



General Certificate Education

Geography GGB3 *Specification B*

Mark Scheme

2008 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 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 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 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 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**OPTION S****Question 1**

- 1 (a) (i) **Out-of-town retailing** concerns a shopping outlet on the edge of an urban area. Here land is cheaper, and there is space for expansion, car parking, and associated leisure activities. Examples include Bluewater, Trafford Centre, Metro Centre and Meadowhall. **(2 marks)**
- 1 (a) (ii) **Gentrification** is a process of housing improvement associated with a change in the neighbourhood composition when low income groups are displaced by more affluent people, usually in professional or managerial occupations. Gentrification involves the refurbishment of old houses and streets on an individual basis, but is openly encouraged by other groups such as estate agents, building societies and the local council. **(2 marks)**
- 1 (a) (iii) **Counter-urbanisation** 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 electronic systems, may have encouraged this movement. **(2 marks)**
Credit each valid point made to max 2 per term.
- 1 (b) 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 LEDCs, and are more than just simple statements. Generalised reasons should reach only Level 1.

Level marking**Level 1**

Generalised statements of reasons that are simplistic and / or unsophisticated.

(0-3 marks)**Level 2**

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

(4-7 marks)

- 1 (c) e.g. In Cairo:
- 30% of the city has no public sewerage system; 55% of waste water is untreated as it travels through open canals and rivers to the sea.
 - Although the city does not have extensive areas of squatter settlements, many people live in inappropriate locations – the Cities of the Dead (the tombs of old Cairo) and on rooftops in makeshift dwellings.
 - There is serious air pollution, caused by high levels of traffic and fumes from open-air cooking stoves.
 - Waste disposal is disorganised – in some areas it is done by the Zabbaleen with donkey carts.

Level marking

Level 1

(0-3 marks)

Generalised account of problems that could refer to any city in an LEDC. Problems tend to be listed simplistically rather than dealt with in depth.

Level 2

(4-8 marks)

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

- 1 (d) **Glorinha** – against – lived there for most of her life, raised her children there, tended her garden.
Jose – against – wants to protect areas that are the homes to many poorer members of society; resents having to move to please the “rich”.
Leila – for – wants to make the city more attractive and more law-abiding. Feels that the favela residents would gain by moving to out of town location.
Carlos – for – wants to increase tourist numbers.

Level marking

Level 1

(0-3 marks)

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

Level 2

(4-7 marks)

More than one attitude stated / commented upon; which are different and clearly attributed.

- 1 (e) (i) ILBs have:
- More households without a car/van
 - Fewer households that are owner-occupied
 - Higher rates of unemployment.
- 1 mark for each correct statement to a maximum of 3.*

(0-3 marks)

- 1 (e) (ii) The indicators raise a number of issues re. identification of inner city areas:
- The size of the urban area – each of the boroughs are large in their own right.
 - Many people may choose not to have a car as public transport is available, and costs of car use are high (parking, congestion charge).
 - Many people in London choose to rent – high costs of mortgaging.
 - There is a marked rise in unemployment (especially to the east of the city) a feature of many inner city areas.

Level marking

Level 1

(0-3 marks)

Only one indicator discussed; or series of simplistic statements.

Level 2

(4-5 marks)

More than one indicator discussed; credit any sophistication of comment.

1 (f)

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

An example could be the Salford Docklands prior to Salford Quays. Reasons are the closure of the Manchester Ship Canal; closure of associated industries; closure of industries that relied on imported material; low educational attainment and aspirations amongst local people; out migration of more wealthy etc.

Level marking

Level 1

(0-3 marks)

A simple list of reasons, none fully developed or attributed to area(s) named; or one developed reason only.

Level 2

(4-7 marks)

One reason fully developed and for clearly attributed to the named area; or more than one developed reason.

1 (g)

UDCs were set up in the 1980s and 1990s to take responsibility for the physical, economic and social regeneration of selected inner city areas with large amounts of derelict and vacant land. They are an example of what is known as **property-led regeneration**. They were given planning approval powers over and above those of the local authority, and were encouraged to use public money on the purchase of land, the building of infrastructure and on marketing to attract private investment. The intention was that private investment would be 4 to 5 times greater than the public money invested.

Case study – the Convention Centre, Birmingham

Brindleyplace, just to the west of Birmingham city centre was redeveloped during the 1990s. It has become a model for redevelopment of other parts of the city. The development cost £250 million, covering an area of 6ha alongside some of Birmingham's old canals. At the heart of the redevelopment is the International Conference Centre (ICC), built in 1991 and the largest such centre in the UK. Around it are:

- 79 000 square metres of office space
- 11 500 square metres of shops
- 140 luxury flats
- the National Indoor Arena
- a sea-life centre
- the new regional headquarters for BT

The Brindleyplace redevelopment has made a dramatic improvement to the physical appearance of Birmingham. It has attracted many more people to the city for both business and pleasure. However, there are mixed feelings among Birmingham residents about the development.

Level marking**Level 1****(0-3 marks)**

Generalised statements of the role of PLR with no specific references to named examples. Links to regeneration projects are restricted.

Level 2**(4-7 marks)**

Specific statements about the role of PLR in named areas access this level. Clear references to regeneration projects are clear.

OPTION T
Question 2

- 2 (a) (i) **By-law housing** – Housing regulated by local authorities in the 19th century which had: **(2 marks)**
- 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.

- 2 (a) (ii) **New Town** – built in the UK as a direct response to the New Towns Act of 1946. They were built for a variety of purposes – to relieve overcrowding in cities such as London and Liverpool, to rehouse people from slum clearance schemes (e.g. Skelmersdale), and to act as growth poles in areas of high unemployment (e.g. Peterlee). All New Towns were intended to be ‘self-contained and balanced’ communities. **(2 marks)**

- 2 (a) (iii) **New building technology** – systems by which buildings can be constructed in ways different to traditional styles, for example, the use of steel girders to build high-rise blocks; deck access and elevated walkways have been used in both housing and shopping areas; the use of asbestos stimulated prefabrication; the use of prefabricated building blocks – for housing, and schools. **(2 marks)**
Credit each valid point made to max 2 per term.

- 2 (b) (i) Some changes are apparent from Figure 3, namely:
- Strip cultivation into single fields
 - Rights of Common to the common land being shared
 - Rights of Pannage abandoned

Others are implied / or from own knowledge:

- New estates and Halls in the midst of fields
- Changes to road networks
- Others could include: hawthorn hedges and walls; the creation of fox coverts; draining of fens and marshes etc.

Level marking

Level 1

(0-3 marks)

Simple listing of features. No attempt to illustrate a sense of change – that task is left to the examiner; or one change only is described.

Level 2

(4-8 marks)

More than one change identified and described. Clear sense of before and after is made. “Own knowledge” is clearly used.

- (ii) **Earl of Harewood/Childers** – in favour – they instituted the Enclosure Act
Childers – further developed the idea to create a new estate and Hall for himself
Other farmers would have been generally in favour – got their fair share of land
Tenant Farmers – generally lost out – lost the rights to common land and pannage rights
Vicar – some concern re the inequality of it all – (but in reality, he actually gained as he gained ‘free’ land in lieu of his glebe land rights)

Level marking

Level 1

(0-3 marks)

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

Level 2

(4-7 marks)

More than one attitude stated / commented upon, which are different and clearly attributed.

- 2** (c) (i) Category 1 (very bad) – reduced to a tenth of previous number
 Category 2 (poor) – reduced by nearly 50%
 Category 3 (fair) – increased by a third
 Category 4 (good) – doubled in number
 Overall improvement in the state of repair of listed buildings in Chester.
One mark for each valid statement to a maximum of 4 marks **(0-4 marks)**
- 2** (c) (ii) Reduced amount of public expenditure
 Increased levels of tourism, plus multiplier effect
 Employment opportunities in repairing buildings
1 mark for each valid statement to a maximum of 3 marks **(0-3 marks)**
- 2** (c) (iii) 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.

Level 2

(4-7 marks)

More detailed and specific reasons clearly attributed to an area studied.

- 2 (d) (i) Problems included:
 smoke from factories and mills causing respiratory complaints
 lack of sewage disposal – cesspits 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 marking

Level 1

(0-3 marks)

Generalised list of problems not clearly attributed to the living conditions that existed at the time.

Level 2

(4-7 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, e.g. cholera outbreaks in Bradford/Sheffield, access this level.

- 2 (d) (ii) For example, **Saltire (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

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 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.