G4 Assessment Objectives Grid

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%)

Geography - G4

Generic Mark Scheme

This gives 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 which may be modified beyond these 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.

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 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.

Level 1 (1 - 3 marks)
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.

Generic Mark Scheme

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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.
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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 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 deal with such aspects. The structure of the answer will be evaluative throughout. Conceptual understanding and place specific knowledge 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 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 place knowledge 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 place specific knowledge. 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.

Geography - G4

Q.1 **Use information from your own studies, and Figure 1 of the Resource Folder, to explain how cities might be classified.** **[10]**

This is the first key question from the cities theme, so some prior thought to this can be assumed. Good candidates should be able to select information from Figure 1 which helps to support their classification. Classification, in the specification, is suggested on the basis of size, rate of growth and level of development, although rather more sophisticated classifications are hinted at in the suggested examples such as processes or trends common in different types of city, or the differing needs of inhabitants, planners or governments. It is reasonable to expect that more than one classification is possible. How information is used to make a classification should be clear. Some candidates may explain how different classifications may be made by referring to the different purposes of the classifications.

Level 3 **(8 - 10 marks)**	At least two ways of classifying explained. Explanations are clear. Supporting evidence is given.
Level 2 **(4 - 7 marks)**	A clear explanation of one classification or more sketchy explanations of more than one. Some support given beyond just naming.
Level 1 **(1 - 3 marks)**	Some description of how a classification may be made. Explanation missing or very limited. Any support just a name(s).

Q.2 **Explain how disparities in wealth, and other economic factors, can influence food supplies in cities throughout the world.** **[10]**

No guidance is given to candidates as to where to look for information in the Resource Folder. Figure 1 has annual average income, and candidates may be able to add to this from their own studies. Figure 4 introduces ideas on cereal and fuel price changes. Figure 7 shows some changes in spending on food, and some of the consequences. Figure 8 has specifics on Hong Kong, and Figure 9 on Japan at a national level. Points may be drawn from Figures 15 and 16. Figure 17 gives some specific information on changes in affluence throughout the world, but candidates need to bring this back to the city level. Good answers should deal with disparities in wealth, and some other economic factor (e.g. market price or more complex EU pricing) that has an impact on food supplies, with a focus on cities.

Level 3 **(8 - 10 marks)**	Wealth, and at least one other economic factor, are used to explain differences in supply with a clear focus on cities. Explanation will be clear and detailed. Examples used will give a fair attempt at 'throughout the world'.
Level 2 **(4 - 7 marks)**	Wealth or another economic factor will be used to explain differences. If both are used, there may be imbalance, or the focus may not be on cities. Some examples will be given.
Level 1 **(1 - 3 marks)**	Any explanation given will be very simple or may not be related to wealth or other economic factors. Answers may overlook the need to relate to cities. Exemplification will be weak.

Q.3   **Explain why there are concerns over future food supplies for cities.**   **[10]**

Figures 2 and 4 have some good general information. Figure 5 has specific information for Ethiopia. Figures 6 to 16 could all provide material that could be used in the explanation. Good answers should consider a range of concerns. There should, for example, be some consideration of more than one of quantity, quality, reliability, sustainability or cost of food. Understanding of the rapid growth of cities, their remoteness from sources of food, and the difficulty and costs of food transportation, are likely to appear in good answers. They may also show some evidence of research either to a greater depth into the resources provided, or a study of other examples. Some variety of types of city may help achieve good marks.

Level 3 **(8 - 10 marks)**	Explanations will extrapolate a range of current trends to raise issues of reliability/sustainability in relation to cities. Explanation will be clear and detailed. Points will be well supported by evidence.
Level 2 **(4 - 7 marks)**	Explanations will rely on just one trend or be thinner if more than one is used. The focus may not be on cities. Some brief evidence will be given in support of a point (lower end) or more (upper end).
Level 1 **(1 - 3 marks)**	Any explanation will be over simple or incomplete with little support.

Q.4 **Assess the extent to which food supplies can be increased and made more sustainable throughout the world.** **[25]**

There are several demands that high level answers should respond to. Assessment should be involved, and where this occurs, it should be reasoned, with good explanation and supported by evidence. 'Throughout the world' means that enough variety of circumstances should be considered to make a sound global perspective. Good answers may tease out differences between increasing food supplies and their sustainability. The question is, however, intentionally open, and a variety of approaches can be taken that could lead to impressive answers. In the longer answers to 25 mark questions, we can expect to see overall shape and structure to the answer, along with qualities of good written communication. Figures 10 to 13 have much material that would be useful, but the best answers will go beyond these and reflect further thought. Evidence may be by places, methods of increase, or other specific detail.

Level 5 (22 - 25 marks)	A range of ways will be considered. Understanding of their potential and limitations will be extensive. These will be used to make assessments throughout. Evidence and extent will be good. The answer will be logically structured, and expressed in clear language.
Level 4 (17 - 21 marks)	A range of ways will be considered. Some understanding of their potential and limitations will be shown. Sound assessment will be made in places. Some sound evidence will be used. Sound logic and expression will be present.
Level 3 (10 - 16 marks)	Range or depth of ways will be limited. Potential/limitation will be unbalanced or only briefly mentioned. Assessment will not be well linked to evidence. Minor lapses in logic and expression may be present.
Level 2 (5 - 9 marks)	Some ways will be shown. Knowledge of potential/limitations will be thin. Any assessment will have poor support from evidence. Logic and expression may have considerable flaws.
Level 1 (1 - 4 marks)	A few relevant points may be made but not structured to give a clear answer. Expression will be simple or muddled, or may be ambiguous or contradictory.

Q.5 **'For all countries, future energy needs are not sustainable without a lower standard of living.' How far do you agree?** **[25]**

There is a switch away from food and cities to the energy theme for the final question. Candidates may find some material in the Resource Folder to help them with their answers, and there is no penalty if this material is used. However, a strong knowledge and understanding of materials not in the Resource Folder are needed for good answers. There should be an opportunity to introduce a range of points from their own studies of energy. Links to economic development and associated living standards need to be made. As 'For all countries' is included in the question, a range of levels or types of development should be considered. A number of different lines of argument can be followed with success by candidates, provided some support for 'how far' is given. Points that are clearly founded in other areas of Geography study that are introduced to throw light on the question should be rewarded well. Evidence may come from places, methods of producing energy or economic issues.

Level 5 **(22 - 25 marks)**	The energy needs in relation to living standards of contrasting countries will be shown clearly. Sustainability will be considered extensively. Evaluative points will be well supported by extensive evidence. The answer will be logically structured, and expressed in very clear language.
Level 4 **(17 - 21 marks)**	Energy needs and living standards of a range of countries will be shown. Sustainability will be considered in places. Evaluative points will be supported by some evidence. The answer will have sound logic, and be expressed in clear language.
Level 3 **(10 - 16 marks)**	Future energy needs will be discussed. Simple points may be made about sustainability and living standards, with brief evidence in support. There is reference to more than one type of country. 'How far' points may be made, but not well supported. Expression and logical ordering will be sound with occasional lapses.
Level 2 **(5 - 9 marks)**	Some discussion of energy needs will be made, with some reference to a type of country. Any discussion of sustainability or living standards will have little support. Expression and logic will be basic.
Level 1 **(1 - 4 marks)**	Some points related to energy needs will be made, but not really related to any type of country. Statements on sustainability or living standards will be poorly explained or supported. Expression will be simple and poorly ordered, and may be ambiguous or contradictory.

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