

Geography

2014 Chief Assessor’s Report

# Geography

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## Overview

The number of students choosing to study Geography at Stage 2 increased by more than 24% in 2014 with 450 students completing the requirements for this subject. Students generally performed soundly within the range of assessment types. Teachers and schools have become familiar with the assessment model and the administration of the subject, and the design of assessment tasks in the folio was effective. Many students were able to show good achievement against the performance standards and demonstrated a sophisticated understanding of the key concepts and ideas.

An interesting range of folio tasks was presented, and teachers and schools are developing some innovative and engaging tasks for assessing student learning against the assessment design criteria and the performance standards.

## School Assessment

Assessment Type 1: Fieldwork

Students undertake one report on their individual fieldwork relating to one of the option topics. Individual fieldwork gives students the opportunity to employ a diverse range of field techniques, including measurement and observation data. In their reports, students were able to demonstrate their ability in conducting individual studies, by identifying a focus question or hypothesis, conducting field research, using geographical skills, and synthesising findings into a comprehensive report, as well as evaluating their own findings and methods. Most students chose to present their work as a written report.

Again this year there remained some fieldwork reports that were considered poor interpretations of the task as they did not have an adequate focus or field skill basis and were more a general inquiry. Some fieldwork topics were not clearly defined.

Performance Standards

The overwhelming majority of fieldwork reports had been judged by the appropriate criteria from the performance standards and addressed the requirements of the subject outline. The performance standards provide an assessment rubric for teachers and a guide for students and, as such, have been important in achieving this high level of compliance with the requirements.

It is essential for teachers to refer to the Geography subject outline for the development and structure of student fieldwork. Teachers are encouraged to guide students to select topics that are geographical and spatial in nature and avoid topics that are too broad. Teachers and students should consider which fieldwork techniques are most relevant to the chosen topic.

A wide range of relevant fieldwork techniques were evident across moderated work and this was especially true of the better reports. Consideration of the limitations of fieldwork techniques in a table or text was evident in the best reports. Outstanding reports often included evaluations of each field technique used in the fieldwork. At times teachers were overly generous in their assessment against performance standard Ap1 (Selection, application, and evaluation of a range of geographical and fieldwork skills and technologies in a range of contexts).

The best reports demonstrated comprehensive geographical knowledge and understanding of fieldwork that, at times, was skilfully integrated in text and diagrams, many of which students had created themselves. Teachers are further encouraged to emphasise the importance of illustrating the spatial nature of topics chosen through a range of carefully selected maps. Students are encouraged to include the essential features of mapping (refer to ‘Skills’ on pages 24–5 of the subject outline) and ensure that the maps clearly illustrate the location of their fieldwork sites and techniques. Maps of Australia that show the location of the fieldwork site(s) are not necessary or particularly useful.

Highly effective mapping techniques were evident, including hand-drawn and modified GIS-generated maps to suit the purpose, and were well integrated in a number of fieldwork reports. Overlays were also used effectively to illustrate key aspects of students’ findings. Many students are highly skilled at using a range of information and communication technologies. Students received credit for using a range of techniques to plan, manipulate, integrate, and present information gathered, including titles, annotations, sourcing the data, overlays, survey annotations, timelines for methodology, and graphic organisers such as mind maps, flow charts, tables, PNI charts, and flow-line maps. Better reports went beyond simply describing the results and considered why the results had been obtained. Lack of refinement and synthesis was evident in some reports, which clearly limited students’ success.

Teachers are reminded that work graded as an A+ should demonstrate sustained achievement at the upper level of the A grade band.

Task Design

The chosen guiding question or hypothesis can significantly influence student success in addressing the performance standards. The best reports perceptively analysed both the spatial and temporal patterns and processes involved in their chosen topics. A clearly stated purpose, hypothesis, or question assisted many students to structure their fieldwork effectively. While the primary focus of this assessment type is fieldwork, some students were too dependent on secondary sources, thus limiting their ability to achieve at the higher grade levels. Many students chose small, local issues and were able to develop creative and innovative field techniques to investigate their hypothesis.

The relevance of some survey questions to the fieldwork was questionable. Teachers are reminded not to send completed surveys in appendices. Students should avoid small sample sizes for surveys. Better reports outlined details of how fieldwork was undertaken, including survey sample sizes and dates of testing.

Range of Topics

A wide range of option topics were chosen, which represented the best possible opportunities for developing, selecting, and applying a range of geographical and fieldwork skills. The inventiveness of students who developed their own fieldwork techniques to match the particular needs of their topic is to be commended.

Word Count

Few students exceeded the word count.

Opportunities for Students to Achieve

The moderation panel offered the following advice, which may enable teachers to assist their students to achieve at all levels of the performance standards, including the highest level:

* The option topic of the fieldwork report should be clearly specified. Teachers are reminded that fieldwork should be completed on an option topic, not the core topic.
* Many of the best fieldwork reports were well structured using the structure outlined on page 36 of the subject outline, and addressed the relevant performance standards.
* Students should be clear about the key difference between Assessment Type 1: Fieldwork and Assessment Type 2: Inquiry. The fieldwork assessment does not require students to study the national and global nature of the issue.
* Fieldwork data (primary data) must be the central focus of the topic; secondary data should not be the focus of fieldwork.
* Ensure the fieldwork has an appropriate geographical and *spatial* context.
* A range of fieldwork skills should be integrated to address each aspect or question being considered.
* Avoid raw data (data should be modified or adapted to suit the purpose of the report).
* Avoid simple description of data.
* Do not include appendixes. All relevant information should be incorporated into the body of the report.
* Students should use statistically significant sample sizes in their fieldwork.
* Many students integrated information using graphic organisers, which demonstrated either their understanding of the geographical concepts pertinent to their fieldwork and/or a high-quality synthesis of their findings.
* Students are encouraged to customise legends or keys when creating maps with Google Earth, Scribble Maps, Google Maps Engine Lite, or other software to illustrate their fieldwork.
* Use large sample sizes to increase the validity of survey results.
* Constructive selection and application of spatial skills, which includes critical analysis of geographical data and information, allows students to demonstrate their learning at the higher grades.
* Avoid drawing conclusions that are not supported by the results obtained.
* The best fieldwork reports seamlessly integrated relevant geographical terminology.

Assessment Type 2: Inquiry

Students initiate and carry out one inquiry into a particular issue addressed in an option topic. The topic investigated must differ from that used for the individual fieldwork report.

Performance Standards

Teachers are encouraged to refer to the performance standards and subject outline to guide the development and structure of the inquiry. Students should include each section of the recommended format in order to be able to achieve at the higher grades.

Students were able to select, apply, and evaluate a variety of geographical skills and technologies in their inquiry. Most students are to be commended for the highly integrated nature of their inquiries, which used a range of technologies and forms (e.g. tables, pictures, graphic organisers). The better inquiries used a range of methods to communicate their information, enabling them to illustrate the interdependent nature of the issue. Less capable students collected and presented data with little or no thought to organisation or structure. Analysis of spatial patterns and processes related to geographical issues was evident in most students’ work.

Better inquiries considered the complexity of the issue in a local, national, and global context. Students used a variety of innovative methods to successfully evaluate the environmental, social, political, and/or economic implications of responses to geographical issues, including text, tables, and graphic organisers.

Many students demonstrated strong research skills, and accurate and thorough acknowledgement of sources. It was encouraging to see correct referencing conventions being used and full details being provided in reference lists or bibliographies. Teachers are promoting academic honesty amongst their students.

The more capable students perceptively analysed and evaluated the conflicting demands and diverse values, views, and perceptions related to their chosen geographical issue. A number of students skilfully evaluated the relevance, bias, accuracy, and usefulness of various sources in tables or text. It was encouraging to see many students providing in-depth analysis of stakeholder issues, including the use of annotated photographs. The best inquiries presented conflicting opinions in order to contrast the viewpoints of experts.

Few inquiries provided in-depth reflection on sustainability when examining geographical issues. The ideas of sustainability and interdependence were quite frequently misinterpreted and glossed over. Students need to demonstrate their understanding of these concepts and provide relevant examples.

Task Design

Teachers are encouraged to guide students’ topic selection towards topics that are spatial and not too broad and general in nature. The best inquiries tended to be framed around a question that had a spatial aspect. Issues that were investigated using an appropriate question enabled students to achieve at the higher grades of the performance standards.

A number of formats were available for the presentation of this assessment type, but the most common was a written report. There were a few broadsheets, which were variable in standard, and very few digital slide presentations. It is recommended that students are given the opportunity to demonstrate their learning in a variety of modes. Highly prescribed assessment tasks may limit students’ ability to achieve at the higher grades.

Range of Topics

The students are to be commended for selecting a wide range of controversial geographical issues, including many on specific option topics, such as Climate Change, Sources and Use of Energy, and Biodiversity, as well as negotiated topics, such as the benefits of tourism for developing nations, alternative sources of energy, nuclear energy, desertification, food miles, comparison of flooding impacts on more economically developed countries (MEDCs) and less economically developed countries (LEDCs), palm oil, climate change and sea-level rise, ecotourism, and the impact of climate change on disease.

Word Count

Almost all students stayed within the maximum word count presented in the subject outline.

Opportunities for Students to Achieve

The moderation panel offered the following advice, which may enable teachers to assist their students to achieve at all levels of the performance standards, including the highest level:

* Students who used the structure for the inquiry presented in the subject outline appeared to have a much greater chance of meeting the performance standards at the higher grade levels.
* An inquiry topic must be from one of the option topics, not the core topic.
* Negotiated topics should be approved by the SACE Board.
* The topic chosen must have a geographical and spatial focus.
* Avoid topics that are too general.
* Ensure that the local, national, and global nature of the issue can be considered.
* Teachers are encouraged to avoid scaffolding student work too much as this can significantly limit student achievement.
* When all students in a class use the same option topic, the teacher must ensure that there is adequate variation in each student’s inquiry.
* Inquiries framed with a question rather than a statement or heading were more successful.
* Students are encouraged to assess the economic, environmental, and social implications of *responses* to the issue.
* Attention to detail, precision, and accuracy of graphs provides opportunities for well-informed and perceptive analysis.
* Appropriate use of well-sourced visual data and/or maps of relevance to the inquiry topic should be encouraged.
* Recent and highly relevant sources provide students with greater opportunity to achieve at the higher grades.
* Maps that have been developed or adapted for the intended purpose are preferable; avoid using maps that are cluttered or unclear.
* Succinct synthesis and analysis of patterns and processes related to geographical issues is better than description.
* Use a range of forms of communication, including graphic organisers and text.
* The best inquiries were rich in geographical terminology.
* A lack of drafting appeared to limit the success of students.
* Bibliographies should be correctly set out and adhere to conventions such as alphabetical order, date of publication, and, where relevant, name of the website (not just the web address).

Teachers are reminded that work graded as an A+ should demonstrate sustained achievement at the upper level of the A grade band.

Assessment Type 3: Folio

Students undertake a planned program of four to six group and individual assessments for the folio.

Performance Standards

Students continue to produce outstanding work that has met the performance standards at the highest level. The more capable students demonstrated comprehensive geographical knowledge and understanding across all the assessments in the folio. Strong understanding of the key geographical concepts for each assessment was evident in outstanding work. A number of responses were well integrated using a range of technologies and forms (tables, graphics, mind maps, flow charts).

Analysis of spatial patterns and processes related to geographical issues using a range of unique maps, tables, annotations, and charts was evident in student work. The more capable students found an outstanding range of relevant information in various forms to enhance their assessments. They effectively used a variety of methods including text, flow charts, and mind maps to present their information. Students are encouraged to avoid adding extra maps or graphics that are small and difficult to read in broadsheets.

Few students provided in-depth reflection on sustainability when examining geographical issues.

Task Design

Assessment design is critical to student success. Assessments tasks that have been designed using the assessment design criteria in relation to the performance standards led to better student results. Most teachers limited the number of assessment design criteria in their assessment design to enable students to achieve at all grade levels, including the highest grade level.

Assessment tasks should provide students with the opportunity to achieve at the higher grades through activities that challenge, but at the same time develop, students’ skills and knowledge. A broad range of assessment tasks were presented as part of the folio, including digital slide presentations, broadsheets, and essays. Some assessment tasks were too simple and did not allow students to achieve at the higher grades.

Mapping tests conducted exclusively under supervision may limit students’ ability to achieve at the higher grades. Teachers are reminded that a variety of assessment methods will provide opportunities for all students to demonstrate achievement at the higher grades.

Range of Topics

There was a significant range of tasks presented. Mapping tests were commonly used and often enabled the teacher to limit the word count. Many assessment tasks in the folio related directly to the core topic, including population change, migration, ecological footprints, and transboundary issues of rivers and polluted rivers.

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Word Count

Teachers are encouraged to limit the number of assessment tasks presented in order to stay within the word count. Teachers are also encouraged to limit the components and assess fewer criteria in a task to avoid exceeding the word limit. Large exams or tests with a number of extended-response questions made it difficult for students to stay within the prescribed word count.

Opportunities for Students to Achieve

The moderation panel offered the following advice, which may enable teachers to assist their students to achieve at all levels of the performance standards, including the highest level:

* Tasks that assess a limited number of performance standards allow students to demonstrate achievement at the higher grade bands.
* Digital slide presentations should include scripts, or a recording of the presentation, to help moderators understand assessment decisions.
* Assessment tasks that have a geographical focus allow students to demonstrate achievement at the higher grade bands.

Assessment Type 4: Examination

The examination was designed to provide a variety of source materials and a balanced assessment of the different elements of the subject outline. The examination incorporated questions of varying difficulty to allow for success and to provide challenges to the full range of students.

The examination provided students with ample opportunity to demonstrate their geographical skills and interpretative ability. It also gave less able students the opportunity to achieve some success, as well as challenging and clearly identifying the more able students. The marking panel noted that most students evaluated materials where required to do so.

The markers are concerned about the apparent lack of depth of understanding demonstrated by some students of basic geographical patterns and processes; concepts such as direction, trends, and associations, and a lack of accurate, factual information.

As in previous years, markers noted that, although a number of students demonstrated reasonable knowledge, some failed to fully follow the directions of the question. This was evident, for example, where questions required students to provide an explanation in addition to a description, or to choose two alternatives. Students need to read, and to respond to, the questions in the examination with care.

Many students used geographical concepts and terminology to a very high standard and demonstrated an excellent ability to manipulate their knowledge to address the requirements of the questions.

Teachers are advised to explicitly teach their students all the basic mapping skills and to ensure that students get sufficient practice in interpreting unfamiliar maps at a range of scales. It would appear that students have had the most practice with 1:100 000 and 1:50 000 scale maps and few have had exposure to smaller scale maps.

Question 1

Overall, this question was well done with most students able to use the scale to determine the distance correctly.

Question 2

A number of students incorrectly chose 90 degrees as the answer, but many were able to correctly identify 270 degrees, which was the correct answer. A protractor was not required in order to answer this question correctly.

Question 3

Students who answered this question incorrectly assumed that the scale of the map was 1:100 000 and therefore chose 10 square km as the answer, rather than 50 square km, which was the correct answer.

Question 4

This question was very well done. Students demonstrated that they understood the nature of resources and how the perception of resources has changed over time as culture, technology, and demand has changed. They were able to correctly identify resources shown on the map, such as water, vegetation, and minerals, and compare their past and present use.

Question 5

There were few correct answers to this question as students did not understand the concept of a watershed and were not able to use the topographic map to identify a boundary that corresponded to an area of high relief. Many students did not understand that streams cannot cross a watershed boundary.

Question 6

This question was well done. Students showed a good understanding of a strong negative association.

Question 7

This question required students to locate on the map the pipeline that was labelled ‘gas’ and then classify gas as a non-renewable resource. Incorrect answers were sometimes the result of ticking only one box rather than two as instructed, or because gas was not recognised as a non-renewable resource. It appears that some students are unclear about the difference between the terms recyclable and renewable.

Question 8

Although questions of this type have been asked in previous years, students had difficulty calculating minutes. Many were able to work out 148 degrees of longitude, but there was a lack of accuracy in determining the minutes.

Question 9

1. Answered well by many students.
2. A large number of students answered this correctly, but some answered that seeing the whole area of the photo was the advantage of a satellite image, rather than the idea that scale could not be correctly calculated from an oblique aerial photograph.

Question 10

This question was answered well by many students. Those that correctly answered part (a) generally also responded correctly to part (b). Students showed a good understanding of infiltration and the impact of hard surfaces in preventing it from occurring. In part (a), the terms ‘explain’ and ‘compare’ were critical but were not responded to clearly, and sometimes there was no explanation at all.

Question 11

1. There were very few correct answers to this question, indicating that students did not understand contour intervals. A map with a large contour interval of 50 metres does not allow a 1–2 metre flood to be accurately delineated.

(b) Some quite esoteric and erroneous responses were elicited here; there were also some impressive accurate responses identifying the role of low-lying areas, many branches to the Lachlan River, and levees in reducing flooding at Forbes.

Question 12

Very few students gained 2 marks, but many gained 1 mark. Many students referred to the low pressure as being significant, but were not able to discuss the processes of uplift, condensation, and precipitation that operate within the water cycle.

Many responses mentioned high pressure and erroneously tried to make a link to rainfall.

Question 13

1. This GIS question proved challenging for many students with few correctly choosing remote sensing as the correct answer.
2. This question was answered well by most students with some excellent responses that clearly identified at least one advantage of a GIS over traditional mapping.

Question 14

This question required students to make a calculation of scale based on vertical exaggeration; it was not well done. Many students appeared to have little understanding of the concept of vertical exaggeration and some answers appeared to be a random guess. Students who correctly completed the vertical scale knew the formula and could apply it.

Question 15

This question elicited a range of responses. Many students correctly wrote ‘water table’, but incorrect responses were ‘aquifer’ and ‘bedrock’. Many of the students appeared not to know or understand the concept of a water table.

Question 16

Most answers were correct. The majority of the incorrect responses nominated trophic level 2.

Question 17

Some very good answers picked up on the energy-loss aspect of the question. However, some students clearly had no idea that energy is lost at each trophic level and struggled to offer an explanation.

Question 18

Almost all students were familiar with the role of earthworms.

Question 19

Students used the information on ecosystems and food webs on the tear-out sheet very well. This question was well done with errors coming from those who did not read the latter part of the question, ‘apart from replenishment’.

Question 20

1. A number of students clearly understood that irrigation and related infrastructure leads to less variability in water levels.
2. Some answers were accurate and well explained, while others suggested a number of students had not really considered the impacts of irrigation. In general terms it seemed that most of the candidates were able to offer a likely impact of agriculture. This question is an example of one that was not always read thoroughly; some students ignored the instruction to suggest a negative effect *apart* from limiting water availability. References to pesticides appeared frequently.

Question 21

This question was very well done.

Question 22

1. Almost all students were able to accurately interpret the graph.
2. Many students stated migration or increased life expectancy would cause China’s population to grow between 2001 and 2030, both of which were correct responses. However, some students incorrectly referred to ways of increasing the total fertility rate, indicating that they did not fully understand the question.
3. Most students gained at least 3/5 marks with many identifying one trend and a range of social and economic effects. The best answers referred to several trends, stating specific information from the graphs as evidence and exploring the effects of such trends in depth. The best responses included highly detailed and insightful answers that were extremely well written. Sometimes students chose two or three trends, while a small number of students combined all trends in a meaningful way. There were a lot of students who simply described the trends and made vague references to social and economic effects; these students didn’t always use the resources well.

The approach of analysing each of the sources in turn for trends was used by very few students. Many recognised more than one trend in Source A and used this to their advantage and, in particular, referred to before and after about 1975. Most used Source B to advantage and spotted the likely slowing in population growth after about 2020. Almost all students made useful reference to Source C and the increasing percentage of the population aged over 65 years, bringing about ageing of the population.

It appeared that the population pyramids (Source E) were harder to comprehend; few students referred to them and fewer still compared the two.

Question 23

1. Students were required to compare two population pyramids for the City of Orange for 1996 and 2011 and identify two changes in population structure, which most students did successfully.
2. Students who were not able to identify the push factor of high housing prices in Sydney seemed to have read the question incorrectly. Less than 50% of students identified the push factor correctly, whereas nearly all students correctly used the information provided to state a pull factor. The most common answers were employment, education, and cheaper house prices.

Question 24

1. Source 4 (on Side 2 of the separate sheet of additional material), which showed yield and cost of alternative water sources, was well used, with most students able to identify the pipeline option as providing the most water at the cheapest cost.
2. Of the three extended-response questions in the exam, this question, which required students to discuss the impacts of water restrictions and stormwater recycling, was done best. There were some outstanding answers, which were systematic and dealt with social, economic, and environmental impacts, both positive and negative. These answers cited evidence from the source material (on Side 2 of the separate sheet of additional material) and students understood the process of effluent treatment and recycling of stormwater as well as the effects of water restrictions.

Poorly scoring responses included other irrelevant sources of water, such as the pipeline, or only evaluated one of the two nominated responses to water shortages. Most responses addressed two, but not three, of the social, economic, and environmental effects that the question asked for. A number mentioned the negative public perception of recycled water, while future habitat for animals and plants was mentioned regularly.

It was usual for there to be an uneven treatment of the two types of water-saving methods, which was perfectly acceptable, but some students all but ignored either one or the other. Water restrictions were better commented on than recycling. Only the better responses mentioned Sources 3 and 4 on Side 2 of the sheet of additional material. It appears that few students linked the information in the box in Source 1 with both the satellite image (top left) and the photograph of a holding pond (bottom right) in Source 1.

Question 25

1. This question was correctly answered by most students.
2. Two ticks were required in this answer but a number of students did not read this instruction carefully enough. Of those who followed the instruction correctly, most selected the correct answers.

Question 26

This question asked students to explain how three specific factors could be used to explain the uneven distribution of the world’s population. Overall this question was the least well-done of the three extended-response questions.

There were some knowledgeable and highly detailed answers that carefully explained how three factors influenced the distribution of population and were illustrated with very specific case studies. However, relatively few students scored 4/5 or 5/5 for this question. The subject outline identifies the factors as environment, history, resources, culture, and politics, but factors could have been categorised in other ways such as physical, historical, economic, etc.

Many students tried to account for the variation in population distribution through levels of development. They incorrectly associated MEDCs with larger populations and LEDCs with smaller populations. This also missed the concept of distribution. That is, within MEDCs and LEDCs factors such as climate, relief, and resource availability vary and so does population distribution.

Many students gained 1 or 2 marks for focusing on the total fertility rate, life expectancy, and levels of development.

Question 27

1. In order to correctly answer this question, students need to know the meaning of the term ‘fossil fuel’. A large number of students incorrectly chose instead the type of energy that was least consumed globally (solar energy), which is not a fossil fuel.
2. When the question was read properly, the students responded well, choosing a non-renewable form of energy from the graph and identifying two advantages. It is of some concern that some students don’t seem to know the difference between a renewable and a non-renewable resource. Of those who incorrectly chose a renewable source, biomass was a popular answer.

Question 28

1. While many students were able to explain that the ecological footprint takes into account resources consumed, relatively few referred to waste products in their response.
2. Nearly all candidates could clearly identify the positive relationship between resource use and level of development as indicated by GDP in the table.

(c) This question was well answered, demonstrating most students’ sound knowledge of the impact of technology on resource use.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teachers’ assessment decisions should be evident on students’ school-assessed work. Moderators provided the following advice:

* Teachers should ensure that the correct performance standards are addressed for each assessment type.
* Teachers are reminded to ensure that the assessment results match those submitted to the SACE Board. Clerical errors were evident in the transfer of results to *Schools Online*.
* It is easier for moderators to confirm a school’s assessment decisions where associated marks schemes, rubrics, and/or specific features of the assessment design criteria are included with the assessment task.
* Teachers are encouraged to provide the performance standards rubric and highlight their assessment decisions for the folio, as this will facilitate the moderation process.
* Teachers are reminded that the overall grade for an assessment type should represent a holistic judgment of student achievement against all the assessment design criteria for the assessment type.
* To assist moderators, teachers are encouraged to include a cover sheet that states the option topic studied with the Fieldwork and Inquiry assessment types.
* Teachers should ensure that electronic or digital copies of student work are accessible, otherwise evidence is incomplete. Including scripts, or recordings, for presentations is highly recommended.
* Teachers are encouraged to work with a colleague or faculty to clarify their interpretation of the standards.
* Appendixes containing surveys etc. are not required for moderation.
* Some folio assessments did not appear to address the assessment design criteria outlined in the learning and assessment plan. Teachers are reminded to refer to the folio as a whole body of evidence when determining the grade for the folio.

Geography

Chief Assessor