

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 (investigate questions and issues)	10
3	3 (people- environment interactions)	3 (analysis and unfamiliar contexts)	4 (investigate questions and issues 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%)

GENERIC MARK SCHEME

These descriptors give an outline of the qualities expected of answers at each level. Mark the answers according to the 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.

Normally, these descriptors will be written into the mark scheme for a specific examination, and 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 your team leader.

Mark bands - 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 these will also 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.

Mark bands - 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 top 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 to 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 view 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>

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 bands to determine an appropriate mark.

GCE GEOGRAPHY G4

MARK SCHEME

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For all questions, the following qualifying words are available for use in marking;

Accomplished
Competent
Intermediate (+/-)
Basic
Beginnings

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 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.

SECTION A

Q.1 Suggest ways in which cities may be classified. [10]

The Resource Folder shows four ways. On page 6, there is detail of the GaWC classification along with growth rates. On page 7 there is unemployment rates and a liveability index. Candidates may introduce their own; size is likely with mega-cities and millionaire cities. Provided there is a sound and reasoned basis for the classification these should be accepted. The question asks for ways, plural, so more than one is needed for full marks. Classification should involve more than extremes, so good answers should have classes, or at least, middle terms between extremes. There should be some support or evidence to back up the classifications suggested.

- Classification** - clarity for basis of classification
- Classes** - extremes accepted but some middle term/class for high marks
- Support** - evidence to back up most of suggestions

Level 3 8-10 marks	At least two ways should be considered where there is clarity about the basis for classification. Each classification should have three classes or sound suggestion of middle ground. Support or evidence should be named cities with clear figures or basis for boundaries. Agreement between classifications, with evidence, can support Level 3.
Level 2 4-7 marks	Either, just one way will be clear, have classes (3) three levels and support with any others poorer. Or coverage of more than one but weak on one or all of clarity, middle terms or support.
Level 1 1-3marks	Some suggestions made, but the basis may be unclear, be just polarised extremes, and provide very little or no support.

Q.2 Explain how disparities in wealth may be reflected in the demand for water in cities. [10]

Information about the wealth of Toronto and Nairobi can be picked out of information on the two cities in *Figures 1* and *2* on pages 4 and 5. Demand, both for recent years and projected into the future are given in *Figures 16* to *20* on pages 12 and 13. Candidates may pick up on inequalities within the cities, particularly for Nairobi that is mentioned in several places. Good answers should have clear explanations. Such answers may show understanding derived from G2.

- Wealth** - description of clear differences
- Demand** - understanding of different demands
- Support** - links between the two backed up by evidence

<p>Level 3 8-10 marks</p>	<p>Either, information on the demand for water for at least two cities will be provided. The cities need to represent some disparity in wealth between them. Or, information for one city is given bringing out disparities of wealth and water demand within the city. In all approaches, the relationship between water demand and wealth needs to be made clear. Most points made will be supported by evidence.</p>
<p>Level 2 4-7 marks</p>	<p>Answers with content similar to above but with less clarity on either wealth, demand, or the support given may occur here. Answers that are very good on demand without much on wealth, or good on differences on wealth without demand, are likely at this level. Some linkage between wealth and demand given. Some relevant support.</p>
<p>Level 1 1-3marks</p>	<p>Some relevant but undetailed points on either disparities in wealth or demand for water are likely here. Any support given will be very generalised, not very relevant, or may not be provided at all.</p>

Q.3 Explain possible threats to water supplies for cities.**[10]**

Figures 23 - 25 on page 15 introduce ideas related to changing rainfall patterns. Candidates with a good grounding in G1 may well make good use of information on evaporation rates at higher temperatures from *Figure 20* on page 14, where challenges and the water cycle may provide starting points. Candidates may introduce their own information or develop ideas from the prompts on the water-cycle diagram. There is a good deal of other material on water supply usually giving some lead to why they might not last forever.

Threat - nature of the threat

Water supply - impact on water supply

Support - evidence from place, or other details, e.g. precise figures

Level 3 8-10 marks	Two or more threats will be identified with a clear explanation of how these may arise in the future and in what ways they pose a threat. Evidence and support will be given for most points that are made.
Level 2 4-7 marks	One threat may be dealt with soundly but any others will be clearly incomplete in some way. Alternatively, two or more threats may be mentioned but none explained to more than a moderate degree. Some support will be given.
Level 1 1-3marks	Threats may be listed but very little development or explanation is given. Support may not be given, but if attempted, it is generalised and superficial.

Q.4 'It is difficult to manage water sustainably in cities.'
How far is this statement true?

[25]

Ideas on demand management through conservation and improvement are given in *Figures 26 and 27* on page 16, and some ways of managing supplies by increasing them are to be found in *Figures 27-29* on page 17. Much of the other material on demand, supply, threats and management found throughout the Resource Folder can be used here too. Good answers need to consider ways in which both demand and supply can be managed, and consider the ease or difficulty involved with these. This may cover a very wide range of factors including economic, technological, social, political or others. Candidates need to develop these points so that they can make and support a judgement. There is no penalty for drawing on material already referred to in earlier questions as these were intended to provoke thought that is relevant here.

- Supply/demand issues** - opportunities, constraints and challenges
- Management** - strategies and approaches to water
- Sustainability** - short/long term, consequences, factors and possible conflicts
- Assessment** - responding to 'how far'
- Support** - evidence from places, statistics or other good knowledge

Level 5 22-25 marks	An accomplished answer. Answers at this level will discuss management of supply/demand extensively with constant reference to cities. Opportunities, difficulties and constraints will be identified along with some degree of their seriousness. 'How far' will be considered throughout. 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, it may have accomplished parts, but with less detail on demand/supply, or some lack of depth on management, or less focus on cities, or limited consideration of 'how far'. Some good evidence will be given. A well-ordered answer with good expression.
Level 3 10-16 marks	A sound answer involving some management issues, but with either little of focus on cities, or lack of depth on most points considered. 'How far' will be present but limited towards the top of the range, or missing or token at the lower end. A little evidence will be given. Minor flaws in organisation and expression are likely.
Level 2 5-9 marks	Some starting points or valid points will be raised, but limited and shallow. 'How far' 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	Not really an answer. 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. Poor or no evidence is given. The whole answer will be poorly organised and with poor expression.

SECTION B

Q.5 Describe ways in which technology can increase food production. How far are such ways acceptable and sustainable? [25]

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. Most candidates are likely to consider genetically modified crops or animals, or Green Revolution technologies such as new varieties and irrigation, or introduce aeroponics and hydroponics, or consider vertical farms or other technological developments. A broad definition of technology should be allowed so even simple ideas of mechanisation being introduced in areas of subsistence agriculture are perfectly acceptable. Candidates can be expected to reach up to the top end of Level 3 by clear and detailed descriptions of two or more ways technology can increase food production. To reach Levels 4 and 5 candidates do need to consider ideas of acceptability and sustainability and come to some assessment of 'how far'.

- Technology** - specific detail
- Food production** - quantity, quality
- Acceptable/sustainable** - health, economic, social, long/short term
- Assessment** - responding to 'how far'
- Support** - evidence in support of assertions

Level 5 22-25 marks	An accomplished answer. Answers at this level will make fully clear how two or more technologies can increase food production along with issues of acceptability and sustainability introduced. 'How far' acceptable and sustainable will be considered throughout, along with different degrees of acceptable and sustainable 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, it may have accomplished parts, but with either over-reliance on one technology, or some lack of depth if more than one is considered, or limited consideration of 'how far'. Valid points on acceptable and sustainable 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, or lack of depth on most points considered. Acceptability and sustainability understood but limited at the top of the range, more token reference to one or both towards the lower end. Consideration of 'how' far will be present, but limited, towards the upper end and token or 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 starting points or valid points raised, but limited and shallow. Sustainability or acceptability may be mentioned but understanding of them 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	Hardly an answer. 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.