NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

End of Year Sample
ASSESSMENT ITEMS FOR S.1 AND S.2

GEOGRAPHY

2022

GEOGRAPHY SAMPLE ASSESSMENT ITEMS FOR SENIOR ONE AND TWO

Guidance to the Teacher

These sample test items are intended to guide teachers of Geography how to develop end of year assessment items for Senior One and Two. They do not constitute a complete examination paper for the subject. To determine the number of items in the paper, the teacher should consider the demand of each item on the test taker and the duration an average learner can spend providing a response. Ideally, at this level, a Geography examination should not take more than 2hours. For Situational (integrative) items, scores may vary depending on the complexity of the item and the number of outputs demanded of the learner. For example, scores for the item on **Map reading and map use** are not fixed or limited to what the sample item shows. They are determined basing on the skills assessed in the item. The teacher should benchmark on the samples provided rather than replicate them.

Below each item, the learning outcomes assessed are indicated. This is intended to remind the teacher to keep the syllabus learning outcomes in mind while developing the items.

SHORT RESPONSE ITEMS

Item1

Study Figure 1 showing the location of Bangkok and Dar es Salaam using latitude and longitude and answer the question that follows.

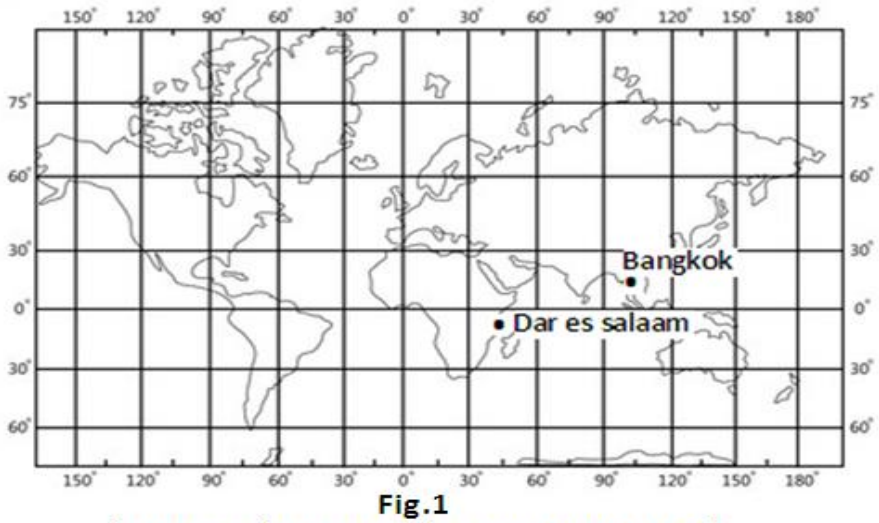

Fig.1
(Source: Shutterstock.com. 127117656)

Gowa lives in Dar es Salaam City which lies 40˚ east of the Prime Meridian. Her elder sister

lives in Bangkok City which lies 100˚ east of the Meridian. Gowa usually communicates with her sister very early in the morning before going to school.

(a) If Gowa makes a phone call at 7:00 am (GMT), determine the time at which her sister in Bankgok will receive the call.

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(**2**)

(b) Explain **two** ways in which the rotation of the earth influences the ways of life of the people in your community.

(**2**)

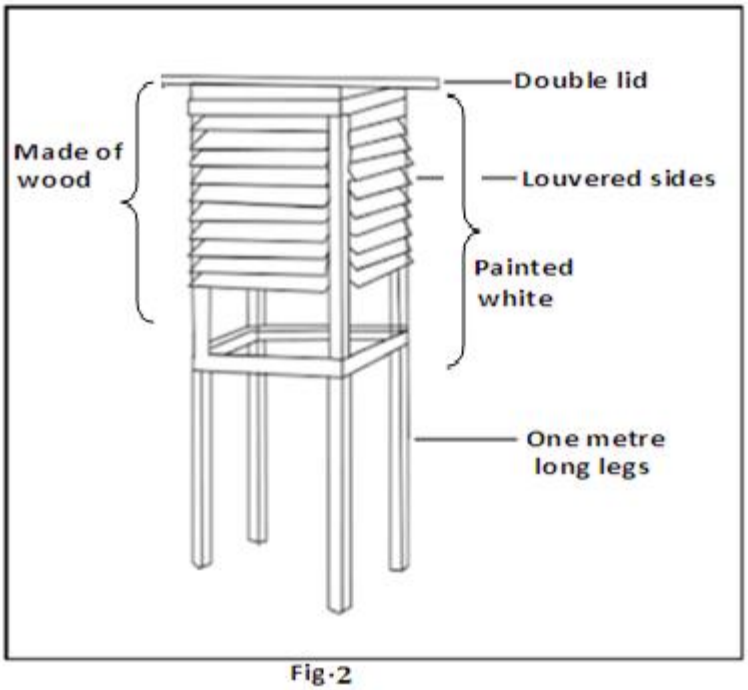
Learning outcomes assessed:

a) Calculate time using longitude (s)

b) Appreciate how the movement of the Earth in relation to the Sun affects the way people live: the effect of temperatures and seasons, lengths of day and night (a, v, gs)

Item 2

Figure 2 shows a Stevenson screen, the container used to store instruments at a weather station. Features of the design have been labelled. Use it to answer question (a).



Fig·2

a) Choose **two** of the features labelled in Fig.2. For each of the features you have chosen, explain why the Stevenson screen has been designed in this way.

Feature……

……

Explanation……

……

……

……...

……

……..

Feature……

……

Explanation……

……

……

……..

……

……

(**4**)

b) One of the instruments stored in the Stevenson screen is the hygrometer (wet and dry bulb thermometers). This is shown in Figure 3 below. The readings of the wet and dry bulb thermometers are used to calculate the relative humidity using the conversion table shown as Table 2 below.

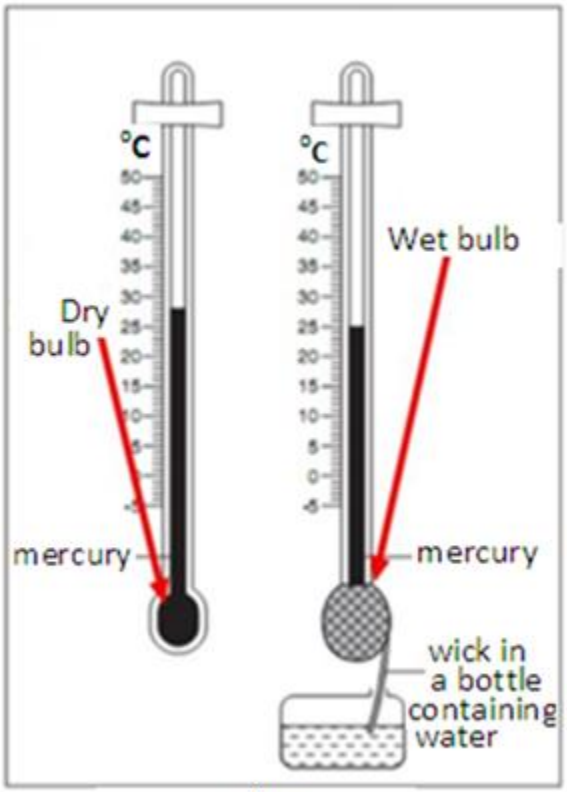


Fig. 3

Table 2

	Difference between wet and dry bulb thermometer readings (oC)					
	0	1	2	3	4	5
Dry bulb	%	%	%	%	%	%
22°C	100	90	82	73	65	60
24°C	100	91	82	74	66	62
26°C	100	91	83	75	67	64
28°C	100	91	83	76	68	65
30°C	100	92	84	77	68	66
32°C	100	92	85	78	70	68

(i) State the readings of the wet and dry bulb thermometers in Fig. 3.

Wet bulb……

(**1**)

Dry bulb……

(**1**)

(ii) Calculate the difference between the wet and dry bulb thermometer readings

…..……

(**1**)

Using Table 2, determine the relative humidity.

……

(**1**)

c) Explain **one** way in which people in your community use the knowledge of relative humidity in carrying out their activities.

……

……

……

……

……

(**2**)

Learning outcomes assessed

a) know the names of the main instruments used for recording the different elements of the weather and how each one is used (k)

b) understand the positive and negative effects of weather on their own lives and those of their communities (u)

c) appreciate that people's lifestyles are influenced by the type of weather and climate (a, v, gs)

Item 3

The use of internet and mobile phones has improved people's lives. However, according to the recent Police Crime Report, 2020, the use of internet and mobile phones has resulted in loss of 15 billion shillings.

Explain **two** ways in which the use of internet and mobile phones has affected people in your community.

(**4**)

Learning outcomes assessed

a) understand the advantages and disadvantages of each form of communication (u)

b) understand the consequences of the revolution in communication caused by digital communication: mobile phones, computers and Internet, social media (u)

EXTENDED RESPONSE ITEMS

Item 1

Carefully study the 1:50000(Uganda) Map Extract of Nabyeso provided (**insert**) and Table 1 and use them to answer the questions that follow.
Your relative who lives in the USA is coming to Uganda with **four** friends for a summer holiday. The visitors would like to tour the area shown on the map **(insert)** but they have very little knowledge about the area. They have requested you be their tour guide in the area for 3 days. You will use public transport. Transport fares per head in the area are as follows: Taxi Sh. 2000; Boda - boda Sh. 3000; Canoe Sh. 1000, per kilometre. On your tour, you will enter the area via the southern part using Awello road.
Use Table 1 to prepare a travel programme for the first 2 days of the tour.
To help you with this, the first 3 rows on day 1 have been filled for you.

(**60**)

Day	County/ Sub-county	Features to see	Tourism activities to be done	Type and means of transport to be used	Approximate distance to be travelled in the area (Km)	Transport cost
1	*Awello*	▪ *African village/housing styles* ▪ *Dressing styles* ▪ *Traditional dances*	▪ *Sightseeing* ▪ *Enjoying local dishes* ▪ *Photography*			
2	Nabyeso					

Learning Outcomes Assessed

a) Use and interpret symbols and identify features on a map using a key. (s)
b) Identify directions on a map, using basic compass points. (s)
c) Follow routes on a map. (s)
d) Use letter and number co-ordinates or bearings and directions to locate places on a map. (s)
e) Use a linear scale and representative fraction to estimate distance, area and size of features on a map. (s)

Item 2

Study text below, and Figure 1 showing the long profile (course) of a river in East Africa and the characteristics of each section and answer the question that follows.

An investor has acquired land along the river valley shown in Fig. 1 below. He wants to establish a hydropower dam in the section of the river valley marked 3. However, the Minister for Energy has stopped him from building the power dam in that section. The investor is in a state of confusion. You have been requested to guide him on how he can go about his investment.

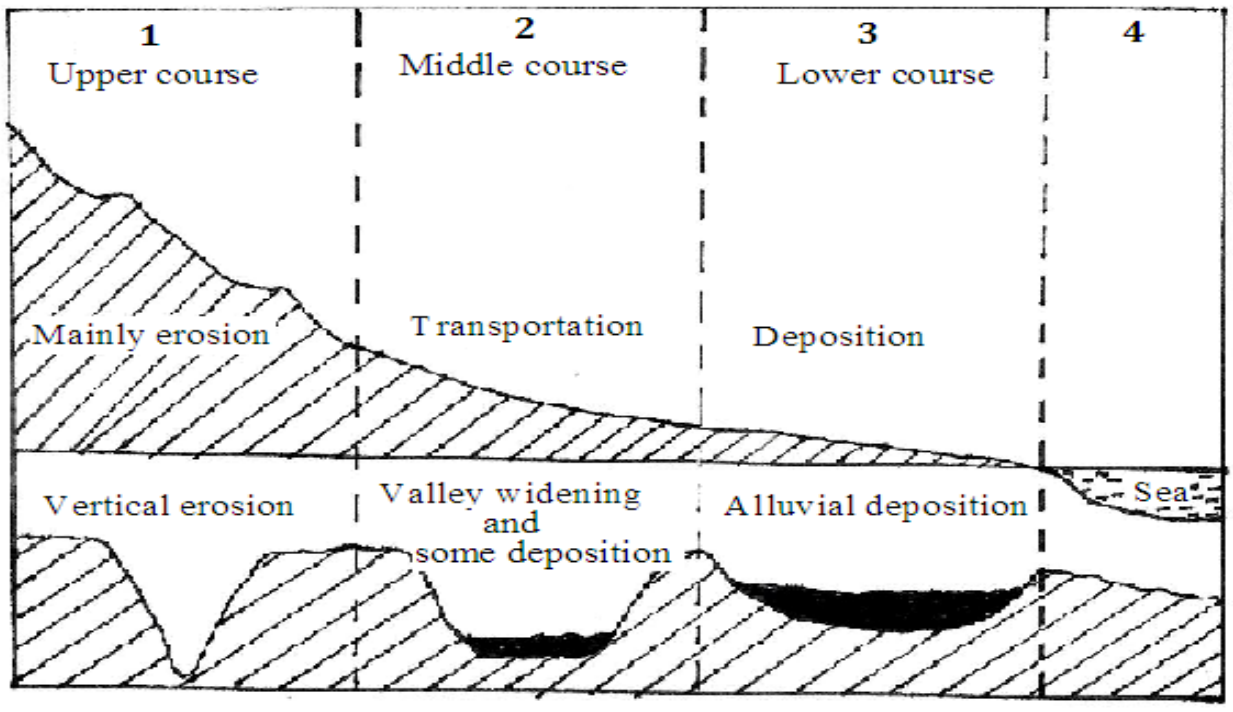


Fig. 1: River valley Profile/course

Prepare a written paper of about 300 words, in form of advice, which you would present to the investor. **(19)**

Learning outcomes assessed

a) Know the main types of landforms and drainage features of East Africa. (k)
b) Understand the relationship between drainage and landforms. (u)
c) Appreciate that the rocks, landforms and drainage affect the way people live. (v/a, gs)

SCORING GUIDE FOR GEOGRAPHY SAMPLE ASSESSMENT ITEMS

General Scoring Guidelines

Introduction

This scoring guide is intended to ensure that examinations are marked consistently and fairly. It provides teachers with an indication of the nature of learners' responses likely to be worth of credit. It also sets out the criteria which teachers should follow while allocating scores to learners' responses. The scoring guide should be read in conjunction with these general marking guidelines.

Quality of Learners' Responses

In marking learners' scripts, teachers should be looking for the quality of response reflecting the level of maturity which may reasonably be expected of a 14 or 15-year-old which is the age at which majority of the learners complete Senior One and Two classes.

Flexibility on marking

This scoring guide is not intended to be prescriptive. It does not cover all the responses which learners may produce. In the event of unexpected answers, teachers are expected to use their professional judgment to assess the validity of such responses.

Positive marking

Teachers are expected and encouraged to be positive while judging learners' work. They should give appropriate credit for what learners **know**, **understand**, **can do** and **opinions they hold about a situation** rather than penalise the learners for errors or omissions. Teachers should make use of the whole of the available score range for any particular test item and be prepared to award full scores for a response which is as good as might reasonably be expected of a 14 or 15-year-old learner.

Awarding types of responses

Test items which require very short answers/responses should be marked on **a point for point basis** where scores are awarded for each valid piece of information provided by the learner.

Items/tasks which require learners to respond in a more detailed form should be marked on the basis of levels of responses and scoring criteria which take into account the quality of written communication.

Levels of responses

- **Marginal performance**: Response which just merits in the level and should be awarded a score at or near the bottom of the range.
- **Moderate performance**: Response which clearly merits inclusion in the level and should be awarded a score in or near the middle of the range.
- **Outstanding performance**: Response which fully satisfies the level description and should be awarded a score at or near the top of the range.

Marking calculations

In judging and awarding responses involving mathematical calculations, teachers should apply the "**own figure rule**" in order to avoid penalising learners more than once for a computation error.

SCORING RESOURCE BASED ITEMS

Item 1(a) It will be 11:00 am at Bangkok

- Scores (1) if the response is limited, i.e., simply states time at Bangkok without showing how he/she arrives at the answer.
- Scores (2) if the response provides the calculations leading to the time.

(**Max scores =2**)

(b) Possible responses:

- During daytime, people in the community do activities such as digging the gardens, playing games, going to school, grazing animals, etc.
- When the sun rises, people spread their crop harvest under the sun to dry, e.g., coffee, maize, millet, etc.
- At sunset people retire from the gardens, animal grazing and business; and arrange to have supper, go to bed and rest, etc.

Scoring

- Scores (1) if the response is limited, i.e., simply states 2 valid effects of the rotation of the earth on the way of life in their community without explanation, or if he/she gives one way in which the rotation of the earth affects ways of life in their community with clear and detailed explanation.
- Scores (2) if the response is clear with detailed explanation of the effects provided; the reason is well explained using technical terms; these may include daytime and night time/darkness or sun light.

  For example, Activities such as farming, fishing, games, going to school, etc. are carried out during day time when the part of the earth where Africa/East Africa lies is facing the direction of the sun.

NB: The response should consider different times of the day. No variations in time,

(Max scores=2)

Item 2

Figure 2: Stevenson screen

a) Choose **two** of the features labelled in Figure 2. For each of the features you have chosen, explain why the Stevenson screen has been designed in this way.

Possible responses:

- Feature: Made of wood/wooden box
  Explanation: In order to prevent absorption and conduction of heat which would lead to a rise or fall in temperature around the thermometers, thus affecting recordings.
- Feature: Louvered sides
  Explanation: To allow free circulation of air into and out of the box. This enables thermometers to record actual air temperature rather than shade temperature.
- Feature: Box painted white
- **Explanation**: To reflect excessive heat back into the atmosphere so as to prevent overheating inside the box.
- Feature: It has 1meter-long legs
  Explanation: To avoid ground weather conditions, especially outgoing heat, from affecting the readings recorded by the instruments inside the box.
- Feature: It has a double roof
  Explanation: To reduce excessive heat from the sun (solar irradiation) from entering the wooden box. Such heat would affect thermometer recordings.

Any 2 features, each 2scores

- Scores 1 for mere identification of feature without logical explanation …. (**1**)
- Scores 1 for clear and logical explanation……. (**1**) (**Max scores** = **4**)

b) Figure 3 and Table 2.

i) State the readings of the wet and dry bulb thermometers in Figure 3.

- Wet bulb thermometer reading: 25˚C (**1**)
- Dry bulb thermometer reading: 28°C (**1**)

ii) Calculate the difference between the wet and dry bulb thermometer readings

- Difference in thermometer readings = 28˚C – 25°c = 03˚C (**1**)

iii) Using your answers to b(i) and (ii), and Table 1, determine the relative humidity
- Relative humidity = 76 percent/(76%) (**1**)

(Max scores = 4)

C) Explain **one** way in which people in your community use the knowledge of relative humidity in carrying out their activities.

Possible responses:

- Washing and drying their clothes.
- Drying their crop harvest such as grain, beans, coffee, cassava, etc.
- Playing games and sports – find it hard to play on a hot day with high relative humidity.
- Determining when to water their gardens.
- Going out to do fishing, e.g., high RH is an indicator of the possibility of rain and going out fishing becomes risky.
- Drying fish catch.
- Drying supplementary animal feeds/grass/hay.
- Organising outdoor functions such as parties.

- Scores (**1**) if the response is limited, i.e., simply states one valid way in which relative humidity affects the way of life in their community without explanation.
- Scores (**2**) if the response presents one way in which relative humidity affects ways of life in their community with clear, detailed and logical explanation; with technical terms used appropriately.

For example, activities such as drying harvested crop is done best when relative humidity is low. This is when the atmosphere is thirsty and absorbs a lot of water from the earth's surface. This makes coffee, grain, cassava and other crops spread out under the sun dry fast. (**2**)

NOTE: Effects of relative humidity on people's life will vary with communities and localities from which individual learners come.

Item 3

Ways in which the use of the Internet and mobile phones has affected people in the community.

Possible responses:

- Promoted e-learning.
- Facilitates Internet banking.
- Enables mobile money transfers even in areas with poor accessibility.
- E-commerce (business), e.g., online marketing and buying.
- Improvement in transport e-services, e.g., Uber, Safe Boda, etc.
- Improved access to information, e.g., news and other current affairs, health alerts, weather forecasts, etc.
- Increased crime (cybercrime) through identity theft, money laundering, kidnaps, and hacking.
- Psychological torture, e.g., uses of abusive language, threats to life, etc. on social media platforms.
- Exposure to inappropriate information and lifestyles, e.g., pornography, violence, etc.
- Time wastage and redundancy/idleness especially among the youths.

Scoring

- Leaner scores (**1**) if the response merely identifies 2 relevant effects.
- Scores (**2**) if the response presents 1 relevant idea, well explained.
- Scores (**3**) if the response presents 1relevant idea, well explained and mere mention/outline of the other.
- Scores (**4**) if the response presents 2 relevant ideas, well explained and illustrated.

(Max scores=4)

SCORING SITUATIONAL ITEMS

Item 1

Based on the 1:50000(Uganda) Map Extract of Nabyeso

SCORING GRID

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
1. Travel Itinerary for Day 1 in Awello Sub-County	Features to see	Given	Given	Given	
	Tourism activities to be done	Given	Given	Given	
	Type and means of transport	Score **3** if the response presents one type of transport and 2 relevant means of transport which can be used in the area: ▪ Road and Taxi, ▪ Road and Boda-boda, ▪ Road and Foot ▪ Water and canoe	Score **3** if the response presents a type of transport and 2 means of transport which are applicable to the area on the map to be toured. Score **2** if the response presents a type of transport and 1 means of transport which are applicable to	Score **3** if the response presents a type of transport with 2 means of transport in line with the transport facilities and distance to be covered in the area. Score **2** if the response presents a type of transport with 2 means of	Score **1** if the response presents an exceptional idea unsolicited in the task but

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		▪ Water and ferry Score **2** if the response presents a type and 1 relevant means which can be used in the area. Score **1** if the response presents a type of transport without means/ means of transport without a type which can be used in the area. **x/3**	the area on the map to be toured. Score **1** if the response presents a type of transport only or means of transport only which is applicable to the area on the map to be toured. **x/3**	transport but 1 is in line with the transport facilities and distance to be covered in the area. Score **1** if the response presents a type of transport with 1 means in line with the transport facilities and distance to be covered in the area. **x/3**	increases its quality.
	Approximate distance to be travelled in the area (Km)	Score **2** if the response presents a distance (numeric figure) with units attached. Score **1** if the response is a	Score **2** if the response presents the correct distance (numeric figure) along transport routes in the area to be toured with correct units attached:	Score **2** if the response presents the approximate distance to be covered basing on measurements along transport routes to be	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		distance (numeric figure) with no units attached **x/2**	▪ Roads ▪ Motorable tracks ▪ Ferry route ▪ Foot paths Score **1** if the response presents the correct distance (numeric figure) along transport routes in the area to be toured with no correct units attached. **x/2**	used with relevant units (km). Score **1** if the response presents the approximate distance to be covered but not consistent with the transport routes to be used or with no relevant units of measurement. **x/2**	
	Transport cost	Score **2** if the response presents a cost with currency attached Score **1** if the response is a figure with no currency attached	Score **2** if the response presents the correct cost depending on the distance to be covered on the day; with correct currency (sh)	Score **2** if the response presents the correct cost depending on the distance to be covered on the day; together with the steps/procedur	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		x/2	Score **1** if the response presents the correct cost depending on the distance to be covered on the day; but without correct currency (sh) **x/2**	e involved in arriving at it. Score **1** if the response presents the correct cost depending on the distance to be covered on the day; without the steps/procedure involved in arriving at it. **x/2**	
2. Travel Itinerary for Day 2 in Nabyeso Sub-County	**Features to see**	Score **3** if the response presents 4-5 potential tourist attractions: ▪ Modern settlements/ Trading Centre ▪ Plateau/relief ▪ Vegetation types ▪ Coastal features (bays and peninsulas) ▪ Lake Kyoga ▪ African villages/traditional settlement	Score **3** if the response presents 4-5 correct tourist potential attractions found in the area to be toured, basing on evidence on the map. Score **2** if the response presents 2 -3 correct potential tourist attractions found in the area to be toured, basing on evidence on the map.	Score **3** if the response presents 4-5 potential tourist attractions closely relating them to places/sites to be visited using a range of methods to locate them: grid references, place names, directions, relative positions, e.g., coastal features along the shores of Lake Kyoga.	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		Score **2** if the response presents 2-3 potential tourist attractions Score 1 if the response presents 1 potential tourist attraction **x/3**	Score **1** if the response presents at least 1 correct potential tourist attraction found in the area to be toured, basing on evidence on the map. **x/3**	Score **2** if the response presents 2-3 potential tourist attractions closely relating them to places/sites to be visited using a range of methods to locate them. Score **1** if the response presents 2 potential tourist attractions but not closely relating them to places/sites to be visited using a range of methods to locate them or 1 potential tourist attraction well located in the area to be visited. **x/3**	
	Tourism activities to be done	Score **3** if the response presents 5-6 possible tourism activities: ▪ sightseein g	Score **3** if the response presents 5-6 correct possible tourism activities found in the area to be toured, basing on	Score **3** if the response presents 5-6 possible tourism activities closely relating them to places/sites to	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		▪ Shopping /buying souvenirs ▪ Filming ▪ Photography ▪ Enjoying local dishes ▪ Sport fishing/ angling ▪ Sun bathing Score **2** if the response presents 3-4 possible tourism activities. Score **1** if the response presents 1-2 possible tourism activities. **x/3**	evidence on the map. Score **2** if the response presents 3-4 correct possible tourism activities found in the area to be toured, basing on evidence on the map. Score **1** if the response presents at least 1 correct possible tourism activity in the area to be toured, basing on evidence on the map. **x/3**	be visited using a range of methods to locate them: grid references, place names, directions, relative positions. Score **2** if the response presents 3-4 correct possible tourism activities closely relating them to places/sites to be visited using a range of methods to locate them Score **1** if the response presents at least 1-2 correct possible tourism activities but not closely relating them to places/sites to be visited and using a narrow range of methods to locate them **x/3**	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
	Types and means of transport	Score **3** if the response presents **two** types of transport, each with relevant means which can be used in the area: ▪ Road and taxi ▪ Road and boda-boda ▪ Road and Foot ▪ Water and canoe ▪ Water and ferry Score **2** if the response presents 2 types; with 1 relevant means which can be used in the area. Score **1** if the response presents a type of transport without means/ means of transport without a type	Score **3** if the response presents 2 types of transport and 2 means of transport which are applicable to the area on the map to be toured. Score **2** if the response presents 1 type of transport and 1 means of transport which are applicable to the area on the map to be toured. Score **1** if the response presents 1 type of transport only or means of transport only which is applicable to the area on the map to be toured.	Score **3** if the response presents 2 type of transport and 2 means of transport well aligned to the transport facilities and distance to be covered in the area to be toured. Score **2** if the response presents 1 type of transport with 2 means of transport but with 1 well aligned to the transport facilities and distance to be covered in the area to be toured. Score **1** if the response presents 1 type of transport with 1 means in	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		which can be used in the area. **x/3**	 **x/3**	line with the transport facilities and distance to be covered in the area to be toured. **x/3**	
	Approximate distance to be travelled in the area (Km)	Score **2** if the response presents a distance (numeric figure) with units attached. Score **1** if the response is a distance (numeric figure) with no units attached **x/2**	Score **2** if the response presents the correct distance (numeric figure) along transport routes in the area to be toured with correct units attached: ▪ Roads ▪ Motorable tracks ▪ Ferry route ▪ Foot paths Score **1** if the response presents the correct distance (numeric figure) along transport routes in the	Score **2** if the response presents the approximate distance to be covered basing on measurements along transport routes to be used with relevant units (km). Score **1** if the response presents the approximate distance to be covered but not consistent with the transport routes to be used or with no	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
			area to be toured with no correct units attached. **x/2**	relevant units of measurement. **x/2**	
	Transport cost	Score **2** if the response presents a cost with currency attached. Score **1** if the response is a figure with no currency attached. **x/2**	Score **2** if the response presents the correct cost depending on the distance to be covered on the day with correct currency (sh) Score **1** if the response presents the correct cost depending on the distance to be covered on the day, but without correct currency (sh) **x/2**	Score **2** if the response presents the correct cost depending on the distance to be covered on the day together with the steps/procedure involved in arriving at it. Score **1** if the response presents the correct cost depending on the distance to be covered on the day without the steps/procedure involved in arriving at it. **x/2**	
Total			**X/60**		

Item 2

Figure 1: The long profile (course) of a river in East Africa

SCORING GRID

Output	**Basis of Assessment**	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
Written advice paper of about 300 words	**Reasons why Section 3 is not suitable for a power dam project**	Score **3** if the response presents 4-5 reasons why a power dam should not be constructed along Section 3. Score **2** if the response presents 2-3 reasons why a power dam should not be constructed along Section 3. Score **1** if the response presents 1 reason why a power dam should not be constructed along Section 3 **x/3**	Score **3** if the response presents 4-5 plausible (valid) reasons why a power dam should not be constructed along Section 3 of the river course: ▪ Flat gradient/gentle slope/ Low water velocity (speed). ▪ Can lead to flooding. ▪ Weak /soft rock material not good for construction	Score **3** if the response presents 4-5 plausible (valid) reasons why a power dam should not be constructed along Section 3 of the river course with clear explanation relating it to the landforms, gradient, rock hardness, possible hazards, etc., along the section. Score **2** if the response presents 2-3 valid reasons why a power dam should not be constructed	Score **1** if the response presents an exceptional idea unsolicited in the task.

Output	**Basis of Assessment**	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
			▪ Dam can sink ▪ Can be destroyed by storm waves from the sea ▪ Siltation due to deposition Score **2** if the response presents 2-3 plausible (valid) reasons why a power dam should not be constructed along Section 3 of the river course. Score **1** if the response presents 1 plausible (valid) reason why a power dam should not be constructed along Section	along Section 3 of the river course, explained in relation to the landforms, gradient, rock hardness, but with minor distortions of ideas. Score **1** if the response merely presents 2 valid reasons why a power dam should not be constructed along Section 3, with no clear and logical explanation or 1 reason with clear and logical explanation in relation to landforms, gradient, rock hardness, possible hazards, etc.	

Output	Basis of Assessment	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
			3 of the river course. **x/3**	**x/3**	
	Suggested alternative dam site with reasons to justify the choice	Score **3** if the response presents a suggestion of an alternative dam site along the river course with at least 3 reasons: ▪ Steep slope/ gradient. ▪ High water speed. ▪ Hard rock which provides a strong foundation. ▪ Presence of waterfalls and rapids. ▪ Narrow V-shaped valley allows easy damming. Score **2** if the response presents a suggestion of an alternative dam site along the river course with 2 reasons.	Score **3** if the response presents a correct possible dam site along the river course (section 1 or 2) with at least 3 valid correct reasons taking into consideration the physical characteristics of the section. Score **2** if the response presents a correct alternative dam site with 2 correct reasons taking into consideration physical characteristics of the section.	Score **3** if the response presents an alternative dam site with at least 3 reasons well explained in relation to the physical characteristics of the section. Score **2** if the response presents an alternative dam site with 2 well explained reasons in relation to its physical characteristics and the other merely mentioned. Score**1** if the response presents an alternative dam site with 1 reason well explained in relation to its physical	

Output	**Basis of Assessment**	Criterion 1 **Relevance**	Criterion 2 **Accuracy**	Criterion 3 **Coherence**	Criterion 4 **Excellence**
		Score **1** if the response presents a suggestion of an alternative dam site along the river course with only one reason. **x/3**	Score **1** if the response presents a correct alternative dam site with **1** correct reason taking into consideration physical characteristics of the section. **x/3**	characteristics or with 2 reasons explained with several distortions. **x/3**	
Total					X/**19 scores**