

| <b>GEO4 GENERIC MARK SCHEME :      Introducing, defining and focusing on the question</b> |  |
|---|--|
| 9-10  | <ul style="list-style-type: none"> <li>• Clear reference to title- develops a focus</li> <li>• Indication of framework, either by concepts &amp;/or case studies</li> <li>• Accurate definitions of key terms</li> </ul>   |
| 6-8   | <ul style="list-style-type: none"> <li>• Some framework /focus: either by concepts &amp;/or case studies</li> <li>• Incomplete definitions of key terms</li> </ul>   |
| 3-5   | <ul style="list-style-type: none"> <li>• Some reference to title,</li> <li>• Some definitions of key terms and/or some framework</li> </ul>  |
| 1-2   | <ul style="list-style-type: none"> <li>• Limited introduction, Vague definitions of key terms and/or framework</li> </ul>  |
| 0   | <ul style="list-style-type: none"> <li>• No attempt to introduce report.</li> </ul>  |
| <b>Researching and Methodology</b>  |  |
| 12-15   | <ul style="list-style-type: none"> <li>• Wide range of relevant case studies used (by scale and or location).</li> <li>• Relevant concepts, and/or theories used</li> <li>• Factual, topical evidence</li> <li>• Indication of methodology i.e. how evidence was sampled/selected</li> </ul>   |
| 8-11  | <ul style="list-style-type: none"> <li>• Some range (scale/location) of all/mostly relevant case studies used.</li> <li>• Some indication of methodology</li> </ul>  |
| 5-7   | <ul style="list-style-type: none"> <li>• Range of case studies /concepts but lacks selection.</li> <li>• Lacks methodology/sourcing</li> </ul>   |
| 1-4   | <ul style="list-style-type: none"> <li>• Basic research:</li> <li>• Limited case study material/ concepts or lacks relevance or selection</li> </ul>   |
| 0   | <ul style="list-style-type: none"> <li>• Case studies/concepts missing and No evidence of research</li> </ul>  |
| <b>Analysis ,application and understanding</b>  |  |
| 17-20   | <ul style="list-style-type: none"> <li>• All research applied directly to question set</li> <li>• High conceptual understanding</li> <li>• Cogent argument</li> <li>• Appreciation of different values/perspectives about the question</li> <li>• Any maps/diagrams are used to support answer</li> </ul>  |
| 13-16   | <ul style="list-style-type: none"> <li>• Most of the Research is used to support the question</li> <li>• Some conceptual understanding</li> <li>• Some appreciation of values/perspectives</li> <li>• Any maps/diagrams are usually used to support answer</li> </ul>  |
| 9-12  | <ul style="list-style-type: none"> <li>• Simple explanations</li> <li>• Generalised material</li> <li>• Limited appreciation of values/perspectives</li> <li>• Any maps/diagrams are sometimes used to support answer</li> </ul>   |
| 1-8   | <ul style="list-style-type: none"> <li>• Descriptive , Very limited appreciation of values/perspectives</li> <li>• Any maps/diagrams are rarely used to support answer</li> </ul>  |
| 0   | <ul style="list-style-type: none"> <li>• Descriptive report lacking in detail, lacks application to question</li> </ul>  |
| <b>Conclusions and evaluation</b>   |  |
| 12-15   | <ul style="list-style-type: none"> <li>• Clearly stated</li> <li>• Thorough recall of content/case studies used in essay</li> <li>• On going evaluation throughout report</li> <li>• Understands the complexity of the question</li> </ul>   |
| 8-11  | <ul style="list-style-type: none"> <li>• Meaningful , based on content of report</li> <li>• Selective recall of content of report</li> <li>• Some evaluation, either ongoing or in final conclusion</li> </ul>   |
| 5-7   | <ul style="list-style-type: none"> <li>• Vague conclusion, related tenuously to report</li> <li>• Very limited evaluations</li> </ul>  |
| 1-4   | <ul style="list-style-type: none"> <li>• An attempt at an evaluation of the question even if no end conclusion</li> </ul>  |
| 0   | <ul style="list-style-type: none"> <li>• No conclusion or evaluation within report</li> </ul>  |
| <b>Quality of written communication and sourcing</b>                                      |  |
| 9-10  | <ul style="list-style-type: none"> <li>• Coherent structure and sequencing with obvious report style sub sections</li> <li>• Excellent standards of spelling and punctuation</li> <li>• Geographical vocabulary used correctly</li> <li>• Diagrams/maps, if used, incorporated into text and support argument</li> <li>• Referenced/acknowledged material :Obvious evidencing/sourcing from wide range of sources(texts, journals, internet, DVDs etc)</li> </ul>  |
| 6-8   | <ul style="list-style-type: none"> <li>• Generally clearly written with some report style sub sections</li> <li>• Some organisation and sequencing</li> <li>• Good standard of punctuation and spelling</li> <li>• Some good use of appropriate geographical vocabulary</li> <li>• May have diagrammatic /cartographic use but not always incorporated into text/support argument</li> <li>• Referenced/acknowledged material :occasional evidencing/sourcing from wide range of sources(texts, journals, internet, DVDs etc)</li> </ul>                           |
| 3-5   | <ul style="list-style-type: none"> <li>• Basic syntax, some errors of punctuation and spelling</li> <li>• Disjointed organisation and sequencing although may have some subsections</li> <li>• Some errors in punctuation and spelling</li> <li>• Some use of appropriate geographical vocabulary</li> <li>• May have diagrammatic /cartographic use but rarely incorporated into text or rarely support argument</li> <li>• Referenced/acknowledged material :rare evidencing/sourcing from wide range of sources(texts, journals, internet, DVDs etc)</li> </ul> |
| 1-2   | <ul style="list-style-type: none"> <li>• Very basic quality of written communication</li> <li>• Frequent spelling and punctuation errors</li> <li>• Low level syntax</li> <li>• Occasional use of geographical vocabulary</li> <li>• Referenced/acknowledged material :lacks evidencing/sourcing from wide range of sources(texts, journals, internet, DVDs etc)</li> </ul>  |
| 0   | <ul style="list-style-type: none"> <li>• Basic standards of quality of written communication not met</li> </ul>  |