

GCSE 2004

June Series



Mark Scheme

Geography B

(3032/2F)

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 Certificate of Secondary Education
AQA GEOGRAPHY B
FOUNDATION TIER MARKING SCHEME
PAPER 2F

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 organisation; 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; has a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar.
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

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’ or ‘L2’ 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, eg *Just L2, reasonably accurate knowledge or some clear understanding.*
- 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 recognise that many of the answers shown within this marking 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 credit-worthy. 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.

Question 1	Marks	
(a) (i)	Hokkiado must be written on most northerly island or with a definite arrow from the name. Honshu must be written on the largest island or with a definite arrow from the name.	<i>(2 marks)</i>
(ii)	No credit for advantages of coastal areas. Too mountainous, steep, harsh climate, rainfall, snow, active volcanoes, not far away from coast. Do not allow negatives.	<i>(2 marks)</i>
(b)	Monsoon, hot, dry season, reversal of winds.	<i>(4 marks)</i>
(c) (i)	Correct plot on darker line opposite 3 million – width of bar not important.	<i>(1 mark)</i>
(ii)	France.	<i>(1 mark)</i>
(d)	Manaus, Atlantic, Brazil.	<i>(3 marks)</i>
(e) (i)	IMP, Cassa, EU.	<i>(1 mark)</i>
(ii)	Specified new crops, specified crops, break up of latifundia, unified plots, fertilisers, pesticides, co-operatives, new farmhouses. Accept new roads and other infrastructure improvements such as sanitation and electricity supplies if related to farming.	<i>(2 marks)</i>
(f) (i)	Correct completion of bar.	<i>(1 mark)</i>
(ii)	A.	<i>(1 mark)</i>
(iii)	High birth rate / large base / lots of children / young people, high death rate, small top / few old people, low life expectancy.	<i>(2 marks)</i>
(g)	Push – lack of food, housing lacks amenities, disease, lack of well paid jobs, ruthless landlords, natural disasters / famine, war, religious persecution. Pull – bright lights, more doctors, hospitals, improved housing, well paid jobs, social attractions, relatives already there. Watch for ‘better’ – read what comes after. If it is a list of betters then 1 mark only.	<i>(3 marks)</i>
(h) (i)	Any 4 acceptable labels, they could be implied by the sketch – inside toilet, paved streets, street lights, made of bricks, tiled roof.	<i>(4 marks)</i>
(ii)	Mending umbrellas.	<i>(1 mark)</i>
(i)	Short term – for a limited period after a disaster etc. Voluntary – money raised in MEDCs by the public and given to projects in the LEDCs. Accept money from people in MEDCs, NGOs etc.	<i>(2 marks)</i>

Total Marks for Question 1 = 30

Question 2

- (a) Core areas are found in the centre of Europe – **TRUE**
The Mezzogiorno is a core area – **FALSE**
Periphery areas are found on the edge of Europe – **TRUE**
Core areas have below average levels of development – **FALSE**
There are no conurbations in the core area – **FALSE**
Areas on the periphery of Europe tend to have below - average levels of economic development – **TRUE** (5 marks)

- (b) (i) Mark features on the sketch map that shows situation or labels that indicate situation. Look for 4 locating features.

Paris – Situation – central location within Paris basin, valleys of Seine, Oise and Marne, Channel ports, Orly airport.

Millan/Turin/Genoa – Situation – Mediterranean shipping routes, links to France, S. Italy and Switzerland, alpine routes/tunnels.

Rotterdam – Situation – reference to hinterland areas of N. Germany, Belgium, France, UK.

Ruhr – Situation – Rhine, N. Germany, N. Sea. (4 marks)

- (ii) Any 3 correct functions.

Paris – capital, financial, commercial, industrial, education, research, cultural, tourism.

Rotterdam/Europoort – port, shipbuilding, ship repair, container port, general cargo port, petroleum refining, petrochemicals, RO/RO, transit port, break of bulk.

Ruhr – industrial area, any correct named industry – coal, steel, engineering, chemicals, petrochemicals, textiles, electronics, brewing.

Milan/Turin/Genoa – likely to be treated individually.

Milan – food processing, textiles, engineering.

Turin – cars.

Genoa – port, tourism, agricultural products. (3 marks)

- (iii) **Level 1 Basic (1-2 marks)**
 General explanation of how the growth of a function has influenced the growth of the conurbation but no specific reference to the chosen conurbation **or** reasons for the growth of a particular function, even if not specific to the conurbation **or** explanation **not** related to 2(b)(ii).

Level 2 Clear (3-4 marks)

Paris – capital, policy of centralisation, political/administrative centre, growth of banking and insurance, universities, industrial development, cultural centre, tourist centre.

Rotterdam/Europoort – position at mouth of Rhine, entrepot, break of bulk, deep water, flat land, the new waterway, road/rail links to rest of Europe, advanced technology, Dutch business acumen.

Ruhr – central position, coal, iron ore deposits, river transport.

Milan/Turin/Genoa – probably done separately.

Milan – focus of road/rail routes, HEP from Alps, farming led to food processing, textile, chemical, engineering industry, financial and commercial centre.
 Turin – route centre, HEP, named firms such as Fiat, Lancia, Olivetti.

Genoa – route links, major port, steel works.

(4 marks)

- (c) (i) Correct shading. *(1 mark)*

- (ii) More than 75 000. *(1 mark)*

- (iii) **Level 1 Basic (1-2 marks)**
 Simple statements and any detail is straight lift from Figure 7A may not be specific to any reasons
 The SW – sandy beaches, nightlife, close to airport.
 The NE – sandy beaches, shallow sea, mountainous scenery, motorway link.
 Area X – historic town, market town, pearl industry, main road link.
 Mountains – can be positive or negative – the scenery, specified sports, OR nothing to do, no beaches, clubs.
 The NW – difficult access, no beaches.

Level 2 Clear (3-4 marks)

Needs to refer to more than one of the different areas. There should be evidence of the use of the information rather than straight lifts without any development or elaboration. Fewer people go to the NW because it is more remote and there is less in the way of entertainment. The SW is closest to the airport and so is easily accessible and attracts lots of young people because of the beaches and the bars.

(4 marks)

- (d) (i) **Level 1 Basic (1-2 marks)**
Largely single words such as jobs, specified jobs.
There will be no direct linkage to the benefits to the local people.
- Level 2 Clear (3-4 marks)**
Explain the benefits to the local people such as making money, use of facilities, improved standards of living, improved infrastructure. Must be linked statements
Must be more than one benefit to reach the top of Level 2. (4 marks)
- (ii) **Level 1 Basic (1-3 marks)**
Simple statements and largely a rewrite of the statements given in Figure 8. There is a lot of drunken behaviour. There is traffic congestion.
- Level 2 Clear (4-6 marks)**. The source/cause of the problem moves the answer to Level 2 Clear such as air pollution from all the hire cars. The large numbers of tourists in the summer means the locals suffer because the water has to be cut off in the afternoon. The new hotel will spoil the view and cause visual pollution. (6 marks)

Total Marks for Question 2 = 32

Question 3

- (a) (i) 27 22 5 high seasons humidity (6 marks)
- (b) **Level 1 Basic (1-3 marks)**
Incorrect sequence and no reference to process / straight lift from Figure 10.
- Level 2 Clear (4-5 marks)**
Sequence correct and complete and full reference to processes – heat causing evaporation./ Warm air rising cooling/ condensation into water/ formation of cloud /heavy torrential rain. (5 marks)
- (c) (i) Correct position of labels. (4 marks)
- (ii) Water runs off
.... Support due to great height / no depth to the soil
.... Lack of light
.... Some trees break through the canopy to get to the (sun)light. (4 marks)
- (d) **Level 1 Basic (1-3 marks)**
Simple statements with no development and no real sequence
- Level 2 Clear (4-6 marks)**
Forest cleared/burnt, about 1 ha/small, ashes used as fertiliser, crops planted, named crops, harvested, soil becomes infertile, exposed to rain/sun, move on after 4-5 years, return after 20/30 years, ‘slash and burn’, subsistence. No credit for explanation. (6 marks)
- (e) (i) Mining / quarrying / open cast (1 mark)
- (ii) **Level 1 Basic (1-2 marks)**
Simple statements - Trees destroyed. Animals lose habitat. Loss of farmland.
- Level 2 Clear (3-4 marks)**
Look for the local effects of developments in Amazonia –Indians lose homes, catch diseases from people from outside due to lack of immunity. Look for elaboration / development resulting in linked statements. No credit for global warming / acid rain effects. (4 marks)
- (f) (i) Environmentally friendly development, development that doesn't use up the earth's resources. Development for the present generation that ensures that something is left for the next generation. (1 mark)

- (ii) **Level 1 Basic (1-2 marks)**
Simple statements or lifts from the advert.

Level 2 Clear (3-4 marks).
How the environment is protected – by tree walks,
building on stilts, the lack of pressure on resources –
recycling, solar energy . *(4 marks)*

Total Marks for Question 3 = 35

Question 4	Marks
(a) (i) 75 – 100.	<i>(1 mark)</i>
(ii) False True True	<i>(1 mark)</i>
(iii) Increasing number / percentage / proportion of people live in cities.	<i>(1 mark)</i>
(b) (i) Earth getting hotter - or words to that effect.	<i>(1 mark)</i>
(ii) (3x1) Must be more than a list Melting ice / more water in the sea / heating causes water to expand / sea level rises. No credit for explanation of global warming. Accept explanation of a sea level fall.	<i>(3 marks)</i>
(c) (i) India / Bangladesh / Burma/Myanmar.	<i>(1 mark)</i>
(ii) Level 1 Basic (1-2 marks) Simple statements – destroyed homes, deaths, starvation.	
Level 2 Clear (3-4 marks) Linked statements which must show effect on people . Floods destroy crops, so starvation. Disease spreads because of polluted water, loss of homes, death by drowning, forced migration to highlands, cities under water so sewage escapes. The rice crops would be destroyed so that there would be less food available.	<i>(4 marks)</i>
(d) Level 1 Basic (1-2 marks) Simple statements - reduction of the use of fossil fuel and greater use of renewable energy – no indication of how this will reduce global warming.	
Level 2 Clear (3-4 marks) Explain how changes will reduce danger of global warming. If less fossil fuels are used to produce energy then less build up of greenhouse gases. A renewable energy like wind does not produce greenhouse gases.	<i>(4 marks)</i>
(e) (i) Barrage/groyne/ large blocks/ deflecting walls.	<i>(1 mark)</i>
(ii) Level 1 Basic (1-2 marks) Sea defences will stop flooding. Sea walls will stop erosion.	
Level 2 Clear (3-4 marks) Must show how it will reduce effect of sea level changes. Due to sea level rise there is an increased danger of flooding, defences will protect low lying land.	<i>(4 marks)</i>

Total Marks for Question 4 = 23

