



General Certificate of Secondary Education

Geography 3032

Specification B

3032-2H Paper 2 Higher 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 Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

PAPER 2H

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

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', '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 'box' 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.

3032/2H

Question 1

Marks

- (a)
- (i) M20
 - (ii) deforestation
 - (iii) the periphery
 - (iv) Poor harvests
 - (v) annual rainfall of over 2000mm
 - (vi) The burning of fuel in thermal power stations. *(6 marks)*
- (b)
- 1 – trees cut/burned
 - 2 – use ash as fertiliser
 - 3 – cultivate crops
 - 4 – harvest crops
 - 5 – move to another area
 - 5 correct = 4, 4 correct = 3, 3 correct = 2,
2 correct = 1 *(4 marks)*
 - Start anywhere.

Total Marks for Question 1 = 10

Question 2	Marks
(a) W = Hokkaido X = Kyushu Y = Fuji Z = Kobe, Osaka, Kobe-Osaka.	(4 marks)
(b) (i) A company with branches in many/more than one country (1). Plus 1 mark for elaboration (e.g. named TNC).	(2 marks)
(ii) Lower wages overseas/high wages in Japan, rising costs of production at home, access to markets, avoid import taxes/quotas, access to raw materials, larger market, lower transport costs government incentives/grants..	(2 marks)
(c) (i) The type of work carried out in a place (OWTTE)	(1 mark)
(ii) Point mark, no mark for name. Paris - capital city, financial/banking/commercial centre, industrial/industry, cultural centre (eg Louvre), educational centre (Sorbonne), tourism. Rotterdam/Europoort – importing/exporting, large hinterland/Ruhr, break of bulk port/in transit port, processing of raw materials – allow reference to specific terminals eg. Botlek (oil), Maasvlakte (containers), oil refining, shipbuilding, Ro-Ro ferries (not just <i>trade</i>), named industry only, passenger terminal.. Ruhr – coal mining (Lippe), heavy industry (iron and steel, textiles, chemicals), light industry (high tech), port. Milan/Turin/Genoa – Milan: route focus, food processing (Parmesan cheese), car manufacture – Alfa Romeo, chemical industry, textiles, financial/commercial centre, fashion, tourism. Turin: route centre, car manufacture – Fiat/Lancia, electrical industries – Olivetti, tourism. Genoa: major port/oil port, oil refining, steel/shipbuilding industries, food processing from imports – sugar refining, flour mills.	(3 marks)
(d) Largest/very large area to the east of the river, near industry near to the port/docks, along the railway to the west and east, near to the industrial sector to the west, near to lakes to the east, also can say where away from eg. some distance/ measured distance away from CBD / medium class residential. Point marked.	(4 marks)
(e) 1 mark for each correct label of: Eye/sinking air, low pressure over sea/inflow of air, warm sea/sea temps. Above 27 ⁰ C, water evaporated, convection/ rising air, cumulonimbus clouds, latent heat release (with condensation), friction free surface – continuous supply of warm moist air, heavy rainfall, specified dimensions. NOT wind speed, circulation of air.	(4 marks)

Total Marks for Question 2 = 20

Question 3	Marks
<p>(a) (i) X = Costa del Sol Y = Costa Brava Z – Balearic Islands</p>	<p>(3 marks)</p>
<p>(ii) 1 mark for name, 2nd mark for correct location in the Costa. Likely answers: Costa del Sol – Torremolinos, Marbella, Malaga, Benalmadena, Nerja, Puerto Banus, Fuengirola, Estepona, Almeria Costa Blanca – Benidorm, Alicante Costa Dorada – Salou, Sitges, Tarragona, Barcelona Costa Brava – Lloret de Mar, Calella, Barcelona, Estartit, Tossa del Mar, Blanes, Pineda.</p>	<p>(2 marks)</p>
<p>(b) (i) Level 1 Basic (1-2 marks) Individual months for temperatures / rainfall, groups of months.</p> <p>Level 2 Clear (3-4 marks) Recognition of pattern(s) over the year. References to seasons – hot summers, mild/warm winters, summer drought, winter rainfall, max/min temperatures.</p>	<p>(4 marks)</p>
<p>(ii) Only climate is relevant.</p> <p>Level 1 Basic (1-2 marks) Simple statements – hot/warm weather, blue skies, sun tan/sunbathing, cold in N Europe, individual months only (e.g. no rain in June and July).</p> <p>Level 2 Clear (3-4 marks) Linked statements. Hot / warm summers for sunbathing / suntan, hot weather for warm seas / pools / swimming, mild/warm winters escape from cold winters of N Europe, dry summers / clear skies for walking / sunbathing / named sporting activities.</p>	<p>(4 marks)</p>

- (iii) Answers can relate to either the building of the complexes or to the tourists staying in them but must in some way affect the environment.

Level 1 Basic (1-3 marks)

Simple statements – sewage from hotel / water pollution, visual pollution, loss of habitats, dust / noise from building, air pollution from extra traffic. Accept drunken behaviour from tourists.

Level 2 Clear (4-6 marks)

Linked statements and detailed explanations.

The building of the hotel spoils the view and causes visual pollution, sewage from the hotel enters the sea and causes water pollution, air pollution caused by tourists hiring cars, water cut off leads to disease, loss of habitats caused by building the hotel, hotel / swimming pools and disease is ok. e.g. *Many high rise hotels have been built along the sea front causing severe visual pollution, water pollution occurs from so many hotels and insufficient sewage plants, knock on effect on fishing industry* would also be acceptable. (6 marks)

- (c) **Level 1 Basic (1-3 marks)**

Simple statements – large estates (latifundia) broken up, farmers own land, swamps drained, new crops planted, larger fields, mechanisation introduced, slopes terraced.

Level 2 Clear (4-6 marks)

More detailed improvements with effects on standard of living.

Farmers own land – so willing to improve it / use fertilisers to get higher yield, new salad crops grown – so increased wealth, larger fields – mechanisation introduced, drained malarial swamps – less disease, new machinery – increased efficiency.

Level 3 Detailed (7-9 marks)

Detailed account of the improvements made and accurate reference to the improvements in the standards of living. Answers should include reference to named areas / features e.g. motorways (Autostrada del Sole). (9 marks)

- (d) Industrial development/named industry (e.g. Taranto steel, food processing), new motorways, tourism, rising incomes from farming. Improved standards of living, specified industry/jobs, second homes. (2 marks)

Total Marks for Question 3 = 30

Question 4	Marks
<p>(a) X = Brahmaputra (accept Jamuna/Januma/Jomuna) Y = Kolkata (Calcutta) Z = Bay of Bengal</p>	(3 marks)
<p>(b) Level 1 Basic (1-2 marks) Simple statements with no development – river deposits silt, river slows down.</p> <p>Level 2 Clear (3-4 marks) More detailed but sequence not correct – depositing silt before slowing down, vegetation before silt deposited.</p> <p>Level 3 Detailed (5-6 marks) Good development of processes and correct sequence shown in the formation - river carries large sediment / silt, river slows down as it reaches the sea, sediment is deposited, sediment builds up / forms land, river splits into distributaries, vegetation colonisation, few currents, allow forest clearance / soil erosion in Himalayas. Credit annotations on a diagram – if different from text.</p>	(6 marks)
<p>(c) (i) Level 1 Basic (1-3 marks) Simple statements with no development, probably mostly description – houses destroyed, fields flooded, deaths.</p> <p>Level 2 Clear (4-6 marks) Linked statement to show the effects of the storms. Must be description and explanation to access this level. Floods destroy crops – starvation Houses poor/strong winds – blown down Polluted water – disease, Homes lost/storm surge – drowning, Absence of sea defences – flooding, flat land – widespread damage/flooding High population/density – large numbers affected No homes/food - migration to cities Cities flooded – sewage Rice destroyed – lack of food Eye of storm – they think they are secure Roads destroyed – people stay in area</p> <p>Level 3 Detailed (7-9 marks) Must be specific factual information, as well as evidence of own knowledge. Linked statements, both description and explanation – eg. specific place names in Ganges Delta (Dhaka, Calcutta), specific diseases eg. cholera.</p>	(9 marks)

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- (ii) Multilateral/bilateral aid (=1 only), vaccinations/antibiotics, stronger buildings/on stilts, storm shelters, build banks on rivers, radios for fishermen at sea, improved roads/transport, raised mounds, sea walls, warning systems. (2 marks)
- (iii) **Level 1 Basic (1-2 marks)**
Simple statements with no development, fertile soil/silt, impervious clay soils, water supply, irrigation.
- Level 2 Clear (3-4 marks)**
Linked statements needed.
Fertile soil/silt – more than one harvest/high yields, impervious clay soils – retain moisture, water supply for crops/irrigation, irrigation water – planting of rice, high temperatures – ripen crops. (4 marks)
- (d) (i) Correctly placed high and low pressures = 1
One label = 0 (1 mark)
- (ii) Arrow from sea towards land. (1 mark)
- (iii) Explanations – high temperatures over Asia in summer (low pressure), land is warmer than the sea (higher pressure), high angle of sun, tropical location, winds blow from high to low pressure, rising air over Asia, evaporation/condensation sequence (=1). 2 max for diagram. (4 marks)

Total Marks for Question 4 = 30

Question 5**Marks**

- (a) **Level 1 Basic (1-2 marks)**
No indication of any kind of pattern. Simple statements with reference to individual countries. High providers – Japan / Sweden / Norway / France over \$100 per person. Receivers – India, Brazil.
- Level 2 Clear (3-4 marks)**
Indication that the candidate is able to take an overview and recognise some kind of pattern from the data. Providers – MEDCs, N of Tropic of Cancer (anomaly – Australia) receivers – LEDCs, all Africa, most of S America. (4 marks)
- (b) Multilateral – governments give money to international organisations eg. World Bank, WHO, UNICEF/ international agencies decide how to spend money/no string attached in theory.
- Bilateral – aid from one government/country to another/strings/tied aid, benefits to donor country from increased trade/recipient country has to repay with interest creating debt. (2 marks)
- (c) No mark for name (accept Green Revolution in India) – max Level 2. Answers will be centre specific, depending on the development project studied.
- Level 1 Basic (1-3 marks)**
Generalised statements without any reference to a named example or vague named example with little detail.
A dam has been built so that irrigation water can be taken to fields.
- Level 2 Clear (4-6 marks)**
Clear reference to the named example with specific detail but lacks information on how project helped local people. The name of the country may be enough to validate the example.
In Vietnam dykes are built to protect farmland from flooding by the sea. Oxfam has worked with the local people using funds from the British Government to build an 11-mile-long sea dyke in Ky Anh province.
- Level 3 Detailed (7-9 marks)**
Must be detailed factual information about development project with effect on local people. (9 marks)
- (d) (i) Correct plot (1 mark)
- (ii) **Level 1 Basic (1-2 marks)**
No comparisons made, individual figures only given for either LEDCs or MEDCs.
- Level 2 Clear (3-4 marks)**
Clear comparisons made – LEDCs have greater overall increase / % increase from 1990-2020, 2020 largest increase in both cases, 1990-2000 LEDCs 30% increase / MEDCs no increase, 2020 LEDCs nearly doubled / MEDCs lower at 25%. Both like and unlike in comparisons, must be clear comparison for 4 marks. (4 marks)

(iii) **Level 1 Basic (1-3 marks)**

Generalised statements, separate without any links between the separate factors or lacking the end of the sequence.

Burning + release of CO₂

Removal of trees + less photosynthesis/more CO₂

Level 2 Clear (4-6 marks)

Whole sequence needed.

Burning + release of CO₂

Removal + less photosynthesis/more CO₂

+ Build up of CO₂/forms layer

+ CO₂ traps heat/longwave radiation

Methane/CO₂ released from rotting vegetation/methane from cattle. (6 marks)

- (iv) Rock groynes/rock armour, fish tail groynes, rip-rap, flood banks/dykes, revetments, coastal embankments, levees, sea walls, gabions, beach nourishment, plant marram grass, barrages. NOT dams. (2 marks)

- (v) Rock armour, rip-rap – protection from/reduces force of waves, fish-tail groynes - trapping of sediment/creates beaches, flood banks, embankments – stop flooding of coasts from rising sea levels. (2 marks)

Total Marks for Question 5 = 30