



General Certificate of Education

Geography 6031

Specification A

**GGA5 Challenge and Change in the
Human Environment**

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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GGA5

General Guidance for A Level Geography Assistant Examiners Quality of Written Language

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 clear style of writing which clearly addresses the terms of the question
 - demonstrate a degree of organisation and use of specialist terms.
 - demonstrate sufficient legibility of 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/or 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.

Question 1

- (a) There is a clear distinction between the selected countries in the LEDW and MEDW. When natural increase is generally high (as in the LEDW), GDP is much lower (Negative correlation) - (1-2 with detail). Some manipulation of data exemplify this fact, e.g. calculation of mean GDP compared to mean NI (1 mark). Identification of anomalies such as China with very low NI but also low GDP per capita (1-2 with example). There is also little variation in selected MEDW NI and equally little variation in GDP per capita (except USA). However, there is considerable variation in LEDW NI and significant variation in GDP per capita (Max 2). MEDW - Higher GDP usually correlates with higher NI (Positive correlation) - (1-2 with detail). (4 marks)
- (b) Many European countries such as France and Germany are entering Stage Five of the Demographic Transitional Model where death rates exceed birth rates in an ageing population (1-2 marks). There are less people of childbearing age (1 mark). Career choices increasingly dominate over decisions to have children, particularly among women. Issues related to marriage and separation rates are creditable if clearly linked to the question (1-2 marks). This, combined with widespread use of contraception, has reduced birth rates (1 mark). Some may also comment upon improved education, diet, medical care and general health as factors contributing to a falling death rate (1-3 marks). This has to be linked to impact upon NI. Children cost more to raise in MEDW (1-2 marks with detail). 2 points listed (1 mark max). 3 points listed (2 marks). Economic necessity - not required to have large families, e.g. to work on farms (1-2 marks with detail). (4 marks)
- (c) There are many ways in which the response could be legitimately answered. The common theme though is that the impacts of the trends are largely negative: poverty, reduced GDP per capita and quality of life issues (possibly linked to PQLI and HDI), strain on limited resources, food shortage, starvation, environmental degradation are all legitimate themes. Some may also consider government response through population policy, e.g. anti-natal. Furthermore, some may consider migration, urbanisation, and issues related to quality of housing. The key differentiator here is going to be the detail and level of analysis in relation to chosen exemplars.

Level 1 (1 - 3 marks)

Identifies rapid growth in an LEDC but largely generic and lacking in support and predominantly descriptive. Unlikely to come to a view in relation to the impacts. May also misunderstand the question or misread the information in Figure 1. May only consider one impact.

Level 2 (4 - 6 marks)

Links growth to specific locations such as a country in Sub-Saharan Africa. Considers more than one impact, clearly relevant to that location. Comes to view though may be implicit. May still be predominantly descriptive. Can get to top of L2 with just one example.

Level 3 (7 marks)

Clearly links growth to specific examples in LEDW. Offers a balance between breadth of impacts and depth of analysis. Detailed support in relation to points made. Explicit view. The question requires at least two examples for L3. There is likely to be a trade-off between breadth and depth. (7 marks)

Question 2

- (a) Every category shows increase (1 mark). There has been an overall growth in levels of recycling of all types of material (1 mark). Rate of growth is increasing overall and for individual components (1 mark). There has been a tripling of recycling by household (1 mark for supporting trend with accurate data manipulation). The biggest growth has occurred in compost recycling which in 2004, formed the greatest part of the recycled material compared to 1996, where paper and card formed the greatest constituent (1-2 marks for this or similar interpretation of the graph) or smallest growth has been in the recycling of scrap metal (1 mark). Max 1 for description of individual categories. (4 marks)
- (b) Finding suitable sites is a current problem. Originally, landfill sites occupied disused quarries and mines. However, capacity is now significantly reduced (1-3 marks). Air pollution through methane production can provide an economic opportunity, though it is also a risk in terms of air pollution and links to global warming (1-3 marks). Leachate can also pollute groundwater and rivers, and drinking water with possible links to foetal damage (1-3 marks with detail). Many materials dumped are either poisonous or not biodegradable, thus rendering the land useless for the foreseeable future (1-3 marks with detail). Eyesore linked to visual pollution (1 mark). Lorries, etc., on quiet road may impact negatively on locals (1-2 marks with detail). Environmental degradation (1-2 marks with detail). (4 marks)
- (c) Location is probably the biggest issue. Expect candidates to consider the dilemma in finding appropriate sites which have to consider wind direction and surrounding population. Public consultation is another key issue. Local people are likely to strongly object to the construction of Municipal solid waste incinerators due to the links with dioxin release. Some may also link this to global warming and Kyoto agreements. Another likely approach is to consider issues through cost-benefit.

From the perspective of the developer, a key issue is the energy return from the scheme. Not only is the scheme beneficial in terms of reducing the need for landfill, it also offers the potential to generate large quantities of electricity.

Level 1 (1 - 3 marks)

Simplistic knowledge of a learned case study without clear engagement with the question. Likely to focus only (or largely) upon the drawbacks of incineration.

Level 2 (4 - 6 marks)

More clearly focused upon the issues arising. Offers some balance in terms of considering the breadth of issues, both positive and negative. May offer a case study.

Level 3 (7 marks)

Precise and detailed examination of the issues arising out of incineration. Aware of the local sensitivities but also balances this with the need to address the waste issue. Considers a range of issues. Likely to offer detailed support.

N.B. Can still access full marks **without** a named case study. (7 marks)

Question 3

- (a) The primary resources are natural attractions which the area has including the river for fishing, the marsh and sand dunes for bird watching and walking; the beach and sea for water sports and bathing, etc (1-2 marks depending on detail). The secondary resources are those built to facilitate and service the tourist needs, including car parking, road for access and caravan park for accommodation needs. Some may also refer to the town for accommodation and other leisure (1-2 marks) depending on detail. Max. 2 if Figure 3 is not clearly used. Max. 3 if the distinction between primary and secondary resources is not made explicit. Distinguished by location, e.g. North of river-primary (1 mark). (4 marks)
- (b) Any appropriate example is creditworthy as long as the focus is on secondary resources. For example, British resorts certainly cannot compete with the climatic advantages of resorts e.g. Turkey or North Africa, not to mention the advantages offered by the exotic and often lower cost locations easily accessible in the LEDW. In response, many have sought to develop other means of attracting tourists and revenue (1-3 marks with exemplification). Extra revenue available from meeting demand for key attractions (e.g. Theme Parks, London Eye) (1-3 marks with detail). Similarly, European destinations have developed a range of alternative resources for niche markets, e.g. rock climbing, night clubbing, etc (1-3 marks with development). Degradation of primary possibly linked to Butler (1-2 marks with detail). (4 marks)
- (c) This depends on the choice of case study material. Expect candidates to juxtapose places where the environmental impact has been great and not well managed with places where the environmental impact has been minimal through careful management strategies. For example, the rapid expansion of tourism along the coasts of Spain might be usefully contrasted with more environ-mentally friendly tourism in Amazonia. Equally, candidates might legitimately refer to one location and examine both more sustainable and less sustainable elements of its management strategy. For example, Zoning and Honeypot management analysis could legitimately be contrasted with footpath erosion in National Parks in the UK. Evaluation requires candidates to come to a view. Any view is creditworthy and dependent on preceding or proceeding content.

Level 1 (1 - 3 marks)

Largely descriptive of generic environmental problems. Support may exist though content is likely to only simplistically link to a named case study. Lacks detail and evaluation. Likely to take a negative position.

Level 2 (4 - 6 marks)

Clearly rooted in one or more named locations. Considers valid, relevant and specific environmental issues. Evaluation may only be implicit and may drift into descriptive narrative and lack detail in places. May offer balance between more and less sustainable examples.

Level 3 (7 marks)

Clearly rooted in one or more named locations. Considers valid, relevant and specific environmental issues. Evaluation will be explicit with precision and detail throughout in support of position. Likely to offer a balance between more and less sustainable tourism. (7 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 21-27 and 28-30.

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.

28 – 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 organised, 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.

21 – 27

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.

14 – 20

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 used so that meaning is almost invariably clear with adequate language skills. Possibly some spelling/punctuation/grammar errors.

7 – 13

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.

Question 4

Population policies are the only means by which the population–resource relationship can be brought into balance. Discuss.

Introductions are likely to focus upon the aim of population policies in relation the country or regional need. Expect candidates to acknowledge that currently, world population and resource consumption are not sustainable currently and some may refer to indicators of this imbalance such as:

- local and regional environmental problems (potential synoptic linkages to 10.1, 10.2, 10.3, 13.1, 13.2 and 14.2).
- quality of life issues resulting from overpopulation and environmental impact of the use of the resources.

However, this should only really form part of an informed introduction, which really seeks to confirm the implication of the over-use of resources.

Population policies are certainly one mechanism, which by the very nature of their goal, seek to restore the balance between population and the means of the country, or region to support it. Expect candidates to explore a range of valid case studies which offer synoptic linkages:

- China one child policy (synoptic links to 11.1)
- Kerala.

Many are likely to integrate the work of various theorists into the response. Malthusian disasters are likely to form part of many responses but should be treated with caution. If Malthusian checks are to be utilised as a mechanism by which the balance between resources and population growth can be restored, then this is entirely valid and can be used to challenge the assertions of the question. Equally, Boserup and technological response can be integrated as another mechanism to restore the balance. Provided these are couched in the correct context, this approach is certainly valid. Case studies and support should accompany any theoretical debate. Expect Easter Island and CAP as typical exemplars accompanying the work of both theorists respectively.

However, protracted narrative describing the work of the theorists, with at best only implied link to the question must be held back to mediocre, particularly if no other approach (in terms of breadth) features in the response.

Expect candidates to also consider under-populated countries and regions. Stage Five DTM discourse is entirely legitimate so long as it is used in the context of the question without prolonged description (synoptic links to 11.1). It is certainly the aim of many countries to enhance their population so that resources can be more adequately utilised and exploited. There are many examples here including Australia and Canada. This is achieved through a combination of population and migration policies. France's pro-natalist policy is likely to feature if candidates choose to construct their response around these points.

Responses could also legitimately consider the increasingly efficient and technologically advanced methods of resource consumption and exploitation as a means of improving sustainability. Expect here reference to oil and water key exemplars (synoptic links to 10.1, 10.3 and 13.3).

Some will also consider the issues of legislation and environmental protection as mechanisms by which resource usage could be made more sustainable. Kyoto agreements and Agenda 21 would be useful references and worthy of exploration in relation to this aspect of the response (synoptic links to 10.2, 11.3 and 13.3).

It is hoped that candidates demonstrate understanding beyond just population policy in relation to resource management. Those that only consider population policy are not demonstrating the breadth required (and synoptic content) and should not exceed the satisfactory band.

Question 5

**People who live in cities experience the same problems irrespective of location.
To what extent do you agree with this view?**

This question is about problems, many of which are related to levels of poverty and affluence.

This response clearly has a developed – developing dimension. Candidates should remain focused upon the problems in cities at the root of their responses.

In the MEDW, there is no doubt that some groups of people experience problems. A link must be made to socio-economic status of groups involved. In simple terms, those experiencing the worst conditions correlate with lack of employment and high levels of deprivation (synoptic links to 11.1, 11.2 and 11.3). Some may consider other synoptic elements not included in the specification such as disability or racial prejudice and its statistical impact upon deprivation. This is acceptable as long as it is clearly linked to the theme and the demands of the question. Expect British case studies to feature, although any city in the MEDW can be accepted.

Economic problems still abound in the inner-city as the effects of de-industrialisation are yet to be extinguished. Similarly, central areas struggle to attract back industry and services despite the progress made during processes such as re-urbanisation, gentrification and beautification (synoptic links to 11.1, 11.2 and 11.3).

Social problems really stem from unemployment and disenfranchisement from the 'system'. Responses can explore this as long as it remains focused upon the question. Long narrative describing the cycle of deprivation is at best mediocre in this context.

Environmentally, the same sorts of area experience major difficulty in the MEDW. This is all linked to inner city deprivation and a fall in local income and local tax revenue (synoptic links to 10.2 and 11.3).

Some should spot that location can be a decisive factor. For example, in British cities, inner-urban areas have traditionally been the places where deprivation has been most strongly felt. Whereas suburbs and the rural urban fringe tend to be locations of relative advantage twinned with affluence. Any city could be used as valid exemplification (synoptic links to 11.2). Also, some metropolitan inner cities are quite different from some old industrial inner cities.

Whilst it should be acknowledged that there are indeed problems in the MEDW, governments are in a much better position to tackle this, due to much more rigid support mechanisms and obvious financial means. Expect candidates to distinguish between LEDW and MEDW responses to poverty. Responses to poverty can be explored as long as it is used to challenge the assertion in the question.

In the LEDW any city can be considered valid exemplification. Problems exist on many levels and in many different areas of life. The root again is poverty but with shanties and kerbside dwellings, the lack of basic services and amenities combined with malnutrition really puts problems on a different scale. There are likely to be numerous examples of this both environmentally and socially. Expect cities in South America, Sub-Saharan Africa and India to feature in many responses.

The conclusion could well be that there are similarities in the sorts of experience people have, but the scale in the LEDW is much greater, in terms of both numbers affected and depth of problems.

Question 6

Capacity is the most important issue affecting the development of tourism around the world. To what extent do you agree with this view?

Expect many candidates to start with definitions of capacity. These are likely to be expanded into physical, economic, ecological and perceived capacity. This is creditable though should not form a very large part of the response since it is only scene setting.

Capacity is a significant issue affecting the development of tourism. Many responses are likely to focus upon issues where physical capacity has clearly been exceeded and the dilemmas address this. On one hand, providers wish to maximise revenue potential from tourism but also have to realise that if tourism, secondary resources and infrastructure are to be provided, then this will inevitably impact upon other aspects of capacity such as environmental or ecological capacity. Here, over capacity can be a perception held by the tourist after a negative experience such as poor quality service, congestion and queuing. The point is that if the balance is not restored to the optimum physical capacity, numbers can experience a significant decline. Some may link to Butler TALC model. This is appropriate as long as it does not become a prolonged description of the stages.

Expect to see case studies such as British and Mediterranean coastal resorts feature in this regard. (Potential synoptic links to 10.1, 11.3 and 13.1)

The under-exploitation of capacity is another approach responses might legitimately explore. Maximising capacity is a major issue where resorts are just beginning to be opened up to mass tourism. Expect LEDW case studies to feature here as well as eastern European locations. Exotic tourism is also likely to feature here.

Candidates will hopefully explore other aspects of capacity such as that experienced in the aviation industry. Clearly, aviation is the key to developing capacity in wider world destinations but, in the current political climate, it is difficult to see how supply can continue to expand in order to meet burgeoning demand. Global warming, noise pollution and general environmental concerns around airports are likely to stifle growth and thus limit the development of European and wider world resorts in respect of reaching their capacity (synoptic link to 10.2, 11.2 and 11.3).

Environmental capacity is becoming an increasingly important concern for resorts and providers. There are countless examples where the environment has been disregarded in the development process. Equally, there are a growing number of locations where environmental capacity is the central factor in carefully controlled development plans. Responses can contrast MEDW failures and LEDW opportunities here. Eco-friendly tourism is likely to be a feature if candidates consider this aspect of the question (synoptic links to 10.3, 11.2 and 13.1).

Be aware of the tendency for responses to drift into cost / benefit analysis. This question is much more than that. If a response is clearly only focused upon cost / benefit analysis with no attempt to engage with the theme and demands of the question, it should not be allowed to exceed the satisfactory band.

With the continued repopulation of city centres and inner urban areas, the opportunity to develop the capacity of urban and heritage based tourism has never been stronger. Expect case studies from Britain to feature here such as London, Birmingham, Manchester and Liverpool (synoptic links to 11.1 and 11.2).

It is quite hard to see how candidates can challenge the assertion of the question if it has been fully understood. In coming to a view, expect most to agree but any view is creditable as long as reasonable and founded in preceding contexts.