

GCE 2005
January Series



Mark Scheme

Geography Specification B

(GGB1)

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.

Further copies of this Mark Scheme are available to download from the AQA Website:
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Dr Michael Cresswell Director General

General Instructions to Examiners on marking.

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at that meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

The Marking Scheme

The Marking Scheme consists of two sections for each question or sub-question – the Notes for Answers and the Mark Scheme itself.

Notes for Answers (NFA):

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA might indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

The Mark Scheme

This provides the instructions to Examiners as to how they are to assess the work of candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

- (a) It indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.
- (b) It indicates how Examiners should move through the levels in a level response mark scheme – usually to all questions of 5 marks or more. Each level has a levels descriptor, with clear statements of the “triggers” to move candidates from one level to another. Each Level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between levels, for example:

- a number of characteristics, reasons, attitudes etc.
- the degree of specification, for example the use of specification case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

The Marking process.

A sample of the Examiner’s marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meetings and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done in red.
- 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.
- The left hand margin is where an indication of the level achieved is written. Comments and codes (see below) may also be written on the left.
- Indications of the level achieved may also occur in the body of the answer if this is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme).
- Levels II, III, and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate has reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing “Level II (or III) – good” in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions of 25 marks in total.

Other Mechanics of marking

- Underline all errors and contradictions.
- Cross out irrelevant sections using a line from top-left to bottom right. (However be careful to check that there is no valid material, however brief, in the mass of irrelevance.)
- Indicate repeated material with “rep”.
- Other useful marking codes can be used, for example, “va” for vague, “NQ” or “Not Qu.” For failure to answer the question, “Irrel” for irrelevant material, and SIF” for self-penalising material.
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate’s total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write “RAM Rubric” on the front of the script.
- Large areas of text must not be left blank – use the wavy line or write “seen” alongside the text. All pages must have indication that they have been read, especially supplementary sheets.
- Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

Question 1

- (a) Candidates are expected to present reasons for precipitation at fronts. Reasons relate to **uplift of warm air** (Tm) over the cold air (Pm), cooling to dew point, condensation, precipitation. **Cooling by contact** and uplift. At CF the cold air is **undercutting** the warm air and causes more rapid uplift, therefore higher intensity of rainfall.
- Point mark. One mark for each valid reason for cooling/precipitation **(4 marks)**
- (b) The weather is generally cold in the day (colder at night), clear skies, dry, low wind speeds with fog in early morning.
- Under anticyclonic conditions air is divergent and stable; spreading from the high pressure centre; as it spreads and descends it dries out therefore lack of cooling to dew point; no cloud or rainfall. Lack of cloud cover allows loss of heat by radiation; cooling at ground level cools lower atmosphere and produces fog.
- Low angle of sun and shorter daylight hours means that there is a low level of incoming solar radiation. Gentle pressure gradient produces low wind speeds.
- Level 1**
Answer describes the general conditions with no development **(0-3 marks)**
- Level 2**
Answer develops one reason to explain associated weather. Three aspects well explained to achieve full credit. **(4-8 marks)**
- (c) Diagram should indicate a flashy hydrograph; steep rising limb, high peak, short lag time, steep recessional limb.
- Level 1**
Basic shape of flashy hydrograph; general labels to components of hydrograph. **(0-2 marks)**
- Level 2**
Descriptive labels given; some indication of short lag time; by reference to maximum rainfall input. Axes identified/fully labelled. **(3-5 marks)**

Question 2

- (a) The histograms generally show a shift towards the higher classes of dietary energy intake. Expect some comment on the modal class or quantification of frequency changes.

The 1969 data shows a strong positive skew with a dominant modal class (1900-2300) with more than 50% of population.
By 1997 the modal class, with 42% population is 2701-3100 kc/c/d. The percentage in class 3101-3500 has declined by 1997, probably because the dietary level has shifted to the >3500 class, which was almost 0 in 1969.

Point mark. One mark for each valid change. Max 2 marks for data rep.
Credit overall trend/anomalies, comments on modal/skewness.

(4 marks)

- (b) Changes may have resulted from an increase in food output, an improvement in technology or a stabilisation/slowing down of population growth.
Availability of food has outstripped population growth in some countries.
Candidates could cite examples of policies contributing to this; population control; agricultural developments; food aid, etc.

Level 1

Description of strategies at a general level without links to improvements in food intake. Methods in isolation.

0-3 marks

Level 2

Specific policies linked to improvements in food intake; can be population or food supply based; or both. Two well developed policies/strategies needed for full credit.

4-8 marks

- (c) This data could be used to support an optimistic view that more people are better fed, but, we are not given any detail on changes in specific countries or regions; some may have moved into lower classes; and this is only a sample of countries, we have no indication of the situation in other areas.
We are not given any information about the daily requirement for calorie intake; people may be better fed, but still have an inadequate diet.

Level 1

Basic description of changes, shift to the higher groups and simplistic justification of 'optimistic' view.

(0-2 marks)

Level 2

Some element of discussion of the 'extent' to which data supports view.
Some awareness of limitations of data.

(3-5 marks)

Question 3

- (a) Expect to see a well-stated aim(s) and clearly formulated hypotheses or null hypotheses.

Clear aim. (1)

Indication of hypotheses but poorly stated. (1)

Well-stated, directional hypotheses. (2)

3 marks

- (b) Chosen hypothesis must be clear; method of analysis applied needs to be developed along with some indication as to how the result of this analysis added to understanding, e.g. supported previous theory or generated anomalies; needs to go beyond general benefits of field work.

Level 1

Method described without reference to use in analysis or effect on understanding. General benefit of field work.

0-3 marks

Level 2

Clear indication as to analytical method and developed reference to show how understanding was improved. Specific reference to topic and how results confirmed theories or otherwise.

4-7 marks

Question 4

- (a) The main changes are an increase in the population over 65, some increase 16-64 and a decrease in under 16. Households are smaller by 2001; a large increase in the one and two person households; decrease in the larger households.

Point mark. One mark for each main change. Max 4 marks for data lifted from table. Credit general comments on age structure and household size. **(6 marks)**

- (b) Although population growth has slowed down in the last thirty years; there is an increasing demand for housing; an increasing desire to be home owners; an increase in wealth; social changes such as separation and divorce; have all led to a need for further housing development. There is an increasing number of the elderly and a reduction in the number of children; smaller family size.

This has contributed to continued expansion on the urban fringe; detached, executive style housing despite smaller families.

There has been the growth of housing in regeneration schemes; conversion of former industrial units or commercial units; 'docklands' type of development. Flats and apartments (one to four bedroom).

There has been the growth in 'starter homes' and single occupancy units, houses and homes adapted for elderly residents, flats and modern terraced homes (generally up to two bedroom); mainly in central (often brownfield) locations.

Level 1

A basic answer that refers to social or demographic change or only to housing types/areas – 'urban model'. **(0-3 marks)**

Level 2

Answer shows how a stated change links to the development of a related type of housing (size and location).

Some reference to soc/dem needed to access top of the level. **(4-8 marks)**

Level 3

Clear reference to both types of change; use of examples. **(9-10 marks)**