



A-LEVEL

Geography

GEO4B Geographical Issue Evaluation
Mark scheme

2030
June 2015

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

General Guidance for GCE Geography Assistant Examiners

The mark 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 is positive and not 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 the standardisation process. 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.

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).
- 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.

- The right hand margin should be used for marks only.
- 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. 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.

1	<p>Notes for answers:</p> <p>A large majority of Kenya's population lies in the south of the country. The north and north-east are almost all very sparsely populated.</p> <p>The main areas of dense population are:</p> <ul style="list-style-type: none"> • on the south coast, around the port towns of Mombasa and Malindi • in the south-west, along the shores of Lake Victoria, spreading east from the lake and becoming less dense • around Nairobi, spreading north from there in the uplands leading towards Mt Kenya and also spreading south-east towards Mombasa • around Nakuru is an area of moderately dense population, which forms a 'bridge' between the two denser areas described above. <p>This pattern follows almost exactly the pattern of rainfall distribution. The two main areas with rainfall over 1200mm coincide very closely with the two areas of densest population around Victoria and Nairobi, whilst the other two areas of dense population around Mombasa and Nakuru both have rainfall over 800mm.</p> <p>Allow credit for elaboration on causes of high precipitation in both regions.</p> <p>The link can even be seen on a very local scale, where small areas of moderately sparse population, as at Marsabit and on the coast near the Somali border, coincide with localised areas of heavier rainfall.</p> <p>The main areas of dense population also coincide with high land. There are several possible reasons for this link:</p> <ul style="list-style-type: none"> • the high land causes rainfall totals to be higher than the surrounding lowlands • temperatures are cooler because of the height • the highlands often are of volcanic origin and so the soils there are more fertile <p>However, the sparsest population does not seem to be particularly associated with the lowest land but rather with the driest.</p> <p>Allow credit for making further links between precipitation, relief and cropland, and then between that and population.</p> <p>Evaluation of extent can be developed by reference to other factors, e.g. industry, services and urbanisation, nodal points, export crops, etc.</p>	[10 marks]
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	<p>Mark scheme</p> <p>Level 1 (1-4 marks) Basic answer (mid point 3) Population distribution and/or rainfall distribution and/or patterns of relief are described but links between any of them are not developed with any precision or detail. At the top of the level population and one or more other distributions are described but with only basic links made.</p> <p>Level 2 (5-8 marks) Clear answer (mid point 7) Clear links are made between one or more aspects of population distribution and one or more aspects of a physical distribution. These go beyond simply observing simple patterns of dense population and see some overview of the whole country.</p> <p>Level 3 (9-10 marks) Detailed answer (mid point 10) Links between population distribution and physical geography and/or other aspects of human geography are developed in depth and detail. Issues are considered on a variety of scales. Good understanding is shown.</p>	
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2	<p>Notes for answers:</p> <p>Major issues:</p> <ul style="list-style-type: none"> • shortage of resources • shortage of healthcare professionals • disparity of access in rural and urban areas • lack of IT facilities • logistics problems, delivering supplies and accessing remote areas <p>Comments:</p> <ul style="list-style-type: none"> • Kenya is a poor, less developed country with a rapidly growing population and a need to invest in education, healthcare and economic development. • Doctors and nurses are expensive to train and there is always a danger that they can be attracted abroad, to more developed countries, once trained. Perhaps it is more relevant and efficient to train more paramedic healthcare workers rather than to concentrate on the more expensive and fully trained doctors and nurses. • 70% of the population lives in rural areas but there is always a temptation to concentrate resources in urban areas. This includes modern hospitals and other structures and hardware. This is also a more economically (and socially) attractive environment for most highly trained medical staff. • There is an issue over how to spend limited resources, but IT might be a way of overcoming a shortage of staff, with diagnosis and support from central facilities linked to out-lying centres by IT • There is a shortage of roads, especially all-weather, metalled roads. This is especially true in rural areas. The cost of fuel, etc. has risen rapidly over recent years. Other infrastructure, such as parts, servicing and repairs systems, are also poorly developed. • There is always a possibility of modes of transport to the rural areas breaking down with the difficult road conditions and lack of trained technicians. This is where the links with Riders for Health come in to consideration. <p>Relevant detail from candidates' own knowledge and research must also be given credit.</p>	[10 marks]
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Mark scheme

Level 1 (1-4 marks) Basic answer (mid point 3)

The issues are identified. Basic comments are made, but these are mainly or entirely lifted from the AIB with a minimum of development from the candidates own knowledge or understanding.

Level 2 (5-8 marks) Clear answer (mid point 7)

To reach the bottom of the level at least one issue must be commented on clearly, showing some understanding of the geographical significance of the issue.

To reach the middle of the level, at least 2 issues must be commented on clearly, showing understanding of the geographical significance of the issue.

Developments raising answer to Level 2 could include:

- recognition of differences between needs in different areas
- recognition of differences between resources in different areas
- references to inter-linking of issues
- comments on the roles of different organisations.

Geographical significance can be illustrated by reference to any aspect of human or physical geography, particularly when there is some reference to the spatial dimension of the issue.

Level 3 (9-10 marks) Detailed answer (mid point 10)

A range of issues is commented on in a detailed way showing good understanding of their geographical significance. The candidate thinks like a geographer.

<p>3</p>	<p>Notes for answers:</p> <p>Riders is a small organisation so their work can only make a small contribution to Kenya's health and development. However, it has great flexibility and can set its own targets without having to be involved with huge bureaucracy.</p> <p>Despite its small size (8 staff, 77 vehicles managed) it has had a considerable effect on a number of aspects of Kenya's healthcare provision – organisation, transport, driver training, vehicle maintenance, journey planning etc. Each health worker can now cover a radius of up to 80km rather than the previous 20km. The average number of patients reached has increased x7.5(60 – 450 people) with the Riders' help. Potentially they can now reach an extra 30 000 people.</p> <p>They have been particularly useful in allowing outreach to rural areas, which were previously poorly served. They have assisted in the provision of help for HIV/AIDS, the support of children and marginalised groups, improved sanitation and water supply, etc. These are all prioritised by the MDGs and so are clear needs in the country.</p> <p>They work in 2 main geographical areas – around Lake Victoria in an area centred on Kisumu, and in the area around Nairobi and the District to the south. It is logical to base the workshops in two of the biggest urban areas in Kenya as these are most accessible both to the wider world and to health workers from the biggest possible areas in Kenya. In 2014, the website map shows that the workshop in Nairobi has been closed and work has been concentrated in the southwest around Kisumu. Award credit for work based on this more up-to-date version.</p> <p>The area around Kisumu also coincides with the largest area of dense rural population in the country and the most concentrated area of poor people, so this is an obvious priority for provision and has been well chosen. The northern part of the area centred on Nairobi has similar features of dense population and concentrated poverty...although in this area the population may well be more concentrated and semi-urban, being close to the capital. On the other hand the district to the south does not have either a dense population or a big concentration of poverty. It might appear that the area to the north of the capital would be a better target area...but we do not know all the factors behind the choice.</p> <p>It would be useful to discuss areas where Riders might also operate if they were to expand in future. Areas around Nakuru and Mombasa might be considered. The issues involved with expansion into more remote and sparsely populated areas of the north and northeast might also be discussed.</p>	<p>[15 marks]</p>
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Mark scheme

Level 1 (1-6 marks) Basic answer (mid point 4)

Some points are taken from the AIB but these are isolated points and no coherent, logical argument is developed.

There is little or no evidence of the candidate's own understanding or knowledge having been brought to bear on the topic so as to develop the material from the AIB in a personal way.

The work of Riders is described but not evaluated in any meaningful way.

Level 2 (7-12 marks) Clear answer (mid point 10)

The answer is developed in a way that shows clear and logical thought.

The candidate brings his or her own knowledge and/or research and/or understanding to bear on the material from the AIB.

It is clear that the study is seen in a broader geographical context.

The work of Riders has been evaluated with some degree of success. The evaluation may be one-sided or unbalanced.

To reach above the mid-level **both** types of service **and** geographical distribution must be considered.

Level 3 (13-15 marks) Detailed answer (mid point 14)

The answer is detailed and thorough.

Both types of service and geographical distribution are considered in detail.

Material from the AIB has been well integrated into a broad understanding of the specification as a whole, showing synoptic ability.

The candidate thinks like a geographer.

The work of Riders has been evaluated thoroughly and critically.

4 (a)	<p>Notes for answers:</p> <p><i>Note that candidates must be given credit for knowledge and understanding whether it is fully up to date for June 2015 or based on sources that are a few years out of date. However, there is clearly a premium on research which is as up to date as possible.</i></p> <p>In this answer, credit must be given for candidates' own research when this is used in a way that is relevant. Factors that form barriers to development might include:</p> <ul style="list-style-type: none"> • environmental factors, such as those referred to elsewhere in the MS • general poverty and lack of development, leading to lack of resources for investment in infrastructure, training, etc. • chronic lack of trained teachers, medical personnel, engineers, etc. partly due to lack of training and partly to the emigration of trained people • endemic diseases such as malaria, HIV/AIDS • traditional culture, including subservient role of women • poor governance and corruption • legacy of colonialism, including expropriation of land from indigenous population • neo-colonial direction of trade and poor terms of trade • widespread tribal differences, at best reducing communication and at worst leading to civil conflicts • corruption in government and elsewhere • rapid population growth. 	[15 marks]
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Mark scheme**Level 1 (1-6 marks) Basic answer (mid point 4)**

Points are made which show one or both of:

- knowledge of the MDGs
- knowledge of the barriers to development in Kenya

However, understanding is basic and there are few, if any links seen between these two. Any attempt to see the links are basic and not developed.

Material is lifted from the AIB without development.

Level 2 (7-12 marks) Clear answer (mid point 10)

Points are selected from the AIB and linked and/or developed in a clear way to show development of ideas. Additional points from the candidate's knowledge or research may be added to further develop clear arguments.

Answers move up through the level as:

- a bigger range of barriers is identified and discussed
- these barriers are clearly linked to specific MDGs
- different points of view are discussed
- links between physical and human factors are considered. short term/long term developments are discussed clearly.
- spatial variations of need and provision are discussed clearly.

Level 3 (13-15 marks) Detailed answer (mid point 14)

The answer is thorough and shows detailed understanding.

Synoptic links are developed in detail.

There is good understanding of specific factors affecting Kenya.

The candidate is able to think like a geographer.

<p>4 (b)</p>	<p>Notes for answers:</p> <p>This part of the answer may refer principally to the four statements at the end of the Item, viz:</p> <p>“Of the money available for the first three years (2005-2007) the focus should be on improving the human capacity. About 42% should go to personnel, mainly to be used for hiring and training more teachers, health-workers and agricultural extension officers. About 39% should be allocated to operations and maintenance mainly for increased teaching materials, provision of anti-malaria drugs and treated mosquito nets, and antiretroviral drugs for treatment and prevention of HIV/AIDs. About 19% of the costs should be directed towards investments in buildings, roads and other infrastructure schemes in order to build capacity in the economy and help to produce higher returns for future work on achieving the MDGs. In the medium term (2007–2015) public expenditures related to the MDGs should continue to be directed towards sustaining the additional human capital and investing in infrastructure especially in the major trunk roads and rural access roads along with buildings for the education and health sectors.”</p> <p>Comments on this might include:</p> <ul style="list-style-type: none"> • planning seems to be setting clear financial priorities... • ...starting with training personnel, of which there is a noted shortage... • ...especially of teachers and medical staff... • ...and then equipping those staff is important... • ...which might be seen as a priority elsewhere... • ...especially if rural/urban disparities are to be evened out • further investment in the economy – hopefully leading to growth of government revenue – is not a short term priority... • ...but in the medium term this becomes much more important... • ...and this might include money to improve rural infrastructure and equalise the geographical spread of services • references to the prioritisation, or not, of particular MDGs. 	<p>[10 marks]</p>
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Mark scheme

Level 1 (1-4 marks) Basic answer (mid point 3)

Points are stated in a basic way but they are not developed. Lifting from the AIB, without development of ideas might be predominant.

Any attempt to discuss is basic with little development or balance in the answer. The two parts of the answer may be very unbalanced.

The candidate might even have failed to pick out the relevant suggestions from the AIB, but then could gain some credit for sensible comments that are only marginal to the question set.

Level 2 (5-8 marks) Clear answer (mid point 7)

Points are developed clearly and written in a logical, connected way. Material from the AIB is developed using the candidate's own knowledge/research/understanding.

Clear discussion of the following aspects of the topic will raise answers to this level:

- links to specific MDGs
- differences between different parts of the country.
- aspects affected by differences of scale.
- different time scales.
- different but valid points of view.
- alternative possible futures
- alternative but valid possible uses for the money
- the role of MEDCs, the former colonial power, IMF/World Bank etc..

Level 3 (9–10 marks Detailed answer (mid point 10)

The answer is detailed and thorough.

If more than one of the points listed in Level 2 are developed well the answer should reach this level.

The development of detailed synoptic links and/or showing an ability to think like a geographer should move the answer to this level.