

GEOGRAPHY

Higher 1 (2017)

(Syllabus 8813)

(first year of examination 2017)

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INTRODUCTION

Geography is the science of place and space. Geographers ask where things are located on the surface of the earth ... Geography is unique in linking the social sciences and natural sciences ... Geographers use many tools and techniques ... [including] Geographic Information Systems (GIS), Remote Sensing, Global Positioning Systems (GPS) ... and others.

Association of American Geographers

Geography is the study of Earth's landscapes, peoples, places and environments ... bridging the social sciences with the natural sciences ... and puts [the] understanding of social and physical processes within the context of places and regions ... [Geography] helps us all to be more socially and environmentally sensitive, informed and responsible citizens...

Royal Geographical Society (with the Institute of British Geographers)

Geographers in different parts of the world define Geography differently depending on when they are asked to provide a definition of the subject. While the Association of American Geographers describes Geography as a science that deploys geospatial technologies, the Royal Geographical Society (with the Institute of British Geographers) puts greater emphasis on Geography's endeavour to understand our world in its entirety.

Both perspectives hint at the evolving variety of practices and interests among Geographers. More importantly what Geographers do is also influenced by the ever-changing socio-political contexts that they operate in. This dynamism of Geography has been frequently cited as a strength of the subject.

This syllabus underlines six geographical concepts that underline the motivations behind different sets of questions that interest different groups of geographers:

Environment

Geographers are interested in the relationship between humans and the natural environment. The natural environment may be seen as being designed for human purposes, thus legitimising human domination over the non-human world. The natural environment may also be understood as the major influence on human activities, which impose limits on human growth and development. The relationship between humans and the natural environment is recognised to be dynamic and complex, with changes in the former involving changes in the latter and vice-versa.

Place

Geographers investigate real places. Places acquire meaning as a result of an individual's or a group's experiences that include sensory perception and memories. Places can also be produced to represent particular identities and express specific ideas through different ways, for example signage, maps, official documents and popular media. Places evolve constantly and are contestable by different social forces. Places are constituted by what is internal to them while being shaped by external forces simultaneously.

Process

Geographers examine the flow or actions that produce or transform a system or structure. Processes can occur sequentially over time or across space. Processes are also understood as mechanisms by which particular outcomes are achieved. Processes are controlled by variables and knowledge of these variables enables some degree of prediction of future values. However exact prediction of physical and human phenomena is impossible because of our incomplete understanding or inaccurate measurements.

Scale

Geographers take care to match the resolution of data collected in relation to the scale of their research question(s) that they have in mind. Issues and phenomena manifest at different scales from the personal to the global. Processes also operate at different scales, with some operating at multiple scales at the same time. The understanding of how processes at one scale can be amplified or diminished through the interaction with other processes from any other scale is important.

Space and Time

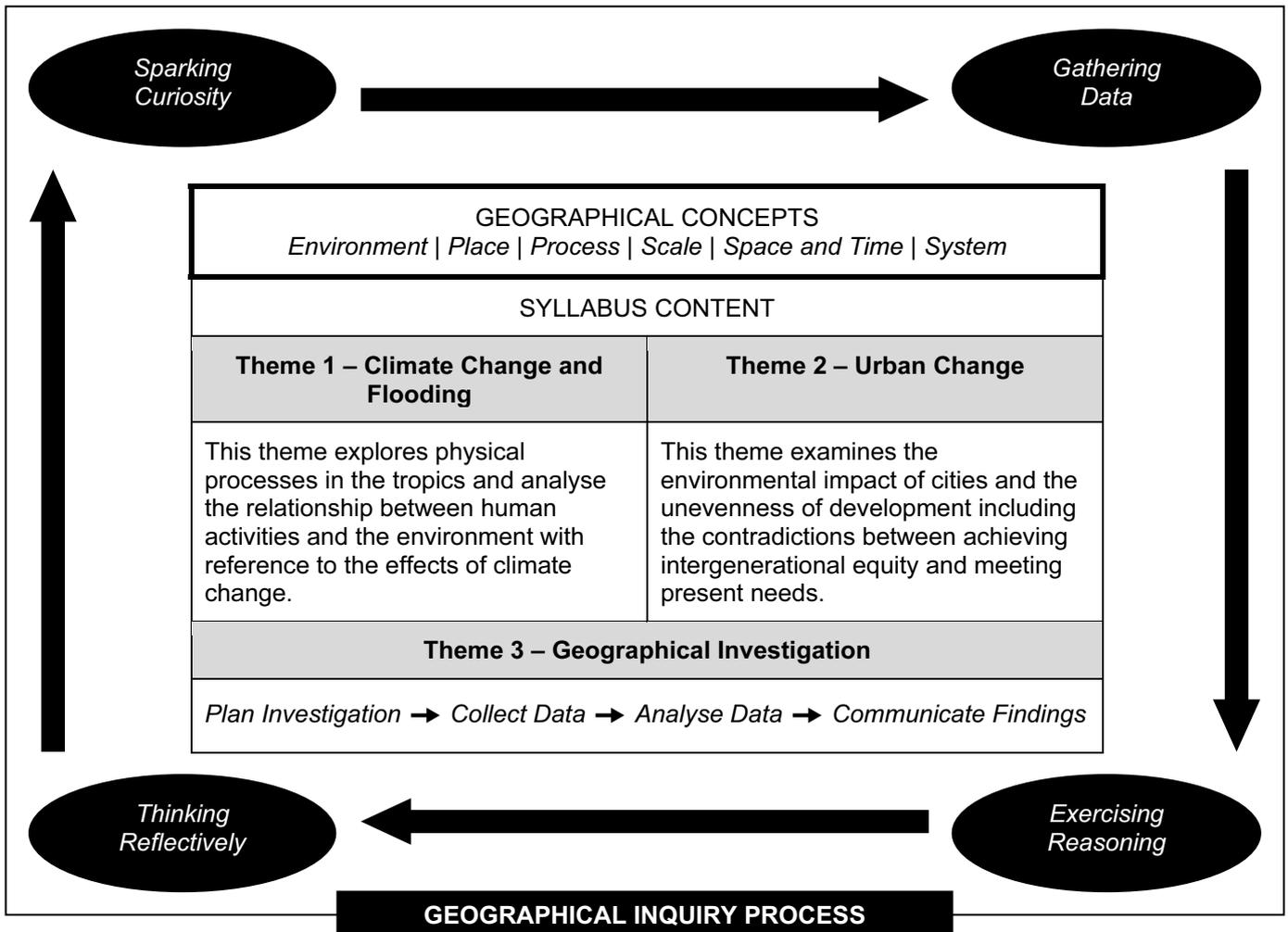
Geographers are particularly concerned about the spatial and temporal aspects of what they study. Much attention is placed on the organisation of physical and human phenomena across space and their evolution over time. Location and distance are often understood in relative rather than absolute terms in this context. An examination of spatial and temporal relations and patterns can yield significant insights and enrich our understanding of the environment and humans.

System

Geographers are sensitive to the interrelationships and interdependence of different elements in the world. Systems are hierarchical; the whole system at one level is a component of a higher-order set and the elements of one system are in effect smaller-scale systems. A positive feedback results in a net change in the system while a negative feedback does the opposite. The concept of systems allows for the study of a portion of reality while being aware that what is being studied is part of a larger whole.

The H1 Geography curriculum concept (Figure 1) shows how the six geographical concepts frame the syllabus content in Themes 1–3. The outer ring identifies the key elements of learning Geography through inquiry. It is important to note that the meanings of the geographical concepts listed have evolved considerably in the past decades and will keep evolving as geographers continue to learn more about the world we live in. The list is also not exhaustive for Geography offers much more learning resources than those included in this syllabus.

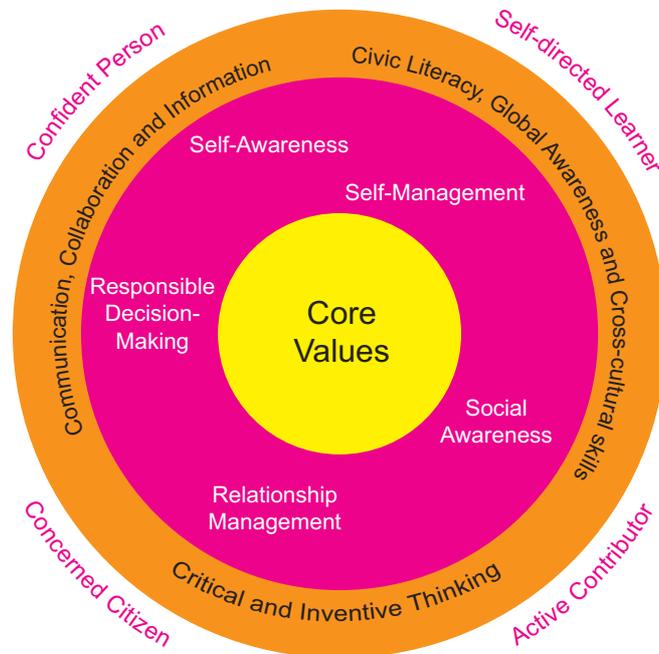
Figure 1: A Level H1 Geography Curriculum Concept



Geography, Desired Outcomes of Education and 21st Century Competencies

More than simply learning prescribed subject knowledge and skills, Geography must also support students' development of important competencies necessary for them to thrive in the 21st century. In addition, students need to learn a range of life skills and develop key social and emotional competencies that will enable them to achieve personal mastery and relate to others. More importantly, all learning must be anchored in enduring values. Figure 2 outlines the framework for 21st century competencies and student outcomes.

Figure 2: Framework for 21st Century Competencies and Student Outcomes



AIMS AND LEARNING OUTCOMES

The aims and learning outcomes below represent the body of geographical knowledge, skills and values that students will acquire through H1 Geography

Knowledge

The syllabus requires students to develop an understanding of:

1. the uniqueness of different types of natural environments and places
2. the interactions and interdependence between natural environments, societies and cultures at various scales
3. the evolution of landscapes and development of issues over time
4. the processes that shape natural environments, societies and cultures at various scales
5. the connections, trends and patterns in different parts of Asia and the rest of the world
6. a range of contemporary issues in different parts of Asia and the rest of the world through geographical perspectives
7. different approaches to solve real-world problems and achieve sustainable development; and
8. the connections between different sub-fields of geography.

Skills

The syllabus seeks to equip students with the ability to:

1. consider evidence and different viewpoints to develop logical arguments and explanations
2. analyse, evaluate and reflect on information from a geographical perspective to make informed and sound decisions
3. construct understanding through inquiry using different data collection and analysis methods; and
4. use and evaluate maps, other data visualisation to integrate information and communicate to a specific audience.

Values

The syllabus seeks to encourage students to:

1. be inspired by the splendour of natural environments and human ingenuity
2. care for delicate ecosystems and understand the importance of environmentally sustainable lifestyles
3. develop as global citizens, seek harmony and respect others in a culturally diverse world
4. contribute responsibly towards the building of a robust and inclusive society; and
5. have the integrity to uphold ethical principles and be resilient in their pursuit for a better world.

ASSESSMENT OBJECTIVES

AO1 – Knowledge

Candidates should be able to demonstrate knowledge and understanding of:

- geographical terms, facts, concepts, issues, phenomena, trends; and
- geographical investigation skills and methods.

AO2 – Application and Analysis

Candidates should be able to:

- construct explanations to show how geographical knowledge is understood in particular contexts
- apply geographical knowledge and understanding to interpret and analyse different types of geographical data; and
- apply relevant geographical knowledge, understanding, skills and methods to carry out investigations in unseen contexts.

AO3 – Evaluation

Candidates should be able to demonstrate critical thinking by:

- drawing conclusions and making judgements based on a reasoned consideration of evidence and/or different viewpoints
- making recommendations and decisions that consider different elements of an issue and/or address interests of different stakeholders; and
- evaluating different types of geographical data, methods of data collection and analysis.

EXAMINATION FORMAT

100 marks; 100%; 3 hours

Section A: Data Response Question

Candidates answer ONE compulsory question.

Question 1: Theme 3 (Geographical Investigation)

The question carries 25 marks and comprises not more than 5 sub-parts.

Section B: Data Response Question

Candidates answer ONE compulsory question.

Question 2: Theme 1 or Theme 2

The question carries 25 marks and comprises not more than 5 sub-parts.

Section C: Structured Essay Question

Candidates answer TWO questions.

Either **Question 3** or **Question 4** (Theme 1)

Either **Question 5** or **Question 6** (Theme 2)

Each question carries 25 marks and comprises two sub-parts [9m; 16m].

Note:

A Data Response Questions:

- One open-ended sub-part carrying 8 marks will be set in either Section A or Section B. This sub-part will be assessed using generic level descriptors (refer to **Appendix A** and **Appendix B**).
- Section A and Section B together will contain a maximum of 7 different resources.

B Structured Essay Questions:

- Structured essay questions will be assessed using generic level descriptors (refer to **Appendix C** and **Appendix D**).

ASSESSMENT SPECIFICATION GRID

H1 Geography		
AO1 + AO2	Marks	60m
	Weighting	60%
AO1 + AO3	Marks	40m
	Weighting	40%

SYLLABUS CONTENT

Overview

Themes 1 and 2 consist of two interconnected topics each while Theme 3 outlines the skills that students are expected to learn in order to conduct research in areas relevant to what they have learned in Themes 1 and 2.

Theme 1 (Climate Change and Flooding) helps students to understand the workings of atmospheric and hydrologic processes in the tropics through a systems approach. Students use feedback loops to analyse the effect of human activities on the natural environment and how humans are in turn affected by environmental hazards related to climate change such as floods.

Theme 2 (Urban Change) examines the environmental impact of cities and the unevenness of socio-economic development. It explores practical solutions that conserve the environment without denying opportunities to the urban poor. Students will deliberate on the contradictions between achieving intergenerational equity and building liveable urban environments to meet present needs.

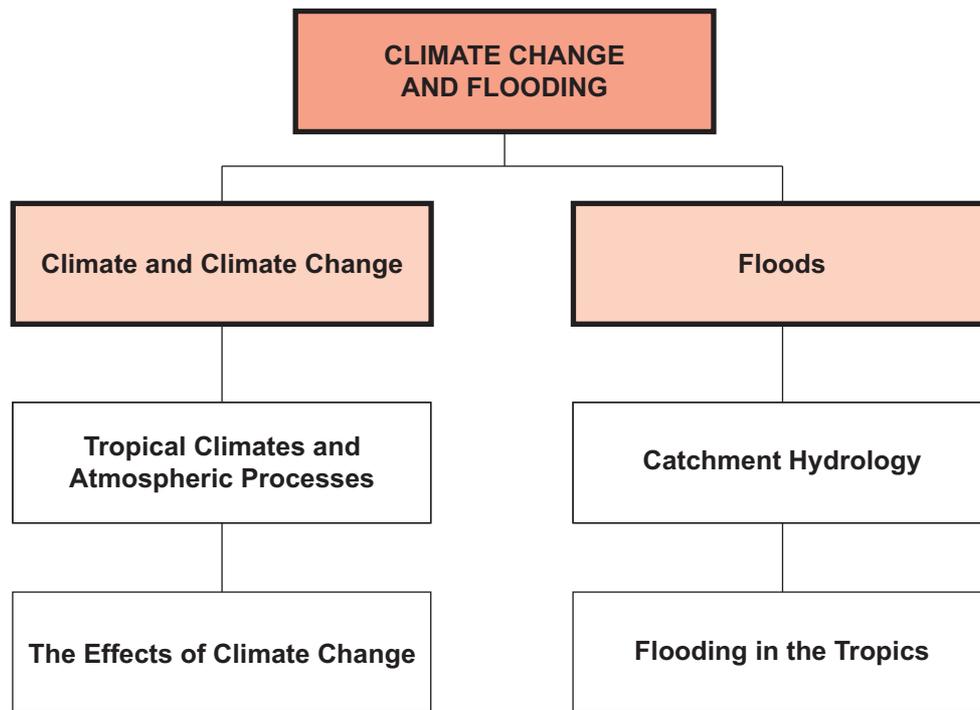
Theme 3 (Geographical Investigation) provides students with a range of opportunities to carry out fieldwork in order to deepen their understanding of what they have learned from Themes 1 and 2. They will learn how to craft research questions, plan for their investigations, collect, present and analyse data, evaluate and communicate their findings to different audiences.

Theme 1 – Climate Change and Flooding

The tropics covers a large part of the Earth's surface with a variety of landforms including major mountain ranges and rivers, such as the Himalayas and the Amazon. It can be defined as a climatic region of radiation surplus delimited by boundaries fluctuating between 30 and 35 degrees latitude, north and south. Common to all areas in this region (at sea level) is high temperature. Significant variations in the pattern and amount of rainfall differentiate these areas into various tropical climate zones. The tropics are home to some of the wettest (e.g. lower Mekong basin) and driest areas (e.g. Atacama Desert) on Earth. The atmosphere and tropical oceans play an important role in redistributing heat energy while tropical forests, rivers and wetlands regulate the carbon cycle acting as carbon sinks and sources of carbon emissions.

Theme 1 helps students to understand that physical and human processes are interconnected. They get to examine evidence of climate change and engage with current debates on how best to respond to climate change. Students also explore the relationship between climate change and extreme weather patterns through the study of floods in the tropics. They will understand that in addition to large-scale physical processes, our vulnerability to natural hazards is often determined by regional and local scale factors.

Topic 1.1 explores the key features of tropical climate zones and the underlying atmospheric processes. The effects of climate change and our response to it are examined in relation to our knowledge of paleoclimates. Topic 1.2 looks at the nature of flooding in relation to weather systems and hydrological processes in the tropics. This topic also examines the factors influencing the intensity of floods and strategies to manage floods.



Topic 1.1 Climate and Climate Change

OVERVIEW

Modern physical geography aims to explain the spatial patterns in the environment and the underlying dynamics and processes underpinning them at different scales. It is characterised by the use of scientific methods and a focus on physical processes. This topic explores processes in the atmosphere and the associated climate zones in the tropics. Students learn about the consensus among scientists that contemporary climate change is caused mainly by human activities as a result of our dependence on fossil fuels. They evaluate alternative sources of energy and gain an understanding of the range of economic, environmental and social dilemmas associated with the shift to alternative energy.

LEARNING OUTCOMES

By the end of this topic, students should be able to discuss:

- the factors influencing temperature and rainfall patterns in different climate zones in the tropics
- the processes underlying contemporary climate change, in particular the influence of human activities
- the effects of climate change and responses to it, in particular the use of alternative energy sources

CONTENT

1. Tropical Climates and Atmospheric Processes

- a) Distinctive characteristics of the tropics based on the Köppen-Geiger climate classification system
 - humid tropics: tropical rainforest (Af), tropical monsoon (Am) and tropical savanna (Aw)
 - arid tropics: sub-tropical steppe (BSh) and tropical desert (BWh).
- b) Effect of atmospheric circulation on tropical climates
 - re-distribution of surplus solar radiation by the Hadley Cell, including the convergence of trade winds at the Intertropical Convergence Zone (ITCZ), and the resultant effects on atmospheric stability and rain formation
 - seasonal variations in wind direction: Asian and African monsoons
 - weakening of the Walker Circulation and the El Niño Southern Oscillation (ENSO) phenomenon.

2. The Effects of Climate Change

- a) The science of climate change
 - climate during the Pleistocene and Holocene
 - evidence of climate change since the last ice age
 - atmospheric processes that result in the enhanced greenhouse effect
 - relative significance of anthropogenic activities in climate change.
- b) Possible effects of climate change on human activity.
- c) Responses to mitigate and adapt to climate change including the use of alternative energy sources.

Topic 1.2 Floods

OVERVIEW

The array of scientific techniques available today enables physical geographers to continually improve our understanding of natural environments. As a result, we have a better grasp of human impacts on natural landscapes and physical processes. More importantly, we are now aware of how our actions can increase our vulnerability to natural hazards such as floods. In this topic, students will explore how physical geography knowledge can be applied to manage the effects of natural hazards. They will learn about the natural and human factors that influence the occurrence of floods. In addition, students will appreciate the importance of putting resources to good use in mitigating natural hazards as they consider the cost and benefits of different flood management strategies.

LEARNING OUTCOMES

By the end of this topic, students should be able to discuss:

- the hydrological systems and fluvial processes in the humid and arid tropics
- the causes and effects of floods in the humid and arid tropics
- the management of floods in the humid and arid tropics

CONTENT

1. Catchment Hydrology

- a) Drainage basin water balance
 - input: precipitation
 - pathways: overland flow, infiltration, percolation, throughflow and baseflow
 - water stores: interception and biological water storage, soil water storage, groundwater storage and channel storage
 - output: evapotranspiration and river discharge.
- b) Fluvial and runoff processes
 - fluvial processes: erosion, transportation and deposition
 - storm runoff generation: infiltration excess and saturation overland flow.

2. Flooding in the Tropics

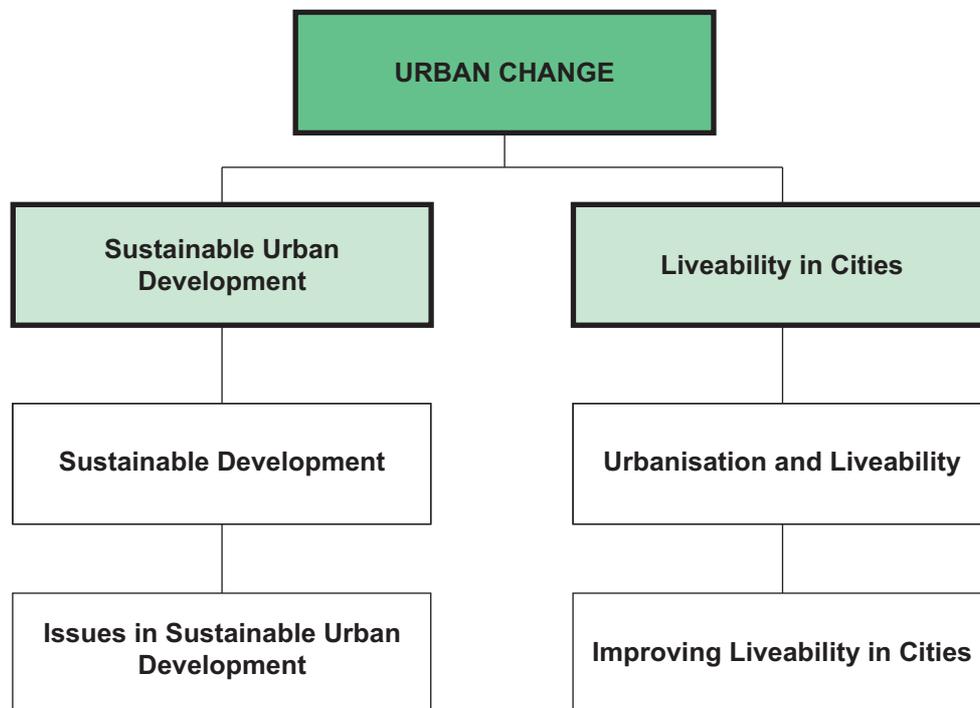
- a) Hydrographs
 - characteristics of flash and fluvial flood hydrographs: peak rainfall, baseflow, storm flow, peak discharge and lag time.
- b) Flooding in the humid and arid tropics
 - patterns of occurrence of tropical cyclones
 - atmospheric and surface conditions necessary for the development of tropical cyclones
 - human and physical factors that influence the occurrence of floods including rainfall amount and intensity, land use and surface cover
 - socio-economic and environmental effects of floods
 - hard and soft-engineering strategies to manage floods.

Theme 2 – Urban Change

With the release of the report 'Our Common Future' by the World Commission on Environment and Development (WCED) in 1987, 'Sustainable Development' has become almost universally accepted to mean 'development that meets our current needs but not at the expense of future generations'. The pursuit of sustainable development is now stated as a principal policy goal of major global institutions such as the United Nations as well as many governments around the world. This theme develops students' understanding of sustainable development in the urban context in different parts of the world.

By combining the discussion of sustainable urban development and liveable cities, Theme 2 helps students to explore the ideas of sustainability and liveability at a communal and personal level. Students will understand that to realise the vision of cities in the future having vibrant economies, harmonious societies and healthy environments, much effort is required from many parties including governments, businesses and grassroots communities.

Topic 2.1 introduces the concept of sustainable development and the reasons why some countries continue to resist it. Following a discussion of different ways to measure sustainable urban development, students explore selected issues that could undermine a city's continued growth. Topic 2.2 explores what it means to be urban and the factors that affect urban liveability. Students also get to engage with recent debates about the effectiveness of different strategies to meet the needs of different social groups living in cities.



Topic 2.1 Sustainable Urban Development
OVERVIEW
<p>More than half of the world's population live in urban areas today. The proportion of people living in urban areas is expected to grow, especially in less developed regions. Experience has shown that while activities in cities drive economic growth, there are doubts about whether key decision makers at all levels of government are able to cope with the increasing number and size of cities in their countries. As a result, questions have been raised about the sustainability of urbanisation. For example, how can cities secure the livelihoods of their inhabitants without undermining the environment? This topic explores sustainable development using the city as the unit of analysis. Students will learn about the economic, environmental and social pressures that cities experience, and how they are being managed.</p>
LEARNING OUTCOMES
<p><i>By the end of this topic, students should be able to discuss:</i></p> <ul style="list-style-type: none"> • the concept of sustainable development • the difficulties of measuring sustainable urban development • the issues that confront cities and the strategies to achieve sustainable urban development
CONTENT
<p>1. Sustainable Development</p> <ul style="list-style-type: none"> a) Definition of sustainable development according to the 'Our Common Future' and its key tenets: <ul style="list-style-type: none"> – the concept of 'needs', in particular the essential needs of the world's poor – the idea of 'limitations' imposed by the current level of technology and how society is organised on the environment's ability to meet present and future needs – sustainable development involves maximising the goals across three interdependent dimensions (economic, social and environmental), and yet may involve trade-offs. b) Measuring sustainable urban development <ul style="list-style-type: none"> – the economic, social and environmental dimensions of sustainable urban development – the use of relevant indicators to monitor sustainable urban development – the difficulty in deciding on what aspects to be measured and the selection of appropriate indicators.
<p>2. Issues in Sustainable Urban Development</p> <ul style="list-style-type: none"> a) Management of non-hazardous solid waste <ul style="list-style-type: none"> – ecological footprints of cities – urban metabolism: linear nature of production, consumption and disposal in cities – strategies to manage non-hazardous solid waste. b) Management of slums <ul style="list-style-type: none"> – characteristics of urban slums and the reasons for their development, including the role of migration – strategies to improve the lives of slum dwellers c) Traffic congestion and its management <ul style="list-style-type: none"> – reasons for traffic congestion – impacts of traffic congestion on cities and urban dwellers – strategies to ease traffic congestion in cities

Topic 2.2 Liveability in Cities
OVERVIEW
<p>The study of urban areas and cities is often challenging as countries define 'urban' differently. A settlement with more than 200 residents is classified as urban in Sweden whereas it requires 30 000 in Japan. Also, in many instances, the physical extent of urban areas does not correspond with their administrative boundaries. Through this discussion, students will learn how to cope with ambiguity in undertaking urban research. In addition to the objective measures of urban, students explore the subjective measures of urban liveability to understand how people interact with their urban environments. This topic explores everyday life in cities. Students will get to immerse themselves in the lived experiences of different social groups and understand how well the urban environment meets their diverse needs.</p>
LEARNING OUTCOMES
<p><i>By the end of this topic, students should be able to discuss:</i></p> <ul style="list-style-type: none"> • the difficulties of defining 'urban' and measuring liveability • the issues that cities confront in achieving liveability • the range of strategies to achieve liveability
CONTENT
<p>1. Urbanisation and Urban Liveability</p> <ol style="list-style-type: none"> a) Urbanisation and cities <ul style="list-style-type: none"> – defining 'urban' as an entity and as a quality – urbanisation at the global scale and reasons for variations – global trends and projections of urban population change b) Urban liveability <ul style="list-style-type: none"> – defining and measuring urban liveability – liveability and its relationship with sustainable urban development – political, socio-economic and environmental factors that affect urban liveability
<p>2. Improving Liveability in Cities</p> <ol style="list-style-type: none"> a) Raising the quality of urban living space through urban reimagining <ul style="list-style-type: none"> – reasons for urban reimagining – strategies to improve the image of cities – impacts of urban reimagining on urban dwellers. b) Needs of different social groups in the city – Elderly, Youths, Disabled and Migrants¹ <ul style="list-style-type: none"> – experiences of different social groups – issues affecting different social groups living in the city and their response – strategies to cater to the needs of different social groups. c) Issues affecting liveability – crowding and fear in the city² <ul style="list-style-type: none"> – factors that determine the extent of crowding including the characteristics of the individual, physical, social and task environment OR sources of fear including crime and terrorism – strategies to lessen crowding OR cope with fear in the city <p>¹ students are required to learn about the Elderly and one other social group. ² students are required to learn about either crowding or fear in the city.</p>

Theme 3 – Geographical Investigation

With guidance from the teacher, students will identify a suitable geographical question or hypothesis to carry out an investigation. This could be completed individually or in small groups. Students should devise research questions or hypotheses and follow through the investigation in the following areas:

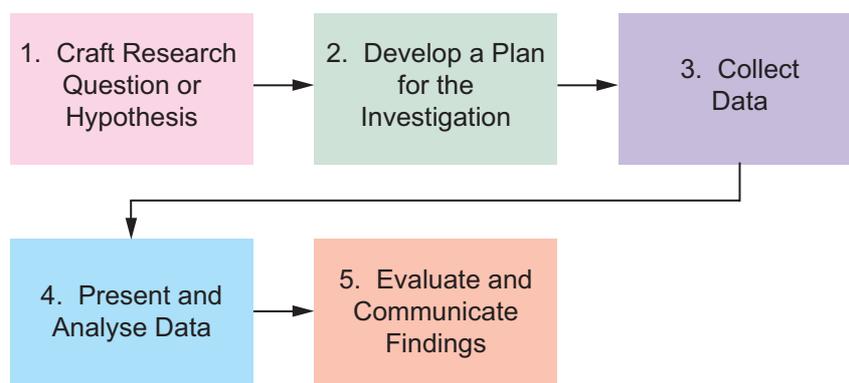
A | Living with Rivers

- Factors influencing flood risk and ways to mitigate it
- Influence of land use on infiltration rates

B | Urban Living Today

- Liveability of urban neighbourhoods
- Needs analysis of the elderly living in an urban neighbourhood

The investigation should reflect the following stages:



1. Craft Research Question or Hypothesis

Students should be able to craft geographical questions/hypotheses that are:

- at a suitable scale
- capable of research
- clearly defined

2. Develop a Plan for the Investigation

Students should be able to:

- establish the data needed to examine the question/hypothesis posed
- identify appropriate methods for collecting primary and secondary data (including sampling when required)
- consider research ethics and understand limitations imposed by resources
- minimise potential risks in undertaking investigation

3. Collect Data

Students should be able to:

- make use of primary and secondary data as appropriate to the question/hypothesis posed
- consider issues of accuracy and reliability in relation to the data being collected

4. Present and Analyse Data

Students should be able to:

- organise and represent data using appropriate methods (see Additional Notes on Data)
- analyse and interpret the data using appropriate qualitative and quantitative methods
- interpret the results in relation to the question/hypothesis posed

5. Evaluate and Communicate Findings

Students should be able to:

- present a summary of the findings, relating back specifically to the question/hypothesis posed
- present an evaluation of the investigation, including the methods used, data collected and possible limitations and improvements that could be made

***Additional Notes on Data**

Students are required to be familiar with the following types of data. Making sense of data and representing ideas using different graphical/tabular methods should be an integral part of learning Geography including geographical investigations.

Maps | contour maps, choropleth maps, isoline maps, dot maps, flow-line maps, proportional symbols maps and cartograms

Graphs | pie charts, bars, histograms, scatter graphs, dispersion diagrams, triangular graphs, line graphs

Photographs | landscape photographs, aerial photographs and satellite images

Others | tables, diagrams, illustrations and cartoons

APPENDIX A

H1 Generic Level Descriptors for 8m DRQ on Themes 1 and 2

Level	Marks	Descriptors
3	7–8	<p>Response demonstrates clear knowledge and understanding of the context in the question. Uses relevant, detailed and accurate factual information and conceptual understanding. Reflects strong critical thinking skills. Source(s) is well used to support the response.</p> <ul style="list-style-type: none"> Provides a logical and well-developed evaluation well founded on evidence and/or different viewpoints <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Makes a decision which clearly addresses different elements of the issue and/or interests of different stakeholders
2	4–6	<p>A satisfactory response which is generally sound and contains relevant points, but may not always focus on the context in the question. Uses factual information and conceptual understanding that is generally relevant to the given context but lacks detail and may contain some inaccuracies. Displays general critical thinking skills. Source(s) is used to support parts of the response.</p> <ul style="list-style-type: none"> Provides an evaluation, which may be limited in depth and insufficient evidence and support used <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Shows some attempt to address different elements of the issue and/or views of different stakeholders when making a decision but is not well-developed or exemplified.
1	1–3	<p>Response shows a poor understanding of the context in the question. Uses basic factual information and conceptual understanding which has some, but limited relevance to the question. Source(s) is not used or not accurately used to support the response</p> <ul style="list-style-type: none"> Provides little or no evaluation <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Evidence of decision-making, if present, are simple and may be flawed and contains no reference to views of stakeholders
0	0	No creditworthy response.

Note:

- The assessment involves qualitative rather than quantitative evaluation. Judgements on the level to be awarded to an answer will be based on the principle of 'best fit' determined by the descriptors within each level.
- The descriptors in each level may be worded differently in actual assessment to link them more to the questions set. However, regardless of the wordings used, the quality of responses expected of candidates in each level would not deviate from that stated in the generic level descriptors.

APPENDIX B

H1 Generic Level Descriptors for 8m DRQ on Theme 3

Level	Marks	Descriptors
3	7–8	Response demonstrates accurate knowledge and understanding of geographical investigation skills and methods relevant to the given context. Provides a logical and well-developed evaluation that reflects strong critical thinking skills and a good understanding of the requirements of the question.
2	4–6	Response demonstrates good knowledge and understanding of geographical investigation skills and methods relevant to the given context. Provides an evaluation, which may be limited in depth and detail. Response reflects critical thinking skills in general but may not always be relevant to the question.
1	1–3	Response shows inadequate knowledge and understanding of geographical investigation skills and methods relevant to the given context. Provides a little or no evaluation. May include material that is irrelevant to the question.
0	0	No creditworthy response.

Note:

1. The assessment involves qualitative rather than quantitative evaluation. Judgements on the level to be awarded to an answer will be based on the principle of 'best fit' determined by the descriptors within each level.
2. The descriptors in each level may be worded differently in actual assessment to link them more to the questions set. However, regardless of the wordings used, the quality of responses expected of candidates in each level would not deviate from that stated in the generic level descriptors.

APPENDIX C

H1 Generic Level Descriptors for 9m SEQ sub-part (a)

Level	Marks	Descriptors
3	7–9	Response is consistently analytical and explanatory rather than descriptive. There is a clear focus on the question. Depth of relevant knowledge and understanding exemplified throughout. The response is coherent and the use of terminology is accurate.
2	4–6	Response includes analysis and explanation but is generally dominated by description for weaker responses. Response reflects relevant knowledge and understanding of the question. Response is structured and organised satisfactorily but may be unclear in parts. Use of terminology is generally accurate.
1	1–3	Response does not address the requirements of the question fully. Depth of knowledge and understanding shown is limited. Response is generally fragmentary and lacks a clear structure and organisation. There may be many unsupported, brief or incomplete assertions and/or arguments with some inaccurate use of terminology.
0	0	No creditworthy response.

Note:

The assessment involves qualitative rather than quantitative evaluation. Judgements on the level to be awarded to an answer will be based on the principle of ‘best fit’ determined by the descriptors within each level.

APPENDIX D

H1 Generic Level Descriptors for 16m SEQ sub-part (b)

Level	Marks	Descriptors
4	13–16	Response shows strong evaluative elements. Evaluation is relevant and comprehensive. Response fully addresses the question and features accurate knowledge, reflecting depth of understanding. The argument or discussion is coherent and well-supported by relevant material. Use of terminology is accurate.
3	9–12	Response displays a sound evaluative element. Response addresses the question and features accurate knowledge, reflecting depth of understanding. The argument or discussion is coherent and supported by relevant material. Use of terminology is relevant and mostly accurate.
2	5–8	Response has some elements of evaluation but is broadly descriptive. Response exemplifies knowledge and understanding of the question and is generally relevant. The weakest responses may lack balance and/or depth. Response structure is broadly coherent but may lack clarity. Use of terminology is inconsistent though generally accurate.
1	1–4	Response shows little or no evaluation. Response lacks focus on the question and may be largely irrelevant to it. Response is fragmentary and lacks clarity. There may also be unsupported assertions and/or arguments with limited or no use of terminology.
0	0	No creditworthy response.

Note:

The assessment involves qualitative rather than quantitative evaluation. Judgements on the level to be awarded to an answer will be based on the principle of ‘best fit’ determined by the descriptors within each level.