



**General Certificate of Education**

**Geography 2030**

**GEO4B Geographical Issue Evaluation**

**Post-Standardisation**

**Mark Scheme**

*2011 examination - June 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)

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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 e.g. “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.

**Annotation of Scripts**

It is most important that Examiners mark clearly, according to the procedures set out below.

- All marking should be done in red (except online marking).
- 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.
- Where an answer is marked using a levels response scheme, the examiner should annotate the scripts with 'L1', 'L2', or 'L3' at the point where that level has been reached in the left hand margin. 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. The consequent mark should then appear in the right hand column. 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 be annotated to show that one tick equals one mark. The tick should be positioned in the part of the answer which is thought to be creditworthy. For point marked question where no creditworthy points are made, zero marks should be given.

**Other mechanics of marking**

- All errors and contradictions should be underlined.
- Various codes may be used such as: 'rep' (repeated material), 'va' (vague), 'NAQ' (not answering question), 'seen', etc.
- Use a wavy line to indicate weak dubious material (avoiding crossing out).
- If the rubric is contravened, then all answers should be marked, but with the best answer being counted and the mark transferred to the front of the script. Then cross out the material which has been discounted.
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

### Information for examiners regarding data in the AIB

In Figure P2 of the AIB, it has been noted that the figures in the column for 'No. of people affected' for Barisal and Noakhali were wrongly transcribed from the Bangladesh website.

There is no reason to expect that this should have affected any of the candidates' answers to any of the questions.

However, examiners should be aware that the official figures for Barisal were 309 215 and for Noakhali were 12 000.

If any candidate uses either the original Bangladesh figures or the figures from the AIB in an answer, they should be given appropriate credit. If they have drawn any conclusions or made assumptions based on either set of figures, they should again be given appropriate credit.

If you are uncertain how to mark any responses please refer on to your team leader immediately.

<b>1 (a)</b>	<b>Notes for answers</b>	<b>(8 marks)</b>															
<b>AO1 – 2</b> <b>AO3 – 6</b>	<p>Located proportional circles would be suitable. Located bars or other symbols or a dot map would also be useful.</p> <p>The advantage of all these techniques would be that they would show a distribution in a clear way. They would allow locational patterns to be seen. Areas with heavy death tolls could be compared with those with few or no deaths. This might allow the path of the cyclone to be estimated. It would also be useful for people planning relief and reconstruction.</p> <p>Choropleth maps could be used but would not be as suitable. The information could be shown but some detail would be lost and only groups of values could be shown. Moreover, choropleth maps should be used for showing densities and these figures do not give number of deaths per area and so would give a misleading picture.</p> <p>Writing on the number, as was done on Fig 1 in the AIB is not a recognised geographical technique, although marks could be awarded if it is described and/or justified. However <i>maximum marks</i> for the parts of the question should be:</p> <table data-bbox="363 1608 826 1780"> <thead> <tr> <th></th> <th>1(a)</th> <th>1(b)</th> </tr> </thead> <tbody> <tr> <td>• Number only</td> <td>4</td> <td>2</td> </tr> <tr> <td>• Other</td> <td>4</td> <td>2</td> </tr> <tr> <td>• Choropleth</td> <td>6</td> <td>3</td> </tr> <tr> <td>• Located bar/circ</td> <td>8</td> <td>4</td> </tr> </tbody> </table>		1(a)	1(b)	• Number only	4	2	• Other	4	2	• Choropleth	6	3	• Located bar/circ	8	4	
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• Located bar/circ	8	4															

	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks – mid = 3)</b> A technique is named and described. At the top of the level <b>either</b> the description is in enough detail to allow the reader to understand the technique fairly well and there is some attempt to justify <b>or</b> the technique is fairly well justified and there is some attempt to describe.</p> <p><b>Level 2 (5-8 marks – mid = 7)</b> At the bottom of the level the chosen technique is described clearly or justified clearly. At the top of the level the chosen technique is described accurately and clearly, and is fully justified.</p>	
<p><b>1 (b)</b></p> <p><b>AO3 – 4</b></p> <p><b> </b></p>	<p><b>Mark scheme</b></p> <p>The answer is 59. Symbol drawn reasonably clearly but it is either not well located or not drawn carefully <b>or</b> choropleth shading is clear – 1 mark OR Symbol drawn and located accurately – 2 marks</p> <p>Scale/key completed – 1 mark OR Scale/key clear and suitable for purpose – 2 marks</p> <p>The key <b>must</b> be on the map. Do not allow credit for a key that was written in the body of 1(a) <b>unless</b> there is a reference back to it from the map.</p> <p><b> </b></p>	<p><b>(4 marks)</b></p>

<p><b>2 (a)</b></p> <p><b>AO1 – 2</b> <b>AO3 – 4</b></p>	<p><b>Notes for answers</b></p> <p>The two schemes that are easily accessible are:</p> <ol style="list-style-type: none"> <li>1. Scuba rice – developed by IRRI with DfID funding. Plant breeding has produced a variety that lies dormant when it is completely submerged under flood water. Trials have shown that most of the scuba crop (approx. 95% to 98%) survives two weeks flooding, compared to only about 10% to 12% of traditional rice.</li> <li>2. Tackling early pregnancy and women’s health programmes. DfID has funded IPPF work.</li> </ol> <p>Other schemes that can still be seen on the DfID archive include The Chars Livelihood Programme, which is a complex and multi-pronged approach. It includes building <i>killas</i>, building houses on stilts, providing portable cooking stoves, helping women’s groups with loans to set up small businesses.</p> <p>DfID has also worked with other agencies on a variety of projects and so any reasonable answer should be given credit. However, under the Coalition they are concentrating aid on fewer projects and especially on ‘supporting good governance’.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-3 marks mid = 2)</b></p> <p>A project is described in a basic way. There is some evidence of research and/or organisation of information but the description is neither detailed nor complete enough to give a clear sense of a place or scheme that is being described.</p> <p>The project could be generic and apply to any country.</p> <p>The answer may not show evidence of research beyond the AIB, but if such an answer is to gain any credit it must organise information from the booklet and/or add a candidate perspective to the information.</p> <p><b>Level 2 (4-6 marks – mid = 5)</b></p> <p>The description is clear and detailed. At least one of the following is done clearly at the bottom of the level:</p> <ul style="list-style-type: none"> <li>• Description of the problems that are being addressed</li> <li>• Description of the methods being used</li> <li>• Some idea of the inputs, e.g. finance, skills, partners</li> <li>• Some attempt to describe the results (even interim results)</li> <li>• Location</li> <li>• Physical description of the area.</li> </ul> <p>As detail and clarity increase the answer moves up through the level.</p>	<p><b>(6 marks)</b></p>
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2 (b)	<b>Notes for answers</b>	<b>(12 marks)</b>
AO1 – 2 AO2 – 6 AO3 – 4	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• The problem is too big for Bangladesh to manage alone because of scale of needs and poverty</li> <li>• Need to support a government that has been weak and/or dominated by the military but which is now showing signs of improvement</li> <li>• Many people will die and many will suffer if the developed world does not help – humanitarian, moral, religious arguments</li> <li>• Charity can do some good but generally can only provide small amounts</li> <li>• Increases UK prestige and moral standing</li> <li>• Arguments based on obligations – the British Empire exploited Bengal and so the British bear some responsibility towards Bangladesh; the more developed world is responsible for climate change and so ought to be doing something to try to mitigate its effects in countries like Bangladesh</li> <li>• Arguments based on kinship – many UK residents have very close ties to Bangladesh - all one umma</li> <li>• Arguments based on self interest – cementing good relationships with trading partners and strategic allies, reducing the pressure to migrate and thereby reducing the pressure on the UK, fighting extremism.</li> </ul> <p>Allow credit for good selection and use of relevant data from the AIB: <b>or</b> for evidence of relevant research from other sources: <b>or</b> for development of relevant links to ideas or case studies from the candidate's course.</p> <p>The question asks for a justification of aid. Do not allow credit for arguments against giving aid <b>unless</b> these are clearly part of a discussion which is answering the question.</p>	

	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-5 marks mid = 3)</b></p> <p>At least one relevant point is made but the answer is poorly structured and consists mainly or entirely of unsupported assertions without evidence or genuine geographical understanding. The answer may be long-winded and repetitive but make only simple points. May concentrate on <b>how</b> UK can help and ignore the <b>why</b>.</p> <p><b>Level 2 (6-10 marks mid = 8)</b></p> <p>At least one idea is developed and supported with clear geographical understanding and knowledge. Depth or breadth of discussion can move the answer up through the level. <b>Why</b> the UK should help is clearly addressed. At the top of the level there are clear references to a range of justifications for the UK. The answer starts to show synopticity.</p> <p><b>Level 3 (11-12 marks)</b></p> <p>The answer is thorough with explanation in depth and detail. A range of factors is considered. The arguments in the answer are logical and well supported with knowledge. Bangladesh's needs and the UK's responsibilities are well balanced The answer is synoptic.</p>	
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<p><b>3</b></p> <p><b>AO1 – 2</b></p> <p><b>AO2 – 7</b></p> <p><b>AO3 – 6</b></p>	<p><b>Notes for answers</b></p> <p>Answer might make reference to:</p> <ul style="list-style-type: none"> <li>• Monsoon rainfall and consequent floods</li> <li>• Nearby mountains speeding runoff and increasing rainfall</li> <li>• Large catchment areas of the rivers</li> <li>• Recent human activities causing deforestation</li> <li>• Increased use of irrigation upstream leading to lower sediment content in water when it reaches Bangladesh – hence increasing erosive power</li> <li>• Flat, low deltaic landscape, subject to rapid changes in position and shape of river channels, therefore ephemeral nature of much of the land area</li> <li>• Cyclones forming in Bay of Bengal because of combination of temperatures and moisture availability</li> <li>• Cyclones can then be directed towards the delta area by the configuration of the coastline</li> <li>• Storm surges made worse by the low flat delta</li> <li>• Deltaic soils are easily eroded by wind and waves</li> <li>• Deforestation along the coast has removed protection from wind, floods and erosion</li> <li>• Poverty in area, made worse by landlessness and traditional land tenure systems</li> <li>• Population growth rate</li> <li>• Pushing people onto marginal land, etc.</li> </ul> <p>Allow credit for good selection and use of relevant data from the AIB:  <b>or</b> for evidence of relevant research from other sources <b>or</b> for development of relevant links to ideas or case studies from the candidate's course.</p> <p>Allow credit for hazards other than cyclones and flooding, especially disease.</p>	<p><b>(15 marks)</b></p>
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3	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-6 marks mid = 4)</b></p> <p>At the bottom of the level at least one relevant point is made but the answer is poorly structured and consists mainly of unsupported assertions without evidence or genuine geographical understanding.</p> <p>At the top of the level a range of points is made but none is developed with clarity and understanding. Inter-connections between causes (particularly between human and physical causes) are not developed clearly.</p> <p><b>Level 2 (7-12 marks mid = 10)</b></p> <p>At least one idea is developed and supported with clear geographical understanding and knowledge. As points are developed the mark moves up the level. Key features of a Level 2 answer might include:</p> <ul style="list-style-type: none"> <li>• links between aspects of physical processes and the features that are produced</li> <li>• links between physical geography and the human consequences</li> <li>• understanding of the influence of human activities on physical processes and features</li> <li>• clearly developed physical or human themes with a clear sequence of development of ideas</li> <li>• understanding of the causes and consequences of poverty,</li> <li>• understanding of the differences between places in the country</li> <li>• understanding of change over time and of the causes of that change, etc.</li> </ul> <p>• <b>Level 3 (13-15 marks mid = 14)</b></p> <p>The answer is thorough with ideas explained in depth and detail. The arguments in the answer are logical and well supported with knowledge. The answer is synoptic.</p>	
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<p><b>4</b></p> <p><b>AO1 – 2</b> <b>AO2 – 7</b> <b>AO3 – 6</b></p>	<p><b>Notes for answers</b></p> <p>The evidence that Bangladesh is improving its management of hazards could come from:</p> <ul style="list-style-type: none"> <li>• the data comparing death rates and other rates from the cyclones in 1970, 1991, 2007 (Sidr) and 2009 (Aila)</li> <li>• individual project details, such as the building of shelters, the Chars Livelihood Programme, building of killas and so on</li> <li>• details from Item 1 about the integrated preparation for the response to Aila, coordinated by MFDM</li> </ul> <p>etc.</p> <p>Evidence of the need for further work could refer to the low-lying and unstable nature of much of the delta land, the amount of area that is flooded by cyclones and their associated storm surges, data for poverty in large parts of Bangladesh and so on.</p> <p>The need for <i>even greater</i> work in future could refer to:</p> <ul style="list-style-type: none"> <li>• the consequences of predicted changes in climate, drainage, sea level and so on as a result of the predicted rise in global temperatures</li> <li>• predicted population increases</li> <li>• people's rising expectations for standard of living and security of food supply and housing.</li> </ul> <p>Allow credit for good selection and use of relevant data from the AIB: <b>or</b> for evidence of relevant research from other sources: <b>or</b> for development of relevant links to ideas or case studies from the candidate's course.</p>	<p><b>(15 marks)</b></p>
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<b>4</b>	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-6 marks mid = 4)</b></p> <p>At least one relevant point is made but the answer is poorly structured and consists mainly of unsupported assertions without evidence or genuine geographical understanding. Information is lifted from the AIB but is not really developed or used. Ideas are not linked and integrated into a logical discussion.</p> <p><b>Level 2 (7-12 marks mid = 10)</b></p> <p>At least one idea is developed and supported with good geographical understanding and knowledge. As more ideas are supported and developed the answer rises through the level. Key features of a Level 2 answer might include:</p> <ul style="list-style-type: none"> <li>• a clear understanding of the changing responses through time, since 1970</li> <li>• clear consideration of short-term and long-term developments</li> <li>• understanding of the inter-relationships between human and physical geography</li> <li>• understanding of the links between climate and geomorphological issues</li> <li>• an appreciation of the role of the country's poverty in the issues linked with hazards.</li> </ul> <p>At the top of the level there is a development of the three stages that must be considered:</p> <ol style="list-style-type: none"> <li>1. improvements to date</li> <li>2. improvements still needed</li> <li>3. even further improvements that will be needed if conditions deteriorate.</li> </ol> <p><b>Level 3 (13-15 marks mid = 14)</b></p> <p>The answer is thorough with all three stages listed above explained in depth and detail. The arguments in the answer are logical and well supported with knowledge. Conclusions are drawn clearly and are well-supported with evidence. The answer is synoptic.</p>	
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