



# General Certificate of Secondary Education

## Geography 3031 *Specification A (Full Course)*

*3031/2F 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 principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## **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.

**3031/2F****Question 1: POPULATION**

- (a) (i) The number of people (1) per unit area. (1) Number of people (1) divided by the area of land (1) **2 marks**

- (ii) Western Cooler and wetter Industry M1 **4 marks**

- (b) (i) Demographic Transition. **1 mark**

- (ii)
- | Statements  | Letter   |
|---|----------|
| Contraception becomes more common so the birth rate falls rapidly | <b>D</b> |
| People have many children because the infant death rate is high   | <b>A</b> |
| Birth rate and death rates increase at the same rate              |          |
| Medical advances in curing diseases reduce the death rate         | <b>B</b> |
| The rate of natural increase is very high                         | <b>C</b> |
- 4 marks**

- (iii) 1 mark for the birth rate and 1 mark for the death rate – the same as the key. The birth rate and the death rate can fluctuate but it must be obvious that the death rate is higher than the birth rate for most of the time. They must remain low and be close together at the same level. **2 marks**

- (iv) Stage 1 or 2. **1 mark**

- (v) Large number of young people / indicating high birth rate. / Relatively few people reaching old age / reflecting death rate still high. / Accept reference to the shape of the pyramid, i.e. broad base and narrow top. **2 marks**

- (c) (i) 36 **1 mark**

- (ii) Completed bar – 1 mark for correct line and 1 mark for correct shading. **2 marks**

- (iii) (2 × 1) Increasing number of old people. Longer life expectancy. Fewer young people, declining birth rate. **2 marks**

- (iv) **Level 1: (1 – 2 marks)**  
Build more hospitals. Build more old people's homes. Raise taxes. Employ more social workers to help older people in their homes.  
Max level 1 if LEDC.

**Level 2: (3 – 4 marks)**

Raise taxes so that more old people's homes can be built. Employ more social workers to help older people in their homes.

Accept credit for attempts to raise birth rate in France and Italy. Accept reference to migration if linked to population structure.

**4 marks**

**Question 2: SETTLEMENT**

- (a) (i) The actual land on which the settlement is built. **1 mark**

(ii)	<b>Letter</b>	<b>Description</b>	
		Wet point	
	<b>A</b>	Dry point	
	<b>D</b>	Gap town	
	<b>C</b>	Local resource	
	<b>B</b>	Sheltered harbour	<b>4 marks</b>

- (iii) a) Settlement on the conical hill / Settlement A in middle of marsh.  
b) Settlement where road crosses river. **2 marks**

- (iv) No attacks on individual settlements / modern warfare etc. **1 mark**

- (v) Reserve one mark for idea of accessibility – due to being a port or a route centre/focus. Second mark could cover growth of trade and industry / concentration of people / multiplier effect.  
Growth of tourism/growth of fishing  
2 marks can be awarded for accessibility. **2 marks**

- (b) (i) Dividing urban area into different areas (1) based on land use (1). Do not credit examples. **2 marks**

- (ii) Rectangular      Terraced      Lower      Semi-detached **4 marks**

- (c) (i) 1000 **1 mark**

- (ii) Correct plot, one mark for X axis and one mark for Y axis. **2 marks**

- (iii) As population goes up (1) so does the number of shops. (1) Positive correlation. (2) **2 marks**

- (d) **Level 1: (1 – 2 marks)**

Green belts, brownfield sites, restricted planning – simple points with no explanation of effect on urban sprawl. Maximum level 1 if LEDC does not apply to MEDC.

**Level 2: (3 – 4 marks)**

Look for linked statement. Green belts established around cities, where planning restrictions stop developments. Brownfield sites are used instead of greenfield sites. **4 marks**

**Question 3: AGRICULTURE**

- (a) Subsistence (1) because the outputs are not sold / are used by the family. (1)  
Intensive (1) because small amount of land /relatively high inputs. (1). If  
incorrect term but correct reason 1 mark i.e. treat the 4 marks separately. **4 marks**

- (b) (i) 90 **1 mark**

(ii) **Level 1: (1 – 2 marks)**

Isolated facts taken from the graphs without any attempt to give an overall picture. The yield of wheat has gone up. A higher percentage of the total crop is now under HYVs. More wheat is being produced. In 1961, 73m tonnes of fertiliser were used. In 2001 190m tonnes of fertiliser were used.

**Level 2: (3 – 4 marks)**

Look for some overall pattern – some qualified indications of trends. Links between the graphs/figures. Some mathematical manipulation of the figures. There was a rapid increase in the yield of wheat from 1961-71 but the rate of increase has slowed considerably between 1971 and 2001. The increase in the yield and production of wheat has been accompanied by a great increase in the use of fertilisers and pesticides. The major impact was between 1961 and 1971.

**4 marks**

- (iii) Must relate to Fig. 9. (2 × 1) Large numbers of people in India still have inadequate diets. / HYVs of rice need regular irrigation and many of the poorest parts only have a low annual rainfall. / Many poor peasant farmers cannot afford the high cost of fertilisers and pesticides / farmers need financial credit which is rarely available to small farmers in LEDCs. / Increased rural debt / more work to do/labour needed / More money needs to be spent on fertilizers / Uses of fertilizers and pesticides leading to pollution (must be qualified) / Soil exhaustion statements must be related back to use of fertilizers and pesticides.

**2 marks**

(c)	(i)	Modern farming method		Environmental effect
		1	Factory farming of animals indoors	Animal waste in drainage ditches
		2	Use of pesticides and herbicide sprays	Fewer insects and wildflowers
		3	Hedges and woods removed	Fewer wildlife habitats
		4	Regular use of chemical fertilisers	Nitrate run-off into river and groundwater

**4 marks**

- (ii) The two marks for each farming method can be two separate basic points (2 × 1) or 1 × 2 for developed or elaborated point or (3 + 1)  
*Hedges and woods removed* – this reduces the amount of pests which live in these areas, and also provides larger fields to grow more.  
*Use of pesticides and herbicides* – kill pests and so increased yields.  
*Regular use of chemical fertilizers* – increased yields so greater profit.  
*Factory farming of animals indoors* – easier to look after, can be farmed more intensively as make use of all the food given.

**4 marks**

(iii) This question is not restricted to MEDC

**Level 1: (1 – 3 marks)**

Largely a description of the schemes, without an attempt to show the beneficial effects on the environment.

They can plant trees. They can use less fertiliser or pesticide. Less land can be cultivated.

Green revolution comments.

Less machinery therefore less pollution (qualified)

Direct opposites to Figure 10.

**Level 2: (4 – 6 marks)**

Stewardship schemes are where money is given to take greater care of the environment, by planting trees and making wildlife habitats for birds and insects. Organic farming does not use chemical fertilisers or pesticides, leading to a higher concentration of birds and insects and reducing the danger of chemicals getting into the food chain.

Direct opposite from Figure 10 but beneficial effects must be given.

**6 marks**

**Question 4: INDUSTRY**

(a) (i) Secondary (1) because they are making something. (1) **2 marks**

(ii) Raw materials are produced by the primary industry (1) which are manufactured into a finished product in the secondary industry. (1) **2 marks**

(b) (i) 10 **1 mark**

(ii) **Level 1: (1 – 2 marks)**

Isolated facts taken from the graphs without any attempt to give an overall picture. More cars are produced. There is greater production of steel. Between 1991-2001 the rate of growth was 8.8%. In 2001, approx 1.4 million cars were produced and 24m tonnes of steel. p

**Level 2: (3 – 4 marks)**

Look for some overall pattern./ Some qualified indication of trends./ Links between the graphs/figures/ Some mathematical manipulation of the figures. There was rapid growth between 1981 and 1991 but there was less growth between 1991 and 2001. The numbers of cars produced quadrupled between 1981 and 1986 and again between 1986 and 1991.

**4 marks**

(iii) (2 × 1) Government investment in industry / industries protected from foreign imports / (American) aid and technical assistance / working long hours / lower wages / highly educated workforce / high investment in research and development / laws outlawing strikes / accept reference to TNC investment using information from part (c). **2 marks**

Max (1) on cheap labour/cheap land etc

Less strict environmental control.

Own market is expanding.

Improving technology (technology must be qualified).

(c) (i)	Description of distribution		True or False
	1		
	1	All Samsung offices are in LEDCs	<b>FALSE</b>
	2	North America has more Samsung offices than factories	<b>TRUE</b>
	3	Most Samsung factories are in Asia	<b>TRUE</b>
	4	Africa is the only continent without any Samsung offices	<b>FALSE</b>

**4 marks**

(ii) (1 x 2) Cheaper labour/less environmental controls/less health and safety restrictions/less technical know how required / to increase trade. **2 marks**

(iii) Industry worldwide. (1) Found in all continents except Australia. (1) **2 marks**



- (iv) The example can refer to location or type of industry (not a continent)

**Level 1: (1 – 3 marks)**

Low wages. Poor safety records. No pollution control. Unskilled jobs.  
MEDC (max Level 1)

**Level 2: (4 – 6 marks)**

Need reference to example to reach L2. High level jobs are taken by people from MEDCs/ most of the profits go to MEDCs/ poor environmental record causing high levels of pollution/ they can leave a country very easily, causing unemployment in the LEDC.

Causing high levels of pollution (qualified).

**6 marks**

**Question 5: MANAGING RESOURCES**

(a) (i) Human. **1 mark**

(ii) Traffic congestion / litter or graffiti / air or noise pollution (pollution must be specified) / increase in cost of living / damage to (historical) buildings by (large number of) tourists / development of tourist-type services at the expense of shops and services for locals. Constant movement of large number of visitors can damage the stonework. Accept reference to visual pollution as the result of the building of hotels that are not in keeping with existing built environment. Pollution needs to be qualified. Pressure on services. Only overcrowding if qualified e.g. Traffic congestion. Seasonal employment puts up property prices etc. **2 marks**

(iii) Historical / religious / famous buildings / churches. Food and drink /lights / places of interest. **2 marks**

(iv) **Level 1: (1 – 2 marks)**

Broad generalisations without any reference to a named UK tourist area. Attractions (physical and/or human) of the area left to speak for themselves without any indication of why they lead to the growth of a tourist industry. Beautiful scenery. High mountains. Sandy beaches. Lots of nightclubs.

**Level 2: (3 – 4 marks)**

Named UK example (LEDC tourist area remains in Level 1) and general attractions with some indication of why the physical or human features have led to the growth of tourism. In the Lake District are high mountains and lakes which people like to walk around and climb to the top of. Blackpool has a sandy beach for sunbathing and lots of amusement arcades, which people like to visit to play games. **4 marks**

(b) (i) Anything that is useful to people (1) that cannot be replaced. (1) **2 marks**

(ii)	The part of Antarctica claimed by Argentina, Chile and the UK has oil reserves of less than 1 billion barrels.	<b>FALSE</b>
	The Australian sectors have coal, oil and mineral resources.	<b>TRUE</b>
	The part of the Antarctic claimed by New Zealand has oil reserves.	<b>TRUE</b>
	The unclaimed area has no resources.	<b>TRUE</b>

**4 marks**

(iii) **Level 1: (1 – 2 marks)**

Just statements of a list e.g., people richer, more cars / industry / oil / increased population.

**Level 2: (3 – 4 marks)**

Developed or linked statements.

People have more money in MEDCs, so they can afford to buy more gadgets. There are more cars so there is a demand for more oil. Greater technology means machines so more demand for metals. Accept reference to greater prosperity and longer leisure time so demand for more exotic holidays to see whales and penguins. **4 marks**

- (c) (i) (2 × 1) Deforestation. Burning of fossil fuels. Methane emissions. Increased solar energy/sun spot activity, emissions from factories, emissions from cars, greenhouse effect. **2 marks**

- (ii) (2 × 2) (3 + 1)  
*Conserving the natural environment* – the present generation must not destroy the natural environment by digging up all the mineral wealth and creating pollution (1) Planting trees/set aside/recycling material.  
*Encouraging the re-use of materials* – Use green bins /recycling bins/stop landfill/less packaging. (1).  
*Developing the use of renewable energy* – making use of renewable energy like wind power and solar power (1) use less fossil fuel resources. (1)  
*Undertaking effective pollution control* – putting filters onto chimneys (1) Fines/congestion charge. Kyoto Agreement. **4 marks**

**Question 6: DEVELOPMENT**

- (a) (i) Long-term aid. **1 mark**

- (ii) It does not just cope with immediate problems. There is an opportunity for the benefits of the aid to continue over a period. Accept examples taken directly from Figure 16. Max 1 mark on benefit of having a cow. **2 marks**

(iii) **Level 1: (1 – 2 marks)**

Basic statements – They are poor. They have no jobs. There is little rain. Their soils are infertile. Natural disasters/wars/poor government.

**Level 2: (3 – 4 marks)**

Development of the points to give linked statements. The poor soils mean that their yields are low. The lack of rain means that only certain crops can survive. They need money for schools because they are poorly educated. Accept reference to natural hazards. **4 marks**

- (iv) (2 × 1) or Short term aid is just for emergency relief and does not lead to development of skills. Conditional aid means that the poor country has to buy something from the donor country. Increases dependence. Sometimes doesn't reach those it is meant for. Can be disadvantages for the donor recipient. **2 marks**

- (b) (i) A natural event (1) which damages people's lives and/or property. (1) **2 marks**

- (ii)
- |   |              |
|---|--------------|
| All continents are affected by tropical storms.       | <b>FALSE</b> |
| All tropical storms start over the sea.               | <b>TRUE</b>  |
| All tropical storms move away from the Equator.       | <b>FALSE</b> |
| Tropical storms only affect areas within the tropics. | <b>FALSE</b> |
- 4 marks**

- (iii) Example of either locations or need for aid

**Level 1: (1 – 2 marks)**

Simple statements – e.g. drought. People do not have enough to eat or drink. Animals die. Crops fail. Low yields.

**Level 2: (3 – 4 marks)**

Elaborated or linked statements. The candidate must recognise the effect on the development of the country – e.g. drought, tsunami.

The lack of rain means that crops fail, which leads to malnutrition or famine. People do not enjoy good health as they are poorly fed and so cannot contribute to the wealth of the country. The lack of surplus crops means that they have nothing to sell and so gain money, which they can use in shops etc. These services therefore suffer. There is not enough water and so the water supply may be poor in quantity and quality, which will affect the farming.

**4 marks**

- (c) (i) (2 × 1) LEDCs largely sell primary products which have little ‘added value’ / prices for primary products vary widely / MEDCs can always look for alternative sources of their raw materials and stop buying from a particular LEDC. / The values of raw materials have fallen in comparison to that of manufactured goods. Deprive LEDC of their resources so they cannot use them.

**2 marks**

- (ii) (2 + 2) (3 + 1)  
*Reducing the number of middlemen* – all the money goes to the producers (1) and less is taken by traders in MEDCs. (1)

*Encouraging producers to invest their profits in their local communities* – it is not only the producers who gain from the trade. (1) The money spent providing things like schools and hospitals means that everybody benefits not just the people directly involved in the trade. (1)

*Setting up processing factories in LEDCs rather than in MEDCs.* The processing of the raw materials produces ‘value added’ goods (1) so bring more profits to the LEDCs. (1)

*Publishing examples of companies where workers are being treated badly* – People refuse to buy from these companies (1). The company changes so employment conditions get better / the company goes out of business.

**4 marks**