**General Certificate of Education (A-level)
January 2012**

Geography   **GEOG2**

(Specification 2030)

Unit 2: Geographical Skills

Post-Standardisation

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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.

GEOG2 General Guidance for GCE Geography Assistant Examiners

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.

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. Once the Level has been determined, examiners should initially set the mark at the middle of the mark range for that level (or the upper value where no mid value exists). Then refine the mark up or down using the General Criteria, Notes For Answers and the additional question specific levels guidance. 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
• 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 ("more than one") where the question requires it
• provide detailed 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.

CMI+ annotations
- The annotation tool will be available for levels response questions.
- Where an answer is marked using a levels response scheme the examiner should annotate the script with 'L1' or 'L2' at the point where that level has been reached. 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. 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 not be annotated. For point marked questions where no credit-worthy points are made, zero marks should be given.

Other 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.

Question 1

1(a)   <u>Notes for answers</u>   *(5 marks)*

<u>Housing</u>   **AO3 – 5**
Wavertree has much higher density housing than the selected area of Childwall.
There is evidence of gridiron terraced housing compared to crescent and cul de
sac street layouts in Childwall. Semi-detached and detached housing is
apparent in Childwall.   Gardens are present in Wavertree (378896) but these
are less common compared to Childwall where every property has a clearly
marked garden attached to the property.

<u>Other land uses</u>
Other land uses in Wavertree include schools (378894), churches (380893) and
transport such as the railway. There may also be some warehousing/industrial
use. Childwall has a much more varied land use including the woods, larger
colleges and the Trans Pennine Trail. There are three churches in Childwall
compared to four in Wavertree.

Level 1 (1-3 marks)
At the bottom end, may misunderstand the location of Zone A and B. Identifies
basic contrasts in housing using simple terminology. Unlikely to use specific
map evidence. May spot other land uses such as the wood in Childwall. Max L1
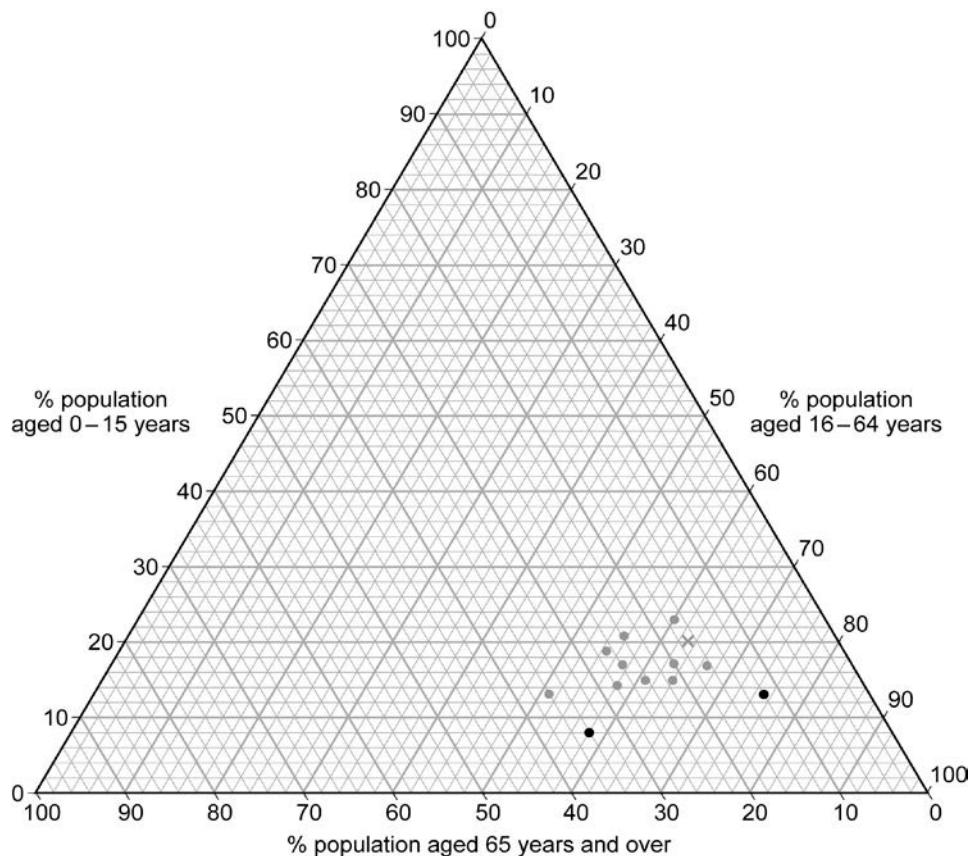if only housing is considered (or other land uses).

Level 2 (4-5 marks)
Describes detailed contrasts in housing using appropriate terminology. Uses
specific map evidence such as key, six figure grid references, place names,
compass points. Clearly contrasts other land uses.

1 (b) (i) 1 mark per accurate plot (2 x 1)   *(2 marks)*

AO3 – 2

1 (b) (ii) Notes for answers   *(8 marks)*

Comparison (C)

AO1 – 3
AO2 – 4
A03 – 1

The pattern shows a relatively high degree of clustering but there are significant differences between this data and the national average data. Most areas have a substantially higher proportion of 65+. One area for example has approximately 36% of its residents in this age group, whilst most have between 20-28% in the 65+ group. Most areas have less working age people (compared to the national average of 62.5%) though there are exceptions. Most also have below national average for the 0-15 age group though one area has approximately 23% in this age group.

Implications (I)
For most of these, one would expect there to be less provision for younger populations. For example there would likely be fewer nurseries and schools compared to an area with more youthful populations. As the proportion of older people is higher it is reasonable to suggest there should be more healthcare facilities such as doctors surgeries, care homes, health centres and chemists. Similarly local authority support through care workers and other types of home help might be higher.

Provided candidates have shown a clear understanding of the data, allow other implications not covered above.

Level 1 (1-4 marks)
At bottom may misunderstand / misread the graph and therefore draw inappropriate implications from the data. May not use the national averages in relation to the data in the graph or only use table in 1(b)(i) or only refer to national average data. Basic awareness of the clustering to the bottom right of the pyramid. May focus more on the 0-15 data and suggest tentative implications of this. Limited use of actual data from triangular graph. Max L1 if reference to data only without implications.

Level 2 (5-8 marks)
Clearly able to summarise the main pattern/s in the graph. Shows an awareness of some of the anomalies. Compares graph to the national data, though this may be basic or implicit at the bottom end. Implications should be logically drawn from the data and may relate to any age group. More sophisticated use of data.

1 (c) (i)   Drawn correctly with 3 correct plots and accurate key – 2 marks   *(2 marks)*
3 correct plots and no/incorrect key – 1 mark
Any incorrect plots – 0 marks   **AO3 – 2**

1 (c) (ii)   Mean percentage = 8.5 (1)   *(3 marks)*

One mark per valid point (2 x 1)   **AO1 – 2**
                                                                          AO3 – 1

The mean is a useful measure of central tendency as the range of data is low.
This gives a more representative figure. Some may compare the use of the
mean with other measures of central tendency. Takes into account all data in
set. Easy/quick to calculate (1 mark only). Allows comparison with other data
sets.

1 (c) (iii)   <u>Notes for answers</u>   *(5 marks)*

<u>Description (D)</u>   **AO1 – 1**
                                                                                                                                                AO2 – 4

The inner city area has a much greater proportion of its residents claiming some
sort of benefit, 55% more claimants compared to the next highest area, the
suburb. The disability claimants are a similar proportion in each of the four
areas, though still highest in the inner city area.   In the suburb, rural urban fringe
area and the rural settlement area, income support and pension credit claimants
represent only 4-7% of the total population. However, in the inner city this group
represents 59% of the total population.

<u>Comment (C)</u>

Allow any reasonable comment in relation to the data. Some may comment on
contrasting levels of affluence. Others may comment on the implications for
social welfare (such as the high rates of pensioner poverty) and/or service
provision. Some may consider broader issues such as drain on resources or
links with social issues such as crime (particularly in the inner city). The key is
that the comment should relate to preceding description.

Level 1 (1-3 marks)
Shows a basic understanding of the graph, but lacks specific use of data. May
misunderstand data in constituent parts of the bars. Comment lacking or at best
only superficial e.g. the inner city has lots of poor people. Max L1 with no
comment i.e. description only.

Level 2 (4-5 marks)
Clear understanding of the patterns shown on the graph. May use data to
support/develop points. More sophisticated comment drawn from the data, e.g.
"The inner city has a high proportion of job seekers. These are likely to be low
skilled people living in rented accommodation".

Question 2

2 (a)	1 mark for each valid point. Allow additional credit for developed points (d). For example. Max 1 for list.	**(4 marks)**

AO3 – 4

Proximity to school, on foot or vehicle. Links to risk assessment such as the students and staff had performed a full risk assessment and the site was judged to be safe. There were trained guides to help minimise the dangers; the site was close to the car park in case of accident etc. (max three marks on risk assessment). Advantages of the site in specific relation to the aim e.g. the river was accessible along much of its course allowing us to investigate downstream changes.

2 (b)   Notes for answers   **(6 marks)**

AO2 – 2
AO3 – 4

Evaluative comment might consider the strengths and/or weaknesses of the methodology and how it may be improved. There should also be some explicit comment in relation to the overall effectiveness of the methodology. Responses might consider strengths in terms of the appropriateness of the methodology in relation to the aim. Basic response might dwell on the ease and simplicity of the methodology. Others might consider the practicality and / or ability to obtain accurate, sophisticated data with relative ease.

Weakness can relate to specific aspects of the methodology such as the sampling technique. Some might also consider human error as a valid weakness or limited factor. The qualitative nature of some data might also be considered a limitation, depending upon the type of methodology. The best responses will consider the impact of the methodology upon the subsequent findings. Improvement may be suggested.

Level 1 (1-4 marks)
Lacking explicit evaluative comment. Simplistic comment only using language such as 'quick' and 'easy' for advantages. May consider very basic improvements.

Level 2 (5-6 marks)
Clear explicit evaluative comment. More sophisticated consideration of strengths and/or weaknesses. May consider improvements to methodology, such as more effective sampling.

2 (c)   Notes for answers   **(5 marks)**

AO3 – 5

Secondary sources incorporate a potentially very wide range of data. Met office and census data are likely to feature, but use of new technologies such as Google maps or use of OS mapping are also valid.

For the 'how' part, responses should briefly summarise how the data was obtained and selected. For example, an OS map of the study area might be selected and, from this, co-ordinates used to identify the specific area under investigation. This could be downloaded electronically and used as preparation for the field trip. The 'why' part should explain the main reasons for selecting this data. For example the use of an OS map might be used to identify the study area and its basic characteristics.

Level 1 (1-3 marks)
A basic understanding of the value of secondary data to the study. At the bottom end may only describe the data in basic terms without clear link to the study. Likely to be unbalanced and/or fail to address both the 'how' and 'why' elements.

Level 2 (4-5 marks)
Clearly aware of the value of the secondary data to the study. States 'how' the data was obtained or collected and this may develop into a brief but clear methodology. The 'why' part may develop into a justification. May still be unbalanced (in terms of 'how' v 'why').

2 (d) Notes for answers *(5 marks)*

The analysis technique is likely to be statistically based. Other analysis techniques might include a scatter graph with a line of best fit. Some may drift into techniques more linked to presentation of data and include tables, bar charts, pie charts. These techniques can still score credit provided the candidate describes the advantages in terms of the opportunity for analysis provided by the technique.

AO2 – 2
AO3 – 3

Specific advantages depend upon the technique chosen. For example for a scatter graph advantages may include the ability to plot large amount of data and identify trends/spot anomalies. This could also link to statistical techniques such as Spearman's Rank.

Level 1 (1-3 marks)
May choose an unsuitable technique. Likely to drift into description of how the technique was used.
Advantages basic and lacking detail.

Level 2 (4-5 marks)
Chooses an appropriate technique. Clearly focused upon the advantages of the technique. More than one advantage described.
Advantages make clear how the technique aided analysis.

2 (e) Notes for answers *(5 marks)*

There should be clear evidence of the actual findings of the study. Use of data is one mechanism by which this can occur. Depending upon the study, this may take the form of summary statements in relation to the findings. Conclusions should be clear and precise, linking back to the original aim.
Some may point to further areas of study or future work. Others may question the reliability of the data as part of the findings. This is a legitimate approach.

AO3 – 5

Level 1 (1-3 marks)
Limited use of actual findings to support conclusions or may list results without providing summary supporting statements. Basic concluding statements without clear support.

Level 2 (4-5 marks)
Uses data or summary findings effectively. Precise summary statements which may link to original aim. Uses findings to support conclusions.
May point to work beyond the scope of the study. May focus upon anomalies and offer explanations for these, for instance by questioning the reliability of the methods.