



General Certificate of Education

Geography 6036

Specification B

GGB5 The Synoptic Module

Mark Scheme

2009 examination - January 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

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GGB5

GENERAL GUIDANCE FOR GCE GEOGRAPHY ASSISTANT EXAMINERS

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 the 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 may 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 not 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 specific 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 an 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 Meeting 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 levels 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 2, 3 and 4 should be indicated 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 2, 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 2 or 3 material by writing "Level 2 (or 3)" – "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 3 is to be used only for questions of 9 marks or more, and Level 4 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 an 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.

Quality of Language Descriptors

The following descriptors concerning the quality of language must be applied to **all** questions in which candidates are required to produce extended writing. To attain full marks available at a level of response, the appropriate Quality of Language descriptor must be achieved. Use the same quality of language levels as are used in the geographical element of the mark scheme under consideration.

Three-level descriptors

LEVEL 1

- Style of writing is suitable for only simple subject matter.
- Expression of only simple ideas, using a limited range of specialist terms.
- Reasonable accuracy in the use of English.

LEVEL 2

- Manner of dealing with subject matter is acceptable, but could be improved.
- Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.
- Considerable accuracy in the use of English.

LEVEL 3

- Style of writing is appropriate to subject matter.
- Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.
- Accurate in the use of English.

Two-level descriptors

LEVEL 1

- Manner of dealing with subject matter is acceptable, but could be improved.
- Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.
- Considerable accuracy in the use of English.

LEVEL 2

- Style of writing is appropriate to subject matter.
- Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.
- Accurate in the use of English.

Question 1

Notes for answers

The OS map extract shows that the valleys to the west of Sheffield are narrow and steep sided. This will lead to rapid run off, short lag times and high flood peaks after heavy rainfall.

Many rivers meet just to the west of and within Sheffield. This adds to the flood risk in the city.

There are references in the AIB to millstone grit and to clays in the area to the west of Sheffield. These are impermeable and so accentuate the flood problem. Evidence on the OS map also adds to the evidence for impermeable land surfaces in the area.

Any building in the area that drains to Sheffield is likely to add to the amount of impermeable land surface and speed runoff.

Therefore, planning should aim to reduce the amount of runoff caused by any new development, or even to develop the land so that it actually absorbs more water and so acts as a partial solution to the problem. Examples of such developments can be provided.

In addition the two sites both lie in river basins and care needs to be taken not to build on land that is a potential flood risk. It appears that most of the Loxley College site is above the flood plain. However, at this scale of map it appears that the Hepworths site is at least partly on the flood plain.

If building takes place on the flood plain any potential owners will need to be assured that protection is in place for the properties. Unfortunately any such protection will speed runoff down the valley and thereby increase the flood threat in Sheffield and the rest of the Don valley. References to the Loxley flood in the 19th century, caused by a dam collapse, should be credited where relevant.

Mark scheme

- Level 1** Basic points about the flood risk are made.
Basic points about planning to avoid the risk or to minimise it lower down the valley are made.
The answer may contain misunderstandings and serious over simplifications. **(1 – 5 marks)**
- Level 2** The answer contains at least one clearly explained point about the flood risk or about the planning that can help to reduce the flood risk. Suggestions are practical and realistic.
Points to reach level 2 could include:
- increase peak flow explained reasonably well
 - local flood risk explained
 - flood risk in Sheffield explained
 - the map is used clearly, with precise use of specific references
 - clear spatial differences, with reference to different parts of the valley, are seen and explained. **(6 – 10 marks)**
- Level 3** The answer is detailed and shows understanding of both the causes and possible ameliorations of the flood risk in this valley and also in Sheffield.
The answer shows geographic understanding of the valley and its drainage system as a whole. It is synoptic. **(11 – 15 marks)**

Question 2

Notes for answers

With regard to the Hepworths site:

- some people will need executive homes, and the details about council tax bands suggest that there are comparatively few of these in Sheffield
- local people might feel that such developments will increase the value of property in the area
- houses of this type will increase the total council tax take for the city and help to provide services
- if expensive housing is being built, the builders will be able to afford to landscape the area well and build houses in keeping with the local area
- some local people might feel that newcomers to the area will stimulate the local community
- factors favouring the site for executive homes, etc.

With regard to the Loxley College site:

- the statistics from the census show that there is a large proportion of sub-standard homes in Sheffield. Low cost homes will replace some of these and allow people to move into better accommodation
- the statistics on council tax bands suggest that Sheffield has a large number of poorer families who might welcome such homes
- local politicians might welcome a chance to meet the Prime Minister's national strategy for house building
- such homes might house essential workers – such as nurses and teachers – who might otherwise not be able to afford homes in the city
- the local school will welcome any development of the site, to remove the danger. Moreover, they might welcome residential development that may provide them with an increased intake in future years
- factors favouring the site for starter homes, etc.

With regard to the whole area, candidates discuss the shortage of executive homes and also the need for good quality starter homes needed to replace existing unfit stock.

- New jobs in construction.

Mark scheme

Level 1 A basic answer in which assertions are made but not backed up with clear geographical arguments or with statistics. There is little, if any, precise reference to the characteristics of the sites. **(1 – 5 marks)**

Level 2 The answer is clear with some reference to the specific characteristics of the site or the area around it, or with clearly developed geographical arguments. Arguments are supported with relevant use of:

- clear statistics
- clear grid references
- reference to real features of real places.

As more points from the lists in Notes for Answers are made the answer moves up through the level. An unbalanced answer can reach the top of this level, but if there is no reference to one of the sites the mark cannot rise above 8. **(6 – 10 marks)**

Level 3 The answer is detailed. Both sites are covered clearly, with reference to the specific nature of the site and/or the area surrounding it. The answer is synoptic and shows good understanding of the geographical nature of the area and the issues involved. **(11 – 15 marks)**

Question 3

Notes for answers

The answer needs to start from the point that Bovis needs to get planning permission and then maximise profits by building as many houses as possible on the site and selling them for the biggest profit possible.

The site needs to be developed sensitively with regard to:

- conservation of the natural and man-made environment
- flood risk reduction
- sustainable community development
- low carbon emissions from houses and from associated transport, etc.
- range of issues linked with sustainable housing/communities.

Possible uses for parts of the site might include:

- employment opportunities, particularly in small business premises
- open air leisure attractions for the residents and/or outdoor activity tourists
- community facilities such as village hall, shops, post office, restaurants/pubs, etc.

Possible 'planning gain' schemes might include:

- renovation of dilapidated facilities in local villages
- building of new facilities in local villages
- improvement, with sensitive landscaping, and of local roads, etc.

The building of housing on the site must involve:

- guarantees that the present building footprint would not be exceeded
- guarantees that the height of buildings would not intrude on the local landscape and views
- use of local materials, in keeping with the present built environment
- design that takes into account the local building styles
- drainage and sewage systems that cause the minimum flood risk
- consideration of matters like types of planting to be allowed in gardens and the use of satellite dishes, floodlighting, etc.
- access to and egress from the estate which will cause minimum traffic danger and disruption in local communities, etc.

Local and national issues linked to housing needs, with particular reference to:

- the need for affordable housing;
- the high proportion of Sheffield's housing stock that is unfit for habitation;
- the need for higher value homes in an attractive environment;
- the low proportion of homes in the Sheffield area that are in the higher value Council Tax bands
- relevant references to changed economic conditions (especially with reference to new timescale factors).

Mark scheme

- Level 1** A basic answer in which points are lifted from the AIB but little developed.
Any suggestions lack clear justification.
Allow credit for each suggestion up to a maximum of six separate points, or allow additional marks for some basic development. **(1 – 6 marks)**
- Level 2** A clear answer. Points are suggested, which may be based on points in the AIB but with some detail added and some justification.
The answer can move up through the level by either increasing the number of simple but clear points or by developing and justifying fewer points but in greater depth and detail. **(7 – 12 marks)**
- Level 3** A detailed answer, in which several points are developed in depth and detail.
The answer shows a good understanding of the specific nature of the site and surrounding area and of the geographical ideas underpinning the suggested developments.
There is a balance between the needs of the company and the needs of the local people and wider, national themes. **(13 – 18 marks)**
- Level 4** The answer shows a detailed understanding of the site, the surrounding area, the needs of company, the community and the UK as a whole, and the geography involved. It is coherent and clearly developed.
The argument is convincing, showing very good written communication skills. **(19 – 20 marks)**