Commentary on Candidate Evidence

Geography Higher Assignment

Workshop 2

Rather than look at each component separately, each assignment is read through holistically, and marks assigned where they are merited.

Commentary on Candidate 1 evidence

The candidate evidence used in this workshop has achieved the following marks for each element of the Coursework Assessment task.

Research methods	6
Reference to/use of processed information	4
Knowledge and Understanding	8
Analysis	2
Conclusions	2
Communicating information	4

This is a source based coursework assignment investigating the impact of global warming on hurricane frequency and magnitude.

Paragraph 1
The candidate was awarded **0 marks** for the title of the assignment however this will help the candidate gain credit in the conclusions. The first mark awarded is a Knowledge and Understanding mark in the first paragraph which shows good background knowledge of the topic.

Paragraph 2
'The internet' is not a source therefore **0 marks** awarded here. A mark is awarded at 'decade' as the candidate correctly justifies that historical data of this kind could not have been collected as a primary source. A carat was placed at '*quick/easy*' - this is a little simplistic for Higher - the candidate needs to do a bit more here. A second mark is awarded for technique 1 at 'frequency' – here the candidate is describing the actual technique although they have already gained a mark for developing this point.

Paragraph 3
Here, the candidate makes a number of references to the speed of the internet; this is not really a relevant point for Higher level research, although the candidate will gain marks for developing this idea later on, in the context of the issue.
A repeat point is made about information being available for this decade – this was credited on the first page. A third mark is awarded for technique 1 at 'topic' on the last line. This is a relevant evaluative point, looking at different perspectives and opinions from a range of sources and is good practice in research.

Paragraph 4
A fourth mark is awarded for technique 1 at *'accurate'* as this evaluates usefulness of internet as searching for relevant information is time consuming due to the volume and can be difficult. This candidate makes a good developed point on need for cross referencing which is worthy of credit, and another on the developed but measured statement re: government websites are more likely to be credible, but doesn't make a simple sweeping statement that 'governments are always right'. However, the candidate has already achieved 4 marks for technique 1. The extra marks are awarded but bracketed off, once all technique marks are awarded. At this point, the candidate has achieved 6 marks for their first technique, although they can only be awarded 4 as two will be bracketed off. **NB:** It makes sense to mark subsequent techniques, and then make a decision on what to bracket. This becomes clearer through the next paragraph.

Paragraph 5
A mark is awarded for technique 2 at '*needed'*; this is a developed point about the relevance of a named book. There is a repeat (reversal) evaluative point made here about not having to sift through information already credited in last technique; however if this candidate had not gone on to gain any further credit for the second technique, markers should return to the over scoring first technique, and bracket this point there as a repeat, and award a mark for technique 2.

Paragraph 6
This is a reversal of the point already made about credibility, and the same point about revisiting technique 1 should be applied.

Paragraph 7
The candidate repeats their point about the speed of process time. An evaluative comment is made about the relevance of books and contrasts this with their other source, and a mark is awarded for technique 2.

Paragraph 8
0 marks are awarded in this paragraph, but credit is given further on where the candidate further develops this point on wind speeds.

Paragraph 9
There is an error in this paragraph regarding four categories of hurricane (this would be underlined). However, this is corrected on the next page.

Paragraph 10
Two Knowledge and Understanding marks are awarded here. The first is awarded for the developed point linking temperature, cooling, condensing and cloud formation. The second Knowledge and Understanding mark is given at thunderstorms; this is a developed point showing detailed knowledge beyond National 5 level. The candidate does not gain a mark for the final sentence because it does not have the level of knowledge/detail required at Higher. We would expect some reference to air pressure, Coriolis Effect etc.

Paragraph 11
One Knowledge and Understanding mark is awarded in this paragraph for a developed comment.

Paragraph 12
Two Knowledge and Understanding marks are awarded in this paragraph. The first Knowledge and Understanding mark is given at wind speed, linking it to the point on the previous page. A second Knowledge and Understanding mark is given for the detailed background knowledge provided on the issue.

Paragraph 13
No marks are awarded here as the candidate is restating their aim.

Paragraph 14
No mark is awarded here for 'increased' as this is very simplistic for this data set. This may not be the case for all data sets. The candidate has not given a detailed description of the trend – this candidate goes onto to do this further on and will gain credit there. Another way to gain credit here would have been to exemplify the increase with figures from the graph, but *this* candidate merely reads numbers from the top of the bars and does not interpret.

A repeat point is made at '*decade'* – this is a good point but is very similar to the one already made about information not yet being available as this has already been credited for evaluating the book as a source.

The first Processed Information mark is awarded at '*increased steadily'*; this is a development of the point made at the top of the page about frequency. A second Processed Information mark is awarded at end of sentence as a detailed reference to the Processed Information; the candidate gives dates along with trends.

Paragraph 15
A mark is awarded for Knowledge and Understanding at '*average global temperature'*; here the candidate displays background knowledge/context of the issue – they are giving a theoretical point about the expected trend. *This is an example of how KU/AN marks may overlap. Markers should take care over this. Candidates should not be penalised for reaching the maximum for analysis, where it could be argued that the analysis is based on KU.*
A third Processed Information mark is awarded for a developed reference to the temperatures (not for the figures which are on the graph)

No marks are awarded for 'steady increase from 1950 to 2000' –the rise is not steady but is instead exponential – very little increase until 1980, then more rapid – had the candidate shown this on a standard line graph with a more appropriate Y axis scale, this would have been easier for them to interpret.

No marks are awarded for 'fluctuation' – this is a repeat and has already been credited above.

The first mark for analysis is awarded at end of the last sentence; here the candidate has correctly analysed the data although some figures might have been read wrongly.

Paragraph 16
The candidate has incorrectly interpreted this point – the number does not increase each decade. No marks are awarded for exemplification as this is a direct lift from the Processed Information sheet. A mark for analysis is awarded at the last line –here the candidate is linking two pieces of data to make a correlation.

Paragraph 17
The first part of this paragraph is repeated information. A Processed Information mark is awarded for developing the point about fluctuations and when the steady increase began.

A Knowledge and Understanding mark is awarded at '*planet'* – although the candidate has read the graph wrongly, they have made a reasonable explanation for the time lapse in hurricane frequency.

Paragraph 18
Two marks are awarded for conclusions in the final paragraph. The first conclusion mark is awarded at '*decade'* for summarising the first hypothesis, and a second conclusion mark is awarded at the end, for a detailed conclusion, referring to evidence.

This candidate was awarded 4 marks for communicating information. The report is well structured, uses appropriate terminology and is a sustained coherent logical report.

Commentary on Candidate 2 evidence

The candidate evidence used in this workshop has achieved the following marks for each element of the Coursework Assessment task.

Research methods	4
Reference to/use of processed information	3
Knowledge and Understanding	5
Analysis	4
Conclusions	1
Communicating information	3

This candidate is investigating traffic management in Glasgow.

Background information and introduction

This candidate has made a number of notes on their processed information sheets which are not credited. However, where the candidate has added value to these statements by developing them further, credit can be awarded.

The first mark in this section is awarded for Knowledge and Understanding of the reasons behind congestion. The mark is awarded at '*public transport*'; part of the earlier statement is copied from the Processed Information sheets, but this development is not. A second mark for Knowledge and Understanding is awarded for the development of the point on grid iron streets. On the second page of this section, the candidate is awarded a further two marks for Knowledge and Understanding. The first is for the explanation of one way streets, and the second is for the explanation of reducing congestion.

Aim of the investigation
No marks are available for stating the aim, although this will help the candidate when conclusions are drawn.

Research Methods
The first mark is awarded for technique 1 for a description of carrying out a traffic and pedestrian count at relevant locations. A second is awarded for the evaluation of this technique, and a third for a second evaluation of how the results may have been improved. A fourth mark is awarded for the second technique for observing and annotating a map.

Research Findings
One mark is awarded for interpreting data from the pedestrian and traffic counts. A mark is then awarded for analysis of this by way of the one way traffic management programme. A second Processed Information mark is awarded for further interpretation of the data, and a second mark for analysis of this linking to the route centre. A third mark for Processed Information is awarded in the next sentence for further interpretation of the pedestrian count, and a Knowledge and

Understanding mark is awarded for the knowledge of the bus gate traffic management in the George Street area. Two marks for analysis are awarded at the end of this page; the first for offering an explanation as to why George Street has the highest pedestrian count, and a second for further analysis pointing to time of day and location close to transport links.

One mark for conclusions is given at the end of this section for drawing the findings together.

Conclusion
No marks are awarded in this section.

Three marks were awarded for communicating information. One mark is awarded for a clear structure, a second for appropriate terminology and one mark for coherence; it was not felt that the logical narrative was sustained.

Commentary on Candidate 3 evidence

The candidate evidence used in this workshop has achieved the following marks for each element of the Coursework Assessment task.

Research methods	6
Reference to/use of processed information	4
Knowledge and Understanding	8
Analysis	4
Conclusions	2
Communicating information	4

The topic is to investigate whether the Glen Rosa River conforms to the three stage model of a river.

Page 21
The first mark is awarded on the first page where the candidate correctly interprets information from figure 2 – a Processed Information mark is awarded here.

Page 22-23
On the second page, no marks are awarded for the first paragraph on 'Primary Research'. This is a list of factors measured but does not go into detail; the candidate is credited later for this component.

Two technique marks are awarded in the 'Bed load shape and size' paragraph. The candidate has given a detailed description of a technique (measuring size), and gone on to develop this further regarding shape. A further two technique marks are awarded on this page for velocity. This candidate has given a detailed description of using a flow meter and what it was used for. The candidate goes on to describe a third technique. Although marks are only awarded for two techniques, all are marked, and the two highest scoring techniques are included in the final score. This candidate scores a further two marks for their description of gathering data on the gradient.

Further credit is awarded for the evaluation of these techniques. Two evaluative points are made about the technique measuring bed load shape and size, and one is made about the measurement of velocity. This candidate is awarded 6 marks for research methods.

Page 24
Candidate is awarded three Knowledge and Understanding marks, two marks for the detailed explanations on the development of a v-shaped valley and a third for the explanation of *heliocoidal flow*.

On the same page the candidate is awarded two marks for use of/referring to processed information. The first is awarded for a comparison of slope interpreted from Figure 1. The second is awarded for a second comparison, using data from Figure 1.

Page 25
The first analytical mark is awarded for the point made about the sharper decline leading to more erosion. The next paragraph is awarded a total of four marks for Knowledge and Understanding, explaining the results for bed load size with reference to processes of erosion and transportation.

The final paragraph on this page is awarded a further two marks for processed information (there are also two direct lifts in this paragraph which are not awarded credit).

Page 26
The first mark awarded here is for Knowledge and Understanding, and the explanation of hydraulic action. An analytical mark is also awarded in this first paragraph for linking the rock type to bed load size and shape. A further Knowledge and Understanding mark is awarded at the end of this paragraph for the explanation of the role of sedimentary rock.

A mark for Processed Information is awarded for the second paragraph; there is also a direct lift here which is not credited.

A final mark is awarded on this page for Knowledge and Understanding for the explanation of friction.

Page 27
The first Knowledge and Understanding mark awarded is linked to the previous page on efficiency of the river.

Two Processed Information marks are awarded in the next paragraph. A further two marks for analysis are awarded for the point on limited friction increasing the speed of travel and for the point on tributaries in the third paragraph.

Page 28-29 Conclusion
This candidate could be awarded four marks for conclusions on the final page (although only two marks are available). The first is awarded at the end of the first paragraph. The next paragraph can be awarded two marks, with the penultimate statement also awarded one mark.

This candidate is awarded 4 marks for communicating information. There is a clear structure and appropriate terminology is used. The assignment is coherent throughout with a sustained narrative.