



## **General Certificate of Education**

# **Geography 6036**

## *Specification B*

**Unit 5      GGB5**

# **Mark Scheme**

*2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## GGB5

### GENERAL GUIDANCE FOR GCE GEOGRAPHY ASSISTANT EXAMINERS

#### 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.
- Cross out irrelevant sections using a line from top-left to bottom right. (However, be careful to check that there is no valid material, however brief, in the mass of irrelevance).
- Indicate repeated material with "rep".
- Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu." for failure to answer the question, "Irrel" for irrelevant material, and "SIF" for self-penalising material.
- 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 I**
- 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 II**
- 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

1. Suffering - first land
2. Problems in 2<sup>nd</sup> country
3. UK reason
4. Bolton reason

On the second page of **Item 4**, under 'What are the experiences of refugees,' there is a list of ten factors that are often present amongst these refugees. This group have certainly suffered from the fifth, seventh, eighth and ninth of these. They also fit all the descriptions in the following paragraph.

Moreover, this group cannot take part in either of the alternative solutions to the plight of refugees, mentioned on the first page of the document, i.e. voluntary repatriation or local integration.

**Item 1** provides details to support the statements above, especially with reference to the wars from which the people have fled and the conditions in the camps where they were living.

People who have been assessed by the UNHCR and found to fit their criteria for refugees needing resettlement are then fast-tracked by the UK government so as to speed up their move to the UK and their resettlement. This reduces the bureaucratic processes that they might otherwise experience.

### Mark scheme

- |                |   |                     |
|----------------|---|---------------------|
| <b>Level 1</b> | The answer makes at least one basic point about the conditions that the refugees were living under or there is some basic reference to the contribution that these people could make to the receiving society..   | <b>(1-3 marks)</b>  |
| <b>Level 2</b> | The answer selects some criteria from <b>Item 4</b> and makes clear links between those criteria and the conditions that the refugees have been living under. Or there is clear reference to the contribution that they could make to the receiving society and the need for fast-tracking. As the number of criteria described, and the clarity of the links increases, the mark moves up through the level. Reaches top of L2 with clear reference to the problems of the countries of origin or of first refuge. | <b>(4-7 marks)</b>  |
| <b>Level 3</b> | The answer is detailed. Links between the criteria in <b>Item 4</b> and the details of the refugees in <b>Item 1</b> are made clearly and thoroughly. If references to the contribution they could make to the receiving society and the need for fast-tracking are also clearly made, the answer can reach the top of the level. The answer shows a detailed understanding of the situation of the refugees.   | <b>(8-10 marks)</b> |

---

**Question 2 (i)****Notes for answers**

In **Item 1**, the Council Leader states that 'Bolton is well known for its friendly people ...'.

**Item 2** makes several points, including that places were available in schools and colleges, that housing was available that had been used for previous refugee groups, and that house prices are relatively cheap by comparison with the rest of the country. It also refers to the presence of significant groups of people of African origin and the support that the refugees have received from the local Congolese church (which is supported, in its turn, by the Methodist church).

These points are supported by **Item 5**. The table on ethnicity backs up the statement about the presence of people from Black ethnic groups and Item 6 gives some details about their concentration in particular wards. The table on dwelling prices shows that all categories are cheaper than in England and Wales as a whole - sometimes less than half the cost - and that they are significantly lower than in the rest of the Northwest region. Bolton has existing structures (Gateway/St Vincent's/Council Departments) in place to support refugees.

These points meet several of the aims of resettlement from the third page of **Item 4**.

**Mark scheme**

**Level 1** The answer makes at least one basic point about a way that Bolton is attractive to the refugees, but any such points are probably lifted fairly directly from the AIB, with little comment or development of the candidate's own ideas. **(1-4 marks)**

**Level 2** The answer makes at least one clear point, by taking points from the AIB, relating to the strengths of Bolton as a destination for the refugees, and then elaborating on this to explain why that factor is important. As more points are developed, the answer moves up through the level. Facts about Bolton from AIB linked to **these** people. **(5-8 marks)**

At the top of the level, by linking different aspects of geography and material from different sources, the answer shows synthesising skills and synopticity

**Question 2 (ii)**

**Notes for answers**

Page 2 of Item 4 describes the benefits of migration for the host country. These are described in fairly general terms. However, candidates should be able to develop these points by reference to their studies of the issues related to the development of multi-cultural societies. The benefits that they might refer to relate to the refugees bringing:

- new skills to the area
- dynamism and a determination to become successful in their new homes
- a workforce, in a country with an ageing population
- new cultural resources.

These are mainly L1 points

Evidence of specific contributions to Bolton might include:

- the needs of schools and colleges in the town to fill their rolls
- the keenness of the newcomers to get themselves an education
- the keenness to seek employment
- reference to the skills that many of the group had before they arrived in Bolton, - 'doctors, lawyers, accountants and nurses'
- reference to their ages - 'most are young adults and their children'
- cultural factors - of which their contribution to the Congolese Church is the only one that is mentioned specifically
- workforce in a country with ageing population if developed in detail.

These are more precise - mainly L2 points

**Mark scheme**

**Level 1** The answer makes at least one basic point about a way that Bolton can benefit from the presence of the refugees, but any such points are probably lifted fairly directly from the AIB, with little comment or development of the candidate's own ideas. **(1-4 marks)**

**Level 2** The answer makes at least one clear point, by taking points from the AIB, relating to the benefits that Bolton might gain from acting as a destination for the refugees, and then elaborating on this to explain why that factor is important. As more points are developed, the answer moves up through the level. **(5-7 marks)**

At the top of the level, by linking different aspects of geography and material from different sources, the answer shows synthesising skills and synopticity.



**Question 3****Notes for answers**

Bradshaw is on the edge of the built up area. It lies on the sides of the moors, with views across the town and across the valley of the Bradshaw Brook. There are considerable areas of open space in the ward, on steeper slopes and on the valley flood plains. There are reservoirs, woods, and golf clubs, to offer recreational opportunities.

The street patterns of the ward indicate that much of the area was developed in the period since 1950, on planned estates. The through roads do not pass through the housing areas.

Derby ward is in the town centre. This area is more densely settled and crowded. The layout of the map suggests that Derby ward is close to Bolton's CBD, with all the attractions that it is likely to offer. However, there is little open space for recreational activities. Education facilities are accessible - especially higher education institutions. Public transport is also likely to be more easily available here than in the other two wards.

The street pattern is often rectilinear, suggesting that the area was built in the late nineteenth or early twentieth century. This means that housing probably consists of terraced houses, probably with only small gardens - if there are any. The location close to the river, railway and town centre, suggest that the area was probably industrial, although the original functions of many industrial premises have probably long-since changed.

The census data shows that Bradshaw has over 96% of its population in the 'White British' ethnic group, with less than one third of 1% in the 'Black' group. It has high proportions of people in employment categories 1, 2, and 3 - these are amongst the highest proportions in the town. By contrast, it has very low proportions in categories 7 and 8 - amongst the lowest in the town.

On the other hand, Derby ward has amongst the lowest levels of employment in each of the categories 1, 2, 3, 4, and 5. It has a very high proportion in category 8 and also has high proportions in categories 6 and 7.

The better-paid, high status categories have low numbers; the poorly paid, low status categories have higher numbers.

**Mark scheme**

**Level 1** The answer makes at least one relevant point, selecting relevant data from the AIB or map extract. However, this is not developed to show the candidate's knowledge or understanding. **(1-3 marks)**

Map evidence is generalised, lacking precision. Census data is lifted, but not manipulated, compared, ranked or used in any other way.

**Level 2** The answer selects data from the AIB and/or map extract. This is then used clearly to make relevant points about the area being considered. **Must compare to reach L2.** Elements in the answer that might raise it to this level include: **(4-7 marks)**

- precise, and relevant, grid references, used to support a point
- interpretation of evidence taken from the map
- ranking of wards for some aspects of the data
- working out percentage figures for an aspect of the data
- recognition of evidence of change
- clear spatial differentiation

**Level 3** The answer develops ideas in depth and detail. It shows clear understanding of the spatial variations within the town of Bolton. Aspects of the geography, observed from the map or data tables are used in a synoptic way to build up a clear picture of the town and clear comparison of the two areas under specific consideration. **(8-10 marks)**

## Question 4

### Notes for answers

The answer should establish criteria for the choice, basing these criteria on the needs of the refugee group and/or the needs of the resident population. For the needs of the refugees, candidates can refer back to points made in Question 2 (i), and for the needs of the resident population, they can refer back to Question 2 (ii).

Then these criteria should be matched as closely as possible to the characteristics of the two areas under consideration. In this part of the answer, there might be reference back to points from Question 3.

Strengths of the Inner areas might include:

- a bigger, established black population
- a more culturally and ethnically diverse population
- the likelihood of cheaper housing being available
- easier access to the support services that might be needed, which are likely to be provided centrally, in council offices, etc
- easier access to education, especially higher education
- more public transport facilities, for travel within the area and outside it
- more jobs in the central area, etc.

Strengths of the Outer area might include:

- better quality, more modern housing - but expensive, perhaps beyond the means of the group
- more open space, for a group that might contain many people of a rural background
- easier access to jobs in 'animal husbandry'
- a less culturally diverse area might actually present less hostility than an inner city area where there might be pre-existing tensions
- if the group consists of 'professionals - doctors, lawyers, accountants and nurses' they might - in the long term - be more at home in this area from a class point of view, even if not from an ethnic point of view, etc.

The third option is likely to combine strengths from the other two. Note that "spread them throughout" does not have to be interpreted as "spread them evenly through every ward". Concentrating them mainly in a group of wards is quite acceptable.

**Mark scheme**

**Level 1** The answer makes relevant points, but these are basic and not developed in detail. Criteria for the suggested choice are not clearly established and are not linked to the features on offer in the areas. **(1-5 marks)**

The answer is limited in scope and does not consider strengths and weaknesses. Comparisons are limited, with little emphasis on points that do not fit the general argument.

**Level 2** The answer is clear, with at least one point explained well. The answer may well include specific reference to criteria by which the areas could be judged. Then these are used to assess the options against. **(6-10 marks)**

Strengths and weaknesses of both areas and of the compromise option are considered, and some attempt is made to reach a balanced conclusion. As the consideration develops and becomes a discussion, the answer moves to the top of the level.

**Level 3** The answer is developed in detail. **(11-15 marks)**

Strengths and weaknesses of both areas and of the compromise option are considered in detail.

The candidate reaches a balanced conclusion as to the most suitable strategy. A range of different aspects of the issue is considered, so the answer is synoptic.

Criteria for the decision are established or clearly implied.