

GCSE 2004

June Series



Mark Scheme

Geography B

(3032/1H)

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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

© Assessment and Qualifications Alliance 2004

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee, registered in England and Wales 364473 and a registered Charity 1073334.
Registered address AQA, Devas Street, Manchester M15 6EX

Dr Michael Cresswell, Director General.

General Certificate of Secondary Education**AQA GEOGRAPHY B****HIGHER TIER MARKING SCHEME****PAPER 1H****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; 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 organised, 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, eg *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 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 Co-ordination 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)

GRID SQUARE	DESCRIPTION
7892	A built up area on the side of a steep sided valley.
7603	A steep sided hill reaching 418 metres, much of which is covered by coniferous forest.
7391	A flat/coastal area/covered by houses/chemical works/regional cycle network. Need 2 points for 1 mark.

(3 marks)

(b)

Level 1 Basic 1-2 marks

General statements without evidence of the use of the O.S. map extract. The roads generally avoid the high land and run along the coast and river valleys.

Level 2 Clear 3-4 marks

Specific detail from OS map.

The M4 runs along the edge of the high land on the coastal plain. The A465 follows the valley of the River Neath. The A474 is different because it does not follow the coast or a river valley. It goes over the watershed between the valleys of the River Neath and the River Tawe.

(4 marks)

No credit for influence of forest.

Total Marks for Question 1 = 7**Question 2**

(a)

Housing (residential)/industrial/communication/leisure recreation. 2 x 1. *(2 marks)*

No credit for farming/retailing.

(b)

Suburbanisation. *(1 mark)*

(c)

Level 1 Basic 1-2 marks

Simple statements, which are largely descriptive repeating the types of land-uses present without any appreciation of the layout of the development.

There are areas of houses and areas of factories separated by roads. Greenbelt.

Level 2 Clear 3-4 marks

There are distinctive zones with roads acting as boundaries. Each zone has a distinctive land-use. The areas nearest the major road are industrial. The housing area is away from the main road. The area was planned so that the traffic going to the industrial areas was kept separate from the residential area.

Greenbelt stops development into the countryside. *(4 marks)*

Total Marks for Question 2 = 7

Question 3**Marks**

- (a) People may be in favour of the site because the turbines only cover a very small area of land. This is 80% of Ulverston's needs. It will prevent 12 000 tonnes of carbon dioxide entering the atmosphere. This will mean that 200 tonnes less acid rain is produced and so there is less pollution. People may be against the wind farm because it is situated in a SSSI. The turbines are 25 metres high with rotors 35 metres in diameter and so may not be visually very pleasing.
Max 1 for generic point not specific to fig 3.

(3 marks)

- (b) **Level 1 Basic 1-2 marks**
Simple statements without any evidence of the use of Figure 4 i.e. generic reasons for location.
High land. High wind speeds. Coastal.

Level 2 Clear 3-4 marks

Found on the western edge of Great Britain on the highlands such as Wales, Lake District and Pennines. Prevailing winds over Britain are from the west. Much of these areas are moorland where the traditional farming is hill sheep. This can continue where there are wind farms as the sheep can continue to graze the area. May provide an additional income for the sheep farmer.

(4 marks)

Total Marks for Question 3 = 7

Question 4

Mark text first.

Accept annotated diagrams, 1 mark for appropriate diagram. *(1 mark)*

Level 1 Basic 1-2 marks

Simple points, no specific processes, sequence not obvious e.g. the water erodes the rock and they collapse, the waterfall erodes backwards etc.

Level 2 Clear 3-4 marks

Clear reference to process and more idea of a sequence. E.g. the fall of the water erodes the less resistant rocks at the base and back of the waterfall by hydraulic power and abrasion. The overhang collapses causing the waterfall to retreat (forming a gorge).

Level 3 Detailed 5-6 marks

To access Level 3 the text must start with the initiation of the waterfall. Answer is very detailed with correct sequence and details on processes e.g. abrasion – wearing away of the banks and beds by material carried in the flow; hydraulic power – the force of the water wearing away the bed and the banks – integrated into the account.

Accept detail of undercutting as a process. *(6 marks)*

Total Marks for Question 4 = 7

Question 5	Marks
(a)	One accurate plot – width not important. (1 mark)
(b)	Make larger fields. Remove unproductive land. Make greater use of machinery. Gain subsidies from the EU. Make bigger profits. Reduce the number of pests whose habitat is the hedgerows. Reduce maintenance of hedges. 2 x 1 Max 1 on non-agricultural reason e.g. house building. (2 marks)
(c)	<p>Level 1 Basic 1-2 marks Simple reference to the changes that have taken place without any real explanation of their effect on the environment. Increased use of fertiliser can affect the environment. The lack of hedges means larger fields.</p> <p>Level 2 Clear 3-4 marks Must relate to effect on the environment to be in Level 2. The increased use of artificial fertiliser can lead to nitrates getting into streams (eutrophication). The removal of hedgerow leads to increased danger of soil erosion. The removal of hedgerow means the destruction of the habitat of certain species. Max 3 on 1 effect. (4 marks)</p>

Total Marks for Question 5 = 7

Question 6	
(a)	(i) Needs to be specific with examples taken from the stimulus material. Reference to non-agricultural pursuits, maximum of 1 for pony trekking/outdoor pursuits. Forestry introduced. Holiday cottages. Camp site. 3 x 1. Max 1 for any valid farming change e.g. draining marsh, reduction in grazing. (3 marks)

- (ii) This question can be answered by reference to a combination of disadvantages of the hill sheep farm and the advantages of the East Anglian arable farm, or concentrate on the advantages of the East Anglian farm.

To reach Level 3 there must be clear evidence of knowledge of an East Anglian case study.

Level 1 Basic 1-2 marks

Simple statements about deeper soil, less extreme climate, lower rainfall, less steep slopes, higher sunshine totals. To gain credit there must be some idea of comparability.

Level 2 Clear 3-4 marks

Detailed factual information that would be expected in a Level 3 answer is not required. East Anglia is a flat area so machinery can be used. The soil is boulder clay which is fertile enough for growing wheat. There is plenty of sunshine to ripen the wheat and so yields are high. Credit reference to CAP policies and any human factors as long as they are related to the profitability of the farm.

Level 3 Detailed 5-6 marks

Must show detailed knowledge of an East Anglian arable farm case study. Grange Farm is flat and just above sea level. This allows the widespread use of the 2 combine harvesters that they use on this farm. The soil is chalky boulder clay, which drains well and does not get too sticky when wet and so the yields of wheat are high. The farm is part of an agribusiness and is able to afford to buy chemical fertilisers, again increasing the yield. The hedgerows have been removed so all the land is used for growing cereals. The CAP policy of the EU has given guaranteed prices for the wheat and so the farmer has been encouraged to grow as much as possible because the risks of changing prices have been taken out of arable farming. High subsidies for cereals has encouraged Grange Farm to grow as much as possible, because EU will store any that is not sold.

(6 marks)

- (b) (i)

	GLACIAL FEATURE	EXAMPLE
A	Ribbon lake	Haweswater
B	Lake in a corrie	Blea Water
C	Glacial trough	
D	Arête	Riggindale Crag

(5 marks)

- (ii) Only credit information on a diagram if additional to that given in the text.

Level 1 Basic 1-2 marks

Basic statements – the ice eroded a depression in the side of the mountain – likely to be incomplete and lacking in sequence.

Level 2 Clear 3-4 marks

Candidate has a clearer idea of the sequence of events and the reference to processes such as abrasion, plucking is only by name. The snow accumulates in a depression. Under pressure turns to ice and under gravity moves out of the depression and down the mountain-side. The movement of the ice turns the depression into a corrie by the process of abrasion.

Level 3 Detailed 5-6 marks

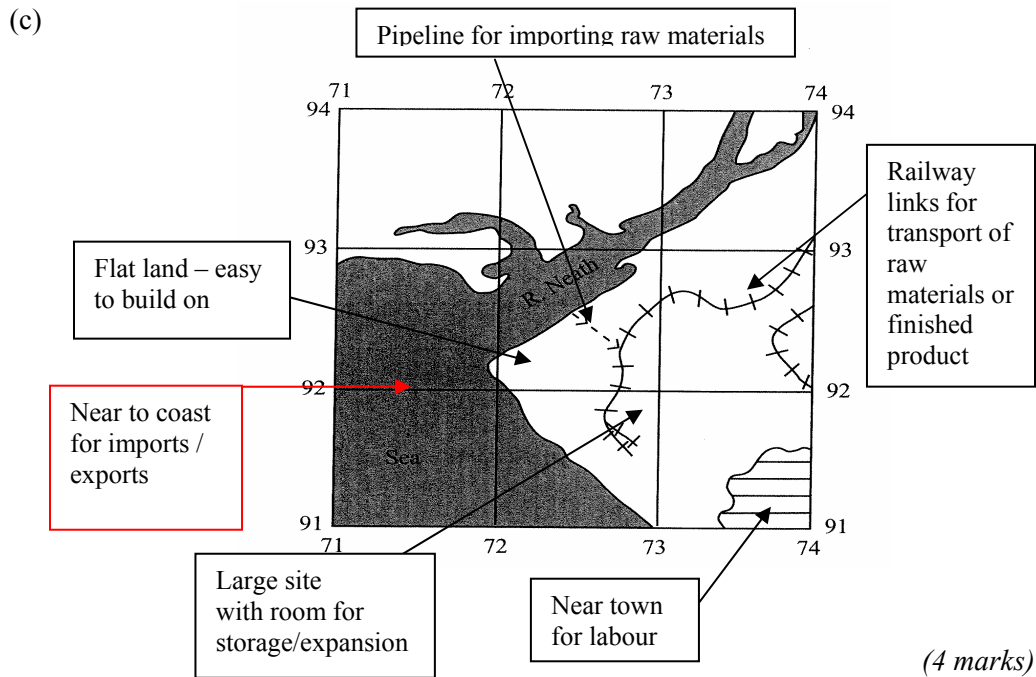
Detailed and clearly relates to the formation of the corrie – candidate shows both knowledge and understanding of the processes and the sequence e.g. abrasion – material carried in the ice / scrapes the rocks on the bed and aids / forms rock flour. Plucking – ice freezes to rock pull material away when moves / rocks already shattered. The snow accumulates in a depression. Under pressure turns to ice and under gravity moves out of the depression and down the mountain-side. The semi-rotational movement of the ice turns the depression into a corrie.

(6 marks)

Total Marks for Question 6 = 20

Question 7

- (a) (i) One example of an input, a process and an output. Can be general, i.e. raw material or specific to a particular industry. No credit for a farming system. *(3 marks)*
- (ii) The activities that take place inside the factory to transform the raw materials into finished products / adds value / can be sold at a profit. *(1 mark)*
- (b) Large quantities (1) of bulky / heavy (1) raw materials are used as an input. Large quantities (1) of bulky / heavy (1) waste materials are produced as an output. Uses large amounts of energy. *(2 marks)*



ox (d) **Level 1 Basic 1-2 marks**
 Simple statements about location of high-tech industry not particularly related to M4.
 High-tech is located here because of good transport and near to universities.

Level 2 Clear 3-4 marks
 High-tech industry is located here because it depends on road transport on M4, and the universities of Oxford and Reading.

Level 3 Detailed 5-6 marks
 Precise details. High-tech is along M4 in places like Bristol and Reading. The products are light and so can be transported by road transport along the M4. M4 gives access to Heathrow for export. Universities provide skilled workers and undertake research necessary for development.
 (6 marks)

(e) Giving an area assisted area status. Grants and subsidies. Enterprise zones. Tax free periods. Retraining grants. Improving the transport and infrastructure. Moving Government departments into depressed areas. Planning controls and restrictions, max 2.
 Max 3 for list.
 (4 marks)

Total Marks for Question 7 = 20