

Assessment Objectives Grid for Geography 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 geographical information)	10
2	3 (select human processes underpinning concepts, examples)	4 (application in unfamiliar contexts)	3 (carry out research and use of methods)	10
3	3 (people- environment interactions)	3 (analysis and unfamiliar contexts)	4 (research and communication)	10
4	7 (extend geographical ideas, concepts and processes)	11 (consider new ideas and developments, evaluation)	7 (synthesise information, reach conclusions, and communicate findings)	25
5	7 (extend geographical ideas, concepts and processes)	11 (evaluation of viewpoints, extend geographical ideas, concepts and processes)	7 (reach conclusions and communicate findings)	25
Total	24 (30%)	32 (40%)	24 (30%)	80 (100%)

G4

GENERIC MARK SCHEME

These descriptors give an outline of the qualities expected of answers at each level. These descriptors are written into the mark scheme for the examination, and may be modified beyond these descriptors to accommodate the demands of individual questions. Mark the answers according to these level descriptors and when determining the mark and taking everything into account allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

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 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.

<p>Level 3 (8 - 10 marks)</p>	<p>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 each of these will all be addressed soundly.</p>
<p>Level 2 (4 - 7 marks)</p>	<p>Answers in Level 2 will either (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.</p>
<p>Level 1 (1 - 3 marks)</p>	<p>In answers at this level there will only be the beginnings of an answer to the question, and will 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.</p>

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 early parts are attempted, answers can gain a maximum mark of the top of Level 3.

<p>Level 5 (22 - 25 marks)</p>	<p>A range of evidence supporting 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 to deal with such aspects. The structure of the answer will be evaluative throughout. Conceptual understanding and specific knowledge will both be very good. Answers will be well ordered and logical, with clear expression in the chosen language.</p>
<p>Level 4 (17 - 21 marks)</p>	<p>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 or 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 specific knowledge may be good, but not equally strong on both. Answers will have only minor flaws in logical ordering or linguistic expression.</p>
<p>Level 3 (10 - 16 marks)</p>	<p>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 specific knowledge. Structure and expression may have flaws.</p>
<p>Level 2 (5 - 9 marks)</p>	<p>Answers at this level will be mainly simple description or basic explanation, with evidence of some of the comparable qualities expected at Level 2 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.</p>
<p>Level 1 (1 - 4 marks)</p>	<p>Some relevant knowledge may be stated, but few points will have any element of explanation. 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.</p>

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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 3 and 4 to determine an appropriate mark. If in any doubt, please consult your team leader.

For all questions, the following qualifying words are available:

Accomplished
Competent
Intermediate (+/-)
Basic
Beginnings

These can be elaborated further as:

Accomplished: a clear answer, covering almost all aspects of the question, with relatively minor, if any, faults.

Competent: an answer addressing many aspects of the question, but with some clear shortcomings.

Intermediate: an answer to the question, but mainly simple with at least one (lower-) or more (upper+) points of better quality.

Basic: an answer, but all very simple or superficial or brief or only very partial in coverage of what could be expected.

Beginnings: not really an answer to the question, but may contain occasional relevant material.

Further annotations required about elements specific to each question are noted in the indicative content that follows.

SECTION A

Q.1 Outline the physical factors affecting food production in *one or more* areas. [10]

Annotations for this question:

- Physical factors described
- Effect on food production
- Evidence

It is likely that most answers will draw material from *Figures* 12, 13 and 14 from pages 12 and 13, and *Figure* 15 from pages 14 and 15. There should be scope for candidates to introduce material from their own studies. As other factors appear in the Resource Folder, some candidates may be tempted to stray into other factors. The command is 'outline' which means there should be description along with some explanation, but the depth of explanation need not be exhaustive. Evidence should be given to support lines of reasoning.

Level 3 (8 - 10 marks)	Two or more factors will be clearly described with some clarity of summary explanation for each. Evidence will be given in support of almost all points made.
Level 2 (4 - 7 marks)	Either one factor only outlined well, or more than one is presented but there is either a lack of clarity in description or any summary explanation attempted. Some supporting evidence is given.
Level 1 (1 - 3 marks)	One or two factors may be named or very simply outlined. No, or ultra-simplistic attempt at any description or summary explanation given. Little, if any evidence given.

Q.2 Explain some of the ways in which food production may be increased. [10]

Annotations for this question:

- Ways described
- Explanation of increase
- Evidence

Candidates are likely to use information from *Figure* 16 on page 16 and *Figure* 17 from pages 18 and 19 to help with their answers. The Resource Folder gives some information but candidates will need to use their understanding of the topic to make the explanation clear. More than one way needs to be considered. Evidence should be given to support points made.

Level 3 (8 - 10 marks)	Clear explanations of two or more ways in which food production may be increased are given with some degree of depth. Evidence will be given in support of almost all points made.
Level 2 (4 - 7 marks)	Either just one way is explained clearly, or more than one way is approached but explanation given is clearly incomplete. Some supporting evidence is given.
Level 1 (1 - 3 marks)	Answers may present some potentially relevant material, but lack clarity or are ultra-simplistic. Little, if any evidence given.

Q.3 Outline reasons why some cities are growing in areal extent.**[10]**

Annotations for this question:

- Reasons
- Growth in areal extent
- Evidence

Candidates are likely to use material from *Figures 1 and 3* from page 4, *Figure 4* on page 5, *Figures 5 and 6* from page 6 and 7, *Figures 8 and 9* from pages 9 and 10 and *Figure 11* from page 11. They may well provide further information from their own studies. Population growth, household structure, lower density housing, outward movements of residence and businesses and increased mobility, amongst others, are likely to feature but the most important part of the answer is the clarity with which this is related to a growth in areal extent. The Resource Folder goes a good way to providing support information, but candidates will need a sound conceptual framework to provide good explanations. Explanations should be well supported either from the resource Folder or other sources.

Level 3 (8 - 10 marks)	A clear explanation of two or more reasons is given. The focus is clearly on growth of areal extent. Evidence is given to support most points made.
Level 2 (4 - 7 marks)	Either one reason is explained well with any other unclear or two or more reasons are suggested but are not complete. Some of the focus will be on areal extent. Some evidence will be given in support.
Level 1 (1 - 3 marks)	One or more reasons may be given but the link to growth in areal extent is never clear or left for the reader to work out. Little if any evidence given.

Q.4 'Allowing cities to expand conflicts with maintaining sustainable food supplies.'

To what extent is this true?

[25]

Annotations for this question:

- Knowledge of city growth and areal extent
- Links to requirements for food and land needed
- Clear understanding of sustainability issues
- Assessment and addressing "to what extent"
- Support and evidence

Having examined cities growing in areal extent in Question 3, and having some information on how much they are growing, and having looked at physical factors affecting food production in Question 1, and having gained some insight into ways food production may be increased in the future in Question 2, candidates should have rehearsed the material they need to tackle this assessment. The range of evidence used, the quality of discussion, and the degree "to what extent" is considered is the focus of the answer that will distinguish good answers here. Candidates who introduce other threats to bring out the importance (or lack of it) of areal extent should be rewarded well. To achieve this, candidates will need to organise their thoughts and express them clearly.

<p>Level 5 (22 - 25 marks)</p>	<p>Answers at this level will make fully clear links between the growth in areal extent and food supplies with issues of sustainability introduced. "To what extent" will be clearly considered, 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.</p>
<p>Level 4 (17 - 21 marks)</p>	<p>A good answer but with either imbalance between areal extent and food supplies, or some lack of depth if both are considered equally, or limited consideration of "to what extent" of the truth of the statement. Valid points on sustainability made. Some good evidence will be given. A well-ordered answer with good expression.</p>
<p>Level 3 (10 - 16 marks)</p>	<p>A sound answer, but with either strong imbalance, or lack of depth on most points considered. Sustainability may be understood at the upper end of the range but more token at the lower end. Consideration of "to what extent" may be present but limited at the upper end and missing towards the lower end. A little evidence will be given. Minor flaws in organisation and expression are likely.</p>
<p>Level 2 (5 - 9 marks)</p>	<p>Some valid points raised, but limited and shallow. Sustainability may be mentioned but understanding of it is weak and simplistic. 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>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 poor expression.</p>

SECTION B

Q.5 Describe some of the problems associated with supplying energy. How far can managing energy demand sustainably help overcome problems of energy supply? [25]

Annotations for this question:

- Knowledge of energy supplies and associated problems
- Understanding of attempts at demand management
- Clear understanding of sustainability issues
- Assessment and addressing “how far”
- Support and evidence

There will be little in the Resource Folder to help in answering this question, but if any material from the Resource Folder is used, there is no penalty for doing so. There are two commands in the question. The first is intended to be less demanding and requires candidates to describe problems associated with the supply of energy. There is such a range it is impossible to outline all, but CO² emissions with carbon based fuels, methane from HEP dams, radioactivity from nuclear power stations and diverting land from food production to biofuels are examples of what can be expected. On this type of question, some candidates launch straight into the evaluative part but incorporate the problems as they answer. This is acceptable and should not be a reason to reduce credit.

The second demand is of an evaluative nature, and requires some appreciation of different points of view linked to sustainability, and is more taxing. Here the relationship between problems and their management will be important. As ever, evidence to support arguments should be given.

Level 5 (22 - 25 marks)	Several problems associated with the supply of energy will be described in detail either separately or introduced throughout. Different strategies of management will be considered, with a good appreciation of different degrees of sustainability. 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)	Several problems associated with the supply of energy will be suggested, but some may lack detail, or may be unclear or rather brief. Some strategies of management will be introduced, with some appreciation of sustainability. Some good evidence will be given. A well-ordered answer with good expression.
Level 3 (10 - 16 marks)	There will be some suggestions about problems associated with the supply of energy but there will be limited detail about them. There may be some discussion of management and sustainability at the upper end of the range, with one or the other neglected at the lower end. A little evidence will be given. Minor flaws in organisation and expression are likely.
Level 2 (5 - 9 marks)	Suggestions made may be sketchy with very little detail to them. Management ideas will be simplistic. Evidence will be poorly linked to the answer. Frequent problems with structure and expression will be present.
Level 1 (1 - 4 marks)	Any suggestions made will be very generalised and lack detail and/or reasoning. Any attempts at assessment will be misguided. Poor or no evidence is given. The whole answer will be poorly organised, with poor expression.