

Version 1.0



**General Certificate of Education
June 2010**

Geography

GEO4B

Geographical Issue Evaluation

Unit 4B

Mark Scheme

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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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 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 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
 - 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 eg “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.
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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

- 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.

<p>1 (a)(i)</p> <p>AO3 – 5</p>	<p>Notes for answers</p> <p>In both parts of this question we are comparing a very small part of Scotland's population with the whole.</p> <p>There are significant differences in the 18-29 age range, with the Highlands having between 20 and 25% fewer people in that age cohort than might be expected when compared with Scotland as a whole. There is still some loss in the 30-44 age groups, but this loss is less as a proportion of the total.</p> <p>Then the Highlands have a small gain in population in every age group over 60, but these gains are small and do not appear to be very significant, except for the 45-59 group.</p> <p>Mark Scheme</p> <p>Level 1 (1-3 marks) Only award marks for differences stated or implied. Relevant data are lifted from the AIB but any comments on that data are basic and do not show any clarity of understanding. Data are not manipulated or linked.</p> <p>Level 2 (4-5 marks) Only award Level 2 marks for clearly stated differences. Relevant data are selected and used to make clear geographical points. In particular, expect to see:</p> <ul style="list-style-type: none"> • manipulation of data • linking and comparing of data from different parts of the table. 	<p>(5 marks)</p>
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<p>1 (a)(ii)</p> <p>AO3 – 5</p>	<p>Notes for answers</p> <p>Highland has almost twice the % in agriculture and more than four times as many in fishing (although both groups are small). There is a 50% high proportion in hotels and about 25% higher in construction.</p> <p>Highland has significantly lower proportions working in manufacturing (about a third lower), in finance (over 50% lower) and in real estate (about 12% lower).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Primary</td> <td style="width: 30%;">3.68%</td> <td style="width: 30%;">6.53%</td> </tr> <tr> <td>Secondary</td> <td>13.23% (21.71)</td> <td>9.11% (19.33)</td> </tr> <tr> <td>Tertiary</td> <td>83.09% (74.61)</td> <td>84.36% (74.14)</td> </tr> </table> <p>Mark Scheme</p> <p>Level 1 (1-3 marks) Only award marks for differences stated or implied. Relevant data is lifted from the AIB but any comments on that data are basic and do not show any clarity of understanding. Data are not manipulated or linked.</p> <p>Level 2 (4-5 marks) Only award Level 2 marks for clearly stated differences. Relevant data are selected and used to make clear geographical points. In particular, expect to see:</p> <ul style="list-style-type: none"> • manipulation of data • linking and comparing of data from different parts of the table. 	Primary	3.68%	6.53%	Secondary	13.23% (21.71)	9.11% (19.33)	Tertiary	83.09% (74.61)	84.36% (74.14)	<p>(5 marks)</p>
Primary	3.68%	6.53%									
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Tertiary	83.09% (74.61)	84.36% (74.14)									
<p>1 (b)</p> <p>AO1 – 5 AO2 – 4 AO3 – 6</p>	<p>Notes for answers</p> <p>This is a very small community. There are only 491 inhabitants in 239 households.</p> <p>However, only 9% are described as being 'income deprived' (compared with 11.3 in Highland and 13.9 in Scotland) and only 10.4% are described as 'employment deprived' (compared with 10.6 and 12.9).</p> <p>The data for schools suggest that there is no possibility of a secondary school existing in this area. If a primary school exists it must be small. The data and the map suggest one primary school at most for the area, so children from the edges of the district may have to travel a long way to reach school – even at a very early age. Secondary age children will be very isolated from their school.</p> <p>Compared with the rest of Scotland, there is a high proportion of privately rented houses and a low proportion of owned houses. Privately renting is often considered to be a less attractive option than ownership, but perhaps this is due to the power of the large local land owners. Crofting is private renting.</p> <p>The access to services data suggests that anyone owning a car in this area is not too badly off for the 'essential' services listed – although these are average times so people outside the main communities will have much longer journeys. However, people relying on public</p>	<p>(15 marks)</p>									

	<p>transport appear to be very deprived in terms of access to their essential services. This will be a particular problem for the old and infirm and those too young or too poor to drive. Access to shopping facilities (which some people seem to consider desirable) is particularly difficult, needing a journey of over two hours by public transport.</p> <p>There is a minimum size below which settlements find it difficult to survive. This community must be near to that minimum, and therefore it would seem essential that every effort is made to ensure that the population is stabilised or else the whole community may well spiral downwards and become unviable.</p> <p>Credit references to data other than the data in Item 5.</p>	
	<p>Mark Scheme</p> <p>Level 1 (1-6 marks) (mid-point 4) The answer contains relevant points that have been lifted from the AIB without any development.</p> <p>Statements are basic and do not develop links between different ideas. Any evidence of research is limited and does not develop the answer beyond a basic and simple level of understanding.</p> <p>Level 2 (7-12 marks) (mid-point 10) The answer uses the evidence clearly to develop an argument. There is a clear understanding of how the health of the community might be assessed and then the evidence is fitted into this pattern, making clear links between ideas and facts.</p> <p>An answer that selects the key indicators for thriving or not thriving, without developing them, is just into Level 2.</p> <p>Evidence of other areas might be used in a generally relevant way to support the arguments that are being developed.</p> <p>The quality of written communication is clear and conveys the meaning well.</p> <p>Limit to 7 if no reference to a second point of view.</p> <p>Level 3 (13-15 marks) (mid-point 14) The answer is detailed and thorough.</p> <p>Data are used clearly and precisely to provide support for arguments.</p> <p>Alternative opinions and views might be given and clearly weighed up to provide a thorough argument.</p> <p>Evidence of other areas might be used well to support the argument that is being developed.</p> <p>The quality of written communication is clear and conveys the meaning with precision.</p>	

<p>2</p> <p>AO1 – 1</p> <p>AO2 – 2</p> <p>AO3 – 7</p>	<p>Notes for answers</p> <p>Candidates should assume that they are carrying out field research, making reference to what can be seen on the map. Their answers might include references to:</p> <ul style="list-style-type: none"> • setting aims, hypotheses, research questions, etc • planning before going into the field, including considering health and safety • carrying out field research • presenting and analysing data. <p>For example, in researching the changing characteristics of the river and its valley they might look at the changing valley cross section and long profile, and also at changes in the river cross section and long profile. In particular they might concentrate on the formation of the waterfalls along the river's course. Sinuosity, channel roughness, speed of flow, size and shape of bedload and channel geometry might be measured at varying points along the river's course. The effects of human interference with the river and the effects of the tidal movement in the last 100 metres or so might also be considered.</p> <p>For example, in researching the characteristics of raised beaches, they might look at cross-sections from the HWM inland across beach and cliff landforms, where drawing sections would be particularly useful. Alternatively they could look for evidence of different types of deposited material and their height above sea level.</p> <p>In researching the evidence for glacial movement around Fionn Loch they could concentrate on searching for subjective evidence of glacial erosion features such as corries, arêtes, troughs, etc. However, they could go into more detail in researching these features and carry out field measurements of slope or look for evidence of micro-features such as striations. Detailed objective evidence could be researched by measuring the size and orientation of material in deposits on the valley floor to look for evidence of glacial and fluvio-glacial deposition features.</p> <p>Candidates might write about:</p> <ul style="list-style-type: none"> • Aims/hypothesis/null • Selection of sites (including health and safety) • Collection of data (including ensuring accuracy) • Presenting results • Analysing results • Drawing conclusions. <p>Clear references to the valley as well as the river allow L2 (or L3) entry but lack of valley does not preclude L2 (or L3).</p>	<p>(10 marks)</p>
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	<p>Mark Scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) A basic answer in which relevant points are made but these are isolated and not developed to provide clear guidance as to the aims and methods of the fieldwork. Too much time might be spent on minor points without developing the main understanding of the work.</p> <p>Level 2 (5-8 marks) (mid-point 7) A clear answer in which the candidate gives a good idea of the type of fieldwork that is to be carried out.</p> <p>It is practical and sensible and would be likely to produce useful and manageable results.</p> <p>Most of the stages are covered in a clear but simple way Or at least one important stage is covered in detail Or the plan for fieldwork is well adapted to the nature of the area.</p> <p>The quality of written communication is suitable to convey the ideas clearly.</p> <p>Level 3 (9-10 marks) A detailed answer with a full understanding of the techniques considered and with these techniques applied with good geographical understanding of the area.</p> <p>Most of the stages are covered well Or at least one important stage is covered in full detail with clear references to the area.</p>	
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<p>3</p> <p>AO1 – 2 AO2 – 2 AO3 – 6</p>	<p>Notes for answers</p> <p>The area presents problems of:</p> <ul style="list-style-type: none"> • high land, with problems of low temperatures, high rainfall and high wind speeds • steep slopes making access difficult • hard rocks, weathering slowly and producing poor, thin soils • many inlets, making movement along the coastal areas slow and expensive • many islands, which are isolated • poor, immature drainage patterns, hindering farming, access, etc. • isolated valleys, with steep high ridges in between, making communications difficult and stopping strong economies of scale and divisions of labour from developing etc. <p>The area has potential because:</p> <ul style="list-style-type: none"> • Geological and geographical features give a big tourist potential • The remoteness and isolation are attractive to some people. <p>Mark Scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) The answer consists of a series of basic, isolated points. These have not been linked together well to make a coherent, logical argument. There is little or no evidence of understanding of geographical ideas from the course.</p> <p>Level 2 (5-8 marks) (mid-point 7) The answer is clear. Relevant information about the area has been extracted from the maps and data provided and has been used to make relevant comments of the area's geography. There is an attempt to differentiate between parts of the area. Grid references used accurately. Ideas have been linked together to make a reasonably coherent, geographical answer. Written communication is clear and conveys meaning well.</p> <p>Level 3 (9-10 marks) The answer is detailed and thorough and provides a very clear geographical view of the area. There is clear differentiation between parts of the area. Use of relevant ideas from the course, or comparison with relevant case studies from other parts of the course, are often good indicators of work at Level 3. The answer is synoptic. The quality of written communication is clear and conveys meaning with precision.</p>	<p>(10 marks)</p>
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<p>4</p> <p>AO1 – 4 AO2 - 12</p>	<p>Notes for answers</p> <p>The Geopark provides some limited funding for initiatives linked to the area's geology but these are very limited. It has provided limited funding to employ workers and has helped to provide some marked walks and some interpretation trails, boards and leaflets. It has also provided a link into an international network which helps to provide publicity for the park and provides a shared learning environment to help developments across the network.</p> <p>Similar small-scale developments have been funded by the Mackay organisation. Links through which to research details of both organisations have been provided through the AIB and so candidates can be expected to provide details of some initiatives.</p> <p>However, funding is limited and the problems facing the area are great. No initiative on this scale can hope to tackle the problems of isolation and inaccessibility, low population and difficult economic circumstances. Nor would they aim to, as both the organisations mentioned in the AIB are keen to conserve the landscape and this means protecting its 'wilderness' aspects; and the Geopark organisation acknowledges that it is that aspect which attracts many people to the area.</p> <p>Given these limitations, it should be realised that many of the people living in this area do not wish to see large-scale modernisation and economic development. Rather they wish to see stabilisation or slow increase in the population and the opportunity for some small-scale, part-time, possibly seasonal employment to supplement crofting, hunting, fishing and forestry. They also need to see stabilisation of the tourist season, possibly with some extension outside its traditional time limits.</p> <p>To this extent these small-scale initiatives may be able to attract significant numbers of people into the area. They might come both for specialised leisure pursuits and for academic study. The Geopark initiative might also have some effect on increasing the numbers of more traditional highland visitors as a spin-off. These increased visitors may well be in sufficient numbers to help provide employment and support services without having a damaging effect on the environment that attracts them.</p>	<p>(15 marks)</p>
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	<p>Mark Scheme</p> <p>Level 1 (1-6 marks) (mid-point 4) Some relevant points are made but these are not well-expressed and are not linked together to provide a coherent and well-argued answer.</p> <p>The answer is vague with assertions that are not supported. It may just consist of a 'wish list'.</p> <p>There is little attempt to link the answer into the whole of the candidate's study of geography on the A Level course.</p> <p>Level 2 (7-12 marks) (mid-point 10) The answer is clear with some of the issues discussed in a reasonably well-structured way.</p> <p>Opinions are supported by some well-chosen details from the AIB and there may be evidence of further research by the candidate.</p> <p>Suggestions are realistic with some precision. There may be references to different initiatives in-different parts of the area. There may be references to short and long term solutions.</p> <p>There is some evidence that the candidate has taken ideas developed during the two-year course and has applied these to the topic in question in a way that shows a reasonable degree of understanding.</p> <p>Written communication is clear and conveys the meaning well.</p> <p>Level 3 (13-15 marks) (mid-point 14) The answer is detailed and thorough, balanced and logical.</p> <p>It combines details from the AIB with information from the candidate's own research and an understanding of the ideas developing during the two-year course.</p> <p>The answer shows a high level of geographical understanding.</p> <p>The quality of written communication is clear and conveys the meaning with precision.</p>	
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