



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### Geography A

### Unit GGA5

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## Unit 5: Challenge and Change in the Human Environment

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:** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

**Level 2:** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity 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:

#### Three-level descriptor

**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 of 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 clear style of writing which clearly addresses the terms of the question;
- demonstrate a degree of organization and use of specialist vocabulary;
- demonstrate sufficient legibility, and quality of spelling, grammar and punctuation to communicate meaning clearly.

- 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 a '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**

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.

## Section A

### 1 Population Pressure and Resource Management

- (a) Responses should show knowledge and understanding of alternative views of population growth as espoused by Boserup and others (Model A) and Malthus and neo-Malthusians (Model B) and the idea of feedback. Model A generating positive feedback in terms of adaptations within populations enabling greater output of food and with the associated increase in capacity to provide food enabling further population growth (1-2); Model B linked to increasing pressure on the “means to subsistence” and hence leading to increases in death rate and depressing the rate of population growth – perhaps even leading to decline (1-2). References to intellectual provenance not necessary but appropriate reference to both Boserup and Malthus/neo-Malthusians (1). Language and expression which clearly conveys distinction (1). There are thus several ways of achieving full marks.

**(4 marks)**

- (b) Response should show knowledge and understanding of the concept of optimum population. A clear and full definition of optimum population as being that population within a defined area which is capable of generating maximum levels of material welfare at given levels of technology; other definition incorporating notion of material/social well being and sustainability are creditable (1-3 depending on completeness and clarity – 1 mark could be generated by suitable contrasting example. For example between north American and sub-Saharan contexts. Comment is required for full marks – this could be in terms of the difficulty of establishing a precise optimum population level, in terms of its changing over time, by querying the practical value of the concept, by referring to population policies which appear to embody the notion of optimum population and so on. (1-3 depending on detail). There are thus several ways of achieving full marks.

**(4 marks)**

- (c) Responses should show knowledge and understanding of recent population change experience in one or more contexts and its relationship to resource development, technological change and economic development in general. In the sense that the models in Figure 1 represent either/or alternatives then reference to both can be tolerated for full marks as long as there is a clear sense overall of one of them being tested for validity. Clearly the emphasis of the response will depend on the chosen model, perhaps an emphasis on Model A will be associated with substantial and sustained increases in populations in many regions of the world; Model B might be more emphasised in sub-Saharan and similar contexts.

Assessment strongly implies looking at evidence for and against one or other of the models in one or more contexts. Querying the validity of one model is equally valid as supporting it.

Relevant exemplification which contributes to illustration of points made should be credited.

#### **Level 1 Generic Descriptor (1-3)**

Simple knowledge of one or more contexts with basic reference to selected model.

Detailed review of population growth trends without reference to model.

#### **Level 2 Generic Descriptor (4-5)**

More detailed knowledge of one or more contexts with some understanding of complexities involved in applying simple models. Detailed convincing response without firm connection to area or areas.

#### **Level 3 Generic Descriptor (6-7)**

Detailed knowledge of one or more contexts with clear understanding of its applicability and careful measured statements on validity.

**(7 marks)**

**Total for this question: 15 marks**

**2 Managing Cities – Challenges and Issues**

- (a) Response should show knowledge and understanding of the nature of urban deprivation as experienced in UK cities - to include economic, social environmental pathologies. SMR - reflecting low incomes, poor housing conditions, difficulties in the employment market; Lone parent households reflecting social stresses, also employment difficulties, difficulties within households, child rearing issues; Unemployment rate reflecting low skill/education levels, lack of employment opportunities, determining access to incomes (1-4 depending on development). Credit comments which query the value of indicator(s) as well as support them.

**(4 marks)**

- (b) Several aspects of a pattern are evident:

- 1) Contrast between inner and outer London
- 2) West-east contrast within inner London
- 3) Some homogeneity in outer London but outer London/North East slightly out of line in unemployment rate (compares with inner London West)

1-2 marks for each of these elements identified dependent on detail, use of map etc Comment on the 'complexity' of the inner/outer, west/east dimensions overview 1 mark. Illustrative references to data (1) comparisons between different rates (1)

**(4 marks)**

- (c) Response should show knowledge and understanding of one or more policy initiatives most likely since, say 1980. These might include earlier programmes such as Enterprise Zones (where inner urban) and UDC, or of schemes such as Garden Festivals plus more recent initiatives including Single Regeneration Monies, Excellence in Cities, housing policies and education policies designed to reflect more "joined up" solutions. Credit also material relating to policies associated with the post war era – slum clearance, housing development, housing improvement, population dispersal to New Towns etc. Equally creditworthy are more focused initiatives aimed at regenerating/stimulating particular locations and environments. Various areas can be expected to figure in the response - London Docklands and similar but any inner urban location will suffice. Relevant exemplification drawn from an appropriate area should be fully rewarded given the wording of the question.

**Level 1 Generic Descriptor (1-3)**

Simple knowledge and understanding of policy(ies) or their broad application in appropriate inner urban contexts.

**Level 2 Generic Descriptor (4-5)**

More refined knowledge and understanding of policy(ies) in appropriate inner urban contexts with clear reference to success or not. Critical evaluation of inner urban development without reference to specific policies.

Critical evaluation of specific policies without reference to specific area(s).

**Level 3 Generic Descriptor (6-7)**

Clear knowledge and understanding on the operation of specific policy(ies) in appropriate inner urban contexts with measured and purposeful comment in which evaluation is a clear element.

**(7 marks)****Total for this question: 15 marks**

**3 Recreation and Tourism**

- (a) Response should indicate knowledge and understanding of factors in the growth of tourism as evidenced on the map. It should refer to one primary resource such as climatic aspects, presence of long sandy beach coasts, high grade natural environments (National Park) (1-3 depending on detail). Equally reference to one secondary resource is necessary such as major tourist attractions and points of interest e.g. DisneyWorld, Kennedy Space Centre. Credit also accessibility afforded by transport networks (I10, I95 motorways, international airports) (1-3 depending on detail).

Correct identification of both primary and secondary resources from map with no further development.

**(4 marks)**

- (b) Response should indicate knowledge and understanding of one or more of physical, ecological, environmental, economic, perceptual capacities by reference to indicators such as congestion, environmental deterioration, trends in visit levels, patterns of visitor activities (1-2 per point depending on detail). Apt illustration/exemplification (not necessarily from Florida) (1-2 depending on relevance and detail).

**(4 marks)**

- (b) Response should show knowledge and understanding of the nature and extent of benefits particularly in economy, employment, income generation, provision of infrastructure with wider collateral benefits, regional development. Costs might include impact on environment, dependence on tourism income, vulnerability to changes in demand, economic cycles; possibility of social costs especially in more remote areas, unequal development. Credit discussion of balance in which costs and benefits are set against each other. Allow comment on possibility of careful management strategies resolving costs and benefits.

c = costs    b = benefits

Relevant exemplification which contributes to illustration of points made should be credited.

**Level 1 Generic Descriptor (1-3)**

Simple understanding indicated by identification and brief description of costs and/or benefits.

**Level 2 Generic Descriptor (4-5)**

More refined understanding indicated by a range of costs and benefits with explicit reference to balance or strong implicit consideration of balance.

**Level 3 Generic Descriptor (6-7)**

Clear understanding possibly indicated by a wider range of varied costs and benefits with clear and measured comment on balance between the two.

**(7 marks)**

\*Correct identification of both primary and secondary resource from map (1)

**Total for this question: 15 marks**

## Mark scheme for synoptic essays

### Preamble

Examiners should bear in mind that these questions are synoptic in nature and offer candidates the opportunity to demonstrate knowledge and understanding:

1. across a range of geographical subject matter;
2. of connections between the different aspects of geography in the specification;
3. of the importance, where relevant, of human perspectives on themes and issues.

Candidates are advised of this both in the Assessment Unit Rubric and in the Note to Candidate which precedes the essay questions in Section B. Synoptic elements might therefore feature in answers matching all the criteria bands but can be expected to feature more prominently in higher mark bands. It will be seen that explicit synoptic content is a necessary feature of the two band ranges 19-24 and 25-30.

Additionally essay writing is an important vehicle for the demonstration of communication skills – at level 3 these refer to writing in a manner appropriate to purpose and complex subject matter; organising relevant information clearly and coherently using specialist vocabulary as appropriate and ensuring clarity of meaning through legible text, accurate spelling, punctuation and grammar. (Key Skills – Communication Level 3 C3.3 [QCA]; Para. 13 AS/A Level Geography Specification Outlines [QCA].

Synoptic content and communication aspects should be kept in mind when assessing the unit and are incorporated into the criteria bands set out below which refer to knowledge, understanding and skills. . Indicate synoptic content using the letter ‘s’ in the margin as appropriate.

### Criteria bands

Examiners will use the criteria below to evaluate the work, placing the candidate’s performance in the appropriate band and attributing the mark from the left-hand column appropriate to the question concerned. They should seek the best fit from the band descriptor – work adjudged to be in a particular band might not contain all the features attributed to that band.

#### 25 – 30

A very good answer. Consistently relevant to the theme and to the demands of the question. Evaluates explicitly where required. Displays a very confident range of knowledge and understanding by using the appropriate terminology, critically referring to concepts and theory where necessary and establishing relationships between different physical and/or human factors and processes. Synoptic elements are a prominent feature and are fully integrated into the answer and used to purposeful effect in respect of the question’s requirements. Demonstrates, where relevant, either implicitly or explicitly awareness of human perspectives upon geographical themes and issues. Argues coherently and in an organized, logical and balanced fashion. Support is consistent, accurate and detailed. A well developed essay style. Detailed and sophisticated communication skills with fluent and cogent writing style.

#### 19 – 24

A good answer which remains relevant to the theme and demands of the question. Evaluation may now only be implicit. Displays a confident range of knowledge and understanding, but with a few omissions at the lower end, e.g. some terminology missing or some pertinent relationships left unexplored. Synoptic elements should be a feature of the answer and seen to be meeting the question’s requirements. Some possibly rather uncritical reference to theory; some reference to awareness of human perspectives and decisions taking on geographical issues and problems. Argues well, but organisation may be suspect in places. Support is invariably there, but may not always be detailed. A competent essay style. Effective communication skills with accurate spelling, punctuation and grammar.

**13 – 18**

A satisfactory answer ranging down to the mediocre, which always attempts, but not always succeeds to be relevant. Lacking in evaluation. Displays a reasonable grasp of knowledge, but understanding is suspect in places. Relevant theory and concepts might be mentioned but with basic uncritical application. The interconnections and relationships between different physical and/or human processes are briefly mentioned but understanding of their significance is limited. There is some synoptic content which is relevant to the question. Argument and analysis are partial and become less significant in relation to mere description. Increasingly unbalanced as an answer, and the logic and organisation are clearly deficient. Support is not detailed here, occasionally inaccurate and barely consistent. The bare bones of an essay format. Appropriate communication skills so that meaning is almost invariably clear with adequate language skills. Possibly some spelling/punctuation/grammar errors.

**7 – 12**

A very mediocre answer which is only occasionally relevant to both the theme and the demands of the question. Decidedly deficient in knowledge and understanding with only simplistic notion of relevant theory and concepts. Little if any relevance to inter-relationships between physical and/or human processes and factors or subject matter from other elements in the specification. Increasing irrelevance in a predominantly descriptive context. Clearly lacks an ability to organise material and may drift into another answer. Support is scanty and usually suspect. A weak, barely perceptible, essay format. Basic communication skills – many spelling errors and/or oddities of grammar and punctuation.

**1 – 6**

A very weak answer which shows little attempt to follow the theme and the demands of the question. A very low level of knowledge and understanding, with even the simplest of concepts avoided. Very inaccurate and may completely miss the point. No idea of how to organise material with haphazard format, evidence of guesswork and little or no support. No attempt at an essay format. Little or no language and communication skills. Many errors in spelling, punctuation and grammar.

**4 Sustainability is a necessary and achievable goal for agriculture in both the developed and developing world. Discuss this viewpoint.**

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *Population Pressure and Resource Management* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scales and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band - examiners are reminded that clear synoptic content is required for credit of 19 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include: review of both necessity and achievability in both developed and developing world and an explicit or implicit view on the nature of sustainability in an agricultural context. Necessity probably attracts more agreement than achievability - might expect a more sceptic view of achievability

Necessity in terms of environmental impacts on eco systems and human habitats for example be reference to intensive farming in MEDW, to aspects of intensification and commercialism in LEDW, impacts of clearance and substitution of commercial farming for subsistence/traditional farming; desertification etc.

Human impacts in terms of dislocation to traditional societies, disruption of LEDW farming systems and so on. Necessity broadly in terms of wider goals and desirability of sustainability in face of continuing world population growth etc.

Achievability - sceptical view might emerge in relation to sustained population growth esp in LEDW. May look ahead however to population stabilisation (DT model 5). Might be more plausible re MEDW which may yet bring technological solutions or make deliberate decisions about de-intensification with margins to spare.

Credit references to specific type of environment whether LEDW or MEDW e.g desertification or cold environment problems.

Synopticity will be indicated by wider reference to issues concerning MED/LEDW contrasts especially associated with population dynamics, detail on energy flows, nutrient cycling, human impact on soils and so on; detail on contrasting environments, reference to wider global impacts, climatic change and so on.

Case study material/ exemplars might come from anywhere. In offering valid comparisons and contrasts they inform a response and give it substance and credibility the potential of making broad and specific comparisons between LEDCS and MEDCs. Contrasting examples are extremely likely to produce synopticity etc.

All aspects of the question achievability/necessity, MEDW/LEDW need to be considered to access top mark band. However tolerate some lack of balance as long as the response addresses all elements and is broad ranging.

The question clearly requires a discussion approach and the response should come to a view - any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.

**(30 marks)**

**5 Environmental factors are just as important as social and economic factors in influencing the quality of life enjoyed by the inhabitants of large urban areas. How far do you agree with this view?**

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *Managing Cities – Challenges and Issues* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scales and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band - examiners are reminded that clear synoptic content is required for credit of 19 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include:

Definition of quality of life - a variety of definitions might be offered and credited as long as reasonable, may be references to PQLI, HDI and other composite indicators.

Systematic review of economic, social and environmental factors can be anticipated.

Economic might include aspects such as income and employment/unemployment, sectoral distribution of employment, income distributions and so on.

Social aspects might include housing, morbidity and health care aspects, incidence of crime, inequality, possibly aspects of migration and so on.

Environmental factors might include the aesthetic/natural qualities of the urban area, the layout of land uses, availability and location of open space, quality of architecture and urban design and so on. More likely but equally creditable will be aspects relating to pollution of air, water and possibly land. Urban climates might be described as they affect quality of life.

Review of policies addressing environmental or social or economic factors is creditable insofar as it illustrates the impact of factors but the focus should be on factors.

Case study material/exemplars might come from anywhere. If they offer support and make valid comparisons and contrasts they inform a response and give it substance and credibility. Contrasting examples between MEDW and LEDW are extremely likely to produce synopticity etc.

The question clearly requires a discussion approach and the response should come to a view - any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.

**(30 marks)**

**6 Even if the beaches are idyllic and the climate is perfect all year round it is not enough for LEDW countries to rely only on tourism as the main agent of development. To what extent is this a valid view?**

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *Recreation and Tourism* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scale and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band - examiners are reminded that clear synoptic content is required for credit of 19 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include a clear focus on the role of tourism in economic development with reference to patterns of development (Butler model suitably explained, illustrated).

Positive impacts of tourism - economic benefits, social benefits, wider role in regional development, growth poles etc:

By negative aspects on societies and economies and so on, uneven development; cultural and environmental impacts.

Possibilities for managing tourism in such a way that positives are maximised and negatives are minimised - idea of different types of sustainable tourism.

Review only of costs/benefits (positive/negative) impacts with a summarising conclusion without explicit references to development held to max 13 – 18 band.

Examining the concept of development more widely, considering tourism in context of sector stage model; by looking at indicators of development and how tourism may relate to these, contribute to their improvement and so on.

By examining other contributors to development and factors affecting human quality of life such as changes in agriculture, industrialisation and other service activities in the process of development.

By examining specific contexts such as cold environments and contrasting them with others either from a more or less critical view of the role of tourism.

Case study material/exemplars might come from anywhere in the LEDW and perhaps even reference to tourism development in certain parts of the MEDW. In offering valid comparisons and contrasts they inform a response and give it substance and credibility. Contrasting examples are extremely likely to produce synopticity etc.

The question clearly requires a discussion approach in which the content is balanced and the response should come to a view on “to what extent?” - any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.

**(30 marks)**