

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
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.

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>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)	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.
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 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.
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 specific knowledge. Structure and expression may have flaws.
Level 2 (5 - 9 marks)	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.
Level 1 (1 - 4 marks)	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.

Geography - G4

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 & 4 to determine an appropriate mark. If in any doubt, please consult your team leader.

Look for the following elements in each question for annotations.

Accomplished
Sound
Beginnings

Further annotations required about elements specific to each question are noted in the indicative content that follows.

SECTION A

Q.1 Compare levels of food and energy consumption in different parts of the world. [10]

Annotations for this question are:

Comparison
Qualification
Evidence

There are two approaches to this question – either comparing food with energy or comparing food in different parts of the world and energy in different parts of the world.

Candidates may use material from almost anywhere in the Resource Folder or from their own studies, but it is most likely that they will use the two world maps, *Figures 1* and *2* from page 4, and the table, *Figure 3* on page 5. A high + high vs a low + low is the most likely comparison, with some comment that the relationship is not perfect, such as relatively high calorie intake in Nigeria with a very low energy consumption, or low calorie intake for Chad with mid-level energy consumption (from the maps), or that Brazil and South Africa do not have such a good match (from the table).

Comments may be made on food consumption from specifics, e.g. animal products, or on the undernourished and/or total energy or lack of electricity. Good answers will make clear comparisons and support their answers with evidence.

Award a maximum of Level 2 for answers that are unbalanced and deal with only one part of the question.

Level 3 (8 - 10 marks)	Clear direct comparisons made. The main relationship will be clear and supported. Anomalies or a questioning of the strength of the relationship will be given. Evidence in support will be given for almost all points made. A clear attempt is made to include a variety of parts of the world.
Level 2 (4 - 7 marks)	Comparisons will be made but may not be direct or only implied. The main relationship will be recognised, but any comments on deviation from this will be limited, if given at all. Some evidence will be given in support.
Level 1 (1 - 3 marks)	Comments on food and energy consumption may be given but not really compared. Little if any evidence is given.

Q.2 Outline opportunities for increasing energy supplies in one or more countries. [10]

Annotations for this question are:

Energy source information

Increase detail

Evidence

It is likely that most answers will have biofuels as the principal way of presenting an opportunity. *Figures 9 to 11* on pages 8 and 9 provide plenty of information on biofuels and fuel cell technology in South Africa. From page 12 to page 15 biofuels in the various parts of the world (*Figure 19*), Brazil (*Figure 21*), Vietnam (*Figure 23*) and Kenya (*Figure 25*) are mentioned. Any other methods of increasing energy supplies are equally acceptable; HEP, nuclear, wind, solar, tidal, wave and others may well be used to fit the terms of the question. In terms of opportunities, answers can focus on one method, such as biofuels, but have depth in the variety of sources and/or products, or be more wide-ranging, covering a number of methods with less (but still some) depth. Good answers will be specific about the ways supplies can be increased, and will be well supported.

Level 3 (8 - 10 marks)	Two or more opportunities for increasing energy supplies will be outlined well, including some clear explanation of how they provide opportunities. Evidence will be given in support of almost all points made.
Level 2 (4 - 7 marks)	Either one opportunity only outlined well, or more than one is presented but there is either a lack of clarity in description or any explanation attempted. Some supporting evidence is given.
Level 1 (1 - 3 marks)	One or two ways named or very simply outlined. No, or very simplistic attempt at any description or explanation given. Little, if any, evidence given.

Q.3 Explain why some countries experience shortages in food supply. [10]

Annotations for this question are:

Cause of shortage

Explanation

Evidence

Population growth features in *Figure 15* on page 11 for South Africa and that can be linked to food per capita in *Figure 5* on page 6 to develop good answers. Rainfall variability in *Figure 17* on page 11 has much potential. Information from *Figure 3* on page 5 gives lots of starting points that can be used. Food security is addressed directly in *Figure 20* on page 13 for Brazil, in *Figure 22* on page 14 for Vietnam and in *Figure 24* for Kenya on page 15. If candidates introduce other ideas such as the impacts of climate change, that is equally acceptable. Good answers will be quite specific about the pressures on food supplies and give evidence to support their answers.

Level 3 (8 - 10 marks)	Clear explanation of one or more pressures on food supplies in a particular country(ies). Explanation of why these lead to shortages is fully clear. Evidence will be given in support of almost all points made.
Level 2 (4 - 7 marks)	Either just one or more pressures on food supplies is explained, but poorly linked to any country, or shortages in a country (or countries) are identified but any explanation is clearly incomplete. Some supporting evidence is given.
Level 1 (1 - 3 marks)	Answers may present some potentially relevant material, but will lack clarity or are very simplistic. Little, if any, evidence is given.

Q.4 'Future energy needs cannot be met without threatening the sustainability of food supplies.' How far do you agree with this statement? [25]

Annotations for this question are:

Food/energy knowledge

Harmony/conflict/threat

Sustainability

How far/assessment

Evidence

Having established ways of producing more energy in Question 2, along with some awareness of some countries experiencing shortages of food supply in Question 3, candidates should have the information they need to make links between the two and make some assessments. The direct competition over the use of land for growing food or producing energy, is directly addressed in *Figure 16* for South Africa on page 11, for Brazil in *Figure 21* on page 13 and for Kenya in *Figure 25* on page 15. Much of the material in the remainder of the Resource Folder can be introduced into arguments. Increasing future energy needs can be picked up from comments on development and rising prosperity mentioned for several of the countries included. Good answers can be constructed without going beyond the biofuels versus food debate, but it is anticipated that many candidates will refer to other forms of renewable energy (or other developments in energy in general) that do not require as much land in order to address the 'how far' component.

Level 5 (22 - 25 marks)	Answers at this level will make fully clear links between both future energy needs and food 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.
Level 4 (17 - 21 marks)	A good answer but with either imbalance between future energy needs and food supplies, 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.
Level 3 (10 - 16 marks)	A sound answer, but with either strong imbalance, or lack of depth on most points considered. Sustainability understood, but consideration of 'how far' will be very limited or missing. A little evidence will be given. Minor flaws in organisation and expression are likely.
Level 2 (5 - 9 marks)	Some valid points 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 and will have poor expression.

SECTION B

- Q.5 Describe some of the ways in which economic development influences the demand for water. Discuss the impact of these ways on the sustainability of water supplies. [25]**

Annotations for this question are:

Economic development/water demand knowledge

Influence/impact

Sustainability

Discussion

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. There are two commands in the question. The first is intended to be less demanding and requires candidates to describe the links between economic development and demand for water. In the majority of instances, economic development will increase the demand for water. With economic development there is likely to be an increase in industry and many industries will require water for cooling, cleaning or in a particular process. In homes, affluence will make dishwashers and washing machines available to more people along with other domestic uses such as showers. Swimming pools may become affordable along with large lawns needing watering. Golf courses will become more common needing water for greens. Farmers will be able to increase production with irrigation and greater hygiene will be employed, such as washing milking parlours. The second demand of discussion requires some appreciation of different points of view linked to sustainability is more taxing. Here the relationship between demands and the potential available supply of water, in areas used in evidence for support, will be important.

Level 5 (22 - 25 marks)	Several ways in which economic development influences the demand for water will be described in detail with clear reasoning throughout. The importance of economic development will be discussed in a balanced way, with good differentiation of impacts evident 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)	Several ways in which economic development influences the demand for water will be suggested, but some may lack detail, or the reasoning behind them may be unclear or rather brief. The importance of some aspects of economic development will be discussed with some differentiation of impact, but not for all ways, or rather briefly if a wider range used. Some good evidence will be given. A well-ordered answer with good expression.
Level 3 (10 - 16 marks)	There will be some suggestions about economic development influencing the demand for water but there will be limited detail or reasoning about them. There may be some discussion of impact but may not be balanced in points of view. 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 or reasoning to support them. Impacts given 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 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 will have poor expression.

GCE Geography MS Summer 2012