

GCE 2005  
*January Series*



# Mark Scheme

## Geography Specification A

GGA3 Advanced Level

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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.

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*Dr Michael Cresswell Director General*

## **General Guidance for A Level Geography Examiners**

### **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 communication 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 or two points without support of appropriate exemplification or application of principle;
  - demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate the complexity of the 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 the subject matter and incompleteness/tentativeness of the 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 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 '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 Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

**SECTION A****Question 1**

- (a) (i)  $2 \times 1$  for correctly adding precipitation.  
 $2 \times 1$  adding temperature.  
Max 3 if line not joined on temperature or coordinate not in centre of bar.  
If bar/line reversed – 1 mark for correctly plotting both months' temperature and 1 mark for both months' precipitation. **(4 marks)**
- (ii)  $2/3$  distinct seasons/seasonal. Temperature – max:  $41^{\circ}\text{C}$ , minimum:  $23^{\circ}\text{C}$ . (1)  
Temperature range:  $18^{\circ}\text{C}$ . (1)  
Hottest April, May, June. (1)  
Precipitation clearly seasonal. (1)  
Summer peak – June, July, August, September 'months'. (1)  
Most rain – 200mm or more, clearly in July especially, August, September. (1)  
Other months (except June) – rain below 50mm and often 30mm. (1)  
May relate characteristics e.g. temperatures reduce as precipitation reaches peak. (1)  
Must be summative comments – individual observations relating to individual months not permissible, unless linking precipitation and temperature data.  
 $4 \times 1$   
Allow 2 for summary if bar/line reversed in (a) (i). **(4 marks)**
- (iii) Numbers give sequence.  
Labels to appear in spaces provided.  
1. (already completed on QP).  
2. Intense heating of land over N India (1) leads to heat induced/thermal low pressure (1) movement northwards of ITCZ (1) where this coincides with ITCZ – very deep low (1). Air rising (1).  
3. Moist air over sea is sucked in towards land mass (1) due to low pressure – south westerly/southern direction (1).  
4. Winds sucked in to replace air rising in low pressure (1) are onshore and so bring rain (1) may talk about added impact of relief here (1).  
 $4 \times 1$  per undeveloped point,  $2 \times (1+1)$  per developed point.  
Some transfer between labels suggested above - as long as they are appropriate to location.  
May have heavy rain only in box 4 if clearly at end of their sequence. **(4 marks)**

(b)

**Pattern (p)**

Some areas, notably in north west, Bihar and two central areas received more rainfall than normal.

Most areas were normal; many were drier than expected – especially the north western area of Rajasthan with more than 20%/up to 40% reduction; southern India was also substantially drier than expected whilst the central area was generally as expected.

**Comment (c)**

Likely to perceive some areas had more and other areas clearly less than normal.

Generally mixed: with areas receiving expected amounts but also some very wet (north-west and north-east) and some dry, e.g. Rajasthan.

**Impacts (i) N.B.** question asks for contrasts.

Lack of rainfall meant failure of rice crop in states such as Uttar Pradesh, whilst in Bihar crops were simply carried away in flood waters. Inadequate water meant h.e.p. could not be generated in areas where rains were late, whilst in other areas problems related to roads being swept away.

Clearly economic problems in areas where rains late – farm workers left without jobs; savings used up and people having to borrow at inflated rates from money lenders, whilst in areas such as Bihar and Assam people had to leave their homes and many thousands (450 in total) were made homeless.

Relief was needed in areas of flooding whilst in areas to west, people had to sort out their own problems.

**Comment (c) –**

Likely to perceive contrasting scale; emphasis on social aspects – homelessness in flood areas versus economic in drought stricken areas; need for government intervention in Bihar and Assam whilst people had to fend for themselves in other states.

**Level 1: (1-4 marks)**

Describes location of areas in different categories.

Describes impact of both floods and/or droughts.

Possible imbalance.

Clear reliance on Figure 3.

**Level 2: (5-8 marks)**

Clear description of aspects of pattern – although may only perceive one of types of areas.

Begins to make contrasts in impact implicit with some use of evidence.

Imbalance likely – one aspect may be done well with just a mention of other.

Perhaps some tentative comment.

**Level 3: (9-12 marks)**

Clearly uses information – targeted to purpose.

Balance between both aspects of the question.

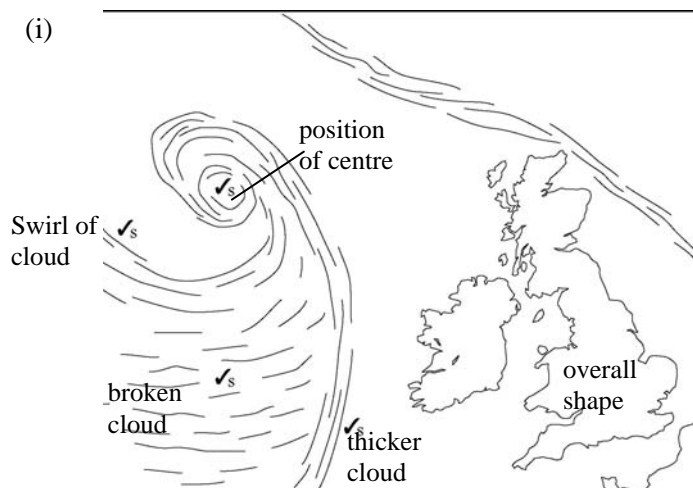
Clear, focused description and an awareness that some areas received more and other areas less rain than normal.

An awareness of the contrasting impact with evidence used in support.

Comment is explicit and summative/analytical.

**(12 marks)**

(c) (i)



For drawing ✓s  
 For labels – any valid label – e.g. centre of depression (1) anticlockwise movement (1) moving east (1) broken cloud over Atlantic (1) in lines (1) Warm front/cold front/ occluded front – up to 2 if correctly placed.  
 Allow up to 4 on sketch; 4 on labels. Labels can get 1 +1 if elaborated. Labels must point to feature.

**(6 marks)**

(ii) West central Ireland – thicker cloud; greater vertical extent; precipitation heavier; shorter bursts; duller, darker, less sunlight; wind direction south versus south east, wind speed.  
 Allow up to 2 for description. For more than 2 marks, must be difference – if both sides clearly stated – 1+1 heavy rain over Ireland versus lighter rain in south east.  
 4 × 1; 1 × (1+1); any combination.

**(4 marks)**

(d)

**Opportunities – o**  
Social - s  
 Recreation – e.g. buying swimming pools.  
 Attitude – carefree – ‘skipped work’.  
Economic - e  
 Crops did well – despite hot, dry weather.  
 Sale of urban items – opportunist e.g. B&B, pools and air conditioning units.  
 Employment Agencies saw increase in business.

**Constraints – c**  
Social  
 Delays on journeys – inconvenience.  
 Stress levels go up.  
Economic  
 Workers calling in sick – so loss of productivity for company and earnings for workers.  
 Replacement staff less effective.  
 Trains cancelled – general impact on business people stuck and on train company - specifically failure of some companies to seize opportunities.

**Level 1: (1-3 marks)**

Describes opportunities and constraints.  
Possibly an imbalance between them.  
Will probably emphasise economic.  
Heavy reliance on Figure 6.

**Level 2: (4-6 marks)**

Begins to use information.  
Aware of opportunities and constraints.  
Some reference to social and economic or could be economic well done.  
Tentative assessment of 'to what extent'.

**Level 3: (7-8 marks)**

Balance between opportunities and constraints and greater balance between economic and social.  
Explicit assessment of 'to what extent' which clearly fits with evidence offered.

**(8 marks)**

- (e) (i) Basic statement – 1 mark + 1 mark for further detail e.g. purpose to determine succession on sand dunes (1) to see if vegetation diversity increases inland. (1)
- (ii) Any valid primary and secondary data item.  
No marks for item but must fit category to be creditworthy e.g. vegetation cover – primary.  
Quadrat (1) used every 10 metres inland (1) and number of squares with vegetation in counted (1). This would allow us to see whether vegetation cover increased (1) and therefore whether succession was occurring as this would be expected. (1)  
Secondary – plant identification information. From internet photographs of certain expected species (1) were downloaded from website (1) following search using e.g. Google. (1) This would enable us to identify species present (1) with reliability that they are correct and so confirm expected sequence of vegetation change. (1)  
Maximum 4, minimum 2 for each data item.  
Maximum 4, minimum 2 for method, justification.  
1 justification point needed on each data item.

**(6 marks)**



## SECTION B

### Question 2

- (a) Description ✓ **d**  
 Births show overall decline (1) and evidence – amount/proportion (1).  
 Death rate relatively stable. Death shows overall slight increase (1) and evidence – amount/proportion (1).  
 Birth rate prone to clear fluctuation (1) and evidence (1).  
 May make relative statements e.g. birth rate fluctuated to a greater extent than death rate (1) and evidence (1).  
 May distinguish between actual and projected figures – should be some recognition of future predicted stability (1) and evidence (1).  
 Explanation ✓ **e**  
 Should seek to explain fall in birth rate – e.g. due to more working /career women, later marriage, society more materialistic.  
 Fluctuating birth rate – e.g. rises due to post-war baby boom 1920s, 1940s, limited use of contraception, economic boom in 1960s; falls due to war – 1914-18 & WW2, depression – 1930s, introduction of the pill.  
 Relatively low levels of death – stability – health care; preventive medicine.  
 Fluctuations – war, ageing population to explain slight projected rise.  
 NB must be trends, not single years.  
 Allow up to 2 for clear detailed points, and themes 8x1 maximum 6 on either (d) or (e), minimum 2. **(8 marks)**
- (b) (i) 3 × 1 for each element.  
 Max 2 if line not joined showing overall change. **(3 marks)**
- (ii) **ch** Overall change has clearly shown substantial variation – from peak of 385 000 in 1901-11 to 42 in 1971-81.  
 Two smaller peaks in 1961-71 and 1999-2001.
- c** Comment may refer to degree of fluctuation or possible reasons – relatively low in 1971-81 when natural change at its lowest – generally line tends to reflect this.
- i** Changes in relative importance of component – initially clear loss of people due to migration when rates of natural increase are at their highest.  
 Between 1931-61, migration has a positive impact but relatively insignificant in contrast to natural increase.  
 This position is revised between 1961 and 1981 when although losses from migration are low, natural increase once again becomes only positive contributor to overall increase.  
 From 1981, migration has a positive impact on overall change – and one which has been of increasing significance in recent years – being more than natural increase since 1991.  
 Projected figures suggest an equality between the two components.
- c** Comments likely to show an awareness of changing importance of migration and current relative important role.  
 Reasons for these changes may be considered.

**Level 1: (1-3 marks)**

Describes overall change – may be general or step by step according to census period.

Will make some reference to component of change individually.

**Level 2 : (4-6 marks)**

Clear use of line graph to note key points of overall change.

Describes clearly the changes in migration and/or natural population change – may still be separate.

Will begin to comment.

**Level 3: (7-8 marks)**

Overall change described clearly with evidence to support trends.

Awareness of changing roles of two components – especially that of migration.

Clear comment in an organised account.

**(8 marks)**

- (c) (i)  $3 \times 1$  for adding information according to the key.  
If key adapted: shading correct to match key, maximum 2. **(3 marks)**
- (ii) **✓a** Advantages - allows easy comparison of different areas (1) as all values rated per hundred (1) gives a narrower range of values to map (1) making identification of categories clearer/easier (1). Allow (1) for illustration.  
**✓d** Disadvantages - clearly masks size of actual values (1) and can be seen as misleading (1) e.g. City of London has low figure, yet by far highest percentage increase (1) whilst Tower Hamlets – more than 16 times increase of City – has approximately half the percentage rise. (1). Max 3, minimal for advantages/disadvantages.  
Allow 1 + 1 for developed points (as above). **(4 marks)**
- (iii) Evidence may be presented first and then assessment or vice-versa.  
**✓a** Assessment of ‘to what extent’ must reflect evidence presented to gain credit.  
Of the four fastest growing – the three fastest growing boroughs are all adjacent to each other (1) in sector radiating east/west along Thames, and last one is within central band to west (1). Highest rate of growth by far is in centre (1).  
Increases of between 5.1 and 10.0 tend to be to north of Thames (1) on outskirts (1) whilst smallest increases tend to be to south and west and east (1) again on outskirts.  
Areas experiencing decline show no pattern – with two to the west of centre (1) and one on the eastern edge.  
Then there is minimal evidence to support the hypothesis (1) and indeed the reverse may seem more plausible e.g. from City eastwards (1) and no pattern at all in some directions e.g. south west from City through Westminster (1).  
Allow up to 4 for description, 2 marks for assessment of ‘to what extent’. **(6 marks)**

- (d) (E) Economic – impact on health service and pensions – 50% increase in next 30 years in Government expenditure.  
Profits to be made from ‘immortality industry’ – research began – new industries – or changing emphasis – geriatric dating agencies.  
Holiday companies – specialise in over 50s – new destinations/more customers.  
Will people be able to afford to live longer? – in short term, answer seems to be yes .... but others will struggle due to falling value of investments. Can insurance companies afford to pay? Reducing independent population means falling workforce .... source of taxation.
- (S) Social – increased life expectancy – substantially 50-20% ↑ ; increased proportion over 65, 85.  
Range of new youthful interests – sport, running marathon.  
Range of new experiences – faraway (adventure) holidays.  
Impact of raising retirement age?  
How will people feel if unable to do things they want to due to economic or health constraints?  
How will people feel if they are lonely? Will the reality not match potential?
- (M) Moral – should we seek means of prolonging life so that life expectancy goes beyond 100 – what are the implications of this?  
Other research looks to improve quality of life – reducing fractures and impact of Alzheimers. Is it prolonging life at any cost?  
What if people don’t want to live? – Euthanasia issue.

**Level 1: (1-4 marks)**

Consequences / issues randomly considered.

Describes consequences / issues.

Heavy reliance on Figure 10.

Considers social and economic probably, but not identified

**Level 2: (5-7 marks)**

Begins to use information in Figure 10.

Categorises those issues / consequences considered (at least some correctly).

Likely to refer to social and economic.

Some discussion, debate, comment

**Level 3: (8-10 marks)**

Clear, purposeful use of information in Figure 10.

Classifies consequences / issues.

Considers all 3 categories – although may be imbalance.

Clear discussion, debate and meaningful comment.

**(10 marks)**

- (e) (i) Basic statement – 1 mark + 1 mark for further detail. e.g. to determine characteristics of visitors to shopping centre in terms of origin, mode of transport, frequency of visit etc.

**(2 marks)**

- (ii) Any valid primary and secondary data item.  
No marks for item but must fit category to be creditworthy e.g.  
questionnaire – primary.  
Every tenth person (1) asked – ‘where have you travelled from today?’ /  
How have you travelled here? (1) at certain locations – e.g. outside  
variety of different shops (1) / in different parts of the town centre (1).  
This would allow us to identify where they live (1) etc.  
Secondary – bus/rail timetable.  
Bus timetable obtained from rail/bus companies / off internet (1) – of  
certain routes into town centre (1). This would allow an assessment of  
quality of public transport (1) to help explain nature of mode of transport  
used.  
Maximum 4, minimum 2 for each data item.  
Maximum 4, minimum 2 for method, justification.  
1 justification point needed on each data item.

**(6 marks)**