

# GCE 2004

## *June Series*



# Mark Scheme

## Geography B (GGB5)

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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.

Further copies of this Mark Scheme are available from:

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or

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## General Instructions to Examiners on Marking

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at the meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

### The Marking Scheme

The Marking Scheme consists of two sections for each question or sub-question – the Notes for Answers and the Mark Scheme itself.

#### Notes for Answers (NFA)

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA may indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should not be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

#### The Mark Scheme

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

- (a) it indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.
- (b) it indicates how Examiners should move through the Levels in a level response mark scheme – usually to all questions of 5 marks or more. Each Level has a levels descriptor, with clear statements of the “triggers” to move candidates from one level to another. Each Level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between Levels, for example:

- a number of characteristics, reasons, attitudes etc.
- the degree of specification, for example the use of specific case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

### The Marking Process

A sample of an Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meeting and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done in red.
- The right-hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- The left-hand margin is where an indication of the level achieved is written.  
Comments and codes (see below) may also be written on the left.
- Indications of the levels achieved may also occur in the body of the answer if this is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme)
- Levels II, III and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate has reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing "Level II (or III) – "good" in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions of 25 marks in total.

### Other Mechanics of Marking

- Underline all errors and contradictions.
- Indicate repeated material with "rep".
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of text must not be left blank – use the wavy line or write "seen" alongside the text. All pages must have an indication that they have been read, especially supplementary sheets.
- Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

**Question 1**

The government wants ‘house building on a massive scale, particularly in the southeast, where the pressure to develop is most intense.’

Figures for the government pressure in Hertfordshire are not given but comparison could be made with Kent and Surrey.

National Housing Federation says that there is a particular need for low cost housing in the area for low income families.

In 1998 Herts County Council said that the pressure is intense and that possibilities for urban development have been almost exhausted. By 2002 this view had been modified. They now feel that there is more potential for ‘infilling’ in urban areas.

Census figures show a steady rise in population...and in housing.

Candidate knowledge of the area and of demographic and employment pressures may allow them to develop answers in considerable detail.

**Level 1**      The answer presents facts from the AIB but adds little or nothing to them. Ideas are expressed in vague, general terms, with minimum development. Little or nothing is brought from the candidate’s own knowledge of the wider field of geography. **1 – 3 marks**

**Level 2**      The answer uses facts from the AIB and makes clear links and connections between them. Ideas are expressed clearly. They are developed. There is some subtlety and complexity in the ideas. The candidate uses relevant ideas/knowledge from the wider field of geography in a way that is relevant to the question as set.

e.g.              •possible variations over time  
                      •figures from the census and the housing survey are used to show trends.  
                      •wider appreciation of the needs of the southeast of England is shown.  
                      •references are made to the pressure on the green belt around London.  
                      •references are made to changing family structure, increasing divisions of family structure, etc. **4 – 7 marks**

**Level 3**      Facts from the AIB are used to make clear and detailed links, and inferences are drawn from those facts. Ideas are expressed clearly and elaborated in detail. Links are explained thoroughly and the complexity of ideas is recognised and understood. The candidate uses a range of ideas and knowledge from the wider field of geography, showing good synoptic ability, integrating the ideas and knowledge into the answer. **8 – 10 marks**

**Question 2**

There are advantages to this site from several different points of view.

The site is a greenfield site, which would make development cheaper.

It is a rural area, on a slope, with attractive views, which would allow desirable houses to be built which would sell for good prices. Overlooks valley, farmland and woodland.

The site has easy access to the A1(M), with links to London, the midlands and the rest of the country's motorway network, allowing good commuter access to many areas.

Also easy access to the main east coast rail link.

The area has a growing population, with pressure for housing. In recent years there has been a shortage of housing.

This is a good opportunity for using background knowledge of the national economic and demographic situation. E.g. in 2001 the biggest age cohorts in the area were 30-34, 35-39 and 40-44.

These age groups are often associated with families about to leave home and set up homes of their own...so this could increase pressure on the housing stock.

Between 1991 and 2000 housing stock increased by about 6%. Population also increased by about 6% between 1991 and 2001. As we know that average household size is getting smaller we can surmise that this is putting pressure on the area's housing stock!

**Level 1** The answer presents facts from the AIB but adds little or nothing to them. Ideas are expressed in vague, general terms, with minimum development. Little or nothing is brought from the candidate's own knowledge of the wider field of geography. Application of skills is basic. **1 – 4 marks**

**Level 2** The answer uses facts from the AIB and makes clear links and connections between them. Ideas are expressed clearly. They are developed. There is some subtlety and complexity in the ideas. The candidate uses relevant ideas/knowledge from the wider field of geography in a way that is relevant to the question as set. Skills are used in a way that is clear and relevant.

Answers look at:

- spatial variations within the area of potential building
- possible variations over time
- advantages from a number of different viewpoints
- precise grid references, used in a relevant way, etc.

**5 – 8 marks**

**Level 3** Facts from the AIB are used to make clear and detailed links, and inferences are drawn from those facts. Ideas are expressed clearly and elaborated in detail. Links are explained thoroughly and the complexity of ideas is recognised and understood. The candidate uses a range of ideas and knowledge from the wider field of geography, showing good synoptic ability, integrating the ideas and knowledge into the answer. Skills are used to present and analyse detailed information that is relevant to the question. **9 – 12 marks**

**Question 3**

It is not necessary. The demand for housing can be met by using land within the built up area.

Once land is used it can never be returned to its original state.

Loss of leisure space and wildlife habitat will result.

Loss of agricultural land might not matter now, but will it never be needed?

Loss of value of property already built in that area.

It could lead to overcrowding of infrastructure in the area.

Possible runoff and drainage problems. (Note that the area drains into a valley that appears to have intermittent drainage.)

It is possible to question whether there will be sufficient demand in the area in future – reference may be made to census statistics.

Additional growth in this area might detract from development in other parts of the country.

‘Cramming’ is a pejorative term but, as the alternative, it could be seen as a process that will make full use of urban services and improve the urban environment.

This is another good opportunity for using background knowledge of the national economic and demographic situation.

**Level 1**            The answer presents facts from the AIB but adds little or nothing to them.  
Ideas are expressed in vague, general terms, with minimum development.  
Little or nothing is brought from the candidate’s own knowledge of the wider field of geography.  
Application of skills is basic. **1 – 4 marks**

**Level 2**            The answer uses facts from the AIB and makes clear links and connections between them.  
Ideas are expressed clearly. They are developed. There is some subtlety and complexity in the ideas.  
The candidate uses relevant ideas/knowledge from the wider field of geography in a way that is relevant to the question as set.  
Skills are used in a way that is clear and relevant.

Answers look at:

- spatial variations within the area of potential building
- possible variations over time
- disadvantages from a number of different viewpoints
- precise grid references, used in a relevant way, etc.

**5 – 8 marks**

**Level 3**            Facts from the AIB are used to make clear and detailed links, and inferences are drawn from those facts.  
Ideas are expressed clearly and elaborated in detail. Links are explained thoroughly and the complexity of ideas is recognised and understood.  
The candidate uses a range of ideas and knowledge from the wider field of geography, showing good synoptic ability, integrating the ideas and knowledge into the answer.  
Skills are used to present and analyse detailed information that is relevant to the question.

**9 – 13**

**marks**

**Question 4**

Any of the options could be chosen. Each should be given full credit, if the justification warrants it. Equally, credit should be given for arguments against choosing the rejected options.

- Level 1**      An option is chosen.  
Arguments in favour of this option are basic.  
Justification is not well supported by facts or by geographical theory.  
Arguments against the other options are equally basic.  
There is more assertion than explanation. **1 – 5 marks**
- Level 2**      An option is chosen.  
Justification of the choice is clear.  
This justification can either be based on the strengths of the choice, or on the weaknesses of the rejected options, or both.  
Answers can move up through the level by accumulating basic points or by developing one line of argument.  
Answers can also gain credit for discussing the potential drawbacks of the chosen option. **6 – 10 marks**
- Level 3**      The answer is detailed and thorough.  
If either the positive choice is justified thoroughly and there is some justification for rejecting the others, or if the rejections are justified thoroughly and there is some justification for the chosen option the answer can reach this level.  
If the drawbacks of the choice are noted, but dealt with sensibly the answer should move up through the level.  
Synoptic writing, considering other aspects of the A level specification, should be a factor that moves the answer up through the level. **11 – 15 marks**