



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Geography A

3031 (Full Course)

Paper 2F

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SECTION A

Question 1: POPULATION

- (a) (i) Accept
- Industrial area
 - River valley
- If more than **two** are ticked deduct 1 mark per incorrect response. **(2 marks)**

- (ii)
- Candidates should concentrate on explanations/reasons for high density of population.
 - Candidates may well give small scale examples but any scale which is meaningful can be accepted. e.g. The valley of the River Ganges, the coastal lowlands of Japan, a large urban area e.g. Calcutta.
 - Reasons might include:-
 - Lowland/flatland
 - Soil fertility
 - Climate
 - Routes/transport/trade } agricultural potential
 - Industrial/business activity }
 - Coastal location
 - Natural resources e.g. Coal, oil.
 - High BR/NI/Immigration clearly focussed at city level only (max level 1).

Level 1 1 – 2 marks

- (Basic) List like reasons given e.g. “Work/fertile soil/trade etc.”.
Area is not clearly identified.
Max L1 if only reasons & no named area.

Level 2 3 – 4 marks

- (Clear) One or two reasons explained clearly.
Area is named/is appropriate.
e.g. The Ganges Valley has intensive rice cultivation which supports a high population density, based on the alluvial soils and flatland and monsoon climate.

(4 marks)

- (b) Missing words (in this order):- Europe/[one of: California, NE USA, South East Asia, SE Brazil]/Low/Equator (Must be from Figure 1). **(4 marks)**

(c) (i)

Country	B.R.	D.R.	Popn. change
B	Low	High	Decrease
C	High	Low	Increase

(2 marks)

- (ii) Candidates should refer to people/babies born for 1 mark.
For full marks the idea of link to time or rate e.g. “so much per year.”
The number of babies born (1) per thousand (1) **or** per year (1) **(2 marks)**

(iii) Candidates should emphasise **reasons** for a high birth rate.

Possible reasons:-

- Social customs e.g. tradition of large families/wish for male offspring in some societies.
- Agricultural system – labour intensive farming areas.
- Attitudes and practices in relation to contraception etc. (including religious taboos).
- Government policy, encouragement of high birth rates.
- Large families so some survive.
- Level of development.
- Female role in society e.g. Lack of education etc.

Level 1 1 – 2 marks

(Basic) Lists – lack of development (e.g. “Big families”/”no contraception” etc.)
Very few reasons.

Level 2 3 – 4 marks

(Clear) One or two reasons with clear development
Exemplars (if used)
(e.g. “People do not have access to birth control information” etc.)
A lot of children so some survive.

(4 marks)

(d) (i) 0-4 (years)

(1 mark)

(ii) The MEDC (accept France)

(1 mark)

(iii) The idea of a high proportion in the older groupings
e.g. more elderly/older living longer/a higher percentage living longer/population gets older.

(1 mark)

(iv) Candidates should describe the problems likely to result from an ageing population.

Possible problems:-

- Social problems in communities – conflict between youth and old.
- Economic significance because of the imbalance putting a strain on a relatively smaller economically active population.
- Demand for healthcare.
- Demand for social care.
- Cost of pensions etc.
- Switch from schools to care homes/bingo halls.

Level 1 1 – 2 marks

(Basic) Lists – Lack of development e.g. more pensions/need health care etc.
(Very few problems.) Idea of cost of pensions rising.

Level 2 3 – 4 marks

(Clear) One or two problems with clear development
e.g. “older people are more likely to be ill which increases demand for medical help/medicines”.

(4 marks)

NOT reference to declining birth rates/declining population

Total 25 marks

Question 2: SETTLEMENT

- (a) (i) Accept
- Town hall
 - Large department store
- If more than **two** are ticked deduct 1 mark per incorrect response. **(2 marks)**

- (ii) Candidates should concentrate on explanatory points.

Possible points/land use in CBD:-

- Urban transport system/scheme in the CBD e.g. tube/light railway/train
- Housing development e.g. conversions/loft apartments/new building
- Civic e.g. town hall/administration
- Arts e.g. theatres/libraries/galleries
- Shops e.g. department stores/malls/specialist shops
- Offices e.g. company HQ/sub branches
- High land values
- Accessibility
- Shortage of space
- Oldest part.
- Residential/must be explained
- Flats over shops
- Redevelopment area
- Administrative centre
- Core/Frame concept
- Land use zoning/ clustering.

Level 1 1 – 2 marks

- (Basic) Generalised points not explanations.
Few points.
Listed points e.g. “There is a town hall ...”
1 or 2 Land uses or explanations on own.

Level 2 3 – 4 marks

- (Clear) Points are explanatory and relate to appropriate land uses.
One or two points have clear development.
e.g. “Town halls are found in the CBD because this is the centre of the area they administer.” **(4 marks)**

- (b) (i) Missing words (in this order):- CBD/suburbs/inner city/rural-urban fringe. **(4 marks)**

- (ii) Candidates could give any **two** of:-
- Idea of separation, distance from CBD.
 - Characteristics of housing (e.g. semi-detached or detached houses)/estates/ council estates.
 - Open spaces/gardens etc/lower density housing.
 - Layout features (e.g. curving avenues/cul-de-sacs/tree-lined roads “posh” on the edge etc.).
 - Nature of inhabitants/work habits/commuting etc. (Not “around the inner city” – directly from the diagram)
 - Shopping parades. (Idea of local shopping centre) **(2 marks)**

- (c) (i) Lincoln Edge. **(1 mark)**

- (ii) Any **two** of the following:
- Gap/a way through the hills/(e.g. from Trent Valley to The Fens) route focus.
 - River bridge/routes to focus at that point – difficult to cross/bridging point

- Idea of shelter afforded by Lincoln Edge.
- River provides water supply (not river on own) link to trade / transport.
- Defensive site- look outs.
- Accept reference to land height but not shape. **(2 marks)**

(d) (i) Any **two** of the following:

- Dirt roads.
- Water standpipes.
- Houses of makeshift material. **(2 marks)**

(ii) Candidates should explain the problems.

Possible problems:-

- Inadequacy of housing
- Lack of services
- Risk of disease
- Sanitation
- Overcrowding
- Risk of fire, landslides
- Illegal sites
- Lack of work/jobs

Level 1 1 – 2 marks

(Basic) Few/Undeveloped points or listed eg. “Disease/no water/poor housing”.

Level 2 3 – 4 marks

(Clear) At least two problems, one or two with clear development.
e.g. “Houses are built of scrap metal because of poverty”.

(4 marks)

(iii) Descriptive points required relating to an actual “scheme”.

Level 1 1-2 marks

(Basic) Few points
Listed points – little development
Scheme **not** clearly identified/maybe absent
e.g. put in water, rebuild houses, provide jobs

Level 2 3-4 marks

(Clear) Scheme may not be named?
One or two points have clear development
e.g. “Self help schemes enable groups of people to build homes”.
The homes are made of breeze blocks with basic services e.g. toilet, sink.

(4 marks)

Total 25 marks

SECTION B

Question 3: AGRICULTURE

- (a) (i) Accept
- Wheat
 - Barley

If more than **two** are ticked deduct 1 mark per incorrect response.

(2 marks)

- (ii) Candidates should give **two** features of **arable** farming from the photo (must be based on the photo).

NOT fertile soil, flat land or steep slopes.

Possible points:-

- Use of machinery/combine harvester
- Crop growing
- Field boundaries/hedges
- Harvesting idea
- Other appropriate features of arable farming (as shown on the photograph) e.g. large fields.
- Quite flat/relatively flat/undulating etc
- Little labour

(2 marks)

- (iii) The idea of both crops and animal rearing (arable and pastoral).

(1 mark)

- (b) (i) 'B' or 'Chalky boulder clay'.

(1 mark)

- (ii) Any **two** of the following:

- Flat land (gently sloping land)
- Fertile soil
- Low land (below 100m)
- Summer temperatures reference e.g. value given or reference to warmth
- Not good temperature.
- Coastal location for trade (Imports and Exports)

Answers must be based on the source

(2 marks)

- (c) (i)

FACTOR	Physical	Human
A Farmer's choice		✓
Soil type	✓	
Relief and slope of land	✓	
Climate of the area	✓	
Nearby urban markets		✓

(3 marks)

- (ii) Candidates should explain how EU policy affects farmers. Possible points:
- Subsidy – increases profits, more intensive farming (grow more)
 - Set-aside – reduces incomes
 - Woodland policy – diversification
 - Oil seed rape – recent fall unsubsidised – switching to other crops
 - Attitude to surplus etc.
 - C.A.P effects?
 - Guaranteed prices – speedy income
 - Drive to increase yields of cereals (use of pesticides, hedgerow removal)
 - Environmental effects

Level 1 1 – 2 marks

(Basic) List like reasons e.g. “Subsidies/set aside/grow rape ...”

Level 2 3 – 4 marks

(Clear) One or two policies in clear e.g. “Farmers are encouraged to plant woodland instead of crops which are overproduced.” **(4 marks)**

- (d) (i) Missing inputs are:-

- (Hand) tools **(2 marks)**
- (Much) labour

- (ii) Responses must be based on subsistence farming types.
E.g. shifting cultivation, intensive rice, nomadic pastoralism etc.

Level 1 (1 – 2 marks)

(Basic) List-like descriptions – no development.
e.g. “No money/grow rice/no machinery”. Low inputs, low outputs, mostly in LEDCs, manual labour, no profit for farmer and family.

Level 2 (3 – 4 marks)

(Clear) One or two points described with clear development
e.g. “In SE Asia farmers grow rice in family units as their main food supply”.
Farmers grow enough to feed themselves and their families, any surplus may be sold or traded. **(4 marks)**

- (iii) The focus should be on problems faced by subsistence farmers and or general problems resulting from such farming.
- Problems associated with Green Revolution e.g. Eutrophication.
 - Vulnerability in relation to unreliable climate/drought/natural disasters/ disease
 - Wasteful aspects (shifting cultivation).
 - Reduced land areas available because of other developments in rain forests.
 - Loss of soil fertility after forest clearance.
 - Land subdivision on death in rice growing areas etc. Pressure of population on limited land.
 - No cash surplus/cycle of poverty.
 - Environmental problems e.g. soil erosion, desertification, over grazing etc.

Level 1 1-2 marks

(Basic) List like points – not developed e.g. “Drought/floods/soil exhaustion”.

Level 2 3-4 marks

(Clear) One or two problems explained with clear development.
e.g. “In south east Asia peasant farmers have to manage on small plots because the land may be sub divided on the death of the family head”.
Drought may mean crops are ruined and so families starve, as they have no money.

(4 marks)**Total 25 marks****Question 4: INDUSTRY**

- (a) (i) Accept

- Iron-ore mining
- Dairy farming

If more than **two** are ticked deduct 1 mark per incorrect response.

(2 marks)

- (ii) Candidates should give **two** features of primary industry from the photo.

Possible points:-

- Timber being cut
- Heavy machinery in use
- Extraction idea
- Creates bare land or similar
- Little labour

(2 marks)

- (iii) Furniture idea/paper etc

(1 mark)

- (b) (i) One of the following:

- R. Tanaro
- R. Po
- R. Adige

(1 mark)

- (ii) Any **two** of the following:

- HEP (from Alps)
- Port/trade/imports/exports/near the sea
- Labour supply/workers from S. Italy
- Surrounding countries – market
- Rivers for transport

(2 marks)

(c)

Factor	A Physical	B Human
Industrialist's choice		✓
Deep water estuary	✓	
Skilled labour		✓
Flat land	✓	
Large market		✓

(3 marks)

- (d) (i) The focus must be on pollution from industry and its impact on the environment.

Level 1 1 – 2 marks

(Basic) List-like points (e.g. “smoke/chemicals in sea etc”).
Few aspects covered.

Level 2 3 – 4 marks

(Clear) One or two points described clearly.
A range with some development.
Very clear development on one aspect, e.g. “Chemical production may lead to releases into rivers or spills of oil in transit”.
Needs link to type of industry or impact on environment. (4 marks)

- (ii) Question must relate to reducing pollution problems from industry. The emphasis is on Government action e.g. through legislation, monitoring by agencies, sanctions (NB includes EU inputs and forthcoming development in relation to responsibility for recycling of manufactured products), finance, improvement schemes. Green belts or wedges. Renewable energy schemes, filters on chimneys.
Any reference to transport must relate to industry.

(4 marks)

Level 1 1 – 2 marks

(Basic) List-like points (e.g. “laws/fines ...”).
Few points made.

Level 2 3 – 4 marks

(Clear) Goes beyond listing – development/clear.
e.g. “Government agencies are monitoring pollution from industry – the National Rivers Authority....”.

- (e) (i) Missing inputs:-

- Low wage labour.
- Local raw materials.

(2 marks)

- (ii) Possible advantages of TNCs for LEDCs include:-
Economic growth, capital investment, technology, knowledge and skills, infrastructure improvements, job creation (experience in manufacturing cases), trade e.g. exports, “knock-on” – multiplier effect.

Level 1 1 - 2 marks

(Basic) List-like points made (e.g. as above with no elaboration).
Few points given e.g. increased jobs, skills, skill training, more money, new roads etc.

Level 2 3 - 4 marks

(Clear) At least two points, one or two explained clearly.
e.g. “Manufacturing such as textiles has seen the growth of jobs for local people in LEDCs”.
Minimum of 2 advantages for top of Level 2.

(4 marks)

Total 25 marks

SECTION C

Question 5: MANAGING RESOURCES

- (a) (i) Lakes (or named lake)
Sea or beach idea (or named ocean) coast
Mountains (see names on map)
Rivers (or named river)
Value (High) Temperatures (°C) given/climate
Wildlife (birds, animals)
Swamp springs
Vegetation, forest, grassland
Not National Parks, Nature Reserves etc.
- } Any **three** of these
- (3 marks)**

- (ii) Hotels
Lodges
Camps
Resort
- } Any **one** of these
- (1 mark)**

- (iii) Candidates should base descriptions on the map/text. – **Point marking**

Possible points:-

- Beach Holidays, sunbathing, swimming, snorkelling.
- Safari holidays – game drives.
- Visiting local people in reserves.
- Coastal holidays – sand and sea.
- National Parks – vegetation/creatures protected.
- National reserves – tourists can see local people in their environment.
- Comment on locational opportunities of named reserves.

e.g. “Sibiloi N.P” is next to L.Turkana

e.g. “Saiwa Swamp” N.P.

e.g. “Mt. Kenya” N.P.

Allow 2 marks for developed points.

MAX 2 for list

} Different environments for tourists

(4 marks)

- (iv) 56% or 56 **(1 mark)**

- (b) (i) Advantages could include both socio-economic environmental and individual person issues.

Reference to Figure is acceptable.

Accept advantages to the tourist/for companies/locals and in MEDC

Possible points:-

- Jobs.
- Income/wealth to tourist areas/capital generated.
- Boost to local economy
e.g. local crafts
e.g. local agriculture.
- New infrastructure for tourist areas.

Level 1 (1 – 2 marks)

(Basic) No examples given.

A few benefits with little or no development.

E.g. jobs, money, new roads etc.

Level 2 (3 – 4 marks)

(Clear) A range of benefits with some development.

A few benefits with clear development.

e.g.

- In Kenya many jobs have been created in the game parks.
- Many jobs have been created in the game parks e.g. by Safari guides, hotel aitters, minibus drivers, etc.

(4 marks)

(ii) Any **two** of the following disadvantages:

- Jobs seasonal/not available to locals (at senior level).
- Environmental problems (e.g. traffic pollution etc).
- Cultural effects.
- Profits go abroad.
- Wildlife effects.
- Country earn little money.
- Overcrowding.

(2 marks)

(c) (i) The idea of being used again/re-used (not renewed)

(1 mark)

(ii) Acceptable points will depend on the example chosen – but should always be about **location**.

Examples could include:- dams (for HEP), wind turbines, tidal power stations, solar installations, wave energy, geothermal etc.

Accept dps.

Accept reasons for locations in re of dams. e.g. to reduce flooding lation to multipurpose nature

e.g. Turbines are put on hilltops (1) to catch as much wind as possible (1) e.g. (1)

(3 marks)

(iii) The responses should be about **other** ways of making resources last longer – not renewable energy.

e.g. examples of appropriate technology, recycling resources, conserving energy etc, resource substitution.

Level 1 **1 – 2 marks**

(Basic)

Points are mainly listed with little or no development.

e.g. “double glazing, loft insulation, etc.”

Level 2 **4 - 6 marks**

(Clear)

One or two points are made with clear development.

e.g. “Waste materials can be separated and recycled for example paper and aluminium cans ...”.

(6 marks)

Total 25 marks

Question 6: DEVELOPMENT

(a) (i) Machinery and transport equipment (in full).

(1 mark)

(ii) Tea

(1 mark)

(iii) U.K.

(1 mark)

(iv) Uganda

(1 mark)

(v) Point marking-

- Imports mainly manufactured goods (including machinery/transport).
- Exports mainly primary products e.g. tea/coffee/fruit/vegetables and raw materials (soda ash).
- Balance of trade.

Comparison/link to nature of LEDCs trade **in general**.

(4 marks)

Allow 2 marks for developed points.

(b) (i) The idea of ability to either read or write. **(1 mark)**

(ii) Japan **(1 mark)**

(iii) Responses should refer to the figure and offer explanations.-

Level 1 1–2 marks

(Basic) Quotes from data with no comment. e.g. “Japan has a low birth rate”
Allow comparative comments e.g. “Japan has a much higher food intake than Afghanistan”.

Level 2 3 – 4 marks

(Clear) Points are related to the data in the figure and are justified.
e.g. “In Japan there is a literacy rate of 99% because as an MEDC Japan can afford to have enough schools”. **(4 marks)**

(c) (i) The idea of technology being suited to the area in which it is used.
Do not allow a restatement using the same words (technology which is appropriate to the area). **(1 mark)**

(ii) Reasons why water may not be clean in LEDCs:

- Cross contamination from sewage.
- Lack of piped water.
- Shared pumps etc.
- Use of rivers as a direct source.
- Specified types of pollution etc.
- Lack of adequate funding.
- Lack of education.

(2 marks)

(iii) Possible reasons for water being in short supply:-

- Drought
 - Poor infrastructure
 - Rainfall unreliable etc.
 - Lack of shallow boreholes
 - Impact of war
- } Any one

Some amplification for full 2 marks.
e.g. “Some areas have experienced a series of droughts over many years”. **(2 marks)**

- (d) Responses may refer to both aid, when used for water problems and when used in any other way e.g. food aid, disaster relief, improving infrastructure, developing agriculture/industry etc. Credit references to short term/long term aid.
- All with reference to LEDCs.
Not necessary to refer to both types of aid use.

Level 1 1 – 3 marks

(Basic) Points are mainly listed and undeveloped.
e.g. “To build wells, give food, help starving ...”

Level 2 4 - 6 marks

(Clear) One or two points are clearly developed.
e.g. “Aid is sometimes used to provide wells. The fresh water will help them avoid disease.” **(6 marks)**

Total 25 marks