

Assessment Objectives Grid for G4

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
1	4 (concepts of place, space and diversity)	3 (interpreting & unfamiliar context)	3 (analyse and synthesise information)	10
2	3 (select physical and/or environmental processes underpinning concepts, examples)	4 (analyse and synthesise information)	3 (use a range of sources, maps and images)	10
3	3 (human and environmental processes)	3 (identify and analyse connections)	4 (select appropriate information)	10
4	7 (interdependence, people-environment interactions)	11 (interpreting and evaluating information)	7 (synthesise information, reach conclusions, and communicate findings)	25
5	7 (extend geographical ideas, concepts and processes)	11 (consider new ideas and developments)	7 (investigate questions and issues, communicate findings)	25
	24 (30%)	32 (40%)	24 (30%)	80 (100%)

GEOGRAPHY – G4

Generic Mark Scheme

These descriptors give an outline of the qualities expected of answers at each level. Normally, these will be written into the mark scheme for a specific examination, and may be modified beyond the descriptors to accommodate the demands of individual questions.

If a candidate answers in an unanticipated way, but it is clear that there is some substance to the answer, the following guidelines may be used in allocating a mark to the answer. If in any doubt, please consult you team leader.

If a candidate answers in a way that is not anticipated by the mark scheme, but has an acceptable answer to the question set, please use the generic mark scheme on pages 2 & 3 to determine an appropriate mark. If in doubt, please consult your team leader.

10 mark questions

Explanation of some kind is the most likely demand of these questions. For other kinds of command, comparable qualities to those given for explanation can be expected.

Level 3 (8 - 10 marks)	Answers at this level have a good explanation. Explanations may be brief or quite long, their distinguishing quality is that they are clear. Answers need not be fully comprehensive but should be extensive enough to cover most aspects that can be reasonably expected for the question posed. Points of explanation should have some supporting evidence, either from resources provided or from knowledge gained from the candidate's own studies. If the question has more than one aspect, then these will all be addressed soundly.
Level 2 (4 - 7 marks)	Answers in level 2 are likely to have one of the following weaknesses; (i) contain a small amount of clear explanation but several points that might reasonably be expected will be missing, or (ii) be answers that are more comprehensive but the explanation is not really clear, or (iii) be clear on several points but support for the explanations will be missing or be too generalised, 'as in the Amazon'. If the question has more than one aspect, one may be dealt with adequately, but others may be underdeveloped, leading to an unbalanced answer.
Level 1 (1 - 3 marks)	At this level there may only be the beginnings of an answer to the question, and answers are likely to have major weaknesses. Explanations will be unclear or may be missing altogether. Correct information that could be relevant may be stated, but it will be left to the reader to put two and two together. Answers that deal with more than one point will be over simple on all of them. Any support that is given will be very general 'e.g. Africa'. If a question has more than one aspect, only one may be addressed and others ignored. Answers may be incorrect or faulty in some other way.

25 mark questions

These questions will have a strong evaluative element. Some form of debate needs to be engaged in to reach the two top levels. Some questions may have a command for description or explanation in the early part of the wording. If only those parts are attempted, answers can gain a maximum mark of the top of Level 3.

Level 5 (22 - 25 marks)	A range of evidence in support of more than one possible conclusion will be clearly stated. There will be a good attempt to weigh up the evidence. This may be by showing that one piece of evidence carries more weight than others, or that there are far more points in favour of one point of view than for any others. These questions will often have a 'how far' or 'to what extent' element, and evidence given will be used deal with such aspects. The structure of the answer will be evaluative throughout. Conceptual understanding and extensive support will both be very good. Answers will be well ordered and logical, with clear expression in the chosen language.
Level 4 (17 - 21 marks)	A reasonable amount of evidence on both sides of the debate will be presented here. There will be some attempt to weigh up the evidence in order to show that it points more one way than the other, or to try and assess 'how far'. These will either be limited, confined to just one or two sentences, or unbalanced, being too sweeping for one side over others. All other aspects of the answer expected up to Level 3 will be present. Conceptual understanding or evidence may be good, but not equally strong on both. Answers will have only minor flaws in logical ordering or linguistic expression.
Level 3 (10 - 16 marks)	These answers will have a good explanation. There will be some attempt to show that there are arguments on both sides of the case, but these will be few, scattered and in most instances, not supported by any evidence. There may be some evidence of conceptual understanding, and/or the odd piece of supporting evidence. Structure and expression may have flaws.
Level 2 (5 - 9 marks)	Answers at this level will be mainly explanatory, with evidence of some of the comparable qualities expected at Level 3 for the 10 mark questions. Any attempt to deal with the evaluative components will be brief, and either be very simple, confined only to one side or have very little support. There will be weaknesses of structure and expression.
Level 1 (1 - 4 marks)	Some relevant knowledge may be stated, but few points will be explained. Any evaluation will be a simple statement of a point of view without any valid supporting evidence. The structure may be muddled and expression weak or unclear. Planning notes or fragments can be given a mark in this range.

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SUSTAINABILITY

SECTION A

If a candidate answers in a way that is not anticipated by the mark scheme, but provides an acceptable answer to the question set, please use the generic mark scheme on pages 2 and 3 to determine an appropriate mark. If in any doubt, please consult your team leader.

Q.1 Outline how transport presents problems in *one or more* cities. [10]

Transport - nature, aspects, features likely to give rise to problems

Problems - detail of their nature

Support - detail from specific cities

Figure 7, on areal extent, *Figure 8*, on transport, and *Figures 9 and 10* on pollution, should provide useful material. Candidates may have extended this or have studied other cities or know of other transport concerns. Answers are likely to consider commuting at peak hours, congestion, accidents and air pollution. Credit other problems that have been identified from these or other cities.

Level 3 (8 - 10 marks)	At least two problems are outlined in extensive detail or a wider range of problems is covered in some detail. The answer is supported by evidence for almost all points made.
Level 2 (4 - 7 marks)	At least one problem is outlined clearly or a range of problems is presented with incomplete or partial clarity. Some supporting evidence is given.
Level 1 (1 - 3 marks)	One or more problems may be introduced but the outline is superficial, quite incomplete or misguided. Any supporting evidence is generalised or may not be present.

Q.2 Describe how cities can overcome problems related to transport. [10]

Solution - naming/identifying strategy

Overcome - description of how it works

Support - place specific city detail

Figure 17 has solutions specific to the three cities that are the focus of the Resource Folder. In many of the earlier parts of the folder, there are references to possible solutions that may well be included here. Candidates may well include material from classroom studies, although this is not necessary for full marks. It is anticipated that candidates may address problems with transport or those caused by transport. Credit will go to good answers that deal with solutions combining both of these. Candidates should attempt more than one problem, but some attempts described may seek to overcome more than one problem, and such answers can be credited up to full marks.

<p>Level 3 (8 - 10 marks)</p>	<p>Attempts to overcome at least two problems with transport or caused by transport are clearly described and explained. There is extensive evidence presented to support most points that are made.</p>
<p>Level 2 (4 - 7 marks)</p>	<p>There will be sound material on one way in which cities are tackling a transport-related problem, with less detail presented on any others, or there is a range of attempts all lacking full clarity. At this level answers may lack clarity and/or provide limited support.</p>
<p>Level 1 (1 - 3 marks)</p>	<p>There may be mention of attempts to solve one or more problems, but they may be quite unclear or may have no expressed link to transport.</p>

Q.3 Explain why the demand for energy varies between cities.**[10]****Demand** - nature of demand**Energy** - explanation of how/extent of demand and variation caused**Support** - detail of different places giving variation

Figure 1 has the general background to the cities, *Figures 2 to 5* shows growth rates, and rather more directly, *Figures 11 to 16* cover a wide range of information on the need for and consumption of energy.

<p style="text-align: center;">Level 3 (8 - 10 marks)</p>	<p>For at least two cities there is considerable detail on the needs for energy and how these are translated into demand. How and why the selected cities differ is made very clear. There is extensive evidence presented to support almost all explanations.</p>
<p style="text-align: center;">Level 2 (4 - 7 marks)</p>	<p>Answers at this level may be quite good on the demands for energy in different cities but fail to address variation, or may identify variation but explain the demands poorly. Many answers at this level will do a little of each, but be incomplete in answering the question fully. Some supporting evidence is given for several points.</p>
<p style="text-align: center;">Level 1 (1 - 3 marks)</p>	<p>Answers at this level may show a little understanding of energy but do little to address variation. Less common are answers that comment on variation but do little to explain any demand. Any supporting evidence is generalised or may not be present.</p>

Q.4 Most of the world's cities continue to increase in population and grow in area. To what extent is such growth sustainable? [25]

Population - detail of increases

Area - detail on growth

Sustainability - implications for present/future

Extent - seriousness of implications, absolute/relative

Support - place specific/organisational evidence

Figures 2 to 5 give direct information on population growth; *Figure 6* raises issues over density and *Figure 7* shows present areal extent. Much of the remaining content of the Resource Folder has material that can be made relevant to sustainability. *Figure 1* gives the economic context of each city. Population and extent are linked to transport issues raised in *Figures 8 to 10*. *Figure 11* onward to *Figure 16* all contain points that could be made relevant here. *Figure 17*, in effect, gives starters on sustainability. It is reasonable that candidates, having prepared for G4, will have a conceptual framework to help organise this information to evaluate sustainability. Good answers will link population and areal growth to other issues raised in the Resource Folder, consider sustainability, and bring out points that deal with the extent of sustainability.

Level 5 (22 - 25 marks)	Answers at this level will make fully clear links between both growth in population and areal extent with issues of sustainability. 'To what extent' will be considered throughout, and different degrees of sustainability identified. Extensive evidence will be provided in support. The answer will be well structured and logical, and expressed in clear language.
Level 4 (17 - 21 marks)	A good answer but with either, an imbalance between growth in population and areal extent, or a lack of depth if both are considered equally, or a limited consideration of 'to what extent'. Valid points on sustainability made. Some good evidence will be given. A well-ordered answer with good expression.
Level 3 (10 - 16 marks)	An answer sound in places, but with either strong imbalance, or lack of depth on most points considered. Sustainability understood, but with little if any consideration of 'to what extent'. A little evidence will be given. Minor flaws in organisation and expression are likely.
Level 2 (5 - 9 marks)	Some valid points raised, but limited and shallow. Sustainability may be mentioned but understanding may be weak and simplistic. Evidence will be poorly linked to the answer. Frequent problems with structure and expression will be present.
Level 1 (1 - 4 marks)	Isolated points that could be relevant to the answer are made, but are largely up to the reader to work out. The word 'sustainability' may be included, but little understanding of it is shown. Poor or no evidence is given. The whole answer will be poorly organised with weak expression.

SECTION B

Q.5 Outline ways in which the demand for water is increasing. To what extent can water supply be managed sustainably? [25]

Demand - how way/trend causing increase

Management - strategy/plan to control supply

Sustainability - implications for present/future

Extent - seriousness of implications, absolute/relative

Support - place specific/organisational evidence

The main source of information will come from G4 2.2 and 2.3. The assessment part depends on work done on G4 2.4. Candidates may be able to draw on their knowledge of 1.4 from G1 as a basis to suggest how water supplies may change. Ways in which water demand may change has the command word 'outline', so good answers may not dwell on increases in demand. High level answers will be more substantial on the assessment part. The focus of the high-level credit should be on management, sustainability and extent.

<p>Level 5 (22 - 25 marks)</p>	<p>At least two ways in which increases in demand for water may occur will be outlined in some detail with clear reasoning throughout. The management and sustainability of water supply will be assessed throughout much of the answer. Extensive evidence will be provided in support. The answer will be well structured and logical, and expressed in clear language.</p>
<p>Level 4 (17 - 21 marks)</p>	<p>At least one increase in demand for water will be clear and well reasoned, but others suggested may lack detail or the reasoning behind them may be unclear or rather brief. Management and sustainability will be assessed with some substance in part of the answer. Some good evidence will be given. A well-ordered answer with good expression.</p>
<p>Level 3 (10 - 16 marks)</p>	<p>There will be some suggestions about the way the demand for water supply is increasing but there will be limited detail or reasoning behind them. Management and sustainability may be introduced, but assessment will be very limited. A little evidence will be given. Minor flaws in organisation and expression are likely.</p>
<p>Level 2 (5 - 9 marks)</p>	<p>Suggestions made may be sketchy with very little detail or reasoning behind them. Management and or sustainability may be mentioned but any assessment made will have no support. Evidence will be poorly linked to the answer. Frequent problems with structure and expression will be present.</p>
<p>Level 1 1 - 4 marks)</p>	<p>Any suggestions made will be very generalised and lack any detail and/or reasoning. Any discussion of management or sustainability will be misguided. Poor or no evidence is given. The whole answer will be poorly organised with weak expression.</p>