

GCSE 2004

June Series



Mark Scheme

Geography A

(Full Course Foundation Tier – 3031/1F)

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SECTION A**Question 1**

- (a) (i) A = False, B = True, C = True **(3 marks)**
- (ii) 1 for the distance – 6-6.7 kms, 3.7-4.2 miles. 1 for kms/miles (if distance correct). Correct figure but no units 1 mark only. **(2 marks)**
- (iii) 2913, 2615, 3115, 3017 **(4 marks)**
- (iv) **Level 1 Basic (1-2 marks)**
Often list like, e.g. housing, woodland, farmland main and minor roads, river, chapel, footpaths, cemetery, school, farm.
Level 2 Clear (3-4 marks)
Clear description e.g. River Tees to South, buildings North of the square/along main road, woodland to the North. Can accept reference to bottom of square etc, plus reference to specified names/GR. Features correct but reference to wrong square maximum of one mark. **(4 marks)**

Question 2

- (a) (i) Town Hall. **(1 mark)**
- (ii) (St.) Augustine's (Way). (not accepting A68) **(1 mark)**
- (iii) NNE or North East (bearings not accepted) **(1 mark)**
- (b) Presence of bus station on edge, town hall, churches, library, inner ring road surrounding, tall buildings, high density, car parks. (Do not allow church or post office). Maximum 2 for list (2 features required for one mark and 3 for two marks). Credit references to map/photo. No negatives. 4 x 1(or developed points) E.g. It has the Bishops Palace which shows this is the historic core. **(4 marks)**

Question 3

- (a) 1 mark for 1 correct answer, 2 marks for 2 correct, 3 marks for all correct. Maximum of 2 marks if correct but labels are not clear/absent; or if correct and labelled but in the wrong order. **(3 marks)**
- (b) Great growth since 1919/ in the 20th Century; over 80% having built since 1919; over half of growth since 1945; largest increase from 1919-44; steady growth after 1961 etc **(2 marks)**

(25 marks)

SECTION B**Question 4: Tectonic Activity**

- (a) (i) Trees destroyed, flooding of rivers, extra sediment in rivers, avalanche, Spirit Lake filled up, hot rock and ash flows, landslides and mudflows, fish killed, forest fires, ash in the air, log jams etc. (natural environment only) **(3 marks)**
3 x 1
- (ii) **Level 1 Basic (1-2 marks)**
Basic effects e.g. jobs lost, can't travel, no tourism, no timber, bridges washed away, camps destroyed, lost homes, people killed/injured, flooding, fertile soils etc.
Level 2 Clear (3-4 marks)
Clear explanation through links e.g. people cannot travel because bridges washed away or destroyed, fisherman lose their jobs because fish hatchery destroyed, homes lost when Baker Camp destroyed etc. Positive impact on soils acceptable if time element acknowledged; as is reference to tourism if a well developed point. **(4 marks)**
- (b) Plate boundaries, deposited, sandstone, together. **(4 marks)**
- (c) Point mark (4 × 1) or developed points. Reserve of one mark for example (not Cascades) e.g. Alps, e.g. In the Alps (1) there are ski resorts (1) and lots of people go on holiday in the winter. In summer they visit the lakes (1) e.g. Lake Como. (1) HEP (1) uses the fast running streams (1). Hay and vines are grown (1) in the valleys in summer and cattle graze the hilltops. (1) Max 2 on tourism. Max 2 for list. **(4 marks)**

Question 5: Rocks And Landscapes

- (a) (i) Sedimentary **(1 marks)**
- (ii) It costs a lot to set up/ (£1.7 million); only 48 acres of the 86 acres side is used for extraction; the site will be ugly / because of the machinery stockpiles, baffle banks; the site will be noisy / hence the need for the baffle banks.; employs few people etc.
4x1 or developed points **(4 marks)**
- (b) One mark for storage section, one mark for machinery (in correct order), one mark for correct shading /labelling. Incorrect order max 2 if accurate in size and labelled. **(3 marks)**
- (c) Joints, O° C, expands **(3 marks)**
- (d) **Level 1 Basic (1-2 marks)**
Basic physical features with no example e.g. there are tors, rolling hills, granite cliffs, bogs, moorland.
Level 2 Clear (3-4 marks)
Clear features linked to an example e.g. on Dartmoor there are rounded hills with some tors, blocks of rock found on the tops of hills. At Land's End there are steep granite cliffs which have lots of joints.
Max 3 for 1 physical feature. **(4 marks)**

Question 6: River landscapes

- (a) outside, neck, deposition.
All 3 correct = 4 marks 2 correct = 2 marks 1 correct = 1 mark **(4 marks)**
- (b) **Level 1 Basic (1-2 marks)**
Basic statement, probably not linked to an example e.g. heavy rain, snow melts, deforestation, urbanisation, levees collapsing, dams failing etc (do not accept reference to climate change).
Level 2 Clear (3-4 marks)
Clear statements linked to an example e.g. in York in 2001 very heavy rainfall caused the Ouse to flood. The rivers were already quite high because there had been a lot of rain in the month before. (Do not accept R Skerne as an example.) **(4 marks)**
- (c) (i) 3 x 1 flood defences, wetlands created, backwater, meanders, channel lengthened, slight bends. **(3 marks)**
- (ii) The embankment will reduce erosion / and stop flooding; putting back meanders will improve the environment / making it look more natural; flooding will stop which is good / because of all the industry and housing around the river; improving wildlife; more tourists – visitors; less fear of flooding; improves the look of the area etc. **(4 marks)**
4x1 or developed points

Question 7: Glacial Landscapes

- (a) (i) 1 mark for the basic outline showing the horizon and watersheds, 2nd mark for further detail e.g. indication of lakes, shading to indicate relief changes etc. Annotate ticks with letter S (shape marks) **(2 marks)**
- (ii) One for each feature correctly labelled, labels should be arrowed or written precisely on feature. **(3 marks)**
- (iii) **Level 1 Basic (1-2 marks)**
Basic points e.g. the ice eroded the land hollowing it out to form a corrie. Two glaciers side by side eroded back to back to create the knife shaped ridge.
Level 2 Clear (3-4 marks)
Clear reference to sequence and process e.g. the glacier builds up in a hollow and flows downhill. It flows and erodes by plucking and abrasion leaving a hollow called a corrie. **(4 marks)**
- (b) (i) One mark for idea of path getting wider or deeper or vegetation change, 2nd mark for elaborating by giving measurements, changes etc. **(2 marks)**
- (ii) Point mark or developed points. Put down gravel, build new path, stop walkers etc. Credit examples e.g. along the Pennine Way (1) helicopters have air-lifted paving slabs (1) to rebuild the footpath; some footpaths are closed (1) to give the vegetation time to grow back (1) duck-boards are placed on footpaths to stop the erosion from people's boots (1) notices or signposts (1) tarmac (1) kerbs (1) gravel laid down (1) education (1) **(4 marks)**
NOTE: There must be at least 2 solutions for 4 marks.

Question 8: Coastal Landscapes

- (a) (i) 3x1 of rock armour, raised jetties, groynes, seawall, sand (or gravel or shingle) added to beach, rip rap, rubble slope. **(3 marks)**
- (ii) **Level 1 Basic (1-2 marks)**
Basic ideas e.g. will improve beaches, new road and parking, easier to launch boats, cleaner water.
Level 2 Clear (3-4 marks)
Clear explanation by linking ideas or developed points e.g. adding extra sand to the beach will mean more people can sit on the sand, the slipway and boat, hoist will make it easier for visitors to launch and use their boats, building groynes increases the size of the beach, sewage pumping station keeps the water cleaner etc. **(4 marks)**
- (iii) Increased erosion away from the groyne/jetties, more people will mean more cars and litter, groynes, rock armour and seawalls can be ugly, increased costs to locals to pay for the scheme, sand bar reduced in size leads to less beach etc. Do not allow reference to sewage pumping station. **(1 mark)**
- (b) (i) Two marks for clarity of the diagram to show an arch and stack. Two marks for labelling the arch and stack. NOTE: Pupils can draw a sequence of diagrams. Annotate sketch map with symbol S (for shape) **(4 marks)**
- (ii) One mark each for definition of the process and the third mark for a developed point for either process that ties it in to the feature formation. **(3 marks)**

Question 9: Weather

- (a) (i) One for each correct label which should be arrowed or very clearly located in the correct position. **(3 marks)**
- (ii) 1 mark for 960(mbs), 2 marks for under 960 (mbs) or between 954 and 960 (mbs). **(2 marks)**
- (iii) 1020 or 1014, low or gentle, clockwise **(3 marks)**
- (b) (i) e.g. in the Sahel (1) in the 1980's there was a drought caused by a lack of rainfall (1). The shortage of rain lasted many years (1). Max 2 without example. **(3 marks)**
- (ii) **Level 1 Basic (1-2 marks)**
Basic points e.g. people died, cattle died, people moved away.
Level 2 Clear (3-4 marks)
Clear statements through links made or good use of further detail e.g. cattle died so the local people had nothing to eat. People were forced to move away and live in refugee camps in neighbouring countries. **(4 marks)**
Example can be LEDC or MEDC (e.g. hose pipe bans etc)

Question 10: Ecosystems

- (a) (i) 3x1 nature reserve created, limited access to reserve, companies pay for research, dispersal of plant and animal species. **(3 marks)**
- (ii) The locals can continue to feed themselves (1) through shifting cultivation (1); jobs may be available (1) in logging, palm oil industries (1); the preserved forest will provide other plants and animals as food supply(1); keeping it a reserve maintains a traditional economy; money made by research companies reinvested into local economy etc. **(4 marks)**
4x1 or developed points
- (iii) Erosion; flooding; money **(3 marks)**
- (b) (i) Drought. **(1 mark)**
- (ii) **Level 1 Basic (1-2 marks)**
Basic statements that may state adaptations without explaining e.g. loses leaves in drought, thick barks, stores water
Level 2 Clear (3-4 marks)
Clear link between the adaptation and the reason e.g. loses leaves (during drought) to reduce water loss, thick trunk/bark (e.g. in the baobab) can store water for use during the drought. **(4 marks)**
- (45 marks)**