



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Geography B

Unit GGB1

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General Guidance for Examiners

Quality of Written Communication

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.

Levels Marking – General Criteria

The following general criteria relate to knowledge, understanding and their critical application and the quality of written communication as outlined in the AQA Geography A subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates’ performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1: An answer at this level is likely to:

- display a basic understanding of the topic;
- make one of two points without support of appropriate exemplification or application of principle;
- demonstrate a simplistic style of writing perhaps lacking close relation to the term 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: 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;
- 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: 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;
- 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.

NB A perfect answer is not usually required for full marks. Clearly it will be possible for an individual candidate to demonstrate variable performance between the levels. In such cases the principle of best-fit should be applied. Experience suggests that the use of exemplars within this mark scheme and the discussion which takes place during the Standardisation Meeting normally provides sufficient guidance on the use of levels in marking.

Annotation of Scripts

- Where an answer is marked using a levels of response scheme the examiner should annotate the script with 'L1', 'L2' or 'L3' at the point where that level is thought to have been reached. The consequent mark should 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, each script should be annotated to show that one tick equals one mark. It is helpful if the tick can be positioned in the part of the answer which is thought to be credit-worthy.

General Advice

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Question 1

- (a) Abrasion is a process of erosion in which material that is being carried by the river is used to wear away other material on the banks and bed of the channel.
2 marks for well expressed definition **(0-2 marks)**

- (b) Increase in velocity increases the size (and range) of particles that can be picked up and transported. This can be related to competence and capacity which varies in relation to velocity. This is normally shown in the Hjulstrom Curve; silt and small sand are picked up first; clay particles and larger sands are only picked up as the velocity increases; gravels are only picked up at higher velocities. As velocity decreases the particles are deposited in size order, largest first. Clay particles can still be transported at very low velocity.
- Level 1** Answer presents general pattern of change; increase related to larger particles; decrease linked to deposition. **(0-2 marks)**
- Level 2** Some development of detail; link to competence/capacity or comments on specific particle groups. **(3-5 marks)**

- (c) This is an open question allowing candidates to take any scale/features etc; accept answers on straight and meandering channel profiles; also accept answers on formation of ox bow (plan=shape?).

We should expect some detail on the actual shape of the channel in plan or cross section; together with some written illustration as to how processes of erosion (specified) and deposition have contributed to that shape. The “labelled” diagram could be used to give information or simply be a confirmation of the “shape”.

- Level 1** Answer presents a diagram with inadequate labelling; no link between the processes and shape. **(0-3 marks)**
- Level 2** Diagram has some appropriate labels; answer develops some clear links between the processes and the particular aspect of shape. **(4-8 marks)**
- Level 3** Well developed answer with clearly labelled supporting diagram to illustrate the role of specified processes; good links to ‘shape’. **(9-10 marks)**

Question 2

- (a) Optimum population is the theoretical number of people which, when working with all available resources, will produce the highest standard of living and quality of life. “When there is an ideal balance between population and resources at a given level of technology”.
- 2 marks for a well expressed definition. **(0-2 marks)**

- (b) Although the question asks for attempts to increase resource availability ie. improving food output, access to minerals, energy developments etc, it is possible that some candidates might argue that reducing population numbers will increase resource availability on a percap basis/not necessarily in total.

We should expect some aspects such as The Green Revolution, specific energy/mineral exploitation, improvements to resource potential as in Mauritius.

The emphasis should be on how the development increases resource availability.

Level 1 Answer is at a general level; one example given without showing how resource availability has increased. **(0-3 marks)**

Level 2 Clear link between development and improvement to resources for population e.g. through increased yields, greater food supply or better distribution. **(4-6 marks)**

- (c) Although there has been some success in improving food availability in countries such as China, Brazil and most of S. America, in many parts of Africa (S of the Sahara and on eastern side), the Middle East, India and C America the situation has deteriorated with larger numbers being under-fed.
- Maximum 2 marks for individual counties. **(0-4 marks)**

- (d) Nuclear waste has a long half-life; therefore remains radioactive during the period of disposal. This presents problems in terms of storage; type of container/containment.
- Lead/lining/glass containers.
 - Problem of transport and risk; movement by special containers on railways; risk of accident/damage. Threat of terrorism.
 - Consideration of deep land sites; problem of corrosion/movement and percolation to ground water store.
 - Low-level nuclear waste (e.g. from hospitals) also has to be disposed of in special sites for control.
- Up to 2 marks for each developed problem; 1 mark for each separate problem even if not developed. **(0-4 marks)**

Question 3

- (a) (i) Any three reasons; lack of investment in the past; foreign competition; cheap imports; increased mechanisation/robotisation; greater productivity.
1 mark for each different reason. **(0-3 marks)**
- (ii) Differences could reflect the fact that some regions had more manufacturing jobs in the first place; they had more to lose when de-industrialisation set in. There have been heavy losses in ‘traditional’ heavy industrial areas (including London and SE). Some ‘losses’ may have been offset by the growth of more modern high-tech industry or through linkages to incoming investment.
Credit 1 mark for each valid comment. **(0-4 marks)**
- (b) Although services have increased in all regions there has been faster than average growth in some service categories in some regions; eg. transport in Eastern England (link to growth in container ports/Cambridge Science Park; finance and business services in L and SE (Capital, government, links to Europe); Tourism in the SW (growth of the Eden Project for example).
- Level 1** Answer deals with service growth at a general level; no reference to relevant examples. **(0-2 marks)**
- Level 2** Growth in a specific region is linked to appropriate reason. Two examples developed is sufficient for full credit. **(3-5 marks)**
- (c) Although employment structure has had a significant effect, the emphasis is on other factors; educational attainment, changing attitudes; aspirations/ambitions; legislation; delaying onset of child rearing etc.
- Level 1** Factors are identified without showing how this would foster greater female employment. **(0-2 marks)**
- Level 2** Clear link between the factor stated and an increase in opportunity for females to seek/gain employment. 2 well developed ideas-full credit. **(3-5 marks)**

Question 4

- (a) This will obviously reflect the specific study but we should expect a clear statement of the aim(s) and 2 hypotheses (related to the stated aims) that were used in any investigation.
- Level 1** General idea of the study; but poorly stated aim/hypotheses; general questions rather than formulated hypoths/null hypoths. **(0-2 marks)**
- Level 2** Clearly stated aim and well expressed hypotheses that indicate how variables are expected to change; or properly stated null hypotheses. **(3-4 marks)**
- (b) This provides an opportunity for candidates to develop some ideas as to how their results link to their aims and understanding of the chosen topic. We should expect more than the usual ‘benefits of field work’; “seeing for oneself”, although this is a valuable aspect of fieldwork. Candidates should be able to undertake some evaluation/interpretation of results in relation to general theory or ‘models’. Reference to general trends supporting textbook theory or consideration of anomalies would form part of this.
- Level 1** Answer presents ‘text book’ material with no direct reference to own results. General benefits of fieldwork. **(0-3 marks)**
- Level 2** Answer makes clear reference to results relating to specific example/location/topic. Attempts to make sense of own results in context of study. **(4-6 marks)**