



General Certificate of Secondary Education

Geography 3032 Full Course *Specification B*

3032/1H Paper 1 Higher Tier

Mark Scheme

2007 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.

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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; 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', '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 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.

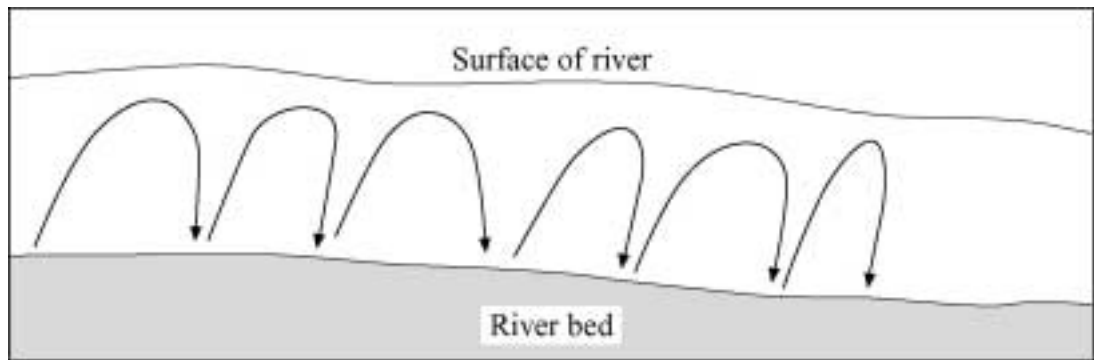
It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability 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.

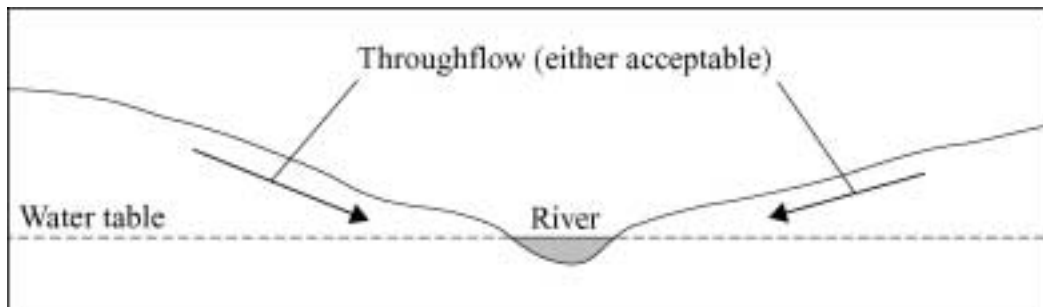
- 1(a) Corrie (1 mark)
- 1(b) Extensive (1 mark)
- 1(c) The power stations are expensive to build. (1 mark)
- 1(d) Spinney Hills (1 mark)
- 1(e) The crude oil (is imported in bulk) and then broken down (into smaller refined products). (1 mark)

1(f)



(1 mark)

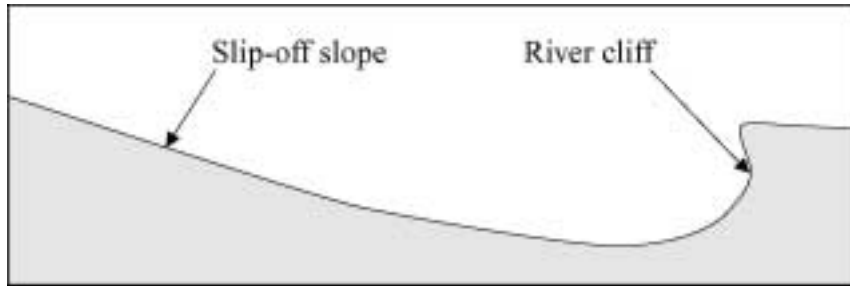
1(g)



(1 mark)

Total Marks for Question 1 = 7

- 2(a) Marks for a generalised asymmetrical shape the correct way around (1) with the river cliff (1) and the slip-off slope (1) in the correct positions.



(3 marks)

- 2(b) **Level 1 (Basic) 1–2 marks**

It may be unclear as to which is which. Simple statements.

Slip-off slope and river cliff are formed by erosion and deposition.

Level 2 (Clear) 3–4 marks

Linked statements. Accept reference to pools and riffles, depth of water, hydraulic action. Full marks only if both sides considered.

The river cliff is formed on the outer bend of the meander. This is where the water is deeper and moves more quickly. The slip-off slope is formed on the inside bend by deposition and this is where the river is shallow and flows slowly.

(4 marks)

Total Marks for Question 2 = 7

-
- 3(a) 290 mm, 0 if no units. (1 mark)
- 3(b) (2 x 1)
 The highest rainfall is found around Seathwaite/Helvellyn. The highest rainfall on the summit (of Helvellyn). The highest rainfall is in the centre of the Lake District. Max 1 on relationship between height and rainfall. Max 1 for quoting figures and/or locations. No marks for direct opposites. (2 marks)
- 3(c) **Level 1 (Basic) 1–2 marks**
 Simple statements and/or generalised description of relief rainfall with no evidence of precise regional information about the Lake District.
The winds blow over the sea and are forced to rise over the mountains.
The water vapour is cooled, condenses and falls as rain.
- Level 2 (Clear) 3–4 marks**
 Linked or developed statements with evidence of information taken from Figure 6, plus any additional regional knowledge. Must refer to Fig 6a or 6b.
The westerly winds pick up moisture by evaporation over the Irish Sea.
They are forced to rise over the mountains of the Lake District. The east of the Lake District gets less rain because it is in a rain shadow. Accept reference to variation over year from 6a. (4 marks)

Total Marks for Question 3 = 7

-
- 4(a) Chalky boulder clay (all three words required). (1 mark)
- 4(b) It does not get too sticky when wet (1). It provides a good foundation for the growing cereals (1). It is fertile (0). If (a) is wrong credit any correct reasons why the chosen soil is suitable for cereal cultivation. (2 marks)
- 4(c) **Level 1 (Basic) 1–2 marks**
 Simple and/or generalised statements with no illustrative climatic statistics or there is no indication of how the climate benefits cereal production in East Anglia.
The summers are hot and sunny. The winters are cold which break up the soil.
- Level 2 (Clear) 3–4 marks**
 Linked statements with illustrative climatic statistics and reference to how cereal production benefits. Accept the word 'frost' as a climatic statistic. Must refer to at least two of temperature, rainfall, sunshine or wind to get full marks.
There is between 500 and 750mm of rain, which makes the wheat less likely to suffer fungal diseases. The average temperature is 16–21°C in July which allows the crops to grow rapidly. There is over 6.5 hours of sunshine in July which is good for ripening the crop. The average temperature of 0–5°C in January breaks up the soil in winter and so makes it easier to cultivate and kills pests in the soil that may attack the growing crops. (4 marks)

Total Marks for Question 4 = 7

-
- 5(a) Comprehensive redevelopment (slum clearance) is where the old buildings are knocked down and new ones built (1). Housing renovation is the upgrading and modernising of existing properties (1). (2 marks)
- 5(b) **Level 1 (Basic) 1–2 marks**
 Simple statements, with lifts from Figure 8, or with no indication of why the scheme in Stoke-on-Trent is better than comprehensive redevelopment.
The area has been landscaped and there are places for the toddlers to play. Roads have been improved. Renovation is cheaper.
- Level 2 (Clear) 3–4 marks**
 Linked statements, which show how urban renewal is better than slum clearance.
With comprehensive redevelopment people would have to be moved away and there would be a loss of community spirit. People would be moved away from the area where they had lived for a long time. The houses would have been modernised with new bathroom facilities and the general environment improved making it a more pleasant area in which to live. (4 marks)
- 5(c) The price of houses would go up/the local people may not be able to buy in the area any more. Accept reference to social divisions/change of service provision, e.g. pub becomes a wine bar. (1 mark)

Total Marks for Question 5 = 7

- 6(a) Reserve one mark for physical/human aspects.
To preserve and enhance the natural beauty of the area/conservate wildlife habitats (1). To promote people's enjoyment of the countryside/promote economic and social well-being of Lake District communities (1). (2 marks)

- 6(b) **Level 1 (Basic) 1–2 marks**
Simple statements with indication of process or sequence.
The valley is eroded and filled up with water.

Level 2 (Clear) 3–4 marks
Developed statements with the sequence correct with reference to process but no details.
The valley is eroded by plucking and abrasion as the glacier moves. The terminal moraine traps the water from the lake.

Level 3 (Detailed) 5–6 marks
Full details of processes with correct sequence.
The glacier moves down the valley eroding away less resistant rocks. This is done by the ice plucking the first shattered rocks from the valley floor, and abrading forming a glacial trough. The eroded material is pushed in front of the glacier and is deposited at the furthest point the glacier reaches, forming the terminal moraine. This traps the water when the ice melts to form a ribbon lake. (6 marks)

- 6(c)(i) Candidates can refer to any honeypot that they have studied in the Lake District, but there must be some reference to water activities to show that they have made use of Figures 9a and/or 9b to reach Level 2.
Maximum of Level 1 if the honeypot chosen is not in the Lake District, however detailed.

Level 1 (Basic) 1–2 marks
Simple generalised statements not particularly specific to the Lake District or entirely based on Figures 9a and 9b.
There are many boats using the lake at the same time. The people going fast in the speedboats may upset the people in the sailing boats. There will be too much traffic. There will be noise and air pollution. There will be a problem with litter. There will be traffic congestion.

Level 2 (Clear) 3–4 marks
Linked statements showing the use of Figures 9a and 9b and the candidate's own knowledge about a Lake District honeypot.
The large number of boats can cause erosion of the banks from the wash. The motorboats will go fast and will disturb the beauty of the area because of the noise of the engines and the diesel fumes. Where there is a major tourist attraction like William Wordsworth's house in Grasmere there is the problem of litter. The footpath down to the lake has been heavily eroded. (4 marks)

6(c)(ii) (2 x 1) or (1 x 2)

Must reflect improvement to environment/cut down on air pollution/cut down on noise pollution/reduce the amount of erosion of the banks from the wash made by the motorboats.

(2 marks)

6(d) **Level 1 (Basic) 1–2 marks**

Candidates can get to the top of Level 2 by concentrating on either the advantages or the disadvantages.

Simple statements.

Farming

Gates left open/walls broken down/animals frightened/more money.

Employment

Unskilled jobs/only in summer season/more jobs.

Level 2 (Clear) 3–4 marks

Linked or developed statements.

Farming

Tourists want to allow their dogs to run free but this can frighten the farmers' sheep. Ramblers climb over the dry stone walls to cross a field and this can lead to the wall being broken down. Hikers do not always close a gate when they go into a field and the sheep escape onto the road. Farmers get another source of income to that gained from farming.

Employment

Much of the employment is only in the summer months and so unemployment doubles in the winter. Most of the jobs caused by tourism, such as waiters or hotel maids are low paid and unskilled. There are more jobs provided in tourist facilities such as chambermaids/waiters.

Level 3 (Detailed) 5–6 marks

Must cover both advantages and disadvantages and expect a reasonable balance between the two for full marks.

Farming

Tourists want to allow their dogs to run free but this can frighten the farmers' sheep. Ramblers climb over the dry stone walls to cross a field and this can lead to the wall being broken down. Hikers do not always close a gate when they go into a field and the sheep escape onto a road. Tourism provides an alternative source of income for the hill farmers whose incomes have dropped in recent years. They are able to offer bed and breakfast accommodation and also allow camping in their fields. Many have diversified into other leisure pursuits such as pony trekking and quad bike riding.

Employment

Much of the employment is only in the summer months and so unemployment doubles in the winter. Most of the jobs caused by tourism, such as waiters or hotel maids are low paid and are unskilled. Many small businesses have sprung up to supply the needs of tourists. Gift shops and souvenir shops have proved very profitable and employ large numbers of people. Tourism provides employment in an area where there are few other employment opportunities outside farming.

(6 marks)

Total Marks for Question 6 = 20

- 7(a) Must refer to the river and its immediate environment i.e. the floodplain.

Level 1 (Basic) 1–2 marks

Simple statements without any real reference to the Ordnance Survey map extract, Figure 10.

The river is bendy. There are lakes. The valley is flat.

Level 2 (Clear) 3–4 marks

Linked statements using geographical terminology and precise reference to the Ordnance Survey extract.

The river meanders across a wide flood plain. It is joined by two tributaries in squares 5197 and 5198. There are a number of lakes near to the river, for example in square 5795. The gradient of the river is very gentle and so it is likely to be flowing relatively slowly. Humans have altered the river, for example the Culham Cut in square 5094.

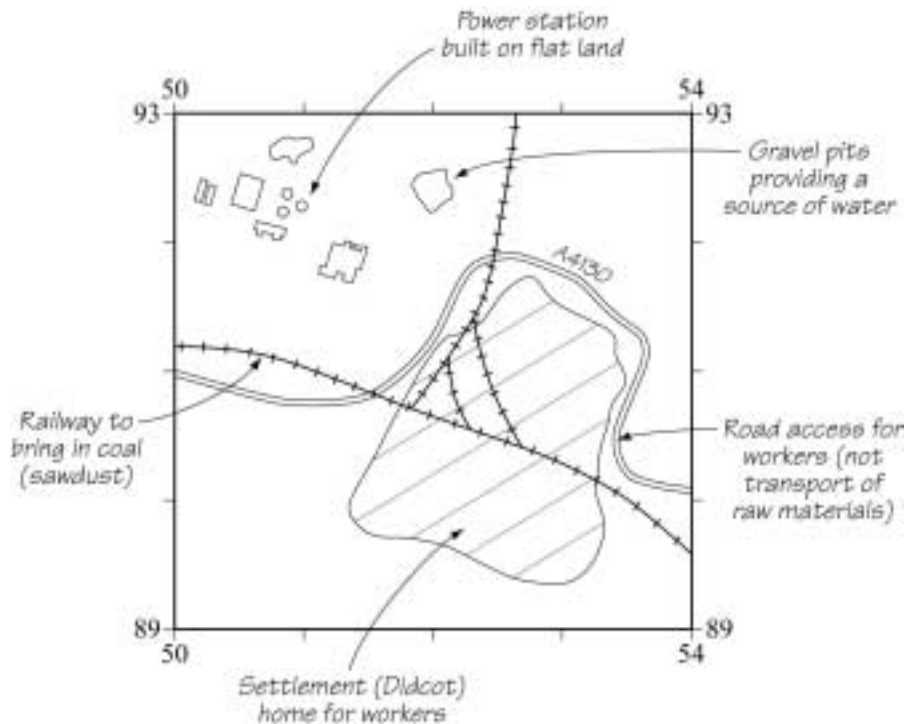
(4 marks)

- 7(b)(i) (2 × 1) (1 × 2)

Coal is non-renewable/will run out/coal produces much air pollution/sawdust comes from trees, which are renewable/less contribution to global warming.

(2 marks)

- 7(b)(ii)



1 mark for the general accuracy of the map. Must show two of railways, roads, settlement and electricity transmission lines. Reserve 1 mark for the use of the railway connections. Other 2 close to town for workers/gravel pits/River Thames for cooling water/gravel pits for ash disposal/electricity transmission lines for giving links to the National Grid.

(4 marks)

- 7(c)(i) (2 × 2 or 4 × 1)
 There has been an increase in commuting. These villages are near to towns like Abingdon, Didcot or Oxford. People who work in towns prefer to live in the countryside. There are good road and rail connections to get people to work in towns. Credit any supporting evidence from the Ordnance Survey map extract. Do not accept cheaper or jobs at the power station. (4 marks)
- 7c(ii) **Level 1 (Basic) 1–2 marks**
 Simple statements. Candidates can get to the top of Level 2 concentrating on either the advantages or the disadvantages.
Advantages
Increased population/more houses being built/keeps shops and school open.
Disadvantages
More traffic/house prices go up/do not use village shops/loss of community spirit.
- Level 2 (Clear) 3–4 marks**
 Linked or developed statements.
Advantages
As people move into the village there are more people who can use the village shop or will have children who can go to the village school. They may get involved in the village and revitalise village life.
Disadvantages
They tend to do their shopping in the town where they work and so do not use the village shop. They tend to be older and do not have primary school children and so do not use the village school. There may be a loss of community spirit because the original inhabitants and the newcomers do not mix. The cost of housing is forced up making them too expensive for people born in the village.
- Level 3 (Detailed) 5–6 marks**
 Must cover both advantages and disadvantages and expect a balance between the two for full marks.
As people move into the village there are more people who can use the village shop or will have children who can go to the village school. They may get involved in the village and revitalise village life. On the other hand they tend to do their shopping in the town where they work and so do not use the village shop. They tend to be older and do not have primary school children and so do not use the village school. There may be a loss of community spirit because the original inhabitants and the newcomers do not mix. The cost of housing is forced up making them too expensive for people born in the village. If the population of a village is on the increase it is more likely to get investment for new projects than if the population is in decline. (6 marks)

Total Marks for Question 7 = 20