



**General Certificate of Education**

**Geography 2030**

**GEO4B      Geographical Issue Evaluation**

**Mark Scheme**

*2010 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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## **GEO4A and GEO4B 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.

**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 eg “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.
- Mark the point where you know the answer reaches L2/L3.
- Mark each new L2/L3 point.
- At the end put a summative L1/L2/L3.
- Assume that the mark is at the middle of the level then consider whether it moves up or down from that point.

<b>1</b>	<p><b>Notes for answers</b></p> <p>Candidates could refer to:</p> <ul style="list-style-type: none"> <li>• health implications and the costs and benefits for both individuals and the NHS</li> <li>• the emissions of greenhouse gases and other noxious gases that might be saved by reducing the number of car journeys made</li> <li>• improvements in safety, e.g. around schools, by reducing car journeys and replacing these with cycle and walking journeys on safe roads and paths</li> <li>• reductions in congestion and consequent savings in costs for individuals and organisations by the reduction of journeys by car</li> <li>• political issues.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1 – 4 marks)</b> The answer contains some basic knowledge or understanding of at least one of the themes listed above. However, these points are isolated and not developed. Links between points are not made. There are some assertions without supporting evidence. Points may be lifted from the AIB without being developed.</p> <p><b>Level 2 (5 – 8 marks)</b> At least one point is made clearly showing knowledge and understanding of the topic. Ideas are elaborated and developed, with supporting evidence. Points from the AIB may be used and/or clearly linked together to make logical sense.</p> <p><b>Level 3 (9 – 10 marks)</b> The answer is developed thoroughly showing knowledge of the topic and insight into the underlying geographical ideas. There is evidence of a breadth of understanding of the topic, evidenced by several of the bullet points above having been considered in some depth. Points from the AIB may be used and linked with points from the candidate's own knowledge to make a detailed case.</p>	<b>(10 marks)</b>
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<p><b>2(a)</b></p>	<p><b>Notes for answers</b></p> <p>The answer must be based in a place(s) and describe that place(s) clearly.</p> <p>Evaluation of the network can be from the point of view of any or all of the relevant parties. However, all evaluation should set out criteria by which the subject is being evaluated, and then try to provide evidence as to how well the criteria are met. Vague references such as ‘quite good’, ‘not very suitable’, etc., are not sufficient to provide an evaluation.</p> <p>Reference could be made to:</p> <ul style="list-style-type: none"> <li>• the size of the school</li> <li>• the age range of the pupils</li> <li>• the size and nature of the catchment area</li> <li>• the availability of public transport</li> <li>• the road network around the school – the size of the roads and the amount of traffic that they carry at the main times for arrival at and departure from the school</li> <li>• parking availability and needs around the school</li> <li>• the presence of footpaths and cycle paths around the school and whether these are suitably maintained to be safe and pleasant to use</li> <li>• school and council policy and initiatives to improve traffic provision and cycling facilities</li> <li>• the opinions of children, parents, teachers and other interested parties on the issues of journeys to school</li> <li>• any surveys that have been carried out, either primary or secondary data.</li> </ul> <p>Note that the question refers to “network for walking or cycling”.</p> <p>References to</p> <ul style="list-style-type: none"> <li>• bike storage</li> <li>• Training schemes</li> </ul> <p>are of marginal relevance at best.</p>	
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2(a)	<p><b>Mark scheme</b></p> <p><b>Level 1 (1 – 4 marks)</b>  Some basic points of description are given, but there is no coherent view of the area or the transport network.  Evaluation is basic with little or no evidence and little or no justification for any judgements made.  The viewpoint from which the evaluation is made is not clear.  References to real places are vague or non-existent.</p> <p><b>Level 2 (5 – 8 marks)</b>  The answer is clear with valid description of some aspects of the situation around the chosen example(s).  Evaluation is clear.  Some evidence is presented and judgements are based on this evidence.  At least one point of view is established and discussed, even if only implicitly.  Clear references to one or more places (possibly grid references in Guildford).</p> <p><b>Level 3 (9 – 10 marks)</b>  The answer is developed well and provides a clear sense of place in relation to the chosen area(s). The answer shows clear geographical understanding of the issues involved.  Evaluation is detailed.  Detailed evidence is presented and judgements are based on this evidence.  A strong sense of place is shown.  At least one point of view is established and discussed in detail.  Criteria for evaluation are established and considered in detail.</p>	(10 marks)
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<p><b>2(b)</b></p>	<p><b>Notes for answers</b></p> <p>The suggestions for improvement should arise from the results of the evaluation.</p> <p>Candidates could suggest any possible improvements to roads, paths, bike storage facilities, safety training, publicity campaigns, parking provision and so on.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1 – 4 marks)</b>          At least one relevant suggestion is made but this is not developed in any detail and may not arise from the needs shown in the evaluation of the situation.          Suggestions may be poorly matched to the scale of the plan, e.g. they may be very expensive or cause serious problems elsewhere.          There is no clarity to the overall plan.          The answer lacks clear references to place.</p> <p><b>Level 2 (5 – 8 marks)</b>          The answer is clear.          Suggested improvements are sensible and are matched well to the issues described and present sensible, practical solutions. They fit the size and scale of the problems.          The answer shows good geographical understanding of the issues involved.          There are clear references to place.</p>	<p><b>(8 marks)</b></p>
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<b>3(a)</b>	<p><b>Notes for answers</b></p> <p>The data will include number of people passing in each half hour period, i.e. 20 separate periods. It will cover four separate days. It may be broken down for example by:</p> <ul style="list-style-type: none"><li>• mode of travel</li><li>• gender</li><li>• age.</li></ul> <p>As the numbers are totals for the period, each period will be self-contained. Therefore, the figures should be shown as bar graphs (like rainfall figures) rather than as line graphs (like temperature).</p> <p>The bars could be divided to show age, sex, or mode of travel.</p> <p>They could be overlaid or placed side-by-side to show the totals for different days.</p> <p>Alternatively, the totals could all be shown on a single graph, using dots or crosses. Different coloured dots or crosses could be used for each day, so that they could all be compared on one graph.</p> <p><b>Mark scheme</b></p> <p>Point mark, for each relevant, correct suggestion. Award a second mark for development of each point. Line/scatter graph – Max 2.</p>	<p><b>(4 marks)</b></p>
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<p><b>3(b)</b></p>	<p><b>Notes for answers</b></p> <p>The professionals were able to make the counts over a longer period. This would not be possible, unless the whole period could be divided up between a large set of students.</p> <p>The timing of the original survey would also present problems, i.e. 7.30 am start and 5.30 pm finish. It would be better to concentrate on the period immediately before the start of school for each day and immediately after the end.</p> <p>It might be difficult for students to ask such detailed questions, especially about points under the second bullet point.</p> <p>However, the first bullet point contains most of the points needed to make a very thorough analysis of the types of journey and the reasons for them being made.</p> <p>Some of these questions do not refer specifically to journeys to and from school. Students would have to decide just how broad the scope of their enquiry was to be. They may decide to limit the number of questions and/or to address them only to children on their way to school.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1 – 4 marks)</b> Some basic points are made, but there is no coherent analysis of the original scheme and few suggestions about how it might be adapted to suit the circumstances of a school survey. Points from the original may be adopted or rejected with little or no reasoning.</p> <p><b>Level 2 (5 – 8 marks)</b> The answer is clear with some valid and workable suggestions for adaptation of the plan to the school situation or lists aspects of the survey that could be adopted. At the top of the level, it shows how a real programme of data collection could be planned and executed to produce very practical results that could be analysed to good effect.</p> <p>The answer shows genuine geographical understanding of the issue and the type of data that might be needed.</p> <p>Suggested improvements to the plan make it more practical and are clearly justified.</p> <p>There are clear justifications for dropping those parts of the original that are discarded.</p>	<p><b>(8 marks)</b></p>
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<p><b>4(a)</b></p>	<p><b>Notes for answers</b></p> <p>There is an area in the northwest of the town (Stoughton and Westborough) with a very dense population (over 25 p/ha). The centre, northeast and east has a moderate population density around 20 p/ha. The southeast has a lower density (Holy Trinity, 9.75 p/ha). Most of the rest of the Borough has a more rural nature, with densities below 6 p/ha. Most of these wards have small or medium sized villages surrounded by rural areas. However, to the west of the Borough there are three wards where the population density matches that in parts of Guildford – in the two Ash wards, where densities are between 15.01 and 25 p/ha.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1 – 3 marks)</b> Some basic points are selected from the map (or table) but these points are not developed to show any clear trends or patterns.</p> <p><b>Level 2 (4 – 5 marks)</b> A clear overall pattern is seen, supported by good use of relevant statistics. Pattern and anomaly.</p> <p>The map and statistics are slightly different. Allow credit for recognition of this but bear in mind that the question asks about the map.</p>	<p><b>(5 marks)</b></p>
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<p><b>4(b)</b></p>	<p><b>Notes for answers</b></p> <p>Candidates could refer to:</p> <ul style="list-style-type: none"> <li>• comparisons between inner suburbs, outer suburbs, rural/urban fringe and rural villages</li> <li>• the map evidence that supports such comparisons</li> <li>• the presence of areas of green space in some parts of the town and the absence of such space from other parts</li> <li>• the network of main roads in and around the town, and the problems that this network might present for the free and safe flow of cyclists and pedestrians</li> <li>• the presence of a short section of the National Cycle Network in the hospital/university area and its lack of connectivity to other parts of the Network</li> <li>• the comparative absence of marked rights of way footpaths in the immediate environs of the town</li> <li>• the location of four marked cycle paths in the centre and centre/north of the town, close to areas where people are likely to work</li> <li>• the comparatively small number of dedicated cycle paths</li> <li>• the pros and cons of cycle routes being marked on some main roads – such as London Road and Epsom Road</li> <li>• the absence of cycle routes to and from some of the most densely populated areas like Stoughton and Westborough</li> </ul> <p>etc.</p> <p>They could discuss the relatively easy access to open countryside, golf courses, parks, leisure centres that are available to most areas on the rural/urban fringe and the less easy access for people living in the inner suburbs and those living and/or working in the town centre.</p>	
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4(b)	<p><b>Mark scheme</b></p> <p><b>Level 1 (1 – 6 marks)</b>  Some basic points are made, but these are not developed.  Some observations from the maps are made but these are not clearly located and may show some misunderstandings.  Some understanding of urban structure might be shown but this is superficial and lacks clarity.  There is little attempt to discuss ideas.</p> <p><b>Level 2 (7 – 12 marks)</b>  The answer is clear with some development of ideas.  Observations from the map are fairly clear and show some precision (names/grid references/routes). There is some understanding of urban structure and this is applied reasonably well to the situation in Guildford.  Sensible distinctions are made between different parts of the town and the types of housing area that are found in different parts.  There is some attempt to discuss ideas.</p> <p><b>Level 3 (13 – 15 marks)</b>  The answer is developed well.  Observations from the maps are precise and show geographical understanding.  They are well located and provide a clear sense of place.  The answer shows a good understanding of urban structure and this is applied clearly to the Guildford situation, with clear reference to a variety of different areas of the town. Distinctions are made between different parts of the town, showing some good geographical understanding.  Ideas are discussed well, with understanding.</p>	<b>(15 marks)</b>
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