



General Certificate of Education

Geography 2030

GEO4B Geographical Issue Evaluation

Post-standardisation

Mark Scheme

2011 examination - January 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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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.

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.

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 eg “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 eg “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.

Mechanics of marking

- Various codes may be used such as: ‘rep’ (repeated material), ‘va’ (vague), ‘NAQ’ (not answering question), ‘seen’, etc.
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

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 'L1', 'L2', or 'L3' at the point where that level has been reached in the left hand margin. At each point where the answer reaches that level, the appropriate levels indicator should be given. 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.
- Where answers do not require levels of response marking, the script should be annotated to show that one tick equals one mark. The tick should be positioned in the part of the answer which is thought to be creditworthy. For point marked question where no creditworthy points are made, 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.

<p>1 (a)(i)</p>	<p>Notes for answers</p> <p>For presenting three pieces of data, adding up to 100%, the most probable technique is to use a pie chart. To do this draw a circle and divide it, using a protractor into three segments. To work out the size of each segment multiply the % by 3.6. Draw the segments in order, starting from '12 o'clock'. Add a key.</p> <p>This is useful because it is very visual and easy to see the relative proportions in each piece of the pie. If a number of wards were to be compared, the pies for each could be placed on a map. The circles could even be drawn in proportions to show the total population of each ward, if that information were available.</p> <p>However, it might be difficult to read off the exact figures from such a graph. If the exact figures might be needed it could be better to use a bar graph, with a scale on the side that made it easy to read the figures in each bar. These could also be placed on a map, if there were several sets of data available.</p> <p>It just might be useful to show the figures on a triangular graph, if there were a number of different sets of data and if the aim was to show whether the wards could be divided into a number of different groups with similar characteristics.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Allow 1 mark for choice of a relevant technique which would show three sets of data clearly. Basic explanations of how to do the technique, or of why it was chosen, allow progression through the level. Award marks for points shown on any diagram that is drawn to accompany the written answer.</p> <p>Level 2 (5-7 marks) (mid point 6) If there is a clear explanation of the technique that would allow an intelligent person to understand how to do the technique or how to read the results, and some clear relevant justification, the mark reaches Level 2. With increasing depth and detail in the justification, the mark rises through the level. There might be reasons for choosing one technique and rejecting another possible technique. There might be justification which puts this technique in a broader context i.e. to compare Inner North Belfast (INB) with Belfast and N Ireland. The technique must be clearly outlined <u>and</u> justified to get to Level 2.</p>	<p>(7 marks)</p>
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<p>1 (a)(ii)</p>	<p>Notes for answers</p> <p>INB has a higher dependency ratio than either Belfast or N Ireland. In particular the area has a higher % of over 60s than either of the other two areas.</p> <p>Statistics show that it has a higher % of Catholics than the other two areas. Of itself this does not provide strong evidence for urban decline but it is generally accepted that the Catholic population has been more deprived than the Protestant. However, the footnote to the table suggests that INB has a very fragmented population distribution and that this can lead to small enclaves of deprivation and to problems with travelling for work and for services.</p> <p>The statistic for lone parent households with children shows a particularly strong concentration in INB. This is often both a cause and an effect of other social and economic problems. It might be linked to high unemployment levels, difficulties with returning to work, educational underachievement, etc.</p> <p>The proportion of lone pensioner households is also high in INB by comparison with the other areas. This is not so obviously linked with multiple problems as the lone parent statistic is, but it may still indicate poverty and the need for more social care than is generally found.</p> <p>There is a very low availability of access to cars. This indicates poverty in itself but it also might make it more difficult for people to travel for work...or to travel to take advantage of the lowest price supermarkets, etc., which are unlikely to be found in run down inner city areas like this.</p> <p>Limiting long term illness and poor health are both considerably higher in INB. Again this indicates poverty in itself and may contribute to further poverty because people are less available for work. These figures also show that there is greater need for health services in this area....providing another pressure for regeneration.</p> <p>All the sets of statistics in the four paragraphs above can be linked to social exclusion because each indicates problems with mobility.</p> <p>In all age groups the INB population is less well qualified than the population as a whole. The number qualified to degree level is particularly low. This means that fewer employment opportunities are open to residents of the area, and that the jobs available are likely to be less well paid.</p> <p>Given all the above it is perhaps surprising that the level of unemployment, though higher than the general level, is not even higher. However, this might be masked by high levels of non-participation in the jobs market, maybe because of sickness or because of carer responsibilities.</p>	<p>(10 marks)</p>
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<p>1 (a)(ii) cont</p>	<p>Finally, the data for house tenure show INB with a very high level of renting and a very low level of owner occupation. This shows poverty and also people's probable difficulties in escaping poverty. It suggests that people will not be in a position to pay towards urban regeneration but will rely on the provision of social housing.</p> <p>The data for INB are further reinforced by the data for Duncairn. Duncairn 1 is ranked very low in terms of Employment, Health, Education, Child Poverty and General Poverty, coming easily in the lowest 5% on all these measures. It is in the lowest 12% for Crime, the lowest 15% for pensioner poverty and the lowest 25% for living environment (which might suggest that some improvement has taken place in the environment.)</p> <p>Duncairn 2 is better than Duncairn 1 on most measures except Crime and Living environment but even here they are in the bottom 10% of N Ireland's wards on the Multiple Deprivation Rank.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid point 3) The answer quotes at least one relevant piece of evidence (statistical or descriptive) from the data provided and shows some basic understanding of its importance and relevance. As more points are made the answer moves up through the level. However, each point is considered in isolation and not developed clearly. Links are not seen between the various sets of data. The answer may be very largely lifted but can get to top of level if the lifts are varied and relevant.</p> <p>Level 2 (5-8 marks) (mid point 7) The answer is clear, and shows good understanding of the relevance of the evidence (statistical or descriptive) used. To reach Level 2, a candidate might do any one of:</p> <ul style="list-style-type: none"> • relevant manipulation of data. • show clear understanding of how different sets of data are connected • discuss how data show both causes and effects • consider spatial variations, such as that between Duncairn 1 and Duncairn 2 • consider how the figures might show both short- and long-term problems <p>etc.</p> <p>As more points are covered, or one done in more detail, the mark moves up.</p> <p>Level 3 (9-10 marks) (mid point 10) The answer is detailed and considers a range of different indicators well, referring to both INB and Duncairn. More than one of the Level 2 indicators above is done well. The answer is synoptic and shows real geographical understanding of the topic and/or the area.</p>	
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<p>1 (b)</p>	<p>Notes for answers</p> <p>This is the period of ‘The Troubles’. This area is divided into a patchwork of different communities, separated by walls and military ‘peace lines’ which lead to isolation of communities and conflict between them. This both hinders development, job-seeking, education, etc. and also led to bombing, burning and bull-dozing of houses, shops, places of employment and other amenities.</p> <p>The period also coincided with decline in heavy industry in particular but in all manufacturing to some extent. Duncairn lies right next to the banks of the Lagan, which was an area of docks and associated heavy industry, processing of raw materials, etc. So the population of the area is likely to have suffered disproportionately from the run down in these industries.</p> <p>The former ship building area of Belfast is also just a mile or so away from the eastern edge of Duncairn and may have provided some employment for people from the area. This industry has also disappeared during the period in question.</p> <p>As shown in 1a the area is educationally of a low standard with a tradition of low levels of qualifications amongst the older generations that has passed down to the younger generations. This is particularly disadvantaging in a period where traditional unskilled and low skilled jobs in industry have been disappearing.</p> <p>There has probably been out-migration of the more dynamic and go-ahead sections of the population, concentrating deprivation.</p> <p>With such a low level of owner occupation of housing there will have been little opportunity to build up capital or to access loans so there will have been few opportunities at self-financed improvement of the area. Gentrification would not have been an option. Moreover, during the troubles, outside investment would have been difficult to attract to an area like this where sectarian violence would have been an on-going threat.</p> <p>This question provides a good opportunity to link answers to general geographic theories and to compare Belfast with other case studies.</p>	<p>(12 marks)</p>
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<p>1 (b) cont</p>	<p>Mark scheme</p> <p>Level 1 (1-5 marks) (mid point 3) At least one basic point is made showing some appreciation of a relevant factor. As more such basic points are made the answer can move up through the level. However, points are not linked and developed and do not show logical development of ideas.</p> <p>Level 2 (6-10 marks) (mid point 8) At the bottom of the level there are clear references, showing a good understanding of either the influence of sectarianism or the influence of industrial decline, or another key cause. If two or more ideas are considered well the answer moves towards the top of the level. Some candidates might substitute an understanding of a different theme, e.g. educational under-achievement, for one or other of the key themes, and score at this level. Clear reference to geographic theories and/or other case studies.</p> <p>Level 3 (11-12 marks) (mid point 12) The answer is detailed and thorough. It shows a good geographical understanding of a synoptic range of ideas. Detailed inter-connections are understood and explained. Detailed reference to geographic theories and/or case studies.</p>	
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2	<p>Notes for answers</p> <p>“Regeneration” can include physical, economic, environmental or social regeneration. It can operate on a large scale, affecting the whole of Belfast or even the whole of NI, or it can operate on a small scale affecting just a ward, a part of a ward or even a small estate or street of houses. These three different bodies operate in very different ways.</p> <p>The Laganside Corporation was a prime example of ‘property led redevelopment’ (its successor bodies continued with that general approach). It used government funding to ‘prime the pump’ and ‘lever in’ private money. The government money went largely into cleaning up derelict land, developing basic infra-structure and constructing a few key buildings. This then set the conditions for an influx of private investment.</p> <p>The Lagan Weir was a perfect example of such government funding. It was essential to make the area attractive to other investment as it turned a muddy, smelly tidal river flat area into an attractive environment for further development around a clean water basin – of hotels, offices, tourist facilities and so on.</p> <p>Some of this development was in Duncairn. A lot of it was just outside the borders of the ward. Of course the attractive environment was attractive to Duncairn residents but they were also concerned with jobs and other more immediate needs. To what extent can developments like the Waterfront Hall, the five-star hotels and the big offices bring benefits to people like the residents of Duncairn who lack the skills and the qualifications for many of the jobs on offer? And to what extent do these developments, right on their doorstep, just make the deprivation in the ward even more obvious? These have been questions asked here and in many similar communities – London Docklands probably more-so than anywhere else.</p> <p>Of course there would be unskilled and low-skilled jobs in some of the new developments. These would include labouring jobs during construction and then, post-construction, there would be jobs for cleaners, watchmen, call-centre workers and so on. But it is clear that most of the high-paying jobs would go to people from outside INB and Duncairn Ward. But could the availability of the better jobs raise the aspirations of the local residents?</p> <p>The urban redevelopment schemes instigated by the Department for Social Regeneration are clearly much more precisely directed to the needs of local people. Duncairn Gardens is an excellent example of this. It has provided:</p> <ul style="list-style-type: none"> • better housing for local people • a better environment for all by demolishing unwanted and derelict houses • environmental schemes which provide open space, play areas, greenery, etc. for the use of locals • workplaces to attract the kind of jobs that are suitable for local people with limited qualifications. 	(15 marks)
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<p>2 cont</p>	<p>In fact, schemes like this might be seen as a half-way-house to prepare local people for the wider world of work that is being offered by the Laganside Corporation's schemes.</p> <p>The North Belfast Partnership works in a very different and complementary way to the two previous organisations. It is far more concerned with developing individual skills and directly improving people's well-being. It is not concerned with building and structures but with helping to build individual competences and improving their employability and access to work. It also works to increase people's awareness of and access to services such as health-related services and child-care. It also offers support for community-based organisations such as credit unions, small business support, etc.</p> <p>In fact, the NBP might well have been designed to fill the gaps left by the bigger developments of the Laganside Corporation.</p> <p>This question provides a good opportunity to link answers to general geographic theories and to compare Belfast with other case studies.</p> <p>Mark scheme</p> <p>Level 1 (1-6 marks) (mid point 4) The answer contains information lifted from the AIB but little use has been made of this information. Basic points have been made that are generally isolated with little logical development of ideas and few connections between points. If all three organisations have been covered in a relevant but basic way the answer can move towards the top of the level.</p> <p>Level 2 (7-12 marks) (mid point 10) The answer is clear, with specific links to Duncairn Ward. If one scheme has been considered clearly the answer can reach the bottom of Level 2. Points from the AIB have been linked together and developed in a reasonably clear and logical way showing some understanding of the ideas involved. If all three schemes have been considered clearly the answer reaches the top of the level. Clear reference to geographic theories and/or case studies.</p> <p>Level 3 (13-15 marks) (mid point 14) The answer is detailed. All three schemes have been understood and their relationships to each other have been well understood. The answer makes it clear that the three different types of scheme work in very different ways and at different scales. At the top of the level it is made clear that they are complementary to each other. The relationships between the schemes and the needs of the local people have been understood and explained. The answer shows a good level of geographical understanding and synoptic ability. Detailed reference to geographic theories and/or case studies.</p>	
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3	<p>Notes for answers</p> <p>The obvious solution is to plan an environmental appraisal exercise. This would probably involve drawing up a set of criteria by which to assess environmental quality. This might include looking at:</p> <ul style="list-style-type: none"> • the state of repair of houses • the state of repair of the roads and pavements • the amount of greenery • litter and graffiti • the state of the houses' gardens • availability of, and access to, public amenities <p>etc.</p> <p>In Belfast it might also include aspects of safety and freedom from threats of inter-communal troubles. However, it should be quite clear that perceptions of this might vary between people with direct experience and those without such experiences. Marking would need to handle this aspect very sensitively!</p> <p>Then each of the criteria could be assessed on e.g. a 1-5 scale, a 1-10 scale, a bi-polar scale. However, it would be important that the direction from 'good' to 'bad' on the scale went the same way for each of the criteria.</p> <p>Then it would be necessary to plan where to carry out the appraisals. This would involve sampling a number of places from across the ward. It would be necessary to decide:</p> <ul style="list-style-type: none"> • how many points would be sampled • whether sampling should be random, systematic or stratified or opportunistic • how the sampling should be applied in the field. <p>Note that other fieldwork techniques might be acceptable and should be assessed on their merits.</p> <p>If more than one person is collecting data it is essential that each collector is interpreting the criteria in the same way. This could have been done by pre-testing the appraisal check-list before starting the main collection, or it could be done at an early stage in the real data collection exercise.</p> <p>Each person should be clear about exactly what size of area is being studied at each location. Is it a single point, or an area within view of a point, or a whole street, or an area for a certain distance around the point, etc.?</p>	(10 marks)
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<p>3 cont</p>	<p>Is religious/ cultural/ community bias a possible problem during data collection? If it is, can ways of reducing it or eliminating it be put in place?</p> <p>Can time of day/ time of week etc. influence results? If it can, is it possible to standardise the timing of data collection?</p> <p>In an area with a history of inter-communal problems is there an issue of health and safety now? If there is, might this put some people off the unbiased collection of data? If it might, can arrangements be put in place to reduce potential problems?</p> <p>....and so on.</p> <p>Note that references might also be made to problems of weather, recording difficulties, personnel short-comings, etc. However, discussion of such points is not likely to move the answer below the bottom of Level 1.</p> <p>Credit should be allowed for candidates who make reference to setting aims and/or hypotheses; deciding on a precise location for the work; pre-testing a data collection method; presenting results; analysing results and drawing conclusions.</p> <p><i>The Duncairn study is a perfect example where virtual fieldwork could have been done in class. Therefore it would be fair to allow credit for virtual fieldwork in this answer.</i></p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid point 3) The answer includes at least one basic, relevant suggestion about the type of fieldwork that might be carried out. As more relevant points are made the mark moves up through the level. However, the answer as a whole does not give a coherent description of the way the work is to be carried out. It has not provided a 'hand book' of the method and there are clear gaps in understanding or in key stages of the process.</p> <p>Level 2 (5-8 marks) (mid point 7) The answer is clear and coherent. At the bottom of the level the answer provides a general outline of most of the stages of the process to be followed, even though this is not complete and thorough. Or one stage (probably data collection or sampling) is covered well. At the top of the level most of the main stages are covered well.</p> <p>Level 3 (9-10 marks) (mid point 10) Most of the main stages are covered well and in detail, and some of the subsidiary stages might be touched upon too. The answer shows detailed geographical understanding of the process of planning and carrying out a piece of fieldwork.</p>	
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4	<p>Notes for answers</p> <p>The answers will depend on the websites visited but might include comments on:</p> <ul style="list-style-type: none"> • relevance to the study • ease of navigation • quality of information • quality of pictures • quality of maps • quality of graphics • whether sources were quoted to allow checking • whether the site was mainly propaganda for one point of view or whether it appeared fair and unbiased • how up-to-date the site was • availability of useful links <p>etc.</p> <p>Mark scheme</p> <p>Level 1 (1-3 marks) (mid point 2) A website is identified and some basic comments are made about its usefulness. Evaluative comments appear to be quite shallow with little evidence to support statements.</p> <p>Level 2 (4-6 marks) (mid point 5) Comments on one or more sites are made clearly. The answer evaluates by providing evidence in support of any judgements. The answer may compare different sites against each other. A clear understanding of the geographical purposes of research is shown.</p>	(6 marks)
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