

General Certificate of Education

Geography 5036 *Specification B*

GGB3 The Human Options

Mark Scheme

2006 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 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 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 questions 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 “triggers” 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 the 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 this 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 has 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 of 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 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.

Urban Change in the UK and the Wider World

Question 1

(a) (i) The main characteristics include:

- Large extensive site
- Appears to be a flat site – river floodplain?
- Large one storey buildings, or at most two storey
- Extensive areas of car parking, scattered through the area
- Monorail or railway system which interconnects the complex
- Well planned road layouts, with roundabouts
- Retail elements entirely undercover

Allow 1 point about area beyond red line.

Level 1

Two of the above characteristics identified and described

(0-3 marks)

Level 2

More than two characteristics identified and described

(4-8 marks)

(b) N.B. Effects **must** be on the CBD, not an area around out-of-town retail park.

They will include:

- Decline of city centre shops – shop closure – job losses
- Reduction in pedestrian densities
- Increase in number of charity shops in former premises of chain stores
- 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 1

A simple list of effects with no real development of any; or one well developed effect only

(0-3 marks)

Level 2

More than one effect clearly developed. Detailed references to specific case studies access this level. 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)

(4-7 marks)

(c) **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.

Suburbanisation is the outward growth of urban development 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.

Credit same transport system once only.

Counter-urbanisation is the process of population movement out of major urban areas into much smaller urban areas and rural areas. People are said to “upsticks” and move away from large cities, physically crossing and going beyond the “greenbelt”. The increased use of the private car, and electronic technologies has enabled this to increase in many MEDCs.

Egs must have urban area and destination area

2 marks per term

(0-2 @ 3 = 6)

- (d) (i) 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 only reach Level 1.

Level 1

(0-3 marks)

Generalised statements of reason that could apply to any urban area. Reasons tend to be stated simplistically.

Level 2

(4-6 marks)

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

- (ii) 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 1

(0-3 marks)

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

Level 2

(4-6 marks)

More than one attitude stated, which are different and clearly attributed

- (e) The characteristic features of suburbanisation/counter-urbanisation are:
(If not clear which: Max 2)
- The increased use of a commuter railway station nearby
 - Higher levels of traffic movement in that area – more road congestion
 - The increased value of houses in the area
 - The increase in the construction of council/Housing Association housing
 - The increase in the construction of “executive housing” in the area
 - The increased rate at which conversions of farm buildings to exclusive housing takes place

One mark per valid statement

(0-4 marks)

- (f) Causes of inner city decline (Not CBD 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 materials; low educational attainment and aspirations amongst local people; out migration of more wealthy and so on

Level 1

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

(0-3 marks)

Level 2

More than one reason fully developed and attributed to the named area.

(4-6 marks)

- (g) Housing Associations are non-profit making organisations set up to provide rented accommodation. Initially they were the third type of housing provider after the private sector and local authorities, but during the last twenty years their influence has increased. They use a system whereby private capital is borrowed either to build new houses, or to buy existing housing stock (E.g. former council housing, NCB housing or even ex-military (air force base) housing), and they seek to make returns on their investments, for further reinvestment. As they also receive government subsidy, they are able to provide housing for many people at lower rents.

They are also part of the strategy to encourage greater home ownership – people are offered housing where they are paying both a rent, but also in the longer term may opt to buy the property. Some housing associations in inner city areas are using this system of shared ownership to initiate the process of home ownership in areas where this is not the norm. In some cases, housing associations may offer rental packages on furniture and other household items.

Level 1

(0-3 marks)

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

Level 2

(4-7 marks)

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

The Historical Rural and Urban Landscapes of England and Wales.

Question 2

(a) Classic Georgian/Regency features of buildings:

- Rectangular plan with a symmetrical facade
- 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
- Candidates may also refer to crescents of three storey houses, carved friezes above buildings, terraces of houses, garden squares and parks

Reserve two marks for a sketch and/or diagram

(2 marks)

Level 1

(0-3 marks)

Two features identified and described in some detail

Level 2

(4-6 marks)

More than two features identified and described

8 marks

(b) (i) Differences between Bournville and 19th century industrial towns:

- Low density housing v. high density housing
- Housing with gardens v. houses with no gardens
- Some curving streets of buildings v. rectilinear streets
- Social facilities available (schools) v. less provision

Level 1

(0-3 marks)

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

Level 2

(4-8 marks)

More than one difference identified and discussed. Clear sense of comparison is made

(ii) This question is aimed at the quality of life in urban areas in 19th century England and Wales:

- Less incidence of respiratory diseases – more clean air available
- Better quality sanitation facilities – tap water , WCs and sewers
- Less incidence of water borne disease – less cholera, typhoid
- Greater evidence of parks and recreation grounds – more exercise facilities available
- Less incidence of transmittable diseases – lower occupancy rates
- Less alcohol related problems – no pubs or gin palaces – credit references to Cadburys chocolate drink
- Almshouses represent some caring for the elderly

Level 1

(0-3 marks)

Simple statements of features, with no development into how they produce better living conditions for people

Level 2

(4-8 marks)

More sophistication of comment, with clear reference of improvements experienced by the people in the area

(c) New Towns have since been built for a variety of reasons:

- To relieve overspill from London (e.g. Harlow), Liverpool (e.g. Runcorn)
- To enable slum clearance to take place
- To stimulate regional economic development by acting as growth poles (e.g. Washington and Corby in the early phase, and Milton Keynes and Telford in the later phase)

Two marks per reason

(0-2 @ 3 = 6)

(d) Examples of new building materials and technologies include:

- The use of steel girders to build high-rise blocks; and more extreme designs of buildings
- The use of reinforced concrete and plate glass has allowed greater flexibility of design
- The use of felt materials encouraged the development of flat roof buildings
- The use of cement wash and cladding has allowed greater use of different colour, and external surfaces to buildings
- Deck access and elevated walkways have been used in both housing and shopping areas; plus the invention of the escalator
- The use of asbestos stimulated prefabrication
- The use of prefabricated building blocks – for housing, and schools – now many defunct

Two marks per material/technology

(0-2 @ 2 = 4)

(e) The emphasis here is on differences:

- 2/3 large fields v. patchwork effect of smaller fields
- Strip cultivation v. fields given over to one crop/grass
- Farms central to village v. scattered farmsteads in fields
- Winding lanes v. straighter roads
- Communal land v. all land utilised except fox coverts, small areas of woodland separated by ridges (balks) v. the use of hedgerow, walls and marker trees

Level 1

(0-3 marks)

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

Level 2

(4-8 marks)

More than one difference identified and described. Clear sense of comparison is made

(f) For example: National Parks/AONBs

To what extent do protection policies impinge on the landscape, and also what extent is the potential loss of such land a cost to society

Conflicts could arise over:

- New housing in countryside areas – for locals or for outsiders
- The restrictions on housing and related facilities – e.g. building materials, satellite dishes
- Access or otherwise to parts of the countryside by walkers/ramblers
- The need for local people to continue to earn a living whilst recognising special nature of land for others who do not live there
- The use of designated footpaths/bridle ways/cycle paths, or open access
- Traffic congestion – limitation of road access, or one way systems, or bypasses
- Job creation – quarry developments, factory construction

Level 1

(0-3 marks)

A generalised list of possible conflict creating issues with no link to the location named by the candidate. No depth to the response, or one well developed and argued conflict only, which is clearly applicable to the location named

Level 2

(4-8 marks)

More than one clearly developed conflict which is linked to the location named by the candidate. Reward evaluation of the conflict(s), together with statements of outcome if appropriate.