



## General Certificate of Education

# Geography 6036

## *Specification B*

*GGB5*

# Mark Scheme

## *2005 examination – June 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.

## GGB5

### General Instructions to Examiners on Marking

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

### *The Marking Scheme*

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

#### Notes for Answers (NFA)

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

#### The Mark Scheme:

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

There are two ways in which the Mark Scheme operates:

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

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

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

### The Marking Process

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

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

### Other Mechanics of Marking

- Underline all errors and contradictions.
- Indicate repeated material with "rep".
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of text must not be left blank – use the wavy line or write "seen" alongside the text. All pages must have an indication that they have been read, especially supplementary sheets.
- Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

## Quality of Language Descriptors

The following descriptors concerning the quality of language must be applied to **all** questions in which candidates are required to produce extended writing. To attain full marks available at a level of response, the appropriate Quality of Language descriptor must be achieved. Use the same quality of language levels as are used in the geographical element of the mark scheme under consideration.

### *Three-level descriptors*

- LEVEL 1**
- Style of writing is suitable for only simple subject matter.
  - Expression of only simple ideas, using a limited range of specialist terms.
  - Reasonable accuracy in the use of English.
- LEVEL 2**
- Manner of dealing with subject matter is acceptable, but could be improved.
  - Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.
  - Considerable accuracy in the use of English.
- LEVEL 3**
- Style of writing is appropriate to subject matter.
  - Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.
  - Accurate in the use of English.

### *Two-level descriptors*

- LEVEL 1**
- Manner of dealing with subject matter is acceptable, but could be improved.
  - Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.
  - Considerable accuracy in the use of English.
- LEVEL 2**
- Style of writing is appropriate to subject matter.
  - Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.
  - Accurate in the use of English.

**Question 1***Notes for Answers*

The census shows that the area around the Centre has an increasing proportion of families with children. These appear to be 'older' families with a high proportion in the 16-19 and 30-59 age groups. Both these groups are likely to have a higher than average gym membership.

Health is generally good in the ward and the proportion of people sick or disabled is low. This is likely to be linked to high gym membership rates.

The percentage of people who are unemployed is very low by comparison with the rest of the city. Therefore, there is likely to be a higher than average percentage of people able to afford private gym membership.

**Level 1** *A basic answer, which selects some relevant points from the AIB but does not use or develop them*  
*Relevant details from the census are selected but not used to answer the question set.*  
*Generalisations are made without statistical support.*

**1-3 marks**

**Level 2** *A clear answer in which at least one point from the AIB is used and developed.*  
*Relevant details from the census are selected and used in a clear way to answer the question set.*  
*Links are made between statistics (actual % figures) for:*  
*age*  
*health*  
*economic status*  
*house tenure*  
*demand for private leisure facility.*

**4-7 marks**

**Level 3** *A detailed answer in which a range of points, based on census data, is developed in depth.*  
*The answer is synoptic.*  
*Opportunities are available to refer to population structure and change and to link this to the economic development of tertiary services.*  
*Detailed comparison of ward/city/national figures linked to attraction of the centre.*  
*Recognition that 'local' can be more than Dene Ward, then refers to transport links to other areas or to local employment for people who do not live in the ward.*

**8-10 marks**

## Question 2

### *Notes for answers*

The Ouse Burn runs in a deep, steep sided valley. Any development of impermeable surfaces, such as car parks or buildings, will reduce infiltration and increase run off. This could lead to flooding of the Ouse Burn.

Few houses are likely to be affected. They avoid the flood plain. However, if the flood builds back it could disrupt the roads that cross the Ouse Burn.

In addition, increased flooding and a faster flowing river could cause erosion of the valley sides. They are steep and could be undermined and collapse. The area is mainly park with very few buildings affected. But the situation could be made dangerous for park users.

In order to manage the problem either:

- the run off must be carried away in storm drains that are adequate for a serious flood, or
- the Ouse Burn must be engineered so that it can deal with the extra water, which might damage the appearance of Jesmond Dene park, or
- water must be stored and its flow into the Ouse Burn must be regulated.

**Level 1** *The answer is basic with simple points, possible lifted from the AIB, that have not been developed in any detail.*

*There is little or no concept of the scale of the problem.*

**1-3 marks**

**Level 2** *The answer is clear, with at least one point clearly developed. The answer cannot reach above the mid-point of this level unless there has been some realistic attempt to suggest how the flow of water can be managed.*

*There may be a reference to the scale of the problem.*

*Clear links to storm hydrograph concept or terminology.*

*Some reference to specific site factors e.g*

- *green/brown field sites*
- *recognition of which way the water goes for the various sites.*

**4-7 marks**

**Level 3** *The answer is detailed with points about flooding and management both developed in detail. The answer is synoptic.*

*A clear concept of the scale of the problem would reach Level 3.*

*Detailed links to storm hydrograph concept or terminology.*

*Detailed reference to specific site factors.*

**8-10 marks**

**Question 3**

*Notes for answers*

- (a) ***Must refer to the local community not centre.***

***Building a car park here should reduce on-street parking and so reduce inconvenience.***

It would cause a loss of park space, and it would be in an obvious position to cause visual pollution, although this would be reduced by the barrier of trees along the main road. Building a squash court here would have the same problems but with fewer benefits. In fact the problems might be worse, because it would be higher, therefore would cause more visual pollution. Adding an extra attraction to the club would also add to the number of users, and so to congestion.

- (b) ***Building car parking here would reduce on-street parking, and would not be in such public view as (I) above.***

It also means a loss of parkland, including shrubbery, and would spoil the views in the NW part of Paddy Freeman's park. The biggest concern would be for the peace of the residents at the old people's home ... but it might provide them with something to watch and so give them some interest.

Building courts here would add to the problems, as in (a) above.

- (c) ***This is a separate development, which would involve a separate entrance and extra problems of congestion, especially near a major junction. It could also be visual pollution and noise pollution in a new area. If the schools were demolished they could not be redeveloped for educational use.***

However, the demolition might actually reduce an eye-sore, and derelict buildings can attract crime.

- (d) ***This scheme, especially if devoted to car parking, has all the advantages of the car park schemes listed above with few of the disadvantages. It does not take up public open space and it does not add an extra junction to the road.***

***All of the schemes, except (d) will bring a loss of public open space which is important for the quality of life. It would then be controlled by people with money to spend on their leisure activities.***

### Mark Scheme

Examiners should mark comments on each of the four possible locations separately, awarding a level mark for each location. Then they should award the final mark by considering the number of times each level has been reached. They can award a level 3 mark if level 2 marks have been scored consistently.

- Level 1** *The answer is basic with points lifted from the AIB, but with nothing used or developed. Candidates can accumulate marks by making low level comments about the different schemes.* **1-5 marks**
- Level 2** *The answer makes clear points where data from the AIB is used and developed. Award level 2 marks each time a scheme reaches that level, for either a benefit or a problem. This will allow candidates to move up through the level. They cannot reach the top of the level unless developed points have been made about both problems and benefits.* **6-10 marks**
- Level 3** *The answer is developed in detail with most or all of the schemes having both benefits and problems discussed thoroughly. Arguments are developed clearly and are well organised. Balanced.*  
*The answer is synoptic.* **11-15 marks**



**Question 4***Notes for answers*

Although the management needs to increase profits they have to realise that they cannot expand without planning permission. To gain this they need to minimise opposition from local residents. Therefore, they should take into consideration the views expressed in Answer 3.

Income will be increased by maximising membership. This will only come if they satisfy the members' needs. A large majority of members put increased car parking as their main priority for development. 35% say they will consider not renewing membership if more car parking is not provided. Only 14% will consider not renewing if squash courts are not provided. Extra car parking will be attractive to local residents. Extra club facility with little extra parking will provoke far greater opposition from residents.

Therefore new car parking is the main priority.

I would rule out Location (c) because it is too far away and would not help people visiting the main club. They would not want to park and walk about 400 metres.

On the other hand, Location (b) is convenient for members and would provide considerable extra parking space, but might meet opposition from the old people's home and from residents worried about loss of parkland.

Location (a) is less intrusive, and is partly screened. It also does not need extra access. It should be seriously considered and would probably be the management's favourite scheme, until they had to take into account local opposition and the need to get planning permission.

Location (d) would meet least opposition but would mean the club losing some outside tennis courts. This would be a worry during summer, but would not be a problem through most of the year. Possibly a compromise could be reached by using this land by building some squash courts as well as car parking. This would meet some needs of both groups – but it might be more expensive.

Final decisions will probably be either location **d** or location **a**, and the use will probably be for car parking, without the extra building. Choice of **b** or **c** are unlikely to reach Level 3 unless the problems of the chosen site are dealt with very carefully.

*Mark Scheme*

Answers must concentrate on management issue, only credit community if clearly linked to the profit angle – short or long term.

**Level 1** *The answer makes some basic points, but is not developed.*

*A scheme is chosen but is not well justified. The argument is poorly constructed.*

*There may be significant errors of fact.*

**1-5 marks**

**Level 2** *The answer is clearly developed. A scheme is chosen and supported with sound justifications. Reasons for the rejection of the other schemes should also be given credit.*

*There may be some errors or misunderstandings in work at this level.*

**6-10 marks**

**Level 3** *Answer cannot reach Level 3 without part (i) and part (ii).*

*The answer is thorough. The chosen scheme is justified in detail over the others. A range of points of view is considered.*

*Credit should be given for detailed rejection of the other schemes. At this level candidates may also be able to discuss, and counter, some of the objections to their chosen schemes. The answer is synoptic.*

**11-15 marks**