

Assessment Schedule – 2010**Scholarship Geography (93401)****Evidence Statement**

Note: Judge Question One (a) and (b) in a holistic manner when deciding on the award of the mark out of 8 for Question One.

Question	Expectations
ONE (a)	Constructs a diagram(s) to show the causes and effects of environmental pollution across the globe.
	<p>The most likely way of answering this question will be a flow diagram to show the causes and effects of environmental pollution across the globe.</p> <p>The focus of Question One (a) is on the causes and effects.</p> <p>The diagram(s) can be simple or complex in style. Complexity could be shown by having a range of “consequences” identified, with many links between factors shown, including interaction and feedback loops.</p> <p>Many diagram types are possible – if the diagram works – it should be credited (a flow-type diagram seems to be the most appropriate choice).</p> <p>If other diagram types are drawn, they can score providing they do address the question (original diagram styles can be perfectly acceptable).</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(s).</p> <p>Annotations in the diagram(s) (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>Reward diagrams that “work”, are easy to follow, and show understanding.</p>
(b)	Argues which factor, shown in the diagram, has been the most important cause of environmental pollution in the world. Justifies their choice.
	<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).</p>

<p>Outstanding Performance</p> <p>Performance Descriptor 1</p>	<p>8 marks</p> <p>(a) Diagram is clear and detailed. Identifies a wide range of causes and effects, some of which may be positive or negative. Connections between the interactions work.</p> <p>(b) ONE single factor expressed as the most important cause of pollution. Factor explained why it is the most important. Justified why it is the most important. Refers to and incorporates specific evidence from named parts of the world and from case studies, some possibly beyond the resource material. Answer demonstrates:</p> <ul style="list-style-type: none"> • a high level of integration and abstraction • insight • sophisticated communication.
	<p>7 marks</p> <p>The diagram and explanation fulfils most of the requirements of Performance Descriptor 1 above, <u>but</u>:</p> <ul style="list-style-type: none"> • the diagram may be confusing in parts or lack clarity or • the connections in the diagram do not necessarily work or • the explanation does not fully justify why one factor is more important than the others or • does not include material from the resource booklet or from other case study material or • is fluent and coherent, but not of outstanding quality.

Performance Descriptor 2	<p>6 marks</p> <p>(a) Diagram is clear and detailed. Identifies BOTH causes and effects, some of which may be positive or negative. Connections between the interactions work.</p> <p>(b) ONE single factor expressed as the most important cause of pollution. Factor explained why it is the most important. Justified why it is the most important. Refers to and incorporates specific evidence from named parts of the world and from other case studies.</p>						
	<p>5 marks</p> <p>The diagram and explanation fulfils most of the requirements of Performance Descriptor 2 above, <u>but</u>:</p> <ul style="list-style-type: none"> the diagram may be confusing in parts or lack clarity or the connections in the diagram do not necessarily work or the explanation does not justify why one factor is more important than the others or does not include material from the resource booklet or from other case study material. 						
Performance Descriptor 3	<p>4 marks</p> <p>(a) Diagram is clear. Identifies BOTH causes and effects. Connections generally work.</p> <p>(b) ONE single factor expressed as the most important cause of pollution. Factor explained why it is the most important. Some justification. May refer to and incorporate specific evidence from named parts of the world and from other case studies.</p>						
	<p>3 marks</p> <p>(a) Diagram identifies some causes and effects of environmental pollution across the globe. May be confusing in places and connections may not work.</p> <p>(b) ONE single factor expressed as the most important cause of pollution. Factor explained why it is the most important.</p>						
	<p>2 marks</p> <p>(a) Diagram identifies some causes or effects of environmental pollution across the globe. May be confusing in places and connections may not work.</p> <p>(b) ONE single factor expressed as the most important cause of pollution.</p>						
	<p>1 mark</p> <p>(a) Diagram attempted, or an attempt at explanation, but largely irrelevant. or</p> <p>(b) ONE single factor expressed as the most important cause of pollution.</p>						
	<p>0 mark</p> <p>Nothing attempted, or answer not relevant.</p>						
	<p>Codes</p> <table> <tr> <td>C = Cause</td> <td>J = Justification</td> </tr> <tr> <td>E = Effect</td> <td>O = Other</td> </tr> <tr> <td>En = Explanation</td> <td>R = Resource Booklet</td> </tr> </table>	C = Cause	J = Justification	E = Effect	O = Other	En = Explanation	R = Resource Booklet
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Question	Expectations
TWO	Critically evaluates the impact that pollution has had on places across the globe.
	<p>The answer should focus on the impacts that pollution has had on places across the globe.</p> <p>The candidate may make comments that pollution has had more impacts on developing countries than on developed countries / indigenous people, or non-indigenous people.</p> <p>Critical evaluation requires the weighing-up of evidence, assessing validity and making informed judgements.</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 (original, or adapted from the resources supplied), MUST be incorporated into the answer.</p> <p>Give weight to the use of original or adapted visuals (rather than copied), but also to the way the visual relates to the answer’s content and the way it is used to support the answer (ie “incorporated visuals”).</p> <p>Attach little weight to a direct copy of a map or graph that is not referred to in the written answer.</p>
<p>Outstanding Performance</p> <p>Performance Descriptor 1</p>	<p>8 marks</p> <p>Impacts of pollution on places is discussed.</p> <p>Covers a wide range of types of places.</p> <p>May identify the impacts as positive, negative, short- or long-term, and as affecting some places more than others.</p> <p>Revolves around a “critical evaluation approach”.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, with some beyond the resource material.</p> <p>Includes appropriate 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.
	<p>7 marks</p> <p>The essay fulfils most of the requirements of Performance Descriptor 1 above, <u>but</u>:</p> <ul style="list-style-type: none"> • may be confusing in parts or lack clarity <p>or</p> <ul style="list-style-type: none"> • does not revolve around a critical evaluation approach throughout the essay <p>or</p> <ul style="list-style-type: none"> • does not include material from the resource booklet or from other case study material. <p>or</p> <ul style="list-style-type: none"> • is fluent and coherent, but not of outstanding quality. <p>The essay fulfils ALL of the requirements of Performance Descriptor 1 above, but does not refer to diagrams.</p>

Performance Descriptor 2	<p>6 marks</p> <p>Impacts of pollution on places is discussed.</p> <p>Covers different types of places.</p> <p>Revolves around a “critical evaluation approach”.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, with some beyond the resource material.</p> <p>Includes appropriate visuals in the answer, but may not refer to them. Visuals will be adapted or original. Diagram in the resource may be analysed in depth.</p>						
	<p>5 marks</p> <p>The essay fulfils most of the requirements of Performance Descriptor 2 above, <u>but</u>:</p> <ul style="list-style-type: none"> • may be confusing in parts or lack clarity <p>or</p> <ul style="list-style-type: none"> • does not revolve around a critical evaluation approach <p>or</p> <ul style="list-style-type: none"> • does not include material from the resource booklet or from other case study material <p>or</p> <ul style="list-style-type: none"> • does not include visuals in the answer. 						
Performance Descriptor 3	<p>4 marks</p> <p>Impacts of pollution on places is discussed.</p> <p>Some evaluation.</p> <p>Refers to and incorporates some specific evidence from the resource material.</p> <p>Appropriate visuals will be included. May not be referred to.</p>						
	<p>3 marks</p> <p>Some impacts of pollution discussed.</p> <p>Very little critical evaluation of the statement.</p> <p>No visuals included, or they may be copied or not relevant.</p>						
	<p>2 marks</p> <p>Impacts of pollution on places is described.</p> <p>No visuals included, or they may be copied or not relevant.</p>						
	<p>1 mark</p> <p>Answer largely descriptive, or large parts irrelevant.</p>						
	<p>0 mark</p> <p>Nothing attempted, or answer not relevant.</p>						
	<p>Codes</p> <table> <tr> <td>CE = Critical evaluation</td> <td>O = Other</td> </tr> <tr> <td>D = Diagram</td> <td>PI = Places</td> </tr> <tr> <td>Di = Diagram incorporated</td> <td>R = Resource booklet</td> </tr> </table>	CE = Critical evaluation	O = Other	D = Diagram	PI = Places	Di = Diagram incorporated	R = Resource booklet
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Question	Expectations
THREE	Discusses the idea that people in less economically developed countries and indigenous peoples are less able to cope with the effects of pollution compared with others.
	<p>The answer requires the candidate to critically analyse / discuss, 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>Candidates are required to discuss the idea of perspectives about how people across the globe may be less able to cope depending on their ideas.</p> <p>At least ONE visual (original, or adapted from the resources supplied), MUST be incorporated into the answer.</p> <p>Give weight to the use of original or adapted visuals (rather than copied), but also to the way the visual relates to the answer’s content and the way it is used to support the answer (ie “incorporated visuals”).</p> <p>Attach little weight to a direct copy of a map or graph that is not referred to in the written answer.</p>
Outstanding Performance Performance Descriptor 1	<p>8 marks</p> <p>Discusses and analyses the idea in the statement.</p> <p>Critical analysis of the issue – candidate weighs up the idea that LEDC and indigenous people are less able to cope compared with others. Indigenous people may be implied by using case study material.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, with some beyond the resource material.</p> <p>Includes appropriate 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.
	<p>7 marks</p> <p>The essay fulfils most of the requirements of Performance Descriptor 1 above, <u>but</u>:</p> <ul style="list-style-type: none"> • may be confusing in parts or lack clarity <p>or</p> <ul style="list-style-type: none"> • does not include material from the resource booklet or from other case study material. <p>or</p> <ul style="list-style-type: none"> • is fluent and coherent, but not of outstanding quality. <p>The essay fulfils ALL of the requirements of Performance Descriptor 1 above, but does not refer to diagrams.</p>

Performance Descriptor 2	<p>6 marks</p> <p>Discusses and analyses the idea in the statement.</p> <p>Candidate weighs up the idea that LEDC and / or indigenous people are less able to cope with pollution, or the effects of pollution, compared with others. Indigenous people implied by using case study material.</p> <p>May refer to different perspectives.</p> <p>Refers to and incorporates specific evidence from named parts of the world and from case studies, with some beyond the resource material.</p> <p>Includes visuals in the answer, but may not refer to them. Visuals will be adapted or original.</p>						
	<p>5 marks</p> <p>The essay fulfils most of the requirements of Performance Descriptor 2 above, <u>but</u>:</p> <ul style="list-style-type: none"> • may be confusing in parts or lack clarity <p>or</p> <ul style="list-style-type: none"> • does not include visuals in the answer. 						
Performance Descriptor 3	<p>4 marks</p> <p>Some points made about LEDC being less able to cope compared to MEDC, or indigenous people being less able to cope with pollution and / or effects of pollution.</p> <p>Refers to and incorporates some specific evidence from the resource material.</p> <p>Appropriate visuals will be included. May not be referred to.</p>						
	<p>3 marks</p> <p>Some discussion of the idea in the statement. Mainly descriptive.</p> <p>Very little or no reference to evidence.</p> <p>No visuals included, or they may be copied or not relevant.</p>						
	<p>2 marks</p> <p>Some discussion of the idea in the statement.</p> <p>No visuals included, or they may be copied or not relevant.</p>						
	<p>1 mark</p> <p>Answer largely descriptive, or large parts irrelevant.</p>						
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