



## **General Certificate of Secondary Education**

# **Geography 3032 Full Course** *Specification B*

**3032/2F Paper 2 Foundation Tier**

## **Mark Scheme**

*2008 examination - June series*

**Post standardisation**

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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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 '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)(i)   | Costa Blanca                                      | (1 mark) |
| 1(a)(ii)  | Debt relief                                       | (1 mark) |
| 1(a)(iii) | Integrated Mediterranean Programme                | (1 mark) |
| 1(a)(iv)  | Kolkata (Calcutta)                                | (1 mark) |
| 1(a)(v)   | An increase of 11 million tonnes                  | (1 mark) |
| 1(a)(vi)  | Children help farm the land, (allow unemployment) | (1 mark) |
| 1(b)(i)   | A   | (1 mark) |
| 1(b)(ii)  | B   | (1 mark) |
| 1(b)(iii) | A   | (1 mark) |
| 1(b)(iv)  | A   | (1 mark) |

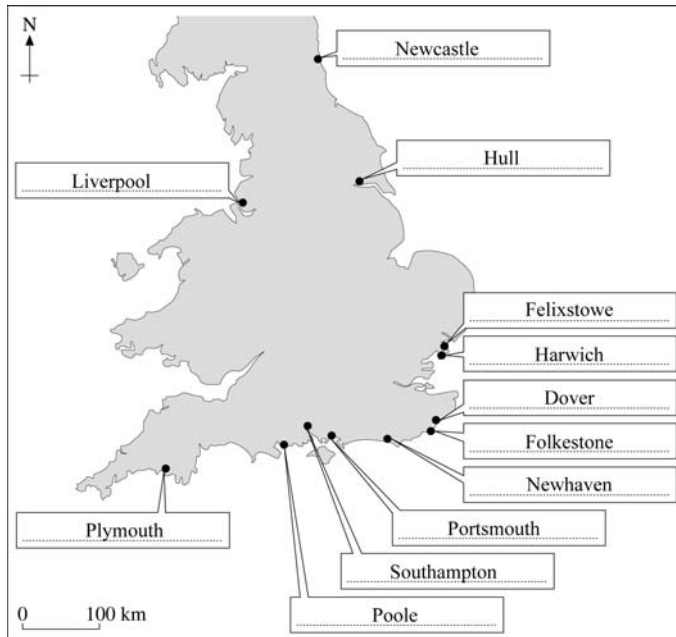
**Total marks for Question 1: 10**

- 2(a) **Rotterdam/Europoort**  
Rhine, New Waterway, hinterland, Hook of Holland, westward.  
**The Ruhr Conurbation**  
south, heavy, electronics, Dortmund-Ems, Duisburg  
**The Paris Region**  
Seine, north, Sorbonne, Peugeot, suburbs  
**The Milan/Turin/Genoa Industrial Triangle**  
Western, France, Genoa, Turin, HEP (5 marks)
- 2(b)(i) X = Honshu (1 mark)
- 2(b)(ii) Y = Sea of Japan, East Sea (1 mark)
- 2(b)(iii) **Level 1 Basic (1-2 marks)**  
Simple statements, answers relate mainly to positive aspects of living on coast rather than the physical constraints of the areas shown.  
Volcanoes, mountains, earthquakes, cold climate, steep slopes;  
flat land along coast (for farming/industry), no volcanoes along coast, few jobs, little industry.
- Level 2 Clear (3-4 marks)**  
Linked statements needed, answers probably relate to the physical constraints of the areas but allow relevant human factors (lack of jobs/industry)
- |                       |   |
|-----------------------|---|
| volcanoes             | - danger to life / eruption   |
| (high) mountains      | - too steep for settlement / cold climate / thin soils / poor communications / hard to build on |
| earthquakes           | - danger of landslides / unstable   |
| cold/wet/snow covered | - unsuitable climate for habitation, farming  |
| steep slopes          | - unstable soil   |
- (4 marks)
- 2(c)(i) Accurate construction = 1  
correct labels = 1 (2 marks)
- 2(c)(ii) Goods/materials (from overseas) brought into a country / area. (1 mark)
- 2(c)(iii) Must be a clear 'difference' to gain credit.  
Imports more raw materials, exports more finished goods, largest import oil – none exported, largest export transport / cars – none imported, no foodstuffs exported, no iron and steel imported, more electrical goods exported, more machinery exported. (2 marks)
- 2(d)(i) Accept 6 to 6.5% (1 mark)
- 2(d)(ii) 16% (1 mark)
- 2(d)(iii) B (1 mark)
- 2(d)(iv) A (1 mark)

**Total marks for Question 2: 20**

- 3(a)(i) 3 x 1  
A poor region / region of low economic development / low incomes / low GNP / low living standards, lacks industry technology, high unemployment, poor infrastructure, mainly agricultural, high out-migration, low skill, poor housing/education/health. (3 marks)
- 3(a)(ii) True, False (2 marks)
- 3(b)(i) **Level 1 Basic (1-2 marks)**  
Simple statements, comments taken from sketch.  
Poor (alkaline) soils / limestone soils, steep slopes, marshes, poor vegetation, eroded soils, hot summers.
- Level 2 Clear (3-4 marks)**  
Linked statements needed, use of Figure 9 and own knowledge  
poor limestone / alkaline soils – low income, farming difficult  
steep slopes – difficult to use machinery  
malaria marshes – disease  
eroded soils (heavy winter rain) – poor farm land  
poor vegetation / maquis – poor grazing  
hot summers – crops die. (4 marks)
- 3(b)(ii) Small plots of land, low income / poverty / lack of education / health care / housing  
lack of investment, lack of jobs / unemployment (2 marks)  
lack of electricity / water, low living standards, latifundia system / absentee landlords / lack of entertainment, influence of mafia
- 3(b)(iii) Small plots – (can't use machinery,) - low income / poverty  
low income – unable to invest / improve  
lack of investment – low income / poverty  
lack of jobs – poverty, low income  
lack of electricity / water – low living standards. (2 marks)
- 3(b)(iv) Must be farming practices (not land reform)
- Level 1 Basic (1-3 marks)**  
Simple statements  
higher yielding seeds, chemical fertiliser / pesticides, irrigation, new crops, wine making, use of machinery, afforestation, terracing.
- Level 2 Clear (4-6 marks)**  
Look for linked statements  
higher yielding seeds – increased yield of crops  
chemical fertiliser / pesticides – increased yields / improved soils  
irrigation – crops can be grown in summer  
new crops introduced (salads / citrus) – sold in European winter  
wine making – additional income using locally grown grapes  
greater use of machinery – saving time / effort (e.g. tractors)  
co-operative / buy in bulk – reduced costs  
terracing of slopes – more use of machinery. (6 marks)
- 3(b)(v) Continued poverty, lack of young people / workers / ageing population, lack of investment, abandoned / run down farms, loss of educated people 2 x 1 or 1 x 2. (2 marks)

3(c)(i) 1 mark for a correct name



(1 mark)

- 3(c)(ii) Dover – Calais / Dunkirk / Ostend / Zeebrugge  
 Folkestone – Boulogne  
 Felixstowe / Harwich – Hook of Holland / Rotterdam / Esbjerg / Zeebrugge  
 Southampton / Portsmouth – St Malo / Cherbourg / Caen / Le Havre / Bilbao / Santander  
 Hull – Rotterdam / Europoort / Zeebrugge / Hamburg / Esbjerg  
 Newcastle – Amsterdam  
 Plymouth – St Malo / Roscoff / Santander  
 Newhaven – Dieppe  
 Poole – Cherbourg  
 Liverpool – Belfast / Dublin

(1 mark)

3(c)(iii) Any English port acceptable but must be infrastructure.

**Level 1 Basic (1-2 marks)**

General information about a specific port or no reference to specific port e.g. breakwaters, harbours, docks, road and rail links.

**Level 2 Clear (3-4 marks)**

Must be a named port to reach Level 2 e.g. Dover  
 Ro-Ro, container terminal and freight handling  
 jetfoil terminal, cruise ships, marinas, large parking areas

(4 marks)

- 3(c)(iv) Short time (35 minutes) to cross Channel / quick  
 faster than ferry or hovercraft  
 good motorway links (M20 – UK; A26/A16 – France), rail links  
 no delays caused by weather (unlike ferry), no sea sickness

(2 marks)

- 3(c)(v) Competition with south coast ports / less traffic using ports,  
 unemployment in / decline of ports, terrorism, fire, illegal immigrants,  
 more expensive than ferry, no views, cant have meal / break.

(1 mark)

**Total marks for Question 3 = 30**

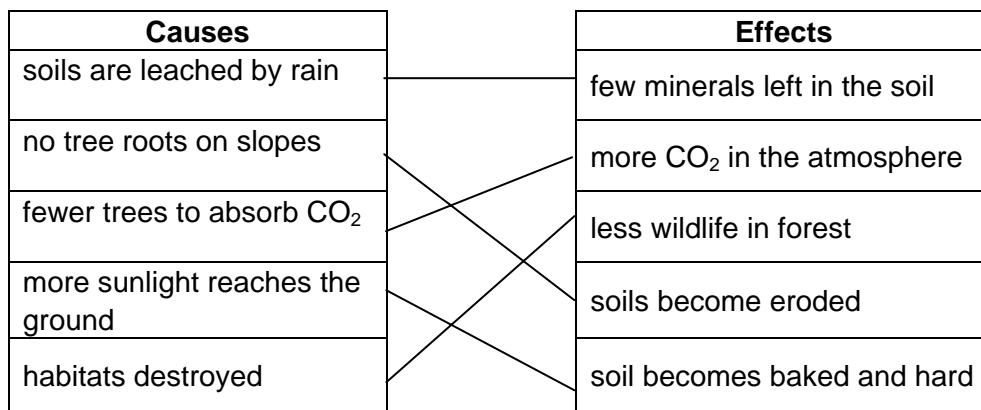


4(a) Manaus, (tropical / equatorial) rainforest / selva (2 marks)

4(b)(i) Could include, for example, buttress roots, drip tips, emergent, canopy, lianas, lack of undergrowth. One mark for each correct label. (2 marks)

4(b)(ii) Buttress roots – support needed due to great height of trees / nutrients near the surface  
 Drip tips – shed water / allow water to run or drip off  
 Emergent – search for sunlight  
 Canopy – lack of light / spread out to obtain more light  
 Lack of undergrowth – lack of light  
 Dense forest – heat and rainfall  
 Lianas – search for light. (2 marks)

4(b)(iii)



(3 marks)

4(c)(i) Deforestation  
 Sustainable development  
 Ecotourism (3 marks)

4(c)(ii) **Level 1 Basic (1-2 marks)**  
 Simple statements  
 Trees replanted, sewage recycled, no pollution, no roads.

**Level 2 Clear (3-4 marks)**  
 Linked statements, use Figure 13 and use of own knowledge.  
 Understanding of term 'ecotourism'.  
 (Named schemes e.g. Alta Floresta in Brazil would also access this level)  
 Trees replanted – helps to conserve the environment / protect wildlife / research  
 Sewage recycled – no river pollution  
 Education – makes tourists aware of threats to environment  
 Boats used – no trees cut down for roads. (4 marks)

- 4(d)(i) **Level 1 Basic (1-2 marks)**  
 Simple statements  
 Flat land, water / wet for rice, fertile soils, water from rivers / monsoon rains, hot / high temperatures, (large) workforce available.
- Level 2 Clear (3-4marks)**  
 Linked statements needed, use of Figure 14 and own knowledge  
 Fertile soils – high yields  
 Rivers / monsoon rains – provide water supply for rice crop  
 Impervious soils – retain water  
 Flat land – helps retain water between bunds/easily flooded  
 Hot / high temperatures – ripen crops  
 (Large) workforce available – planting / harvesting of rice.  
 Large floods – alluvium to fields. (4 marks)
- 4(d)(ii) Nursery beds prepared – seeds planted in nursery beds – fields are flooded – seedlings transplanted – rice harvested – rice dried and threshed  
 5 correct = 4  
 4 correct = 3  
 3 correct = 2  
 2 correct = 1 (4 marks)
- 4(d)(iii) 2 x 2 (allow 1 mark for basic answer and 2 for well elaborated answer)  
 Increased yields / more food – from HYV's, HYV's – higher profits / incomes, fertilisers needed – rise in chemical industries, better diet, no famine, more profit / wages, more machinery, more irrigation. (4 marks)
- 4(d)(iv) 1 x 2  
 Loss of jobs – mechanisation, smaller farmers can't afford  
 Fertilisers / irrigation – go bankrupt / in debt  
 Salinisation – poor irrigation  
 Water pollution – fertilisers / eutrophication  
 Have to buy expensive seeds. (2 marks)  
 Machinery damage soils.

**Total marks for Question 4 = 30**

**Question 5**

- 5(a)(i) 49% (1 mark)
- 5(a)(ii) North America (1 mark)
- 5(a)(iii) Africa (1 mark)
- 5(a)(iv) Europe less / lower (or opposite),  
Europe decline 2000-2020 / South America increase  
Allow calculations as long as differences shown.  
2 differences or 1 difference and accurate data (2 marks)
- 5(b) Jobs / employment, entertainment, bright lights, better education / health  
care, join family. (2 marks)
- 5(c)(i) Land available / first place they arrive at / cheap land (1 mark)
- 5(c)(ii) They are more likely to migrate to the cities. (1 mark)
- 5(c)(iii) They do not have education / skills, long distances from the city centre,  
shortage of jobs in the formal sector, no qualifications needed. (1 mark)
- 5(c)(iv) Accept any reasonable answer (self-employment) – shoe shine, bar owner,  
mechanic, bicycle repairer, street / stall seller, cleaner. (1 mark)
- 5(d) Candidates may refer to any valid attempt(s) to improve conditions –  
self-help schemes, lighting, providing drinking water / electricity, paving  
alleys.

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

Simple statements, lists of attempts but with no / little elaboration e.g. *there are self help schemes to improve housing, electricity and drinking water are now provided.*

**Level 2 Clear (4-6 marks)**

More detailed answers will be given and the attempts to improve the squatter settlements will be clear e.g. *self help schemes will give detail about the improvements and how they are initiated, or the provision of street lighting has helped to reduce crime in the squatter settlements, the installation of sewage systems has led to the reduction in diseases like typhoid.* (6 marks)

- 5(e)(i) 1 x 3  
Atmosphere allows incoming (short-wave) radiation  
Traps outgoing / long-wave radiation, atmosphere or air warms. (3 marks)
- 5(e)(ii) **Level 1 Basic (1-2 marks)**  
Answers have little elaboration. Candidates discuss either the increased use of fossil fuels (coal / oil / gas) OR deforestation.

**Level 2 Clear (3-4 marks)**

More detailed answers. Candidates should discuss both the increased burning of fossil fuels (coal / oil / gas) and deforestation for 4 marks. (4 marks)

5(f)

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

Simple effects based on coastal flooding e.g. flooded land / fields / houses, specific named areas in the UK, with identification of areas most at risk e.g. Peterborough, Kingston-upon-Hull.

**Level 2 Clear (4-6 marks)**

Answer should show an appreciation of other effects apart from coastal flooding. e.g. coastal erosion, flooding by rivers and areas at risk, inability to get insurance cover in some areas, reduction in agricultural output due to fields being flooded (especially East Anglia) possible flooding of parts of London and its effects on government / finance / tourism. Accept reference to global consequences e.g. Ganges Delta.

*(6 marks)*

**Total marks for Question 5: 30**