



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Geography 3031/1F

Specification A (Full Course)

Mark Scheme

2006 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.

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Dr Michael Cresswell Director General

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 totalled 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 totalled. 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.

SECTION A

Question 1

- | | | |
|-----|--|-----------------|
| (a) | (Brampton)(Abbotts) | 1 mark |
| (b) | Telephone / Public telephone
Do not accept motoring organisation on own its own | 1 mark |
| (c) | 0.5 – 0.6 = 1. km = 1 or 500-600 metres or 1600-2000 feet or 0.31-0.37 miles (units must be correct). | 2 marks |
| (d) | Southwest or WSW or 225-250° | 1 mark |
| (e) | False.
True.
True. | 3 marks |
| (f) | There are three small lakes/ponds (1) in the south east of the square (1).
Woodland (1) covers more than half of the square (1). Other possibilities –
farmland/grazing land, farm, buildings, ancient fort, the Wye valley walk
(maximum 2 for a list).
Do not accept trig.point. | 3 marks |
| | Total | 11 marks |

Question 2

- (a) A40(T) = 1 mark
Tourist attraction = location (1) label (1) e.g. Museum, caravan/campsite, fort, cycle route. Wye valley walk, candle-maker, accept canoe launch, (Wilton) castle/bridge.
River course = 1 mark, 1 for label. **5 marks**
- (b) Avoids flooding, avoids steepest land, extension along B roads, river as a barrier, railway as a barrier. **2 marks**
- Total** **7 marks**

Question 3

- (a) **X** = Wye (accept river).
Y = Wye Valley walk/long distance route, footpath, recreational route, dismantled railway, national trail. But not edge of floodplain. **2 marks**
- (b) **H** = Trig point or Triangulation Pillar. (not symbol) **1 mark**
- (c) Level marking.

Level 1 (1-2 marks)

Basic statements.

Simple statements with little sequence e.g. the land is flat in the middle. The land slopes at the side. Low lying or undulating (up and down)

Level 2 (3-4 marks)

Clear statements.

Clearer statements with more of a sequence working from one side of the section to another, e.g. to the west the land starts at 84 metres and slopes down to 30 metres where it is flat on the valley floor. To the east it slopes up again to 84 metres. Then falling to 76m

Total

4 marks

7 marks

SECTION B

Question 4 Tectonics

- (a) (i) 9.3 **1 mark**
- (ii) Sumatra. **1 mark**
- (iii) Tsunami or tidal waves / waves or drowning. Not earthquakes **1 mark**
- (iv) Indian, together /towards each other, Eurasian. **3 marks**
- (v) Level marking.

Level 1 (1-2 marks)

Basic statements.

Sumatra is close to the earthquake epicentre. Waves very large. A large earthquake LEDC issues e.g. no warning system poor building.

Level 2 (3-4 marks)

Clear statements.

Links information, give direct contrasts or go beyond the resource – the waves would be much larger in Sumatra because it is closer to the epicentre, Sumatra may have a high density of population at the coast, there may be no warning systems in Sumatra. Sumatra is closer to the epicentre while other countries are much further away.

4 marks

- (b) (i) Must use Figure 5. Farming in fertile soils
Tourism – trips to the volcano/museum/ remains of towns.
Many jobs linked to tourism/farming
(3 × 1 or developed points) Max 2 on tourism or farming.
Do not accept reference to minerals / geothermal energy. **3 marks**
- (ii) Threat of eruption – may cause deaths, homelessness, panic, steep slopes difficult to farm.
2 × 1 or developed point. **2 marks**

Total 15 marks

Question 5 Rocks and Landscape

- (a) (i) Correct labelling. **2 marks**
- (ii) Joints; acid; dissolves, solution. **4 marks**
- (b) (i) Burrator. **1 mark**
- (ii) Igneous. **1 mark**
- (iii) Scree/clitter, (rock) outcrop/tor, ht369m, rounded summit, slopes – above 270m some steep slopes, vertical face / cliff accept reference to absence of drainage. Do not accept hilly or mountainous or woodland. Or boulders / loose rock **3 marks**
- (iv) Level marking.

Level 1 (1-2 marks)

Basic statements.

List-like, e.g. woodland, (plantation / forestry) reservoirs, quarry, grazing, national park. Tin mine (disused) / mining settlement, tourism linked to land use (footpath trails)

Level 2 (3-4 marks)

Clear statements.

Links or gives examples etc.

Large areas are in a National Park, e.g. Sheeps Tor. There are large areas of woodland around the reservoir etc.

4 marks

Total

15 marks

Question 6 Rivers

- (a) (i) Correct labelling.
Flood plain between 30m contour lines.
Meander any with a bend on a river
Tributary any small stream (don't confuse with contour line of floodplain) **3 marks**
- (ii) A (high) bank (of silt) on the river bank. **1 mark**
- (iii) Corrasion; outside; migrate; floods. **4 marks**

- (b) (i) Level marking.

Level 1 (1-2 marks)

Basic statements.

Land next to river is flooded, hotels, public house, castle flooded.

Level 2 (3-4 marks)

Clear statements. Linked / developed points

Better use of terminology, recognises physical and human effects and/or differences between normal and severe flooding, e.g. the flood plain is flooded under normal floods, this also affects the bridges and a public house. Severe floods affect more properties including hotels, post office, the works. Accept the effects on people.

4 marks

- (ii) Building levees or embankments, using sandbanks, dams upstream, etc.
Allow developed points (2 + 1) plant trees, dredging / deepening
straightening (but not widening), floodplain zoning. **3 marks**
Max 2 for list which includes example.

Total 15 marks

Question 7 Glaciation

- (a) (i) Correct labelling. **2 marks**
- (ii) 2 × 1. Round/circular; lip at edge, (steep) back wall, armchair shaped / bowl shaped not semi circular, over deepened / hollow **2 marks**
- (iii) Plucking; more; moraine; melts **4 marks**
- (b) (i) Power boat owners because it will stop them enjoying themselves/going fast/waterskiing etc. Local residents - check reason.
Petrol station owner because boat owners will no longer buy their petrol from him ... income will go down.
Local shop owners – may be fewer people about to buy from them.
(1 mark for group; 1 mark for why) **2 marks**
- (ii) Local residents or visitors (who walk and sail) and shop keepers. **1 mark**
- (iii) Level marking.
- Level 1 (1-2 marks)**
Basic statements.
List-like – less noise, less water pollution, less busy, safer.
- Level 2 (3-4 marks)**
Clear statements. Linking benefits(s) to actual group of people.
Points linked, e.g. sailors will not have to put up with noisy powerboats that cause waves on the water; walkers will enjoy more peace and quiet around the lake. **4 marks**
- Total** **15 marks**

Question 8 Coasts

- (a) (i) X = cave.
Y = arch. **2 marks**
- (ii) Destructive; hydraulic power; wave cut notch; retreats. **4 marks**
- (b) (i) Strong winds erode the dunes, human use may lead to blow outs, wave erosion, protection of property, destructive waves, high energy erosion. Maintain tourist industry, stop flooding (2x1 or developed point) **2 marks**
- (ii) Must figure. Maximum 2 for list. Gabions (1) metal cages with rocks in (1) stacked in a step-like manner (1) at back of beach, below sand dunes, wall like; posts with fencing material (1) on top of gabions (1) or in line of dunes (1).
Sand dunes and vegetation (1)
Do not accept sea wall. **3 marks**
- (c) Level marking.
Not tied to Figure 13.
Level 1 (1-2 marks)
Basic statements.
E.g. Stop the waves, trap sand, stop erosion, absorb wave energy.
- Level 2 (3-4 marks)**
Clear statements.
Link between technique and how it works, the gabions absorb the power of the waves reducing erosion, the fences trap sand helping to build up the beach, sea walls reflect the waves and their energy. **4 marks**
- Total 15 marks**

Question 9 Weather and Climate

- (a) (i) X = centre of low pressure.
Y = thick cloud.
Z = shower clouds (behind the front) **3 marks**
- (ii) Falls; quickly; cumulo nimbus; heavy. **4 marks**
- (b) (i) Travels generally north and west to Honduras then further west before swinging north east towards Florida. Maximum 1 for list of countries **2 marks**
- (ii) Low pressure / with strong winds/heavy rain/eye/revolving anticlockwise/ calm in the centre / thunderstorms / thick cloud cover. **2 marks**
- (iii) Level marking.

Level 1 (1-2 marks)

Basic statements.

People killed, floods, collapsing buildings, homeless, buildings washed away.

Level 2 (3-4 marks)

Clear statements.

Effect explained or link to an example e.g. Hurricane Mitch brought heavy rain that washed bridges away, winds blew down the banana plantations, up to 20,000 people were killed by floods

May reach top Level 2 without reference to a case study.

4 marks

Total

15 marks

Question 10 Ecosystems

- (a) (i) True; false; true **3 marks**
- (ii) Cold; below; short; snow. **4 marks**
- (b) (i) Removal of trees, cut down, burning, destroyed. **1 mark**
- (ii) Timber, drugs, farmland, reservoirs, mining, settlement, agriculture, pay off debts, greed, exports / to earn money, growing population.
3 x 1 or dps. Max 2 for list. **3 marks**
- (iii) Level marking.

Level 1 (1-2 marks)

Basic statements.

Locals lose land, people get jobs.

Level 2 (3-4 marks)

Clear statements.

Local people lose their land so their food supply is lost, soil erosion makes soil infertile so locals can't grow crops, in some areas the locals have been forced to live in reservations, people get jobs, e.g. in mining and logging.

4 marks

Total

15 marks