AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Geography 5036
Specification B

Unit 1   GGB3

Mark Scheme

2007 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.

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 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 be 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)   Notes for answers.
The purpose of this task is to use the information given (and own knowledge) and comment on the role of HAs in urban regeneration. Candidates are encouraged to use their own knowledge as well as the data provided, as a stimulus. Another case study can also be used. I propose that items lifted from the extract should be awarded only Level 1 to the maximum given below. Level 2 credit should be awarded to comments that go **beyond** the statements in the extract. For example:

- Non-profit – money is reinvested in HAs
- People in housing need – low income, single parents, prison rehabilitation, people with extreme social problems
- Shared ownership – encouraging greater home ownership, greater social responsibility
- Wide variety of properties – to meet individual needs
- Social providers of housing – local authorities have not been allowed to build council housing on the scale they once did.

Level marking

Level 1   **(0-3 marks)**
Generalised statements of the role of HAs that are lifted from the extract. There are no specific references to named examples. Links to regeneration are restricted.

Level 2   **(4-8 marks)**
Sophisticated and developed statements about the role of HAs, which may make reference to named areas access this level. References to regeneration are clear.
Before/after statements access this level.

(b)   Notes for answers.
A wide number of partnerships could be identified. We should check that the policy is aimed at inner city improvement and is a partnership between governments and the private sector, and credit appropriate detail of the named partnership in the area identified.

Level marking

Level 1   **(0-3 marks)**
A set of statements setting out the aims and outcomes of the chosen policy. Statements are likely to be generalised, and not directly applicable to the area named by the candidate. No evaluative comments are given at all.

Level 2   **(4-8 marks)**
Statements of either a positive or a negative impact that are clearly attributed to the area named by the candidate. Precise evaluative comments access this level. Better responses may indicate both positive and negative outcomes, and / or may indicate short term and long term impacts.

(c)   (i)   Notes for answers.
              Urbanisation is the process whereby the proportion of people living in urban areas increases. This occurs when both rural to urban migration take place and natural population increase takes place in the same urban area.
              1 mark for each correct statement to a maximum of 2 marks.   **(0-2 marks)**

       (ii)   Notes for answers.
              Areas of less than 40% urbanised population:
              • ELDCs
              • Asian countries: China, India, SE Asia, SW Asia (Pakistan, Afghanistan, Turkmenistan), S Arabian peninsula
              • African countries: Sahel countries, East African countries, Southern African countries of Botswana and Zimbabwe.
              (1 mark for each correct grouping of countries to a maximum of 3 marks.)   **(0-3 marks)**

       (iii) Notes for answers.
              Reasons for low levels of urbanisation:
              • The slow pace of economic development in these countries (until recently) / less industrial growth in urban areas of Africa / less service provision in these countries
              • Rural urban migration is less pronounced in these countries
              • Reduced transport networks
              • Greater realisation that food and essentials, e.g. fuel may be difficult to obtain in urban areas
              • Decimation of the population by AIDS in sub-Saharan African cities.
              (2 marks for each valid reason to a maximum of 4 marks.)   **(0-4 marks)**

       (iv)   Notes for answers.
              Attitudes could be based on the following considerations:
              Reduction in population density of rural areas (favourable) / prospect of money being sent home from city (favourable) / potential increase in market for agricultural produce (favourable). Resultant social imbalance in rural communities (unfavourable) / lack of manpower to maintain land (unfavourable) / loss of entrepreneurial skills to city (unfavourable).

Level marking

Level 1   **(0-3 marks)**
Only one attitude stated, or listing of simple statements with no real attitudinal development.

Level 2   **(4-5 marks)**
More than one attitude stated, which are different and clearly attributed.

(d) (i) Notes for answers.
Suburbanisation is the outward growth of urban development (housing, businesses) that engulfs 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 over time are railways, trams, buses and the private car. Dissatisfaction of urban life.
(1 mark for each valid statement to a maximum of 3 marks.)   **(0-3 marks)**

  (ii) Notes for answers.
Possible impacts:
  • Increased use of commuter railway station
  • Increased traffic congestion on arterial and radial routes
  • Increased construction of council / HA housing
  • Increased value of private houses
  • Increase in the construction of 'executive housing'
  • Conversions of farm buildings to housing
  • Pressure on school rolls
  • Increased provision of services – shopping arcades, primary schools, health centres.

Level marking
Level 1   **(0-3 marks)**
Simple generalised statements of impact with no depth or detail, and not attributed to any named area.

Level 2   **(4-5 marks)**
More specific statements of impact which may be attributed to a named area, or demonstrate greater depth of understanding and/or knowledge.

(e) (i) Notes for answers.
N.B. Effects MUST be on the CBD, not an area around out-of-town centre. They will include:
  • decline of city centre shops, shop closures, job losses
  • increase in number of charity shops in former premises of chain stores and/or cheap shopping outlets
  • greater emphasis on office developments and other services
  • move to 'fight back' by many CBDs; improvements to pedestrian areas and shopping malls, CCTV systems, more Sunday / late night opening / special events.

Level marking

Level 1 **(0-3 marks)**
A simple list of effects with no real development of any, or one well developed effect only.

Level 2 **(4-7 marks)**
More than one effect clearly developed. The majority of answers will concentrate on the negative impact, so credit those answers that refer to the positive stimulus given to CBDs (as above).

(ii) Notes for answers.
Attitudes could be based on the following considerations:
Greater opportunities to shop without the need to travel into city centre (favourable) / greater employment opportunities for local people, especially students at weekends (favourable).
Resultant increase in traffic in the area, with consequent atmospheric pollution / noise (unfavourable) / local streets may also become blocked with on-street parking (unfavourable) / all night shopping will mean continual movement in the area, especially delivery lorries (unfavourable).

Level marking

Level 1 **(0-3 marks)**
Only one attitude stated, or listing of simple statements with no real attitudinal development.

Level 2 **(4-5 marks)**
More than one attitude stated, which are different and clearly attributed.

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

(a) (i) Notes for answers.

Activity at Blists Hill	RETAIL	ENTERTAINMENT	FACTORY/ WORKS	OTHER SERVICES
Example 1	e.g. Grocer	e.g. Fairground	e.g. Brick	e.g. School
Example 2	e.g. Butcher	e.g. Pleasure gardens	e.g. Candle	e.g. Bank

1 mark for each pair under each category to a maximum of 4. **(0-4 marks)**

(ii) Notes for answers.
The emphasis here has to be on the generation of tourist income:

- The sale of refreshments: New Inn and Forest Glen refreshment pavilion
- Victorian souvenirs: cast iron, copper ware, plaster mouldings
- Traditional goods: sweets, recipes, buns and fruit loaf
- Costumed staff: adds historical flavour to the museum
- Special events: wedding, fairground, photographer (in Victorian dress?)
- Hands-on activities: candidates may suggest a variety of these – being in a Victorian school, a doctor's surgery, candle making, printing?

Level marking

Level 1 **(0-3 marks)**
Any two of the points given above, or any other.

Level 2 **(4-8 marks)**
More than two points, with additional credit for development/elaboration.

(b)   Notes for answers.
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 to roof
- Use of decorative wrought iron outside windows, and at entrances to buildings
- Steps down to basements of buildings.

Level marking

Level 1   **(0-3 marks)**
Two of the above features identified with a development of one.

Level 2   **(4-6 marks)**
More than two features as given above.

(c)   (i)   Notes for answers.
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, size of back yard, sanitary provision and other requirements in houses.

Level marking

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

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

(ii) Notes for answers.
Problems included:
- Smoke from factories and mills causing respiratory complaints
- Lack of sewage disposal – cess pits etc. causing sanitation related disease – 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 marking

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

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

(d) (i) 1 mark for correctly named urban area. **(1 mark)**

(ii) Notes for answers.
In general, 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 marking

Level 1 **(0-3 marks)**
A generalised account that could apply to any E1 urban / simple reasoning.

Level 2 **(4-6 marks)**
Reference to specific case study material accesses this level. Greater detail or sophistication of reasoning should also be credited here.

(e)   Notes for answers.
        Characteristic features of the open-field landscape:
        • 2/3 field system
        • strip cultivation – 22 @ 220 yards
        • central village, with manor house
        • church, rectory and glebe land
        • common pastures, meadows and grazing rights
        • surrounding areas of woodland – swine pastures, coppicing/pollarding
        • outlying squatters/woodman cottages
        • winding lanes from village

Level marking

Level 1   **(0-3 marks)**
Two of the above features identified, with a development of one.

Level 2   **(4-5 marks)**
More than two features as given above.

(f)   Notes for answers.
        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 tourist 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 marking

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

Level 2   **(4-5 marks)**
Detailed and specific reasons clearly attributed to an area studied.