



# **General Certificate of Secondary Education**

## **Geography 3031 Full Course**

*Specification A* Post Standardisation

**3031/1F      Paper 1    Foundation Tier**

## **Mark Scheme**

*2008 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.

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## **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 Standardisation 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

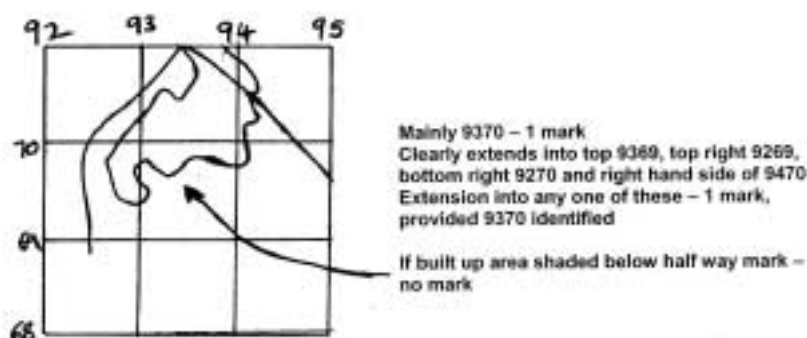
## SECTION A

### Question 1

- |              |     |  |                |
|--------------|-----|--|----------------|
| 1            | (a) | Branston.  | <b>1 mark</b>  |
| 1            | (b) | South west; west south west; 212° - 280°   | <b>1 mark</b>  |
| 1            | (c) | Castle.  | <b>1 mark</b>  |
| 1            | (d) | 5.2 – 5.5 (1).<br>5.3 – 5.4 (2) if figure accurate (5.35 is most accurate).  | <b>2 marks</b> |
| 1            | (e) | X is A46 / primary road / primary route / by-pass (1). Dual carriageway, roundabout (not road).<br>Y is River / River Witham (not canal). (National / regional) cycle network.<br>Footpath (not Viking Way).                                     | <b>2 marks</b> |
| 1            | (f) | Liable to flood (1) due to low lying/ flat/ embanked (1) land.<br>River forms a natural boundary (1). Not many crossing points (1). Splits Lincoln into two (1) resulting in irregular shape (1).<br>1 + 1 or 1 × 2.<br>Max 1 mark for flooding. | <b>2 marks</b> |
| <b>TOTAL</b> |     |  | <b>9 marks</b> |

## Question 2

- 2 (a) Hospital or cemetery or 'hospl' or 'cemy' (accept first answer only). **1 mark**
- 2 (b) Any valid change (1) / with specific evidence such as before and after / elaboration (1). **3 marks**  
 New road (1) A46 (1) dual carriageway / bypass (1). Roundabout (1)  
 Embankment along length (1). New cycle track along the river (1). Picnic site next to river (1) 957718 (1). Water area used now as nature reserve (1). Mineral line became passenger line (1). Light rapid transit line (narrow gauge or tramway to multiple line (1). Small area of woodland introduced (1).
- 2 (c) (i) 1 for approximate area, 2 for accurate shading of built up area in 1980. See attached diagram. **2 marks**



- 2 (c) (ii) Changes should relate to increase in built up area and direction of this - to south of original area. Addition of large housing estates - suburbs - as shown by street pattern - cul-de-sacs, crescents. Specific services increased - leisure centre - 2 motels - 924687 - 925681. Area south of B1190 has larger buildings, perhaps business. **4 marks**

### Level Marking

#### Level 1 (1-2 marks)

Basic statements

Simple points; generalised *e.g. it has got bigger. There are more services.*

#### Level 2 (3-4 marks)

Clear statements

Some development of answer; some use of evidence.

*E.g. Birchwood has grown especially to the south. There are 2 motels near the main road.*

**Question 3**

- 3** (a) 1 mark for labelling axis; 1 mark for showing scale beginning at 0. **2 marks**  
 Figures must be clear and must include up to 16.

- 3** (b) **Level marking** **4 marks**

**Level 1 (1-2 marks)**

Basic statements

Describes individual changes; piecemeal or may go month by month.

Figures quoted in above context. *E.g. was quite low in January; then it went up in February and again in March and April. Fewer went in May.*

*Reference to higher in summer and lower in winter.*

**Level 2 (3-4 marks)**

Clear statements

Clear overview of changes, supported by evidence.

Clear analysis. *E.g., highest peak was in August, followed by April.*

*Numbers vary greatly from 3000 in Jan / Nov to 16000 in August – over 5 times more visitors in August than in January / November. ie seasonal variations.*

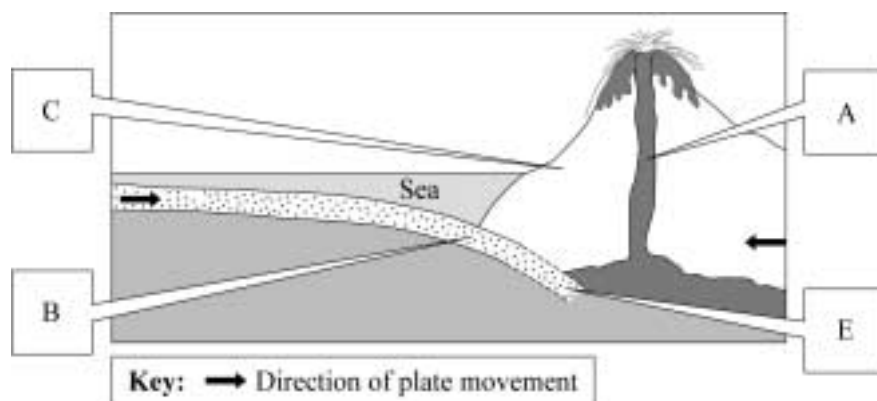
**TOTAL** **6 marks**

## SECTION B

### Question 4: Tectonic Activity

4 (a) (i) True, True, False. **3 marks**

4 (a) (ii) 4 x 1 for correctly positioning labels on diagram.



**4 marks**

4 (b) (i) Any valid physical attraction, e.g. crater; lakes; rivers (1). Named mountains. Any valid human attraction / activity – scenic points, e.g. Johnston Ridge Observatory / footpaths / trails near Windy Ridge/ viewpoint (1). Gift shop (1) **2 marks**

4 (b) (ii) Any 2 valid simple points or 1 developed point e.g. for people's safety (1) as volcanoes are dangerous when active (1); to protect the area (1) and allow it to recover (1). May be reference to litter, damage to vegetation. Response must match activity selected to gain marks. **2 marks**

4 (c) Primary effects refer to the immediate and direct effects of the hazard e.g. deaths from collapsing roads / buildings for earthquakes. The secondary effects are the knock-on effects occurring in the aftermath of an eruption or earthquake such as tsunamis, fire damage, impact on the tourist industry. **4 marks**

### Level marking

#### Level 1 (1-2 marks)

Basic statements

Simple, listed points.

Will refer to effects without distinguishing primary from secondary. *E.g., people died as roads collapsed, gas mains caught fire. May be only primary or secondary.*

#### Level 2 (3-4 marks)

Clear statements

There will be clear reference to primary and secondary effects *e.g. as a direct result of the earthquake, the top layer of a double decker highway collapsed. Fire spread as a result of gas mains rupturing.*

**TOTAL 15 marks**

### Question 5: Rocks and the Landscape

- |   |           |   |         |
|---|-----------|---|---------|
| 5 | (a)       | Igneous; sedimentary; metamorphic.  | 2 marks |
| 5 | (b) (i)   | W   | 1 marks |
| 5 | (b) (ii)  | Tilted; more; faster; higher.   | 4 marks |
| 5 | (b) (iii) | Dry valley – not valley on its own.   | 1 mark  |
| 5 | (b) (iv)  | Spring provides a water supply (1) whereas there isn't any on the chalk (1). Sheltered (1). Soil fertile at base of scarp slope (1) opportunity for dairy farming / crops (1).  | 3 marks |
| 5 | (c)       | Some areas of granite may be used for reservoirs, as rock is impermeable. Much is moorland and marsh where granite is poorly drained. Some areas are used by the army for training. In some areas, there is poor grazing land for livestock and ponies are found on Dartmoor. In certain areas, the rock is quarried. Elsewhere, the landscape attracts tourists. | 4 marks |

#### Level marking

##### Level 1 (1-2 marks)

Basic statements.

Somewhat listed and limited range *e.g. granite areas are used for sheep.*

*Water can be stored.*

##### Level 2 (3-4 marks)

Clear statements.

Wider range; some linked statements related to features of rock type. *E.g.*

*areas are marshy; some parts are used for water storage as drainage poor.*

*Parts are used for sheep grazing on moorland as poor quality. Quarrying*

*occurs for use as building stone. China clay extraction.*

### Question 6: River Landscapes and Processes

- |   |     |       |   |                |
|---|-----|-------|---|----------------|
| 6 | (a) | (i)   | <b>X</b> – waterfall,<br><b>Y</b> – plunge pool/ spray (from water)/ mist,<br><b>Z</b> – gorge, steep sided valley, interlocking spurs, V-shape valley. (Not scree or valley slopes.)   | <b>3 marks</b> |
| 6 | (a) | (ii)  | Undercut; abrasion, retreats, gorge.  | <b>4 marks</b> |
| 6 | (b) | (i)   | Tributary.  | <b>1 mark</b>  |
| 6 | (b) | (ii)  | Meanders, tributaries.  | <b>1 mark</b>  |
| 6 | (b) | (iii) | Any two valid points, e.g. where rivers join (confluence), in areas to south of the river, near railway lines, along main road along the Petterill; along the river Caldew, next to the Eden, on the flood plain. Area below 19m / low lying land / floodplain. Town centre flooded. (Must relate to built up area of Carlisle.)  | <b>2 marks</b> |
| 6 | (b) | (iv)  | May refer to information present on the map i.e. that it appears to be built on the flood plain; that river is meandering so water slow to be taken away. Area is low lying next to the River Eden and flat as shown by spot heights. Water will not drain away easily. Appears that this is the flood plain. Carlisle is built on this and so flooding can be expected. Addition of buildings and roads - impermeable surfaces would make problem worse.<br>A lot of rain fell in a short space of time and this rainfall was heavy. Water couldn't soak into the ground fast enough and so ran quickly over the surface into the river. | <b>4 marks</b> |

#### Level marking

##### Level 1 (1-2 marks)

Basic statements.

May be listed *e.g. built on flood plain, heavy rain.*

##### Level 2 (3-4 marks)

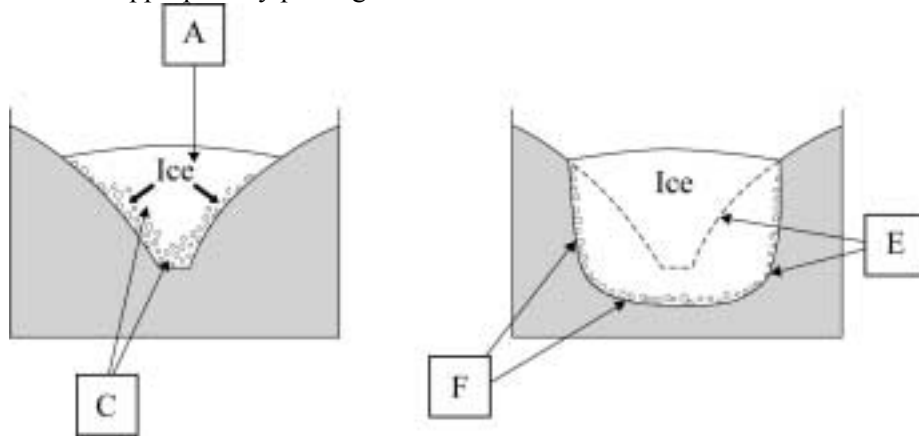
Clear statements.

Develops answer and seeks to give reasons *e.g. heavy rain so water unable to soak into ground and reaches river quicker.*

**Question 7: Glacial Landscapes and Processes**

- 7 (a) (i) **X** – hanging valley  
**Y** – arête  
**Z** – truncated spur **3 marks**

- 7 (a) (ii) 4 x 1 for appropriately placing labels. **4 marks**



- 7 (b) (i) Any 2 valid points e.g. near to road / car park / lake, next to car park/new housing; lake is found to north / north west; to the W of Llanberis (any reference to direction or specific distance), bottom of mountain/slope. Max 1 for reference to lake(s). **2 marks**

- 7 (b) (ii) Any two valid simple points or one developed point e.g. on a slope (1); height reduction of approx 200m (1) scenic view (1) overlooking (1); access via road along the lake (1). **2 marks**

- 7 (b) (iii) **Level marking** **4 marks**

**Level 1 (1-2 marks)**

Basic statements.

General points identifying why some people are against proposal. Listed e.g. *will mean less money; less trade. Will ruin landscape; will mean footpaths worn away, litter.*

**Level 2 (3-4 marks)**

Clear statements.

Specific points related to map, links noted feature and answer developed e.g. *people will no longer buy goods in Llanberis as shops provided on site; less passing trade as people won't have to leave area; lots of people will visit so there will be more people walking and widening footpaths; site is big - will be obviously seen and spoil the area.*

# Question 8: Coastal Landscapes and Processes

- 8 (a) True, true, false. **3 marks**
- 8 (b) (i) **X** – cliff;  
**Y** – wave cut platform (not flat rock);  
**Z** – (sea) stack (not island). **3 marks**
- 8 (b) (ii) Sentences may include the following – a line of weakness in a cliff face – e.g. a joint, crack; this is eroded by the sea to form a cave. The power of the waves / hydraulic action and / or abrasion makes the cave bigger. If there are two on either side of the headland, the caves will join to form an arch. As further erosion takes place, the arch will eventually collapse. The seaward end of the arch will form a sea stack – an isolated piece or pieces of rock, separate from the headland.  
Any 3 valid sentences that describe what is shown on each diagram. **3 marks**
- 8 (b) (iii) 1 + 1. e.g. abrasion (corrasion); hydraulic action; solution (corrosion); attrition. **2 marks**  
Eg abrasion: particles, pebbles are hurled (by waves) against the cliffs (1).  
In particularly rough seas, boulders may be picked up (1).
- 8 (c) Reference should be made to the rocks piled at the base of the cliff and / or at right angles to it near the road. The rock armour will prevent erosion at the base of the cliff whilst the groyne will prevent the movement of material along the coast. **4 marks**

## Level marking

### Level 1 (1-2 marks)

Basic statements.

Will describe coastal protection from photo. Simple terms used  
*e.g. rocks piled up along cliff, on beach.*

### Level 2 (3-4 marks)

Clear statements.

Clear description and **explanation** given of how strategy works  
*e.g. rocks prevent bottom of cliff from being eroded whilst rocks piled at right angles stop longshore drift.*

### Question 9: Weather and Climate

- 9 (a) (i) **X** – low pressure;  
**Y** – the cold front;  
**Z** – isobar. **3 marks**
- 9 (a) (ii) The isobars are quite close together (1). **1 mark**
- 9 (a) (iii) An area where isobars are relatively distant should be labelled (1) **1 mark**
- 9 (a) (iv)  $3 \times 1$  for each aspect. **3 marks**  
Temperature – temperatures increasing / warmer.  
Cloud – increasing cloud; layer / stratus cloud type; lower cloud/thicker cloud.  
Rainfall – (prolonged) rain; (light) rain, drizzle.
- 9 (b) True, true, false **3 marks**
- 9 (c) Points likely to be noted – evacuation of New Orleans ordered and trains stopped. Yet 25% of residents do not have a car – people had no way of getting out and authorities took away a public transport route. Those who were vulnerable were left to fend for themselves.  
There was emergency accommodation but this was clearly inadequate with double the number cramming into the dome. Living conditions were appalling – people might have expected better in an MEDC.  
Similarly, after the flooding, there was not enough food and looting took place – people would have expected a plan in place. The time involved in evacuating those left was also unsatisfactory as people had to endure such conditions. **4 marks**

### Level marking

#### Level 1 (1-2 marks)

##### *Basic statements*

Describes the situation; relies on resource *e.g. train services suspended; a lot of people had to stay in the Superdome.*

#### Level 2 (3-4 marks)

##### *Clear statements*

Begins to develop points and to use resource; begins to suggest why people were dissatisfied *e.g. people were supposed to evacuate using their own vehicles but 25% did not have a car so how could they get out? For those who could not get away, there was not enough shelter provided.*

### Question 10: Ecosystems

- 10 (a) (i)** Valid labels relating to e.g. flexible branches / branches sloping downwards; needles for leaves; shallow roots, wide spreading roots; many roots near surface. (Not long/ thick roots.) **3 marks**

- 10 (a) (ii)** Adaptations likely to refer to conical shape that makes them more stable in the wind; the thick bark protects against very cold winters and the cones that protect the seeds; the downward sloping branches that allows the snow to slide off so that they don't break under the weight of it. Trees can begin to grow as soon as it is warm enough as they are evergreen and 'leaves' are already present and growing season short. Needles reduce water loss via transpiration which is necessary during winter when ground is frozen. **4 marks**

#### Level marking

##### Level 1 (1-2 marks)

Basic statements

May describe features present with simple reasons *e.g. have needles and are evergreen so have leaves all the time.*

##### Level 2 (3-4 marks)

Clear statements

Develops points and sees link between feature and reason *e.g. needles cut down water loss via transpiration. Evergreen means can grow as soon as this is possible.*

- 10 (b) (i)** Any valid reason, such as logging, settlement, fuelwood, farming paper, roads, mining, for wood / timber. **1 mark**

- 10 (b) (ii)** In the trees / leaves / biomass. **1 mark**

- 10 (b) (iii)** Via leaf fall (allow decay / decomposition of litter) **1 mark**

- 10 (b) (iv)** Any 3 valid simple points or 1 basic and 1 developed point. **3 marks**  
Soil erosion results from the protective cover of the forest being removed (1) and the rain hitting the ground directly (1). The roots no longer being present mean that there is nothing to hold the soil in place (1) so it can easily be washed away (1) or blown away (1). Soil exhaustion. Over cultivation / over grazing, impact of heavy machinery.

- 10 (c)** Either 2 simple points or 1 developed point. Replacing trees cut down will mean supplies don't run out (1). Wood / trees there for a long time (1). Environment not changed (1). **2 marks**