

2006 Geographical Folio

Advanced Higher

Finalised Marking Instructions

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National Qualifications 2006

Geography

Notes of Guidance for Markers

I General Arrangements and Timetable

1 General arrangements

Each marker will assess the performance of a selection of candidates, on the basis of a Written Examination and a folio of submitted work comprising a Geographical Study and a Geographical Issue. Examination scripts and folios sent to assessors may be from different centres/candidates.

2 Timetable

	Date of delivery to examiners	Examiners' meeting	Last date for submission to SQA
Written Examination	2 nd June 2006	6 th June 2006	23 rd June 2006*
Folio (Geographical Study and Geographical Issues critical evaluation essay)	18 th May 2006	24 th May 2006	23 rd June 2006*

* Earlier if possible

Material will be sent to assessors normally within 1 week of submission dates.

- 3 Please check rigorously what you receive and **telephone** the Scottish Qualifications Authority, Tel No 0131-561-6877 if wrong material has been received or if material which should have been received is missing.

II Marking Instructions

The map interpretation question in the examination paper will be assessed using a numerical mark out of 30, and the geographical methods and techniques question out of 20, as specified on the examination paper. Detailed instructions for marking the written examination paper will be sent to assessors in time for the receipt of examination papers. These instructions may be clarified or modified at the markers' meeting on Tuesday 06/06/06. For the Folio, comprising a Geographical Study and a Geographical Issue, there are 4 separate elements of assessment for each of these two elements. These are explained in the marking schemes below. Different criteria are used for the Geographical Study and the Geographical Issue. For each assessment element, a single whole number mark out of 20 (for the Study) or 15 (for the Issue) should be awarded by the examiner, according to her/his judgement of quality of the work, using the information below.

Thus for every candidate there will be two marks, one out of 30 and one out of 20, for the written examination, four marks out of 20 for the Geographical Study and four marks out of 15 for the Geographical Issue. These should then be totalled by markers to give **two** overall marks for each candidate – a mark out of 50 for the examination and a mark out of 140 for the Geographical Folio (this will later be translated by SQA staff into a total of 200 marks by applying a factor of 1.2 to the examination mark).

Exact entry of the total marks on the relevant Ex. 6 form is **most important**, as this form is the basis of the data entry procedures and will be the primary element in determining candidates' final grades. These forms **must** be sent in a separate envelope to Dalkeith with the candidates' assessed work, no later than the specified date (23/06/06). All procedures are explained more fully in section III (Procedures) of this document and will be further discussed at markers' meetings.

General marking instructions

When marking the examination scripts and Geographical Folios, justify the mark awarded by comments on the flyleaf cover supplied by SQA for each of these pieces of work. No comments should be written on any part of the work itself, with the exception that standard marking devices (ticks, brackets, underlines, etc) may be used in marking the examination scripts only.

All marking issues together with consideration of each element of assessment will be discussed in detail at the markers' meetings. Key word descriptors are given for the specific marking criteria employed in the marking of the Folio (comprising the Geographical Study and the Geographical Issue essay).

Notes

1. The *general* relationship between total marks and grades awarded is shown in the table below. This relationship will be moderated by the Principal Assessor and SQA Officers in light of the nature of responses to specific questions, the overall pattern of marks of candidates and evaluation of the relationship of this year's examination to benchmark standards.

Mark for whole AH programme	Literal grade relating to the mark for the whole Advanced Higher Geography programme
200-170	Upper A
169-140	Lower A
139-130	Upper B
129-120	Lower B
119-110	Upper C
109-100	Lower C
99-90	D
89 or less	No Award

2. Presentations that are over-length should be referred to the Principal Assessor as in note 5. Examiners should deduct the standard penalty from the mark awarded as well as referring the work to the PA.
3. In cases of exceedingly bad spelling or lack of punctuation or illegible writing which makes the work almost unintelligible this should be drawn to the attention of the Principal Assessor as in note 5.
4. Mark using whole numbers, using the whole range of the marks as appropriate.
5. If in so much doubt as to require a second opinion please indicate by "PA" on the **top right hand of the front cover of the examination script** or in the **top right hand corner on the flyleaf cover** supplied with the folio of submitted work. Some candidates' work may be difficult to assess for particular reasons (eg interpretation of question). In such cases mark work "PA" and note the reason for referral. If there is suspicion of plagiarism mark normally, but mark the flyleaf cover "M".
6. Since candidates' folios may be returned to them, markers **must not** write on or otherwise annotate them. Standard marking devices (ticks, brackets, underlines, etc) may be used in marking the examination scripts, but under no circumstances should markers write any words or comments on any piece of candidate work. However comments explaining and justifying marks awarded **must** be entered on the flyleaf cover provided for each piece of work.

Specific descriptors and marking instructions

Mark descriptors and instructions for the written examination (Paper 1)

Full instructions for this paper will be given in the specific marking instructions for the written paper, which will be sent separately to markers. These instructions will relate to this year's paper only.

Mark descriptors for the Geographical Issue (Folio element 1)

Essays that do not attempt to critically evaluate sources, and are simply essays *about* a chosen topic are unlikely to get more than a total of 40 out of 60, as little or no mark credit can be given in the critical evaluation element of assessment. Assessment for the other three elements should be according to the quality of the work submitted without further penalty.

Candidates should be permitted considerable latitude in their choice of topic. It should be able to be attached in some way to an H grade environmental interactions theme. Contemporary geography encompasses a wider range of research issues, approaches and paradigms than in the past, and candidates' choice of essay topics may reflect this. In any case of doubt contact the PA and mark the folio flyleaf cover PA noting choice of topic.

15 - 13 **Very well written** essays, written to a very high standard, containing a well-chosen selection of relevant material thoroughly analysed and **showing well-argued and substantial critical evaluation** of the sources. The essays are based on **appropriate sources that give a range of viewpoints** on the chosen themes. At the standard that may be at or close to being described as "**little or no more could be expected at this level**".

Key word descriptors

Presentation: No more could be expected at this level; must include illustrative graphical material

Research, content and relevance: A well-chosen selection of relevant material drawn from the sources and effectively manipulated by the student. Clear contextualisation of the sources.

Structure and logical development: Very clearly organised specific arguments; thorough analysis that shows insight into the material.

Critical commentary: A clear, direct and explicit attempt at evaluation of the viewpoints in the sources. Critical evaluation is balanced and effectively incorporated into the essay structure.

12 – 11 **Well written**, containing good material, **a performance with an element of merit**. A clear **attempt to critically assess sources** is essential. Choice of themes for the essays is **sound**, and sources **relate clearly** to these themes.

Key word descriptors

Presentation: At a good standard in all respects, including relevant illustrative material.

Research, content and relevance: A selection of relevant material. Some contextualisation.

Structure and logical development: Clear specific arguments, and effective analysis. Sound structure to the essay.

Critical commentary: An attempt to make explicit statements on the viewpoints in the sources.

- 10 - 9 **Workmanlike**, with a tendency to focus on description of the sources, **lacking insight**. Often **more descriptive than analytical**. Some critical assessment but may be **limited or largely implicit**. Essay presented to a **reasonable standard** but may tend to focus on describing the sources. Themes and/or sources may have **some deficiencies**.

Key word descriptors

Presentation: Generally sound though with some weaknesses, some illustrative material. Very good presentations with no illustrative material are likely to be in this category.

Research, content and relevance: Largely based on relevant material.

Structure and logical development: Detailed arguments and analysis are reasonable, though generally lacking flair. An attempt to provide an organised structure to the essay.

Critical commentary: Little attempt to make explicit statements on the viewpoints in the sources, though text may provide an implicit review of viewpoints.

- 8 **Lacking in critical evaluation**. Generally **descriptive essays**. Essays, which are **ordinary**, rather than very poor in these respects. Conclusions not drawn, and generally the essay is lacking in structure and analytical substance. Themes and sources may be weak. Essays may have some **significant deficiencies** in presentation.

Key word descriptors

Presentation: Rather basic in all respects. Lacking flair and finish. Poor spelling and/or grammar.

Research, content and relevance: Descriptive, limited and sources may be inappropriate or poorly characterised. Not all source need to be academically sound but an essay based largely on such is weak in this category.

Structure and logical development: Detailed arguments and analysis are lacking in substance and or clarity, but are ordinary rather than poor. Text not effectively organised.

Critical commentary: No attempt to make an explicit statement on the viewpoints in the sources, and limited implicit review of viewpoints.

- 7 **Factually thin**, poor sources and **wholly deficient in critical evaluation and analysis**. **Significant errors** in content or use of methods. Fragmented text. **Poor presentation**, which may include poorly written and spelt text.

Key word descriptors

Presentation: Poor, with little or no relevant illustrative material. May have significant text errors and generally lack finish.

Research, content and relevance: Thin content, limited review of sources. Sources are all/mainly lacking in substance.

Structure and logical development: Limited coherence in structure. Descriptive essay.

Critical commentary Very limited and implicit at best.

- 6** **Not really at the appropriate standard for this level of work.** Superficial, descriptive, many errors and very poorly presented. **Shows little or no understanding of what is required** in respect of critical evaluation. Poor choice and use of themes. **Inappropriate** sources.

Key word descriptors

Presentation: Very poor and with few elements which are appropriate to expected AH standard.

Research, content and relevance: Very weak, poorly chosen and explained sources.

Structure and logical development: Incoherent, lacking any clear direction.

Critical commentary: Effectively none.

- 5 – 0** **Very poor in all respects, lacking any attempt at critical evaluation, either explicit or implicit.** Essay text and content ranges from very poor to abysmal. May be a “token” presentation. **Shows no understanding of what is required at this level.** Give some credit where this is possible, and use 0 or near 0 only when there is little or nothing to mark.

Key word descriptors

Presentation: Not at AH standard in any respect. Containing many obvious errors.

Research, content and relevance: May be very limited in scope and not at AH standard for an essay.

Structure and logical development: Unfocussed. Essay is a collection of unlinked elements with little or no structure.

Critical commentary: No attempt.

Use lowest range of marks in this category for, incomplete or "token" essays.

Mark descriptors for the Geographical Study (Folio element 2)

Choice of topic is important. Good studies generally attempt demanding topics, and this should be reflected in the overall mark for this part of the folio. The study may be based on primary or secondary data or a combination of both. Credit should be given for primary data collected in fieldwork where this has been done to a high standard. Good studies will show flair in both analysis and the commentary on results, and will be presented to a very high standard both in the written text and in graphical material. A range of graphical presentation elements is essential. Computer generated material is as acceptable as hand drawn illustrations and both should be assessed according to their quality and content.

20 - 17 **Very well written** and laid out, containing high **quality data content**. **Flair in analysis** using a good range of appropriate techniques. The study shows **insight** into the research questions of the study with **excellent and appropriate** use of techniques. Presentation in all dimensions of text and graphics is to the **highest standards** that could be expected at this level. At the **overall standard, which may be at, or close, to being described as** "no more could be expected at this level".

Key word descriptors

Presentation: Very high quality throughout. Error free and well written text. Graphical and illustrative material of an exemplary standard. No more could be expected at this standard.

Data and content: High quality and appropriate quantity of data, which very clearly relates to the defined research questions, and has been carefully chosen and/or collected.

Techniques: A wide range of appropriate techniques is correctly used. Techniques focus very clearly on the research questions. Techniques used will draw on the more advanced elements in the GMT part of the AH programme.

Relationships: Analysis very clearly relates to the research questions, and explains relationships involved lucidly. No more could be expected at this standard.

16 – 15 The whole study is **well presented**, and contains good data and supporting material. The data is **analysed effectively** and with some focus on defined research questions but without the element of perception and insight of the best work at this standard. Overall the study represents a **performance with an element of merit** though may be “good” workmanlike in some respects. The collection and analysis of data is competent, using techniques that are appropriate. Candidates who produce a sound study in which analysis, rather than description, is foremost, reach this standard.

Key word descriptors

Presentation: Very sound/competent in all respects, with some evidence of flair.

Data and content: Good content of data on which the study is based. Appropriate data sources for the study’s research questions.

Techniques: A good range of techniques is employed in a correct and sensible manner.

Relationships: There is a clear focus and reflection upon research questions in the analysis of relationships. Lacking the real flair of the best work.

14 – 12 **Workmanlike** overall, with relevant facts but less selective and analytical, **lacking insight**. Makes a clear attempt to analyse a **reasonable research theme**, which however may not have been well developed into clear specific questions. May be **more descriptive than analytical**. Database may be limited. No real flair in any part of the study. May be formulaic in approach.

Key word descriptors

Presentation: Workmanlike with little or no evidence of flair. May be a few obvious errors.

Data and content: Sound as far as it goes, but limited in content. Some data may be rather inappropriate for the research questions. Study should use data that is above the level of S grade.

Techniques: Workmanlike. May not be the most appropriate available. Limited in range used, and typically few are drawn from the GMT part of the AH course.

Relationships: Tends to be descriptive rather than analytical. May be lacking commentary on some important relationships.

11 **Rather limited** content and analysis. Tends to be **descriptive with weak analysis** of relationships and limited conclusions. **Not very effectively structured or presented**, and may contain a **significant number** of text errors and spelling mistakes. Overall **ordinary**, rather than very poor in these respects.

Key word descriptors

Presentation: Rather weak, with significant errors or poor elements.

Data and content: Limited database. No clear research objectives to drive data used – a bit aimless. However, some of the data is beyond that used at S grade.

Techniques: Limited in all respects. There may also be poor choice or use of some techniques.

Relationships: Largely descriptive with limited analysis of relationships. Generally rather simplistic based on basic cause effect ideas with no understanding of relationships in depth.

10 **Very limited** content and analytical techniques. **Deficient** in real geographical content, examination of relationships and analysis. There may be **significant errors** in content or use of methods. No real evaluation or conclusion. **Fragmented or poorly written text** with numerous errors. **Poor presentation**, which includes poorly written and spelt text and sub-standard graphical work.

Key word descriptors

Presentation: Weak. Unattractive and uninformative graphically, significant text errors.

Data and content: A limited database, which may be poorly linked to study themes. Themes and objectives poorly stated.

Techniques: A limited and poorly chosen range used.

Relationships: Almost exclusively descriptive, with no evidence of understanding beyond the pedestrian.

- 9 **Not really at the appropriate standard for this level of work. Very limited** data content and entirely lacking analysis appropriate to the Advanced Higher Geography course. **Superficial**, descriptive, many errors and **very poorly presented**. Shows little understanding of what is required, and has **little real content** as required by the specification of the Geographical Study.

Key word descriptors

Presentation: Many text errors and very poor or inappropriate graphics. Not really at AH standard.

Data and content: Very limited data content in all respects, and little or no attempt to relate these to study themes.

Techniques: Extremely limited or inappropriate. Not really at AH standard. May rely entirely on those acquired in the S grade course.

Relationships: Descriptive with no attempt to analyse.

- 8 – 0 **Very poor in all respects**, lacking any proper database or use of analytical techniques, containing gross errors and with no explanation. The standard of presentation ranges from very poor to abysmal. May be a “token” presentation. **Shows no understanding of what is required for an Advanced Higher Geographical Study.** Little or no geographical **content or relevance**.

Key word descriptors

Presentation: Very poor to abysmal in all respects. Clearly not at AH standard.

Data and content: Little substantial content at all. Gives clear impression that not much work has been done. Not at AH standard. May repeat and include material that does not make sense.

Techniques: Little or no use of techniques appropriate to AH course, and not at AH standard.

Relationships: Weakly descriptive. Not at AH standard.

III Procedures

Assessment of each element of a candidate's work should be assessed as follows:

1 The Written Paper

Scripts will be despatched to reach markers on 2nd June. A specific and detailed list of points expected in answers will be sent at the same time as the scripts.

For the meeting on Tuesday 6th June markers are asked to read a selection of scripts sent to them (3 will be sufficient) and to note points of difficulty in making assessments. Photocopies of a number of answers to questions may *also* be sent to markers. Markers are asked to read and mark them: markers are free to underline or otherwise indicate points good and bad or difficult on the photocopies. Please bring these photocopies to the meeting on Tuesday 6th June along with any other script that appears to raise problem issues.

Markers may make use of standard marking devices (ticks, brackets, underlines, etc) on the examination scripts, as they are **not** returned to the candidates. However any written comments must instead be recorded on the accompanying flyleaf, and should be sensible and relate to the marking criteria. Marks should be entered on the Ex6 forms which will accompany the written papers, and which are to be returned to Dalkeith with the marked examination papers, no later than 23/6/06, and earlier if possible.

2 Geographical Folios

Geographical Folios will be sent out to reach markers on 2nd June. A flyleaf cover will be enclosed together with Ex6 forms for Geographical Issue and Geographical Study which form a candidate's folio of submitted work. The flyleafs will give a record of marks for all criteria used in assessment and marker's justification of the marks for the Geographical Folio. The Ex6 forms must be completed and returned with the assessed work by **Friday 23rd June at the latest**. A meeting will be held in the Department of Geographical and Earth Sciences, East Quadrangle, Main Building, University of Glasgow Wednesday 24th May, commencing at 10.30 am.

2.1 Geographical Issues

Before the meeting markers are asked to read **at least** three Geographical Issues and gain an overall impression of the standards, and note any difficulties in making assessments. Problems connected with assessing the Geographical Issues will be discussed at this meeting, and markers should bring along (i) any problematic essay (ii) the three essays that they have read. **Please do not write on the Geographical Issues, as they may be returned to the candidates.** The essay should be on themes that relate generally to the Environmental Interactions (previously "Applications") part of the Higher Geography syllabus from either the human and/or physical geography. Markers should interpret essay themes' relationships to the Environmental Interactions broadly. In cases of doubt note this for the attention of the Principal Assessor by writing PA on the top right of the flyleaf cover. Penalty for over-length essays at the rate of 10% of the total marks available should be subtracted from the overall mark obtained by the candidate. Such submissions should be marked PA.

Geographical Issues should be assessed as follows. Refer also to the grade related criteria for Geographical Issues above (p 4). The following is a general statement of principles. For each of the following criteria a mark out of 15 should be given:

1. **Presentation:** The written text should be presented to a good standard. It should be clearly written, and free of text errors and spelling mistakes. Credit should be given for appropriate use of graphics/illustrations. The illustrations must be relevant and referred to in the text and they may be compilations from existing sources, or be original diagrams. If graphics are copied from, or based on existing material this must be acknowledged. The textual presentation should have a clear structure and must have a bibliography set out in the prescribed manner.

2. **Research, Content and Relevance:** The Geographical Issue must be based on at least three sources. Most essays will use three sources. Credit may be given for additional relevant sources, particularly when used in support of the general context of the essay. The sources may be journal articles, extracts from books or reports, newspaper items or substantial material from videos or CDs. Web sites are acceptable, and in the case of government and similar documentation this is likely to be the best available source. A candidate may supply her/his own viewpoint as a source, though this may be less effective than three independent sources. The sources should be appropriate for the theme chosen. Sources need not be scholarly but this fact and the partiality of a source must be discussed in the text. Sources need not be contrasting in conclusions drawn, but should approach the theme from a distinctive perspective. Most important of all, the sources should be understood and assessed effectively.
3. **Structure and Logical Development:** The treatment of the themes used in the critical evaluations should be geographical, though this should be interpreted *widely* in the context of contemporary geography. If in doubt, contact the PA. The sources should relate directly to the theme of the essay. The candidate should explain the specific sources in sufficient depth to give a clear basis for critical evaluation. The candidate should produce an analysis of the sources, which is relevant to the objectives of the critical evaluation essay as stated in the title and/or introduction. There should be a clear summary of the sources' content. Imbalance in structure should be reflected in the mark awarded. There should be explicit critical evaluation of the sources in the text. Essays, which have either limited explanation of sources or poor critical evaluations, are unlikely to be assessed as better than workmanlike.
4. **Critical Commentary:** The submission should attempt to make critical evaluations of the material. Though this is the most demanding part of this part of the presentation a good mark for this part of the assessment requires that a clear attempt must be made to evaluate, and to comment on all three sources. This should be explicit. Good quality critical evaluations will draw upon a widely based commentary. Essays that do not have a clear and explicit critical evaluation should not be assessed as better than workmanlike in this criterion.

2.2 The Geographical Study

Markers are asked to bring to the meeting **one** Geographical Study that they have provisionally assessed and come prepared to comment on marking standards. Difficulties in using the marking system or problems with any specific study should be raised at this meeting.

Please do not write on the Geographical Studies material, as it may be returned to the candidate. Geographical Studies should be assessed as follows. Refer also to the grade related criteria for Geographical Studies above (p 8). The following is a general statement of principles. For each of the following criteria a mark out of 20 should be given:

- 1. Presentation:** The written text should be presented to a good standard. It should be clearly written, and free of text errors and spelling mistakes. The work should be effectively and efficiently produced with a good standard of cartography and diagrams. Studies are expected to include graphical work and credit should be given for appropriate and correct use of graphics under the presentation heading as well as the analytical techniques heading if the latter is appropriate. Maps require adequate keys, scale, orientation etc. The whole presentation should have a logical layout and should reflect a good standard of design, without signs of haste, or lack of finish.
- 2. Data and Content:** The study should be based on a sound set of relevant data. The data may be primary and original (ie field data collected by the student) or secondary (ie census or other data taken by the student from existing sources). Assessment should note the effort involved in collecting data and its overall quality and suitability for the study. Give credit for real effort made in collecting original data. Secondary data or field data that has been collected by a student group must have this acknowledged clearly.
- 3. Techniques:** The candidate's work should show a range of analytical and graphical techniques that make effective use of the data collected. Credit should be given for the appropriate use of statistical techniques. Statistical techniques are not a mandatory element of analysis, but most studies should be able to use statistical techniques appropriately. Lack of use of appropriate techniques where these are in the syllabus should result in downgrading for this assessment criterion. The techniques should be suitable for the data set used. Better candidates may use sophisticated techniques appropriately but there also may be candidates who try to impress with complex techniques that they do not fully understand. Techniques should show that the candidate has an understanding of the data used in the study.

4. **Relationships:** This criterion relates to the overall quality of analytical skills revealed in the study. The study should emphasise the search for, and the identification of the existence of relationships if present. This applies particularly to spatial relationships. In the context of the contemporary discipline, geographical relationships can involve a wide range of relationships. These can involve any combination of the physical environment and the human landscape and may include exclusively physical or human topics as well as topics involving both physical and human dimensions. A good mark should be given to candidates whose work involves analysis of relationships rather than mere general description of patterns. The better candidates will see the complexity of relationships and avoid simple deterministic statements of cause and effect.

Though not given a separate formal assessment, consideration of the choice of topic should have a bearing on the final grade awarded. This assessment should include the difficulty of the topic, its viability in terms of data acquisition and its relationship to core geographical concepts at the AH standard. Choice of topic will thus have a bearing on the marks awarded in criteria 2 – 4 above.

[END OF MARKING INSTRUCTIONS]