



General Certificate of Education

Geography 5036 Full Course
Specification B

Unit 3 GGB3

Mark Scheme

2007 examination - January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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GGB3

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 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 the 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 question 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 “trigger” 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 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 a 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 it 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 had 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 over 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 the 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.

GGB3

Question 1 Urban Change in the UK and Wider World in the Last 30 Years.

- (a) (i) Notes for answers.
 Reasons for the choice of this location are:
- Good provision of transport routes: M3 direct to London, A303; main line railway to London (from Southampton).
 - Land available for the construction of houses (Greenfield site?)
 - planning strategy.
- (2 marks for each reason; credit development of idea.)*

0-2 @ 2 = 4

- (ii) Notes for answers.
 Answers will be of the traditional push and pull factors for an MEDC:
Push: congestion, pollution, pace of life, cost of living etc. in the big city (London, but could be Southampton); or could be re-housing due to redevelopment.
Pull: quiet life, clean air, rural landscape, availability of housing, jobs, family reasons.
 We will have to credit general factors here, but be prepared to credit well argued points.

Level marking

Level 1

(0-3 marks)

A simplistic list of reasons for movement, with no development of any; or a development of one set of reasons only.

Level 2

(4-5 marks)

A more sophisticated account which may give some detail and/or depth. It is likely that candidates will develop both the push idea and the pull idea.

- (iii) Notes for answers.
 NB The attitudes have got to be from the point of view of existing residents.
 They may be in favour of the development as:
- Service provision will improve: pub, medical centre, community hall.
 - Investment will take place: in terms of infrastructure (roads, sewers, recreational facilities).
 - The values of their homes will increase.
- They may be against the development as:
- The area will have a greater population: more outsiders; greater pressure on existing services (e.g. school).
 - Traffic levels will increase: associated pollution levels.
 - Family members will have difficulty buying homes as demand increases.

Level marking

Level 1

(0-3 marks)

Only one attitude stated; or listing of simple statements with no real attitudinal development.

Level 2

(4-7 marks)

More than one attitude stated, which are different and maybe clearly attributed.

(b) The name of the urban area must be given somewhere.

- (i) Notes for answers.
The details will depend on the urban area chosen by the candidate.

Level marking

Level 1

(0-3 marks)

A basic sketch/plan of the location of the chosen urban area with the name clearly given; together with two identifiable features.

Level 2

(4-5 marks)

More than two identifiable geographical features is provided. Subsequent features gain additional credit.

- (ii) Notes for answers.
Reasons may include natural factors (birth rates, mortality rates) and migration factors (push / pull). Candidates should be awarded credit for both types of factors. The key aspect here is that Level 2 should be reserved for reasons that are specific to the area or region (e.g. for migration factors) named. Generalised reasons should only reach Level 1.

Level marking

Level 1

(0-3 marks)

Generalised statements of reasons that could apply to any LEDC urban area. Reasons tend to be stated simplistically.

Level 2

(4-6 marks)

Specific reasons which clearly apply to the urban area identified by the candidate. However, once Level 2 has been reached, additional credit could be given for more sophistication of reasoning in a general sense.

- (iii) Notes for answers.
 For example: Mumbai on the west coast of India:
- There has been a rapid growth in squatter settlements as the population increased from 5 million in 1971 to 16 million in 2001.
 - These areas have houses which are very small and overcrowded, for example it is common for a family of five to live in just two rooms, giving overall densities of 250 000 per square km.
 - During the monsoon season the houses become wet and the spread of bronchial diseases like TB is encouraged.
 - The streets are unpaved and unlit so there is a risk of muggings at night and in the wet season the streets turn to mud.
 - The open sewers run down the side or middle of the streets which encourages the spread of diseases like cholera, typhoid and dysentery since the houses have no piped sewage disposal.
 - Water is available only at standpipes for 1 hour a day and there is often a charge, meaning people often become dehydrated since the climate is hot, over 30°C in summer.
 - Most of the employment in the settlements is informal. They have no rights and no fixed working hours. Such informal employment includes rolling cigarettes, selling fruit at road sides and cleaning car windows at road junctions.
 - Education is available only up to primary level. Some children do not go to school at all because they look after younger brothers and sisters or help their parents work.

Level marking

Level 1

(0-3 marks)

Generalised account of problems that could refer to any city in an LEDC.

Level 2

(4-7 marks)

Specific statements relating to the named city/urban area access this level. Answers are detailed and have depth.

- (c) Notes for answers.
- (i) Name of gentrified area: Notting Hill, Islington, various waterfront areas of Newcastle and Hull, and many more. **(1 mark)**

- (ii) Characteristics of gentrification.
 Internal repairs and improvements: fitting of indoor toilets, kitchen improvements.
 External improvements: UPVC double glazing, improved paintwork, re-pointing of brickwork, external lighting features.
 Street furniture improvements: greenery and trees, seats, landscaping.
 Altered service provision: wine bars, delicatessens, chic restaurants and shops.
 Higher income people; house price rises.

(2 marks for each characteristic identified and described).

2 @ 2 = 4

- (d) (i) Notes for answers.
 Characteristic features:
- Extensive layout of very modern, designed building(s).
 - Impressive architecture of the buildings.
 - Extensive areas of car parking.
 - Well-planned access routes: motorway junctions; rapid transit station(s).
 - Landscaping; trees, lake, picnic tables.
 - Major national retailers present: flagship stores.
 - Provision of special facilities: CCTV, crèche, central eating area.
 - Associated activities: leisure, recreational, tourist.

Level marking

Level 1

(0-3 marks)

Simple listing of features

Two of the above features identified, development of one.

Level 2

(4-6 marks)

Development of more than two features as given above.

Credit high quality of descriptions.

- (ii) Notes for answers.
 Factors causing the development of out-of-town retailing parks:
 Increased personal mobility caused mainly by the private car; could be linked to rise in personal incomes.
 Expensive car parking tariffs in central areas of cities, contrasting with the prospect of free parking at the retail parks.
 Increase in the number of motorways and motorway junctions allowing greater market areas for retailers, and ease of access for customers.
 Greater congestion in central area of cities reducing journey speeds.

The increasing trend in shopping being perceived as a family social activity – development of other parallel entertainment outlets on the same site.

Cheaper land prices lead to greater economies of scale, and therefore lower prices.

“One-stop shopping” idea.

Level marking

Level 1

A simple list of reasons, not fully developed; or one developed reason only.

(0-3 marks)

Level 2

More than one reason fully developed.

(4-5 marks)

Question 2 The Historical Rural and Urban Landscapes of England and Wales

- (a) (i) The main transport systems that could be referred to are:
 canals (the Leeds to Liverpool), railways, docks and trams.
 Simple relationships:
- Canal: sugar refinery, bone manure works, warehousing, distillery
 - Railway: warehouses, bone manure works, wool warehouse
 - Docks: tobacco warehouses
 - Trams: would have brought workers to the industries

Level marking

Level 1 **(0-3 marks)**
Simple statements of forms of transport on the map and/or industries.

Level 2 **(4-6 marks)**
Any statement that links transport and associated industry.
 Credit specific use of the map at this level.

- (ii) Notes for answers.

Types of housing present:

- Terraced housing
- Back-to-backs
- Courtyards
- By law housing

Level marking

Level 1 **(0-3 marks)**
Simple statements of types of housing with no description of specific characteristic features.

Level 2 **(4-6 marks)**
Detailed statements of characteristic features.
 Credit specific use of the map at this level.

- (b) (i) Notes for answers.
 Changes that took place due to enclosure include:
- The creation of patchwork of fields created by common agreement or Parliamentary Act
 - Stone walls and hawthorn hedges separated individual fields
 - Creation of separate farmsteads in the middle of their land
 - The break up of some villages
 - The redirection of routeways

Level marking

Level 1 (0-3 marks)

A basic list or set of simplistic statements of the main changes that took place; for example, larger fields, hedgerows etc.

Level 2 (4-5 marks)

More detailed and sophisticated description.

(ii) Notes for answers.

Enclosure took place for the following reasons:

- the increased specialisation of farming, and control of animals
- the increased commercialisation of farming
- the need to increase field sizes due to the invention of new farm machinery, e.g. seed drill
- the increase in sheep farming, requiring enclosure within which the sheep could be kept
- the demands from wealthy landowners for parliamentary acts

Level marking

Level 1 (0-3 marks)

One reason only well-stated; or the listing of simple statements.

Level 2 (4-5 marks)

More than one reason well-stated.

(c) Notes for answers.

For example, Saltaire (Bradford):

- buildings modelled on the Italian Renaissance
- Salt's mill resembles an Italian Palazzo
- Services provided in the town were schools, hospital parks, baths, wash-houses
- Housing specially built, including almshouses
- Varying style/size of houses, occupancy dependent on status within mill
- central church, with no public house

Level marking

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.

- (d) (i) Notes for answers.
New Town: first built from 1946 to relieve overcrowding in inner cities, and to meet the demand from slum clearance. Also built to house overspill from large cities, and to act as economic growth poles. Several new towns were built in the proximity of London and Liverpool. A number of examples may be quoted.

New building materials: materials that have been increasingly used in the 20th century in the construction of houses and other buildings. Examples include the use of reinforced concrete and plate glass, the use of felt materials, the use of cement wash and cladding, the use of asbestos.
 3 marks per term.

(6 marks)

- (ii) Notes for answers.
 Examples include:

- The use of steel girders to build high-rise blocks
- The invention of the high speed lift facilitated movement within these blocks
- The use of reinforced concrete and plate glass has allowed greater flexibility of design
- The use of felt materials encouraged the development of flat roof buildings
- The use of cement wash and cladding has allowed greater use of different colour, and external surfaces to buildings
- Deck access and elevated walkways have been used in both housing and shopping areas; plus the invention of the escalator
- The use of asbestos stimulated prefabrication
- The use of prefabricated building blocks for housing, and schools, now many defunct
- Conversion of former industrial premises is now possible due to modern building materials

Level marking

Level 1

(0-3 marks)

A simple list of new building technologies with no real development as to how they changed the nature of buildings, or one good discussion of one new technology only.

Level 2

(4-7 marks)

More than one good description of a change in building technology with clear links to how the nature of 20th century urban construction changed. Assessment of their relative success, e.g. prefabrication, should be credited.

(e)

Notes for answers.

For example: National Parks /Areas of Outstanding Natural Beauty:

To what extent do protection policies impinge on the landscape, and also to what extent is the potential loss of such land a cost to society. Conflicts could arise over:

- New housing in countryside areas: for locals or for outsiders?
- The restrictions on housing and related facilities: e.g. building materials, satellite dishes
- Access or otherwise to parts of the countryside by walkers/ramblers
- The need for local people to continue to earn a living whilst recognising special nature of land for others who do not live there
- The use of designated footpaths, bridleways, cycle paths or open access
- Traffic congestion: limitation of road access, or one way systems, or bypasses
- Job creation: quarry developments, factory construction

For example: an historic city:

Case studies could include the Georgian buildings and crescents of Bath, the Rows of Chester, and the varied historic buildings of York.

- The need to protect the urban landscape yet still allow businesses to thrive, often using their own distinctive facades (e.g. McDonalds)
- Money is needed for restoration and upkeep to prevent physical deterioration – where does it come from?
- Safety is another factor in keeping buildings in good repair especially if they are to be open to the public
- The need for skilled craftsmen, and authentic materials which are often more expensive than modern materials
- Will it be possible to recoup restoration costs, or do entry charges have to reflect more realistic considerations? Too expensive entry fees will have a negative effect on numbers of tourists. Restricted entry periods could be considered.
- What is the role of gift and souvenir shops? Do they trivialise the historic aspects?
- General considerations: should there be the use of public funds which could be better used for education, health, housing the homeless etc.?

Level marking

Level 1

(0-3 marks)

A generalised list of possible conflicts creating issues with no link to the location named by the candidate. No depth to the response, or one well developed and argued conflict only, which is clearly applicable to the location named.

Level 2

(4-7 marks)

More than one clearly developed conflict which is linked to the location named by the candidate. Reward evaluation of the conflict(s), together with statements of outcome if appropriate.