



General Certificate of Education

Geography 2030

GEOG3 Contemporary Geographical Issues

Post-Standardisation

Mark Scheme

2011 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GEOG3 General Guidance for GCE Geography Assistant Examiners

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communication but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Level 4: Accurate and mature use of language; descriptions and explanations are expressed coherently and confidently

Marking – the philosophy

Marking should be positive rather than negative.

Mark schemes – layout and style

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

Point marking and levels marking

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.
- e) Four levels to be used for questions of 16 to 40 marks.

Levels Marking – General Criteria

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the “triggers”. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates’ performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during Standardisation meetings. In broad terms the levels will operate as follows:

Level 1: attempts the question to some extent (basic)

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- give a basic list of characteristics, reasons and attitudes
- provide a basic account of a case study, or provide no case study evidence
- give a response to one command of a question where two (or more) commands are stated e.g. “describe and suggest reasons”
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: answers the question (well/clearly)

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle
- give a number of characteristics, reasons, attitudes
- provide clear use of case studies
- give responses to more than one command e.g. “describe and explain...”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: answers the question very well (detailed)

An answer at this level is likely to:

- display a detailed understanding of the topic
- make several points with support of appropriate exemplification and/or application of principle
- give a wide range of characteristics, reasons, attitudes
- provide detailed accounts of a range of case studies
- respond well to more than one command
- demonstrate evidence of discussion, evaluation, assessment and synthesis depending on the requirements of the assessment
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

Level 4: answers the question with depth, flair, creativity and insight

In addition to the requirements of Level 3, an answer at this level is likely to:

- provide strong evidence of thorough, detailed and accurate knowledge and critical understanding of concepts and principles and of specialist vocabulary.
- give explanations, arguments and assessments or evaluations that are direct, logical, perceptive, purposeful, and show both balance and flair.
- demonstrate a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
- demonstrate evidence of maturity in understanding the role of values, attitudes and decision-making processes.

Annotation of Scripts

It is most important that Examiners mark clearly, according to the procedures set out below.

- All marking should be done in red (except online marking).
- The right hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- Where an answer is marked using a levels response scheme, the examiner should annotate the scripts with 'L2', 'L3' or 'L4' at the point where that level has been reached in the left hand margin. In addition, examiners may want to indicate strong material by annotating the script as "Good Level...". Further commentary may also be given at the end of the answer. The consequent mark should then appear in the right hand column. Where an answer fails to achieve Level 1, zero marks should be given.

Other mechanics of marking

- All errors and contradictions should be underlined.
- Various codes may be used such as: 'rep' (repeated material), 'va' (vague), 'NAQ' (not answering question), 'seen', etc.
- Use a wavy line to indicate weak dubious material (avoiding crossing out).
- If the rubric is contravened, then all answers should be marked, but with the best answer being counted and the mark transferred to the front of the script. Then cross out the material which has been discounted.
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

Section A

01	Notes for answers	(7 marks)
AO2 - 5 AO3 - 2	<p>Figure 1 shows two main elements of Plate Tectonics theory: the jigsaw fit of land either side of the Atlantic Ocean (North Africa seemingly being able to fit into the eastern side of the USA); and the mid Atlantic ridge (MAR) which is equidistant from Europe/North America, suggesting that the two areas of land mass have moved apart at an equal rate (sea-floor spreading). This appears to be a very clear representation of a constructive plate boundary, with a central rift in the MAR also being clear.</p> <p>However, it is perhaps better to attempt the jigsaw fit using the continental shelf as shown, rather than the shape of present day continents, but on the other hand how easy is it to do? For example, where does the protrusion of Newfoundland fit – science says to the north of the UK (Cabot Fault/ Great Glen, etc) – does this actually work?</p> <p>There are also seemingly a few seamounts on either side of the MAR (Azores, Madeira, Canary Islands, Bermuda) – areas of hot spot activity? How does the extensive evidence of transform faulting fit with the theory – these are at right angles to the MAR? Students may explain these.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple listing of features from the image such as MAR, constructive boundary, jigsaw fit, isolated mountains/volcanoes with no commentary or elaboration on any aspect. Simple statements re: theory.</p> <p>Level 2 (5-7 marks) (Midpoint 6) Commentary on the nature of the evidence as seen (as suggested in the nfa). Credit sophistication of description, and/or evidence of geographical thinking.</p>	

<p>02</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>Minor forms of extrusive volcanic activity include:</p> <ul style="list-style-type: none"> • geysers - these occur when water, heated by volcanic activity, explodes onto the surface, for example Old Faithful, Yellowstone National Park, USA • hot springs/boiling mud - sometimes the water, heated below, does not explode onto the surface. If this water mixes with surface deposits, boiling mud is formed. Such features are very common in Iceland. There are hot springs at Bath in the west of England • solfatara - small volcanic areas without cones, produced by gases (mainly sulphurous) escaping to the surface, for example around the Bay of Naples in Italy. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple identification of landforms, with no detail of either characteristics or formation. Imbalanced. Only one landform – max Level 1.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Detail of either characteristics or formation, possibly with some use of supportive material. The answer progresses through the level as more is added at this level. Full mark answers are balanced.</p>	<p>(8 marks)</p>
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<p>03</p> <p>AO2 - 8</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <table border="1"> <thead> <tr> <th style="text-align: center;">Type of plate margin Nature of activity</th> <th style="text-align: center;">Constructive plate margin</th> <th style="text-align: center;">Destructive plate margin</th> </tr> </thead> <tbody> <tr> <td>Type of magma</td> <td>Basaltic >>>>>></td> <td>Andesitic >>>> Acidic</td> </tr> <tr> <td>Characteristics of lava</td> <td>Runny (low silica) >>>>></td> <td>Increasing viscosity (high silica)</td> </tr> <tr> <td>Type of eruption</td> <td>Low level of violence – gases escape easily</td> <td>Potentially explosive</td> </tr> <tr> <td>Eruption height</td> <td>1km >>>>>>>>>>>></td> <td>Over 17km to tropopause</td> </tr> <tr> <td>Materials produced</td> <td>Mostly lava</td> <td>Tephra and pyroclastics</td> </tr> <tr> <td>Frequency</td> <td>Regular/continuous</td> <td>Sporadic; periods of dormancy</td> </tr> <tr> <td>Form of volcano</td> <td>Lava plateau; shield volcano</td> <td>Acid lava domes; composite cones</td> </tr> <tr> <td>Classification</td> <td>Icelandic >>>>></td> <td>Vulcanian > Plinian</td> </tr> </tbody> </table> <p>Allow variations along the same type of plate margin. Hot spots e.g. Hawaii – N/A</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple statements of variation of volcanic activity between plate margins. No specific detail or elaboration provided; or activity at one margin discussed well.</p> <p>Level 2: (5-8 marks) (Midpoint 6) Specific statements of a range of variations. Elaboration that demonstrates good understanding of the interrelationships between type and frequency of volcanic activity at plate margins. May be use of case studies to support.</p> <p>Level 3 (9-10 marks) (Midpoint 9) A fully developed answer, with good elaboration of a range of variations between plate margins. A rounded answer with a full comparison (most of features given in table above) of the two main types of plate margin. Good use of case studies, though not a requirement.</p>	Type of plate margin Nature of activity	Constructive plate margin	Destructive plate margin	Type of magma	Basaltic >>>>>>	Andesitic >>>> Acidic	Characteristics of lava	Runny (low silica) >>>>>	Increasing viscosity (high silica)	Type of eruption	Low level of violence – gases escape easily	Potentially explosive	Eruption height	1km >>>>>>>>>>>>	Over 17km to tropopause	Materials produced	Mostly lava	Tephra and pyroclastics	Frequency	Regular/continuous	Sporadic; periods of dormancy	Form of volcano	Lava plateau; shield volcano	Acid lava domes; composite cones	Classification	Icelandic >>>>>	Vulcanian > Plinian	<p>(10 marks)</p>
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<p>04</p> <p>AO2 - 5</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <p>Over oceans the level of insolation decreases with increasing latitude both north and south the equator. This will be due to the decreasing angle of incidence of the sun, and therefore, lower rates of insolation being received. Over land, however, the relationship is much more complicated. Areas on the equator have lower amounts of insolation than areas further north and south, despite the higher angle of incidence. This is due to higher levels of cloud cover in these areas which reflect higher amounts back into space (albedo). The maximum levels of insolation received are found in the cloud free tropics and subtropics at about 25N and 25S (Arizona, Kalahari, Sahara, north Australia). Indeed the highest rates are over Sinai, Egypt. The rate of decrease of insolation received decreases more rapidly in the southern hemisphere than the northern. There is greater cloud cover in the southern hemisphere due to more ocean surface that provides water vapour for clouds. Surface albedo – not valid.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple statements of highs and lows and of trends with latitude. No recognition of differences land v sea; or within the land areas. No commentary or explanation given of the distribution.</p> <p>Level 2 (5-7 marks) (Midpoint 6) Commentary on the variations between land and sea (as suggested in the nfa), and/or within the land masses such as Africa/South America. Commentary on the possible reasons for the distribution described, and/or evidence of geographical thinking.</p>	<p>(7 marks)</p>
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<p>05</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <ul style="list-style-type: none"> • The troposphere: temperatures generally decrease with height (averaging 6.5°C per km). The top of this layer is marked by a boundary called the tropopause where temperatures remain fairly constant, this occurs at a height of about 8km at the poles and 17km in the tropics and it can vary with seasonal changes in climate. The tropopause acts as a temperature inversion forming an effective ceiling to any convection in the troposphere and so provides an upper limit to the earth's weather systems. • The stratosphere: extends to about 50km above the Earth's surface and within this layer temperatures increase with height. Also within this layer, ozone absorbs and filters out ultraviolet radiation. The upper limit of the stratosphere is marked by the stratopause. • The mesosphere: temperatures again decrease with altitude to the mesopause. • The thermosphere: temperatures start to rise again at a constant rate up to as much as 1500°C. <p style="text-align: center;">Temperature and pressure in the layers of the atmosphere</p> <p style="text-align: center;">Source: Geography Review - February 2009, page 30 Figure 2, Philip Allan Updates Reproduced by permission of Philip Allan Updates</p>	<p>(8 marks)</p>
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	<p>Level 1 (1-4 marks) (Midpoint 3) Simple statements/annotations of the structure of the atmosphere. Naming of terms with no development; or one zone described well (likely to be the troposphere). A basic diagram.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Detailed description of at least two zones within the atmosphere with some development of each. Recognition and description of three zones should achieve maximum credit. Accurate/detailed diagram. No diagram = maximum 6 marks.</p>	
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<p>06</p> <p>AO2 - 8</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <p>Altitude: exerts a significant effect on temperature in mountainous areas as temperatures decrease steadily with height above sea level. Hence, areas such as the Himalayas, Alps, Rockies and Andes are cooler than similar latitudes. Air which is moving through the atmosphere cools on rising, or warms up on descending, according to adiabatic laws. In the atmosphere the change of temperature with height is called the environmental lapse rate (ELR). The average value for ELR is 6.5°C for every 1000 metres. However, this value varies both with height and with time, being higher in the summer season.</p> <p>Candidates may also refer to the influence of mountains on the pattern of upper winds. Rossby waves are thought to be due to the upper air flow being forced to divert around the great north-south mountain ranges of the Rockies and Andes in the northern and southern hemispheres respectively. Also allow rainshadow effect. Allow relief rainfall and anabatic/katabatic winds.</p> <p>Oceanic circulation: the large-scale movement of water within the oceans is part of the horizontal transfer of heat from the tropics to the polar regions and is responsible for around 20% of the total transfer of heat within the energy budget. Each ocean has its own particular circular pattern of currents (called a gyre) that are produced as masses of water move from one climatic zone to another. Ocean currents are largely set in motion by the prevailing surface winds. They allow heat to become more equably distributed throughout the world's major climate zones. The world's major ocean currents are particularly dominant along the western sides of the ocean basins and currents that are less well-defined and relatively weak are on the eastern sides. Heat is transferred by warm ocean currents, such as the North Atlantic Drift in the Atlantic Ocean, from the low to high latitudes. This warming influence is particularly dominant between latitudes 40° to 65° where winds blow onshore, on the western sides of continents and is confined to the winter season. Cold ocean currents generally have less effect upon temperatures because they usually lie under off-shore winds. One exception is the Labrador Current off the East coast of North America.</p> <p>Allow reference to regional scale – e.g. effects of North Atlantic Drift, El Nino/La Nina.</p>	<p>(10 marks)</p>
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	<p>Mark scheme</p> <p>Level 1 (1-4 marks)(Midpoint 3) Simple statements of influence of altitude and oceanic circulation on climate. No specific detail or elaboration is provided; or discussion of one aspect only.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Both elements covered with specific or detailed statements of influence of altitude or oceanic circulation on climate; may be still an imbalance of influence.</p> <p>Level 3 (9-10 marks) (Midpoint 9) A fully developed answer, with good elaboration and explanation of a range of influences, with both elements reaching a Level 2 response. The answer demonstrates both breadth and depth of understanding.</p>	
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<p>07</p> <p>AO2 - 5</p> <p>AO3 - 2</p>	<p>Background</p> <p>The area shown is Birchwood, east of Warrington, an area of rural/urban fringe. The motorway in the photo is the M62. The 'Green Infrastructure' website states:</p> <p><i>A significant area of land to the east of Warrington was developed in the 1980s as a new town with significant areas set aside for business park development. Unique to the New Town Projects across the country the green infrastructure of Birchwood was planned and put in place prior to built development beginning. Now over twenty years later the greenways and natural environment areas are maturing and provide an extremely attractive setting which is attracting large numbers of new businesses every year.</i></p> <p>Notes for answers</p> <p>It is clear that the vegetation was planned, has matured, and has produced an attractive area within which industrial complexes have been built. The housing areas to the left are shielded by the vegetation; many of the individual complexes are shielded from each other; even the areas of car parking are hidden from view from the roads serving the estate, and in some cases from each other. There also appears to be a planned walkway system through the middle of the business park, which would allow workers and others to enjoy a pleasant setting in the midst of an industrial area on the rural urban fringe.</p> <p> Allow references to grassland/golf course/agriculture/green corridors.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple identification of characteristics/features from the photo with no developed commentary on any aspect other than good/bad.</p> <p>Level 2 (5-7 marks) (Midpoint 6) Commentary on the nature of the evidence as seen (as suggested in the nfa). Some sophistication of description, and/or evidence of geographical thinking.</p>	<p>(7 marks)</p>
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<p>08</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>The succession on an abandoned industrial site, for example, would occur as follows:</p> <ul style="list-style-type: none"> • Mosses and lichens develop on the bare surfaces. They are able to exist in areas where there is little water, obtaining nutrients by photosynthesis and from the bare concrete beneath them. • Oxford ragwort grows in cracks in the surface which provide sheltered places for seeds to germinate as well as retaining moisture and dust which help plants to root. • As these higher plants die off, they produce a thicker and more nutrient-rich soil. Taller plants can then become established. One of the most common is rosebay willowherb, which spreads initially by seeds and then by rhizomes which can extend up to 1m a year. • As soil enrichment continues the amount of grass in the vegetation increases. The smaller meadow grasses and bents of earlier stages are replaced by taller species. At this stage the area takes on the appearance of grassland with weeds. One of the common invaders is Japanese knotweed. • As the processes of soil enrichment and competition continue, the taller herbaceous plants are replaced by shrubs and, eventually, trees. From early woody plant colonists (e.g. grey willow, birch) to sycamore, laburnum, rowan and hawthorn. Dense thickets of bramble and other such scrub plants develop. These are able to compete because they can grow roots into deeper crevices in the rock. <p>On any site such as this, there will be variations caused by differences in the nature of the surface being colonised. Other surfaces could include:</p> <ul style="list-style-type: none"> • Crushed brick and mortar rubble • Whole and half-bricks • Layers of ash and slag. <p>Each of these has distinct successions taking place at different rates, with different species involved.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Generic statements of explanation. Depth of understanding of succession is limited.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Detailed statements of explanation. There is a clear sense of wasteland succession with several stages (more than two) identified and explained. Understanding is thorough.</p>	<p>(8 marks)</p>
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<p>09</p> <p>AO2 - 8 AO3 - 2</p>	<p>Notes for answers</p> <p>Routeways provide distinctive habitats because exotic species of plants and insects may be brought in by traffic or train, or they act as protected areas.</p> <ul style="list-style-type: none"> • Windborne seeds can be sucked along by trains, allowing plants such as Oxford ragwort and buddleia which dominates many areas of sidings. As the track is fenced off, this encourages wildlife such as badgers and urban foxes to live here and there are many areas filled with brambles which provide nesting sites for a variety of birds. In recent years, Network Rail has removed large areas of woodland alongside rail tracks. • Roads act in a similar way, providing homes on verges and embankments for kestrels and scavenging birds. The nitrogen-rich exhaust fumes boost the growth of some wild flowers and these in turn increase the presence of insects and animals further up the food chain. The number of wild flowers, however, can be reduced by mowing, depending on when it is carried out. Some roadsides are managed: trees and shrubs are planted to act as noise screens and flowers are put in to brighten the landscape, as part of the RHS' Britain in Bloom competition or to provide advertising for local businesses. • Canals act like long ponds, providing a habitat for a variety of aquatic plants (e.g. yellow flag iris), waterfowl (e.g. moorhens, ducks, kingfishers) and water-loving insects (e.g. dragonflies, damselflies). <p>Allow distinctive ecologies within/along the same type of routeway.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple statements of distinctive ecologies along routeways which demonstrate little understanding of the processes involved; or discussion of one ecology only.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Specific descriptive statements of distinctive ecologies along routeways some of which may be clearly attributed to a named example. Understanding of the processes involved is also clear. Assessment of 'extent to which' is tentative.</p> <p>Level 3 (9-10 marks) (Midpoint 9) A fully developed answer, with good understanding of processes and clear detail of the chosen ecologies. Assessment of 'extent to which' is explicit.</p>	<p>(10 marks)</p>
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Section B

<p>10</p> <p>AO2 - 5 AO3 - 2</p>	<p>Background</p> <p>The town in question is Hartlepool, which possibly contrary to many people’s preconceptions has reduced its overall level of economic deprivation since 1999. (<i>Economic deprivation is a measure which combines indices of income deprivation with indices of employment deprivation</i>).</p> <p>Notes for answers</p> <p>In 1999, there was a distinct polarity of deprivation: the north east/coastal area had the highest levels of deprivation (around the harbour area?), with a wedge of deprivation extending south from this through the centre of the borough. To the west, and south east, of this area the levels of deprivation are much lower. Interestingly the least deprived areas are fairly central and not too distant from the most deprived areas (suburban areas within the town proper?).</p> <p>Between 2003 and 2005, the great majority of areas within the borough have either become less deprived or there is no significant change. Many of the less deprived areas within the borough (e.g. the west) have become even less deprived. The areas which have worsened are small in number and scope. Again they tend to be in the east of the town, in the areas already deprived (though there are exceptions which should be credited - e.g. the promontory near the harbour (gentrification?).</p> <p>Overall, is it fair to say that the disparities within the borough have widened?</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple generalised statements of pattern but without any sense that the maps have been examined closely. Commentary or description only.</p> <p>Level 2 (5-7 marks) (Midpoint 6) Commentary on the degree of change (2003/05).</p>	<p>(7 marks)</p>
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<p>11</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>Reasons for urban decline:</p> <p><i>Economic decline</i></p> <ul style="list-style-type: none"> • movement of employment away from the large conurbations to smaller urban areas and to rural areas • this took place largely in traditional manufacturing industries, formerly based on coal, steam power and railways • the growth of service industries in rural areas and small towns • shortage of suitable land and premises in urban areas for new industries • the restructuring of industry, and the geographical movement of investment to new locations in the UK and overseas • high unemployment creating a downward spiral. <p><i>Population loss and social decline</i></p> <ul style="list-style-type: none"> • outmigration of younger, affluent people from inner areas of cities • suburbanisation and counter-urbanisation • those left behind are the old, the less skilled and the poor. <p>Therefore, economic decline of these areas has led to social decline.</p> <p><i>A poor physical environment</i></p> <ul style="list-style-type: none"> • areas of low-quality housing, empty and derelict properties, vacant factories and unsightly, overgrown wasteland • high levels of vandalism, dereliction, graffiti and flyposting • construction of urban motorways, with flyovers, underpasses and networks of pedestrian walkways • all contribute to the bleak concrete-dominated landscape which is unattractive to investors. <p>Answers are likely to be UK based; however, accept any urban context.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple generalised statements of reasons with no depth or detail, and not attributed to any named area; or one fully developed reason only.</p> <p>Level 2 (5-8 marks) (Midpoint 6) More specific and sophisticated statements of reasoning which are attributed to a named area(s), and/or demonstrate greater depth of understanding and/or knowledge.</p>	<p>(8 marks)</p>
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<p>12</p> <p>AO2 - 8</p> <p>AO3 - 2</p> <p>I</p>	<p>Notes for answers</p> <p>There is a wide range of partnership schemes involving different partners that students could refer to, ranging from the City Challenge Partnerships of the 1990s in the UK, to the modern day Flagship schemes of the 21st century, to the slightly smaller scale schemes concerning sustainable communities. <u>Urban Development Corporations of the 1980s were not partnerships and material based on these should not exceed Level 1.</u></p> <p><i>An example: Creative Sheffield</i></p> <p>The city of Sheffield is undergoing considerable regeneration in its central area. The regeneration is to be achieved through a series of public/private partnerships between Sheffield City Council, Creative Sheffield (an economic development company), Yorkshire Forward (a regeneration body) and number of private developers.</p> <p>A Masterplan was established in 2000 to introduce a period of recovery and redevelopment in some parts of the city. Improvements have already taken place in these areas:</p> <ul style="list-style-type: none"> • St Paul's Place • the Station Gateway (the railway station and the area immediately in front of it) • the Barkers Pool/ City Hall area. <p>Further developments are planned including a new retail quarter along The Moor, several new business areas in St Paul's Place and alongside the River Don, and a new Digital Campus alongside the railway station.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple statements of a regeneration scheme. No specific detail provided, nor any attempt to evaluate effectiveness.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Specific descriptive statements of a partnership scheme which can be clearly attributed to a named example. Evaluation is tentative and implicit.</p> <p>Level 3 (9-10 marks) (Midpoint 9) A fully developed answer, with good elaboration and clear detail of the chosen partnership scheme. Evaluation of effectiveness is explicit.</p>	<p>(10 marks)</p>
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<p>13</p> <p>AO2 - 5</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <p>Descriptive points could include:</p> <ul style="list-style-type: none"> • represented in every continent shown • most plants in North America (after Japan) • fewest plants in Africa and Oceania • R & D centres also spread across the world, mainly developed countries. <p>Commentary could include:</p> <ul style="list-style-type: none"> • production in other countries to take possible advantage of reduced tax levels and subsidies and grants • need to produce vehicles in its main overseas markets of North America and Europe, possibly because of tariff barriers preventing too many Japanese cars being imported • also needs technical (R & D) divisions in each main market to take advantage of peculiarities in local markets, maybe even to produce local models. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3)</p> <p>Simple statements with regard to distribution. Commentary is not present.</p> <p>Level 2 (5-7 marks) (Midpoint 6)</p> <p>Commentary (as suggested in the nfa) e.g. why plants are scattered, such as reduced taxation, subsidies and grants or recognises peculiarities of local markets requiring specialised R & D. Evidence of geographical thinking.</p>	<p>(7 marks)</p>
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<p>14</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>Companies expanded from their home base to become TNCs for some of the following reasons:</p> <ul style="list-style-type: none"> • To take advantage of spatial differences in the factors of production at a global scale. One reason is to look for cheaper labour costs • To take advantage of government policies such as lower taxes, subsidies and grants • To take advantage of less stringent legislation on employment and pollution • To get around trade barriers • Locating in markets where they want to sell • To grow to a size where they achieve economies of scale, allowing them to reduce costs, finance new investment and compete in global markets • Acquire geographical flexibility so that they can shift resources and production between locations at a global scale in order to maximise profit. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Generalised statements of reasons which are either simplistic or lacking in a sense of place or exemplification; or one developed reason.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Detailed, specific and/or sophisticated reasons that clearly apply to the growth of TNCs.</p>	<p>(8 marks)</p>
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<p>15</p> <p>AO2 - 8 AO3 - 2</p>	<p>Notes for answers E = Economic; S = Social</p> <p>Impacts on the host country</p> <p>The positive impacts are:</p> <ul style="list-style-type: none"> • Employment (E/S) • Inject capital into the local economy: more disposable income will create a demand for more housing, transport and local services (E) • Multiplier effects: investment by a TNC can trigger more employment through the process of cumulative causation bringing greater wealth into a region. Jobs can be created by component suppliers, distributors, companies supplying services to the plant (servicing plant to supplying the canteen) (E) • New working methods: the transfer of technology will create a more skilled workforce. Also, new methods will be adopted, such as just in time (JIT) and quality management systems. (S) <p>The negative impacts are:</p> <ul style="list-style-type: none"> • Competition: arrival of TNCs may have an adverse effect on local companies which might not be as efficient and therefore, lose business (E) • Labour exploitation: many have alleged that some TNCs exploit cheap, flexible, non-unionised labour forces in developing countries. This has been strongly denied by many TNCs who point to a basic standard of operation involving worker training facilities, promotion opportunities for locals with a minimum wage in force (S/E) • Urbanisation: establishing factories in major urban centres leads to their expansion as younger workers migrate from rural areas (S) • Removal of capital: to TNC's home country (E) • Outside decision making: plans affecting plants in developing countries are made in the home country and usually for the benefit of the TNC and its profitability. (S/E) <p>Impacts on the country of origin</p> <p>The positive impacts are:</p> <ul style="list-style-type: none"> • High-salary employment: even when TNCs move their operations overseas, the headquarters and R&D often stay in the home country (E) • Return of profits: successful TNCs return their profits to the home country to be distributed amongst shareholders. Profits are also taxed which increases government revenues. (E) <p>Negative impacts are:</p> <ul style="list-style-type: none"> • Unemployment: for both the TNC's employees and those in component suppliers (S/E) • Reverse multiplier effects: as unemployment increases in a region, disposable income falls leading to a downward spiral (vicious circle). (S/E) 	<p>(10 marks)</p>
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	<p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple statements of impact, which are generalised and non-specific to identified areas of the world e.g. they create jobs, they exploit cheap labour.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Detailed statements of impact with some recognition of the importance impacts have on host and/or origin countries. The answer is detailed with some use of examples, and/or makes sophisticated comments on impact. The answer is likely to be imbalanced (economic v social). Assessment is implicit.</p> <p>Level 3 (9-10 marks) (Midpoint 9) A fully developed answer with good elaboration and frequently supported by examples. The answer is balanced (economical and social), and statements of assessment are explicit.</p>	
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<p>16</p> <p>AO2 - 5</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <p>The conflict of Western Sahara illustrates several aspects of the <u>origins</u> of conflict:</p> <ul style="list-style-type: none"> • Nationalism: the Saharawis, the Polisario group. Morocco's 'Green March' • Ethnicity: Spanish rule v Arabic • Culture: Catholicism v Islam • Resources: extensive area of land, economic resources (phosphates and possibly oil offshore). <p>It also illustrates elements of <u>resolution</u> of conflict:</p> <ul style="list-style-type: none"> • Invasion – which could be an 'origin' • Guerrilla warfare – as above • Referendum • International Court of Justice • A major 'player', the USA as a broker of peace • The UN – an international body. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple processing or lifting of material from the figure with no basis of commentary.</p> <p>Level 2 (5-7 marks) (Midpoint 6) Awarded to comments that go beyond the statements in the information, i.e. there is some commentary (intellectual processing) on what lies behind, or can be extrapolated from, the statements given, or some attempt to categorise the main elements of either origin of conflict or resolution. Both elements needed for maximum marks.</p>	<p>(7 marks)</p>
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<p>17</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>Causes of separatism: feelings of alienation due to:</p> <p>Historical allegiances - Quebec allegiances to France Peripheral location - Scots and Welsh nationalists Religious differences - the former Yugoslavia, Kurds in Turkey and Iraq Economic differences - Breton nationalism in France Cultural differences - Chechens in Russia, Tamils of Sri Lanka Language differences - most of above - often differences are manifested in terms of language and religion. N.B. Many areas exhibit a combination of causes/reasons.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simplistic statements which are generalised and lacking in depth of understanding. There is no real attempt to introduce geographical examples of where different forms and reasons for separatism exist; or one good discussion of one reason only.</p> <p>Level 2 (5-8 marks) (Midpoint 6) More detailed and/or sophisticated reasons for separatist pressures. There is a clear attempt to support the answer with references to areas of the world. Answers at the highest mark have recognised the complexity of the range of reasons for separatism.</p>	<p>(8 marks)</p>
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<p>18</p> <p>AO2 - 8 AO3 - 2</p>	<p>Notes for answers</p> <p>The consequences of separatism may be either peaceful or non-peaceful:</p> <ul style="list-style-type: none"> • The establishment/maintenance of own societies and norms – separate cultural identities within a country • The protection of a language through the media and education • The growth of separate political parties and devolved power • Civil disobedience • Terrorist violence • Civil war • International conflict or disturbances. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (Midpoint 3) Simple statements of consequence, which are generalised and non-specific to an identified area of conflict; or a good discussion of one consequence only.</p> <p>Level 2 (5-8 marks) (Midpoint 6) Detailed statements of consequences with a clear sense of place being generated. The answer may also make sophisticated comments on consequences – e.g. variations over time or space.</p> <p>Level 3 (9-10 marks) (Midpoint 9) A fully developed answer examining a range of consequences, with good elaboration and clear and appropriate detail. Recognition of the complexity of the issue(s).</p>	<p>(10 marks)</p>
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Section C - Mark scheme for the essay questions

Assessment Criteria	Level 1 1-10 Mid point 6	Level 2 11-20 Mid point 16	Level 3 21-30 Mid point 26	Level 4 31-40 Mid point 36
Knowledge of content, ideas and concepts	Basic grasp of concepts and ideas; points lack development or depth.	The answer is relevant and accurate. Reasonable knowledge. Imbalanced theories.	Sound and frequent evidence of thorough, detailed and accurate knowledge.	Strong evidence of thorough, detailed and accurate knowledge.
Critical understanding of the above	Incomplete, basic.	Reasonable critical understanding of concepts and principles with some use of specialist vocabulary.	Sound and frequent evidence of critical understanding of concepts and principles, and of specialist vocabulary.	Strong evidence of critical understanding of concepts and principles and of specialist vocabulary.
Use of examples/ case studies to support argument	Superficial.	Examples show imbalances.	Examples are developed, balanced and support the argument.	Examples are well developed and integrated.
Maps/diagrams	None.	Ineffective.	Effective.	Fully integrated.
Evidence of synopticity:	No evidence.	Limited.	Strong.	Full.
Connections between different aspects of the subject		Some ability to identify, interpret and synthesise some of the material.	Some ability to identify, interpret and synthesise a range of material.	There is a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
'Thinking like a Geographer'		Limited ability to understand the roles of values, attitudes and decision-making processes.	Some ability to understand the roles of values, attitudes and decision-making processes.	Evidence of maturity in understanding the role of values, attitudes and decision-making processes.
Quality of argument - the degree to which an argument is constructed, developed and concluded	Language is basic; arguments are partial, over simplified and lacking clarity. No sense of focus of task.	Arguments are not fully developed nor expressed clearly, and the organisation of ideas is simple and shows imbalances. Some sense of focus of task.	Explanations, arguments and assessments or evaluations are accurate, direct, logical, purposeful, expressed with clarity and generally balanced. Clear sense of focus of task.	Explanations, arguments and assessments or evaluations are direct, focused, logical, perceptive, mature, purposeful, and are expressed coherently and confidently, and show both balance and flair.

The above will be put into practice following best-fit guidance discussed at the standardisation meeting. Once the level has been decided, the starting point mark is the mid of that range: 6, 16, 26, and 36. Then, fine-tune within the mark range taking into consideration the scripts used at the Standardisation meeting.

<p>19</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question might include:</p> <ul style="list-style-type: none"> • The concept of a hazard • The distinction between physical and human factors • An understanding of human factors: population density; urbanisation of the population; poverty; earthquake mitigation e.g. implementation of building codes, education of population in how to respond to earthquakes, disaster planning • An understanding of physical factors: earthquake magnitude; local geology and liquefaction; relief and its affect on landslides and barrier lakes; proximity to lowland coasts exposed to tsunamis • Variations in the capacity to adapt to manage impacts • Different impacts on different groups within the same population such as the vulnerability of informal settlements • Use of case study material/exemplars. <p>Synopticity emerges with some of the following:</p> <ul style="list-style-type: none"> • A critical understanding of the processes that produce earthquake hazard events and the context in which they are produced • Understanding the context of varying timescales (frequency, etc) • An understanding of the impact of earthquake events • An understanding of the vulnerability of different populations to these hazards • A critical understanding of the vulnerability of different regions, particularly an understanding of the differences between richer and poorer areas and the contrast between urban, rural and remote environments • Understanding the capacity and willingness of people to deal with these hazards. <p>The question requires a discussion and the response should come to a view. Any conclusion can be credited as long as it is measured and reasonable, and related to the content of the answer.</p>	<p>(40 marks)</p>
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<p>20</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question should include:</p> <ul style="list-style-type: none"> • Description of, and reasons for, the existence of the urban heat island/ heat dome • Description of, and reasons for, differences in wind speed within urban areas, turbulence, funnel/Venturi effect • Description of, and reasons for, variations in air quality, fog, photo-chemical smog, and other causes of pollution • Description of, and reasons for, differences in precipitation (frequency and intensity), fogs and thunderstorms • Use of case study material/exemplars. <p>Synopticity emerges with some of the following:</p> <ul style="list-style-type: none"> • A critical understanding of the processes that influence temperatures, air movement and air quality in urban areas • An understanding of the context of varying timescales, seasons, etc • An understanding of the importance of location, in that some urban areas have less of an influence on climate than others • A critical understanding of the various ways in which managers and planners respond to the influences of urban areas • Understanding the capacity and willingness of people to deal with these influences • Depth and breadth of case study support. <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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<p>21</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this answer might include:</p> <ul style="list-style-type: none"> • Defining a ‘reasonable standard of living’, and biodiversity • An understanding that if the quality of life of people in the chosen biome is to be raised more development would be needed • Knowledge and understanding of the developments that are taking place in the biome • Knowledge and understanding of the impacts of developments on biodiversity • An appreciation of whether such a use of resources is sustainable • Understanding of the role of population growth/pressure • Consideration of whether ecological extinctions and economic disasters would follow • Understanding of different viewpoints • Use of a case study(ies) in the biome. <p>Synopticity emerges with the following:</p> <ul style="list-style-type: none"> • Evidence of depth/breadth of case study material • Critical understanding of the degree to which development, biodiversity and sustainability are interrelated • Critical understanding of the importance of species diversity • Recognition of the roles of decision makers, developers and other interests in both development and maintaining biodiversity • Critical understanding of the conflict of views over raising living standards v. protection of the environment. <p>The question clearly requires a discursive approach and the response should come to a view regarding relative importance/feasibility of the two factors. Any conclusion is creditable as long as it is reasonable and related to the material under discussion.</p>	<p>(40 marks)</p>
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<p>22</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question will cover the urban processes that have resulted in planning and management issues, within the context of contrasting case studies from countries at different levels of economic development. So, any of the following content is relevant:</p> <ul style="list-style-type: none"> • Urbanisation • Suburbanisation • Counter-urbanisation • Re-urbanisation • Urban regeneration • Urban redevelopment, e.g. of city centres • Waste management • Transport management • Understanding of planning and management issues in the above in order to bring out the importance or otherwise of level of economic development. <p>Synopticity emerges with the following:</p> <ul style="list-style-type: none"> • evidence in the breadth/depth of case-study material • detailed critical understanding of urban processes or issues • detailed critical understanding of planning and management responses • awareness of the interrelationships of the various aspects covered in the question • awareness of the influence or otherwise of the level of economic development of an area in decision making. <p>The question requires a critical approach and the response should come to a view. Any conclusion can be credited as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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<p>23</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question should include:</p> <ul style="list-style-type: none"> • Definition of the terms NIC and globalisation • Recognition of the variation of NICs over time – the chronology of their growth • Knowledge and understanding of the impacts of NICs on the global economy • Knowledge and understanding of the factors causing globalisation, possibly recognising the roles of TNCs in this process • Knowledge and understanding of the consequences of globalisation, and the role that NICs play in those consequences. <p>Synopticity is therefore achieved by:</p> <ul style="list-style-type: none"> • evidence in the breadth/depth of case-study material • detailed critical understanding of characteristics, factors, and impacts • detailed critical understanding of issues resulting • awareness of the complexity of this topic, and of the importance of the role of decision makers. <p>The question requires an evaluative approach and the response should cover all elements, and come to an overall view. Any conclusion can be credited as long as it is measured and reasonable, and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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<p>24</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question should include:</p> <ul style="list-style-type: none"> • Discussion of the concepts ‘development’ and ‘security’ • Application of these concepts to a context and location where the two are critical and interrelated • Detailed knowledge and understanding of the area and issues arising • Knowledge and understanding of the role of decision makers in deciding priorities • Knowledge and understanding of the application of these concepts and their relevance to people at a range of scales. <p>Synopticity is therefore achieved by:</p> <ul style="list-style-type: none"> • Evidence in the depth/breadth of case study material • Critical understanding of the context within which the argument is set • Critical understanding of the balance of viewpoints as expressed in the quotation • Ability to extend understanding of geographical themes, and ideas into a real world context • Awareness of the complexity of this topic, and of the importance of the role of decision makers. <p>This question requires a discursive approach. The answer should be broken down into its constituent parts, with an in-depth discussion given of both elements. Any conclusion can be credited as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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