



General Certificate of Education

Geography 2030

GEOG2 Geographical Skills

Mark Scheme

2009 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.

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GEOG2 General Guidance for GCE Geography Assistant Examiners

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications 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.

Marking – the philosophy

Marking should be positive rather than negative.

Mark schemes – layout and style

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

Point marking and Levels marking

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- 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 Standardisation meetings. In broad terms the levels will operate as follows:

Level 1: attempts the question to some extent (basic)

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: answers the question (well/clearly)

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle
- give a number of characteristics, reasons, attitudes (“more than one”) where the question requires it
- provide detailed use of case studies
- give responses to more than one command e.g. “describe and explain..”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

CMI+ annotations

- The annotation tool will be available for levels response questions.
- Where an answer is marked using a levels response scheme the examiner should annotate the script with 'L1', 'L2' or 'L3' at the point where that level has been reached. At each point where the answer reaches that level the appropriate levels indicator should be given. In addition examiners may want to indicate strong material by annotating the script as “Good Level...”. Further commentary may also be given at the end of the answer. Where an answer fails to achieve Level 1 zero marks should be given.
- Where answers do not require levels of response marking, the script should not be annotated. For point marked questions where no credit-worthy points are made, zero marks should be given.

Other mechanics of marking

- Various codes may be used such as: ‘rep’ (repeated material), ‘va’ (vague), ‘NAQ’ (not answering question), ‘seen’, etc.
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

Question 1

1(a)(i)	1 mark for each accurately shaded province.	2 marks
1(a)(ii)	1 mark per valid statement re pattern (max 1 for exemplifying) e.g. ... The highest densities are in the east/south and the lowest are in the west and north with a crude diagonal split north-east / south-west and density generally decreasing westwards. Clustering of highest concentration around Jiangsu. Loose negative correlation between size of province and density. Recognition of anomaly.	4 marks
1(b)	1 mark for stage 3/4. Additional credit provided by evidence used to support e.g. ... Birth rate fell from 16.52 to 13.45 between 1997 and 2007 which puts China in stage 3 or stage 4 according to the model. Death rate has risen over the ten year period which is not evidenced in the DTM but the figures (6.87 – 7.0) suggesting stage four. Total population growth continues to be positive but growth is occurring at a reduced rate suggesting stage four in the DTM. This suggests China is in stage 4. This view may come at the beginning of the response. It is difficult to suggest any other stage – stage 3 is creditworthy. Credit debate around stage 3/4. Maximum 3 if no clear view is expressed. Manipulation of data max 1.	4 marks
1(c)(i)	Male 10-14 years old – 1 mark for accurate plot of 10 (shading not necessary). Female 60-64 years old – 1 mark for accurate plot of 7.5	2 marks
1(c)(ii)	<p>Notes for answer</p> <p>For description (d); the population is ageing as evidenced by the loss of the pyramid shape. The relative proportion of under-50s is falling in every age group of the structure for both males and females. The proportion of 50 and above is significantly higher by 2050, particularly for women.</p> <p>A significant anomaly is the proportion of women aged 80+ at nearly 10% of the female population. Some may refer to increased rates of dependency as the working population shrinks. Birth rates are projected to fall considerably. There should be appropriate use of data to support description.</p> <p>The reasons (r) might relate to the impact of the one child policy, e.g. a decreasing number of women of child bearing age, combined with advances in medical care. Other reasons are creditworthy such as females desiring fewer children due to careers. Does not have to be specific to China.</p> <p>Level 1 (1-4 marks) <i>A basic answer which recognises the changing shape of China's population structure, but lacks awareness of the specific aspects of change. Likely to avoid use of data in support. Fails to identify anomalies. Suggested reasons are either completely absent or undeveloped.</i></p> <p>Level 2 (5-6 marks) <i>Reasonable response to both commands. Clearly aware of the ageing</i></p>	6 marks

	<p><i>population. May refer to dependency issues though perhaps implicitly with comments related to increasing proportion of elderly. Use of figures to support description. Answer is logical and clearly linked to the scenario. Reasons linked to structure.</i></p> <p><i>For maximum marks there must be more than one reason.</i></p>	
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1(d)	<p>Notes for answer</p> <p>Outline should take the form of a brief description. For comment (c) we are looking for specific viewpoints / attitudes / personal perspectives to be expressed in relation to both economic (e) and social (s) issues. For example, the social issues arise out of the changing population structure and the needs of the ageing population. With an ageing population comes increased dependency, mainly on social and healthcare. Comment in relation to strain on family members especially women. Some may link to the one child policy. Also, poor quality social care might lead to neglect; another valid comment.</p> <p>The economic issues relate to the costs of the healthcare as well as revenue issues related to falling proportion of those at work. More perceptive answers might note that family caregivers are unlikely to be able to work, exacerbating the problem. This is valid comment. Comment in relation to economic unsustainability is likely and valid.</p> <p>Level 1 (1-4 marks) <i>A vague awareness of the issues, possibly lifting heavily from the text. Not clearly structured / poorly structured. Perhaps missing the theme in places, failing to understand the economic and social issues. Basic outline, lacking comment.</i></p> <p>Level 2 (5-7 marks) <i>For full marks there must be clear comment on both aspects. More detailed outline within a structured response, which clearly understands economic and social issues. There must be some clear comment for Level 2.</i></p>	7 marks
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Question 2

2(a)	<p>Notes for answer</p> <p>The nature of the supporting theory / concept / process obviously depends upon the type of enquiry. Expect references to key A Level textbooks as this is entirely legitimate. The enquiry should come from the specification. Theory should explore fundamental processes/issues involved in shaping the chosen enquiry.</p> <p>Allow 1 mark for each valid point in relation to theory, concepts, processes.</p> <p>There are a number of ways of accessing credit in this question, e.g. ...</p> <p>rivers enquiry: “We were investigating the extent to which the River Bollin displayed the theoretical characteristics proposed in the Bradshaw Model. This tells us that as distance from source increases a number of changes should occur. We expect discharge to increase as tributaries, surface run off and groundwater flow affect the channel. We were also interested to see if velocity does indeed increase with distance from source. Though gradient is expected to decrease, this is off-set by the increased channel efficiency” etc.</p> <p>Max 1+1 for aim and hypotheses approach if implicit link to theory, concept or process.</p>	4 marks
2(b)	<p>Notes for answer</p> <p>Maximum 1 mark for outlining the risks associated with chosen enquiry.</p> <p>Credit can be awarded where specific risks are only implied. It is the response which triggers the credit. E.g. ...</p> <p>rivers enquiry, “I/we identified potential risks before even visiting the site by researching other studies. At the site, I wore sturdy footwear in order to avoid slipping. We only conducted primary data collection in good light for the same reason. We worked in pairs, just in case one of us did get injured. This would make it easier to raise the alarm and call for help. We took a mobile telephone and made sure to inform people of our whereabouts just in case we did get lost. We agreed to work within earshot of each other in case either of us got into difficulties” etc.</p> <p>Maximum 3 marks for only one response. The question requires responses to risks.</p>	4 marks

2(c)	<p>Notes for answer</p> <p>Any method is acceptable but should link to the enquiry. The response should also make clear reference to the suitability/appropriateness of the method in relation to the aims of the enquiry. This is the justification (j). Methods related to secondary data collection are acceptable. Methods which are inappropriate to the nature of the enquiry should be held to Level 1. Sampling may be included as part of the method.</p> <p>Level 1 (1-4 marks) <i>Method may be dubious in relation to the enquiry. It is likely to be poorly explained and difficult to follow what the candidate actually did. Justification is likely to be generic or even absent.</i></p> <p>Level 2 (5-6 marks) <i>Method is appropriate for the nature of the enquiry. It is clearly outlined and easy to follow. Justification is specific to the nature of the data collected. Clear methodology with explicit justification.</i></p>	6 marks
2(d)	<p>Notes for answer</p> <p>Description (d) and sketch must link to each other and be appropriate for data collected. Any technique is acceptable as long as it is linked to the theme of the enquiry. A sketch of some sort is a requirement of the question. Answers which do not provide a sketch should be held to Level 1. Hand-drawn sketches without the use of a ruler are entirely acceptable. The presentation of the sketch itself is not being examined.</p> <p>Level 1 (1-4 marks) <i>Simplistic identification/description of a technique, which may contain obvious errors (such as labelling axis for graphs) and/or omissions. Description lacking in detail. Sketch may contain obvious errors. Techniques which do not clearly link to the theme of the enquiry should be held to Level 1. Similarly, Maximum Level 1 if there is no sketch.</i></p> <p>Level 2 (5-6 marks) <i>Detailed description of the technique. Description could clearly be followed, particularly with support of the sketch. For full marks there should be some reference to actual data.</i></p>	6 marks

2(e)	<p>Notes for answer</p> <p>Responses are likely to offer improvement (i) to methodology, though any aspect of the enquiry could be evaluated here, including even the original aim. Improvement should be logical and preferably link to some clear limitation.</p> <p>Level 1 (1-3 marks) <i>Improvement either absent or extremely basic, offered only as statements without clearly explaining how improvement would come about. Lacking understanding of the concept of evaluation. No obvious reference to results.</i></p> <p>Level 2 (4-5 marks) <i>Improvement is elaborated to show how change would impact positively upon study. Improvement links to clear aspects of the enquiry with a thorough understanding of evaluation shown. Clear reference to actual results including figures or statements.</i></p>	5 marks
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