



## **General Certificate of Education**

### **Geography GGB3**

*Specification B Post-Standardisation*

## **Mark Scheme**

*2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 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) Possible trends:  
 Tokyo consistently the largest; Mexico City in top 3.  
 LEDC proportion dominates, and is slightly increasing – 7 out of 10, to 8 out of 10. (assuming S. Korea is LEDC)  
 Increase in status for Seoul, Delhi  
 Reduction in status for Sao Paulo, Shanghai and Los Angeles  
 One mark for each correct statement.

**(0-4 marks)**

- 1 (b) Name of urban area – no mark.

- 1 (b) (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. Level 2 should be reserved for reasons that are specific to the area or region (e.g. for migration factors) named.

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

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

**Level 2 (4-6 marks)**

*Specific reasons which clearly apply to the urban area identified by the candidate. However, once Level 2 has been reached, additional credit could be given for more sophistication of reasoning in a general sense.*

- 1 (b) (ii) 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; or discussion of one problem only.*

**Level 2 (4-6 marks)**

*More than one problem discussed. Specific statements relating to the named city / urban area access this level. Answers are detailed and have depth.*

- 1 (b) (iii) For example, poor quality housing and squatter settlements:  
Until recently, authorities regularly evicted squatters and destroyed the squatter settlements. Nowadays, they are seen in a more positive manner.

e.g. in Delhi, 2.4 million people live in squatter settlements known as jhuggies. The city authorities hope to improve living conditions by helping the residents to help themselves. They grant squatters legal title to their land; provide essential infrastructure such as mains water, roads and electricity and give loans to residents to purchase building materials and hire builders to improve their homes. These schemes are known as self-help schemes.

Sites and services schemes are a popular low cost solution to the housing problem. The city authorities provide serviced plots with mains water, electricity, sewerage and roads. Residents build their own houses on the plots either from scratch or around a basic shell.

One mark per correct statement to a maximum of 3 marks

**(0-3 marks)**

- 1 (c) Initially shoppers were very much in favour of the development, but this reduced after the opening. Also initially shopkeepers/employees were very much against, which again reduced in scope afterwards. The aspirations of the shoppers were not matched, and neither were the fears of the shopkeepers. Perhaps there were difficulties of access, or some refurbishment of the CBD.

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

Simple statements of attitudes or changes in attitudes with no commentary.

**Level 2 (4-6 marks)**

One attitude, or change in attitude, discussed / commented upon.

- 1 (d) Reasons for out-of-town locations:
- increased access to wealthier suburban population
  - cheaper land for site and expansion
  - access to new roads / motorways
  - advantage of derelict land grants (brownfield sites)
  - high levels of dereliction in inner-city / CBDs
  - difficulty of access to CBDs – for shoppers and deliveries
  - possibility of developing new greenfield sites.

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

*A list of generalised statements of reasons that could apply to any out-of-town location. Reasons tend to be stated simplistically. Development of one reason only.*

**Level 2 (4-6 marks)**

*Development of more than one reason.*

- 1 (e) The characteristic features of suburbanisation / counter-urbanisation are:
- 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 increased 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.
  - Construction of additional services, e.g. improvements to transport system.

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

*Generalised statements of characteristics that could apply to any such location. Characteristics tend to be stated simplistically.*

**Level 2 (4-5 marks)**

*Development of one or more characteristic. Specific case study material accesses this level.*

- 1 (f) **Salford Quays**
- The key aspect here is the link to ‘regeneration’. So, be prepared to credit before and after statements which can be gleaned from the photo:
- Formerly a dock area – now tourist/business  
 Two cranes are clearly visible – sign of earlier industry  
 Upgrading of edge of water area – lights, railings, block paving  
 New building in the background – offices / apartments?  
 Cleaner water vis-à-vis polluted

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

*Simple listing of features without any reference to renewal / regeneration.*

**Level 2 (4-6 marks)**

*References to renewal/regeneration. Each reference to receive credit through Level.*

**Level marking**

1 (g)

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

*A set of statements setting out the aims and outcomes of the chosen scheme. Some statements are likely to be generalised, and not directly applicable to an area named by the candidate. No evaluative comments are given at all.*

**Level 2 (4-8 marks)**

*Statements of either a positive or a negative impact that may be clearly attributed to an area named by the candidate. Precise evaluative comments access this Level. Better responses may indicate both positive and negative outcomes, and/or may indicate short term and longer term impacts.*



**OPTION T****Question 2**

- 2 (a) (i) From Figure 4:
- To improve housing conditions for those living in inner-cities
  - Creation of Utopian communities

Other reasons:

- To alleviate overspill from London (e.g. Harlow), Liverpool (e.g. Runcorn)
- To enable slum clearance to take place following bomb damage
- 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).

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

*Listing of reasons from Figure 4, or elsewhere, with no development.*

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

*Development of one or more reason, including case study material..*

- 2 (a) (ii) Figure 4 implies that NTs have not been a success: 'danger of falling into spiral of decline', 'collapsing house prices and high crime rates', 'expensive liabilities', 'mainly designed for the car not the pedestrian', 'breeding grounds for petty crime and drug abuse'.

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

*Simple lifting of statements as above.*

**Level 2 (4-5 marks)**

*Use of the above statements, or others, to imply lack of success. For example, candidates could contrast the Utopian ideal with 'large estates with poor amenities'; design faults in terms of emphasising the importance of the car which has led to pedestrian concerns re safety. Credit arguments against negativity at this level.*

- 2 (b) (i) The main aspects of the growth of 19<sup>th</sup> century towns concerned the establishment of factories or mills, and large areas of cheap housing around them. The factories and mills tended to be located on lower flatter ground, near to canals and railways so that raw materials could be brought to the factory / mill and products taken away. Rivers were also a major locational factor, providing a power source early on, but also a place where waste products could be discharged. Later railways continued the influence of transport on town growth. Canals and railways were used for the transportation of raw materials and produce.

Many of these were bulky items and had to be off-loaded straight from the vehicle (barge / train). Railways also encouraged the development of suburbia and commuter estates

### Level marking

#### Level 1 (0-3 marks)

*Simplified statements of description that could apply to any industrial town.*

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

*Description clearly related to a named town or towns.*

- 2 (b) (ii) Answers will depend on the town chosen, but in general terms evidence could range from Roman baths, castles, city walls, cathedrals and so on.  
1 mark for each piece of evidence. (0-3 marks)
- 2 (c) The building has:
- a rectangular plan, with a symmetrical façade
  - sash windows with thin glazing bars
  - smaller windows on upper floors – servants quarters
  - different pattern around edge of building and the central stone columns – use of stone rather than brick
  - ornate portico above front door, with stone columns at side of door
  - semi-circular window on upper floor
  - parapeted edge to a roof
  - use of decorative wrought iron at entrance to building, with steps to front door

### Level marking

#### Level 1 (0-3 marks)

*Two features identified and described in some detail.*

#### Level 2 (4-8 marks)

*More than two features identified and described.*

- 2 (d) From Figure 5:
- Age and rarity** – could the cost of repair be prohibitive v. other callings on funds.
- Architectural interest** – of interest to whom? Does protection of the building cause health and safety concerns?
- Technological innovation** – as above; technology moves so fast nowadays that preservation of an older innovation may lose its appeal.
- Well-known people** – is the home of a former politician/artist etc. worth preserving when there is little other material retained from that time.
- Group value** – should owners/residents go without to satisfy the needs / desires of irregular visitors and tourists? Should they bear the costs?

General conflict between:

Maintenance of architecture v. need for shops and other businesses to display goods; and for residents to have the modern requirements for living

Traditional architecture v. modern day requirements and needs – absence of satellite dishes and double glazed windows.

Desire to maintain architecture v. cost to do so – many buildings in a state of disrepair.

Good taste v. tackiness in external appearance of buildings.

**Level marking**

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

*A generalised list of possible conflict creating issues. Limited depth to the response, or one well developed and argued conflict only.*

**Level 2 (4-8 marks)**

*More than one clearly developed conflict. Credit references to examples here. Reward evaluation of any conflict(s), together with statements of outcome if appropriate.*

2 (e)

Characteristic features of the open-field landscape:

- 2/3 field system
- strip cultivation – 22 @ 220 yards
- central village, with manor house
- church, rectory and glebe land
- common pastures, meadows and grazing rights
- surrounding areas of woodland – swine pastures, coppicing / pollarding
- outlying squatters / woodman cottages
- winding lanes from village

**Level marking**

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

*Two of the above features identified and described.*

**Level 2 (4-8 marks)**

*More than two annotated features as given above. Credit high quality annotations.*

- 2 (f) **New building materials:** materials that have been increasingly used in the 20<sup>th</sup> century in the construction of houses and other buildings. Examples include, the use of reinforced concrete and plate glass; the use of felt materials; the use of cement wash and cladding; the use of asbestos.

**Enlightened industrialist:** a factory or mill owner who was determined to provide better quality housing and other social services for the workforce. In some cases, purpose built settlements were constructed close to factories and mills, with specially designed housing and services. Examples of enlightened industrialists and their settlements are: the Cadbury Bros. at Bournville, Lever Bros. at Port Sunlight and Titus Salt at Saltaire.

Two marks per term.

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**(4 marks)**