



General Certificate of Education

Geography 2030

Specification

GEO4B Geographical Issue Evaluation

Specimen Mark Scheme

2009 examination

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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Set and published by the Assessment and Qualifications Alliance.

General Guidance for A Level Geography Assistant Examiners

Quality of Written Communication

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 communications 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.

Levels Marking - General Criteria

The following general criteria relate to knowledge, understanding and their critical application and the quality of written communication as outlined in the AQA Geography subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1: An answer at this level is likely to:

- display a basic understanding of the topic;
- make one of two points without support of appropriate exemplification or application of principle;
- demonstrate a simplistic style of writing perhaps lacking close relation to the term 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: 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;
- 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: 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;
- 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.

N.B. A perfect answer is not usually required for full marks. Clearly, it will be possible for an individual candidate to demonstrate variable performance between the levels. In such cases the principle of best-fit should be applied. Experience suggests that the use of exemplars within this mark scheme and the discussion which takes place during the Standardisation Meeting normally provides sufficient guidance on the use of levels in marking.

Annotation of Scripts

- Where an answer is marked using a levels of response scheme the examiner should annotate the script with 'L1', 'L2' or 'L3' at the point where that level is thought to have been reached. The consequent mark should appear in the right hand column. Where an answer fails to achieve Level 1, zero marks should be given.
- Where answers do not require levels of response marking, each script should be annotated to show that one tick equals one mark. It is helpful if the tick can be positioned in the part of the answer which is thought to be credit-worthy. For points marked questions, where no credit-worthy points are made, zero marks should be given.

General Advice

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Question 1

(a) Notes for answers

AO3 - 2 The proportion of black or black-British ethnic groups in the population increases (decreases) as one moves closer to (further from) the centre of Bolton.

The null hypothesis would be “There is no correlation between the proportion of black or black-British ethnic groups and distance from the centre of Bolton.”

Mark scheme

Partially correct statement of the hypothesis, or statement of only the null hypothesis. (1)

Clear statement of the hypothesis. (1-2) **(2 marks)**

(b) AO3 - 6

Astley Bridge	13	-7	49	3 correct = 1 mark
Bromley Cross	15	-4	16	4 correct = 2 marks
Little Lever	14	-1	1	5 correct = 3 marks
Hulton Park	17	-1	1	
Kearsley	16	1	1	

$\Sigma d^2 = 273$ (1)

$1 - \frac{6 \times 273}{17^3 - 17}$ (1)

$1 - \frac{1638}{4896}$ (1)

$1 - 0.335$ (1)

0.665 (1)

Award full 6 marks for correct result for rs.

If rs is wrong, work backwards and take off marks for incorrect stages. **(6 marks)**

(c)(i) Mark scheme
AO3 - 2

The result is significant at the .01 level of significance. (1)
So, one can be 99% certain that the relationship between the two variables has not arisen by chance / that there is a significant relationship. (1)

(2 marks)

(c)(ii) **Notes for answers**
AO3 - 3

There is a strong correlation because the R_s is close to 1.

It is a positive correlation. As closeness increases so does the proportion of black and black-British.

It is a statistically significant correlation so is unlikely to have arisen by chance.

Mark scheme

If all three parts of the answer are expressed clearly, award 3 marks.

If two parts are expressed clearly, award 2 marks.

If one part is expressed clearly, award 1 mark.

(3 marks)

Question 2**(a)****AO1 - 2****AO2 - 3****Notes for answers**

Page 2 of Item 4 describes the benefits of migration for the host country. These are described in fairly general terms. However, candidates should be able to develop these points by reference to their studies of the issues related to the development of multi-cultural societies. The benefits that they might refer to relate to the refugees bringing:

- new skills to the area
- dynamism and a determination to become successful in their new homes
- a workforce, in a country with an ageing population
- new cultural resources.

Evidence of specific contributions to Bolton might include:

- the needs of schools and colleges in the town to fill their rolls
- the keenness of the newcomers to get themselves an education
- the keenness to seek employment
- reference to the skills that many of the group had before they arrived in Bolton, - 'doctors, lawyers, accountants and nurses'
- reference to their ages - 'most are young adults and their children'
- cultural factors - of which their contribution to the Congolese Church is the only one that is mentioned specifically
- workforce in a country with ageing population if developed in detail.

Mark scheme

Level 1 The answer makes at least one basic point about a way that Bolton can benefit from the presence of the refugees, but any such points are probably lifted fairly directly from the AIB, with little comment or development of the candidate's own ideas. (1-3 marks)

Level 2 The answer makes at least one clear point, by taking points from the AIB, relating to the benefits that Bolton might gain from acting as a destination for the refugees, and then elaborating on this to explain why that factor is important. As more points are developed, the answer moves up through the level. (4-5 marks)

At the top of the level, by linking different aspects of geography and material from different sources, the answer shows synthesising skills and synopticity.

(5 marks)

(b)

AO1 - 3

AO2 - 2

AO3 - 3

Notes for answers

In **Item 1**, the Council Leader states that 'Bolton is well known for its friendly people ...'.

Item 2 makes several points, including that places were available in schools and colleges, that housing was available that had been used for previous refugee groups, and that house prices are relatively cheap by comparison with the rest of the country. It also refers to the presence of significant groups of people of African origin and the support that the refugees have received from the local Congolese church (which is supported, in its turn, by the Methodist church).

These points are supported by **Item 5**. The table on ethnicity backs up the statement about the presence of people from Black ethnic groups and Item 6 gives some details about their concentration in particular wards. The table on dwelling prices shows that all categories are cheaper than in England and Wales as a whole - sometimes less than half the cost - and that they are significantly lower than in the rest of the Northwest region. Bolton has existing structures (Gateway/St Vincent's/Council Departments) in place to support refugees.

These points meet several of the aims of resettlement from the third page of **Item 4**.

Mark scheme

Level 1 The answer makes at least one basic point about a way that Bolton is attractive to the refugees, but any such points are probably lifted fairly directly from the AIB, with little comment or development of the candidate's own ideas. Any attempt to evaluate the strength of factors is assertion with little or no justification. (1-4 marks)

Level 2 The answer makes at least one clear point, by taking points from the AIB, relating to the strengths of Bolton as a destination for the refugees, and then elaborating on this to explain why that factor is important. (5-8 marks)

At the bottom of the level there is one clear attempt to evaluate the importance of one of the factors considered.

As more points of evaluation are developed, the answer moves up through the level. Facts about Bolton from AIB linked to **these** people.

At the top of the level, by linking different aspects of geography and material from different sources, the answer shows synthesising skills and synopticity.

(8 marks)

Question 3**AO1 - 2** **Notes for answers**
AO2 - 4
AO3 - 4

Bradshaw is on the edge of the built up area. It lies on the sides of the moors, with views across the town and across the valley of the Bradshaw Brook. There are considerable areas of open space in the ward, on steeper slopes and on the valley flood plains. There are reservoirs, woods, and gold clubs, to offer recreational opportunities.

The street patterns of the ward indicate that much of the area was developed in the period since 1950, on planned estates. The through roads do not pass through the housing areas.

Derby ward is in the town centre. This area is more densely settled and crowded. The layout of the map suggests that Derby ward is close to Bolton's CBD, with all the attractions that it is likely to offer. However, there is little open space for recreational activities. Education facilities are accessible - especially higher education institutions. Public transport is also likely to be more easily available here than in the other two wards.

The street pattern is often rectilinear, suggesting that the area was built in the late nineteenth or early twentieth century. This means that housing probably consists of terraced houses, probably with only small gardens - if there are any. The location close to the river, railway and town centre, suggest that the area was probably industrial, although the original functions of many industrial premises have probably long-since changed.

The census data shows that Bradshaw has over 96% of its population in the 'White British' ethnic group, with less than one third of 1% in the 'Black' group. It has high proportions of people in employment categories 1, 2, and 3 - these are amongst the highest proportions in the town. By contrast, it has very low proportions in categories 7 and 8 - amongst the lowest in the town.

On the other hand, Derby ward has amongst the lowest levels of employment in each of the categories 1, 2, 3, 4, and 5. It has a very high proportion in category 8 as well as has high proportions in categories 6 and 7.

The better-paid, high status categories have low numbers; the poorly paid, low status categories have higher numbers.

Mark scheme

Level 1	<p>The answer makes at least one relevant point, selecting relevant data from the AIB or map extract. However, this is not developed to show the candidate's knowledge or understanding.</p> <p>Map evidence is generalised, lacking precision. Census data is lifted, but not manipulated, compared, ranked or used in any other way.</p>	(1-3 marks)
Level 2	<p>The answer selects data from the AIB and/or map extract. This is then used clearly to make relevant points about the area being considered. Must compare to reach L2. Elements in the answer that might raise it to this level include:</p> <ul style="list-style-type: none"> • precise, and relevant, grid references, used to support a point • interpretation of evidence taken from the map • ranking of wards for some aspects of the data • working out percentage figures for an aspect of the data • recognition of evidence of change • clear spatial differentiation 	(4-7 marks)
Level 3	<p>The answer develops ideas in depth and detail. It shows clear understanding of the spatial variations within the town of Bolton. Aspects of the geography, observed from the map or data tables are used in a synoptic way to build up a clear picture of the town and clear comparison of the two areas under specific consideration.</p>	(8-10 marks)
		(10 marks)

Question 4**AO1 - 1 Notes for answers****AO2 - 2****AO3 - 6**

The two most likely techniques to be described are:

- environment surveys
- questionnaires.

However, these are not exclusive and any reasonable suggestion should be accepted and gain access to the full range of marks.

Use of data such as census data is acceptable, but the candidates need to go beyond the data given in the AIB in order to gain more than 1 or 2 marks.

For environment surveys expect references to:

- drawing up categories
- establishing criteria by which to assess the categories
- pre-testing and revision
- selecting locations
- sampling techniques – line, random point, stratified, etc
- deciding on the scores, to ensure comparability
- use of measurements or counts, etc. and ensuring consistency and accuracy etc.

For questionnaires expect references to:

- drawing up questionnaire
- open v. closed questions
- selecting categories of possible answer
- avoidance of bias in questions
- pre-testing and revision
- sampling techniques – pre-selected names and addresses, stopping passers by, chosen at random or in a stratified sample, etc
- attitude of questioner and avoidance of bias etc.

The answer might discuss both strengths of the chosen method and/or weaknesses of alternatives. Both should be given credit.

Look particularly for recognition of possible pitfalls and ways of reducing these.

Mark scheme

- Level 1** A basic answer. A relevant technique is suggested and some reference is provided about the technique and how it might be carried out. (1-3 marks)
 The outline is theoretical with little relevant, practical reference either to the candidate's own experience or to how it could be adapted for use in Bolton.
 References to accuracy are vague and do not show a clear practical understanding of either the possible problems or of possible solutions to those problems.
- Level 2** A clear answer which provides a 'handbook' of how to carry out the technique. (4-6 marks)
 The candidate clearly understands the strengths of the technique and can also suggest ways of avoiding pitfalls.
 The answer contains clear references to the candidate's own fieldwork experience. If this is adapted to fit the Bolton context the mark will rise to the top of the level.
- Level 3** A detailed answer.
 The candidate has a detailed, practical understanding of the technique. There are strong references to the candidate's own fieldwork and these are adapted in a practical and geographical way to fit the needs of the context of the issue evaluation.
 The strengths of both the candidate's own work and the adapted proposals are understood.
- (7-9 marks)
(9 marks)

Question 5**AO1 - 2 Notes for answers****AO2 - 9****AO3 - 4**

The answer should establish criteria for the choice, basing these criteria on the needs of the refugee group and/or the needs of the resident population. For the needs of the refugees, candidates can refer back to points made in Question 2 (i), and for the needs of the resident population, they can refer back to Question 2 (ii).

Then these criteria should be matched as closely as possible to the characteristics of the two areas under consideration. In this part of the answer, there might be reference back to points from Question 3.

Strengths of the Inner areas might include:

- a bigger, established black population
- a more culturally and ethnically diverse population
- the likelihood of cheaper housing being available
- easier access to the support services that might be needed, which are likely to be provided centrally, in council offices, etc
- easier access to education, especially higher education
- more public transport facilities, for travel within the area and outside it
- more jobs in the central area, etc.

Strengths of the Outer area might include:

- better quality, more modern housing - but expensive, perhaps beyond the means of the group
- more open space, for a group that might contain many people of a rural background
- easier access to jobs in 'animal husbandry'
- a less culturally diverse area might actually present less hostility than an inner city area where there might be pre-existing tensions
- if the group consists of 'professionals - doctors, lawyers, accountants and nurses' they might - in the long term - be more at home in this area from a class point of view, even if not from an ethnic point of view, etc.

The third option is likely to combine strengths from the other two. Note that "spread them throughout" does not have to be interpreted as "spread them evenly through every ward". Concentrating them mainly in a group of wards is quite acceptable.

Mark scheme

Level 1 The answer makes relevant points, but these are basic and not developed in detail. Criteria for the suggested choice are not clearly established and are not linked to the features on offer in the areas. (1-5 marks)

The answer is limited in scope and does not consider strengths and weaknesses. Comparisons are limited, with little emphasis on points that do not fit the general argument.

Level 2 The answer is clear, with at least one point explained well. The answer may well include specific reference to criteria by which the areas could be judged. Then these are used to assess the options against. (6-10 marks)

Strengths and weaknesses of both areas and of the compromise option are considered, and some attempt is made to reach a balanced conclusion. As the consideration develops and becomes a discussion, the answer moves to the top of the level.

Level 3 The answer is developed in detail. (11-15 marks)

Strengths and weaknesses of both areas and of the compromise option are considered in detail.

The candidate reaches a balanced conclusion as to the most suitable strategy. A range of different aspects of the issue is considered, so the answer is synoptic.

Criteria for the decision are established or clearly implied.

(15 marks)