

**General Certificate of Education**

**Geography 5036**

*Specification B*

**Unit 1      GGB1**

**Mark Scheme**

*2007 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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# GGB1

## General Instructions to Examiners on Marking.

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at that meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

### The Marking Scheme

The Marking Scheme consists of two sections for **each question or sub-question – the Notes for Answers and the Mark Scheme itself.**

#### Notes for answers (NFA):

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA might indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should be regarded as such. More NFA may be added at the standardisation meeting if it felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

#### The Mark Scheme

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of the candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

- (a) It indicates how the marks to short answer question are to be allocated – usually to a maximum of 4 marks.
- (b) It indicates how examiners should move through the levels in a level response mark scheme – usually to all questions of 5 marks or more. Each level has a levels descriptor, with clear statements of the “trigger” to move candidates from one level to another. Each level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between levels, for example:

- a number of characteristics, reasons, attitudes etc
- the degree of specification, for example the use of specification case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

## The Marking Process

A sample of the Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meetings and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done red.
- 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 a question must be transferred to the front of the script.
- The left hand margin is where an indication of the level achieved is written. Comments and codes (see below) may also be written on the left.
- Indications of the level achieved may also occur in the body of the answer if it is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme).
- Levels II, III, and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate had reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing "Level II (or III) – good" in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions over 25 marks in total.

## Other Mechanics of Marking

- Underline all errors and contradictions.
- Cross out irrelevant sections using a line from top-left to bottom right. (However be careful to check that there is no valid material, however brief, in the mass of irrelevance.)
- Indicate repeated material with "rep".
- Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu." For failure to answer the question, "Irrel" for irrelevant material, and "SIF" for self penalising material.
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of the text must be not be left blank – use the wavy line or write "seen" alongside the text.  
All pages must have indication that they have been read, especially supplementary sheets.
- Unless, indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

## Question 1

(a)

### Level marking

#### Level 1 (Basic)

Answer indicates the nature of the investigation and names method of data presentation. Basic reference to graph/map/table.  
1 mark for well stated hypothesis.

**0-3 marks**

#### Level 2 (Clear)

Appropriate method of data presentation is developed. It is clear how the specified data (for the hypothesis) was presented. Clear reference to axes, scales, shading method, key etc. Valid reason for employing that technique, e.g. allowed relationship to be studied; showed pattern of distribution very clearly.

**4-5 marks**

(b)

Candidates are expected to make some reference to their results and to make some comment as to how these added to their understanding, perhaps in relation to established theory or in analysis and evaluation of anomalies.

### Level marking

#### Level 1 (Basic)

Answer is at a basic level. General advantages of field work i.e. "seeing things for yourself".

**0-3 marks**

#### Level 2 (Clear)

A clear indication as to how a specified result added to understanding. Clear support for general theory or recognition of anomalies and further discussion.

**4-5 marks**

## Question 2

- (a) Knick point may be:  
Lithological (caused by geological variation) or  
Erosional (caused by a fall in sea level/base level).  
Usually represented by a convex section in the normal  
concave profile – where there is a local steepening of  
gradient.  
Point mark: 2 marks for a clear statement.

**2 marks**

- (b) NB. 'Variations' could be seen as changes down valley, i.e.  
concave 'graded' profile. Answer could focus on graded  
profile and changes or variations in gradients. The long  
profile reveals sections that are convex in shape, associated  
with a change in gradient, and features such as waterfalls,  
cascades and rapids. Variations may be seen as  
modifications to the 'normal' concave profile. Lithological  
variations produce differential erosion as a more resistant  
band of rock restricts the rate of downward erosion.  
Rejuvenation occurs when base level falls as a result of a fall  
in sea level. The rivers renewed cutting power adjusts the  
long profile.  
Answer could be based on case study / example e.g. a valley  
influenced by glaciation changes to 'normal' long profile.

### Level marking

#### Level 1 (Basic)

A basic answer describing the general changes downvalley.  
One reason – but not fully developed.

**0-4 marks**

#### Level 2 (Clear)

Answer develops reasons for variations. Reason sufficiently  
developed to explain gradient change, e.g. lithological  
interruption along course or change in sea level/base level.  
One well-developed factor allows access to Level 2. Further  
factors or development of initial idea moves answer to higher  
Level 2.

**5-8 marks**

- (c) Candidates are likely to produce (i) a V-shaped valley and (ii)  
a valley with a wider, flatter floor and more gentle valley  
sides. Processes should refer to the role of  
abrasion/hydraulic action/solution in producing  
downcutting/vertical erosion and/or lateral erosion in  
producing these valley profiles.

### Level marking

#### Level 1 (Basic)

Answer describes profiles in general terms, recognisable  
shapes but poor labels. Processes referred to but not linked  
to development of shape.

**0-4 marks**

#### Level 2 (Clear)

Fully labelled cross-profiles and clear development of  
processes linked to the shape of chosen section.

**5-6 marks**

### Question 3

- (a) (i) Longevity is the increase in life expectancy; people are living longer. The percentage of older people in the population is increasing and these householders are living in their homes for longer. They are more able and more capable of living in their own home, even though many are one-person households. A demand for more houses is created because houses are not returning to the housing stock as rapidly as with previous generations.  
Point mark: 1 mark for definition + 2 marks for reason **3 marks**
- (ii) **Longevity.** 50000 (28%).  
2 marks for range 46000 – 54000.  
1 mark for 44000 – 45999 or 54001 – 56000.
- Single and smaller households.** 20000 (11%).  
2 marks for 18000 – 22000.  
1 mark for 16000 – 17999 or 22001 – 24000. **(2 + 2)**
- (b) Acid deposition: dry deposition of SO<sub>2</sub> and NO<sub>2</sub> and nitric acid and the wet deposition of sulphuric acid and compounds of ammonium. The major cause is the burning of fossil fuels in power stations, smelting of metals and vehicle exhaust fumes.
- Greenhouse gases: increased concentration of CO<sub>2</sub> in the atmosphere. One of the major reasons for the increase in CO<sub>2</sub> is the burning of fossil fuels containing hydrocarbons – coal, oil, gas – but large-scale deforestation has also contributed as trees are a major store of non-atmospheric carbon dioxide.
- Methane – produced from rice production / livestock – harnessing ‘food’ energy?
- Strategies/solutions: use of catalytic converters; burning fuels with lower sulphur content; reduction in fossil fuels, gas desulphurisation schemes; reduce overall demand for electricity and car travel, transport schemes.
- Agreements: Kyoto summit, carbon credits etc.

#### Level marking

##### Level 1 (Basic)

Answer identifies some causes in a general way with brief reference to possible solutions.

**0-4 marks**

##### Level 2 (Clear)

A more developed answer which develops causes and links this to the issue. One problem, with clear reference to a strategy and how this reduces problem can access Level 2. Specific strategies/solutions are linked to a cause.

**5-8 marks**

##### Level 3

A well-developed/structured answer which develops a range of causes and gives strategies for the specified problem.

**9-10 marks**

#### Question 4

(a)

##### Self-employed

	1985	2005
Male	2	2.6/2.7
Female	0.65/0.7	0.9/0.99
Total	2.65/2.7	3.5/3.7

##### Part-time work

	1985	2005
Male	0.3/0.35	1.6/1.7
Female	3.9	5.6/5.7
Total	4.2/4.3	7.2/7.4

Figures for males and females have increased in both types of employment. The increase in part-time work has been much greater, especially for males (more than fivefold increase). Absolute increase for females is over 1.7 million. (Females 45% growth; males 450% growth). Female employment has risen at a slightly faster rate (40% growth c.f. 33%).

##### Level marking

##### Level 1 (Basic)

Answer describes each change in a general way; no development of quantified statements.

0-2 marks

##### Level 2 (Clear)

A well-developed answer using data to make quantified descriptions. Two accurate, quantified, descriptions of male/female change sufficient for access to level.

3-6 marks

(b)

Part-time staff are generally more flexible in terms of employers' needs irrespective of any negotiated flexible working arrangements which suit the employee. It is often cheaper to employ part-time staff. They have fewer rights and are usually lower paid. They allow the employer to match working hours to the company's needs to reflect variations in workload.

Many part-time workers work unsocial hours; evening shifts and weekends. A relatively high proportion are students (about 14% of male part-time/flexible workers). The rapid and significant increase in part-time working may reflect the growth in Services, especially tourism and retail where the ability to engage and shed staff at short notice is essential.

Home working can reduce the need for office space and reduce costs and cut need for transport costs.

Point mark. Allow up to 2 marks for each well-developed point.

4 marks



- (c) Generally there are more families with children in the outer suburbs and more elderly population in the inner suburbs, therefore a higher proportion of population is over 65 in central wards and a higher proportion under 16 in outer wards. Recent trends in gentrification and redevelopment of central areas has modified this pattern to some extent. Younger people (20-30) have moved back into the inner areas. Student areas tend to be near to educational centres in the inner areas. This represents a major change in the number of younger people in central areas in the last 30 years. There have been more retirement facilities, old people's bungalows for example, being built in outer wards, usually for wealthy residents. There has also been the ultimate segregation of the elderly in residential homes, council and private. These may be located on edge of CBD in old housing units, but are also found in suburbs or larger urban centres. Pattern could vary considerably from one urban centre to another.

**Level marking****Level 1 (Basic)**

A basic answer; may represent one idea of where elderly live, without comment on any form of segregation.  
No reference to aspect of change.

**0-4 marks****Level 2 (Clear)**

Considers age segregation in terms of <16; 16-65; >65 and makes some comment on proportion in different areas.  
Element of change needed to access Level 2.

**5-7 marks**