



ASSESSMENT and
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ALLIANCE

Mark scheme January 2003

GCE

Geography B

Unit GGB5

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Unit 5: Synoptic Module

General guidance

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 is 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 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 questions 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 “triggers” 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 AQA. 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 in 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 the 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 this 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 has reached Level II, additional Level I credit should be indicated using a + symbol. If these points are 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 of 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 text must 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

The socio-economic geography would be affected by:

- Jobs – 76 direct and 38 indirect - £16 million wages over the next 5 years
- Training facility to train 24 people per year
- Employment continuity
- Disruption from dust – but kept to a minimum
- Disturbance by noise of operations minimised by bunds
- 700 lorry movements / week – 12 movements / hour
- Loss of some leisure facilities, but these will be restored and improved
- Loss of some ecological diversity – but this will be restored and improved
- Tonnage related payment to local area will provide a social development fund – life long learning, leisure and education facilities.

The environment of the area would be affected by:

- the closeness of the site to Elphinstone, which means that the villagers will suffer noise, visual and dust pollution
- loss of some ecological diversity – but this will be restored and improved
- loss of access to the countryside
- possible disruption to drainage patterns
- noise and danger from lorry movements in the surrounding area
- loss of cycle path, and danger to cyclists.

‘... the area shown on the Ordnance Survey map ...’ can include **any** part of that area. It can include the immediate area around Elphinstone and also the eastern suburbs of Edinburgh and the coastal settlements around Cockenzie.

Level I *A basic list of changes is provided, but this consists of points which have been lifted with little or no development, ordering or explanation. The list is partial. There are no precise references to places within the area.* (1-3 marks)

Level II *The answer is developed with clear references to both social and economic factors and/or environmental factors. The answer might consider short and long term aspects and/or differences in different parts of the affected area and/or the mines effects on different groups in the area.* (4-7 marks)

Level III *Cannot reach level III without socio-economic + environmental factors. The answer is thorough with a clear understanding of the geography of the area. Social, economic and environmental factors are considered. There is a discussion of both the benefits and disadvantages that might be brought by the development. The answer makes synoptic links between different aspects of the study of geography. In particular it might refer to:* (8-10 marks)

- the balance between the needs of the environment and the needs of the economy
- the balance between social needs and economic needs of the people of the area
- different aspects of sustainable development
- the effects of the physical nature that exploitation has on the local community.
- the balance between agriculture, tourism and mining .
- the effect of mining developments on new tertiary and quaternary employment opportunities.
- vegetation succession after end of mining etc.

10 marks

Question 2

- (i) The first two are essential considerations, because they are aspects of the basic remit of a cyclists group. It is difficult to imagine a good answer without reference to one or both of these criteria.

They need to be concerned with safety and keeping lorries separate from cyclists and pedestrians – and also from motorists.

It is also in their interest to be concerned about not losing cycle paths, even in the short term.

The next are all general criteria, which concern cyclists as much as any other member of the general public.

Avoidance of traffic jams.

Avoiding loss of bio-diversity and attractive countryside.

Avoiding eye-sores and the new roads impinging on the scenery.

Keeping roads away from settlements.

Avoiding demolition of property.

Answers might also make references to specific features on the map, e.g.

Junctions

Woods

Buildings

Ridges and sky-lines

Mark each criterion on a level basis. Then assess the overall mark.

For each criterion:

Level I *Any attempt at justification does not go beyond the form of assertion. There is minimal development of a link between the criterion and the needs of the cyclists or the local population.*

Level II *The criterion is stated clearly. The justification is logical and fits with the needs of the cyclists and/or the needs of the local people. As the answer develops in depth and detail it can move from 2-, through to 2 to 2+.*

For the overall answer:

Level I *No criterion mark ever reaches Level II. There is no overall pattern to the list of criteria; each criterion is seen in isolation from the others. The top of this level can be reached even if the candidate does not give criteria but simply writes terms about how the road should be planned.*

(1-3 marks)

Level II *If only 1 criterion is developed the answer cannot reach Level II. (4-7 marks)*
If there are no criteria at Level II, the overall answer can still reach

Level II if the list is very well put together and provides a thorough basis for decision making.

If the individual level marks are only up to 2 – the answer can reach 5 marks. If the individual marks are only up to 2 the answer can reach 7 marks – if most of the individual criteria are at Level II.

Level III *Cannot reach Level III without 5 criterion given. If more than one (8-10 marks)*
criterion is marked at Level II +, consider giving an overall Level III. If Level II and 2+ is achieved for each criterion then consider giving a high mark within Level III.

Give a Level III mark if the list is clear and detailed with an underlying geographical rationale.

The answer should show a synoptic approach to geography and should balance different aspects of the specification.

2(i) and 2 (ii) must be marked together.

10 marks

- (ii) Route 2 is actually the proposal that was presented to the enquiry by the real contractor, Note that it was also the only one of the schemes in this paper which was actually presented to the enquiry; the others are imaginary! It also seems to be the most logical and most likely to fit candidates' criteria. It avoids cycle paths, communities, minor roads and obvious damage to the environment.

1 is the shortest and probably the cheapest to build but also probably the most expensive to run. It is also very damaging to existing roads and properties. The heavy traffic on minor roads would be a threat to cyclists.

All versions of 3 are damaging to the environment and very damaging to cyclists. 3a in particular runs right along a cycle route that is used at present. However, when the track across the open cast site has to be diverted it will probably move cyclists onto the road which the lorries will use for 3b and even more for 3c. Therefore all these routes are to be most strongly opposed. In addition 3c will damage the views of the area, running along the top of the ridge. 3b and 3c will also have difficult and dangerous junctions on to the main roads.

Level I *The route is chosen and basic justifications for the choice are (1-4 marks)*
given. Reasons against the other routes may be outlined, but these are also basic, with little detail on the area or on the reasoning. The choice may be illogical. The discussion will not deal with the chosen criteria properly.

Level II *A sensible route is chosen. The justification is clear, with one or (5-10 marks)*
more well developed points made. The choice is justified by reference to some, at least of the candidate's chosen criteria, although these may not be examined thoroughly.
Specific, relevant references to map features will raise the answer to this level, and raise it within the level.
Discussion of the reasons for rejection of other routes should gain credit and may well move the answer up through the level.

Level III *The answer is detailed and thorough. It shows good geographical understanding of the area and uses the candidate's criteria sensibly. The answer shows ability to view the problem synoptically.* **(11-15 marks)**

If the answer is written entirely from the company's point of view (not pedals or local residents) cannot reach Level III.

The answer shows clear evidence of synoptic thinking. In particular, this answer could:

15 marks

- *Use the map to analyse the physical geography and link that analysis to the strengths and weakness of the routes.*
- *Balance the needs of the economic development of the area with the needs of the social and physical environment.*
- *Balance the needs of short term development of the mineral resource with the need to attract housing and service industry.*
- *Balance the needs of different sub-area within the map extract area.*
- *Consider the probable overall flow of commuter traffic, tourist and leisure traffic, and balance this with the needs of the coal hauliers, etc.*

(iii) This answer could be written from the point of view of the Pedals members who live in the area, or from the point of view of the local people who are not Pedals members, or from a general, detached, geographer's point of view. Each type of answer should be given equal credit.

Item 1 provides a guideline for the answer. It refers to the need for **sustainable development**. It suggests that this should be built around the needs for
social development
economic growth
concern for the natural environment.

Candidates should be expected to take details from the list of **disadvantages** and from the list of **advantages** and then to show how these apply to this specific area. They should explain how this scheme can bring benefits to the area and how the disadvantages can be reduced or even overcome.

There should be an awareness of both the short and long term effects of the proposal and of ways of restoring, or even improving, the environment after the mine has been worked out.

There is an enormous range of points from which candidates can select.

- Level I** *The answer is vague and generalised. Advantages and disadvantages of the scheme are listed, probably lifted from the AIB, but there is little development and no precise reference to places on the map and the effect of the scheme on those places.* **(1-4 marks)**
- Level II** *The answer achieves a balance, with reference to both advantages and disadvantages. Some, at least, of the points made are developed. There might be reference to the needs of different interest groups. There might be a clear balancing of social, economic and environmental factors.
The answer might distinguish between different needs of different areas within the general area affected..* **(5-10 marks)**
- Level III** *The answer is thorough and detailed. There is a good, clearly planned balance between advantages and disadvantages. Other factors, listed above, are probably developed.* **(11-15 marks)**
- The answer shows a clear geographical insight into the needs of the area and the country as a whole.*
- The answer shows a clear grasp of geographical insight into the needs of the area and the country as a whole.*
- The answer shows clear grasp of the synoptic nature of the subject. In particular, reference might be made to:*
- *The country's needs for energy ('country' to be either Scotland or the UK, or both)*
 - *The nature of sustainability, with regard to energy supply*
 - *The hazards associated with the production, transport and burning of coal, and the management of those hazards*
 - *Balancing the needs of the local people, tourists in the area and the country as a whole*
 - *Balancing short and long term needs*
 - *The potential losses of environmental amenity, balanced against the possibilities of environmental restoration and even environmental gain, etc.*
- 15 marks**