



General Certificate of Secondary Education

Geography 3031 *Specification A (Full Course)*

3031/1F Foundation Tier

Mark Scheme

2005 examination – June 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

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate;
- use specialist vocabulary where appropriate.

Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organization; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar.
Text is legible.

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1', 'L2' or 'L3' in the left hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must **not** be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardization Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

3031/1F**SECTION A****Question 1**

- | | | |
|-----|--|-----------------|
| (a) | 7173 = 1 | 1 mark |
| (b) | Golf course / golf course and links / flag golf course (and links) / golf links | 1 mark |
| (c) | 6 = 2 marks. 5.5–6.5 = 1 mark | 1 mark |
| (d) | 102 | 1 mark |
| (e) | South east Railway line Flat Lakes | 4 marks |
| (f) | <p>Level 1 (1 – 2 marks)
 Basic, listed land uses, e.g. school, telephone (for a motoring organisation), railway, houses, main road, roundabout, bridge, woodland, track, farm/Sheeplands Farm, farming, farmland, cycle way, etc.</p> <p>Level 2 (3 – 4 marks)
 Clear description of land uses by using names, locations etc. e.g. A main road runs south through the square. Beside the road is a large school and further south a telephone on the edge of the village of Twyford, part of Loddon Park farm, etc.</p> | |
| | TOTAL | 12 Marks |

Question 2

- (a) **X** = train track, track, railway
 Y = lake, reservoir, water, gravel pit
 Z = trees, wood, woodland, forest, non-coniferous or deciduous woodland.
 Not forestry or mixed wood. **3 marks**
- (b) Threat of flooding / flood plain/ flood zone. **Not** just close to river. **1 mark**
- (c) Reasons – fields are green, green woodland, wheat growing, some brown patches may suggest harvesting. (Do not accept reference to lack of cloud, it is sunny, etc.) **2 marks**
- TOTAL 6 Marks**

Question 3

(a) Shading correct for both wards. Redlands = solid shading (75% must be shaded). Whitley = horizontal lines. **2 marks**

(b) **Level 1 (1 – 2 marks)**

Basic – may only cover individual wards, e.g. the % are lowest in Whitley/Tilehurst, highest in Park/Redlands.

Level 2 (3 – 4 marks)

Clear – reference to pattern by grouping of wards and/or clear locational information e.g. wards with the lowest % - Whitley and Tilehurst are on the outskirts / to the far west and south. Wards with high % are Park and Redlands on the edge of Reading / in the east, etc.

4 marks

TOTAL 6 Marks

SECTION B
Question 4: TECTONIC ACTIVITY

- | | | | |
|--------------|-------|---|-----------------|
| (a) | (i) | True False True | 3 marks |
| | (ii) | (2 × 1) or developed point. Close to/at the plate boundaries; areas of instability / movement that causes the earthquakes. | 2 marks |
| (b) | (i) | Correct locations – Focus where earthquake began within crust – within small semicircle of ‘first’ shockwave / Epicentre clearly marked at surface directly above focus. | 2 marks |
| | (ii) | D located at the built-up area. | 1 mark |
| | (iii) | Greatest loss of life due to density of buildings/people. Likelihood of more roads/cars/electricity cables / gas and water mains, etc. Threat of fire/collapsed buildings, etc. (3 x 1 or developed points)
Max 1 if explained why could be at the epicentre. | 3 marks |
| (c) | | Earthquake or volcanic eruption. | |
| | | Level 1: (1 – 2 marks)
Simple statements, probably not linked to an example, e.g. panic, left the town, dug through the rubble. | |
| | | Level 2: (3 – 4 marks)
Clear statements with at least passing reference to an example, e.g. in Kobe many people had to leave their homes and live in schools. Gangs quickly began to knock down unsafe buildings, put out fires, and connect the phone systems. Accept long term responses. | 4 marks |
| TOTAL | | | 15 Marks |

Question 5: ROCKS AND LANDSCAPE

- | | | | |
|--------------|------|--|-----------------|
| (a) | | True True False | 3 marks |
| (b) | (i) | Correct and clear labels – uses an arrow/cross etc. or whole label within correct location. | 2 marks |
| | (ii) | <p>Level 1: (1 – 2 marks)
 Basic, may be more description than explanation, e.g. location – at spring line / at foot of slope / close to farmland / sheltered / good soil / there is wood/ near water.</p> <p>Level 2: (3 – 4 marks)
 Clear explanation e.g. at a Spring line where there is access to a water supply; at foot of slope where it is sheltered, warmer, drier; junction of both crop and grazing land for a good food supply in the past, woodland for building materials, near stream for water supply, etc.</p> | 4 marks |
| (c) | (i) | (3 × 1) Quarry – large, stepped – different quarry faces can be seen; buildings to process the limestone, roads and tracks, piles/mounds of material, proximity to main road, surrounded by woodland, ‘whiteness’, etc. | 3 marks |
| | (ii) | <p>(3 x 1 or dp, max 2 for a list)</p> <p>It may drive visitors away because it looks ugly/ and is noisy. House prices may go down because of the problems caused by the quarry; wildlife may be driven away/ by the noise and dust, heavy vehicles on local roads.</p> | 3 marks |
| TOTAL | | | 15 Marks |

Question 6: RIVER LANDSCAPES

- | | | | |
|--------------|-------|---|-----------------|
| (a) | (i) | A bend, curve or loop (in a river). Not wind or twist. | 1 mark |
| | (ii) | Clear labels. (2 x 1) River cliff labelled on or alongside or arrowed to \\\ markings. “Slip-off slope” labelled on or alongside or arrowed to dots. | 2 marks |
| | (iii) | Top/first diagram. | 1 mark |
| | (iv) | <p>Level 1: (1 – 2 marks)
 Slip-off slope and river cliff are formed by erosion and deposition – may be unclear as to which is which.</p> <p>Level 2: (3 – 4 marks)
 Clear – the river cliff is formed by erosion (on the outside bend of a meander). This is where the water is deeper/ moves quickly. Reference to process, e.g. hydraulic power. The slip-off slope is formed (on the inside bend) by deposition as this is where the river is shallow / flows slowly.</p> | 4 marks |
| (b) | | Hard Soft Hard | 3 marks |
| (c) | (i) | Grazing land (only) / grazing. | 1 mark |
| | (ii) | (3 × 1) or developed points. Land is higher up (1) so will flood less often (1). Links to expense and human dangers of flooding; credit references to reasons why grazing rather than settlement and roads are closer to the river but don’t double credit. | 3 marks |
| TOTAL | | | 15 Marks |

Question 7: GLACIAL LANDSCAPES

(a)	Erosion Erosion Deposition	3 marks
(b)	(i) Terminal moraine.	1 mark
	(ii) Level 1: (1 –2 marks) Basic statements e.g. lateral moraine – the ice erodes the land / drops it at the sides.	
	Level 2: (3 – 4 marks) Clear – the ice erodes the valley sides by abrasion. Frost shattered debris falls onto the ice. The rocks are frozen into the ice. When the ice melts the rocks are deposited in mounds at the valley sides.	4 marks
	(iii) Mixture/unsorted (1) of boulders/stones/rocks and soil/clay (1) material is angular/sharp (1) reference to formation (1).	2 marks
(c)	(i) Motor scooters/ bobsleighs/ bikes with skis/ jet skis on ice/ snowmobiles/ sledging / skidoos/ ice scooters/ skimobiles/ jet toboggans (accept any appropriate term). Accept any reference to riding on (the) ice.	1 mark
	(ii) Employment / money / fun for the visitor / (2 x 1)	2 marks
	(iii) 1 mark or developed point. Erosion of footpaths (1), noise pollution (1), air pollution from petrol engines (1), damage to vegetation (1), litter (1).	2 marks
TOTAL		15 Marks

Question 8: COASTAL LANDSCAPES

- | | | |
|--------------|---|-----------------|
| (a) | Erosion Deposition Deposition | 3 marks |
| (b) | (i) Sketch is weak and incomplete – may only recognise the arch or the stack (1). Cross-section of arch and stack (1). Greater completeness (2). | 2 marks |
| | (ii) Accurate marking and labelling. | 2 marks |
| (iii) | Level 1: (1 – 2 marks)
Basic, e.g. the arch will fall down, the waves will erode it (process and sequence). | |
| | Level 2: (3 – 4 marks)
Clear reference to both how and why – the arch may collapse and leave behind a stack because of hydraulic power and corrosion / weathering. | 4 marks |
| (c) | (i) Boulders / large rocks (1), riprap / rock armour (1), elevated / high up/in a ridge (1) along the coast (1). | 2 marks |
| | (ii) The large boulders will break the force of the waves and absorb the energy / water. It is above the level of the beach so the water can reach a higher level before flooding will occur. | 2 marks |
| TOTAL | | 15 Marks |

Question 9: WEATHER AND CLIMATE

- (a) (i) Between 12°C and 13°C / less than 13°C (2), 13°C (1) (needs units) or between 12-13 (no units) (= 1). 12° C = 1 mark. **2 marks**
- (ii) In/around London or south-east. **1 mark**
- (iii) 4 - accept 5 (2). 13 to 17 (1). **2 marks**
- (iv) (3 × 1 or developed point) Nearer the equator/ the sun is more overhead. The sun shines from the south so the south of England receives more of the sun's energy. Further north the sun must travel through more of the atmosphere so less energy is received. Further north, the sun's energy is spread over a wider area. **3 marks**
- (b) (i) (3 × 1 or developed points) reserve one mark for example (1). Max 2 for a list. In Ethiopia/ the Sahel/ the drought caused many people to die/ move to neighbouring countries. Their crops and animals died so they had no food. **3 marks**
- (ii) **Level 1: (1 – 2 marks)**
Basic e.g. lasts longer, drier, no emergency supplies, causes famine, etc. MEDC provide water storage.
- Level 2: (3 – 4 marks)**
Clear e.g. in LEDCs many people rely on farming for a living so food supplies go causing famine and starvation; few mains water supplies – no drinking water; causes desertification. No emergency plans and few services to help; lack the money to give emergency supplies, etc. Accept the opposites for MEDCs but don't double credit. Explanation of both LEDC and MEDC not required for maximum marks. **4 marks**
- TOTAL 15 Marks**

Question 10: ECOSYSTEMS

- (a) (i) ... cold in winter, with rainfall below 750mm ...(1) **1 mark**
- (ii) Conical – snow slides off. (1)
 Needles – reduce transpiration. (1)
 Bendy branches – don't snap with weight of snow. (1)
 Evergreen – photosynthesise as soon as temperatures are warm enough. (1)
 Thick bark – prevents frost damage / water loss.(1)
 Low growing –avoids wind damage (1).
 Shallow roots – take up water / above frozen ground / soil thin (1) **3 marks**
- (iii) Soil may freeze (in winter); water logged in spring/summer; surface layers thaw first – better access to water supplies, soils are thin, acid, podsols, thick litter, infertile/ leached/ few nutrients/ little organic matter, bleached/ pale colour/ iron pan. **2 marks**
- (b) (i) Mostly blue, i.e. forested in 1975 / lines of yellow in 1992 / two larger patches of yellow. Deforestation follows / spreads out from roads / river. Credit 20-30 per cent. **3 marks**
- (ii) **Level 1: (1 – 2 marks)**
 Basic – may only be soil or rivers, e.g. landslides, soil is eroded, rivers flood more, rivers silted.
- Level 2: (3 – 4 marks)**
 Clear – once the trees are removed the soil is bare. It may be washed away into rivers causing gulleys. The soil is less fertile because the trees do not add their dead leaves and branches. The soil washed into the rivers raises the river bed making floods more likely. Reference to both soil and rivers required for maximum marks. **4 marks**
- (iii) (2 × 1) e.g. Replanting strategies, alternatives to fuel wood, sustainable forestry, recycling, National Parks / forest reserves, alternative products, e.g. UPVC rather than mahogany / role of MEDCs / laws / policing/ forest rangers/education/fair trade. **2 marks**
- TOTAL 15 Marks**