

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.

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 each of 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)	In answers at this level there will only be the beginnings of an answer to the question, and they 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.

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>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 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>

GCE Geography – G4

Mark Scheme

Summer 2015

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 Describe the global pattern of food consumption.

[10]

Annotations specific to this question are:
 Areas of high consumption and low consumption
 Comment on intermediate consumption
 Evidence in support

Figures 1, 4, 5 and 6 on pages 4 to 6 are the most immediate sources, but Figures 12 and 13 from page 9 may be helpful in fuller answers.

Candidates may answer in terms of calorie intake, and may go further to show differences in dietary sources of food, and describe (in)adequacy of what is consumed. Closely related points related to health, especially starvation, malnutrition and obesity may be made relevant but do not over-credit answers that make that the central focus.

Better answers will get beyond extremes and will consider the intermediate and widespread levels of consumption. Good answers will provide support that is either detailed in content or location.

Level 3 (8–10 marks)	Good descriptions that give a global pattern and include highs, lows and some intermediate levels. Information going beyond calorie intake alone will be given. Evidence will be given in support of almost all points made.
Level 2 (4–7 marks)	Answers that deal with just the extremes will fall in this range. Those with some comment on intermediate levels may be towards the upper part of this range but not go beyond calorie intake. Pattern may be evident but not be fully global. Some supporting evidence is given.
Level 1 (1-3 marks)	Answers may present some potentially relevant material about food consumption, but do not bring out global pattern clearly and lack overall clarity or are ultra simplistic. Little, if any, evidence given.
0 marks	The answer is not worthy of credit.

Q.2 Outline how human activities can influence the demand for water. [10]

Annotations specific to this question are:
 Knowledge of activities needing water
 Outline of their influence of demand
 Evidence in support

Candidates can go directly to individual resources to help answer the question, as with *Figure 22* on page 15, but are more likely to have to link two or more resources together to develop an outline. For example, *Figure 2* grain and meat information on page 4 could be linked to *Figure 4* showing increases in meat consumption on page 5.

Figures 1, 3, 10, 11, 14, 17 to 22 all have ways of pairing up to reveal influences and provide good evidence.

Good answers will focus on how there is an influence. More modest answers will name them, but may leave the reader to work out how the influence is made. Good answers will have support from process or place.

Level 3 (8-10 marks)	A clear outline of 'how' two or more human activities influence water demand will be given. Evidence is given to support most points made.
Level 2 (4-7 marks)	Either how one human activity influences the demand for water is made clear but may not introduce a second or give another/others and with the 'how' unclear. Alternatively, two or more may be suggested but 'how' is incomplete for all. Some evidence will be given in support.
Level 1 (1-3 marks)	One or more activities may be given but the link to demand for water is never clear or left for the reader to work out. Little, if any, evidence given.
0 marks	The answer is not worthy of credit.

Q.3 Outline how physical factors influence the supply of water.**[10]**

Annotations specific to this question are:
 Knowledge of physical factors on water supply
 Understanding of influences of factors
 Evidence in support

It is likely that most answers will draw initially on material from *Figures 7, 8, and 9* from pages 6 and 7. These could easily lead to further support from *Figure 15* on page 10, *Figure 16* on pages 11 and *Figures 17 and 18* on page 12. These may be linked to more detailed information from *Figure 21* using the first, middle and last columns.

The focus should be on physical factors, but credit references that show how human activity either accelerate/enhance or otherwise modify physical factors.

Level 3 (8-10 marks)	Two or more factors will be outlined with some clarity including some degree of explanation for each. Evidence will be given in support of almost all points made.
Level 2 (4-7 marks)	Either only one factor is outlined well, or more than one is presented but with a lack of clarity in either description or any 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, attempts at either description and/or explanation. A little evidence is given of a superficial nature, e.g. USA, or none is given.
0 marks	The answer is not worthy of credit.

**Q.4 ‘Sustainable food supply depends on managing water supplies.’
How far do you agree?**

[25]

Annotations specific to this question are:

Knowledge and understanding of food availability and water management

Links between the two made clear

Evidence

Sustainability

Assessment

Candidates do need to establish some clear links between food availability and managing water supplies. These links may be made by relating almost any of the resources to one another. A good starting point that may well be chosen by a number of candidates is *Figure 14* which does establish clear links between food and water. *Figure 15* naturally leads on from this and immediately introduces sustainability ideas. Similar development of other resources will be needed, but other pairings (or relating more than two together) are so numerous that they are not itemised here.

Good answers will demonstrate points of agreement and disagreement with the statement. Good answers will make sustainability clear. The best answers may address ‘to what extent’ by weighing the evidence through a number of routes; for example, importance, long/short term impact, local/widespread or other measure of significance. Candidates who do this are not required to make a stand, but demonstrate that they can weigh one piece of evidence against another.

Level 5 (22-25 marks)	Answers at this level will make fully clear links between food availability and water supplies with issues of sustainability introduced. ‘How far’ will be considered and different degrees/elements of sustainability identified. Good 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 food availability and water supplies, or some lack of depth if both are considered equally, or limited consideration of the extent of the truth of the statement. Valid points on sustainability are made. Some good evidence will be given. The answer will be well ordered with good expression.
Level 3 (10-16 marks)	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 be more token at the lower end. Consideration of 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.
Level 2 (5-9 marks)	Some valid points are raised, but are 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.
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 ‘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.
0 marks	The answer is not worthy of credit.

Q.5 Describe transport problems that *one or more* cities face. To what extent is it possible to find sustainable solutions to transport problems in cities? [25]

Annotations specific to this question are:

Transport problems knowledge

Understanding of solutions

Evidence

Sustainability

Assessment

There will be little in the Resource Folder to help in answering this question, but if any candidate can use information that has been presented, there is no penalty. Answers dealing well only with details of transport problems with extensive exemplar support can be credited up to the top of Level 3, but to reach Levels 4 and 5, answers must present knowledge of solutions, and show either an appreciation of sustainability or deal well with assessment or do both. Good answers will demonstrate points of where it is possible and instances where problems seem insurmountable. Good answers will make sustainability clear. The best answers may address 'to what extent' by weighing the evidence through a number of routes; for example, importance, long/short term impact, local/widespread or other measure of significance. Candidates who do this are not required to make a stand, but demonstrate that they can weigh one piece of evidence against another.

Level 5 (22-25 marks)	Several problems associated with transport in cities will be described in detail, either separately initially or introduced throughout. Different solutions 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 transport in cities will be suggested, but some may lack detail, or may be unclear or rather brief. Some solutions will be introduced, with some appreciation of sustainability. Some good evidence will be given. The answer will be well ordered with good expression.
Level 3 (10-16 marks)	There will be some (or even many) suggestions about problems associated with transport in cities but there will either be limited detail about them, or if more detailed, then not addressing the assessment of any solutions. There may be some discussion of solutions and sustainability at the upper end of the range, with one or the other neglected at the lower end, but such answers are likely to be weaker on description and detail. 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. Solutions 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, lacking detail and/or reasoning. Any attempts at assessment will be bald, unsupported statements of 'they are/are not'. Poor or no evidence is given. The whole answer will be poorly organised and with poor expression.
0 marks	The answer is not worthy of credit.

GCE GEOGRAPHY MS-SUMMER 2015