



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Geography A

Unit GGA5

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General Guidance

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 Co-ordination 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 Co-ordination Meeting and subsequently by telephone with the Team Leader as necessary.

Section A**Question 1****Population Pressure and Resource Management**

- (a) Response should show knowledge and understanding of the term intensive applied in an agricultural context relating to the volume of inputs applied to land whether capital or labour. Most candidates will refer to capital intensity which should be defined in terms of the application of large amounts of plant, equipment, buildings, infrastructure and inputs such as fertiliser. Labour intensity might well attract credit if related to small areas of land and perhaps seasonal variations in application (1-3 depending on detail and development), aiming to maximise output (1). Exemplification should be appropriate - horticulture might be expected but other types should be credited if apt; exemplification can include techniques and changes linked to intensification. (1-2).

(4 marks)

- (b) Response should show knowledge and understanding of relevant problems as being experienced in MEDW farming. Various aspects of environmental deterioration and degradation including damage to eco-systems, reduced bio diversity, stress on soil systems, impacts on ground water and drainage networks, eutrophication landscape impacts, visual and aesthetic qualities and so on. Human impacts - demand for labour, social and community effects, generation of surpluses. Relation to changing nature of demand - quality of product and practical and ethical issues related to livestock rearing - animal welfare, BSE, Foot and Mouth Disease and so on. Also problematic relationship to CAP and other public policy goals.

Outline means more than just identify.

(1-3 marks per problem depending on how well developed; 4 brief problems might get 4 marks, at least 2 problems necessary for 4 marks)

(4 marks)

- (c) Response should show detailed knowledge and understanding of the notion of sustainability particularly in relation to contemporary farming practices. Sustainability likely to be associated with reduced intensity of farming, particularly of capital inputs such as fertilisers with local and wider regional environmental benefits; general improvements in farm relationships with the natural environment; possible wider benefits on communities including greater use of human labour with local labour market and wider community effects; wider landscape benefits and, of course, the prospects for sustainable food supplies in the long run. Discuss implies the potential for sceptical view which might point out that food supplies may fall as a result, that there are opportunity costs in going for sustainability and that consumers might get higher prices as a result.

Responses should focus on sustainable farming rather than income maintenance from diversification.

Relevant exemplification which contributes to illustration of points made should be credited.

Level 1 Generic Descriptor (1-3)

Simple understanding of what sustainable farming might mean with one or two benefits such as on water course or soil structure. Two or more benefits outlined with no sustainability references.

Level 2 Generic Descriptor (4-5)

More refined understanding of what sustainable farming might mean with wider and or more developed range of benefits. Sense of discussion evident.

Level 3 Generic Descriptor (6-7)

Clear understanding of what sustainable farming might mean with wide and or deep range of benefits of varying nature. Clear sense of discussion with measured assessment of benefits in which some costs might be mentioned.

(7 marks)

Total for this question: 15 marks

Question 2**Managing Cities – Challenges and Issues**

- (a) Response should show an ability to read and describe accurately the map Figure 2. Look for terms which indicate an account of pattern - sectoral, centrality, linearity, centrality, peripherality, adjacency rather than precise statements on location. Any relevant and accurate point should be credited. Early central location (1) easterly linear development (1). Later northern linear development (1). Existence of outliers in south centre and far south (1). Adjacent early and mid-period development (1). Summarising statement (1). For full marks quite specific and detailed statements required. **(4 marks)**
- (b) Response should show knowledge and understanding of factors in shanty town location. Historical pattern of development over time i.e. from centre outwards, possible inferior sites at beginning and later infilling and/or linearity associated with perhaps (too) close proximity to noisy transport, dirty, hazardous routes, other negative externalities steep valley sides, extreme peripherality associated with long journeys to work. Might make an argument for proximity to new peripheral centres of employment. Each reason 1-2 depending on development. **(4 marks)**
- (c) Response should show knowledge and understanding of issues and problems surrounding shanty town/informal housing sector particularly. The most likely and creditable response is an argument for a benevolent approach, site and service strategies, encouragement of community initiatives, provision of social and infrastructural facilities, environmental improvements and so on which acknowledge the organic development of shanty town through spontaneous improvement generated within the shanty town community itself. Regional development policies and strategies and accessing international expertise and help are also legitimate points.

Alternative approaches should not be ruled out - the key feature of the response must be an awareness of the issues and problems and the widespread view that shanty towns represent solutions to problems rather than problems in themselves.

Apt illustrative exemplification from anywhere in the LEDW should attract credit as it informs the discussion of policies for Lima.

Maximum L1 if no clear relationship to shanty towns but about general development policies.

Maximum L2 if no justification, but rich account of policies rooted in shanty towns.

Level 1 Generic Descriptor (1-3)

Simple understanding of nature of shanty towns with basic statements about suitable policies: no justification.

Level 2 Generic Descriptor (4-5)

More refined understanding of policies, e.g. self-help, site and service approaches. Fuller statements about such policies with element of justification.

Level 3 Generic Descriptor (6-7)

Clear understanding of nature of shanty town and processes operating within them. Probably statements on policies, finding solutions by harnessing the dynamic for change and improvement. Explicit and convincing justification.

(7 marks)

Total for this question: 15 marks

Question 3**Recreation and Tourism**

- (a) Response should indicate knowledge and understanding of secondary resources as opposed to primary resource via selection of relevant resources. Two correctly defined secondary resources (1). A number are evident on the aerial photograph: NIA, Sea Life centre, Symphony Hall, Repertory Theatre might be identified separately or identified as a group - their importance in attracting clusters of visitors, generating income etc (1-3 depending on detail). Equally presence of hotels, roads serving visitor needs (1-2). Credit a careful attempt to define secondary resources if offered with relevant examples and potential importance (1). 2 secondary resources needed for 4 marks. **(4 marks)**
- (b) Clustering of primary , secondary facilities so that various demands can be satisfied in one location, economies of scale, critical mass and so on generating visitor numbers (1-2). Proximity of city centre - business and leisure visitors from large daytime populations (1-2). Presence of ring road with ideas of accessibility. Presence of primary resources such as canals and waterside locations attracting visitors (1-2). Inner city character likely to have been subject to regeneration policies including tourism (1-2). **(4 marks)**
- (c) Response should show knowledge and understanding of the issues which arise in the context of any small area. Successful management should be associated either implicitly or explicitly with sustainability and income generation - maintain the character and quality of the area and ensuring that the benefits from its use for recreation are distributed within the community. Issues which arise could be care and maintenance of physical environment, employment and income generation issues, processing visitors, preventing congestion, overuse and essentially maintaining capacity, monitoring demand, keeping ahead of demand and matching it - Butler model might be used. Strategies for management might be outlined as a way of making comment.

Take a measured view about what constitutes a small area, for example references to countries and large regions will generally be inappropriate.

Maximum L1 for response based on management of large area.

Candidates do not have to comment on all these issues - trade off between breadth and depth.

Maximum L2 for responses confined to problems requiring management rather than issues arising from management.

Comment implies more than just identifying and describing.

Relevant exemplification which contributes to illustration of points made should be credited.

Level 1 Generic Descriptor (1-3)

Simple understanding of need for management, in light of potential for damage and deterioration. Description rather than comment.

Level 2 Generic Descriptor (4-5)

More refined understanding of need for management, fuller reference to problems, how they might be avoided and so on - more evidence of comment.

Level 3 Generic Descriptor (6-7)

Clear understanding of management issues with clear attempt at comment e.g. by making comparative points, by assessing different strategies, by elaborating further on impacts and their solutions. **(7 marks)**

Total for this question: 15 marks

Mark Scheme for Synoptic Essays

Preamble

Examiners should bear in mind that these questions are synoptic in nature and offer candidates the opportunity to demonstrate knowledge and understanding:

1. across a range of geographical subject matter;
2. of connections between the different aspects of geography in the specification;
3. of the importance, where relevant, of human perspectives on themes and issues.

Candidates are advised of this both in the Assessment Unit Rubric and in the Note to Candidate which precedes the essay questions in Section B. Synoptic elements might therefore feature in answers matching all the criteria bands but can be expected to feature more prominently in higher mark bands. It will be seen that explicit synoptic content is a necessary feature of the two band ranges 19-24 and 25-30.

Additionally essay writing is an important vehicle for the demonstration of communication skills – at level 3 these refer to writing in a manner appropriate to purpose and complex subject matter; organising relevant information clearly and coherently using specialist vocabulary as appropriate and ensuring clarity of meaning through legible text, accurate spelling, punctuation and grammar. (Key Skills – Communication Level 3 C3.3 [QCA]; Para. 13 AS/A Level Geography Specification Outlines [QCA]).

Synoptic content and communication aspects should be kept in mind when assessing the unit and are incorporated into the criteria bands set out below which refer to knowledge, understanding and skills. Indicate synoptic content using the letter ‘s’ in the margin as appropriate.

CRITERIA BANDS

Examiners will use the criteria below to evaluate the work, placing the candidate’s performance in the appropriate band and attributing the mark from the left-hand column appropriate to the question concerned. They should seek the best fit from the band descriptor – work adjudged to be in a particular band might not contain all the features attributed to that band.

25 – 30

A very good answer. Consistently relevant to the theme and to the demands of the question. Evaluates explicitly where required. Displays a very confident range of knowledge and understanding by using the appropriate terminology, critically referring to concepts and theory where necessary and establishing relationships between different physical and/or human factors and processes. Synoptic elements are a prominent feature and are fully integrated into the answer and used to purposeful effect in respect of the question’s requirements. Demonstrates, where relevant, either implicitly or explicitly awareness of human perspectives upon geographical themes and issues. Argues coherently and in an organized, logical and balanced fashion. Support is consistent, accurate and detailed. A well developed essay style. Detailed and sophisticated communication skills with fluent and cogent writing style.

19 – 24

A good answer which remains relevant to the theme and demands of the question. Evaluation may now only be implicit. Displays a confident range of knowledge and understanding, but with a few omissions at the lower end, e.g. some terminology missing or some pertinent relationships left unexplored. Synoptic elements should be a feature of the answer and seen to be meeting the question's requirements. Some possibly rather uncritical reference to theory; some reference to awareness of human perspectives and decisions taking on geographical issues and problems. Argues well, but organisation may be suspect in places. Support is invariably there, but may not always be detailed. A competent essay style. Effective communication skills with accurate spelling, punctuation and grammar.

13 – 18

A satisfactory answer ranging down to the mediocre, which always attempts, but not always succeeds to be relevant. Lacking in evaluation. Displays a reasonable grasp of knowledge, but understanding is suspect in places. Relevant theory and concepts might be mentioned but with basic uncritical application. The interconnections and relationships between different physical and/or human processes are briefly mentioned but understanding of their significance is limited. There is some synoptic content which is relevant to the question. Argument and analysis are partial and become less significant in relation to mere description. Increasingly unbalanced as an answer, and the logic and organisation are clearly deficient. Support is not detailed here, occasionally inaccurate and barely consistent. The bare bones of an essay format. Appropriate communication skills so that meaning is almost invariably clear with adequate language skills. Possibly some spelling/punctuation/grammar errors.

7 – 12

A very mediocre answer which is only occasionally relevant to both the theme and the demands of the question. Decidedly deficient in knowledge and understanding with only simplistic notion of relevant theory and concepts. Little if any relevance to inter-relationships between physical and/or human processes and factors or subject matter from other elements in the specification. Increasing irrelevance in a predominantly descriptive context. Clearly lacks an ability to organise material and may drift into another answer. Support is scanty and usually suspect. A weak, barely perceptible, essay format. Basic communication skills – many spelling errors and/or oddities of grammar and punctuation.

1 – 6

A very weak answer which shows little attempt to follow the theme and the demands of the question. A very low level of knowledge and understanding, with even the simplest of concepts avoided. Very inaccurate and may completely miss the point. No idea of how to organise material with haphazard format, evidence of guesswork and little or no support. No attempt at an essay format. Little or no language and communication skills. Many errors in spelling, punctuation and grammar.

Section B**4 Why is it that whilst some regions of the world consistently produce food surpluses, in others malnutrition is chronic and there are periodic food shortages?**

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *Population Pressure and Resource Management* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scales and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band - examiners are reminded that clear synoptic content is required for credit of 19 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Responses can be expected to centre upon MEDW/LEDW comparisons and contrasts. Sweeping generalisations about LEDW food shortages should be treated sceptically but clearly measured analysis and comment on dietary quality and quantity should be fully rewarded. Responses should refer to intermittent famine and what it is associated with and dietary aspects perhaps as they affect some regions and some sections of LEDW populations.

Reference to surplus characteristics of MEDW agriculture with examples relating to the nature of farming, its scale, organisation and intensity and factors such as government support thorough for example CAP. Technology might well be creditable with reference to capital inputs, selective stock and plant breeding, genetic modification and so on. References to the outcomes of this type of farming in the MEDW - surpluses, policies designed to reduce output might be presented as evidence for “no shortage”.

By contrast LEDW contexts being those in which food shortage is not chronic but malnutrition is sometimes chronically evident in some elements of the population, and there are periodic famines in some regions. These could be related to the pace of demographic change, impact/vulnerability to natural disasters (including disease/epidemic) modernisation impacts (positive e.g. Green Revolution/negative - cash crops for export). Possible reference to environmental degradation e.g. desertification leading to vulnerability to extreme climatic events.

Malthusian and Boserupian debates might be used purposefully to inform an answer, but should not be uncritically used.

Further explanation of these contrasts can be related to levels of economic development and responses which open up the wider impact of development and its effects on economies and societies with technological transformations of agriculture, increasing incomes of populations, abilities to manage environments e.g. river basin management are certainly synoptic.

Other explanations, particularly of food shortages can be related to aspects of the physical environment such as extreme climatic events - drought, flooding, hurricanes etc and the different incidence and impacts of such events in different parts of the world. Here again measured LEDW/MEDW contrasts will be productive.

Case study material/exemplars might come from anywhere. In offering valid comparisons and contrasts which inform a response and give it substance and credibility the potential of making broad and specific comparisons between LEDCs and MEDCs. Contrasting examples are extremely likely to produce synopticity etc and useful contrasting studies might be between sub-Saharan Africa, Western Europe and so on.

The question clearly requires an analytical approach and the response should come to a summary view on reasons why. Any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.

(30 marks)

5. You are in charge of regenerating a particularly deprived inner city area in the MEDW. Outline the factors you would consider in developing your policy and explain their importance.

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *Managing Cities – Challenges and Issues* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scales and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band - examiners are reminded that clear synoptic content is required for credit of 19 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include a factor by factor approach in which candidates may make an overarching distinction between say human and physical factors. Look for approaches which show knowledge of factors and understanding of why they are deemed to be important. Tolerate a review of policies as long as it is clearly rooted in relevant factors.

For 19 and above there should be a range of factors e.g. economic, social, demographic, environmental.

Human characteristics of deprivation - indices used -social/economic, composite indicators etc processes causing deprivation ,e.g. selective movement of population and commerce and industry associated with suburbanisation, counter urbanisation. The potential offered by re-urbanisation might also be carefully considered.

Aspects of the physical environment - probably mainly in terms of built environments, housing provision of public services infrastructure and so on.

Opportunities presented in the environment for particular types of economic development - especially perhaps tourism but also other tertiary/quaternary/quinary activities.

Aspects of the physical environment such as local topography and weather conditions could well be relevant and should be credited.

Review of the current policy environment drawing on knowledge of existing and recent urban policy tools actually employed in the U.K. and other MEDW settings could well be relevant.

Responses should clearly relate to inner city settings rather than the CBD. CBD references will be legitimate if explicitly related to the needs of the inner city. Responses which outline generic factors and policies but are confined to the CBD should be held to a maximum of 12.

Synopticity will be indicated by wider reference to aspects of the natural environment in inner cities, urban migration and other differentiating processes, different types of economic activity, detailed reference to deprivation indicators, composite measures and so on.

Case study material/exemplars might come from anywhere. Those offering valid comparisons and contrasts which inform a response will give it substance and credibility. Contrasting examples are extremely likely to produce synopticity etc. A detailed case study especially of an area seemingly studied at first hand may well generate a broad and relevant synoptic account.

The question clearly requires an analytical approach and the response should come to a summary conclusion which perhaps prioritises the factors or perhaps identifies common strand(s) between them - any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.

Not all these factors need to be included for a top band mark. Where there is no attempt at explaining importance, 13-18 is the highest potential mark band. Candidates can perfectly reasonably and creditably operate in the first person singular in their response - we can expect many "I would....."s.

(30 marks)

6 Tourism in any environment is likely to generate as many costs as benefits. Discuss this view with reference to areas you have studied.

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *Recreation and Tourism* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scales and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band - examiners are reminded that clear synoptic content is required for credit of 19 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include a systematic review of costs and benefits - any type of cost and benefit maybe included but credit should be given for a well organised account which attempts some classification, perhaps along the following lines.

COSTS

Economic - financial and opportunity costs of investment in infrastructure, inputs of labour, cost of maintaining facilities and resources, leakages from less developed, peripheral economies, unequal regional development.

Social - cultural dilution and degradation, community impacts, effects on social cohesion and so on.

Environmental - physical damage and degradation, aesthetic impacts, litter pollution, landscape degradation.

BENEFITS

Economic - employment/income generation, shared benefits from infrastructure investment, positive development impacts, economic modernisation, growth pole and trickle down/spread effects.

Social - modernisation impulses, improving social facilities and so on.

Environmental - potential for using tourist income to conserve and enhance tourist facilities and their wider environment.

Responses confined to either costs or benefits only should be held to a maximum of 18.

The mix and emphasis of the content will depend on the areas offered as case studies or exemplars - they might come from anywhere. In offering valid comparisons and contrasts especially between LEDW and MEDW contexts they will inform responses, provide it substance and credibility and generate synopticity etc.

Synopticity will be further signified by content relating the issues to the wider contexts of economic development and modernisation, sustainability and wider environmental concerns and relating to contexts of particular types of environment or those which are present elsewhere in the specification, e.g. cold environments, inner city environments, eco-systems etc.

The question clearly requires a discussion approach and the response should come to a view - any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.

(30 marks)