

## Generic mark scheme for Unit 4

<b>GEO4 GENERIC MARK SCHEME :</b>		<b>Introducing, defining and focusing on the question</b>
<b>D</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>		
<b>R</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, accurate, topical evidence</li> <li>• Indication of methodology i.e. how evidence was sampled/selected from a range of resources available</li> </ul>
	8-11	<ul style="list-style-type: none"> <li>• A range (scale/location) of all/mostly relevant case studies used</li> <li>• Some evidence of concepts and/or theories</li> <li>• Mostly accurate data</li> <li>• Some indication of methodology i.e. how evidence was sampled/selected from a range of resources available</li> </ul>
	5-7	<ul style="list-style-type: none"> <li>• Some range of case studies /concepts but lacks selection</li> <li>• May have inaccuracies in factual /conceptual data</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>		
<b>A</b>	17-20	<ul style="list-style-type: none"> <li>• All research applied directly to question set</li> <li>• High conceptual understanding and 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>• Generalised material</li> <li>• Simple explanations</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>		
<b>C</b>	12-15	<ul style="list-style-type: none"> <li>• Clearly stated</li> <li>• Thorough recall of content/case studies used in report</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>		
<b>Q</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</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</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>