

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.

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.

Level 5 (22 - 25 marks)	<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>
Level 4 (17 - 21 marks)	<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>
Level 3 (10 - 16 marks)	<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>
Level 2 (5 - 9 marks)	<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>
Level 1 (1 - 4 marks)	<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 For one or more countries, outline variations in patterns of food consumption. [10]

Annotations for this question

- Food consumption knowledge
- Outline of variations in patterns
- Support from one or more countries

Variations may be over time or over space. Vietnam, from the Resource Folder, is most likely to be used. *Figures 7 and 8* have specifics on the changing patterns of food consumption. *Figure 3* has information on indicators of food consumption for other countries. If this topic has been studied for one or more other countries, accept as examples. Points likely to be raised are the adoption of a 'western' diet as it can be perceived as achieving a certain status. There is likely to be material on increasing affluence allowing diets that contain a greater range of nutrients, particularly proteins. Shifts from subsistence agricultural are also likely to bring changes in food consumption. Affluence may well lead to a greater consumption of what might be regarded as luxury foods in the society/societies concerned. There are likely to be points about diets generally being healthier, but also accept points related to less healthy aspects of 'western' diets where adopted. As 'outline' is the command word, clear but not extensive reasoning can be expected at Level 3. Also, to reach Level 3 there should be plenty of well-located specific support.

Level 3 (8-10 marks)	The changing patterns of food consumption are identified and expressed in some detail. Outlines are extensive with clear reasoned descriptions even if expressed concisely. Support given throughout most of the answer.
Level 2 (4-7 marks)	Changing patterns of food consumption are identified but may be lacking some detail. Outlines may be sound, but either have gaps in the reasoned descriptions or are incomplete. Some support will be provided in some places.
Level 1 (1-3 marks)	The changing patterns of food consumption may be unclear or partial. Some parts of an outline may be present but be far from complete with much that could be expected missing. Support may be missing, general or limited to just one valid point.

Q.2 Explain why there are increasing demands for energy in *one or more* countries. [10]

Annotations for this question

- Energy demands knowledge
- Explanation of increase
- Support from one or more countries

Information from Vietnam is likely, but there is information in the folder that addresses a wider world. Figure 20 identifies a number of new demands. Many candidates will identify economic growth in Vietnam as the country becomes more industrialised from *Figures 1, 3, 4 and 5*. This is anticipated to be the most common route. Information from *Figures 10, 11, 12 and 17* is also likely to support answers. Some candidates may have studied materials not mentioned in the resource folder so be prepared to credit the original material if it is relevant to the answer. The command is 'explain', so expect good details and clarity for a coherent account. Support may be linked to place, but equally good support may come from reference to companies or types of technological development. Support should be detailed whatever its type.

Level 3 (8-10 marks)	Two or more ways in which demands for energy are increasing are clearly identified. The explanation will make clear the cause of increasing demand with reasonable detail. Sound support will be offered at any point throughout the answer.
Level 2 (4-7 marks)	Answers at this level will either only deal with one cause of increase with any clarity, or deal with a greater range without any being clear. There may be gaps left in the explanation. Some support will be present in some places in the answer.
Level 1 (1-3 marks)	Some increasing demands may be identified but it will largely left to the reader to work out how they operate. Support will either be missing, very brief or generalised.

Q.3 Outline physical challenges to food production in *one or more* countries or regions [10]

Annotations for this question

- Food production methods
- Outline of physical challenges
- Support from one or more countries or regions

Figure 16 gives some very specific information for Vietnam. *Figure 12* also has specifics. Other possible support is scattered throughout the resource folder. More than one physical challenge should be expected. As this is an important point in the specification, some candidates may wish to use material they have studied in class. The link to food production should be very clear. The command is 'outline' so even at Level 3 accounts may not be fully detailed but should be quite clear.

Level 3 (8-10 marks)	Two or more challenges to food production should be clearly identified. Answers should be full enough to outline exactly how production is challenged. Sound support should be given throughout most of the answer.
Level 2 (4-7 marks)	Description of how either just one way in which there is a challenge to food production is given clearly, or more than one way is identified but none are made very clear. Some support will be given in some places in the answer.
Level 1 (1-3 marks)	One or more descriptions may be given but the reader is largely left to work out the 'how' any support given will either be general or limited to just one point.

Q.4 'In order to meet growing demands for energy, land use must switch from food crops to energy crops'.

How far do you agree with this statement?

[25]

Annotations for this question

- Demands for energy knowledge
- Food crop and energy crop debate
- Understanding of the debate
- Evaluation of 'how far'
- Support and evidence

Figure 17 addresses this dilemma directly but full answers need to draw much more widely to be full. *Figure 19* and *20* help to put the debate into a world-wide context. Almost all of the figures have information that can be used as support to particular lines of argument in an answer to this question. The command of 'how far do you agree' requires assessment skills. Good candidates can be expected to present some evidence in agreement, some questioning the statement and a summary weighing up the evidence presented.

Level 5 (22-25 marks)	Answers at this level will provide points both supporting the statement and questioning it throughout. Although answers should show such a balanced approach, support pointing more one way than the other is quite acceptable. 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 imbalance between the evaluation of food and energy crops, or some lack of depth if both are considered equally, or limited consideration of support for and against the statement. Some good evidence will be given. A well-ordered answer with good expression.
Level 3 (10-16 marks)	A sound answer, but with either strong imbalance, or lack of depth on most points considered. Evaluation will be limited towards the top of the range and may be missing at the lower end. 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. Evaluation will be missing, or if attempted, understanding will be very 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 words 'how far' may be included but little understanding of the idea is shown or no evidence is given. The whole answer will be poorly organised, with poor expression.

SECTION B

- Q.5 Describe ways in which the quality of the environment causes concerns in cities. To what extent can sustainable solutions be found to meet these concerns?** [25]

Annotations for this question

- Quality of the environment in cities knowledge
- Cause(s) for concern
- Solutions
- Evaluation of extent of sustainability
- Evidence and support

There is likely to be very little in the resource folder to help with this question, but if any candidate does use such material, there is no penalty at all. To reach Level 4 and 5 candidates do need to consider ideas of sustainability of solutions to clear causes of concern about the quality of the environment in cities. There also needs to be some good assessment of 'to what extent'.

Level 5 (22-25 marks)	Answers at this level will make fully clear how two or more ways in which the environment will be cause for concern in cities. 'To what extent' will be considered throughout, and in view of specific reference in the question, different degrees of sustainability for solutions are 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 with more than one cause for concern. There will be either over-reliance on just one of the causes for concern, or some lack of depth if more than one is considered, or limited consideration of extent. It can be expected that there will be some valid points on sustainability of solutions are made. Some good evidence will be given. A well-ordered answer with good expression.
Level 3 (10-16 marks)	A sound answer, but with either strong imbalance, of causes, or lack of depth on most points considered. Some solutions may be considered. Consideration of extent will be limited (top of the range) or missing or mishandled (lower end of range). 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. Extent may be mentioned but understanding of it is weak, simplistic or misunderstood. 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 'extent' may be included but no understanding of it is shown poor or no evidence is given. The whole answer will be poorly organised and with poor expression.