



General Certificate of Secondary Education

Geography 3032

Specification B (Full Course)

3032/2H Higher 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.

Paper 2 – Higher Tier

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.

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' 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.

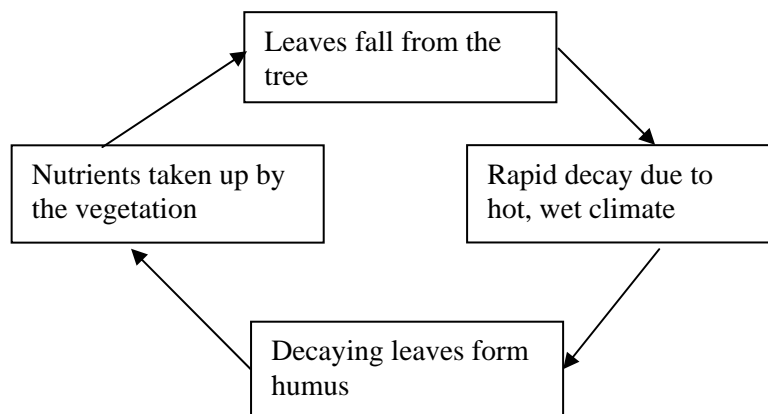
Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but 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) intensive rice cultivation. (1 mark)
- (b) The GNP figure goes down when the distance from the centre goes up (1 mark)
- (c) males aged between 20 and 34 years (1 mark)
- (d) urbanisation (1 mark)
- (e) Costa Dorada (1 mark)
- (f) 2°C (1 mark)
- (g) sulphur dioxide (1 mark)
- (h) voluntary (1 mark)
- (i) buttress roots (1 mark)

(j)



As long as sequence is correct, it does not matter which is the starting box.

2 or 3 correct boxes linked by an arrow(s) – 1 mark.

4 correct boxes linked by arrows – 2 marks.

(2 mark)

- (k) Suburbs / low / small / larger (4 marks)

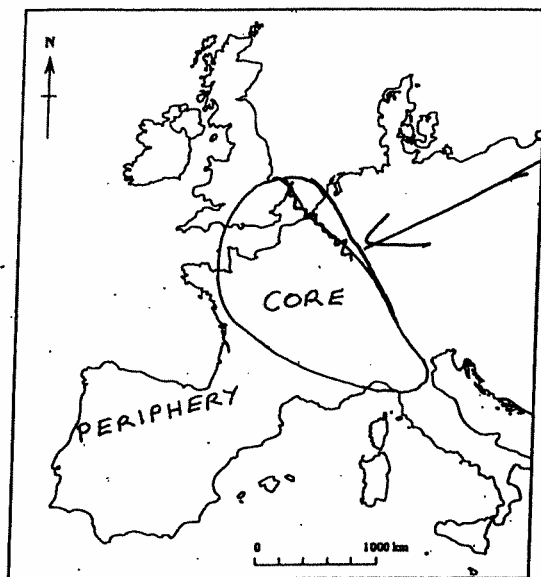
Total Marks for Question 1 = 15

| Question 2 | Marks |
|-------------------|--|
| (a) | 1 mark per correct feature. <i>(4 marks)</i> |
| (b) (i) | (4x1) 2 Max for speed. Reduction in time to 3 hours between London and Paris. Clearing French customs and formalities on the English side. No need to stop for these checks after driving off the shuttle. Only 35 minutes to cross the Channel. Freight can be cleared at Ashford and so can pass directly through the terminal onto the shuttle. Access to M20/motorway. <i>(4 marks)</i> |
| (ii) | No. <i>(1 mark)</i> |
| (iii) | Answers can relate to England or mainland Europe or both – motorway/M20/railway = 1 mark. Reserve 1 mark for information not directly taken from Figure 9 e.g. good connections to London by road and rail, (M2) links to Paris by road (A26), A16, along the coast to Boulogne and places s. west and east. <i>(2 marks)</i> |
| (c) | Any European port acceptable. Must be infrastructure. |
| | Level 1 Basic (1-2 marks) General information with no reference to a specific port. There are breakwaters, harbours and docks. Road and rail links go directly to the harbour. |
| | Level 2 Clear (3-4 marks) Must be named to reach Level 2, e.g. Dover. The M2 from London goes directly to the harbour at Dover. There is a Roll-on/Roll-off (RORO). These go from the Eastern Docks. The Jetfoil terminal is in the Western Docks. Freight using the container docks part of the Eastern Docks. Pleasure boats and cruise ships use the Western Docks <i>(4 marks)</i> |

Total Marks for Question 2 = 15

Question 3**Marks**

- (a) (i) (3x1) The core boundary should cover the area of South East England, North East France/Benelux and Northern Italy = 2 marks. If any 2 of above = 1 mark. Wrong shape for core but areas covered = 1 max.
All white areas = 1 max.
If clearly wrong (eg. whole map) = 0.
Hot banana as a label but drawn correctly = 1.
Any peripheral area = 1 mark, unless also marked incorrect areas.

*(3 marks)*

- (ii) **Level 1 Basic (1-2 marks)**
Simple statements. Lots of industry. Lots of jobs. Fertile soils, higher GNP, major cities.

Level 2 Clear (3-4 marks)

More detailed. There is a wide range of employment opportunities. It is the centre of a rich agricultural region. The core region attracts investment. The areas are densely populated, providing a ready supply of labour and a large market. Farming is well developed. There is a well developed infrastructure.

Can be specific to a named core region. The degree of detail appropriate to Level 3 is not required. Paris is the capital of France and therefore there are many jobs. Genoa is a port and so raw materials are brought in leading to the growth of industry. Iron and steel developed in the Ruhr area. Trade goes down the Rhine to places as far as Switzerland. It is a major industrial region due to its good communications.

(4 marks)

- (b) 1 of (Look for a linked statement for 2 marks).
The CAP has money for the development of agriculture by introducing subsidies and guaranteed prices.
The European Investment Bank Fund is money given by the EU to build projects like steelworks in underdeveloped parts of the EU.
Structural Fund is money given by the EU to add to the money used by individual countries to help declining rural and industrial areas. (2 marks)
- (c) (i) Integrated Mediterranean Programme – at least first two words correct. (1 mark)
- (ii) Less on farming, education separate under IMP/less on education, planting trees under IMP, more on jobs, less on education, less on infrastructure, none on industry. OK to use Fig 12. (1 mark)
- (iii) One developed statement. Must refer to (ii) above.
 Much of the agricultural improvement had taken place under the Cassa and therefore the emphasis was placed elsewhere. Money was spent on improvements such as tourism, which would have a better return. The most favourable areas such as the coastal lowlands had been improved. The forestry and soil erosion measures were necessary if the conditions in the mountainous areas were to be improved. Migration to the north had virtually ceased and so there was a need to provide more education in the south. Reduce poverty. Not global warming. (2 marks)
- (iv) **Level 1 Basic (1-2 marks)**
 Simple statements – the rainfall is low. The soils are thin. The slopes are steep. No credit for human factors
- Level 2 Clear (3-4 marks)**
 Must be more than one factor considered, but can all be climate or relief or combination. There is a long period of summer drought. The rain in winter is often torrential. The thin limestone soils are porous and water soaks through very easily. The steep slopes mean that there is rapid run-off causing soil erosion. As this is not a Level 3 answer, accurate climatic figures are not a requirement. (4 marks)

- (v) **Level 1 Basic (1-2 marks)**
Straight lifts from the stimulus material without any development. Increase in wine sales by 20%. Tourists stay on the farm. Tourists eating in the restaurant. People coming to the fishing competition, football competition or model aircraft rally.

Level 2 Clear (3-4 marks)

Development of point lifted from the stimulus. The tourists who come to the farm for any of the activities buy wine and increase the income. This means there is a regular income, as there is a guaranteed market. Farming dependent on the vagaries of the weather – tourism can provide an all the year income.

(4 marks)

- (d) **Level 1 Basic (1-3 marks)**
Simple statements entirely based on Figures 13 and 14. Quality wines produced, new areas built / dams and barrages built / winter salads and citrus fruits grown / agricultural development zones set up.

Level 2 Clear (4-6 marks)

Must show evidence of own knowledge in addition to use of Figures 13 **and** 14 for 5 or 6 marks.

They introduced higher yielding seeds / increased use of fertilisers / new crops introduced / greater use of tractors. Houses have been built in the centre of fields / large estates have been broken up. The rivers have been dammed to provide irrigation to the fields / new crops introduced.

Level 3 Detailed (7-9 marks)

Must be evidence of the use of Figures 13 and 14 and of the candidate's extra knowledge. Look for a balance between the consideration of both agricultural improvement and land reform indicate with (ai) and (1r). Most of the agricultural improvement has taken place around the coast. Here marshes have been drained and malaria swamps eradicated reducing the incidence of malaria and allowing more land to be brought into cultivation. Here the building of dams on rivers meant that irrigation water was available. This means a wider range of crops can be grown rather than just the traditional grapes. Mountainous areas like the Sila Massif have been forested to reduce soil erosion and provide another source of income from timber and chestnuts (ai).

The large latifundiae often owned by absentee landlords have been broken up to give the landless labourers or braccianti, farms of their own. New houses have been built out in the fields near the centre of the farmer's new land. These houses have been provided with the modern facilities of water, electricity and sewage systems (1r).

(9 marks)

Total Marks for Question 3 = 30

| Question 4 | | Marks |
|-------------------|---|--------------|
| (a) | (i) City A – Dhaka River B – Ganges | (2 marks) |
| | (ii) (2x1). The area is flat/low lying. There are a large number of rivers. There are many distributaries/ tributaries. Silt is being deposited in the sea. The sea is shallow. There are many islands in the main river. There is one main river and many smaller rivers. It is covered in fertile silt. It is a delta. Forest, flood plain. <u>Not</u> low lying. | (2 marks) |
| | (iii) If diagram is used, read text first and then credit any additional information on diagram. | |
| | Level 1 Basic (1-2 marks) Number of unrelated facts with no idea of sequence – the river deposits its material at the mouth. | |
| | Level 2 Clear (3-4 marks) Processes indicated but incorrect or incomplete sequence. Lots of erosion produces a great deal of silt, which is deposited where the river enters the sea. | |
| | Level 3 Detailed (5-6 marks) Detailed understanding of the process with complete sequence. There is a great deal of erosion upstream in the Himalayas. This means that the Ganges is carrying a great deal of silt. The lower part of the river has a very gentle gradient. This means that the river loses a lot of energy through friction and deposits its load of silt as soon as it enters the sea. The amount of sediment being deposited causes the river to become braided and so splits up into separate channels or distributaries. The material is not washed away because the Bay of Bengal does not have any strong tides or currents and the salt water causes the silt to be deposited and create new land. | (6 marks) |
| | (iv) Level 1 Basic (1-2 marks) Simple statements. There is a lot of water. It is hot. There is a high rainfall. Max level 1 for direct lift from Figure 15. | |
| | Level 2 Clear (3-4 marks) There are large supplies of water available from the many rivers for irrigation. The temperature never drops below 21°C. There is an annual rainfall of over 2000mm. Flat land, deposition of silt. | (4 marks) |

- (b) (i) (2x1). Widely spread across the country but with concentrations in Honshu and Kyushu. Only one in Hokkaido and two in Shikoku. Few on the west coast. Found inland as well as on the coast, around Tokyo/Kobe. More coastal/less in interior. Not – not in mountains, on flat land. (2 marks)
- (ii) **Level 1 Basic (1-3 marks)**
Simple points with no elaboration.
They use electricity from the National Grid. They can use greenfield sites. They are where there is skilled labour.
- Level 2 Clear (4-6 marks)**
The factories use electricity from the National Grid and so can locate anywhere and are not restricted to the coast for import of fuel. They can make use of cheaper sites away from the large urban areas, as long as they have good transport links. They tend to be near universities where there are research facilities and who train skilled labour. Like unpolluted, pleasant environments like the subtropical island of Kyushu. Proximity to one another, near markets, coastal for export. Do not accept negatives. (6 marks)
- (iii) Completed graph. 1 mark for the correct plot and one for the completion of the line. (2 marks)
- (c) **Level 1 Basic (1-2 marks)**
Making chimneys taller / fitting sprinklers and scrubbers / watering coal piles / planting trees.
- Level 2 Clear (3-4 marks)**
Higher chimneys have stronger winds at top to blow pollution away / chemical sprinklers and scrubbers remove sulphur dioxide before it is released.
Watering coal stops dust getting into atmosphere. Trees take in carbon dioxide and give out oxygen. Recycling, use of renewables, nuclear (accept send waste overseas).
- Level 3 Detailed (5-6 marks)**
Must include **named** examples and more than one way of reducing industrial pollution.
The area around Tokyo Bay has a concentration of steelworks and chemical factories. This has led to the pollution of both the air and water. Chemicals such as mercury are released into the water. 1970 Water Pollution Control Law prohibited releasing poisonous wastes into the sea. Sulphur dioxide was released as the result of burning fossil fuels. Chemical and sprinkler systems are now installed on tops of chimneys to remove the sulphur dioxide. (6 marks)

Total Marks for Question 4 = 30

Question 5**Marks**

- (a) (i) Humber estuary, Fens, Norfolk Broads, Thames estuary. North Wales, SW England, E Anglia, NW England, Yorkshire/Lincs, Liverpool/Merseyside/ Lancs, S.East/Kent, Cumbria/Lakes, E.London, Sussex. 0 for Scotland. (3 marks)
- (ii) **Level 1 Basic (1-2 marks)**
Simple statements – polar ice caps melting. Lack of sea defences. The areas are low lying. The sea level is rising.
- Level 2 Clear (3-4 marks)**
Linked statements or developed points. The rise in temperature means that the ice caps are melting. This leads to a rise in sea levels so the low lying areas around the coast get flooded, sea water expansion, increased rainfall. (4 marks)
- (iii) **Level 1 Basic (1-2 marks)**
Simple statements – people die / malnutrition / get flooded.
- Level 2 Clear (3-4 marks)**
Look for linked statements – need to refer to a specific area e.g. Bangladesh. People are poor and cannot afford well built houses, which are easily washed away as the sea level rises. There is an increased number of violent storms associated with global warming and these can destroy houses and crops and so they starve. (4 marks)
- (b) (i) **Level 1 Basic (1-2 marks)**
Simple generalisations. The cities in the LEDCs have grown much quicker than the cities in the MEDCs.
- Level 2 Clear (3-4 marks)**
Includes some evidence of specific information taken from Figure 20.
The growth of cities in the LEDCs is much greater than in the MEDCs. Mexico City, São Paulo, Mumbai and Rio de Janeiro have actually doubled their populations. The population of New York has actually fallen. (4 marks)

- (ii) **Level 1 Basic (1-2 marks)**
Simple statements – more jobs, more medical facilities etc in cities. Natural disasters, infertile soils etc as push factors from rural areas.

Level 2 Clear (3-4 marks)

Need both push and pull factor(s). For full marks there needs to be some evidence that the candidate recognises that the question asks for reference to a specific country.

The floods in Bangladesh means that people in the countryside move to Calcutta/Dhaka. Lack of jobs in the Amazon basin mean that people move to Rio de Janeiro to look for work.

(4 marks)

- (iii) An **unplanned** spontaneous settlement, make-shift, poor housing, illegal, accept type of materials used. Not – shanty/favelas/bustees.

(1 mark)

- (iv) **Level 1 Basic (1-2 marks)**
Merely based on Figure 21 – they get piped water. They get un-metered electricity.

Level 2 Clear (3-4 marks)

Evidence of both the use of Figure 21 and the candidate's own knowledge. The inhabitants improve their houses on a self-help basis. They are given building materials and they build their houses on foundations provided by the authorities. The services like water and electricity are provided although some will illegally link themselves up to electricity wires.

(4 marks)

- (c) Accept Green Revolution but Level 2 max, unless an area/country stated.

Level 1 Basic (1-2 marks)

The people can irrigate their crops. The people get educated. They can grow crops.

Level 2 Clear (3-4 marks)

People who are working on the development project learn skills, which they use in other situations and may be able to teach other people. By developing irrigation they may be able to get more than one harvest a year, which results in them being better fed.

Level 3 Detailed (5-6 marks)

There needs to be a specific reference to a named development project. The building of dykes in Vietnam means that areas of farmland can be drained and protected from flooding. There is therefore an increase in farmland. This could be used to grow food crops like rice as well as cash crops, which can be sold. People are better fed and they

also have money from the sale of cash crops. They can use this to build better living conditions. The building of the dykes taught the people new skills. These skills allowed them to undertake other building work. They were also in the position to teach these skills to others like their children. (6 marks)

Total Marks for Question 5 = 30