



General Certificate of Secondary Education

Geography 3036

Specification A (Short Course)

3036F 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.

3036F**SECTION A****Question 1**

- (a) 7173 = 1 **1 mark**
- (b) 102 **1 mark**
- (c) South east Railway line Flat Lakes **4 marks**
- (d) **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.
- 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.

4 marks**TOTAL 10 MARKS****Question 2**

- (a) **X** = train track, railway, track. **Y** = lake, water, reservoir, 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****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 4 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 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) **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.
- 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. **4 marks**

- (b) (i) Hard Soft Hard **3 marks**
- (ii) Grazing land (only)/ grazing. **1 mark**
- (iii) (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 for reasons why grazing rather than settlement and roads are closer to the river but don't double credit. **3 marks**

TOTAL 15 MARKS

Question 6 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 for 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 7 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**SECTION C****Question 8 Settlement**

- (a) (i) True False False. **3 marks**
- (b) 2×2 .
 Answers should relate to Figures 12 and 13.
To provide grants to improve the existing houses. This would update existing properties, so they had inside toilets and bathrooms. They could continue to live in the area.
To block off some of the roads and turning them into cul-de-sacs. This would stop through traffic and so would reduce traffic fumes. The streets with no traffic would be safer for children to play.
To demolish the engineering works and replace them with an industrial estate. This would get rid of an eyesore and would provide a range of jobs for the people who had become unemployed as a result of the engineering works closing down. It would mean that they would not have to travel far to work, which may be difficult, as many had no car.
To demolish the engineering works and replace them with a park will provide open space for the local population where children can play. **4 marks**

- (c) (i) The area where the town meets the country/ meeting of rural and urban areas.
Not outer part of city, outskirts. **1 mark**
- (ii) Housing (residential) or housing estates but **not** just ‘estates’ or ‘buildings’/ industrial or warehouses or business parks or trading estates or industrial estates/ communications or roads or dual carriageways/ car parks or garages. (2 × 1) **2 marks**
- (iii) Housing – cheap land, more pleasant environment, more space, more car ownership.
Industrial – cheap land, more space, dependent on road transport – close to major road junction. Away from cramped older industrial sites in the inner city. Can accept same answer for both choices.
Communication – around the edge of the built up area opening up new areas for development / providing for through traffic. (2 × 1) **2 marks**
- (iv) **Level 1: (1 – 2 marks)**
Simple statements like pollution, traffic congestion, loss of farmland.
Level 2: (3 – 4 marks)
Look for some elaboration or linked statements.
The development on the urban fringe leads to urban sprawl and the loss of countryside. Brownfield sites should be used rather than developing new Greenfield sites. Growth of out of town shopping centres can affect the business of the shops in CBD. **4 marks**
- (v) 2 x 2
Creating green belts where developments are restricted. Using planning controls so that brownfield sites are used for industry rather than greenfield sites. Move people away from older areas to new towns.
1 for policy and 1 for how it will help to control urban sprawl. **4 marks**

Question 9 Agriculture

- (a) (i) pastoral commercial extensive **3 marks**
- (ii) **Level 1 (1-2 marks)**
Flat land good for arable. Steep land good for sheep farms.
Level 2 (3-4 marks)
Look for elaborated or linked statements.
Relief. In lower flatter areas, machinery can be used, so this allows the development of arable farming, such as the growing of wheat. Steeper areas cannot be used for machinery so sheep farming is practised.
Higher land is colder which sheep can tolerate. Rainfall is higher at altitude so arable farming is difficult. **4 marks**

- (b) 2×2 .
e.g. The visitor centre has been opened and the farm takes in Bed and Breakfast. This provides more money for the farmer and income throughout the year.
Some ponds have been made and an area of marsh established. This will provide a variety of habitats and so will encourage a greater variety of animals and birds. Reference may be made to Countryside Stewardship Scheme.
Between 3 and 14 hectares of land are set aside. These areas are left uncultivated and so less crops are produced, reducing overproduction.
e.g. The quota for sheep has been reduced from 1280 to 750. The farmer has been given a set amount to produce. If he produces more he will be fined.
 The reason for this is to reduce output and so reduce the amount of over-production. **4 marks**
- (c) (i) Grazing or pasture or grass or farming but **not** river or gully (1). Woodland or trees or forests or plantation (1). Mark the first on each line **ONLY**. **2 marks**
- (ii) The wearing away of soil or where rain washed away soil or wind blown soil or wearing away by weather but **no mark** for repeating ‘erosion’. **1 mark**
- (iii) (2×1) Overgrazing / wind erosion / gully / rapid runoff / deforestation / overcultivation. **2 marks**
- (iv) 2×2
 Using simple tools (1) does not break up the soil too much and therefore does not allow gully erosion. If cover crops are grown (1) the soil is protected. Contour ploughing (1) reduces the amount of runoff. (1)
 1 for method and 1 for effect. **4 marks**

Question 10 Managing Resources

- (a) (i) United States/MEDCs. **1 mark**
- (ii) 20%. **1 mark**
- (iii) High standard of living / high use of energy / many cars / many household appliances/ more factories/ more technology.
Not more money, rich, have more resources, more economically developed (or repeat of MEDC). **1 mark**
- (b) (i) 2×2 .
e.g. Change from fossil fuel to alternative energy resources. This would mean that less greenhouse gas would be produced.
Develop public transport. More people can be carried in one vehicle than if everybody drives their own car. Less fuel would be used resulting in less greenhouse gases being produced.
Use taxes to increase the cost of fuel. As fuel is more expensive less will be used.

- Control deforestation.* If fewer trees are cut down and even more if more trees are planted there would be more carbon dioxide taken and more oxygen produced. **4 marks**
- (c) (i) Sea / sand / beaches/ sunny weather / old building / fishing. (2 × 1)
Not hot, clean, nice weather. **Not** negatives such as no pollution. **2 marks**
- (ii) 3 × 1 or 2 for a developed point.
Produce money, jobs and an improved infrastructure. Tourism provides an alternative to traditional forms of income from farming. New tourist facilities / linked to the expansion of jobs in the building industry, working in hotels etc. **3 marks**
- (iii) 2 x 2
Culture is not respected. (1) People from Europe like to sunbathe and therefore wear skimpy clothing which is against local religions.(1) People go to work in tourism because it pays higher wages (1) and neglect traditional jobs like farming. (1) Most of the profits go overseas because the hotels are often owned by foreign companies. (1) Large multi-storey hotels are built which do not fit in with the traditional style of building. (1)
1 for problem and 1 for effect. **4 marks**
- (iv) **Level 1: (1-2 marks)**
Tourism that is environmentally sound. Local people gain from the financial benefits.
- Level 2: (3-4 marks)**
Look for elaborated or linked statements.
Tourism which is environmentally sound so that the natural environments and local life are safeguarded. Tourism where local people can share in the financial benefits by selling traditional crafts, so sustaining local communities. **4 marks**