



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Geography 5031 Full Course
Specification A

Unit 3 GGA3

Mark Scheme

2007 examination - January series

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GGA3

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 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.

GGA3

Question 1

- (a) (i) 6×1 . Any valid label which relates clearly to aspects of the landscape or vegetation. Maximum 5, minimum 1 on either component.
 Labels likely to relate to mounds of sand in foreground / embryo dunes; higher dunes to rear / fore-dunes hollows / blow out; may refer to evidence of area being used by people (1).
 Vegetation cover very sporadic on embryo dunes (1) complete absence in foreground / only sand apparent (1) relatively low height (1) only 1 species (light green colour).
 In contrast, further back, vegetation is more continuous (1) much higher / more established (1) 2 species (i.e. different leaves/colour) (1). Features must be named arrowed.
 1x1 if labels developed.

6 marks

- (ii) Description should relate to increasing coverage of ground with increasing distance ... density clearly very high in third photograph; similarly increasing diversity ... potentially greatest in second picture and increasing height. Shrubs are clearly present in third photograph – some in the background are relatively tall, whilst in middle photograph much more low-lying.
 Reasoning should relate to the changing conditions with increasing distance from High Water Mark (HWM) – the addition of nutrients from decaying vegetation creating more hospitable environment for growth. The variation in water levels might be considered – e.g. in context of second photograph.
 The capability of certain species to certain conditions may be considered e.g. marram grass in foreground to exposed, salty conditions and ability to withstand blown sand accumulating on root system and rapid growth.

Level marking

Level 1 (Basic)

(1-4 marks)

Description of individual photographs.
 Generalised use of photographic evidence.
 Possibly general reasons or reasons linked to specifics stage.

Level 2 (Clear)

(5-7 marks)

Begins to refer to changes between photographs.
 May focus on changes between two photographs only.
 Begins to suggest reasons for changes noted.
 Some specific use of photographic evidence in support.

Level 3 (Detailed)

(8-9 marks)

Clear analysis of changes at all three stages.
 Specific use of photographic evidence in support.
 Reasons are targeted to changes noted, with an attempt to explain overall changes included (i.e. reference to improving conditions).

(iii) Show a primary succession (1).

Justification:

vegetation is colonising a previously unvegetated areas (1).

where wind-blown sand is providing new environment (1).

vegetation progresses only to shrubs, no evidence of trees (1) which would represent climatic climax. (1)

Pioneer species in Figure 1 (1).

1 for correct identification;

2x1 for justification.

3 marks

(b)

There is much evidence that people visit the coast and this should be stated in an analytical, summative way.

There are 5 car parks along the coast – which is approximately 1 every km indicative of significant usage.

A footpath follows the base of the dunes for much of the area shown – from Rimac in the north to 489802 in the south. The area in the north (Rimac) seems to have a different focus of use than that in the very southern part – with a viewpoint and nature reserve as opposed to holiday homes, caravan park and other facilities – toilets, pub in the south.

Likely impact should relate to the impact of people on the succession and a recognition that according to map evidence this will vary. Impact will relate to trampling; species being damaged, perhaps erosion as people act as an arresting factor. This is likely to be greater in the south given likely much higher intensity of use versus status of northern area as a nature reserve and virtually no facilities.

Level marking

Level 1 (Basic)

(1-4 marks)

Describes map evidence suggesting people visit coast.
 May be generalised or even specific map evidence but will be piecemeal rather than summative.
 Impact, if present, will be general.

Level 2 (Clear)

(5-7 marks)

Begins to target response to question – seeks to summarise aspects of use, supported by map evidence.
 Begins to consider impact on succession from observations made. Tentative comment.

	Level 3 (Detailed)		(8-9 marks)
	Clearly targets response to question – clear summary of different uses, aware of a variety of uses and note may contrast between north and south. Clear consideration of likely impacts using appropriate terminology and will realise contrast within the area concerned or relate impact to use. Clear, explicit comment.		
(c)	(i)	2 marks for accurate position in bottom left-hand corner for X. 2 marks for accurate position for loam-type texture for Y.	4 marks
	(ii)	Marks for identifying soil profile in appropriate proportions (up to 2). 1 mark for identifying vegetation. Up to 2 marks for contrasting boundaries. Maximum 3 for profile; minimum 2 – similarly for labels. Labels likely to refer to organic matter, colour, structure, fauna, roots; may draw out valid contrasts between different horizons or similarities, e.g. porosity.	5 marks
	(iii)	Any valid contrast with evidence from profiles, description in support e.g. contrasts in parent material; overall depth; humus type/amount; colour; clarity of horizons age. Separate descriptions only valid up to 2 marks. Clear contrasts with precise evidence / explanation / elaboration – 1 for contrast and 1 for support. Contrast only – 1 mark.	6 marks
(d)	(i)	1 mark for basic statement of aim; 1 + 1 for developed statement e.g. to determine pattern of visitors to ... honeypot (1) with reference to length of stay, origin, who they come with (1).	2 marks
	(ii)	6 × 1 per basic statement 3 × 1 + 1 per developed point. Any combination. Maximum 4 on either samplings or method m e.g. questionnaire or data item. People asked sampled systematically (1) so that every tenth person (1) who passed each of study sites which were spaced at regular intervals (1) along main street (1). If a person refused, the next person to pass was asked. Methods should consider question topics asked; may consider actual wording of question, e.g. up to 4 marks for specific questions. May refer to piloting; when question asked. Possible to see some aspects in both categories.	6 marks

Question 2

- (a) (i) 3×1 for accurately plotting each population figure. Maximum 2 if line not added. **3 marks**
- (ii) Any valid label identifying a key characteristic / phase in Waltham's population change e.g.
 initial relatively slow increase;
 more rapid increase 1921 – 1951;
 population declined between 1951 – 1961;
 followed by a rapid increase – one of fastest – up to 1971;
 rate, still high, but slowed to some extent 1971 – 1991;
 more recent growth has been most rapid ever.
 Years must be clearly signalled by arrows / brackets for marks. **3 marks**
- (b) (i) Counter urbanisation (1).
 Waltham is clearly a separate/individual settlement (1).
 There is clearly an area of land which is not built on to north (along B1203) (1). This process is not one of suburbanisation (1). The remaining 2 processes focus on the urban area (1) not the rural-urban fringe where Waltham is located (1).
 1 mark for process.
 2×1 or $1 + 1$ for justification **3 marks**
- (ii) Waltham to the south of Grimsby (1). This nearby urban area would have provided the likely source of many of Waltham's newcomers (1) as urban-rural migration occurred (1).
 Reference to push/pull factors – up to 2 marks.
 There are places of work shown along the river and A180 (1) which offer opportunities of employment to Waltham residents in addition to the town of Grimsby (1) and these are accessible via A1136 or A16 (1). Indeed, the A16, but also the B1203/A46, offer access to Grimsby (1) and the relatively short distance from the town (1) and 1 for evidence, e.g. specific distance to edge/centre make commuting possible (1).
 6×1 ; $3 \times 1 + 1$ – any combination of simple or elaborate points. **6 marks**
- (c) In 1953 Waltham was clearly focused around a road junction. There was evidence of ribbon development, notably to the north, beginning at 265041 and also to south west, beginning at 258037.
 By 1980 there had been two clear areas of expansion – to the north – in the south western section of 2605 and to the south west between the roads in 2503. Fields had clearly been taken over by the spread of the village in both directions.

There had been more piecemeal infilling in grid square 2605 south and west of the new cemetery. The period between 1980 and 1989 saw large development in different areas, notably that to the north of Waltham Road in 2403 / 2503. The south western area continued to expand outwards whilst the eastern area show no significant housing developments (east of grid line 26). The most recent expansion has occurred further north of Waltham Road as these adjuncts continue to grow.

The areas of earlier growth, up to 1980, have largely been static. However, development has begun to occur at the junction of B1219 and B1203 and there are signs of further growth via roads beginning to be built at 266032.

Reasons likely to be suggested: growth to north initially due to relative proximity to Grimsby. Also, adjacent here to original ribbon development in 2604 and this can similarly be seen to south west. Thus, the structure suggested by the model of land use in the suburbanised village appears to be being adhered to. Give relative closeness of this northern area to Grimsby and lack of any subsequent growth here, it is possible that planners have decided not to allow further development here to prevent Waltham joining with Grimsby. This would have resulted in the need to allow the development in other directions. There was clearly available land to the north of Waltham Road to allow substantial expansion during the 1970s and 1980s and indeed in the 1990s. It appears that emphasis has now switched to the south eastern area to try to limit expansion in other directions. In most recent area, there is evidence of initial development being adjacent to existing main service roads for access (266032).

Level marking

Level 1 (Basic)

(1-5 marks)

Individual maps are described.
Possibly some general reasons.
Generalised use of map evidence.

Level 2 (Clear)

(6-10 marks)

Begins to refer to changes and at top end, changes are clear.
May focus on 1953 and 2000 or other stages.
Begins to suggest reasons for specific changes noted.
Some specific use of map evidence – map location / 4-figure grid references.

Level 3 (Detailed)

(11-12 marks)

Clear analysis of changes with response targeting the question.
Will be aware of intermediate changes (although depth may vary).
Able to provide a summative account.

Suggests valid reasons which relate clearly to changes noted.
Specific and sustained use of map evidence in support.

- (d) 6 × 1 3 x 1 per valid label. Any combination.
Labels must be phrases (not words) which describe any aspect of the housing development visible on the photograph. These labels are likely to refer to housing itself:
age, type, design, building materials, windows, features;
the surrounding area – drives, gardens, walls/fences;
the broader environment – proximity to other houses – roads, street furniture.

Features must be arrowed to be creditworthy.

6 marks

- (e) **Environmental issues** occupy much of article, clearly include urban sprawl and loss of countryside; impact on existing small settlements/sites of historic interest; need to supply water to even more people and accommodate even more road users when current pressures existed; impact on wildlife and range of species are clearly issues. These issues are most obvious and easiest to extract from the article.

Political issues suggest conflict of interest between local people and the regional panel who approved the proposals. The interest group, CPRE, were against the decisions taken by the regional panel. There is clearly a debate about building on greenbelt – its very designation should ensure such land is protected from development.

Social issues are least well represented in the extract. Key point relates to demand for housing from people expected to move into the area and also the need for homes for people who currently do not have one. There is clearly a conflict here between social and environmental categories – the need to provide homes for people where people want them, but at what expense?

Level marking

Level 1 (Basic)

(1-4 marks)

Describes information present, will be aware of conflicts/problems. May focus on one category only (environmental) but will/may not openly classify. Heavy reliance on Figure 15.

Level 2 (Clear)

(5-7 marks)

Begins to use information in Figure 15. Categorises conflicts/problems according to environmental, social, political. Begins to discuss/debate showing some awareness of issues. Tentative comment.

Level 3 (Detailed)

(8-9 marks)

Clear, purposeful use of information in Figure 15. Issues identified and categorised – discussion/debate clear. Explicit comment – may realise tension between/within categories.

- (f) (i) 1 mark for basic statement of aim; 1 + 1 for developed statement e.g. To see whether river R changes downstream (1) with regard to characteristics such as width, depth, velocity, bedload (1).

2 marks

- (ii) 6 × 1 per basic statement; 3 × 1 + 1 per developed point. Any combination. Maximum 4 on either sampling/s or method /m e.g. bedload as data item – size. Items sampled systematically (1) along cross-section – every 50cm (1) to ensure even coverage (1). Then with eyes closed (1) hand enters channel and first piece of load to touch under finger is item selected (1). This is an attempt to allow pieces in vicinity to be equally likely to be picked (1) and to introduce a random element (1) to make it a fair test (1). Possible to see some aspects as method as well as sampling. On method, in addition, once item retrieved, long axis (1) measured using pebbleometer (1) and up to 2 further marks for explaining how measurement carried out.

6 marks