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%)

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Generic Mark Scheme

These 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 they may be modified beyond the descriptors given here in order 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 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 that part is 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

If candidates answer 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 to determine an appropriate mark. If in any doubt, please consult your team leader.

Full marks can be achieved if candidates use only evidence from the Resource Folder. However, questions answered in this way will need information to be selected carefully, and used effectively.

Where it is clear that further research has been undertaken, or that good understanding from work in class is included, and is used appropriately, this should be taken into consideration for the overall credit achieved on individual questions.

Q.1. **Describe and suggest reasons for variations in food consumption between countries.** **[10]**

Candidates are likely to provide descriptions based on *Figures 4* and *5* on *page 6* of the Resource Folder. Similarly they may draw on information from the table and graph to suggest reasons. Well informed candidates may go beyond this information, and such answers can be equally creditable provided the focus is on the question set. Answers based on calorie intake, protein and food aid are most likely, but other approaches are possible, such as through food security. Answers based on named crops, staple/non-staple, subsistence, specific deficiencies and other approaches are possible and may be fully creditable.

Reasons may also be derived from the table, through measures of development, fertility, employment or other avenues.

Other approaches may be based entirely on candidate's own knowledge, for instance, availability, the reliance on imports for food supply, or the replacement of staple crops by commercial crops for export, could be the basis of very good answers.

Level 3 **(8 - 10 marks)**	A description of the differences in food consumption is given for at least **two** contrasting countries. If just two countries are used there should be very good detail well beyond just calorie intake. If a range of countries is used, detail should still be present, but may come from careful differentiation or classification through just one measure. The explanation command is fairly gentle in 'suggest reasons', so reasons do not need to be exhaustive for full marks. However, reasons given will be accurate and fully applicable to countries chosen.
Level 2 **(4 - 7 marks)**	A sound description given in parts, but may be limited in the detail provided. Reasons will be given, but may be generalised and not fully related to the examples chosen. A very good pattern of variation or explanation not related to any particular variation may be awarded top of Level 2.
Level 1 **(1 - 3 marks)**	Some description given, but may be very limited. Reasoning will be poor, inaccurate or missing.

Q.2 **For one or more countries, explain how economic and technological factors may hinder food production.** **[10]**

The Bolivia material provides opportunities to help with this question. The level of economic development, and application of technology into irrigation can be derived from *Figure 4* on *page 6*. The economics of agriculture can be found in *Figure 14* on *page 11*, and further information on the level of technology involved with irrigation can be found in *Figure 18* on *page 13*. Economics features again in *Figures 20* and *21* on *page 14* and *Figures 22* and *23* on *page 15*. Candidates will need to work hard to tease out all the relevant information from these resources. Once again, candidates may have knowledge of other countries or a deeper knowledge of Bolivia, and where this is good, may well achieve full marks. If more than one country is considered, all contributions may add to the answer.

Level 3 **(8 - 10 marks)**	A range of both economic and technological factors are identified. For both economic and technological factors, clear explanation of how food production is hindered is given. This will be supported by clear place specific support from one or more countries. A full answer may be given from just one country, or by points made from a range of countries.
Level 2 **(4 - 7 marks)**	Both economic and technological factors mentioned, but in explanation, either they are imbalanced with one neglected, or both are incomplete. Support will be present but be limited and may be drawn from one or several countries. A very good answer on either economic or technological factors only may be awarded top of Level 2.
Level 1 **(1 - 3 marks)**	Any economic or technological factors given may be very sketchy. Explanation will be poor, inaccurate or may be missing. Any support is likely to be little more than a country name.

Q.3 **Outline ways in which physical factors influence water supply in one or more countries or areas.** **[10]**

Candidates who choose Bolivia have plenty of material to use from the Resource Folder. Both for Bolivia and/or any other country chosen, *Figure 7* on *page 7* provides useful starting points. If Bolivia alone is considered, relief shown on *Figure 2* on *page 5* may well be linked to rainfall patterns shown in *Figure 13* on *page 10*, which in addition to the map, gives further information on winds and seasonality. The rainfall regime of La Paz and the importance of meltwater can be found in *Figures 8* and *9* on *page 8*. On *page 9* the effect of climate change is shown on *Figure 12*. Other influences of climate can be extracted from *Figure 16* on *page 12*.

Once more, candidates may well have gone beyond the resources provided for Bolivia and/or have knowledge of other countries. There may be comment on geology especially in relation to ground water, or the suitability of relief for the construction of reservoirs. Allow up to full marks answers that do not deal with a whole country but focus on a substantial area within a country. For example, expect many (good) answers on California.

Level 3 **(8 - 10 marks)**	A range of relevant factors will be selected. If the range is small, the influences will be given with great clarity and detail. If a wide range of factors is given, their influence may be given in less detail but will all be sound. Accurate, place specific support will be given.
Level 2 **(4 - 7 marks)**	A number of factors will be identified. There will be some accuracy in the influences that are given, but may be incomplete or unclear in places. Some support will be given, but detail may be lacking. If only one factor e.g. temperature is dealt with, allow up to the top of Level 2.
Level 1 **(1 - 3 marks)**	Some relevant factor(s) may be named. Any influence given will be sketchy, or inaccurate, or may not be given. Support given may be just the name of a country and will lack detail.

Q.4 **'Managing water supplies sustainably presents many challenges.'**
Discuss with reference to Bolivia and/or any other area. **[25]**

Candidates are encouraged to consider Bolivia, and many will, but candidates who have studied a different area can score full marks. 'Managing water supplies', allows a very wide range of approaches, and is often dependent on the area(s) selected. The important element is how far candidates show that issues present challenges, and how well they relate the challenges to the concept of sustainability. *Figure 4* on *page 6* gives information on water usage and irrigation that is expanded in *Figures 6, 8, 13, 18, 20* and *21*, which all raise management issues and touch on issues of sustainability. Candidates can use this information to elaborate their conceptual understanding of management of water supplies and sustainability.

Answers partly based on the resources with additional information, or using entirely information that is not in the Resource Folder are equally valid and can achieve full marks provided challenges, management and sustainability are integrated into a full answer. For a full answer, candidates should raise two or more challenges that arise from the management of water supplies. Aspects of management do not necessarily need to be identified as separate strategies of management, especially if only one country is being considered, but more than one approach to management should appear in the answer. For example, considering just the construction of dams to create reservoirs would be very narrow.

Sustainability could be introduced in many ways, for example, economic viability, environmental impact or sufficiency in the face of population growth or economic development, and candidates may well raise other issues of sustainability. Candidates may raise sustainability without using the term, for example, by considering issues over time or applicability at different scales, contrasting local with national or global considerations.

Level 5 (22 - 25 marks)	Multiple challenges and management approaches are given in detail. Clear and extensive links made to sustainability. Extensive evidence is provided in support. The answer will be well structured and logical, and expressed in clear language. Sound discussion is demonstrated.
Level 4 (17 - 21 marks)	A sound answer involving clear challenges, management strategies and sustainability. One of these may be rather neglected or the answer lacks some depth on each aspect. Some good evidence is given. Some discussion is present. A well ordered answer with good expression.
Level 3 (10 - 16 marks)	One aspect of the answer may be missing or only given token consideration, or all aspects are present but with little depth. A little evidence is given. Minor flaws in organisation and expression are likely.
Level 2 (5 - 9 marks)	The whole answer may be superficial, or may have some focus on one aspect with others neglected. Evidence is poorly linked to the answer. Frequent problems with structure and expression will be present.
Level 1 (1 - 4 marks)	Isolated pieces of relevant information are given but not linked together into an explanatory answer. Poor or no evidence is given. The whole answer will be poorly organised and with poor expression.

Q.5 **Describe ways in which transport and communications are changing in cities. To what extent are the changes sustainable?** **[25]**

There is very little scope for using material from the Resource Folder here. The question is divided into two levels of difficulty. The first command of 'Describe' is intended to give all candidates an opportunity to demonstrate their knowledge which is likely to vary in depth and sophistication. Change can be of any kind. Accept as change any associated impacts on cities that might involve extent, density, functions, times at which it/they operate, relationships with other settlements or quality of environments, or other aspects. Transport may be private or public, mass or individual or be related to specific forms. Communications are likely to cover those arising from high speed broadband and satellite technologies and how they affect communications.

'To what extent' is more challenging and should provide plenty of opportunities for differentiation. There may be sound answers on ways that contain little if anything on extent. In the best answers, extent will be addressed well, with different degrees of sustainability illustrated. Candidates may address extent by contrasting developed world cities with those in less developed areas, or by comparing impacts of transport or communications. Extent may arise from differing degrees of impact of different kinds of transport or different kinds of communications. There may well be ways not anticipated here that are perfectly sound.

Level 5 **(22 - 25 marks)**	Several ways in which transport and communications have been changing are clearly stated. For all of these, ways in which their impacts are related to sustainability as a consequence are well explained. Extent may arise in several ways as outlined on page 10, but will be very well founded in the way(s) chosen and be made fully clear from the range of information provided. Extensive evidence is provided in support. The answer will be well structured and logical, and expressed in clear language.
Level 4 **(17 - 21 marks)**	Changes in transport and communications will be stated. Ways in which some of these have brought about consequences in cities will be given and explained. There will be sufficient variation from examples to allow a sound discussion of extent. Some good evidence is given. A well ordered answer with good expression.
Level 3 **(10 - 16 marks)**	Changes in transport and communications will be stated but coverage may be limited. Some instances of change will be given with limited explanation. Extent may be considered but with only occasional support. Evidence is given. Minor flaws in organisation and expression are likely.
Level 2 **(5 - 9 marks)**	One or two ways in which changes have taken place will be mentioned. Transport and communications may be neglected. Explanation will be simple or misguided. Any discussion of extent will have very flimsy support. A little evidence is given but is poorly linked to the answer. Frequent problems with structure and expression will be present.
Level 1 **(1 - 4 marks)**	Changes in transport and/or communications may be mentioned but no real explanations of how cities may be changed by them are given, or are quite incorrect. Any expression of extent will be unsupported. Poor or no evidence is given. The whole answer will be poorly organised and with poor expression.

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