



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Geography A

3036 (Short Course)

Foundation

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SECTION A

Question 1

a (i) 11=1 mark, 23=1 mark (No credit if wrong way round) **(2 marks)**

(ii) Mast **(1 mark)**

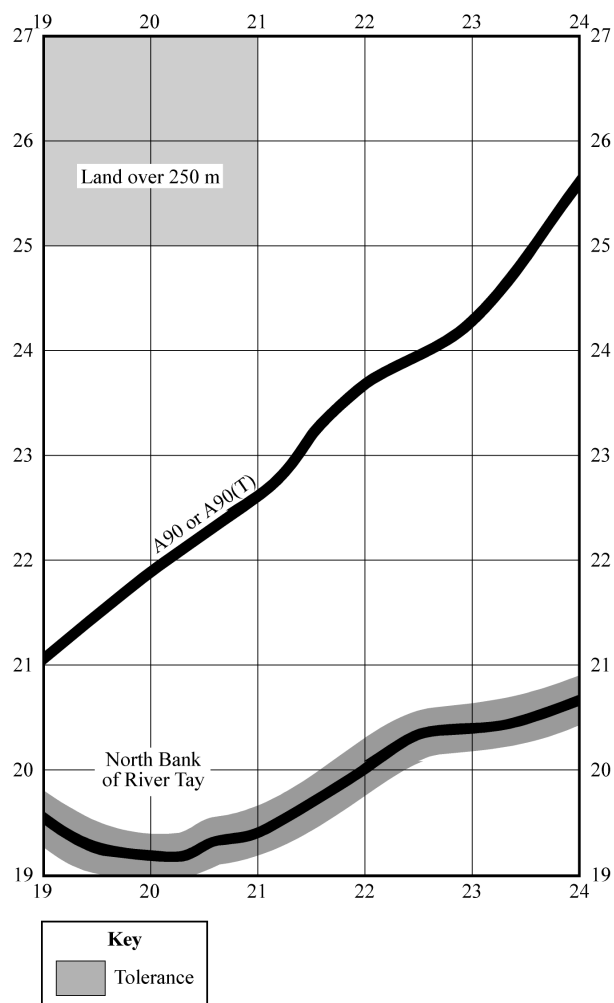
(iii) High land/182m high/highest point in surrounding area/nothing in the way or uninterrupted signal. **(2 marks)**

b 1.4 – 1.6 = 1 mark kilometres = 1 mark (0.9 – 1.1 miles) Accept alternative in miles/distance correct for km mark i.e. 1.4 –1.6 on own. **(2 marks)**

c A and C (first and third statements) **(2 marks)**

Total (9 marks)

Question 2



- a** **1 mark** for road (accept A90(T) or A90), **2 marks** for boundary of river-mouth, (**1 mark** for line and **1 mark** for label - North Bank, if line wrong no label mark), **1 mark** for grid square, either 1925 or 2025 or 1926 or 2026 (needs shading and label). **(4 marks)**
- b** Too steep in upland area, lack of communication, lack of opportunities for employment etc. Lowlands prone to flooding. Marshland.
- Difficult to build on/steep slopes. (Not remoteness) or too high. Not woodland/farmland. **Any 2 points** **(2 marks)**
- Total** **(6 marks)**

Question 3

- a (i)** Measured as the (number of)cars per 1000 people. **(1 mark)**
- (ii) Level 1 1 – 2 marks**
Simple statements unlikely to recognise pattern e.g. it is low in Africa, the south. It is high in USA, Europe.
- Level 2 3- 4 marks**
Clear reference to pattern and perhaps some use of actual figures from the map. The highest rates are in the Developed world, the lowest in the Less Developed or South/North comparison. Recognises Australia as the exception to this. Or reasonable coverage of map with supporting evidence. **(4 marks)**
- Total** **(5 marks)**

Question 4 Tectonic Activity

- a (i)** Major **(1 mark)**
- (ii)** Decreases, goes down **(1 mark)**
- (iii)** Alaska **(1 mark)**
- (iv)** 6-6.9 **(1 mark)**
- (v)** 3 x 1 mark or developed points; more violent earthquake, higher population, more flimsy buildings, secondary effects, e.g. disease, fire, tsunami, lack of emergency services, time of day. Preparedness. Not earthquake prediction **(3 marks)**
- b (i)** X = Crater
Y = Vent/pipe accept magma vent/main vent/lava vent
Z = Magma chamber/batholith **(3 marks)**
- (ii)** B = compressional boundary **(1 mark)**
- (iii) Level 1 1 – 2 marks**
(Basic) Basic statements such as loss of life, homes, land animals; causes fires, tidal waves. No reference to example. Accept positive effects e.g. fertile soil, mineralisation, tourism. **(4 marks)**

- Level 2 3 – 4 marks**
 (Clear) Clear statements with reference to an example and covering both environment and people, e.g. the erupting lava in Montserrat burned huge areas of trees. The eruptions of ash buried many villages and killed some people.
 Positive effects e.g. lava from eruption from Vesuvius has weathered to give fertile soils used for growing citrus fruit
 E = environment
 P = people
 E.g. = example

Total (15 marks)

Question 5 River Landscapes

- a (i)** 2 marks for clear sketch showing the waterfall and plunge pool below. Max of 1 mark if drawn as a cross-section. **(2 marks)**
- (ii)** Correctly labelled/clearly located or uses line/arrow. **(3 marks)**
- (iii)** Hydraulic power; plunge pool; retreat. **(3 marks)**

- b** Meandering; tidal up to 1019, embankments or levees, cut offs or ox bow lakes, islands/eyots. Widens downstream. Deposition/marsh on inside of bends. Flows W-E, tributaries, tributary of River Tay. 3x1 or developed points. **(3 marks)**

- c Level 1 1 – 2 marks**
 (Basic) Simple statements with no example e.g. loss of life, land, homes, crops damaged, farmland flooded, lays down silt. If LEDC max L1

- Level 2 3 – 4 marks**
 (Clear) Clear statements with clear attempt to describe and link to example e.g. in Gloucester the heavy rain flooded the town causing shops to close, four people were killed, the sewage system flooded causing a threat of disease, silt deposited fertilising the land.
 Needs both land and people (l = land and p = people). **(4 marks)**

Total (15 marks)

Question 6 Glacial Landscapes

- a (i)** One mark for basic outline, one for indication of tarn. (max of 1 mark if drawn as cross section). **(2 marks)**
- (ii)** One for each label correctly located – must be clear. (labels can be credited if cross section drawn). **(3 marks)**
- (iii)** Hollow; plucking; tarn. **(3 marks)**
- b (i)** Walking, climbing, skiing, camping (max of two on related amenities), **(3 marks)**

HEP, farming, timber.

3x1 or developed points. Max two for a list. Not tourism on own.

(ii) Level 1 1 – 2 marks

(Basic) Simple statements, e.g. footpath erosion, litter, noise, traffic congestion, loss of farmland, jobs created.

Level 2 3 – 4 marks

(Clear) Clear link between the tourist activity and the impact. Covers both environment and local people. The walkers will cause footpath erosion damaging the landscape. Tourists may park outside people's homes damaging the kerb and using local parking spaces.

Jobs created in ski lifts, hotels.

e = environment p = people

(4 marks)

Total

(15 marks)

Question 7 Coastal Landscapes

a (i) Hotel (Royal) (1 mark)

**(ii) Any value between 45 and 60 metres;
(or they can give a range/approximate) (1 mark)**

(iii) Soft; destructive; hydraulic action. (3 marks)

**(iv) Groynes, sea walls; revetments, riprap, beach nourishment etc.
(2 marks for a developed point)
Max 2 for a list. (3 marks)**

b (i) Correctly labelled and clear. (Beach acceptable along the spit). (3 marks)

(ii) Level 1 1 – 2 marks

(Basic) Weak diagram, perhaps without indication of land and sea or arrows. Simple labels e.g. swash, backwash.
Max L1 if written account with no diagram.

Level 2 3 – 4 marks

(Clear) Clear diagram and labels attempt to explain e.g. swash takes sand up the beach; material zigzags along the coast. (Accept separate written account in addition to the diagram).

(4 marks)

Total

(15 marks)

8. Settlement

a (i) Central Business District (1 mark)

(ii) Any two of:-

- Housing estates
- More open spaces
- Suburban stations
- Road pattern idea/(cul-de-sac/avenues)
- Varied house styles/(detached/semi-detached)

(2 marks)

- Gardens
 - Housing with qualification
 - schools
- Location in relation to transport (e.g. railway stations)

- (iii) Words entered into spaces in this order:
- “suburbs”
 - “terraced”
 - “scrap”
 - “clean”
- (4 marks)**

- b (i)** Any one of:-
- Housing idea
 - Edge of town commercial areas/large stores
 - Railway developments
 - Industrial estates idea
 - Airports
 - Public utilities e.g. reservoirs/sewage farms
 - Recreational e.g. stadia/cinemas
- Must have ‘building...’
- (1 mark)**

- (ii) Any two of:-
- Employees/unemployed
 - Industrialists/employers/companies/business
 - Seeking expansion
 - (Local) council but not government
 - land owners with qualification (idea of selling land)
- (2 marks)**

- c** Only these:
- Use of brownfield sites
 - Protection of the greenbelt
 - Conservation work
- (3 marks)**

- d**
- Housing problems – accept different types of problems linked to housing (high rise flats/older terraces etc leading to different problems)
 - Employment – decline of industry/jobs/problem of attracting new development
 - Dereliction –disused buildings etc
 - Lack of open space – poor recreational facilities
 - Social/economic – crime/lack of services
 - Other appropriate problems
 - Specified type of pollution (but not litter)

Credit descriptive points with some development for 2/3 marks.
Max 1 for lists.

(3 marks)

- e** Candidates should describe how at least one problem could be reduced.
One well described problem is acceptable

Level 1 (1-2 marks)

(Basic) List like points.

Little focus on reducing the problem (s)

E.g. “traffic noise keeps people awake and should be 4 marks stopped...”

E.g. “ban cars, pass a law etc.”

(4 marks)

Level 2 (3-4 marks)

(Clear) Clear focus on reducing problem(s)

E.g. “car exhaust pollution can be reduced by using cars with cleaner engines or by using cleaner fuels.”

E.g. “Power sources such as electric engines may help in the future”.

Must have more than one problem for top of Level 2.

Total (20 marks)**9. Agriculture****a (i) crop (1 mark)****(ii) Any two of :-**

- Climate or 2 separate aspects e.g. temperature, rainfall
- Soils
- Relief or slope idea
- Water supply/drought
- Crop diseases
- Animal diseases

(2 mark)**(iii) Words entered into spaces in this order:**

- “Human”
- “Markets”
- “Subsides”
- “Woodland”

(4 marks)**b (i) Any one of:**

- More crops grown
- More space for big machines
- Protests from conservation groups
- Loss of habitat

(1 mark)**(ii) Any two of:**

- Quotas
- “Set-aside” idea
- “Stewardship” schemes
- Woodland planting

(2 marks)**c Only these:**

- Soil conservation
- Organic farming
- “Set-aside”

(3 marks)

- d**
- Money/profit idea/cash crops (rather than subsistence)
 - Input of capital, equipment or machinery
 - Agribusiness and company involvement
 - Field enlargement
 - Plantations -characteristics of these.
 - Other appropriate points

Credit descriptive points with some development for 2/3 marks

Max 1 for list

(3 marks)

- e** The focus should be on soil conservation methods adopted by farmers (e.g. wind breaks, terracing, contour ploughing stone lines, afforestation etc.)
- Level 1 (1-2 marks)**
(Basic) List like points.
Little focus on specific soil conservation methods.
- Level 2 (3-4 marks)**
(Clear) For top of Level 2 needs more than one method.
Clear focus on specific soil conservation methods.
E.g. “some farmers are careful to plough the soil along contours to avoid making channels down the slopes.” **(4 marks)**
- Total** **(20 marks)**
- 10. Managing Resources**
- a (i)** Wind **(1 mark)**
- (ii)** Any two of:-
 - Inexhaustible idea
 - Pollution free idea/cleaner/environmentally friendly
 - Cheap to run only set up but not low in cost
 - Small scale/local needs idea
 - More even distribution.
 - Other appropriate points**(2 marks)**
- (iii)** Words entered into spaces in this order:-
 - “Temperature”
 - “Carbon”
 - “Power”
 - “Energy”**(4 marks)**
- b (i)** Any one
 - Jobs idea
 - Boost to local farming/fishing
 - Foreign exchange
 - General boost to economy
 - More facilities available for the locals**(1 mark)**
- (ii)** Any two
 - Loss of habitats/animals frightened away.
 - Landscape pressure/footpath erosion
 - Identified pollution type/noise source
 - New building of hotels/roads/facilities
 - Money to invest in conservation etc.**(2 marks)**
- c** Only these
 - Snow covered mountains
 - Lakes
 - Waterfalls**(3 marks)**

- d** Accept 3 appropriate attractions for the stated LEDC area.
- Physical features/attractions of stated area
 - Built attractions of stated area
 - Services (e.g. cafés etc.) max x 1
- Credit descriptive points.
Max 1 for lists / points not related to area
If MEDC, max 1 mark.
- (3 marks)**
- e** Candidates should focus on “green” tourism. They can explain it through general points and/or examples of green tourism. Examples (if given) should illustrate the idea of environmentally friendly development/sustainable development.
- Level 1 (1-2 marks)**
(Basic) List like points
Little focus on green tourism.
- Level 2 (3-4 marks)**
(Clear) Clear development of ideas about green tourism either in general terms and/or through appropriate example(s).
E.g. “Green tourism creates jobs in the tourist area but does not damage the environment.”
E.g. “Wildlife and plant habitats are protected from damage in the tourist areas.”
- (4 marks)**
- Total** **(20 marks)**