



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

---

# Mark scheme January 2004

## GCE

### Geography A

### Unit GGA5

Copyright © 2004 AQA and its licensors. All rights reserved.

## General Guidance for Examiners

### Quality of Written Language

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 clear style of writing, which clearly addresses the terms of the question
  - demonstrate a degree of organisation and use of specialist terms.
  - demonstrate sufficient legibility of and quality of spelling, grammar and punctuation to communicate meaning clearly.

**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/or 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.

N.B. 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 a '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**

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) Response should show knowledge and understanding of the nature of famine and its impacts to include malnutrition, starvation, increased morbidity, vulnerability to disease, increased mortality (1-3 depending on detail and development). Economic dislocation, distress and decline e.g. in farming, abandonment of rural communities, farmsteads; refugee migration flows, social and political stresses, civil conflict (1-3 depending on detail and development). Differential impacts between rich/poor, urban rural populations and so on (1-3 depending on detail and development). Thus there are several ways of accessing 4 marks and examiners should be sure to recognise sophisticated as well as more basic points. **(4 marks)**
- (b) Response should show knowledge and understanding of the connected nature of physical and human factors - related primarily to the level of economic development including the impact of poor technical expertise, population pressures exerted by high rural population densities, poor transport and other infrastructure, aggravating the factors precipitating famine especially in a rural society close to the margin (1-3 depending on detail and development) and also in limiting societal responses to the causes and consequences of famine, managing the environment in the longer term and so on. (1-3 depending on detail and development). The question refers to Figure 1 and their response should connect low levels of economic development and its impact on responding to extreme weather events. However, responses do not have to confine themselves to factors set out in Figure 1. **(4 marks)**
- (c) Response should show detailed knowledge and understanding of both
1. The Green Revolution and its association with the development of High Yield Varieties of crops especially rice, linked with the intensification of chemical and energy inputs, increased yields set against various environmental and social costs e.g. pollution of water courses and other aquatic environments, economic inequalities and so on, perhaps with overarching comment about unsustainability.
  2. Appropriate technology - set out as being more realistic, affordable and applicable in the social, economic and environmental context, perhaps simple without being unsophisticated, perhaps less impressive in yields but more sustainable. Distinctions between short and long term costs and benefits. A critical approach to both with a strong sense of comparison should be well rewarded. Relevant exemplification, which contributes to illustration of points made, should be credited.

**Level 1** Generic Descriptor (1-3) Simple knowledge and understanding of both types of approach or detailed account of one only.

**Level 2** Generic Descriptor (4-5) More refined knowledge and understanding with some detail on both approaches, beginnings of comparison in terms of benefits and costs with sense of discussion

**Level 3** Generic Descriptor (6-7) Clear knowledge and understanding of both approaches with clear sense of discussion and valid apt comparisons. Expression of conclusion as “to what extent?”

**(7 marks)**

**Total for this Question: 15 marks**

**Question 2**

- (a) Response should show knowledge and understanding the effect of population and economic activity movement away from urban areas on inner cities - generally seen as harmful and undesirable. Decline in employment opportunities, increase in unemployment and poverty, social stress/pathologies/crime/vandalism/hooliganism in communities and households, (1-3 depending on detail and development). Abandonment, decline and dereliction of land/premises and related environmental impacts, (1-3 depending on detail and development). Impacts on population structure, ageing populations, ethnic mixture and so on. (1-3 depending on detail and development). Credit some argument on relieving high inner city population densities, slum conditions and so on - could be specifically related to overspill/New Town and slum clearance policies (1-3 depending on detail and development). **(4 marks)**
- (b) Response should show knowledge and understanding of nature of areas broadly designated for restricted urban growth and development such as Green Belts or similar (1 mark). Functions might include restraint of urban growth, bricks and mortar etc, prevention of coalescence of cities/urban areas, maintenance of character of towns and villages in Green Belts, maintenance of undeveloped land for aesthetic, environmental and recreational reasons, helping maintain the inner city areas. (These are generally the aims set out in the original circulars.) Maintenance of agriculture in post war years. (1-3 per point depending on detail - detail might include appropriate exemplification). At least 2 points for full marks. **(4 marks)**
- (c) Response should show knowledge and understanding of Green Belts and their impact both beneficial in achieving some of the goals implied in part (b) including possibly contributing to the growth/regeneration of older urban areas as well as more harmful effects such as restricting economic growth, over-intensification of existing urban areas (town cramming), diversion of development into deeper countryside, increased scarcity of building land, higher house prices, more and longer commuting, socially regressive impacts, and so on. A full account of all the costs and benefits is not necessary for Level 3 but a command of the subject matter and clear understanding of issues is. A positive or negative view that restrictions should be relaxed is equally creditable and an acknowledgement of both will contribute to valid comment. Relevant exemplification, which contributes to illustration of points made should be credited and good use might be made of local case studies to generate comment e.g. on controversy and issues raised by a planned development in a green belt type area or successful development of brownfield sites.

**Level 1** Generic Descriptor (1-3) Simple understanding with some indication of costs and benefits. One way argument only.

**Level 2** Generic Descriptor (4-5) More refined understanding with fuller acknowledgement of costs and benefits. Sense of comment and discussion.

**Level 3** Generic Descriptor (6-7) Clear understanding of issues with clear sense of comment and balance, perhaps coming to a “view about the view”. **(7 marks)**

**Total for this question: 15 marks**

**Question 3**

- (a) Response should show knowledge and understanding of both or either of the general or particular factors which might have underpinned the growth of modern tourism either in a particular place to which the model might be applied or more generally in the last several decades. E.g. rising real incomes, discretionary incomes, shorter working weeks, longer paid holidays, fall in real costs of transport, reductions in travel formalities, promotion of travel and tourism and so on. (Each point 1 mark may extend to 2 if clearly developed). An account of the initial development of primary resources followed by secondary resource development, contributing to growth on a particular region/place if also fully creditable. **(4 marks)**
- (b) Response should show knowledge and understanding of the Butler model depending on the nature of the areas/resorts selected. Public/private policies and approaches in response to stagnation and their relative success (1-3 depending on detail) exemplification (by more than place name mention) would assist. Alternatively, other factors such as change in fashions, tastes and so on, and the inherent nature and quality of the resource might attract credit. (1-2 depending on detail). For full marks, must have both rejuvenation and decline. **(4 marks)**
- (c) Response should show knowledge and understanding of experience of specified resort or tourist area - may be from any context, scale should not be too large - for example Spain very likely to be too generalised to attract more than Level 1. A smaller country with a fairly distinctive niche might be a plausible example - say Switzerland - perhaps! History of the resort/area development should be accurately and convincingly set out with clear relationships to model demonstrating understanding of terminology and its application to the selected example - there should be an argument evident on how well the model applies and a complete the response should come to a view.

The relevant example is essential for Level 2 credit and above.

- Level 1** Generic Descriptor (1-3) Simple outline related to an appropriate example. Full response not rooted in any particular place.
- Level 2** Generic Descriptor (4-5) Fuller account, appropriate use of model terminology, sense of argument, demonstration of model in response.
- Level 3** Generic Descriptor (6-7) Detailed account, confident application of model, strong sense of argument and formation and expression of view on extent to which model applies. **(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 Candidates, 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 organised, 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 that 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.



**Question 4****It is desirable but not very feasible to control the processes of population change.**

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 some synoptic content is required for credit of 13 and over. However, it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include:

- Review of population change processes acknowledging their complex and inter-related nature. A broad view of population change processes is acceptable, including, for example, CBR, CMR IMR, Natural change, changes in life expectancy, survival rates, migration of various types and for various reasons, literacy/numeracy levels and so on. Changes in economic and social composition, levels of urbanisation are also potentially relevant.

The question will be more fully addressed when certain aspects are emphasised and developed.

- Malthus/Boserup might be reviewed and might be creditably reviewed if used to demonstrate the desirability of controlling population change.
- Changes in vital rates – impacts on population structure and growth, context of DT model, impact of growth on resource demand, resource development and use, impacts on the environment might generate useful discussion; local, regional and global scales are possible eg. urban air quality, river catchments – flooding/pollutions, atmospheric change – sustainability issues. Potential/desirability/feasibility for influencing birth rates and/or migration with evidence based on key case studies such as China – can expect to be critically reviewed.
- Migration flows- scale causes and impact – regional imbalance and so on might generate a very full responses with many potential dimensions emphasising both desirability for economic/social/political reasons and feasibility in terms of historical experience.
- Urbanisation as a process might be linked to economic changes and/or migration them referred to above or it might stand along. Causes, consequences, processes with some emphasis on problems eg. spontaneous housing in LEDW cities with attempts to influence – desirability/feasibility.
- Case study material/appropriate exemplification should be credited but should not in itself constitute the responses to the question. A number of potentially relevant exemplars come to mind.
- Bearing in mind the profound importance and implications of development then control may be seen as desirable but bearing in mind the complexity and profundity of these matters then equally control may be seen as unrealistic/unfeasible. Certainly measured statements along these lines should be fully credited especially where supported. The role of human values and attitudes is central in adjudicating both desirability and feasibility and recognition and discussion of this should be credited.

Thus, a very wide range of responses is possible and examiners should recognise this. One or two of the above aspects if in sufficient depth and detail could access the top mark band. There should be a clear sense of the importance and extent of the process of development and its many aspects with perhaps a flavour of it being desirable to control but in realistic and measured terms a recognition of the difficulties and unfeasibility of it being influenced by any one, including governments.

Discussion will require that there is a sense of balance in the response and it should conclude with a measured summary and/or assessment of prospects for the future, which clearly relates to the preceding discussion.

**Question 5**

**Environmental pollution is the least important of all the many problems besetting modern cities. Discuss this statement.**

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 scale 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 some 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 the following with a clear urban focus.

A review of environmental problems commonly experienced in cities the world over with a perfectly creditable and justifiable concentration on aspects of the natural environment. Atmospheric pollution of various types and origin; undesirable local climatic outcomes, waste generation and waste disposal; this may and indeed should extend into water pollution - impact on water courses and ground water, river channel impacts, flood risks, drinking water quality and so on. Detailed and well-developed responses, which include the above, have the potential to be synoptic, especially if suitable MEDC/LEDC contrasts and comparisons are systematically made.

A fuller response and more synopticity will be indicated by reviews of the various other problems, which are to some extent essential elements for a sense of balance, and the formation of a reasonable conclusion.

Problems associated with rapid urbanisation in LEDCs can be expected to include physical expansion; social problems poverty, housing aspects - spontaneous settlement, social stress/pathologies and equality issues. Economic aspects unemployment, under-employment, insecure lower circuit/informal employment and associated poverty.

Problems associated with mature/late urban development in MEDCs - inner urban problems of employment /unemployment, deprivation, dereliction housing and relate social problems. Similar issued in certain low-income peripheral estates and so on.

Transport and traffic problems might well be raised including congestion and pollution (see above). Aspects of policy development might legitimately be seen as problematic particularly the balance between public and private transport.

A number of other problems might be justifiably referred to in particular instances for example in dealing with geomorphological hazards such as vulcanicity - these may well be creditable as long as general principles are not drawn from them - rather that they are seen as one of the many sorts of problems which are particularly important in some contexts.

Reviews of policies designed to overcome/alleviate problems are creditable where they illustrate the difficulties/intractability of problems and therefore signify their importance.

A tolerant view should be taken on size of urban area - references to “town” examples are as acceptable as to “city” example.

Thus, a very wide range of responses is possible and examiners should recognise this. A full and secure review of environmental problems along with one or two of the other categories of problem aspects if in sufficient depth and detail could access the top mark band. For the top band there should be clear reference to problems other than environmental. Equally for top band, there should be a clear sense of environmental pollution being reviewed as well as other urban problems.

Synopticity will be evidenced in the breadth of the exemplars, in the range of urban problems covered and in their depth and detail, looking for good understanding of several dimensions of environmental problems and ideally a review other problems with quite probably useful distinctions between LEDW and MEDW cities. A reasonable view might be either that environmental problems are more or they are less important - again depending on MEDW and LEDW settings. Thoughtful responses might also creditably differentiate within cities as to the nature of problems as experience in different areas and between different sections of the community.

Discussion requires a debate to be conducted and the response should come to a view. Any reasonable conclusion can be credited but it should be measured and reasonable and relate to the preceding content.

**Question 6**

**Tourism is the most sustainable of all industries in the modern world. How far do you agree with this view?**

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 scale 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 some synoptic content is required for credit of 13 and over. However, it is difficult to imagine an answer of reasonable quality without some synoptic content.

Generally we can expect and credit a review of the nature of tourism and its impact on environments and societies in which it takes place as well as review of other industries, all in relation to the potential for sustainability.

Appropriate content might include:

- Contextual material such as the modern growth of tourism and the reasons for it. The basis of tourism in terms of primary resources and the relationship between primary and secondary resources. Models of tourism development such as the Butler model might be introduced and form a useful framework. Ideas about sustainability in the wider context of development - candidates should root their discussion in a soundly conceived notion of sustainability. Overall content of this nature should be seen to be contextual and introductory - yet might form more than just an opening paragraph.
- Negatively in relation to sustainability the potential for impact on the natural/semi natural environment perhaps distinguishing between different types urban / rural / wilderness, coast / inland; MEDW / LEDW, Mass or popular tourism / specialist or niche tourism. The notion of different types of capacity for tourism might be introduced. Potential overuse, overexploitation degradation and decline should be considered.
- Also negatively in relation to sustainability cultural/social impacts on the communities which host tourist activity, cultural dilution and decline, social disruption, economic effects - not always beneficial on communities, adjustments by the communities, possibly reference to models of community behaviour.
- More positively in relation to sustainability tourism often depends by its very nature on the maintenance of the character of the environment and community in which it is based. The potential for sustainability with proper /careful management - such as managed areas such as national Parks, AONBs etc, particular approaches and specific projects centred around eco-tourism.
- Possible use of tourism to generate revenue which can be used for sustaining the character and nature of the environment / eco-systems and communities/societies and their heritage.
- Explicit application of the question to particular contexts notable coasts and/or cold environments with geomorphic and eco-system references will generate synopticity.

- Review of other industries in contemporary world, for example manufacturing, agriculture possibly quite critically in terms of their potential for sustainability bearing in mind energy use and environmental impacts when compared with tourism. There is potentially full credit in essays in which other industries take up as much if not more attention than tourism as the question invites a comparative response and tourism will need to be placed in a wider context. Access to the top mark band should require some reference to industries other than tourism.

Example and illustration might come from anywhere with the application of the statement to a variety of contexts or more selectively to just a few as long as the purpose is seen to be discussing it, qualifying it in some way and over-generalisation is avoided. Perhaps distinctions between MEDW/LEDW offer the most obvious potential and such comparisons and contrasts are very likely to be synoptic.

The question “*how far do you agree?*” requires that the candidate comes to a view. Any view can be credited but it should be measured and reasonable, and relate to preceding content.