# GCE 2005
## *January Series*

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

# Mark Scheme

# Geography Specification B

(GGB3)

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 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 that 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 might 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 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 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 specification 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 the 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 Meetings 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 level 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.
- Cross out irrelevant sections using a line from top-left to bottom right. (However be careful to check that there is no valid material, however brief, in the mass of irrelevance.)
- Indicate repeated material with "rep".
- Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu." For failure to answer the question, "Irrel" for irrelevant material, and SIF" for self-penalising material.
- 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 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.

**Urban Change in the UK and the Wider World**

**Question 1**

(a)   (i)     Three groups of reason will be acceptable here:
- The standard push/pull factors that are well documented in texts. We should guard against double crediting direct opposites-e.g. lack of employment in rural areas, prospect of jobs in urban areas. We should be prepared to reward references to specific cities if provided by candidates.
- Demographic aspects e.g. youthful population, high birth rates.

Industrialisation of urban areas by TNCs that have encouraged population movements and growth.

**Level 1**           *(0-3 marks)*
Simple listing or statements of factors with little attempt to elaborate.

**Level 2**           *(4-7 marks)*
More detailed statements of factors influencing urbanisation in LEDCs
References to specific cities access this level. Statements must
demonstrate thorough knowledge of concepts.     *(7 marks)*

     (ii)    The most common reference is likely to be the growth of spontaneous settlements and their associated problems.
e.g. in Manila:
- occupation of land by illegal immigrants - e.g the Roxas boulevard with 10 000 families
- the illegal tapping of electricity and water from public mains
- difficulty of civil unrest if attempts are made to evict
- difficulties of waste disposal - Manila has a dump called "Smokey Mountain" covering 22ha
- dump produces methane gas, which produces a poisonous haze; plus scavenging
- poor quality housing - risks of fire and collapse
- human waste flows into esteros and flood drainage systems - disease
- high organic content (sewage and agricultural pesticides) of water in Manila Bay has produced "red tides" in the bay - uncontrolled growth of phytoplankton
- flood drainage systems also clogged by solid wastes thrown in by squatters

However also credit other aspects eg. urban growth, industrial renewal.
Credit positive effects.

**Level 1**           *(0-3 marks)*
Generalised account of problems that could refer to any city/rural area in an LEDC. Effects tend be listed simplistically rather than dealt with in depth.

                                                          *(4-8 marks)*
**Level 2**
Sophisticated statements of effects. Specific statements relating to a named LEDC/city/urban/rural area access this level. Answers are detailed and have depth.

(b)    (i)    Characteristic features of decline:
- population out-migration
- boarded up/shuttered windows in shops
- TO LET signs in large numbers
- Large amount of empty and derelict property
- The closure of schools
- Census wards with high levels of unemployment

**Level 1**                                                                    *(0-2 marks)*
Generalised lists or statements of characteristics of decline that could be
applicable to any such area in the UK.

**Level 2**                                                                    *(3-5 marks)*
Specific characteristics of decline that are clearly attributable to the
identified and/or named area.

(ii)    Causes of inner city decline:
- Closure of industry ( old manufacturing)
- Run down housing- movement out of aspiring people
- High levels of unemployment- lack of spending power
- Difficulties of communication to/from area
- Downward spiral effect- social and economic malaise
- Poor environmental conditions – derelict land, graffiti

**Level 1**                                                                    *(0-3 marks)*
A simple list of reasons, none fully developed or attributed to area named,
or one developed reason only

**Level 2**                                                                    *(4-6 marks)*
More than one reason fully developed and attributed to the named area.

(c)    (i)    Main points:
- Closure in the 1970's
- Refurbishment by UDC (MDC)
- Development as heritage attraction

**Level 1**                                                                    *(0-2 marks)*
Any one of the three points given above.

**Level 2**                                                                    *(3-5 marks)*
More than one of the above points, with additional credit for
exemplification.

(ii)    Main points
- 5 million visitors to the Dock itself
- Potential larger market of 24.5 million who visit the city
- High earning potential of visitors
- Higher socio-economic classes who are "quality conscious"
- Contemporary like minded businesses and activities are already there.

**Level 1**                                                                                             *(0-2 marks)*
Any two of the five points given above.

**Level 2**
More than two of the above points                                                                       *(3-5 marks)*

(d)     <u>Partnerships</u> represent a major switch of funding mechanisms towards competitive bidding. Local government have to think of imaginative projects but also have to form partnerships in their local inner city area with the private sector and the local communities. The partnership then submits a five-year plan to central government in competition with other inner city areas.
The most successful schemes combine social aims with economic and environmental outcomes. The initiative is designed to address some of the weaknesses of the earlier regeneration schemes. The participating organisations, the Partners, are co-ordinated better and more involved. This particularly applies to the residents of the area and the local council. Separate schemes and initiatives operating in the same area, as had happened before, are not allowed – the various strands of the project have to work together. Many earlier initiatives have concentrated on improving buildings, whereas City Challenge give equal importance to buildings, people and values. Co-operation between local authorities and private and public groups, some of which were voluntary, are prioritised.

The priorities of the different City Challenge areas has varied. In Liverpool, priority was given to environmental improvement, in Wolverhampton a Science Park formed the centrepiece of the project. In Hulme, Manchester, housing improvement was the main focus.

Overall, the aspect of bidding for funds has been deemed to be a success. It is believed that City Challenge improved the overall quality of proposals and encouraged new thinking and more imaginative ideas. The private sector, in particular, found the competitive principle attractive and argued that competition had encouraged local authorities to try to suggest solutions as well as identifying problems. The Conservative Government were able by 1997 to publish the statistics pointing towards the success of City Challenge Partnerships. Over 40 000 houses had been improved, 53 000 jobs were created, nearly 2000 hectares of derelict land had been reclaimed, and over 3000 new businesses had been established.

<u>Housing Associations</u> are non-profit making organisations set up to provide rented accommodation. Initially they were the third type of housing provider after the private sector and local authorities, but during the last 20 years their influence has increased. They use a system whereby private capital is borrowed either to build new houses, or to buy existing housing stock (e.g. former council housing , NCB housing or even ex-military (airforce base housing) housing), and they seek to make returns on their investments, for the reinvestment. As they also receive government subsidy, they are able to provide housing for many people at lower rents.
They are also part of the strategy to encourage greater home ownership – people are offered housing where they are paying both a rent, but also in the longer term may opt to buy the property. Some housing associations in inner city areas are using this system of shared ownership to initiate the process of home ownership in areas where this is not the norm. In some cases, housing associations may offer rental packages on furniture and other household items.

**Level 1**                                                                                                   *(0-3 marks)*
Generalised statements of the role of partnerships/H.As with no specific reference to named examples. Links to regeneration projects are restricted. Evaluation comments are simplistic.

**Level 2**                                                                                                   *(4-8 marks)*
Specific statements about the role of partnerships/H.As which may be in named areas access this level. Clear references to regeneration projects. Precise evaluative comments are provided.

(e)        *Suburbanisation*
Is the outward growth of urban development to engulf surrounding villages and rural areas. It has been enabled by the growth of public and private transport systems by which the inhabitants of the new areas were able to commute to the main town /city. The transport systems that have enabled this are railways, trams, bus and private car.
*Counterurbanisation:*
Is the process of depopulation from major urban areas to smaller urban centres or rural areas, largely due to dissatisfaction with urban living in such large centres. The rise of new communication technologies, especially in electronic systems, may have encouraged this movement.
*Out of town retailing:*
Concerns a shopping outlet on the edge of an urban area. Here land is cheaper, and there is space for expansions, car parking, and associated leisure activities. Examples include Bluewater, Trafford Centre, Metro Centre and Meadowhall

2 marks per term.                                                                                          *(0-6 marks)*

**The Historical Rural and Urban Landscapes of England and Wales.**

**Question 2**

(a)      A rural landscape that had undergone enclosure would have:
- A patchwork of small fields separated by hedgegrows or walls.
- Trees planted within the hedgegrows and walls to act as boundary markers.
- Isolated farmsteads built within the boundaries of the farms.
- More incidence of straight roads, some direct to new farms, others cutting between farms.
- Wide grass verges alongside roads, with right-angled bends.
- Residual areas of woodland- coppices and fox coverts
- Pollarded trees lining main roads.

**Level 1**                                                                                    *(0-3 marks)*
A recognisable sketch with one of the above features identified.

**Level 2**                                                                                    *(4-7 marks)*
More than one annotated feature as given above. Credit high quality annotations.

(b)      Classic Georgian/ Regency features of buildings:
- Rectangular plan, with a symmetrical façade.
- Sash windows with thin glazing bars
- Smaller windows on upper floors- servants quarters.
- Crenellated pattern around edge of building and lower floor windows- use of stone rather than brick.
- Ornate portico above front door, with columns at side of door.
- Ring window at top of building.
- Parapeted edge of roof.
- Use of decorative wrought iron outside windows, and entrance to buildings.
- Steps down to basements of buildings.

One mark for each piece of evidence.                                          *(0-3 marks)*

(c)      Need to credit both before and after statements here. So,
Originally:
- Back to back houses and/ or courtyard design.
- Densely packed together
- Grid iron street pattern to housing areas.
- No indoor toilet.
By law housing:
- Lower density housing- no back to back
- Local regulations regarding room sizes, window sizes, sizes of backyard, sanitary provision and other requirements in houses.

**Level 1**
Simple list of statements of either the before or after (as above), or a description of one change only.                                              *(0-3 marks)*

**Level 2**
A description of more than one change.                                        *(4-7 marks)*

(d)   (i)    Problems included:
- Smoke from factories and mills causing respiratory complaints.
- Lack of sewage disposal- cess pits etc. causing sanitation related diseases- cholera.
- Damp in buildings if air could not circulate easily- feature of back- to-back housing – and also courtyard designed housing.
- Transmittable diseases of various kinds due to high densities of population.
- Lack of clean water provision- for drinking and washing.

**Level 1**                                      *(0-3 marks)*
Generalised lists of problems not clearly attributed to the living conditions that existed at the time.

**Level 2**                                      *(4-8 marks)*
More detailed statements giving detail of , say, specific diseases, complaints, issues. The problems are clearly linked to living conditions. Problems of specific urban areas, eg cholera outbreaks in Sheffield, access this level.

ii    For example, <u>Saltaire (Bradford)</u>
- Buildings modelled on the Italian Renaissance
- Salt's mill resembles an Italian Palazzo
- Services provided in the town were schools, hospitals, parks baths, wash- houses.
- Housing specially built, including almhouses.
- Varying style/ size of houses, occupancy dependent on status within mill
- Central church, with no public house.

**Reasons**
A desire to:
- provide better quality housing and social services for the workforce and their families.
- reduce the importance of alcohol in people's lives at that time.
- raise social aspirations and moral values.
- Reduce the impact of transmittable diseases by providing better living conditions.

**Level 1**                                        *(0-3 marks)*
A generalised account that could apply to any EI urban area. Description is simplistic and lacks depth.

**Level 2**                                      *(4-8 marks)*
Reference to specific case study material accesses this level. Greater detail or sophistication of response should also be credited here.

(e)   (i)   Why is Chester a historic city?
It has a full range of evidence from a variety of historical periods, all within a small urban area.
- Roman- the ampitheatre, the walls
- Medieval- the Rows, the Cathedral, the walls, and others.
- Victorian- the Chester Cross, a street clock and a large Town Hall.
- It also has a number of museums that provide exhibits from these periods.

**Level 1**
Any two of the four points given above.                *(0-2 marks)*

**Level 2**
More than two of the above points, with additional credit for exemplification.                *(3-5 marks)*

(ii)   Evidence of provision:
- Tourist information offices
- Boat trips on the river.
- Large number of car parks to accommodate visitors
- Pedestrian access only for some of the major sights.

**Level 1**
Any two of the four points given above.                *(0-2 marks)*

**Level 2**
More than two of the above points, with additional credit for exemplification/ elaboration.                *(3-5 marks)*

(f)         Generalised reasons for the protection of landscapes:
- To preserve historical legacy.
- To preserve rare species and habitats.
- To conserve landscapes that are scenically attractive.
- To act as a source of income, to act as a source of employment.
- To act as an educational stimulus.

Each of these may be developed by the candidate with reference to the specific area he/she has studied.

**Level 1**
Simple statements of reasons, listed with no references to the context of an area studied.                *(0-3 marks)*

**Level 2**
More detailed and specific reasons clearly attributed to an area studied.                *(4-7 marks)*