



General Certificate Education

Geography GGB3 *Specification B*

Mark Scheme

2009 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 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 the 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 question 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 “trigger” 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 the Board. 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 a 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 it 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 had 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 over 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 the 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.

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OPTION S

Question 1

- 1 (a) **Notes for answers.** **(6 marks)**

Causes of inner city decline.

- closure of industry (old manufacturing)
- run down housing – movement out of aspiring people
- high levels of unemployment – lack of spending power
- downward spiral effect – social and economic malaise
- poor environmental conditions – derelict land, graffiti

An example could be Salford Docklands prior to Salford Quays. Reasons are the closure of the Manchester Ship Canal; closure of associated industries; closure of industries that relied on imported materials; low educational attainment and aspirations amongst local people; out migration of more wealthy and so on.

Level marking

Level 1 (1-3 marks)

A simple list of reasons, none fully developed or attributed to area named; or one developed reason only.

Level 2 (4-6 marks)

More than one reason fully developed and attributed to the named area. Credit sophistication of comment.

- 1 (b) (i) **Notes for answers.** **(8 marks)**

Regeneration features

- construction of new (high-rise) housing areas – variable heights, variety of sizes / prices, considered use of colour; walk ways which are lit
- built on a former gasworks site; decontamination needed (brownfield site)
- man-made lake, ecology park
- riverside development overlooking the Thames
- within ped-shed (walking) distance of the underground
- social transformation

Level marking

Level 1 (1-3 marks)

A simple list of regeneration features, none fully developed or described; or one developed account only

Level 2 (4-8 marks)

More than one regeneration feature fully examined and developed.

1 (b) (ii) Notes for answers. (7 marks)

Negative views:

- aim of social inclusion and participation – not been the outcome
- highly expensive houses / flat – too expensive for locals (few descendents of workers at the gasworks could afford to live there)
- deserted during the day – no sense of community
- distant from the rest of Greenwich – separate area within the local area
- no attempts to mix – not even to walk to the station on the way to work

Credit commentary on level of bias in the document.

Level marking

Level 1 (1-3 marks)

Simple statements of negative elements none fully developed or described; or one developed account only

Level 2 (4-7 marks)

More than one negative view fully developed. Commentary is clear.

1 (c) (i) Name of gentrified area: Notting Hill, Islington, various waterfront areas of Newcastle and Hull, and many more. (1 mark)

1 (c) (ii) Characteristics of gentrification: (4 marks)

Change of social composition within the area, with consequent raising of aspirations. Internal repairs and improvement: fitting of indoor toilets, kitchen improvements

External repairs and improvements: UPVC double glazing, improved paintwork, re-pointing of brickwork, external lighting features.

Street furniture improvements; greenery and trees, seats, landscaping.

Altered service provision: 'winebars', delicatessens, chic restaurants and shops.

Increasing house prices.

Max 3 marks for each characteristic identified and described, to max of 4. Reserve one mark for sense of location.

1 (d) (i) **Notes for answers** (8 marks)

Annotations could include:

- creation of huge areas of car parking
- landscaping of the area around the development
- wide range of retail outlets
- other leisure based activities attracted to the same locale
- provision of purpose built transport termini
- newly built motorway access routes
- creation of recycling depots
- loss of large areas of farmland
- providing to large urban areas

NB the sketch map / diagram could be based on a case study.

Level marking

Level 1 (0-3 marks)

A recognisable sketch/diagram with two of the above features identified Labels only – max 3

Level 2 (4-8 marks)

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

1 (d) (ii) **Notes for answers** (7 marks)

NB Effects must be on the CBD, not on area around out-of-town centre. They will include:

Negative: decline of city centre shops – shop closure – 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.

Positive: move to ‘fight back’ by many CBDs – improvements to pedestrian areas and shopping malls, CCTV systems, more Sunday / late night shopping, special events. Town centre managers appointed to take initiative.

Level marking

Level 1 (1-3 marks)

A simple list of effects with no real development of any; or one well developed effect only.

Level 2 (4-7 marks)

More than one well developed effect.

1 (e) (i) Notes for answers. (5 marks)

Reasons may include natural factors (birth rates, mortality rates) and migration factors (push / pull). Candidates should be awarded credit for both types of factors. The key aspect here is that Level 2 should be reserved for reasons that are specific to LEDCs, and are more than just simple statements. Generalised reasons should only reach Level 1.

Level marking

Level 1 (1-3 marks)

Generalised statements of reasons that could apply to any LEDC. Reasons tend to be stated simplistically; or one well-stated reason.

Level 2 (4-5 marks)

More than one specific or sophisticated reason that particularly apply to LEDCs. However, once Level 2 has been reached, additional credit could be given for more sophistication of reasoning in a general sense.

1 (e) (ii) Attitudes could be based on the following considerations: (4 marks)

Reduction in pop. density of rural areas (favourable); lack of manpower to maintain land (unfavourable); potential increase in market for agricultural produce (favourable).
Resultant social imbalance in rural communities (unfavourable); loss of entrepreneurial skills to city (unfavourable); money sent home (favourable).

2 marks for each attitude identified, attributed and described.

2 @ 2 = 4

Need clear attribution for max 4.

OPTION T**Question 2****2 (a) Notes for answers (7 marks)**

The building is a public house, a former coaching inn. There is the traditional pub sign and plates at the front, together with more garish banners advertising features inside. There has been an attempt to add external vegetation / plants to increase its appeal. It has been painted to make the building stand out more. Its tradition is highlighted in the website, and it is trying to attract race goers to it. There are 5 lights on the wall, which will 'light up' the building at night. There is clear attempt to exploit the building for income from tourists – of the sporting kind. Base for visiting historic town. Credit Georgian features or one reason.

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

Simple statements of description (e.g. it is a pub, it has lights, it has many signs) with no development or commentary.

Level 2 (4-7 marks)

More sophisticated description / commentary along the lines given above in the nfa. Move up the level for each comment of this nature given.

2 (b) Notes for answers (8 marks)

Note that the right of the building is of a different design – it was added later. The building has 3 storeys, sash windows, smaller windows on the top floor (for the servants) all typical of a Georgian building. It has balconies on the 1st floor, but these may be modern.

There does not appear to be a hipped roof (modern replacement?), nor rooms in the roof. Access to the basement cannot be made from the front of the house – which might be expected.

Socially, from Figure 3, there was a social divide within the house – servants confined to the basement / attic (except the butler), and the family to the ground / first floors. The house is no longer stone-fronted – it has been covered (cement-wash?) and painted. The front garden has gone.

Level marking

Level 1 (0-3 marks)

*Statements that point out typical **external** features of a Georgian building. There is no attempt to recognise 'the extent to which'.*

Level 2 (4-8 marks)

Statements that comment on the internal aspects of the building, which may make reference to social aspects; statements that question the assertion that it is typical (e.g. no access to basement). Credit overall assessment of 'the extent to which'.

2 (c) (i) Notes for answers. (5 marks)

Changes that took place due to enclosure include:

- the creation of patchwork of fields created by common agreement or Parliamentary Act
- stone walls and hawthorn hedges separated individual fields
- creation of separate farmsteads in the middle of their land
- the break up of some villages
- the redirection of routeways

Credit an appropriate diagram

Level marking

Level 1 (0-3 marks)

A basic list or set of simplistic statements of the main changes that took place; for example, larger fields, hedgerows etc.

Level 2 (4-5 marks)

More detailed and sophisticated description.

2 (c) (ii) Notes for answers. (5 marks)

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 holding 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 marking

Level 1 (0-3 marks)

One reason only well-stated; or the listing of simple statements.

Level 2 (4-5 marks)

More than one reason well stated.

- 2 (d) **Notes for answers.** (3 marks)

New building technologies: Examples include: 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; 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.

One mark for each correct statement to max 3.

- 2 (e) (i) **Notes for answers.** (7 marks)

Problems included:

- smoke from factories and mills causing respiratory complaints
- lack of sewage disposal – cess pits etc. causing sanitation related disease – cholera
- damp in buildings if air could not circulate easily – feature of back to back housing – and also courtyard designed housing
- transmittable diseases of various kinds due to high densities of population
- lack of clean water provision – for drinking and washing

Level marking

Level 1 (0-3 marks)

Generalised list of problems not clearly attributed to the living conditions that existed at the time.

Level 2 (4-7 marks)

More detailed statements giving detail of, say, specific diseases, complaints, issues. The problems are clearly linked to living conditions. Problems of specific urban areas, e.g. cholera outbreaks in Sheffield, also access this level.

2 (e) (ii) Notes for answers. (8 marks)

Need to credit both before and after statements here. So, Originally:

- back to back houses and / or courtyard design
- densely packed together
- grid iron street pattern to housing areas
- no indoor toilet

By law housing:

- lower density housing – no back to back
- local regulations regarding room sizes, window sizes, size to back yard, sanitary provision and other requirements in houses.

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

Simple list of statements of either the before or the after (as above), or a good description of one change only.

Level 2 (4-8 marks)

A good description of more than one change.

2 (f) Notes for answers. (7 marks)

In general, a desire to:

- provide better quality housing and social services for the workforce and their families
- reduce the importance of alcohol in people's lives at the time
- raise social aspirations and moral values
- reduce the impact of transmittable diseases by providing better living conditions.
- raise productivity
- be philanthropic

The name of the urban area must be given for Level 2; and the comments at this level must apply to the area named.

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

A generalised account that could apply to any EI urban area; simple reasoning.

Level 2 (4-7 marks)

Reference to specific case study material accesses this level. Greater detail or sophistication of reasoning should also be credited here.