



## General Certificate of Education

# Geography 6031

## *Specification A*

*GGA7*

# Mark Scheme

## *2006 examination - June 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.

## General Guidance for A Level Geography Assistant 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 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 Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

**Question 1**

- (a) Candidates should show an awareness of the National Park concept. The view that such areas should be available for all today and in the future should be considered and the implications of this in the context of seeking to minimise the impact of visitors via various management strategies – but allowing access.

Some may focus on the nature of honeypots – what makes them have this status and how honeypots can be part of a management strategy. Reference to own fieldwork may relate to own experience of setting up similar study in a different area and application to this enquiry; the idea of a honeypot area meeting the purpose suggested by the arch and an awareness that there will be an evaluative context ... this is the ideal ... but there may be issues.

<b>Level 1</b>	Describes Figure P2. Is aware of objectives. No reference to own fieldwork.	
		<i>(1 mark)</i>
<b>Level 2</b>	Relates Figure P2 to objectives. Clearly for top of level. Realises relevance of Figure P2 in context of study area/title ... and issues likely to occur. Implicit reference to own fieldwork or explicit but token reference to own fieldwork.	
		<i>(2-3 marks)</i>
<b>Level 3</b>	Purposeful link between Figure P2 and objectives. Clear realisation that wording on arch is an ideal and of issues/conflicts likely to occur which will need resolving. Explicit reference to own fieldwork in a meaningful way.	<i>(4 marks)</i>

- (b) To make study manageable (1) in terms of distance/time available (1).  
To allow in-depth study of one area (1) ensuring good quality data (1).  
To focus on famous landmark (1). Likely to have most impact/management (1).

2 x 1, 1 x (1+1), any combination.

*(2 marks)*

**Question 2**Usefulness ✓u

- (a) Figure P3a indicates annual pattern of visitor numbers (1)  
Figure P3b focuses on relatively quiet and very busy month (1)  
And looks at relative use of different entrances into YNP (1) and relative importance of modes of transport.  
Figure P3c looks at where people stayed and relative importance of different categories (1) and different times of year.

All these clearly link to objective 1 and the need to investigate patterns of use (1) ... and temporal and spatial contrasts (1).

To obtain mark need to make point relating to usefulness clearly. It is not enough to state what the data is.

Reliability ✓<sub>r</sub>

Very high level of reliability ... as near to perfect as possible (1).

As collected by official sources at entrances/from official website (1).

All visitors counted ... 100% sample .. nobody omitted (1) ... complete picture (1).

Maximum 4, minimum 2 on each component.

Allow up to 3 for reference to own fieldwork with regard to data items here.

(6 marks)

(b) Advantages ✓<sub>a</sub>

Quick. 95 sample just by walking up and down 4 rows in car park (1)

Easy and accurate ... simply recording state name which is visible .. (1)

100% sample possible .. no refusals as with questionnaire (1)

Quick and easy only .. is 1 mark.

Disadvantages ✓<sub>d</sub>

State where car registered ... no guarantee that this is where occupants have come from (1)

Many hire cars in use ... so not necessarily reflective of origin of occupants (1)

System takes no account of international visitors (1)

People coming by bus not considered, nor other forms of transport, e.g. bike (1)

Method automatically omits other areas of car park (1) ... impact on reliability (1)

Allow up to 3 for reference to own fieldwork ... different way of doing similar thing or different way of collecting origin of visitor data.

Maximum 4, minimum 2 on either advantages/disadvantages.

(6 marks)

- (c) 2 x 1+1 for questions which are clearly/purposefully worded (1)  
and offer appropriate categories for response, e.g. characteristics of visitor groups who have you come with to YNP today? (1)
- husband/wife
  - husband/wife/children
  - parents
  - parents/brothers/sisters
  - other family (specify)
  - friends. (1)

e.g. length of stay

How long are you staying in YNP? (1)

a. one day only

b. two-three days

c. four-five days

d. six-seven days

e. eight or more days (please specify) (1)

(4 marks)

**Question 3**

- (a) (i) 1 mark for completing January figure and shading.  
1 mark for accurate height of July bar.  
1 mark for arrivals by car component; recreational vehicle; bus.

*(4 marks)*

- (a) (ii) Annual use (a) – clear seasonal contrasts – peak in summer months. June, July, August busiest – July peak – 733000 – 75000 above August figures. November and December are least used with figures under 15000 .. and relatively low during spring – 20-30000.

Point of entry (p) – similarly major contrasts here. North and West are key entrances in January whilst West becomes most important in July, South becomes second most important. West has more visitors coming in than South and North together. East and North-east, although of lesser importance are vastly more important than January.

Means of entry (m) – in January car only important at North entrance, elsewhere entry by snowmobile or snowcoach – former is more important. In July, car clearly most important, but substantial numbers arrive by r.v. – although proportion small – e.g. 18445 at West entrance – 6.7% of those coming in by car. Similar situation for bus.

Accommodation (ac) – approx. 95% of those who stay in January (one quarter of total approx.) stay in concessioner lodgings whilst remainder camp on campgrounds or in backcountry. In July, proportion staying in concessioner lodgings has fallen to about 40%. Most significant increase is in concessioner campgrounds (closed in Winter). Also more in NPS campgrounds and backcountry but numbers here remain low as does proportion given of visitor numbers.

Comment (c) – may refer to contrast monthly; point of entry, accommodation .. and relative amounts – recognising significance of change; may refer to possible reasons/implications of contrasts – e.g. impact varies markedly; access limited.

<b>Level 1</b>	Describes information shown on Figures. Perhaps reference to a lot of individual detail. Reference to at least 2 items at top end.	
		<i>(1-4 mark)</i>
<b>Level 2</b>	Begins to note key points ... clearly at top end. Some comment apparent. Evidence used partly in support. Refers to 3 items.	
		<i>(5-7 marks)</i>
<b>Level 3</b>	Purposeful summary of key points. Some reference to all 4 items – although may be unequal. Evidence used in support. Clear, pertinent comment.	
		<i>(8-10 marks)</i>

**10 marks**

(b) (i) 3 x 1 for correct completion of map.  
 (Correct line and begins at state capital and appropriately placed towards and ends at YNP).  
 (3 marks)

(b) (ii) Many travel from adjacent states or next one, e.g. Utah, Arizona, Montana, Washington ...  
 Western areas generally better represented – especially near to YNP – Utah, Montana, Wyoming.  
 Some evidence of distance decay.  
 More distant Eastern states less represented and many absent here and Southern states of  
 Alabama, Florida.

Response likely to relate to costs – travel hire/fuel possible contrasts in access;  
 Proximity to large centres of population,  
 Opportunities elsewhere.

<b>Level 1</b>	Describes pattern ... at a general level. Or may consider individual characteristics without really perceiving pattern.	
		(1-2 mark)
<b>Level 2</b>	Clear description of pattern with some specific use of evidence. Will consider reasons for pattern to some extent.	
		(3-4 marks)
<b>Level 3</b>	Clear purposeful description of pattern. Specific, targeted use of evidence to support points. Notes exceptions. Reasons clearly noted in a balanced account and link to statements about pattern.	
		(5-6 marks)

**6 marks**

(c) (i) 6 x 1 max. 4 for either attractiveness or effects.

Labels likely to include – attractiveness ✓a  
 Core built up from deposits (with detail on shape +1)  
 Steam visible; water spurting up  
 Pools of water, stream.  
 Certainly water present, depends if cross reference to map.  
 May refer to general attractions – open area etc.  
Effects ✓e – boardwalk/fencing  
 Paved road in distance  
 Large numbers of cars parked.  
 Buildings in distance e.g. Visitor Centre.

(c) (ii) Attractiveness a

Nearest at Old Faithful – erupting geyser. World famous site.

Elsewhere shapes offer more interest – Beehive, Castle, Grand, Grotto.

Latter similarly erupting .. so depends partly on timing.

Colours add to certain site – e.g. Castle, Spasmodic and dominates

others – e.g. Beauty Pool and Morning Glory Pool but no clear relationship with distance from Old Faithful – scene of fluctuation but of overall attractive sites ... interesting/different.

Effects e

Very large number of people clearly visible at Old Faithful.

From site 2 – Beehive – many cars parked in distance and evidence of buildings/services.

Site 4 – Castle – has substantial numbers of people visible.

Appears effects vary with different distances – but no clear sequence.

Fan – penultimate – relatively low, but Morning Glory Pool clearly being damaged by actions of tourists.

Many have seats – especially Old Faithful but also Grand next largest – site 6.

All have access via boardwalk generally (or paved road).

Seems to be no clear link with distance for either. However, it is perhaps the case that most renowned well known sites such as Old Faithful and Morning Glory Pool have suffered most impact with very large numbers at Old Faithful – originally over capacity and clear damage done to Morning Glory Pool.

<b>Level 1</b>	Describes either attractiveness and/or effects in a piecemeal fashion Either general or perhaps detailed reference to evidence. Links are not made to distance from Old Faithful.	
		<i>(1-3 marks)</i>
<b>Level 2</b>	Begins to describe either attractiveness and/or effects with reference to distance from Old Faithful. Some evidence provided in support. Tentative (perhaps implicit) evaluation.	
		<i>(4-6 marks)</i>
<b>Level 3</b>	Clear purposeful description of attractiveness and effects with reference to distance from Old Faithful. Evidence provided in support. Explicit evaluation – may consider links between 2 variables together as well as distance.	
		<i>(7-8 marks)</i>

**8 marks**

## (d) (i) Any valid expected hypothesis but not a null hypothesis.

There will be a decrease in the effects of tourism as distance from Old Faithful Geyser increases.

(2)

There will be a relationship ... (1)

**(2 marks)**



- (d) (ii) Correct ranking for study site 9 for y and d and d<sup>2</sup> 8; -4; 16 (1)  
 Subsequently 1 mark for completion of each missing part of equation.

$$\begin{aligned}
 rs &= 1 - \frac{6 \times 320}{1728 - 12} \\
 &= 1 - \frac{1920}{1716} \\
 &= 1 - 1.12 \\
 &= -0.12
 \end{aligned}$$

Any 3 – 3 x 1 (3 marks)

- (d) (iii) Value of -0.12 does not exceed the critical value of 0.497/0.703 (1)  
 at either level of significance (1).

Therefore alternative hypothesis rejected/null hypothesis accepted (1) ... not enough confidence to accept expected relationship (1)

May comment on very weak inverse link (1) (3 marks)

- (e) Management strategies clearly show use of boardwalks to ensure people are confined to limited areas; seating areas where there are particular large scale attractions and use of information boards. Clearly present on many individual photos on P5 – e.g. Old Faithful (1), Beehive (2) Castle (4) Grand (6), Beauty and Morning Glory Pools (7-12). Information or leaflets relating to trails seek to inform, as do signs at the Park itself. The Visitor Centre similarly has an informative and educational role. It could be viewed that the whole area is a honeypot site with a particular attempt to keep people around Old Faithful Geyser and its facilities as this may be viewed as having the capacity – deliberately – to cope with larger numbers.

Answers should then seek to provide evidence of where strategies appear to work – e.g. focus around Old Faithful; nobody seen straying off paths/boardwalk on photographs ... and also evidence where appear less successful – e.g. colouring around Morning Glory Pool and repetitive nature of action taken; are there too many people at Old Faithful ... has it exceeded its carrying capacity?

<b>Level 1</b>	Description of management strategies in place. Will refer to evidence of these – probably from Figures P8 and P9.	
		(1-4 mark)
<b>Level 2</b>	Aware of management strategies. Offers evidence for and against the success of these from Figures P8 and P9 at least. Will begin to evaluate.	
		(5-7 marks)
<b>Level 3</b>	Clear awareness of a range of management strategies. Evidence used is purposeful with reasonable balance for and against. Will use Figures P8 and P9 and one other source. Will be clearly evaluative and evaluation will reflect evidence included earlier.	
		(8-10 marks)

**10 marks**

**Question 4**

<b>Level 1</b>	Simple statements made with reference to objectives or overall aim. May focus more on some aspects than others, e.g. characteristics of component rather than reasoning and be imbalanced. May jump about and be poorly structured. No reference to own fieldwork experiences. Lacks awareness of limitations or may refer to limitations/improvements/extensions only and neglect to summarise findings.	
		<b>1-3 marks</b>
<b>Level 2</b>	Some developments of statements. Refers to all objectives (perhaps in varying detail) and in appropriate order or clear reference to aim/title. May make intermittent reference to evidence or refer in generalised way. Will show some awareness of reliability of findings and limitations, improvements and extensions will be referred to. Will show their own experience of conducting an enquiry by drawing on own experience. If good on either summary or limitations but no reference to other element, max. 5. No explicit reference to own fieldwork – max. 7.	
		<b>4-7 marks</b>
<b>Level 3</b>	As Level 2, but will refer precisely and specifically to data collected as evidence. Will be clearly aware of limitations. Will realise extent to which aims/objectives have been realised. Will be critically evaluative of enquiry. Will note improvements and suggest meaningful extensions of study. Will clearly be applying own experiences of fieldwork and enquiry.	
		<b>8-10 marks</b>