Version 1.0

General Certificate of Education
January 2011

Geography A   GEOG2

Unit 2

Post-Stand

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

GEOG2 General Guidance for GCE Geography Assistant Examiners

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.

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. Once the Level has been determined, examiners should initially set the mark at the middle of the mark range for that level (or the upper value where no mid value exists). Then refine the mark up or down using the General Criteria, Notes For Answers and the additional question specific levels guidance. 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' or 'L2' 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 accurate bar to the nearest mm.   *(2 marks)*
Can still score two marks without shading.   **AO3 – 2**

1 (a) (ii)   One mark for each valid point made with additional credit for   *(4 marks)*
development / exemplification (D), e.g. Most of the migrants from the
top ten countries appear to come from Asia. The greatest number of   **AO2 – 2**
migrants entering the UK in 2006 appear to come from India (and/or   **AO3 – 2**
lowest from Australia) and Pakistan (D). There is some evidence of
distance decay with relatively few coming from countries much further
away such as Australia or the Philippines. However, with the exception
of Bulgaria, very few migrants settle in the UK from Europe. Relatively
few migrants appear to arrive from Africa or the Americas. Allow one
additional mark for manipulation of data derived from the map.

1 (b) (i) 3 marks available for the completion of the table. Allow one mark for correct ranking of Iraq **and** Nigeria. For **3** marks the whole table must be completed accurately including $\sum d^2$. *(6 marks)*

AO3 – 6

Country of origin	Distance from the UK (km)	Rank distance	Number of migrants who permanently settled in the UK in 2006	Rank number of migrants	Difference (*d*)	d^2
Afghanistan	550	7	7410	3	4	16
Australia	15200	1	2695	10	−9	81
Bulgaria	2248	10	4270	9	1	1
India	7436	4	12030	1	3	9
Iraq	4100	**9**	6880	5	**4**	**16**
Nepal	7209	5	6940	4	1	1
Nigeria	4900	**8**	4735	8	**0**	**0**
Pakistan	6140	6	11235	2	4	16
Philippines	11100	2	6360	6	−4	16
South Africa	9400	3	5860	7	4	16
						$\sum d^2 = 172$

1 mark for the completion of each element of the equation.

$$r_s = 1 - \frac{6\sum d^2}{n^3 - n}$$

$$r_s = 1 - \frac{6 \times 172}{1000 - 10}$$ 2 marks reserved for the final calculation

$$r_s = 1 - \frac{1032}{990}$$ 1 mark reserved for accurate evidence of working.

$$r_s = 1 - 1.042$$ 1 mark reserved for at least 3dp.

$$r_s = -0.042$$

1 (b) (ii) Calculated value of r_s can be incorrect. *(2 marks)*
The result is not statistically significant at either the 0.01 or the 0.05 level of significance (1). There is no statistical relationship between distance travelled and number of migrants to the UK (1). Allow variations on this theme such as the number of migrants to the UK has nothing to do with the distances they have to travel or null hypothesis is accepted.

AO2 – 2

1 (c) (i)   The numbers emigrating have been steadily increasing over the period   *(6 marks)*
in question, though some may point to minor peaks and troughs (e.g.
1998) as well as a significant decrease between 2006-7 which bucks   **AO2 – 3**
the trend.   **AO3 – 3**

At the same time the numbers moving into the UK have been almost
continuously rising and at a much faster rate than emigration rates,
though again some may point to periods of stagnant growth (1994-7) or
even decline (eg 2006-7).

The overall impact is that net migration has shown a steady positive
trend, i.e. numbers arriving to the UK have consistently exceeded those
leaving. Only 1992-3 acts as an anomaly to the trend due to negative
net migration figures or zero growth.

Level 1 (1-4 marks)
At the bottom end, may only describe one or two elements of the graph.
May misunderstand or confuse elements of the trends. Lacking use of
data to support trends. Lacking awareness of how immigration and
emigration affect net migration.

Level 2 (5-6 marks)
For Level 2 there must be clear engagement with all three elements of
the graph, which shows an awareness of how the immigration and
emigration numbers are linked to net migration totals. For full marks
there must also be either engagement with data or awareness of
anomalies.

1 (c) (ii)   There are a variety of ways of answering this question. Some may refer   *(5 marks)*
to the issue that it is the young and more skilled who generally tend to
emigrate. Issues related to 'brain drain' could legitimately form part of   **AO1 – 3**
the answer in this regard.   **AO2 – 2**

Many responses are likely to focus upon the impacts of immigration;
again there are a variety of ways of approaching this. Some may focus
upon the positive implications whereby low paid jobs are filled or
shortage professions are provided with a new pool of labour on which to
draw skills and services. Other responses are likely to be more
negative and focused upon the political and social tensions resulting
from rising rates of immigration, particularly from the EU in recent years.

Whatever the approach, the key issue is that the candidates identify
and expand upon valid implications in the context of the source material
and the specification.

Level 1 (1-3 marks)
May misunderstand the question or focus only upon one implication.
Basic problems are likely to be listed without evidence of appropriate
development. Implications may have no UK context.

Level 2 (4-5 marks)
Clearly focused upon more than one valid implication of either
immigration, emigration or overall net migration. Implications are
detailed and there may be support through examples and case studies.

Case study examples are not necessary for full marks.

Question 2

2 (a) (i)   The most likely approach is that candidates' responses will describe the   *(5 marks)*
aim possibly linking this to objectives / hypotheses / research questions.
On its own this would constitute a Level 1 answer. Another approach   **AO1 – 1**
would be to outline the underlying theory / issue and how this relates to   **AO3 - 4**
the aim.

The key is that the response shows that the candidate understands why
they undertook the fieldwork enquiry. This will be a clear feature of a
Level 2 response.

Level 1 (1-3 marks)
A vague awareness of the purpose of the enquiry with reference to little
more than the aim and hypothesis. May drift into methodology or other
aspects of the enquiry. May refer to mechanics of data collection only.

Level 2 (4-5 marks)
A clear awareness of the purpose of the enquiry. May include
description of the aim and may link this to background research or
textbook theory. May also consider location aspects. A clear sense
that the response shows an understanding of what the candidate was
trying to achieve in the investigation.

2 (a) (ii)   Candidates are expected to identify the study area. Responses are   *(5 marks)*
likely to be drawn at a range of scales depending upon individual
perspective or the nature of the enquiry. It is the quality of the   **AO2 – 2**
annotations which will determine the level the candidate is awarded, as   **AO3 – 3**
well as the quality of the sketch map.

The sketch and annotations should give a sense that the candidate
actually visited the site, understands the basic characteristics and is
aware of the significance of the characteristics in relation to the aim of
the enquiry.

The response can still access Level 2 with a poor quality sketch map,
provided the annotations are clear, detailed and relevant.

Level 1 (1-3 marks)
A very basic sketch which may offer little more than a road intersection
or a line to represent a river. Few annotations. More likely to offer one
or two word labels such as 'street corner' or 'in the hills'.

Level 2 (4-5 marks)
The sketch map may still be basic. Characteristics are clear with
detailed annotations such as '…at this intersection, there were two
contrasting housing types; council housing and private housing built in
the 1930s' or 'The upland section of River X, approximately 1km from
the source'. Clearly linked to a location.

2 (b)	1 mark for showing an awareness of what primary sources are. 1 mark for the example of primary sources used in the study. 1 mark for showing an awareness of what secondary sources are. 1 mark for example used in the study. Max 2 for considering only one element. Max 2 for only considering examples.	*(3 marks)* **AO1 – 2** **AO2 – 1**	

2 (c) Responses should consider the merits or advantages of their chosen   *(6 marks)*
technique. Irrespective of the technique, candidates can access the full
range of marks depending on the quality of the explanation. For   **AO3 – 6**
example, bar graphs / histograms can access the full range of marks if
the justification of the technique is clearly elaborated.

Using a statistic technique – Justification has to be in terms of the
presentational element.
Justification may relate to the sort of data being used. Responses
which link unsuitable data to a technique should be held to Level 1.
Justification may also relate to the ease of transformation, the
usefulness of the calculation or the visual advantages of the completed
technique. This really depends on the choice of technique.

Some may consider the limitations of other techniques in justifying their
chosen technique. This is a legitimate approach.

Level 1 (1-4 marks)
The technique is described with very little elaboration. May drift into
description of how to use the technique at the bottom end. Technique
may be inappropriate for the data. Considers basic justification.

Level 2 (5-6 marks)
Justifying in terms of the data being displayed. May consider limitations
of other techniques. Clear justification of the use of the technique
through explanation of either strengths or suitability. Some reference to
candidates own data for full marks.

2 (d) There are a variety of ways candidates could approach this question. *(6 marks)*
Typically most will look at the methodology and refer to the limitations /
improvements they could make to this part of the enquiry. Others may **AO3 – 6**
look at the set up of the enquiry and even the original aim. This would
form part of a sophisticated response if the candidate shows how the
findings present limitations to the whole basis of the enquiry. May also
consider further research opportunities.

For Level 2 there must be clear evidence that improvements are
elaborated upon and there should be some consideration of the likely
impact of the improvement.

Level 1 (1-4 marks)
Likely to focus upon basic improvements to methodology. May spend
too long on the limitations. Fails to explain what impact improvement
would bring. Improvements may be unrealistic in terms of time scales
or geographical scale. Improvement implicit through emphasis on
limitations.

Level 2 (5-6 marks)
Clearly focused upon improvements, with evidence of the impact of the
suggested improvement. May consider various aspects of the enquiry
from original aim through to results. Realistic improvements in relation
to the candidate's own enquiry. May point towards further research.
Improvements explicit.