

### 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
<b>Total</b>	24 (30%)	32 (40%)	24 (30%)	80 (100%)

## 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><b>Level 3</b> <b>(8 - 10 marks)</b></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><b>Level 2</b> <b>(4 - 7 marks)</b></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><b>Level 1</b> <b>(1 - 3 marks)</b></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 parts are attempted, answers can gain a maximum mark of the top of Level 3.

<p><b>Level 5</b> <b>(22 - 25 marks)</b></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 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><b>Level 4</b> <b>(17 - 21 marks)</b></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><b>Level 3</b> <b>(10 - 16 marks)</b></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><b>Level 2</b> <b>(5 - 9 marks)</b></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><b>Level 1</b> <b>(1 - 4 marks)</b></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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### SUSTAINABILITY

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.

On all questions, the following terms can be easily added using the on-screen software:

- 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 factors determining water supply in *one* country or region. [10]**

Key elements for this question are:

Factors

Relationship to water supply

Evidence

Candidates are likely to use material from *Figures*:

- 3 and 4 from page 5
- 5 and 6 from page 6,
- 7 and 8 from page 7,
- 9 and 10 from pages 8, 13 on page 9, and
- 24 and 25 on page 14.

so have plenty to go at from the Resource Folder. They may of course use their own material, and likely examples are California or the Murray-Darling Basin. Candidates are limited to one country or region so if more than one is used, credit the better or best. Factors, plural, are required so if an answer dwells just one, but is very good, allow marks up to the top of Level 2.

<b>Level 3 (8 - 10 marks)</b>	Two or more supply factors will be given with a reasonable amount of detail given that the command is outline. Their influence on supply will be clear. Extensive evidence will be given to support the majority of points made.
<b>Level 2 (4 - 7 marks)</b>	Either, just one factor will be dealt with very well, or more than one is considered but neither is fully clear. The influence of each factor may be vague or intended to imply. There may be some muddle between supply and demand. Some evidence will be given but several points may have little support.
<b>Level 1 (1 - 3 marks)</b>	Answers at this level may list one or more factors with very little elaboration on how they affect water supply. Support will be very thin or may be missing altogether.

**Q.2 For one or more countries, outline how energy demands are changing. [10]**

Key elements for this question are:

- Demands
- Changes
- Evidence

It is likely that most answers will draw on information from *Figures* 19 and 20 from page 12, *Figures* 21, 22 and 23 from page 13 and *Figure* 26 from 15. Outline how allows candidates to describe change and requires some explanation. Some may choose a strongly descriptive approach, focusing on quantities, with brief explanation. Others may take a more explanatory route, exploring demands, which incorporates information along the way. Both are equally creditable. Explanatory points may draw information from *Figures* 14 and 15 from page 10, and *Figures* 16, 17 and 18 from page 11. Candidates may use a different country, which is perfectly acceptable. If they are using the Resource Folder and another country, credit the best one. Answers that cover recent changes up to the present can gain full marks, as can those that take current trends and project them into the future. In all likelihood, many candidates will do a mixture of both. Candidates who deal with just one demand in detail can score up to the top of Level 2.

<b>Level 3 (8 - 10 marks)</b>	Two or more demands will be identified along with both some description and explanation about them. Outlines will be clear with a reasonable amount of detail. A good deal of evidence will be used to support points.
<b>Level 2 (4 - 7 marks)</b>	Either one demand covered well, or more than one given with a lack of detail in description and/or clarity of outline. Some supporting evidence is given.
<b>Level 1 (1 - 3 marks)</b>	One or two ways named or very simply described. No, or ultra-simplistic attempt at any description or outline given. Little if any evidence given.

**Q.3 Identify alternative energy sources and suggest how they may help meet demand. [10]**

Key elements for this question are:

- Alternative energy sources
- Help with demand
- Evidence

Candidates may use a wide range of information from the Resource Folder here, but *Figures 21, 22* on page 13 concerning nuclear, and *Figures 24 and 25* on page 14 about HEP give a good range of alternative energy resources. Some idea of scale of 'help' may be introduced. Candidates may make sustainable/non-sustainable distinctions, degree of pollution from them, modern or used sources for a period of time in the past or other distinction to get at alternative.

<b>Level 3 (8 - 10 marks)</b>	Clear suggestions of more than one alternative source. A clear account of the source and the extent they help meet demand. Evidence will be given in support of almost all points made.
<b>Level 2 (4 - 7 marks)</b>	Either just one source considered with very good suggestions, or more are covered with less depth. May be imbalance between sources and meeting demand. Some supporting evidence is given.
<b>Level 1 (1 - 3 marks)</b>	Answers may present some potentially relevant material, but lack clarity or are ultra-simplistic. Little if any evidence given.

**Q.4 'Constructing dams is the only way to ensure sustainable water supplies.'**  
**How far do you agree? [25]**

Key elements for this question are:

- Knowledge of other water supplies
- Understanding of other benefits/drawbacks of dams
- Sustainability
- Assessment - how far
- Evidence

Having examined factors related to water supplies in Question 1, candidates should have the information they need to make links between these and the information provided on dams to make some assessments. In order to address the 'how far' component, *Figure 25* on page 14 gives lots of starting points to consider dams and *Figure 27* on page 15 gives information that can be linked as associated sustainability points. *Figure 26* on page 15 gives some dimensions of sustainability that can be taken up in their answers on water. No particular answer is expected, but some appreciation that there can be different points of view is necessary for high marks.

<b>Level 5 (22 - 25 marks)</b>	Answers at this level will make fully clear links between dams and water supplies with issues of sustainability introduced. 'How far' 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.
<b>Level 4 (17 - 21 marks)</b>	A good answer but with either imbalance between dams and other sources of water supply, or some lack of depth if both are considered equally, or limited consideration of 'how far'. Valid points on sustainability made. Some good evidence will be given. A well-ordered answer with good expression.
<b>Level 3 (10 - 16 marks)</b>	A sound answer, but with either strong imbalance, or lack of depth on most points considered. Sustainability understood but brief at the upper end of the range, more token at the lower end. Consideration of 'how far' will be very limited at the upper end and missing towards the lower end of the range. A little evidence will be given. Minor flaws in organisation and expression are likely.
<b>Level 2 (5 - 9 marks)</b>	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.
<b>Level 1 (1 - 4 marks)</b>	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 and with poor expression.

## SECTION B

**Q.5 Outline how technology affects food production. How far does the application of technology influence the sustainability of food supplies? [25]**

Key elements for this question are:

- Knowledge of technology used in food production
- Quantity, quality, location, distribution (and/or other) issues
- Sustainability
- Assessment – ‘how far’/extent
- 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. Ideally candidates will have some knowledge of food technologies. Some knowledge of food supply chains, amounts produced and required should be shown. Threats to food supplies may be evident. These are likely to be taken up and compared with technology. No particular answer is expected but for high marks candidates should show that different points of view are possible. The assessment should deal with ‘how far’/extent for Level 4 and 5 marks.

<b>Level 5 (22 - 25 marks)</b>	Several types of food technology will be described in detail with clear reasoning throughout. The importance of sustainability will be considered. Assessment of different viewpoints and extent of their validity will be given. Extensive evidence will be provided in support. The answer will be well-structured and logical, and expressed in clear language.
<b>Level 4 (17 - 21 marks)</b>	Food production and technologies will be suggested, but some may lack detail, or the reasoning behind them may be unclear or rather brief. The importance of sustainability will be mentioned. Some differences of view will be given with some sound assessment. Some good evidence will be given. A well-ordered answer with good expression.
<b>Level 3 (10 - 16 marks)</b>	There will be some sound suggestions about food technologies but there will be limited detail or reasoning about them. Sustainability may appear (upper end) or be only token (lower end). There may be some different points of view with one favoured more than another at the upper end, but only one viewpoint towards the lower end. A little evidence will be given. Minor flaws in organisation and expression are likely.
<b>Level 2 (5 - 9 marks)</b>	Suggestions made may be sketchy with very little detail or reasoning to support them. Statements will be simplistic. Evidence will be poorly linked to the answer. Frequent problems with structure and expression will be present.
<b>Level 1 (1 - 4 marks)</b>	Any suggestions made will be very generalised and lack detail and/or reasoning. Any discussion of impacts will be misguided. Poor or no evidence is given. The whole answer will be poorly organised and with poor expression.