

General Certificate of Secondary Education

Geography 3036 *Specification A (Short Course)*

3036/F Foundation Tier

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.

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.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organized, demonstrating detailed linkages and the inter-relationships between factors
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

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.

SECTION A

Question 1

- | | | |
|-----|---|----------------|
| (a) | (Brampton) (Abbotts) | 1 mark |
| (b) | 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 |
| (c) | Southwest or WSW / 225° – 250° | 1 mark |
| (d) | False.
True.
True. | 3 marks |
| | Total | 7 marks |

Question 2

- (a) A40(T) = 1 mark
Tourist attraction = location (1) label (1) e.g. Museum, caravan/campsite,
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) 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.

4 marks

Total

6 marks

SECTION B

Question 4 Tectonics

- (a) (i) 9.3 **1 mark**
- (ii) Sumatra. **1 mark**
- (iii) Tsunami or (tidal) waves or drowning. Not earthquake. **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.
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 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.

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 and museum. Severe floods affect more properties including hotels, post office, the works and possibly the school. Accept effects on people. **4 marks**

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

Total 15 marks

Question 6 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.
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. **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.

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 7 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. To maintain the tourist industry / to stop flooding. (2x1 or developed point). **2 marks**
- (ii) Must use Figure 11. 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 11.
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**

SECTION C

Question 8

- (a) (i) Central Business District (at least two words correct). **1 mark**
- (ii) LEDC. **1 mark**
- (iii) Migration. **1 mark**
- (iv) Urbanisation. **1 mark**
- (b) (i) 2×1 . **2 marks**
Bathrooms added / some houses removed, pedestrian crossing / trees planted / overhead wires removed / no traffic etc.
- (ii) 2×2 . **4 marks**
e.g. Bathrooms built to replace outdoor toilets (1) making it more healthy (1) / trees planted to improve the environment (1) and so improve the quality of life for the people (1) / pedestrian crossing to make it safer to cross the street (1) reducing the possibility of accidents (1).
- (iii) Garages built so that cars do not have to park in the street / cul-de-sacs created in order to stop through-traffic / derelict land restored. Accept reference to gentrification / industrial developments etc. **2 marks**
- (iv) Level marking.

Level 1 Basic

(1-2 marks)

Simple statements.

Loss of corner shops / loss of community spirit / increased cost of houses.

Level 2 Clear

(3-4 marks)

Linked Statements.

People who have lived in the area for a long time have to move and there is a loss of community spirit where everybody knew everybody / the improved houses are more expensive to buy or rent and so the local people cannot afford them / gentrification takes place so that richer yuppies move in and can cause conflict with the long-standing inhabitants.

(c) Level marking

Level 1 Basic

(1-2 marks)

Simple statements.

Urban sprawl / loss of animal habitats / specified pollution.

Level 2 Clear

(3-4 marks)

Linked Statements.

The town gets bigger because more and more housing is built out into the countryside / built up areas cover the countryside with tarmac destroying animal habitats / there is an increased amount of traffic leading to air pollution / the growth of out of town shopping centres means that the shops in the CBD lose custom.

Question 9

- (a) (i) (Black-earth) soils / large (cultivated) areas. **1 mark**
- (ii) Inputs. **1 mark**
- (iii) Commercial. **1 mark**
- (iv) Extensive (system). **1 mark**
- (b) (i) 2×1 .
Trees removed / hedges removed / fields larger / traditional barn replaced by modern barn / deciduous trees changed to coniferous trees / fewer animals (in the fields). **2 marks**
- (ii) 2×2 .
Hedges have been removed in order to make the fields larger so more machines can be used / deciduous trees replaced by coniferous trees which are faster growing and can be new source of income for the farm / hedges removed to make more land available to grow crops. **4 marks**
- (iii) Increased use of chemical fertilizers which increase the yield per hectare / increased use of pesticides which kill pests / details relevant to the Green Revolution / mechanisation if not used in part (ii). Accept reference to LEDC. **2 marks**
- (iv) Level marking.
- Level 1 Basic.** **(1-2 marks)**
Simple statements.
Kill flowers and non-harmful insects / Eutrophication / increased soil erosion.
- Level 2 Clear** **(3-4 marks)**
Linked statements. Must cover more than 1.
The pesticides as well as killing harmful pests destroy other insects as well / the fertilisers get into the water-courses, leading to the growth of algae / the removal of hedges and trees increases the danger of wind erosion due to the removal of shelter belts.

(c) The whole answer can be in the form of a systems diagram.

Level marking.

Level 1 Basic

(1-2 marks)

Simple statements showing some idea of a system but no recognition that the answer is referring to a specific farming system.

The farmer plants seed / the crop is harvested.

Level 2 Clear.

(3-4 marks)

Linked statements. Needs an example of a farming system to get to Level 2.

In India the rice is planted in the flooded fields. The hot summers and high rainfall means that the rice grows quickly. It is then harvested by hand.

Question 10

- (a) (i) Nitrous oxide, sulphur dioxide, carbon dioxide, methane, CFCs, ozone. **1 mark**
- (ii) Global warming. **1 mark**
- (iii) Deforestation. **1 mark**
- (iv) Non-renewable fuels. (The whole phrase) **1 mark**
- (b) Level marking.
- Level 1 Basic** **(1-2 marks)**
Simple statements and / or not specific to a particular example of renewable energy.
Non-polluting / does not produce greenhouse gases / cheaper when in production. Not just “it wont run out”.
- Level 2 Clear** **(3-4 marks)**
Linked statements.
Wind power is cheap to produce after the turbines have been built because the wind is free / wind power is non-polluting because it does not give off any greenhouse gases.
- (c) (i) 2×1 .
Increase in high-rise buildings / hotels / increased traffic / larger beach / loss of vegetation. **2 marks**
- (ii) 2×2 .
There has been such an increase in tourists that there is a huge demand for more and more beds (1) leading to more hotels being built (1) / it is cheaper to build upwards (1) and so there are many non-traditional skyscrapers (1) / and people demand a sea view (1) so many concentrated along the coast (1) / the larger number of people mean there are more cars on the road (1) leading to increased air pollution / more car parking areas (1). **4 marks**
- (iii) Answers can apply to either MEDCs or LEDCs.
Improvement to the infrastructure with better water and sewage / growth of foreign bars and restaurants / growth of airports. **2 marks**
Max 1 mark for a list.
-

(iv) Level marking.

Level 1 Basic

(1-2 marks)

Simple statements.

Growth of unskilled jobs / culture clashes / destruction of the vegetation / specified pollution / drunkenness and crime.

Level 2 Clear

(3-4 marks)

Linked statements.

There are a large number of unskilled poorly paid jobs in the hotels such as waiters or cleaners and they may be seasonal / the high-rise hotels do not fit in with the local landscape causing visual pollution / the increased amount of traffic leads to an increase in air pollution.

4 marks