

Assessment Schedule – 2009**Scholarship Geography (93401)****Evidence Statement**

Question	Expectations	1 – 3 marks	4 marks	5 – 6 marks	7 – 8 marks
One	<p>The answer requires identification of causes of the global food crisis, in order to discuss the different perspectives on whether it is caused by environmental factors or economic decisions, based on the resource materials provided.</p> <p>Critical evaluation requires the weighing up of evidence, assessing validity and making informed judgements, in this case about the statement “There is widespread debate ... made by governments and large corporations”.</p> <p>For the answer to be successful, the candidate needs to include critical evaluation throughout the answer – it needs to underlie and be woven through the answer and not just be dropped in as a conclusion.</p> <p>At least ONE visual MUST be incorporated into the answer – original, adapted, or copied from the resources supplied (original or adapted are better than just a copy) – but give weight also to the way the visual relates to the answer’s content and the way it is used to support the answer. Attach little weight to a direct copy of a map or graph that is not referred to in the written answer. Attach greatest value to ‘incorporated visuals’.</p>	<p>A limited attempt to identify causes of the global food crisis.</p> <p>Little or no discussion of perspectives – may refer to viewpoints.</p> <p>Very little critical evaluation of the statement.</p>	<p>Some identification of the causes of the global food crisis.</p> <p>Some discussion on perspectives but more likely to be different viewpoints.</p> <p>Some critical evaluation evident.</p>	<p>Discussion identifies causes of the global food crisis.</p> <p>Considers different perspectives, but may also refer to viewpoints.</p> <p>Revolves around a ‘critical evaluation approach’ to the statement that the global food crisis is caused either by environmental factors or economic factors.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies.</p> <p>Maximum of 5 with no visuals. MUST include visuals in the answer for 6, but may not refer to them.</p>	<p>Discussion identifies causes of the global food crisis.</p> <p>Considers a wide range of different perspectives. Students may have emphasised perspectives in detail.</p> <p>Revolves around a ‘critical evaluation approach’ to the statement that the global food crisis is caused either by environmental factors or economic factors.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, some possibly beyond the resource material.</p> <p>Includes visuals in the answer and refers to them. Visuals will be adapted or original.</p> <p>Answer demonstrates:</p> <ul style="list-style-type: none"> • a high level of integration and abstraction • insight • sophisticated communication.

Codes:

The following Geography-specific marking conventions may also have been used when marking this question:

- Si** = Specific information
- CE** = Critical evaluation
- P** = Perspectives
- V** = Viewpoints
- Dr** = Diagram referred to
- D** = Diagram
- C** = Cause
- R** = Resource booklet referred to
- O** = Other studies referred to

<p>Two</p>	<p>The answer requires the candidate to critically analyse, which means to appropriately use geographic knowledge, skills, ideas and understanding to:</p> <ul style="list-style-type: none"> • analyse • weigh up evidence critically and evaluate • abstract and generalise • integrate • synthesise • apply knowledge and ideas. <p>The answer should focus on the impacts that the food crisis has had on people and places.</p> <p>Candidate may make comments that the food crisis has had more impacts on developing countries than on developed countries.</p> <p>May talk about positive and negative impacts that have occurred.</p>	<p>A limited attempt to discuss the impacts that the global food crisis has had on people or places.</p> <p>Very little critical analysis of the impacts.</p> <p>Very little or no reference to other studies.</p>	<p>Discussion identifies the impacts of the food crisis on people and / or places across the globe.</p> <p>Analysis of the issue – candidate weighs up the impacts and may develop an idea that one area of the world is more affected than another by the food crisis.</p> <p>Some reference to evidence from named parts of the world and from case studies.</p>	<p>Discussion identifies the impacts of the food crisis on people and / or places across the globe.</p> <p>Critical analysis of the issue – candidate weighs up the impacts and may develop an idea that one area of the world is more affected than another by the food crisis.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies.</p> <p>Maximum of 5 with no visuals. MUST include visuals in the answer for a 6, but may not refer to them.</p>	<p>Discussion identifies the impacts of the food crisis on people and places across the globe.</p> <p>Critical analysis of the issue – candidate weighs up the impacts and may develop an idea that one area of the world is more affected than another by the food crisis. May discuss broader issues such as it is not a crisis as plenty of food in the world; and issues such as obesity / malnutrition. May identify the impacts as positive, negative, short- or long-term, and as affecting some people more than others.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, some possibly beyond the resource material.</p> <p>Includes visuals in the answer and refers to them. Visuals will be adapted or original.</p> <p>Answer demonstrates:</p> <ul style="list-style-type: none"> • a high level of integration and abstraction • insight • sophisticated communication.
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Codes:

The following Geography-specific marking conventions may also have been used when marking this question:

Si = Specific information

CA = Critical analysis

Pe = People

PI = Places

Dr = Diagram referred to

D = Diagram

C = Cause

R = Resource booklet referred to

<p>Three (a)</p>	<p>The focus of Question Three is on the long-term consequences of the food crisis – ideally the diagram will have a variety of different long-term consequences – should show temporal nature of the long-term consequences.</p> <p>The diagram can be simple or complex in style. Complexity could be shown by the ideas shown and consequences identified.</p> <p>Many diagrams types are possible – if the diagram works – it should be credited.</p> <p>There is no need to include case study and specific place material, although this can be used to support the answer and be incorporated into the answer / diagram.</p> <p>Annotations in the diagram (and / or a key), can help amplify the ideas shown. Do not reward complicated-looking diagrams that are full of arrows, ‘supposedly showing linkages / outcomes / causes and effects / interrelationships’, which are without logic.</p> <p>No penalty if no key or title.</p> <p>Reward diagrams that ‘work’, are easy to follow, and show candidate understanding.</p>	<p>Diagram is too simplistic.</p> <p>Diagram identifies consequences of the food crisis.</p> <p>Is confusing.</p>	<p>Diagram may be simple.</p> <p>Diagram identifies some long-term consequences of the food crisis.</p> <p>May be confusing in places.</p>	<p>Diagram is some indication of long-term consequences.</p> <p>Identifies a range of long-term consequences of the food crisis.</p>	<p>Diagram is clear indication of long-term consequences and sophisticated.</p> <p>Identifies a wide range of long-term consequences of the food crisis.</p>
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(b)	<p>There is no 'right answer' or 'right conclusion'. Candidate MUST argue which factor is the most important and justify their choice referring to other options.</p> <p>The conclusion of the candidate needs to be supported by the evidence and argument they present.</p> <p>The view of the candidate could be given at the start of the answer and then 'justified', or the evidence and arguments could be presented first with the view of the candidate being given at the end.</p> <p>The ideal answer will present a range of information and discussion supported by specific content from the resource materials that leads to, or supports, a balanced and well-founded conclusion.</p> <p>Answers in (b) MUST be found in (a), if not then maximum of 4.</p>	<p>ONE single factor expressed as the most significant for geographers.</p> <p>Explanation may be unclear.</p> <p>Other factors not referred to.</p>	<p>ONE single factor expressed as the most significant for geographers.</p> <p>Factor explained why it is the most significant.</p> <p>Other factors may not be referred to. Justification implied or weak.</p> <p>May refer to and incorporate specific evidence from named parts of the world and from case studies.</p>	<p>ONE single factor expressed as the most significant for geographers.</p> <p>Factor explained why it is the most significant.</p> <p>Justified why it is more significant than other factors expressed in the diagram.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies.</p>	<p>ONE single factor expressed as the most significant for geographers.</p> <p>Factor explained why it is the most significant.</p> <p>Justified why it is more significant than other factors expressed in the diagram.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, some possibly beyond the resource material.</p> <p>Answer demonstrates:</p> <ul style="list-style-type: none"> • a high level of integration and abstraction • insight • sophisticated communication.
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Codes:

The following Geography-specific marking conventions may also have been used when marking this question:

Si = Specific information

LT = Long-term consequence

Ex = Explanation

J = Justification given

Dr = Diagram referred to

D = Diagram

R = Resource booklet referred to