | Settlement and Urbanization |
| 54. | 7.4.1 | Knowledge | Settlement and Urbanization |
| 55. | 7.5.7 | Application | Settlement and Urbanization |
| 56. | 7.5.1 | Knowledge | Settlement and Urbanization |
| 57. | 7.6.1 | Knowledge | Settlement and Urbanization |
| 58. | 7.1.4 | Application | Settlement and Urbanization |
| 59. | 2.4.2/2.3.4 | Application | Landforms/Waterforms |
| 60. | 4.7.5/4.7.1 | Application | Primary Resource Activities |
| 61. | 6.2.3/6.2.5/ 6.3.3 | Application | Population Distribution and Growth |
| 62. | 7.5.4 | Application | Settlement and Urbanization |
| 63. | 2.8.2/3.5.1 | Application | Landforms/Waterforms |
| 64. | 4.6.4 | Application | Landforms/Waterforms |
| 65. | 3.5.2/4.6.4/ 4.6.5 | Integration | Landforms/Waterforms |
| 66. | 5.3.1 | Application | Primary Resource Activities |
| 67. | 5.8.5/5.8.6 | Application | Primary Resource Activities |
| 68. | 5.4.4 | Integration | Primary Resource Activities |
| 69. | 6.2.5/6.3.3/ 6.2.3 | Application | Population Distribution and Growth |
| 70. | 6.6.2/6.2.7 | Integration | Population Distribution and Growth |
| 71. | 7.7.1/7.7.2 | Application | Settlement and Urbanization |
| 72. | 7.7.4 | Integration | Settlement and Urbanization |

Marking Board's Qualitative Comments

1) Attempting questions

“... for a question that was directly from the outcomes, fairly stated, and had a lot of evidence to use, there were too many students who did not attempt it”

2) Students often confuse geographic terms such as land and sea breezes with prevailing winds in their responses.

3) Reading instructions carefully

“Some students provided one reason/explanation for the question instead of the asked two. This error appeared to be carelessness on the students' part and not for lack of knowledge”

4) Lack of explanation

“Overall the question was generally well done The biggest issue with the question was the lack of explanation. Students would provide strategies but would do little in the way of explanation, thus resulting in lower scores.”

“Many students only listed reasons and did not supply any explanation for their answers.”

5) Ability to analyze and synthesize information

“... students could easily provide two knowledge/comprehension responses, and many did. Where students fell short was in the area of application and synthesis. In my experience, this is where students struggle the most. Despite that, I had the opportunity to read many well-constructed responses”