

GCE 2005
January Series



Mark Scheme

Geography Specification A

GGA7 Advanced Level

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.

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General Guidance for A Level Geography Assistant Examiners

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

- Level 1:** Language is basic, descriptions and explanations are over simplified and lack clarity.
- Level 2:** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.
- Level 3:** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Levels Marking - General Criteria

The following general criteria relate to knowledge, understanding and their critical application and the quality of written communication as outlined in the AQA Geography A subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

- Level 1:** An answer at this level is likely to:
- display a basic understanding of the topic;
 - make one of two points without support of appropriate exemplification or application of principle;
 - demonstrate a simplistic style of writing perhaps lacking close relation to the term of the question and unlikely to communicate complexity of subject matter;
 - lack organisation, relevance and specialist vocabulary;
 - demonstrate deficiencies in legibility, spelling, grammar and punctuation, which detract from the clarity of meaning.
- Level 2:** An answer at this level is likely to:
- display a clear understanding of the topic;
 - make one or two points with support of appropriate exemplification and/or application of principle;
 - demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter;
 - demonstrate relevance and coherence with appropriate use of specialist vocabulary;
 - demonstrate legibility of text, and qualities of spelling, grammar and punctuation, which do not detract from the clarity of meaning.

Level 3: An answer at this level is likely to:

- display a detailed understanding of the topic;
- make several points with support of appropriate exemplification and/or application of principle;
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/tentativeness of explanation;
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary;
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation, which contribute to complete clarity of meaning.

NB A perfect answer is not usually required for full marks. Clearly it will be possible for an individual candidate to demonstrate variable performance between the levels. In such cases the principle of best-fit should be applied. Experience suggests that the use of exemplars within this mark scheme and the discussion which takes place during the Co-ordination Meeting normally provides sufficient guidance on the use of levels in marking.

Annotation of Scripts

- Where an answer is marked using a levels of response scheme the examiner should annotate the script with 'L1', 'L2' or 'L3' at the point where that level is thought to have been reached. The consequent mark should appear in the right hand column. Where an answer fails to achieve Level 1, zero marks should be given.
- Where answers do not require levels of response marking, each script should be annotated to show that one tick equals one mark. It is helpful if the tick can be positioned in the part of the answer which is thought to be credit-worthy.

General Advice

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Question 1

- (a) **Figure Pla** shows the model of a suburbanised village – it would be expected that a village changed by counter-urbanisation – movement of people away from towns/cities into surrounding rural-urban fringe – would exhibit at least some elements of land use/morphology.

Similarly, there would be some degree of change expected in the residents, nature of the housing as suggested by **Figure Plb**.

Level 1 Describes background information characteristics of either suburbanised village model and/or socio-economic characteristics. No reference to own fieldwork

1 mark

Level 2 Relates background information characteristics of suburbanised village and other characteristics to objectives stated. Aware of how models provide basis with which to compare settlement of Purton. Implied reference to own fieldwork.

2-3 marks

Level 3 Clearly relates background information characteristics of a suburbanised village and other characteristics to purpose of enquiry. Clear answers of purpose of enquiry and marks link between suburbanised village characteristics and counter-urbanisation process. Explicit reference and target use of own fieldwork.

4 marks

Max. Marks 4

- (b) One reason why Purton has a typical location:-

Just outside Swindon – less than 1 km from edge.
Clear rural – urban fringe location.
Conveys proximity to urban area.

One reason why Purton is not a typical location:-

Limited direct access – minor ‘country’ roads only
No rail access.

Any valid positive and negative point

(2 x 1 marks)

Max. marks 2

Question 2

Any valid secondary data method.

- (a) Method – obtain Ordnance Survey map (1)
 Preferably large scale e.g. 1: 10000 (1)
 For a variety of dates (1) and 1 if sensible years suggested

Advantage ✓ a

Removes any doubt as to age (1)
 Provides base map for compilation/sub division (1)
 (allow up to 2 for elaborated advantage) quicker (if qualified)(1).

Disadvantage ✓ d

Accuracy limited by interval selected (1)
 Maps not always available for years wanted (1)
 Maps not up-to-date or incomplete (not list)(1)
 (Allow up to 2 for elaborated disadvantages).
 1 mark minimum for method, advantage, disadvantage.
 Allow up to 2 for reference to own fieldwork.
 If advantage/disadvantage appropriate for secondary data, allow even if not credit for method.
(4 marks)

- (b) **Validity ✓ v**
 Focus on aspects, which would be expected to enhance suburbanised village (1)
 Appropriate but need to specify why (1) could comment on absence of certain criteria which may be inappropriate (1) e.g. broken windows, vandalism (1).
 May suggest others which would be equally useful (1) (with examples) or reasons why (1).

Advantages ✓ a

practical – quick/easy to score (1)
 removes to a degree subjectivity (1)
 Allows comparability between each site (1).

Disadvantages ✓ d

scores only given for extreme values – so what do intermediate values mean (1)
 still peoples' experience/background may influence move (1)
 low quality/high scores would not necessarily be expected in suburbanised village (1)

Minimum of 1, maximum 3 for each 'part'.

Allow up to 3 for reference to own fieldwork

1 mark per underdeveloped point, 1+1 per developed point.

(6 marks)

(c) Reasons for Change

Layout not user friendly – begins with sex/age; too personal

- no real sequence/logic to questions – why moved after other questions.

Questions – language not clear to lay person – e.g. Question 7,

- too narrow – e.g. questions 9/10 – putting words into mouth
- too few options – yes/no
- overlapping categories -Question 2.

Further changes ✓f

Additional questions – on different topics may be suggested

Reconsider wording – e.g. questions 2, 7 and offer alternative wording.

Reconsider order – e.g. 9/10 at start but noted not asked

Omit certain questions – with reasons.

Minimum 2 for each part on initial version and further changes.

1 per underdeveloped point, 1+1 per developed point (which may offer reasons/evidence).

Allow up to 3 for reference to own fieldwork.

(6 marks)

Max. 6 marks

Question 3

- (a) (i) 6 x 1 – any valid label ✓ h- housing
 ✓ e – environment

Minimum 2, maximum 4 on either

Labels such as age, design, buildings materials, presence of chimney – for housing

Labels relating to garden, all, drive, grass verges for environment.

Some precise/qualitative statement needed – not just ‘garden’ – but large front garden; well maintained front garden.

- (ii) Photographs do show evidence of sort of housing/services expected in a suburbanised village due to counter-urbanisation e.g. garage, shopping parade in photographs 1, 2, community centre, football pitch, 7 houses present on photographs 3, 4, is relatively modern – 1960’s/1970’s whilst too is housing at study site 10. Perhaps what might be expected according to Figure Plb is the housing in photograph 12 large, prestigious, new dwellings and on a smaller scale – photograph 13. Evidence of earlier impact of the process can be seen in photograph 11.

N.B. Evidence must be of growth resulting from counter urbanisation, not of suburbanised village model.

Evidence may also be considered not to support impact of counter urbanisation:

e.g. possible council housing – photograph 5, relatively small housing in photograph 4 – not perhaps of quality/calibre expected in commuter village. The core areas perhaps seem more extensive – photographs 6, 7, 9 and relatively old buildings at western end in photograph 1 – than might be expected. Photograph 8 does not reveal extended areas of housing estates, which might be expected but rather a limited built up area. Indeed, from visual evidence, these appear largely absent with small areas of modern buildings such as at 12 and 13.

- Level 1** Describe photographs – perhaps in detail, possibly look at selected photographs – may generalise. Focus entirely on suburbanised village zones/layout.

1-3 marks

- Level 2** Begins to relate features observed on photographs to evidence of expansion. May emphasise suburbanised village layout rather than evidence of growth resulting from counter urbanisation.

Account imbalanced – probably in support of counter urbanisation – but will offer some against. Will offer evidence in support of points – some at least implicit – evaluation.

4-6 marks

- Level 3** Clearly relates features on photographs to evidence of expansion – counter urbanisation to the fore.

An awareness, which is clear that there is also more limited evidence than might be expected.

Explicit evaluation.

7-8 marks

- (b) (i) 3 x 1 – any valid area identified from **Figure P4**, which fits zone selected. **3 marks**
- (ii) Need to provide evidence for – f
Oldest part clearly along High Street – core – at road junction, some evidence of infills in this area as might be expected – but it is limited.
Ribbon development clearly present – settlement largely grown along Station Road to north and High Street west, some relatively small estates – on western edge, to north west and on a smaller scale to east.
And also evidence against: a
Area around church and to east – Upper Pavenhill could be preserved as potentially core areas by age – church would have seemed likely focus;
Infilling occurs throughout the village and only minimally in the core. The area specifically identified by the model; development along roads, especially High Street, is very mixed in terms of age and earlier than might be expected along Station Road.
The housing estates are relatively small and do not dominate the settlement as might be expected.
General comment expected regarding layout –
Quite difficult to actually fit model – although it has elements of all zones – positioned differently, less extensive and less exclusive.

Level 1 Describes land use shown in **Figure P4**. May be detailed and perhaps start at core and follow each road outwards.

1-3 marks

Level 2 Describes land use with specific reference to model of suburbanised village. Identifies clearly either evidence for or against with some reference to both sides at the top end. Will offer some evaluation.

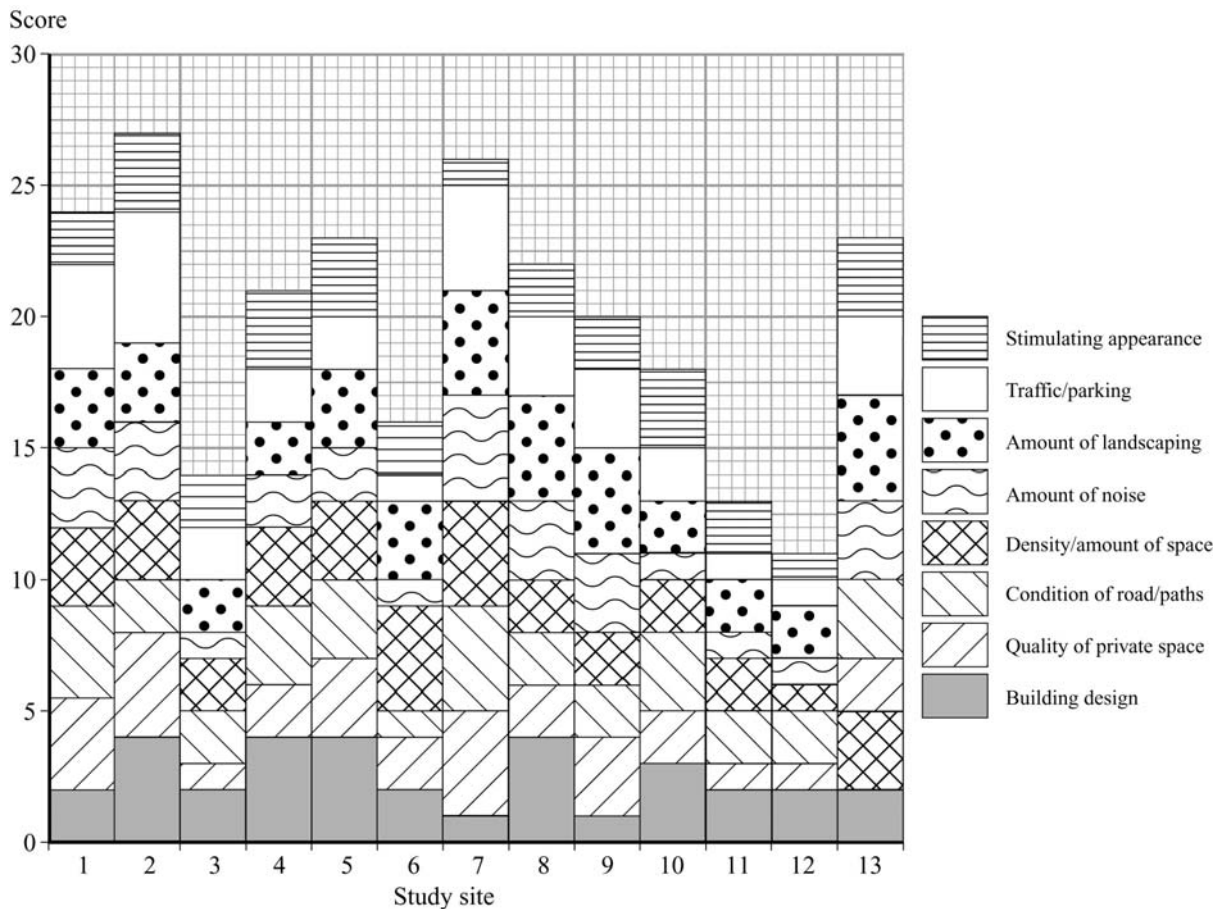
4-6 marks

Level 3 Clearly targets land use of Purton to suburbanised village model. Offers evidence both for and against which is specific. Refers to overall layout and evaluates clearly.

7-8 marks

Max 8 marks

- (c) (i) 4 x 1 for each pair correct
 Maximum 3 if key not followed throughout.



4 marks

- (ii) Quality overall clearly varies –
 With the best being 3, 11, 12 with scores between 10 and 15.
 Two of these are areas of estates – 3 – 12 – of varying years. 3 being 60’s and 11 being 50’s.
 12 is an example of infilling of higher/highest quality.
 At the opposite end, the highest scores are found at site 2, 7 and 1. These are on relative main roads – 2 on a road going through Purton and the other has the small shopping parade. These are diverse – site 7 has an almost quaint feel to it, but environmentally there are problems due to the road. These are examples of ribbon development.
 Sites 4, 5, 8 and 13 have relatively high scores between 20-23. These are very diverse – with cul-de-sac to main road locations, Victorian to present day in age, council and private tenure, and so no clear link at all with zone.
 The remaining sites 6, 9, 10 are equally diverse. Thus, there seems no link between quality and actual zones. Will also consider components of quality, e.g. features that make 3, 11 and 12 the best – such as quality of private space, quiet location.
 Possible links to age, function, distance from core as well as specific suburbanised village zones.

Level 1 Describes **Figure 3** with reference to contrasts in overall quality and components. *1-3 marks*

Level 2 Begins to relate building/environmental quality to different zones – expect core or ribbon development or estates to be mentioned. Some evidence offered – may be one-sided. Some, perhaps, implicit evaluation. *4-6 marks*

Level 3 Clearly relates building/environment scores to different zones – at least 2 referred to. Possibly some reference to components making up total score. Evidence is targeted and there is an awareness of limited relationship – with explicit evaluation. *7-8 marks*

Max 8 marks

(iii) 1 mark for completing each of items missing from **Figure 4**.

$$\frac{d}{9} \frac{d^2}{81} (1)$$

$$\sum d^2 = 353 (1)$$

$$1 - \left(\frac{6 \times 353}{13 \times 13 \times 13 - 13} \right) (1)$$

$$1 - \left(\frac{2118}{2184} \right) (1)$$

$$1 - 0.97 (1)$$

$$0.03 (1)$$

4 marks

(iv) Value of 0.03 clearly does not exceed either critical value (1) of 0.475 at 0.05 or 0.673 at 0.01 level of significance (1). Therefore, H_0 accepted/ H_1 rejected (1) if appropriate hypothesis stated. This is the result of hugely varying qualities (1) at similar distance (1) in proximity to the core, e.g. sites 12 and 13 (1). *3 marks*

(d) (i) 3 x 1 for adding correct line from Purton to each of 3 destinations. **3 marks**

(ii) **Figure P6b (Figure 5 - workplace).**

Indicates that most residents have lived in the village for 16 years, only a small proportion clearly newcomers;

Main reasons for moving relate to a desire to live in countryside and perception of being part of community; husbands job also, majority live – 314 – in detached/semi-detached property which they own.

Going on for $\frac{2}{3}$ own two or more cars, thus $\frac{3}{4}$ do not regularly use public transport.

About a quarter work in hi-tech industry and $\frac{1}{3}$ in service labour/manual which would include primary accounts for 16%. Over a quarter live and work in Purton area, with about half working in Swindon, other destinations of workplace are diverse and some distance.

Figure P7 shows more elderly than for N.Wilts as a whole, and a higher average age 20-29 is also under represented; above average sites of owner occupancy are reinforced here, whilst perhaps, surprisingly, more had no qualifications in Purton than N. Wilts; whilst the reverse might be expected where counter urbanisation operates, similarly with regard to those with good health, as are above average levels of car ownership.

Level 1 Describes characteristics of residents – perhaps in detail using either questionnaire or census data.

1-3 marks

Level 2 Clear attempts to summarise characteristics with some reference to both questionnaire and census data at the top end. Considers links with expected characteristics. Implicit or tentative evaluation.

4-6 marks

Level 3 Perceptive summary of characteristics making effective use of questionnaire and census data. Reference made to expectations from model throughout. Aware that some items do not fit expectations with clear assessment of extent to which these are reflected in Purton.

7-8 marks

Max 8 marks

Question 4

- Level 1** Simple statements made with reference to objectives or overall aim. May focus more on some aspects than others, e.g. characteristics of component rather than reasoning and be imbalanced. May jump about and be poorly structured. No reference to own fieldwork experiences. Lacks awareness of limitations or may refer to limitations only and neglect to summarise findings. **1-3 marks**
- Level 2** Some developments of statements. Refers to all objectives (perhaps in varying detail) and in appropriate order or clear reference to aim/title. May make intermittent reference to evidence or refer in generalised way. Will show some awareness of reliability of findings and limitations and will show their own experience of conducting an enquiry by drawing on own experience. If good on either summary or limitations but no reference to other element, max 5 **4-7 marks**
- Level 3** As Level 2, but will refer precisely and specifically to data collected as evidence. Will be clearly aware of limitations. Will realise extent to which aims/objectives have been realised. Will be critically evaluative of enquiry. May suggest meaningful extensions of study. Will clearly be applying own experiences of fieldwork and enquiry. **8-10 marks**

Question 5

- (a) (i) 1 mark – basic, open, general, valid hypothesis, question or problem
2 marks, clear, specific, targeted, directional hypothesis, question - issue apparent.
E.g. Residents of Purton will not want new or problem development (1).
Residents of Purton will oppose new developments on a number of social (impact on community) economic (inadequate school provision/leisure) and environmental (increase traffic) grounds (2).
- (ii) ✓**s** Valid sample size – which is realistic to obtain (1). Max. 10% of population, minimum 1%, (i.e. 400-40).
- ✓**m** Valid sampling method e.g. random/systematic/opportunity (1) and up to 2 further marks for elaboration of method.
- ✓**j** Justification of size and method. Size, e.g. need to be representative of whole. Accept practical constraints / advantages.
Method – point likely to relate to removing bias, coverage of area.
Minimum 1, maximum 4 for justification.

6 marks

- (b) For each data item and correct identification of type of data – 1 mark.
Method – 4 x 1, or 2 x (1+1) if detailed. Any combination. Methods may refer to what, how when. E.g. plans for development – Secondary.
Environmental Impact Assessment – Primary
Plans – Planning Department in Swindon probable locality could arrange to meet Planning Officer for background. EIA need to identify criteria e.g.s. and score elaborated. (Points must be specific to purpose and not just a repeat of what has been done - emphasis on impact of new dwellings.)
Data item must be specific and obtainable.
Data item must relate to chosen issue.

5 marks