



## **General Certificate of Education**

# **Geography 6031**

## *Specification A*

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

## **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.

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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) Countries with water scarcity are general those projected to import cereals (1-2 with e.g.). There are two clear swathes or distinctions to make. Effectively, the northern hemisphere above the Tropic of Cancer has neither water shortage nor cereal net imports, though there are anomalies (1-2 marks with identification of anomalies). There is a swathe of territory across North Africa through to the Middle East which have water scarcity though not all have net cereal imports (including India and China). (1-2 marks with accurate reference to regional disparity). Most of the southern hemisphere has water scarcity and much of southern Africa and South America will be net importers of cereals (1-2 marks with accurate link to cereals). Anomalies include South Africa and parts of coastal South America where the shortage is out of kilter with the regional pattern both in water shortage and cereal imports (1 mark). The majority of countries with water shortage/net cereal imports are between the tropics (1 mark).

No credit for individual countries except anomalies.

(4 marks)

- (b) The specification expects candidates to study either timber or water. There must be more than one impact and two impacts can score full marks. For water, expect many to focus upon the impact of dam building. Kielder Water or Three Gorges in China provide two contrasting case studies. Also accept reference to agricultural schemes e.g. Aral Sea (1-3 marks). Reservoirs create both opportunities and costs. The opportunities stem from habitat creation and conservation in the surrounding area (1-3 marks with detail).

There is also the creation of HEP which is a renewable energy source reducing carbon emissions as a by-product (1-3 marks depending upon detail). However, the dam building process is in itself immensely disruptive and damaging to the local area. Also, the flooded valley land often removes local communities and farmland (1-3 marks). Other impacts are acceptable such as those associated with groundwater extraction or recycling of sewage or desalination plants. Use of water in industrial processes (1-3 marks).

For timber, extensive damage can be caused in extraction. Candidates are likely to refer to unsustainable timber extraction in natural rainforests of Amazonia and Indonesia where illegal and legal logging are destroying habitat, leaching soils (1-3 marks) and leading to the processes of desertification (1-3 marks). Some will hopefully refer to more sustainable extraction schemes in Scandinavian forests where replanting schemes maintain both habitats and supplies (1-3 marks depending upon detail). In this sense environmental impacts can be perceived as positive in relation to habitats and soil protection.

(4 marks)

- (c) The specification invites the consideration of oil, coal, copper or iron ore, though any non-renewable resource is valid. All are valid examples of non-renewable resources. It is anticipated that the most likely choice will be either oil or coal.

Some may only consider sustainability in terms of years of reserves.

Expect most candidates to conclude that exploitation is not sustainable. Oil, for example, has many potential environmental hazards in the extraction and transport process. Sound responses should consider case studies such as the Alaskan Pipeline issues or spillages such as Exxon Valdez. In the consumption, candidates are likely to refer to atmospheric pollution. Some should also note that the non-renewable resources are by their very nature unsustainable, due to the inevitable reduction in stocks.

Max L1 for timber/soil, if coherently argued in relation to issues of sustainability.

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

Simplistic and generic response examining crude and broad environmental hazards such as air pollution, oil spills, without detailed support. May come to a view, but simplistic and likely to be implied. Likely to focus upon only one aspect of the exploitation process. May only consider sustainability in terms of timescales.

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

Response is specifically focused upon a named resource. Detailed examination of the environmental impact and/or timescales. Sustainability as a concept is clearly understood. View may be implicit but clearly apparent throughout the response. May consider more than one aspect of the exploitation process.

**Level 3 (7 marks)**

Sustainability is clearly the emphasis of the response. Detailed examination of the degree to which exploitation is sustainable. Explicit view and coherent examination of the issues. Considers a range of issues connected to the exploitation process.

*(7 marks)*

## Question 2

- (a) Shanty towns are constructed in an ad hoc fashion with a lack of any discernable organisation or planning (1-2 marks). They are constructed on land generally considered unsuitable for development (1 mark) such as hillsides (1 mark). They are overcrowded (1 mark) with a lack of services and amenities (1-3 marks). They are often constructed of unsuitable materials such as wood and corrugated iron (1-2 marks with exemplification). (4 marks)
- (b) Rural to urban migration is one main cause as people move in search of work primarily or with aspirations for a better quality of life (1-3 marks). It is the absence of suitable accommodation (or planning on behalf of the migrant), which leads to street dwelling or shanty formation (1-2 marks). There is also a lack of provision of suitable/affordable accommodation in most urban areas associated with shanties (1 mark). Poverty makes it difficult for migrants to leave the shanty, ultimately leading to continued expansion as more migrants arrive. Shanties cannot really be considered a stepping-stone to a better location for settlement (1-2 marks). Some will also refer to high birth rate in shanties as reason for expansion (1-4 with detail). Job opportunities in shanties (1 mark). Lack of government control/acceptance of shanties as housing solution (1-3 marks). (4 marks)
- (c) It really depends upon the choice of case study. Candidates can argue in favour or against the suggestion of 'Slums of Hope'. Expect better answers to conclude that shanties are generally accepted as being part of development policy nowadays and attempts are being made to improve the conditions for the inhabitants. Clearance policies have been largely abandoned. Case studies such as Rocina, Bairro should be expected as named examples. However, cities with shanties can be accepted as named examples.

Countries or even continents (such as Africa) cannot be accepted as examples, and such responses should be held to Level 1.

### Level 1 (1-3 marks)

Vague response with very limited support in relation to the question. No obvious use of named case study or location. Predominantly descriptive of policy aimed at improvement and unlikely to come to a view of the extent. May misunderstand the context of the question.

### Level 2 (4-6 marks)

Specific case study or location. Named policy with detail such as Aided Self Help (ASH), Site and Services, relocation, etc. May still be a little descriptive and lacking in evaluation. Should though come to at least an implicit view.

### Level 3 (7 marks)

Clear policy in relation to named shanty with accurate detail and evidence to support position. Clearly evaluative and analytical, with an explicit view and may also be critical. Some awareness of ongoing challenges. There is a clear trade off between breadth and depth here, i.e. one case can score full marks as can two or even more. (7 marks)

### Question 3

- (a) They offer a range of competitively priced services and amenities such as swimming pools, supermarket and practical accommodation all in close proximity (1-3 marks with examples). They are accessible both in terms of the facilities onsite (such as the car parks and bicycle transport) but also in terms of the regional location. Many theme parks such as Alton Towers are built within close proximity to major conurbations and motorway networks (1-3 marks with wider knowledge). For many families, they offer the advantage of not necessarily requiring air travel (1 mark). Being self-contained, there is a perception that it is a safe environment particularly for families with young children, which is the target market (1-3 marks). Broad appeal (1 mark).

Max 2 without clear use of Figure 3.

(4 marks)

- (b) Environmentally, there is often conflict between conservationists and developers. Inevitably, these constructions involve developing what may have been previously rural areas or even green belt. Developers and often local councils see the economic advantages while local people and conservationists often see only the environmental costs (1-3 marks with appropriate detail). There may be conflict between the visitors and locals as services become too heavily used in season and the general area becomes overcrowded (1-3 with detail). Second homes issue is not worthy of credit in this context. Some may refer to congestion, air pollution, etc. (1-3 with detail).

Max 3 without named conflict groups.

(4 marks)

- (c) The answer to this is clearly dependent on the choice of the case study. By economic impact, responses are expected to show an understanding of impacts such as leakage, job creation, revenue, seasonality, etc. Responses can argue positively or negatively depending on case study.

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

Likely to be predominantly descriptive and generic. May drift into other sorts of impact such as environmental or socio-cultural. Lacking in detailed support.

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

More specific detail clearly linked to the chosen locations. May still be a little descriptive though more emphasis on evaluation with obvious and appropriate use of evaluative language likely to conclude evaluative content.

#### Level 3 (7 marks)

Specific detail with clearly evaluative language throughout. Offers balance and coherence with a clear view.

(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 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.

**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 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.

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**Question 4**

**Resource depletion is an inevitable consequence of current population growth rates. To what extent do you agree with this view?**

The answer to this question depends upon the position the candidate takes.

Caution against long description of theorists such as Malthus, Boserup and Simon. Such narrative is a clear indicator of a mediocre / bottom satisfactory response. Of course, theory can form part of the response as long as it is thoughtful, succinct and used in relation to the question. For instance, using proponents of Malthusian view should argue that it is population growth which will contract to meeting available resources. With some succinct depth and support, this is a valid approach.

Currently there is no doubt that resource depletion is a significant concern and the major cause is certainly the demands created by a growing population. However, this on its own is not enough of an explanation. In sub-Saharan African countries there is rapid growth in population and this is creating huge demand and pressure on soils and water supplies (synoptic links to 10.1, 10.3 11.1 and 11.2). The specification expects some consideration of Agenda 2000, though Agenda 21 is probably the synoptic link to consider here. This could be used to challenge the theme of the question, in the sense that resource depletion need not necessarily be the case with careful and sustainable management.

However, it is the new generation of NICs (such as China) which are compounding the resource depletion issues due to the rapid industrialisation process and the demands this creates on oil and other primary resources. This is a structural increase in demand of what is a non-renewable resource. The cause is not necessarily population growth though. It is caused by the process of globalisation and the desire by certain government policies to encourage such inward investment (synoptic links to 11.3) for economic development (links to 11.1, 11.2 and 11.3).

Some may challenge the theme of the question asserting that innovation in technology means that resources depletion is not inevitable. Boserup may usefully form part of this discussion but, as with Malthus, it must form part of a measured and succinct response clearly linked to the theme and demands of the question. CAP and alternative energy development are likely to feature as support in this context (synoptic links to 10.3 and 10.2).

Another likely approach is to contrast the growth rates in the M/LEDW and link this to resource depletion. Many European countries for instance do not have population growth (links to 11.1) though current levels of resource consumption are still unsustainable both in the context of supply and impact of consumption (links to 10.2).

The question demands that responses come to a view. This may be implicit or explicit. Response should be held to a maximum of the satisfactory band, if it is not clear what view is being espoused.

### Question 5

#### **Environmental improvement is the key to improving the quality of life in cities. Discuss.**

For environmental improvement, it is important that quite a broad view is taken. Many regeneration strategies for example do not have the environment at the core focus but do nevertheless improve the local environmental conditions for both residents, visitors, employees and some may even refer to flora and fauna through urban conservation strategies.

The key question is “Does environmental improvement affect quality of life?” To an extent, the answer has to be yes. In the MEDW, expect UK and EU case studies to dominate. However, wider world examples are entirely acceptable. There are several approaches to take here:

- improvements in public transport such as the Metro system in Manchester and the congestion charges in London have primarily sought to improve the flow of people into and out of cities. However, by doing this, air quality and noise problems have improved, making the city centre a more attractive place to set up business and work. Also, this has made the inner-city a more attractive place to live. Expect concepts such as re-urbanisation and gentrification to feature here (synoptic links to 11.1 and 11.2).
- urban conservation projects may be connected to Neighbourhood Renewal strategies and sustainable housing strategies particularly among more sophisticated responses. The main aim of these types of strategies has been to attract residents back into inner-urban areas with improved housing and infrastructural developments. However, environmental improvements have come about as a result (synoptic links to 10.3 and 10.2).
- be aware of long narrative description into housing developments in places such as Manchester, probably connected to Comprehensive Redevelopment. This contemporary historical approach is of very limited use if not clearly linked in some way to the question of environmental improvement. Cardiff Bay is also likely to form part of responses in this context.
- central area change has had the environment considerations as a core part of the strategy. Expect beautification, pedestrianisation, re-urbanisation and conservation issues to feature here. Evaluative comment may form part of this approach, as will case studies such as London, Liverpool and Newcastle. There may also be links to urban tourism (synoptic links to 11.2 and 14.3).

The summary here is that environmental improvement is an important aspect of reversing the decline of cities, but it is part of a broader package of strategies aimed at making cities once again exciting, safe and pleasant places in which to live and work. Other viewpoints are creditable, if logically and coherently constructed, with summary based upon preceding content.

For the LEDW, environmental improvement is also a priority, but there are many others. Responses are likely to consider the environmental improvements coming about as a result of various housing and population management schemes, such as site and services, ASH, High rises, Co-operatives and so on. Candidates can and really should legitimately challenge the theme of the question arguing that the environment is less of a priority or mechanism by which decline can be reversed; moreover, the solution lies in population policies, industrialisation, controlling rates of urbanisation, etc. Whatever the approach, long description of selected case studies will be a feature of a mediocre response (synoptic links to 10.1, 10.2, 11.1, 11.2, 11.3 and 14.1).

## Question 6

**From a range of perspectives, discuss the issues which arise from the development of tourism.**

This response requires candidates to consider attitudes, values and perspectives towards tourism by the various groups involved in the industry at all levels.

By “....range ....” it should be expected that more than two different perspectives are considered. If not, responses should be held back to the satisfactory band. Responses should also be synoptic in content, particularly in the good and very good bands.

In the MEDW, there are many different perspectives and interested groups. Obvious examples include National Parks. Yellowstone in the USA or any National Park in the UK are likely to appear in many responses. In National Parks, many will point to the views of local residents who suffer congestion and pollution in small towns at various times during the year. Strain on resources and local services are another issue. The second homes issue is also likely to mean that responses conclude that this group are not winners, in the context of the question. Even here though, it is valuable if responses recognise that those selling property in these areas would certainly gain, and therefore, be positive in attitude. Another group in National Parks are farmers who experience losses of livestock, footpath erosion and crop damage due to irresponsible ramblers. These groups too are likely to be portrayed as negative. Similar to second homes though, some farmers gain extra income from farm tourism and increased local markets through hotel business. The point here is that perspective is quite a complex issue and stereotyping is likely to be an indicator of a mediocre and unbalanced response (synoptic links to 10.3, 11.1 and 11.3).

To offer further balance though many are likely to point to management strategies, income generation benefits to local entrepreneurs and conservation of natural environments as measures to take to improve the situation for locals and farmers to minimise the disruption and even create some benefits. Similarly, local councils are likely to be portrayed from a positive perspective due to income generation from taxes which can be used to fund environmental and local service improvement.

Other approaches in the MEDW are likely to consider coastal resorts in the UK and Europe, as well as theme parks and urban tourism. Whatever the case study, a balanced response has to be a feature of a good or very good answer.

In the LEDW, there are a range of issues to consider. Expect case studies such as Kenyan tourism, exotic holidays to far away places such as Mauritius, and safari holidays to feature. Locals' perspectives are likely to include economic and social issues. Locals may be considered positively in the sense that their local infrastructure improves, jobs are created and some may point to quality of life / standard of living issues. However, this should really be juxtaposed with the economic costs such as leakage, lack of skilled employment, glass ceilings, seasonal unemployed and low pay. Similarly, social issues arguably create negative perspectives from tourism in the sense that cultural dilution occurs, cosmopolitanism sometimes brings conflict, and communities can be disrupted and so on.

Environmental perspectives are likely to feature. Many are likely to point to extensive, uncontrolled development, habitat loss, resource depletion (notably water) and so on (synoptic links to 10.1, 11.3 and 13.1).

Some may well consider eco-tourism as win-win tourism considering perspectives such as an environmental and local gain without obvious costs of mass tourism. This is an acceptable approach provided the case study support is balanced and appropriate. Distinction may be made here between nature tourism and eco-tourism (synoptic links to 10.3).

In conclusion, there are probably not enough winners from tourism. Any conclusion can be considered valid as long as it is based upon preceding content.