



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### Geography B

### Unit GGB3

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## Unit 3: The Human Options

### General guidance

It is important that every examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the marking scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at that meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

### The marking scheme

The marking scheme consists of two sections for each question or sub-question – the Notes for Answers and the Mark Scheme itself.

#### *Notes for Answers (NFA)*

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA might indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do not provide model answers, and should be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

#### *The Mark Scheme*

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

- (a) It indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.
- (b) It indicates how examiners should move through the levels in a level response mark scheme – usually to all questions of 5 marks or more. Each level has a levels descriptor, with clear statements of the “triggers” to move candidates from one level to another. Each Level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between levels, for example:

- a number of characteristics, reasons, attitudes etc.
- the degree of specification, for example the use of specification case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

### The marking process

A sample of the examiner's marked scripts will be marked again by a senior examiner according to the procedures set out by AQA. Also the scripts may be re-examined at the Awards Meetings and the subsequent Grade Review. Therefore, it is most important that examiners mark clearly according to the procedures set out below.

- All marking should be done in red.
- the right-hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- The left hand margin is where an indication of the level achieved is written. Comments and codes (see below) may also be written on the left.
- Indications of the level achieved may also occur in the body of the answer if this is easier for the examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme).
- Levels II, III, and IV should be indicated with a roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate has reached Level II, additional Level I credit should be indicated using a + symbol. If these points are sufficient quality one additional mark can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing "Level II (or III) – good" in the left hand margin of the script. The examiner should ensure that this is reflected in the awarding of an appropriate number of marks at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions of 25 marks in total.

### Other mechanics of marking

- Underline all errors and contradictions.
- Cross out irrelevant sections using a line from top-left to bottom right. (However be careful to check that there is no valid material, however brief, in the mass of irrelevance.)
- Indicate repeated material with "rep".
- Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu." for failure to answer the question, "Irrel" for irrelevant material, and "SIF" for self-penalising material.
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of text must not be left blank – use the wavy line or write "seen" alongside the text. All pages must have indication that they have been read, especially supplementary sheets.
- Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

**Question 1: Urban**

- (a) (i) Between 1950 and 1990 slow growth from 29% to 45%, thereafter more rapid to 57% in 2010.

*1 mark per valid statement* (2 marks)

- (ii) Asia – slower rate till 1990, then more rapid.  
Europe – more rapid until 1970, then much slower rate.

*1 mark per valid statement* (2 marks)

- (b) (i) This question is clearly aimed at push/pull factors which are well documented in texts. We should guard against double crediting direct opposites – e.g. lack of employment in rural areas, prospect of jobs in urban areas. We should reward references to specific factors relating to specific cities if provided by candidates. Also credit demographic aspects, e.g. youthful population, high birth rates.

**Level I** *simple listing or statements of push/pull factors with little attempt to elaborate, or attribute.* (0-3 marks)

**Level II** *more detailed statements of factors influencing population migration to cities in LEDCs. References to specific factors affecting specific cities access this level. Statements must demonstrate thorough understanding of concepts.* (4-6 marks)  
**6 marks**

- (b) (ii) Candidates are likely to identify problems caused as effects. E.g. in Manila:

- occupation of land by illegal immigrants – e.g. the Roxas boulevard with 10000 families.
- the illegal tapping of electricity and water from public mains
- difficulty of civil unrest if attempts are made to evict
- difficulties of waste disposal – manila has a dump called “Smokey Mountain” covering 22ha
- dump produces methane gas, which produces a poisonous haze; plus scavenging
- poor quality housing – risks of fire and collapse
- human waste flows into esteros and flood drainage systems – disease
- high organic content (sewage and agricultural pesticide) of water in Manila Bay has produced “red tides” in the bay – uncontrolled growth of phytoplankton
- flood drainage systems also clogged by solid wastes thrown in by squatters

**Level I** *generalised account of effects which could refer to any city in an LEDC. Effects tend to be listed simplistically rather than dealt with in depth.* (0-3 marks)

**Level II** *specific statements relating to the named city/urban area access this level. Answers are detailed and have depth.* (4-6 marks)  
**6 marks**

- (c) (i) Candidates will have to indicate an understanding of evidence of decline. Simply quoting figures will not be enough, they will have to comment (albeit simply) to gain credit.
- unemployment is 3 times national average
  - professional/managerial heads of household are half national average
  - very high proportion do not own a car – twice national average
  - very low rates of educational attainment – below half national average
  - overcrowding is twice city average, and three times national average
  - proportion sharing bath/shower is twice city average

*1 mark per valid statement*

**(5 marks)**

- (ii) Funding trends:

- private sector investment starts low, but increases rapidly to dominate final funding.
- SRB funding is same as above at start, but only reaches one third of total in 1999/00, then falls away.
- other public sector is majority provider at start, but then diminishes over time, without changing significantly in amount.
- total funding increases more rapidly during the middle stage of the scheme, with similar high sums towards the end.

*1 mark per valid statement*

**(4 marks)**

- (d) A wider number of policies could be identified, perhaps the most popular will be Development Corporations, e.g. London Docklands. We should check that the policy is aimed at inner city improvements, and credit appropriate detail of the named policy in the area identified.

**Level I** *a set of statements setting out the aims and outcomes of the chosen policy. Some statements are likely to be generalised, and not directly applicable to the area named by the candidate.* **(0-3 marks)**

**Level II** *statements of either a positive or negative impact which are clearly attributed to the area named by the candidate. Precise evaluation comments access this level. Better responses may indicate both positive and negative outcomes, and/or may indicate short term and longer term impacts.* **(4-8 marks)**  
**8 marks**

- (e) (i) Out-of-town retailing concerns a shopping outlet on the edge of an urban area. Here land is cheaper, and there is space for expansion, car parking, and associated leisure activities. Examples include Bluewater, Trafford centre, Metro Centre and Meadowhall. Look for idea of distance.

*1 mark per valid statement*

**(2 marks)**

- (ii) N.B. Effects MUST be on the CBD, not on area around out-of-town centre. They include:
- decline of city centre shops – shop closures – job losses
  - reduction in pedestrian densities
  - increase in number of charity shops in former premises of chain stores
  - greater emphasis on office developments and other services
  - move to “flight back” by many CBDs – improvements to pedestrian areas and shopping malls, CCTV systems, more Sunday/late night opening, special events.

**Level I**      *a simple list of effects with no real development of any; or one well-developed effect only.*      **(0-2 marks)**

**Level II**      *more than one effect clearly developed. References to specific case studies access this level. The majority of answers will concentrate on the negative impact, so credit those answers which refer to the positive stimulus given to CBDs (as above).*      **(3-5 marks)**

**5 marks**

**Question 2: Historical**

- (a) Enclosure took place for the following reasons:
- the increased specialisation of farming, and control of animals
  - the increased commercialisation of farming
  - the need to increase field sizes due to the invention of new farm machinery e.g. seed drill
  - the increase in sheep farming, requiring enclosure within which the sheep could be kept
  - the demands from wealthy landowners for parliamentary acts.

**Level I**      *one reason only well-stated; or the listing of simple statements.*      **(0-2 marks)**

**Level II**      *more than one reason well-stated.*      **(3-5 marks)**

**5 marks**

- (b) Answers will depend on the town chosen, but in general terms evidence could range from roman baths, castles, city walls and so on.

**Level I**      *a list of general historic features which could apply to any/many towns; or one clearly identified piece of evidence which is linked to the town named.*      **(0-2 marks)**

**Level II**      *more than one piece of evidence clearly attributed/linked to the town named by the candidate.*      **(3-5 marks)**

**5 marks**

- (c) Main elements could include:

- lines of terraced houses / back to back housing / courtyard housing
- houses opening straight on to streets, use of back yards
- proximity of house to factories / mills
- proximity of factories / mills to railway and/or canals
- large public buildings in centre of town
- Georgian section with large houses and garden squares
- Some provision of parks on edge of built up area
- Large area set aside as a cemetery.

**Level I**      *a recognisable sketch with two of the above features identified.*      **(0-3 marks)**

**Level II**      *more than two annotated features as given above. Credit high quality annotations.*      **(4-6 marks)**

**6 marks**

- (d) The following only state the characteristic features shown in the photographs and map:

Photos – more ornate housing types (timber framed and decorative brick), gardens to front of houses, variety of housing design e.g. use of bay windows.

Map - extensive use of green spaces, service buildings (schools, hospital, gymnasium), allotments are widespread, no rectilinear lines of terraced housing, variety of street layouts.

**Level I** *simple listing of features from the photos and map. No attempt to illustrate a sense of difference – that task is left to the examiner; or one difference only is discussed.* **(0-3 marks)**

**Level II** *more than one difference identified and discussed. Clear sense of comparison is made, with emphasis on the better quality of life in Port Sunlight.* **(4-6 marks)**

**6 marks**

- (e) (i) New Town

First built from 1946 to relieve overcrowding in inner cities, and to meet the demand from slum clearance. Also built to house overspill from large cities, and to act as economic growth poles. Several new towns were built in the proximity of London, Liverpool and Glasgow. A number of examples may be quoted.

New building materials

Materials that have been increasingly used in the 20<sup>th</sup> century in the construction of houses and other buildings. Examples include, the use of reinforced concrete and plate glass; the use of felt materials; the use of cement wash and cladding; the use of asbestos.

*2 marks per term.* **(4 marks)**

- (ii) Examples include:

- The use of steel girders to build high-rise blocks and use of cranes.
- the invention of the lift facilitated movement within these blocks
- the use of reinforced concrete and plate glass has allowed greater flexibility of design
- the use of felt materials encouraged the development of flat roof buildings
- the use of cement wash and cladding has allowed greater use of different colour, and external surfaces to buildings
- deck access and elevated walkways have been used in both housing and shopping areas; plus the invention of the escalator
- the use of asbestos stimulated prefabrication
- the use of prefabricated building blocks – for housing, and schools – now many defunct
- conversion of former industrial premises is now possible due to modern building materials.

**Level I** *a simple list of new building technologies with no real development as to how they changed the nature of* **(0-3 marks)**

*buildings; or one good discussion of one new influence only.*

**Level II** *more than one good description of a change in building technology with clear links to how the nature of 20<sup>th</sup> century urban construction changed. Assessment of their relative success, e.g. prefabrication, should be credited.* **(4-6 marks)**  
**6 marks**

(f) For example: National Parks / AONBs

- To what extent do protection policies impinge on the landscape, and also what extent is the potential loss of such land a cost to society. Conflicts could arise over:
  - new housing in countryside areas – for locals or for outsiders?
  - The restrictions on housing and related facilities – e.g. building materials, satellite dishes.
  - Access or otherwise to parts of the countryside by walkers / ramblers
  - The need for local people to continue to earn a living whilst recognising special nature of land of others who do not live there
  - The use of designated footpaths / bridle ways / cycle paths, or open access
  - Traffic congestion – limitation of road access, or one way systems, or by passes
  - Job creation – quarry developments, factory construction

For example: A historic city:

Case studies could include the Georgian buildings and crescents of Bath, the Rows of Chester, and the varied historic buildings of York.

- The variation of attitude in terms of the concept of national resources for posterity, and the need for education, and the generation of tourist income and the employment opportunities that are produced.
- money is needed for restoration and upkeep to prevent physical deterioration – where does it come from?
- safety is another factor in keeping buildings in good repair especially if they are to be opened in public
- the need for skilled craftsmen, and authentic materials which are often more expensive than modern materials
- will it be possible to re-coup restoration costs – or do entry charges have to reflect more realistic considerations. Too expensive entry fees will have negative effect on numbers of tourists. Restricted entry periods could be considered.
- What is the role of gift and souvenir shops – do they trivialise the historic aspects
- General considerations – should there be the use of public funds which could be better used for education, health, housing the homeless etc.?

**Level I** *a generalised list of possible conflict creating issues with no link to the location named by the candidate. No depth to the response. Or, one well developed and argued conflict only, which is clearly applicable to the location named.* **(0-3 marks)**

**Level II**      *more than one clearly developed conflict which is linked to the location named by the candidate. Reward evaluation of the conflict(s), together with statements of outcome if appropriate.*      **(4-8 marks)**  
**8 marks**