

Version



**General Certificate of Education (A-level)  
January 2012**

**Geography**

**GEO4B**

**(Specification 2030)**

**Unit 4B: Geographical Issue Evaluation**

**Post-Standardisation**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 from: [aqa.org.uk](http://aqa.org.uk)

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**General Guidance for GCE Geography Assistant Examiners**

The mark 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 is positive and not 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 the standardisation process. 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.

**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.

- The right hand margin should be used for marks only.
- 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. 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).

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><b>1 (a)</b></p> <p><b>AO1 – 3</b></p> <p><b>AO2 – 3</b></p> <p><b>AO3 – 2</b></p>	<p><b>Notes for answers</b></p> <p>The physical geography comments should concentrate on the nature of the harbour with its sheltered inlets and the channels between the different inlets, particularly the main Poole Harbour and the smaller Holes Bay. These both make ideal shelter for boats and there is a large extent of shoreline for mooring and quayside.</p> <p>There is a comparatively narrow passage between the two inlets, but even this is a considerable barrier to land-based transport, particularly taking into account that it is tidal so the water gets wider and deeper at high tide. Moreover it is bounded by a flat, marshy flood plain which also makes transport difficult.</p> <p>Human geography means that traffic needs to go both ways across this area, north to south by boat and east to west by road. There has been a lot of harbour and marina development in Holes Bay and it is probably true that boat traffic has increased in recent decades and will probably increase in future. This means that the present bridge has to be raised and lowered regularly, every day.</p> <p>A further bridge would mean that road traffic could be diverted when the old bridge is raised and <i>vice versa</i>. So would it not be better to build a bridge that was high enough above the river level for boats to pass below it at all times? Unfortunately the land on either side is not high enough for this to be feasible. Embankments, or raised supports would have to be built on approach roads to allow traffic to pass over the bridge and this would be both expensive and very disruptive.</p> <p>Meanwhile more and more pressure is being put on the roads as economic development goes ahead in this part of the world. Population has increased rapidly in recent years, as has economic activity. There is more space for building to the west of the bridges although the present centre of Poole lies to the east. The CBD of Poole has to be accessible to people living and working to the west of the bridges. Moorings for leisure craft are also likely to increase to the west and their sailors will also want access to the CBD.</p> <p>Candidates might consider the distance of any links inland going round Holes Bay, and the cost and time implications for travellers who might be forced to use this route.</p>	<p><b>(8 marks)</b></p>
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	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks)</b> A basic answer which makes one or more relevant points but does not develop links and connections between the points. It may rely on generalisations, without giving specific location details, with names, GRs, road numbers, heights, slopes, etc. Material is lifted from the AIB but without ever being developed.</p> <p><b>Level 2 (5-8 marks)</b> The answer is clear with development of links between different points of information. If <b>only</b> human points are given, the answer can gain L2 (5 marks Max). To go beyond this both physical and human factors are recognised and the answer shows how they are inter-connected. Arguments are developed logically. Specific location details are provided, such as names, GRs, road numbers, heights, slopes, etc.</p>	
<p>1 (b)</p> <p>AO3 – 5</p>	<p><b>Notes for answers</b></p> <p>Answers could make reference to:</p> <ul style="list-style-type: none"> <li>• development of the aims/hypothesis</li> <li>• timings of the count over a sufficient period of time to be valid and meaningful</li> <li>• positioning of count points</li> <li>• type of data to be collected – categories of traffic</li> <li>• layout of recording sheets, or ICT devices to be used</li> <li>• health and safety aspects</li> <li>• alternative reasons for a new bridge – like wear and tear on the old one</li> <li>• etc.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-3 marks)</b> Award marks for individual aspects from the list above being considered clearly and in a practical way. As more aspects are considered the answer rises through the level.</p> <p><b>Level 2 (4-5 marks)</b> The answer presents a coherent and workable plan for carrying out a sensible and practical survey. To reach L2 the answer <b>must</b> present a type of data collection that goes beyond counting traffic to deal with some aspect of delay/congestion. It must link with <b>this</b> hypothesis in <b>this</b> place.</p>	<p><b>(5 marks)</b></p>

<p><b>2 (a)</b></p> <p><b>AO1 – 2</b></p> <p><b>AO2 – 3</b></p> <p><b>AO3 – 5</b></p>	<p><b>Notes for answers</b></p> <p>There are three categories of housing tenure. Each category shows the percentage of the population in that group. The same sets of data are provided for each of the census districts. Therefore, the best method should show all three sets of data in a way that makes comparisons between the districts easy to carry out and clear to understand.</p> <p>Located pie charts would be the best method, with three sections in each pie. Shading should be consistent with each type of tenure shaded the same way in each pie.</p> <p>Located bar graphs could also be used but would not give such an easy visual comparison</p> <p>Population density figures are given in terms of persons/hectare again providing directly comparable information for all the districts.</p> <p>Choropleth maps would be the best way to show this information. The districts would need to be grouped into about 5 density categories and the categories should be shaded with the densest population group having the densest shading type.</p> <p>Any other form of map would be very considerably less satisfactory.</p> <p>Answers that give the negatives do not gain credit. Answers that give negatives and then justify the technique anyway gain good credit.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks)</b></p> <p>A basic answer. Either poor choices are made for each map, showing a lack of geographical understanding, or one good choice is made with only basic understanding shown in the justification. May concentrate on description of the techniques without justification.</p> <p><b>Level 2 (5-8 marks)</b></p> <p>At least one of the choices is sensible (pies or bars/choropleth) and there is some clarity in the justification, but the justification is not complete. If both choices fit the description above, the answer can reach the top of the level. Level 2 answers are likely to develop the 'identify' to include some 'describe' but it is the 'justify' which is essential. One done well/other done very badly or one done well/other not at all = Max 6.</p> <p><b>Level 3 (9-10 marks)</b></p> <p>Both choices are good. At the bottom of the level one choice is justified clearly and in detail and the other is justified clearly, but partially. At the top of the level both choices are justified clearly and in detail.</p>	<p><b>(10 marks)</b></p>
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<p><b>2 (b)</b></p> <p><b>AO1 – 2</b> <b>AO2 – 3</b> <b>AO3 – 5</b></p>	<p><b>Notes for answers</b></p> <p>No one indicator, on its own, is enough to form the basis for socio-economic grouping. However, combining the indicators given here can give a fairly good picture.</p> <p>The housing tenure data is one way of assessing socio-economic grouping.</p> <ul style="list-style-type: none"> <li>• People who are owner occupiers tend to be more middle class and wealthy, or at least aspirational.</li> <li>• Council tenants and other tenants of social housing tend to be more working class and of lower income and to be less aspirational.</li> <li>• Private renting is a less clear indicator of status. This group can include the very poor who have to rely on low quality, sub-divided rents, students who are in temporary short-term rents but who aspire to move once graduated, and richer people who rent houses on a medium term basis whilst living in an area for a limited period. In recent years the number of private renters has increased because the cost of buying has deterred young first time buyers.</li> </ul> <p>The employment category data is a very useful indicator of socio-economic grouping. Employment is divided into groups 1 – 8. The categories with low numbers tend to be of a higher socio-economic status, needing higher levels of education and training, giving a higher status in society and earning greater financial rewards.</p> <p>In an urban area like this population density has some link with socio-economic status. People with more money can afford bigger houses with more private land around them and with more public open space nearby. Lower cost housing tends to be more crowded.</p> <p>Examples of specific comparisons that could be used include:</p> <ul style="list-style-type: none"> <li>• 001 is least densely populated SOA at 4.42 pph. 010 is most densely populated at 53.24 pph. This is 12 x more dense.</li> <li>• All SOAs have at least 61% houses owner occupied but 003 has 50% more than 015.</li> <li>• Almost 30% of the working population in 003 is in category F. Less than 10% of 014 and 016 are in this category.</li> <li>• About 3% of 018 works in category L but 15% of 007 is in category L.</li> <li>• SOAs 001, 002 and 003 and SOAs 013, 017 and 018 appear to form concentrations of wealthier groups, probably because of access to open countryside and seaside respectively.</li> <li>• SOAs 014 and 015, near the centre and Hamworthy Gate seem to have a concentration of council housing but have a reasonably broad spread of employment.</li> <li>• SOAs 006, 007, 008 and 011 seem to have a concentration of lower 'status' jobs – and they form a group across the centre of the Borough.</li> </ul>	<p><b>(10 marks)</b></p>
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	<p>Candidates may refer to statistical, map or graph techniques for identifying groups or patterns. These references may be theoretical or applied to this area preparation period. <u>Both</u> can gain credit. Give particular credit to summaries of relevant, applied techniques. Including negatives can allow the development of an argument but only if linked to/contrasted with developments.</p>	
	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks)</b>  The answer is basic. Some relevant facts and figures are extracted from the data and applied but this is done in a haphazard way and no clear pattern is seen. There is no relevant attempt to justify any choice of category. The answer may be phrased in general terms and does not differentiate between SOAs or areas.</p> <p><b>Level 2 (5-8 marks)</b>  The answer is clear. Data is selected and used in a way that is relevant in parts and some patterns start to be seen.</p> <p>Data may be manipulated to bring out relevant features. However, the answer still does not give a clear, overall picture of the Borough. The answer also probably builds too much on simple interpretations of single sets of data and does not look for combinations of different data sets.</p> <p>Clear references may be made to techniques carried out in the preparation period and applied to this area. A clear attempt might be made to justify the use of one or more data sets to draw conclusions, or to assess the strength of conclusions based on those data sets.</p> <p><b>Level 3 (9-10 marks)</b>  The answer is detailed and thorough. Sets of data are used to identify patterns across the whole of the Borough. The use of particular data sets to draw conclusions is justified, or an assessment of the strength of conclusions is made. Detailed reference may be made to techniques carried out in the preparation period and applied to this area.</p>	

2 (c)	<b>Notes for answers</b>	<b>(12 marks)</b>
<b>AO1 – 3</b> <b>AO2 – 4</b> <b>AO3 – 5</b>	<p>Both Hamworthy Gate and the other part of the development area are close to the town centre where the new development is concentrated. They lie on both sides of the bridge across the Harbour and so people are very likely to be affected in the short term and the long term. During building many of the effects might be negative, but even then some people will benefit.</p> <p>In the short term the development work might provide jobs in a variety of fields. Many of these might be in building, labouring, driving, etc., which might be suitable for people in poorer areas. Contracting and supply companies based in the area should be in a good position to bid for work from the developers.</p> <p>In the longer term the industry, commerce and leisure facilities might bring jobs in a wide range of fields, some of which will be suitable for people in an area like this. There might be more jobs suitable for women in this later phase. Note that the data shows that none of these areas is uniform in terms of its socio-economic composition and so people will be looking for a wide variety of job types.</p> <p>The quality of the environment should be improved. Demolition of old buildings and construction of new ones should lead to a more attractive, safer, 'greener' living environment.</p> <p>Provision of new shopping and leisure services will bring benefits to local people. Of course all the facilities will not be suitable for all of the local people, but there will probably be some new facilities for all local groups.</p> <p>Traffic congestion should be reduced, reducing pollution of the local area, reducing travel times and making the whole area safer for all.</p> <p>The quality of housing will be improved and some 'affordable' housing, aimed at first-time buyers, will be provided.</p> <p>Development in Hamworthy Gate will provide benefits for people on both sides of the Back Water Channel, especially as better road links will be provided by the construction of the Twin Sails Bridge.</p> <p>Candidates may make detailed reference to information from the Poole BC website. Look for references to recent developments and plans for the future. (NB Twin Sails due to open on 25.02.12)</p> <p><b>Note:</b> some good references to "housing affordability" websites.</p>	

2 (c)	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-5 marks)</b> The answer is basic. At least one relevant point is made. Points may be lifted from the AIB but these are not used to develop a coherent argument. The answer is very general with few, if any, specific references to precise locations.</p> <p><b>Level 2 (6-10 marks)</b> The answer is clear. Information from the AIB is used to develop clear and logical geographical ideas which show good understanding of the area and the development process. In particular examiners might look for references to:</p> <ul style="list-style-type: none"> <li>• differences between short- and long-term developments</li> <li>• spatial differences that might arise between different parts of the inner area of the Borough</li> <li>• a range of different types of benefit that might be seen</li> <li>• accurate use of GRs</li> <li>• specific areas of deprivation are referenced</li> <li>• relevant research from Poole BC and other websites.</li> </ul> <p><b>Level 3 (11-12 marks)</b> The answer is detailed. A wide range of ideas is dealt with clearly and in a logical, planned way, or a range of ideas is considered with at least one considered in depth with a very thorough consideration of possible benefits to the more deprived population.</p>	
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<p><b>3</b></p> <p><b>AO2 – 7</b> <b>AO3 – 8</b></p>	<p><b>Notes for answers</b></p> <p>In many ways this site is of national importance for birds. For the shelduck and black-tailed godwit it is of European importance. This is because Poole Harbour is a stopping point on national and international migrations. If this site was destroyed it would mean the loss of a vital link in many migrations. The knock-on effects would affect ecosystems in many parts of this country and in countries ranging from Iceland and Scandinavia to Spain and Portugal.</p> <p>The loss of bird populations would be seen as a major loss by ecologists and ornithologists but it would also lead to a significant loss of the area's amenity value for many casual bird watchers and general seekers of open air recreation.</p> <p>Although a lot of space is given to conservation of birds the proposals are also designed to protect:</p> <ul style="list-style-type: none"> <li>• invertebrates and fish</li> <li>• geological and geomorphological features</li> <li>• mammal species</li> <li>• water quality.</li> </ul> <p>Damage to any of the above can have knock-on effects throughout the ecosystem and from Holes Bay into Poole Harbour and the English Channel, or upstream into other parts of the drainage basin.</p> <p>Damage to the environment could damage leisure opportunities for local people and for tourists, particularly sailors. Loss of tourism could have important damaging effects on the local and regional economy.</p> <p>Candidates might make reference to the way in which particular conditions are designed to prevent specific types of damage.</p>	<p><b>(15 marks)</b></p>
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	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-6 marks)</b> A basic answer. At least one relevant point is made. Points are lifted from the AIB, or brought from the candidate's own knowledge, but they are not used to develop a coherent and logical geographical argument. There is little understanding of the connections between different aspects of the environment, or between different aspects of the geography specification. The idea of persuading someone of the need for the conditions is not followed through at all well. Some/all of the restrictions are mentioned using lifted material.</p> <p><b>Level 2 (7-12 marks)</b> The answer is clear. In particular look for evidence that the candidate appreciates one or more of:</p> <ul style="list-style-type: none"> <li>• the geographical importance of Poole Harbour as a link in a migration system</li> <li>• the interconnections within the local ecosystem</li> <li>• the importance of the ecosystem and the natural environment to the local and regional population and economy</li> <li>• local variations within Poole Harbour and Holes Bay</li> <li>• political acceptability</li> <li>• quality of life for locals</li> <li>• the need to develop a logical and convincing argument.</li> </ul> <p>There may be clear discussion of the importance of some/all of the restriction, with the candidate's own interpretation of these.</p> <p><b>Level 3 (13-15 marks)</b> The answer is detailed. Several of the points in the list above should be evident in the answer. The argument is well structured, based on evidence and is convincing. The answer shows a broad geographical understanding of the issue and the area.</p>	
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