



General Certificate of Education

Geography 5031

Specification A

GGA2 Core Concepts in Human Geography

Mark Scheme

2006 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.

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 or 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 Standardisation 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) Refugee: someone who flees from their country from conflict, from disaster or because of well-founded fear of persecution; a person in need of refuge in a foreign country. (1)

An economic migrant is a person who moves into a country to seek employment or better employment or a higher income. (1)

(2 marks)

- (b) (i) Most are from Asia and Africa. (1)

OR

Most are from certain individual countries in Afghanistan, Somalia and Iraq (allow for other sensible combinations). (1)

- The majority of asylum seekers come from the LEDCs. (1) Allow a second mark for elaboration e.g. >50% from Asia and Africa i.e. use of the values. 33% from Asia (1)
- None from North America and few from MEDCs within Europe (e.g. Romania)
- Many of the countries listed have recently been at war e.g. Afghanistan, Iraq, Fed. Republic of Yugoslavia. (1)
- Many of the countries have persecuted minority groups e.g. Turkey, Zimbabwe, Sri Lanka. (1)

(Don't allow sweeping statements linked to famine)

1 mark for describing origin using data from the table.

(3 marks)

- (ii) Description

- Mainly males, 78% male compared to 22% female
- Majority are under the age of 35, 81% compared to 19% over the age of 35.
- More than three times as many young females than elderly female refugees aged 35 and older.
- More than four times as many young males than male refugees aged 35 and older.

Reasons.

- Males are generally more mobile than females, e.g. in some LEDCs females may not be allowed to travel alone. Also women tend to be responsible for children so it may be more difficult for them to flee.
- Younger people are also more mobile; if escape is initially on foot it might be difficult for elderly people to physically move. Also, people over 35 tend to have more family ties.
- The overwhelming number of males might be partly due to the fact that some are economic migrants. In reality those seeking asylum should be all ages and both sexes in more equal proportions because natural disasters do not target a particular sex or age group. In LEDCs it is the men who mainly seek work outside the home.

Level 1 (1-3 marks)

Predominantly description of the characteristics of the asylum seekers. Reasons will be limited and probably be linked to the mobility of younger people. One aspect might be well done.

Level 2 (4-5 marks)

The description will be clear and accurate and use may be made of the data. Reasons will be given.

(5 marks)

- (c) The emphasis of this answer should be the benefits of migration. The destination should be the focus. The example used can be at national or international scale, so rural to urban migration within a named LEDC or an international example such as Turkish guest workers moving to Germany would be equally valid.

Economic benefits might include:

- an influx of economically active aged migrants with initiative and skills, willing to work for lower wages and prepared to do unskilled jobs. May well be highly skilled depending on case study. The labour market would benefit from this.
- in MEDCs an increased tax revenue for local and national governments, which might help to support the ageing population.
- an increased market for goods and services, setting off the multiplier effect.

Cultural benefits might include:

- new foods, music and other pastimes which might be introduced. Greater diversity, enrichment.
- understanding of different religions and tolerance between different groups of people; creating cosmopolitan societies.

Social advantages:

- most areas of in-migration have a youthful population structure, many people of working age. Such groups put less strain on social services such as health care.

Level 1 (1-4 marks)

A basic response which either uses the general type of migration, such as rural to urban migration, or flits between a number of locations or scales of movement. There may be equal treatment of the problems caused by migration in addition to the benefits, or the source region might be considered in addition to the destination.

Level 2 (5-7 marks)

A clear focus on the destination and a named example, which will lack detail but will be valid. One type of benefit, probably economic, will be well covered.

Level 3 (8-10 marks)

A more detailed case study will support an answer at this level. Two or more types of benefit will be covered and the answer will focus entirely on the destination. An answer which includes the problems caused by in-migration can achieve Level 3 status if the candidate provides critical comment which draws attention to negatives, so long as it supplements the outline of benefits

(10 marks)

Question 2

- (a) Urbanisation; an increasing proportion of a country's population living within urban areas (1). Credit other appropriate definitions.
Suburbanisation; the increased movement of people/services and industries from the centres and inner-urban areas outwards, towards and onto the edges of the built-up area. (1) **(2 marks)**

- (b) (i) Overall, the number of people living in towns and cities has grown (1) from roughly 5000000 in 1920 to 150000000 in 2000. Accept other valid manipulation for elaboration (up to 2 marks) e.g. from 15% of the total population.
The actual number of people living in rural areas has remained relatively constant. (1) A slight increase in rural population occurred during the 1950s and 1960s. Allow elaboration on this statement using values from the graph (up to 2 marks). **(3 marks)**

- (ii) The increase in population in urban areas is a combination of rural to urban migration and natural population growth.
In-migration would be predominantly young economically active people, of childbearing age. Subsequent growth of population in the cities would therefore be partly due to natural increase.
The rural population has remained relatively stable because in these areas birth rates would be high and family size large. Rural inhabitants would rely on large families. Children would be expected to help with subsistence farming and the level of development would be lower. Recent relative decline in rural population could be partly due to an ageing population structure in these areas.
Explanation of increase in total population also legitimate.

Level 1 (1-3 marks)

A basic answer which relates only to the increase in the urban population related to rural-urban migration.

Level 2 (4-5 marks)

The rise in urban population will relate to both rural to urban migration and natural increase. There may be an attempt to explain the relatively stable rural population. **(5 marks)**

- (c) The consequences of suburbanisation can relate to periphery and inner-city/CBD.
Consequences can be economic, environmental or social, either **negative** or **positive**.
The example or examples used must be from one MEDC. If a LEDC is used the maximum mark will be at the top of Level 1. Candidates should be awarded credit for the validity of the consequences if they also relate to a MEDC.

CBD

Negative:

Some CBDs have seen shops and offices close and relocate to peripheral sites. Town centres can become run-down as a result.

Positive:

Many town councils have responded with redevelopment schemes, which have helped to improve and revitalise their CBD.

Inner-city

Negative:

The inner-city can suffer from ‘doughnut effect’. People and economic activities move to the edge leaving a ‘dead heart’ with run-down buildings. The environment suffers, with derelict factories left to decay. Unemployment is often high and residents are the poorer and most disadvantaged members of society.

Positive:

Congestion can be eased in the inner-city if fewer people commute to work in the city centre. Brownfield sites can become available for development.

Suburbs

- New housing estates, shopping and business parks encroach on countryside surrounding the cities. Wildlife habitats and small-scale ecosystems can be negatively affected.
- An extension of the urban area means an increase in impermeable tarmac and concrete surfaces. In some places, e.g. Shrewsbury, flood has occurred more frequently in recent years due in part to an increase in urban surfaces.
- Suburbanisation has occurred at an unprecedented level. Most suburban dwellers are car owners, so the number of cars on the highways at peak times has led to associated problems linked to congestion and air pollution.
- The suburban dwellers are predominantly white middle-class. This leaves some inner-cities deprived and they may be afforded the status of ghettos. Ethnic segregation; economic segregation; inequality.

Level 1 (1-4 marks)

A basic response, which may concentrate on the loss of countryside and one consequence, such as the negative effects on ecosystems. Location will largely be ignored. Accept an LEDC city or suburbanised village at this level.

Level 2 (5-7 marks)

A clear response, which may provide a location but lacks the points made will be general. At least two of the consequences detailed in the mark scheme are covered

Level 3 (8-10 marks)

A detailed response, which uses precise and specific points. There will be reference to the consequences in the suburbs and the inner city/CBD.

(10 marks)

Question 3

- (a) (i) Figure 4a is in the rural/urban fringe or the outer suburbs, close to a dual carriageway.
 Figure 4b is in the inner city or inner suburbs on a main road.
 Max 1 if every box is labelled because 1 will be incorrect. **(2 marks)**

- (ii) 4a plenty of space available for a large store, car parking etc. close to the suburbs, where many of the shoppers live. Land values lower. (Up to 2 marks)
 4b on a main road, where a large number of commuters will pass each day so accessible to car drivers buying convenience goods. Near to high density housing. Many people living within the area who will be able to walk to the shop easily, (high threshold population). (Up to 2 marks) **(3 marks)**

- (b)
- | Costs | Benefits |
|---|---|
| <ul style="list-style-type: none"> • High land values in CBD. • Shortage of space, shops in competition with other users e.g. estate agents, financial services. • Difficult and expensive for shoppers and workers to park. • Congestion in the city centre makes deliveries of stock difficult. | <ul style="list-style-type: none"> • CBD is most accessible part of town, therefore lots of customers passing through. • Threshold is greater due to high numbers of pedestrians passing by. • CBD has prestige value. |

Level 1 (1-3 marks)

A basic response which outlines either costs or benefits in a rather simple fashion, e.g. "There is not much space in the CBD, and it is very busy and congested". There may be some irrelevant detail on the rural-urban fringe.

Level 2 (4-5 marks)

A clear response which covers both costs and benefits of a city centre location. The answer might refer to actual locations, but this is not necessary.

(5 marks)

- (c) An issue can be identified as a concern, which gives rise to debate. The main **planning issue** to be considered here is that of green field versus brown field sites. Government policy has tightened up in recent years and sites on the edges of towns are not always given an easy ride. Large office complexes have moved out of many CBDs, adding to the decline experienced in many city centres. Local councils do not want to see their city centres decay further and are more supportive regarding the use of brown field sites, such as Trafford Park in Manchester and the London Docklands. Governments have financed Enterprise Zones within UK cities and are keen to see city centres regenerate.

Economic Issues;

On the other hand, planners are keen to see new jobs being brought to a town, particularly when de-industrialisation has resulted in high levels of unemployment.

Environmental Issues;

In some towns and cities local residents have objected to planning proposals regarding business and science parks because they believe that living in close proximity to one will devalue their home. Building on the edge of town destroys open space and creates noise and visual pollution.

Building on flood plains, so increasing flood risk is an environmental issue which planners must take into account.

A business park development in an inner-city area can increase traffic, which has an impact on air and noise pollution for local residents.

Level 1 (1-4 marks)

A basic response, which predominantly concentrates on the costs and benefits of a green field site for business or science parks. There may be drift into the issues concerning a retail park.

Level 2 (5-7 marks)

The emphasis will be clearly on relevant issues (impact on traffic, local residents) but the range of points made will be limited, although focused correctly on a science or business park.

Level 3 (8-10 marks)

A competent response, which might consider a range of issues both within and on the edge of towns. There is likely to be locational support. An otherwise competent response, outlining valid issues for a named example either within an inner-city or on the rural/urban fringe.

(10 marks)**Total****20 marks**