AS GEOGRAPHY

PAPER 2

Mark scheme

Sample assessment material

V1

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Part	Marking guidance	Total marks
		Section A	
		Question 1 **Global systems and global governance**	
01	1	**Which of these describes the process of globalisation?** B	1 **AO1=1**
01	2	**Which of the statements below describes the process known as 'outsourcing of labour'?** C	1 **AO1=1**
01	3	**'_____helps producers in poorer countries achieve better prices for their products and better working conditions.'** **Which of these fits in the blank space?** B	1 **AO1=1**
01	4	**Which of these correctly defines ethical investment?** B	1 **AO1=1**
01	5	**Which of these are included in the global commons?** D	1 **AO1=1**
01	6	**Using Figure 1, describe and comment on the role of the BRIC countries in the world trading system.** <u>Mark scheme</u> **Level 2** (5–8 marks) There is evidence of clear interpretation of evidence from this table, with geographical meaning being developed. Analysis and evaluation of individual countries' trading patterns can gain up to six marks. However, to reach full marks there must be some analysis and evaluation of the situation for the emerging economies countries as a whole.	8 **AO2=4** **AO3=4**

Level 1 (1–4 marks)

At least one relevant point is extracted from the data table and interpreted in a basic way.

At the top of the level some comment is made but the analysis remains basic.

Notes for answers

Observations from the figures, and some developments of the figures, might include the following.

- China was the biggest exporting country in both 2012 and 2013. It exported 50% more than the USA and twice as much as Germany.
- China was also the second biggest importer – probably mainly raw materials, whilst its exports were mainly manufactured goods, although these facts are not shown by the figures.
- Russia was the second biggest trader amongst the emerging economies, but it was far behind China and the USA and considerably behind Germany, Japan and the UK.
- Russia did have a strong positive trade balance in both years, although the exports were probably mainly oil and gas and its imports would have included food and manufactured goods.
- Both India and Brazil have much lower totals for trade, although India has the world's second largest population and Brazil has the fifth largest population.
- There is some evidence that, as a group, the emerging economies' total trade is increasing but the period shown is too short to make strong conclusions and China's contribution to this growth dwarfs that of the other three countries.

01	7	**Explain how transnational corporations (TNCs) have affected the global economy.**	9
		Mark scheme	AO1=3
			AO2=6
		Level 3 (7–9 marks)	
		The answer shows good knowledge and understanding of interactions and change at a variety of scales.	
		The answer shows detailed understanding in analysing and evaluating geographical information, and applying that understanding to issues.	
		Level 2 (4–6 marks)	
		The answer shows clear knowledge and understanding of the processes and changing patterns of world trade.	
		There is some clear analysis of the way that one or more TNCs have affected aspects of the world economy.	
		Level 1 (1–3 marks)	
		The answer contains some basic knowledge about one or more TNCs and its influence on aspects of the world economy.	

Any analysis of TNCs' influence on the world economy is basic and shows only limited geographical understanding.

Notes for answers

References can be made to any TNC. Credit must be given for references to specific named TNCs but also for general points that can be applied to all, or to a range of TNCs.

- TNCs originally developed in MDCs, but they are now increasingly found based in emerging economies (S Korea, China, India, Malaysia...) and even in LDCs.
- They are responsible for a large proportion of the world trade in petroleum, cars, electronic goods, sports clothing, etc.
- Also responsible for trans-national shipping, air travel, rail travel, financial services, software development (endless list).
- They have massively facilitated globalisation of the economy, with all the good features and all the bad features that brings.
- Have led to many falling prices in the last decades, but can also cause the disadvantages that follow monopoly or near-monopoly markets.
- Transfer materials and finished products from country to country but also ideas, capital, technology, labour, culture.....
- ....and may stifle local initiatives and developments.
- Can boost economic development in countries where they are based, but can also drain resources.
- Can help bring foreign direct investment (FDI) but can also cause problems with tax reduction and tax avoidance schemes, off-shore ownership, etc.
- Some examples of seeking 'most business friendly environment' or least unionised, most corrupt countries with the least strict environmental and health and safety legislation.
- etc.

01	8	**Evaluate attempts by international bodies to protect Antarctica and the Southern Ocean.**	18 **AO1=7** **AO2=11**
		Mark scheme	

Level 3 (13–18 marks)

The answer is thorough. It shows sound and detailed knowledge and understanding of international initiatives and uses evidence to form the basis of a detailed evaluation of progress.

Different points of view are considered and the student thinks like a geographer in analysing and evaluating evidence to reach a conclusion.

The answer is clearly planned and structured.

Level 2 (7–12 marks)

The answer shows clear knowledge and understanding of international initiatives to manage the Antarctic environment.

Clear understanding is shown in analysing the relevance of the initiatives and in starting to evaluate the progress that has been made towards them.

Level 1 (1–6 marks)

Some basic knowledge and understanding is shown.

Some basic ability to analyse geographical information with respect to issues may be shown.

Notes for answers

References should be expected to:

- The Antarctic Treaty (1959)
- The Madrid Protocol (1991).

More specific references could be made to:

- management of fisheries
- protection of flora and fauna
- protected areas
- regulation of ships' discharge
- prohibition of waste disposal from bases
- mining bans
- permits needed for travel to Antarctica
- ban on dogs
- etc.

Question 2   Changing places

02	1	**Figure 2a shows that:** C	1 **AO1=1**

02	2	**Figure 2b shows that:** C	1 **AO1=1**

02	3	**Figure 2b shows that:** B	1 **AO1=1**

02	4	**Which of these statements about the dependency ratios is correct?** D	1 **AO1=1**

02	5	**Which of these statements is correct?** B	1 **AO1=1**

02	6	**Using evidence from Figure 3a and Figure 3b describe and comment on how the places shown on the map have changed between 1899 and the present.** Mark scheme **Level 2** (5–8 marks) The maps are interpreted clearly. Information is analysed and/or evaluated to show understanding of the changing geographical character of at least one part of the area shown. At the top of the level there is a clear understanding of the changing geographical character of **at least two** distinct areas of the map. **Level 1** (1–4 marks) The maps are interpreted to present evidence of change. As more relevant points are made the answer rises through the level. Any analysis of the change remains basic, showing only limited geographical understanding of the area. Notes for answers Changes mentioned might include:	8 **AO2=4** **AO3=4**

- Cowley has become more built-up
- in the north and west this is mainly grid pattern streets, suggesting terraced housing
- to the south, in Rose Hill, Littlemore and Blackbird Leys the street pattern suggests post 1945 housing estates
- in the very southwest corner there is a science park, stadium and school – quite different land use
- in the east of Cowley are several large industrial buildings including the motor works
- the industrial buildings are built alongside a new major dual carriageway road which appears to be part of a ring road around Oxford
- further to the east the area appears to be green belt (see footpath) so less change has occurred
- but Garsington has seen quite a lot of development, probably post 1945 housing, on the northwest edge
- Horspath has also developed with growth along roads to the north and southeast
- the railway that used to run through Horspath now ends at the Cowley works
- line of pylons built across the green belt
- Military College, Industrial School, Lunatic Asylum and several smithies have all gone since 1899.

02	7	**Describe how you used quantitative data to study change in two contrasting places.** **Comment on how useful the data were in helping you to understand those places.** Mark scheme **Level 3** (7–9 marks) The answer provides a detailed explanation of how data were used to study both places. The explains how the data were analysed and interpreted so as to make a real contribution to the student's geographical understanding of both areas. The answer demonstrates clear contrast between the two areas chosen. **Level 2** (4–6 marks) At the bottom of the level there is a clear description of how the data were used to study change in the two areas. When the answer shows how the data were analysed and interpreted to show change the mark can start to move up the level. At the top of the level there are clear explanations of how data were analysed and interpreted to study change in both areas.	9 **AO1=1** **AO2=6** **AO3=2**

Level 1 (1–3 marks)

At the bottom of level one or two relevant data are named and described in basic terms.

At the top of the level at least two data are described in some detail, but any attempt to interpret and compare the data is basic and shows little evidence of how the sources showed contrast or change.

<u>Notes for answers</u>

Accept any relevant data from any source from any time period. However, expect many candidates to refer to census data.

Be aware that older resources or those representing a more extended sequence of dates should tell more about the changes in the place.

The data used to study the two places do not need to be the same type for each place. In fact a range of different types and age of data offers greater scope for students' answers.

02	8	**Assess the extent to which people's lived experience of place has changed over time in one place that you have studied.**	18
			AO1=7
		<u>Mark scheme</u>	**AO2=11**
		Level 3 (13–18 marks)	
		The answer is thorough. It shows sound and detailed knowledge and understanding of changes in the chosen place and of the effect of this change on lived experience.	
		The answer analyses and interprets evidence to form the basis of a detailed evaluation of the extent of the changes.	
		Different points of views are considered and the student thinks like a geographer in analysing and synthesising to reach a conclusion.	
		Level 2 (7–12 marks)	
		The answer shows clear knowledge and understanding of changes in the place chosen and of the effect of this change on lived experience.	
		There is clear analysis of evidence to make an assessment of the extent that the changes have affected the place and the people in the place.	
		Level 1 (1–6 marks)	
		Some basic knowledge and understanding of change in the place is shown.	
		A basic attempt may be made to interpret and analyse that knowledge.	
		<u>Notes for answers</u>	
		Everyone's experience of place is unique to him or her. However, the economic and cultural characteristics of place change due to changes in both internal and external influences on the place. These changes affect the life experiences of the population as a whole, and certain trends should become apparent. These trends can be seen and judged	

by reference to the sources of data studied during the course. Answers might make reference to the way that cultural and/or economic characteristics of the place have changed over time.

Cultural characteristics can include aspects of geography such as:

- balance between rural and urban lifestyles
- changing levels of educational attainment amongst the population as a whole
- changes in the use of various media
- diet and accessibility to different, new types of cuisine
- increased mobility of the population for work and leisure pursuits
- changes in religious attendance
- changing patterns of sport and exercise
- changing patterns of involvement in arts, cultural pursuits, community activities, etc.

Economic characteristics can include aspects of geography such as:

- levels of employment and unemployment
- changes in economic class
- balance between primary, secondary, etc employment
- changes in disposable income
- income differentials within the community
- availability of consumer goods, etc
- access to services for the different economic groups within the community (including health, education, transport, etc)
- economic provision for the old and infirm
- etc.

Answers might present details about the UK (or other country) as a whole to provide background for the answer but the essential part of the question is the reference to 'one place' and this is where most marks should be awarded.

Section B   **Geography fieldwork investigation and geographical skills**

03	1	**Explain why some form of sampling is almost always used when students are carrying out fieldwork to collect data for a geographical investigation.**	4 **AO1=2** **AO2=2**
		Mark scheme	
		Point mark.	
		Single mark points will show knowledge of processes.	
		Clearly developed points, which show how knowledge of processes can be applied in context, can gain two marks.	
		Notes for answers	
		Study must concentrate on a manageable area.	
		Then it must concentrate on a particular aspect of that area.	
		To collect **all** the data on that topic in that area would probably take too much time.	
		It would also be difficult and time-consuming to process and analyse.	
		A well-chosen sample, of adequate size, should exhibit the nature of the whole area well.	

03	2	**Outline how your chosen sampling method can be used in geography fieldwork and discuss its strengths and weaknesses.**	6 **AO1=3** **AO2=3**
		Mark scheme	
		Level 2 (4–6 marks)	
		The answer shows clear knowledge of the method, which is outlined clearly without serious omissions or errors.	
		At the bottom of the level knowledge is applied to show clear understanding of at least one strength or weakness of the method.	
		To reach the top of the level knowledge is clearly applied to show that at least one strength **and** at least one weakness of the method are clearly understood.	
		Level 1 (1–3 marks)	
		The answer shows basic knowledge of the method, which is outlined in general terms, although there may be errors or omissions.	
		Any attempt to discuss the advantages and disadvantages is basic and shows only a basic understanding of the aims and outcomes of sampling.	
		Notes for answers	
		Random sampling	
		• Can be obtained using random number tables. • Microsoft Excel has a function to produce random number.	

- Point, grid or line sampling.

Strengths:

- Can be used with large sample populations.
- Least biased of all sampling techniques, there is no subjectivity – each member of the total population has an equal chance of being selected.

Weaknesses:

- Can lead to poor representation of the overall parent population or area if large areas are not hit by the random numbers generated. This is made worse if the study area is very large.
- There may be practical constraints in terms of time available and access to certain parts of the study area.

Systematic sampling

Samples are chosen in a systematic, or regular way.

- They are evenly/regularly distributed in a spatial context, for example every 2 m along a transect line.
- They can be at equal/regular intervals in a temporal context, for example every half hour or at set times of the day.
- They can be regularly numbered, for example every 10th house or person.
- Point, line or area sampling.

Strengths:

- It is more straightforward than random sampling.
- A grid doesn't necessarily have to be used, sampling just has to be at uniform intervals.
- A good coverage of the study area can be more easily achieved than using random sampling.

Weaknesses:

- It is more biased, as not all members or points have an equal chance of being selected.
- It may therefore lead to over- or under-representation of a particular pattern.

Stratified sampling

This method is used when the parent population or sampling frame is made up of sub-sets of known size. These sub-sets make up different proportions of the total, and therefore sampling should be stratified to ensure that results are proportional and representative of the whole.

It can involve stratified random sampling or stratified systematic sampling.

Stengths:

- If the proportions of the sub-sets are known, it can generate results which are more representative of the whole population.
- It is very flexible and applicable to many geographical enquiries
- Correlations and comparisons can be made between sub-sets.

		Weaknesses:	
		- The proportions of the sub-sets must be known and accurate if it is to work properly. - It can be hard to stratify questionnaire data collection. Accurate up-to-date population data may not be available and it may be hard to identify people's age or social background effectively.	

| 04 | 1 | **Outline the main geographical idea or theory that formed the basis of your investigation and explain how you used that idea or theory to develop the aim of the investigation.**

Mark scheme

Level 2 (4–6 marks)

The theory or idea is outlined clearly and does form the basis for an aim or a hypothesis that can be investigated through fieldwork and used in the construction of a clear argument.

If the process of using theory or idea to develop an aim or hypothesis is explained and analysed logically the answer can reach the top of the level.

Level 1 (1–3 marks)

The answer shows some basic application of knowledge and understanding of a relevant geographical idea.

Allow some credit if an aim or hypothesis is stated, even if links to theory are tenuous.

The outline of a basic theory that then forms the basis of a relevant aim or hypothesis can raise the answer to the top of the level even if the links between the two are not developed clearly.

Notes for answers

The content will vary from student to student. Allow any reasonable idea or theory, as long as it can be linked to an aspect of the specification content. | 6

AO1=2
AO3=4 |

| 04 | 2 | **Evaluate one data collection method that you used.**

Mark scheme

Level 3 (7–9 marks)

The answer shows a detailed understanding of the method and of its strengths and weaknesses, linked to a genuine understanding of the reliability of the data collected.

The student thinks like a geographer and has clearly learned to analyse the method in a critical but constructive way.

Level 2 (4–6 marks)

The answer goes beyond description and into clear evaluation. Some | 9

AO3=9 |

clear comment is made on accuracy and/or reliability of the method itself and not just the competence of the people carrying out the method.

Evidence is used to support any opinions given.

The method might be compared with other possible ways of gathering the data.

Level 1 (1–3 marks)

Basic comments are made. The answer may be largely descriptive, and description is only worth Level 1 marks.

Little evidence is used to support views on accuracy or reliability.

Comments are likely to refer to strengths or weaknesses of team members, problems with conditions on the day, issues oversampling, etc, and not consider the nature of the method itself.

Notes for answers

Content depends on choice of method.

Lower level answers are likely to consider aspects of the individual or group performance **or** concentrate on description of the method without going on to significant evaluation.

Higher level answers are likely to concentrate on the intrinsic strengths and weaknesses of the method.

Higher level answers may have some way of measuring and assessing reliability or of comparing it with another method.

04	3	**Describe one method of presentation that you used.**	6
		Mark scheme	**AO1=2**
		Level 2 (4–6 marks)	**AO3=4**
		The key feature of a Level 2 answer is that the reader could use it to provide a basis for carrying out the technique him or herself.	
		At the bottom of the level the description is clear but there are some mistakes or omissions.	
		At the top of the level the description is full and accurate.	
		Level 1 (1–3 marks)	
		Allow credit for any recognisable aspect of the method.	
		Accept details of the sorting of the data and its preparation for display.	
		However, at this level all work is basic. There may be mistakes or omissions and the description does not provide a clear 'handbook on how to carry out the technique', but do not mark negatively.	
		Notes for answers	
		Ensure that only one presentation method is given credit. If more than one is described, mark them both and then record the better mark.	

		Expect to see mapping and graphing techniques described. Some candidates may write about analysis. If, on the way to analysis they present the data, such as in a table for a Spearman correlation, allow some credit for this, but this is likely to remain at Level 1.	

04	4	**With reference to your conclusions, explain how the investigation helped you to develop your geographical understanding.** Notes for answers Expect the conclusions to develop from the work in previous answers. The conclusions will probably be learned. Evidence of understanding of either the place or the ideas studied will be characteristic of the better answers and will differentiate between students. Mark scheme **Level 3** (7–9 marks) The answer is thorough and shows good geographical understanding in all parts. Links between ideas and place are established and discussed and the conclusions are shown to be valid and useful. **Level 2** (4–6 marks) Conclusions are presented clearly and show some geographical understanding. Either understanding of place or of ideas is explained clearly. If both are covered clearly the answer can reach the top of the level. **Level 1** (1–3 marks) Conclusions are presented in a basic format. Any explanation of how the study helped develop understanding is basic and superficial.	9 **AO3=9**

Draft

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