



## General Certificate of Education

# Geography 5036 *Specification B*

### *GGB3 The Human Options*

## Mark Scheme

### *2006 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.

## GENERAL GUIDANCE FOR GCE GEOGRAPHY ASSISTANT EXAMINERS

### General Instructions to Examiners on Marking

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 the 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 may 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 not 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 specific 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 an Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meeting 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 levels 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 of 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 an 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.

### Quality of Language Descriptors

The following descriptors concerning the quality of language must be applied to **all** questions in which candidates are required to produce extended writing. To attain full marks available at a level of response, the appropriate Quality of Language descriptor must be achieved. Use the same quality of language levels as are used in the geographical element of the mark scheme under consideration.

#### **Three-level descriptors**

- |                  |   |
|------------------|---|
| <b>LEVEL I</b>   | <ul style="list-style-type: none"><li>• Style of writing is suitable for only simple subject matter.</li><li>• Expression of only simple ideas, using a limited range of specialist terms.</li><li>• Reasonable accuracy in the use of English.</li></ul>   |
| <b>LEVEL II</b>  | <ul style="list-style-type: none"><li>• Manner of dealing with subject matter is acceptable, but could be improved.</li><li>• Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.</li><li>• Considerable accuracy in the use of English.</li></ul> |
| <b>LEVEL III</b> | <ul style="list-style-type: none"><li>• Style of writing is appropriate to subject matter.</li><li>• Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.</li><li>• Accurate in the use of English.</li></ul>                        |

#### **Two-level descriptors**

- |                 |   |
|-----------------|---|
| <b>LEVEL I</b>  | <ul style="list-style-type: none"><li>• Manner of dealing with subject matter is acceptable, but could be improved.</li><li>• Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.</li><li>• Considerable accuracy in the use of English.</li></ul> |
| <b>LEVEL II</b> | <ul style="list-style-type: none"><li>• Style of writing is appropriate to subject matter.</li><li>• Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.</li><li>• Accurate in the use of English.</li></ul>                        |

**Question 1**

(a) (i) Processes that led to the form of the city by 1980:

- Suburbanisation – the outward growth of the city engulfing surrounding rural areas. Caused by the development of public and private transport systems – trams, buses and cars.
- The decentralisation of some service industries into rural areas – business parks and out-of-town retailing areas. Cheaper land on the outskirts of the city, together with good road access away from congested central areas.  
Ignore term ‘counter-urbanisation’ but accept as process.
- Inner city decline may also be relevant – leading to decentralisation and new urban nuclei on the city periphery.  
Allow urbanisation, but only if developed.

**Level 1****(0-3 marks)**

*Simple statements of process, often just by name; or explanation of one process only.*

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

*Development of two processes. Reward clear understanding of process even if concise in nature.*

(ii) A wide range of changes have taken place. The awarding of credit will depend on the degree to which the candidates can demonstrate a clear understanding of what has/may have happened and/or why. They include (CBD outwards):

- Expansion of the CBD – some redevelopment; Flagship project constructed to lead the way in this
- Some inner city areas gentrified (economically high quality), others have been improved in a more socially acceptable manner, possibly for lower income groups (sustainable neighbourhoods), possibly Housing Associations
- Diverse suburban communities, perhaps suggesting a greater spread of ethnicity within the city
- Hi-tech business park constructed on edge of city taking advantage of cheap land values.
- Marina and tourist potential of the coastal areas has been developed
- Huge retail complex on the edge of the city – taking advantage of low land values and high levels of accessibility
- Former decentralised area is now declining, due to competition from newer ones in vicinity?
- “Gated” community – a common feature of US cities – enclaves of very high income groups seeking to isolate themselves

**Level 1**

**(0-3 marks)**

*Simple statements of change, often just by lifting items from diagram; or development of one change only.*

**Level 2**

**(4-8 marks)**

*Development of more than one change, with some description of the process by which the changes have been brought about. Reward clear understanding of process even if concise in nature.*

- (b) (i) Reasons may include natural factors (birth rates, mortality rates) and migration factors (push/pull). Candidates should be awarded credit for both types of factors. Level 2 should be reserved for reasons that are specific to the area or region (e.g. for migration factors) named.

**Level 1**

**(0-3 marks)**

*Generalised statements of reasons that could apply to any LEDC urban area. Reasons tend to be stated simplistically.*

**Level 2**

**(4-6 marks)**

*Specific reasons which clearly apply to the urban area identified by the candidate. However, once Level 2 has been reached, additional credit could be given for more sophistication of reasoning in a general sense.*

- (ii) E.g. in **Cairo**:

- 30% of the city has no public sewerage system; 55% of waste water is untreated as it travels through open canals and rivers to the sea
- Although the city does not have extensive areas of squatter settlements, many people live in inappropriate locations – the Cities of the Dead (the tombs of old Cairo) and on rooftops in makeshift dwellings.
- There is serious air pollution, caused by high levels of traffic and fumes from open air cooking stoves
- Waste disposal is disorganised – in some areas it is done by the Zabbaleen with donkey carts.

**Level 1**

**(0-3 marks)**

*Generalised account of problems that could refer to any city in an LEDC. Problems tend to be listed simplistically rather than dealt with in depth.*

**Level 2**

**(4-7 marks)**

*Specific statements relating to the named city/urban area access this level. Answers are detailed and have depth and credit sophistication.*

- (iii) For example, poor quality housing and squatter settlements:

Until recently, authorities regularly evicted squatters and destroyed the squatter settlements. Nowadays, they are seen in a more positive manner.

E.g. in **Delhi**, 2.4 million people live in squatter settlements known as **jhuggies**. The city authorities hope to improve living conditions by helping the residents to help themselves. They grant squatters legal title to their land; provide essential infrastructure such as mains water, roads and electricity and give loans to residents to purchase building materials and hire builders to improve their homes. These schemes are known as **self-help schemes**.

**Sites and services** schemes are a popular low cost solution to the housing problem. The city authorities provide serviced plots with mains water, electricity, sewerage and roads. Residents build their own houses on the plots either from scratch or around a basic shell.

**Level 1**

*(0-2 marks)*

*Basic statement of method of improvement that could apply to any city in an LEDC. Lack of depth*

**Level 2**

*(3-5 marks)*

*Specific statements relating to the named city/urban area access this level. Answers are detailed and have depth and credit sophistication.*

- (c) For example, **sustainable neighbourhoods**:

Urban **environmental sustainability** can be defined as meeting the present needs of urban populations in such a way as to avoid harming the opportunities for future generations to meet their needs. This can only be achieved by organising and managing cities:

- To minimise damage to the environment
- To prevent depletion of natural resources

Urban **economic sustainability** allows the individuals and communities who live in cities to have access to a job and a reliable income.

Urban **social sustainability** provides a reasonable quality of life, and opportunities to maximise personal potential through education and health provision, and through participation in local democracies.

**Sandwell** is a group of small towns in the West Midlands with a total population of 300000. It has initiated a number of projects to tackle its problems of dereliction, pollution and related environmental problems. Some of these have involved partnerships between the council, national agencies and voluntary organisations and community groups.

What has been achieved?

- 370 ha of derelict and polluted (former mining and industrial) land has been reclaimed
- This restored land has been used for houses, industry and retail space
- New green spaces were created by the British Trust for Conservation Volunteers
- The council is promoting walking, cycling and public transport as a means of reducing pollution and encouraging better health
- Improved public awareness with more effective use of recycling
- Efficient rubbish management with organised refuse collection (colour-coded wheely-bins) and recycling
- Well-managed landfill sites

**Level 1**

**(0-3 marks)**

*A set of statements setting out the aims and outcomes of the chosen scheme. Some statements are likely to be generalised, and not directly applicable to the area named by the candidate. No evaluative comments are given at all.*

**Level 2**

**(4-8 marks)**

*Statements of either a positive or a negative impact that are clearly attributed to the area named by the candidate. Precise evaluative comments access this level. Better responses may indicate both positive and negative outcomes, and/or may indicate short term and longer term impacts.*

(d) (i) Reasons for out-of-town retailing (not consequences):

- The increased ownership of private motor vehicles
- Congestion of inner city/CBD areas making shopping a more stressful task
- The high price of central area parking
- Low land prices allowing large areas to be used for the centre itself and low cost car parking
- The introduction of freezers allowing large scale shopping to take place
- The increase in shopping as a family and social activity; including the parallel development of entertainment complexes on the same site

**Level 1**

**(0-3 marks)**

*Basic statements of factors affecting the development of out-of-town areas with little development as to how they have operated, or development of one factor only*

**Level 2**

**(4-6 marks)**

*Development of more than one factor. This may include case study material and/or sophistication of comment.*

- (ii) Effects may have been positive and negative. There is no requirement to have one of each.

**Positive** – employment availability for local people; effective use of land that may have been lying idle; good use of brownfield sites (as in the case of Meadowhall and Bluewater); housing values likely to increase after construction

**Negative** – increased levels of pollution in the area caused by heavy traffic; traffic bottlenecks in the area; noise during construction, which in turn may lead to housing values decreasing at that time

**2 marks per effect**

**(0-2 @ 2 = 4)**

## The Historical Rural and Urban Landscapes of England and Wales.

### Question 2

- (a) (i) The landscape would have been that typical of an open field landscape, namely:

- 3 field system – Hedge, East and West fields
- Strip cultivation – 22 @ 220 yards
- Central village
- Church, with possible glebe land
- Common pastures, meadows and grazing areas – Norburye, and Leaes, Bradmore Meadowe
- Possible outlying squatters/woodman cottages
- Winding lanes from village – Whadden Waye

**Level 1**

*Two of the above features identified and described*

**(0-3 marks)**

**Level 2**

*More than two features identified and described*

**(4-6 marks)**

- (ii) A number of changes can be seen:

- A patchwork of enclosed fields can be seen
- Isolated farms created – Westhill Farm, Low Farm etc.
- A railway line has been built straight through the area
- Some removal of lanes – S and SE of area; some become foot/bridle paths
- Some evidence of straightening of other lanes – e.g. towards Padbury Bridge.

**Level 1**

*Two of the above changes identified and described*

**(0-3 marks)**

**Level 2**

*More than two changes identified and described*

**(4-6 marks)**

- (iii) Reasons are associated with the enclosure movement:

- 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

**Two marks per reason offered**

**(0-2 @ 2 = 4)**

- (b) (i) Main elements could include:
- Lines of terraced housing/back to back housing/courtyard housing
  - Houses opening straight onto the streets, use of back yards
  - Proximity of housing to factories/mills
  - Proximity of factories/mills to a railway and/or a canal
  - 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

Allow Saltairi etc. (Enlightened Industrialists)

**Level 1**

**(0-3 marks)**

*A recognisable sketch with two of the above features identified*

**Level 2**

**(4-7 marks)**

*More than two annotated features as given above. Credit high quality annotations*

- (ii) Differences include:

- More ornate and varied housing types (some timber framed and some decorative brick/stone)
- Gardens to front/rear of houses
- More variety of housing design, for example the use of bay windows
- Extensive use of green spaces – parks and walking areas
- Public service buildings (schools, hospital, public baths)
- Allotments were common
- Less rectilinear lines of terraced housing – a variety of street layouts

**Level 1**

**(0-3 marks)**

*Simple listing of features. No attempt to illustrate a sense of difference – that task is left to the examiner; or one difference only is discussed*

**Level 2**

**(4-8 marks)**

*More than one difference identified and discussed. Clear sense of comparison is made, with some emphasis on the better quality of life*

- (c) **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. A number of examples may be quoted

**New building technologies** – systems by which buildings can be constructed in ways different to traditional styles. For example, the use of steel girders to build high-rise blocks; deck access and elevated walkways have been used in both housing and shopping areas; the use of asbestos stimulated prefabrication; the use of prefabricated building blocks – for housing, and schools.

**2 marks per term**

**(0-2 @ 2 = 4)**

(d) **For example, Bath**

- (i) Aspects that are being preserved include the Roman Baths, the Norman Abbey, some Medieval houses such as Sally Lunn's, the variety of Georgian town houses, mansions, crescents and promenades (The Circus, The Royal Crescent, Great Pulteney Street, and the Pulteney Bridge).
- (ii) Examples of exploitation of tourist income include: tour buses and guides around the city, Guided tours into the baths, plaques on walls displaying historical characters and events, links with famous items of literature (Jane Austen), souvenir and postcard shops, publications in a range of world languages, special tour buses from London – World Heritage Site status
- (iii) Conflict between:
- Maintenance of architecture v. need for shops and other businesses to display goods
  - Traditional architecture v. modern day requirements and needs – absence of satellite dishes and double glazed windows
  - Desire to maintain architecture v. cost to do so – many buildings in state of disrepair
  - Good taste v. tackiness in external appearance of buildings
  - Cost of maintenance of gardens and other open spaces v. cost to council tax payers

**For all subsections of this question, the same general principles of assessment:**

**Level 1**

**(0-2 marks)**

*Generalised statements that could apply to any historic city/heritage site/national park. The examiner has difficulty experiencing a definitive sense of place in the answer.*

**Level 2**

**(3-5 marks)**

*Specific case study material accesses this level in each section. Named and/or clearly located aspects of the landscape/sources of tourist income/conflicts are stated by the candidate. Credit resolution of conflict.*