



General Certificate of Education

Geography GGA2

Specification A

Mark Scheme

2008 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.

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Set and published by the Assessment and Qualifications Alliance.

GGA2

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.

GGA2

Question 1

- 1 (a) (i) There are more 15-29 year olds than 0-14 year olds (1). 7-8m 0-14s compared to 9-10m 15-29s / roughly 75% the number of 15-29s (up to 2 marks). **(2 marks)**

- 1 (a) (ii) Fewer 0-14 year olds / contracting base as a result in a reduction in fertility/birth rate/out-migration in recent years (1). This could also be a result of the lower numbers of adults in the 25-39 age bands who would be the parents (1). Bulge in the 15-29 age groups could be the result of a previous baby boom (1). Contraction in the pyramid in the 25-39 year olds could be a result of out-migration of young adults (1).
Max. 1 if points are not linked to an age band. **(3 marks)**

- 1 (a) (iii) **Increase in the proportion of elderly** in the population as a result of increasing life expectancy, due to improvements in health care, standards of living, nutrition etc. Poland has reached stage 5 in the Demographic Transition Model, where birth rates have fallen below death rates.
Proportion of elderly women has also increased dramatically since 2000.

The lower, but stable birth rate accounts for the narrow base and straight sides in the 0-24 year age groups. This is partly due to people choosing to have a smaller family because women work, availability of contraception, cost of bringing up a child in an MEDC etc. The reduction in the number of young could also be a consequence of the previous out-migration of young adults, suggested in the 2000 pyramid, leaving behind fewer adults in the reproductive age groups.

Level 1 (Basic)

(1-3 marks)

One change in the population structure is considered. This is likely to be the increase in the elderly. Otherwise a good description of changes will be given but these changes will not be accounted for.

Level 2 (Clear)

(4-5 marks)

Changes in more than one section of the pyramid are noted and accounted for clearly.

1 (b) Examine the potential consequences of emigration for a country such as Poland.

Consequences for the donor country, e.g. Poland, should be the main focus in this question. The consequences could be positive and/or negative, and may be economic or social in nature.

Positive consequences might include:

- Job prospects for those remaining behind will be improved as there are fewer competing for work. (E)
- Migrants often send money home, much of which is re-invested in the home economy. (E)
- Returning migrants bring back new skills, which may help to revitalise the home economy. (E)
- Less pressure on local resources, such as housing, food and education and health services (E/S)
- Population density is reduced. (S)
- Returning migrants increase social expectations in the community, demand for improved leisure facilities. (S)

Negative consequences might include:

- The loss of the young adult labour force may result in labour shortages (E)
- The loss of the most skilled and those with entrepreneurial talents, which may slow economic growth / negative multiplier effect (E)
- There may be an imbalanced population structure, with a disproportionate number of elderly, and fewer males, this can have long-term consequences. Family structure may break down. (S)
- Returning migrants may impose a social cost on the community if support mechanisms are not in place to cater for them, e.g. those returning home on retirement (S/E)

Level 1 (Basic)

(1-5 marks)

One or two of the bullet points might be used but there will be no attempt to structure the answer. The organisation will be poor and there may be reference to the impacts of migration on the destination. There may be drift into causes or impacts on the destination.

Level 2 (Clear)

(6-8 marks)

A focused answer, which concentrates on the source country but support will be somewhat generic. The response will probably be one-sided, most probably considering the negative impacts. Substitute depth for breadth here.

Level 3 (Detailed)

(9-10 marks)

The answer will consider a range of impacts brought about by out-migration on the source country. Additionally, there is likely to be an attempt to classify the effects, perhaps as economic and social consequences or positive and negative. Another route to Level 3 might be the use of a well-learned case study, using more precise detail.

Question 2

- 2 (a) The arrangement of settlements in **order** of importance (1). (2 marks)
Settlements can be organised in order of population size (1) or by the range and order of services (1). A hierarchy is a pyramid shape because there are more small settlements/villages than larger ones/cities (1).

- 2 (b) (i) Snow Patrol venues are distributed over the area covering the most densely populated parts of England and Scotland / in the major cities in England and Scotland (1) whereas Embrace are playing over a greater area of the UK including Wales, East Anglia and the South West (1). Snow Patrol venues are more widely spaced out / distance between each venue is greater (1). (3 marks)

Neither group has scheduled a concert in the northern parts of Scotland and Wales (1).

- 2 (b) (ii) Threshold is the minimum number of customers needed to support a good or service to ensure that a profit is made. Large cities have a greater threshold population and so a group such as Snow Patrol can choose a city to play in because there are enough willing customers in the area to make the venue profitable. Less popular groups might choose to play in smaller settlements because the customer base in the chosen locations is likely to be smaller, and at a smaller venue / in a smaller settlement, fewer customers are needed to ensure profitability.

Range is the maximum distance that people are prepared to travel to obtain a good or service. Snow Patrol are additionally likely to have a greater range than Embrace, so people will be willing to travel further to see them, hence fewer venues overall spaced further apart. People will not be willing to travel so far to see Embrace, so the group will choose more locations to play at.

Level 1 (Basic)

(1-3 marks)

One of the terms will be used simply to explain why the tour schedules differ e.g. there are more people living in cities like Manchester and Birmingham to go to the concerts. Otherwise a definition will be given for both range and threshold but the candidate will struggle to apply these to the question.

Level 2 (Clear)

(4-5 marks)

One of the terms, threshold or range will be applied to the tour schedules and will be used to suggest the reasons for the differences between them.

2 (c) **Examine the ways in which spheres of influence of settlements can be identified** (3 marks)

- Theoretically: using Reilly's Law of Retail Gravitation. Taking both population/number of shops or services within neighbouring towns and the distance between the two settlements/time taken to travel between them. Reilly's Law estimates the break point between two settlements, and assumes that the larger the town, the stronger its attraction. The break point will be a greater distance from a large town than a small one.

$$Db = \frac{Dab}{1 + \sqrt{\frac{Pa}{Pb}}}, \text{ where}$$

Db – is the break point measured from town b

Dab – the distance in km between towns a and b

Pa – the population of town a, and

Pb – the population of town b.

Or perhaps using **Huff's model**, which estimates the probability of people travelling from smaller settlements surrounding a retail centre to shop for selected goods.

Field-work investigation using a combination of primary and secondary data. The delivery area for shops and other businesses within a town can be established. A shopping survey could be conducted within a town to find out where shoppers live. The area from which doctors, dentists and other services such as schools draw their customers / pupils could be established by looking at databases. Local newspapers can be used to map the location of all the articles/adverts.

Level 1 (Basic)

(1-5 marks)

A simple response, which identifies one way in which the hinterland around a town might be determined, most probably by doing a shopping survey. The term 'sphere of influence' may not be fully understood.

Level 2 (Clear)

(6-8 marks)

A sound answer, which demonstrates an understanding of the term 'sphere of influence', and outlines one method of its determination clearly either theoretical or practical. For example the idea of Reilly's might be outlined. Substitute breadth for depth here.

Level 3 (Detailed)

(9-10 marks)

At this level expect to see more detailed knowledge of the underlying theory related to the calculation of spheres of influence. More than one method of delimiting is expected. Additionally, the best responses are likely to relate to locations.

Question 3

- 3 (a) (i) Edge of town/outer suburbs / greenfield site (1). Brownfield site within a town (1). Adjacent to a motorway / dual carriageway / ring road junction (1). Can give two locations or develop one. **(2 marks)**

- 3 (a) (ii) Edge of town: land values are lower (1), more available space (1) for car parks (1), less congestion on the nearby roads for shoppers / more accessible than the CBD (1). **(3 marks)**
 Brownfield site: land available for redevelopment (1), Government incentives to develop such land (1), close to residential areas and therefore customers (1).
 Motorway junction: accessible to consumers from a large area (1), accessible for delivery of goods (1). Often on the edge of a town, where space is available (1).
 Shopping habits have changed over recent years (1) people prefer to shop in accessible locations, using their own cars (1) People choose to shop as a leisure activity hence demand for more shopping centres (1)

- 3 (b) Figure 4 is a city centre location, costs for a department store might include:
- Lack of space for expansion / development.
 - High land values
 - Difficult and expensive for shoppers and workers to park
 - Congestion in the city centre makes deliveries of stock difficult.

Benefits might include:

- Large threshold population / lots of passing trade
- CBD theoretically the most accessible part of town
- CBD is a prestigious location

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

A basic response which outlines costs and/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 (Clear)**(4-5 marks)**

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

- 3 (c) **Identify the planning issues faced by local councils when considering the development of a new retail and/or business park.**

An issue is something that invokes discussion/disagreement. Conflicts have arisen over the building of new retail / business parks, particularly when planned for Greenfield sites. Nationally, politicians believe that retail developments in out-of-town locations have gone far enough. New life needs to be injected into existing CBDs to help stem their decline.

Planning processes attempt to provide a means by which local authority planners:

- Listen to the local community
- Listen to the organisation responsible for the proposal
- Have overall development control.

Planning committees have to weigh up:

- The gains from the proposal against its negative aspects
- The conflicts between differing groups within a local community
- The wider benefits of a local scheme versus the local opposition.

The developers will be in favour of a planning proposal because they stand to gain financially from it.

Local people may be opposed to the proposal because it may devalue their property, add to congestion on local roads. Some might be in favour because of the new employment opportunities or services offered.

Environmentalists may be against development of a green-field site but in favour of the use of a brown-field site.

Local Governments may favour the development in terms of potential tax revenue and because new jobs will be created, but they will need to consider the effects on the existing town centre.

Level 1 (Basic)

(1-5 marks)

The 'issue' aspect of the question will be ignored / misunderstood. There may be reference to the negative impacts of a new out-of town retail / business park. Location factors only max. 3.

Level 2 (Clear)

(6-8 marks)

There will be an understanding that issues involve conflict, one conflict will be addressed clearly. Look for an argument / conflict.

Level 3 (Detailed)

(9-10 marks)

The response will focus on issues and at least two potential conflicts will be identified. There might be reference to a case study, such as Trafford Park in Manchester.