



General Certificate of Secondary Education

Geography 3032 Full Course *Specification B*

3032/2H Paper 2 Higher 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.

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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' 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.

3032/2H

Question 1	Marks
(a)(i) Costa Blanca	<i>(1 mark)</i>
(a)(ii) Debt relief	<i>(1 mark)</i>
(a)(iii) Integrated Mediterranean Programme	<i>(1 mark)</i>
(a)(iv) Kolkata (Calcutta)	<i>(1 mark)</i>
(a)(v) An increase of 11 million tonnes	<i>(1 mark)</i>
(b)(i) Level 1 Basic (1-2 marks) Individual months for temperatures/rainfall.	
Level 2 Clear (3-4 marks) Recognition of pattern(s) over the year, both rainfall and temperature. Reference to seasons – hot summers, warm/mild winters, summer drought, winter rainfall, max/min. temperatures. Some data needed for maximum marks.	<i>(4 marks)</i>
(b)(ii) Mediterranean	<i>(1 mark)</i>
Total marks for Question 1 = 10	

Question 2	Marks
(a) 1 mark for each correct label (A map will be provided at standardisation)	<i>(4 marks)</i>
(b)(i) X = Honshu	<i>(1 mark)</i>
(b)(ii) Y = Sea of Japan	<i>(1 mark)</i>
(b)(iii) Level 1 Basic (1-2 marks) Simple statements – vague comments, answers relate mainly to the positive aspects of living on the coast rather than the physical constraints of the areas shown. Allow relevant human factors. Volcanoes, mountains, earthquakes, cold climate, steep slopes, flat land along coast – (for farming/industry), no volcanoes, few jobs, lack of industry, remote/poor transport.	
Level 2 Clear (3-4 marks) Linked statements needed. Answers relate to the physical constraints of the areas, but allow relevant human factors:	

- volcanoes – danger to life/eruption
 (high) mountains – too steep for settlement/cold climate/thin soils/ poor communications/difficult to farm/little industry.
 earthquakes – danger of landslides/unstable land
 cold/wet/snow covered – unsuitable climate for habitation, farming
 steep slopes - unstable soil (4 marks)
- (c)(i) Accurate construction = 1 (any order)
 correct labels = 1 (2 marks)
- (c)(ii) **Level 1 Basic (1-2 marks)**
 Simple statements, no comparisons made
- Level 2 Clear (3-4 marks)**
 Clear comparisons made (any clear comparison rises to Level 2.
 Imports more raw materials/exports more finished goods, largest import oil and gas– none exported, largest export transport/cars – none imported
 No foodstuffs exported, no iron & steel imported, higher % electrical goods exported, higher % machinery exported, both include electrical goods/machinery (4 marks)
- (d)(i) Accept 8.5% to 9% (1 mark)
- (d)(ii) 16% (1 mark)
- (d)(iii) Low(er) % of children/low birth rate
 High(er) % of aged / over 60s some over 80s, higher % of adults/high life expectancy/live longer/low death rate.
 Credit reference to specific age groups (but not as (d)(ii). (2 marks)

Total marks for Question 2 = 20

Question 3

Marks

- (a)(i) **Level 1 Basic (1-2 marks)**
 Simple statements – poor/poorest region, lacks development/low level of development, low income.
- Level 2 Clear (3-4 marks)**
 Clear understanding shown with elaboration.
 Low GNP – lack of industrial development.
 Low incomes – mainly agricultural
 Few roads / airports / infrastructure
 Credit reference to specific regions e.g. Mezzogiorno.
 Lack of healthcare, education (4 marks)
- (a)(ii) Examples:
 The Common Agricultural Policy (CAP) - to give guaranteed price/stable prices and subsidies to farmers in the EU/farm modernisation, improve yields, improve standard of farming.

European Investment Bank – to provide money for projects like steelworks in underdeveloped parts of the EU e.g. Taranto steel works in S.Italy.

Structural Fund – to give money to help poorly developed rural areas or declining industries in countries of the EU e.g. the Integrated Mediterranean Programme.

2nd mark for elaboration or additional point.

(2 marks)

(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 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 farmland

poor vegetation / maquis – poor grazing

hot summers – crops die.

(4 marks)

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

Simple statements – vague comments

Latifundia, small plots of land, low income, lack of investment, poor roads/infrastructure, poor housing and education, lack of electricity.

Lack of entertainment, escape tradition, influence of Mafia.

Level 2 Clear (3-4 marks)

Linked statements needed

Latifundia/rented land – no incentive to invest

small plots – low income

Poor roads – lack of markets

Lack of alternative employment – low wages/unemployment

poor housing/education/lack of electricity – low quality of life/poor living standards.

(4 marks)

(b)(iii) 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

Level 3 Detailed (7-9 marks)

Must refer to increase in farming income in the answer e.g.
Irrigation – crops can be grown in summer, provides an income in the summer, enabling an all year round income for the farmer.
Greater use of machinery – saving time/effort, so allows the farmer to diversify into other areas, such as wine making, providing a secondary income.

(9 marks)

- (c)(i) Dover – A2/M2, Folkestone – M20/A20
Felixstowe – A12/A14
Harwich – A12/A120
Hull – M62
Southampton / Portsmouth – M3/A3/M27, Poole – A31, A350
Newcastle – A1/M1
Liverpool – M62
Heysham / Fleetwood – M6

(1 mark)

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

General information about a specific port or no reference to specific port e.g. breakwaters, harbours, docks, roads 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.

Level 3 Detailed (5-6 marks)

Detailed reference to named port e.g. Eastern Docks / Western Docks distinguishes between different docks / types of boats handled / storage facilities (e.g. Dover: Eastern Docks – Ro-Ro, container terminal / Western Docks – jetfoil, cruise ships, marinas), temperature controlled warehouses.

(6 marks)

Total marks for Question 3 = 30

Question 4

Marks

- (a) Manaus (tropical/equatorial) rainforest/selva (1 mark)
- (b)(i) 4 x 1
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
Thin bark – no protection needed
Large leaves – gain more sunlight
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 (4 marks)

- (b)(ii) **Level 1 Basic (1-2 marks)**
Simple statements – vague comments
Leaching, no roots, soil erosion, less wildlife
- Level 2 Clear (3-4 marks)**
Linked statements needed
Heavy rain/no protection of soils – leaching/fewer minerals in soil
No roots to bind soils – increased soil erosion
More rain reaches ground - flooding
Fewer trees – less wildlife in forest
No leaf fall – lack of humus
More sunlight reaches soil – bakes ground
Less evaporation – reduced water cycle (4 marks)
- (b)(iii) **Level 1 Basic (1-3 marks)**
Simple statements – vague comments
Basic idea of ecotourism – uses local skills/materials, employs local people, provides money for research, protects environment, educates tourists, travel by boat/no roads, opportunities for bird watching/trekking, sewage recycled, trees replanted.
- Level 2 Clear (4-6 marks)**
Linked statements needed.
There should be a clear understanding of 'ecotourism'/sustainable development, using Figure 13 and own knowledge.
Employs local people – so increases their skills
Money from tourists – helps to conserve the environment/protect wildlife/research
Education – makes tourists aware of the threats to environment
Restricted access – no harm to the environment as no roads built and access is by boat
Trees replanted – leaching/soil erosion prevented
Sewage recycled – no river pollution
Named schemes (e.g. Alta Floresta in Brazil) would access this level
Allow relevant statements about CO₂ (6 marks)
- (c)(i) **Level 1 Basic (1-2 marks)**
Simple statements – vague comments
Flat land, water/wet for rice, fertile soils, water from rivers/monsoon rains, hot/high temperatures, (large) work force available.
- Level 2 Clear (3-4 marks)**
Linked statements needed 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) work force available – planting/harvesting of rice
Land floods – alluvium to fields (4 marks)
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- (c)(ii) **Level 1 Basic (1-2 marks)**
 Lack some of the stages or sequence of stages incorrect, planting of rice, ploughing of fields, flooding of fields
- Level 2 Clear (3-4 marks)**
 Correct sequence of events with most of the following stages:
 Preparation of nursery beds, ploughing with oxen, sowing of rice seeds in nursery beds, walls/bunds built/repared, fields flooded, transplanting into flooded fields/padi, hand labour/primitive machinery, constant weeding, harvesting of rice, rice dried in sun and threshed, bagging of crop/storage (4 marks)
- (c)(iii) **Level 1 Basic (1-2 marks)**
 Simple statements – vague comments
 HYV's, more food/higher yields, more income
- Level 2 Clear (3-4 marks)**
 Linked statements needed
 HYV's – increased yields/more food,
 HYV's – higher profits/incomes,
 Fertilisers needed – rise in chemical inds – so more employment/more used on fields.
- Level 3 Detailed (5-6 marks)**
 Detailed reference to changes and effects of the changes.
Environment: effects of chemical fertilisers (eutrophication) and overuse of irrigation (salinisation).
People: increased food supply, improved diet but at this level there should be an appreciation of poorer farmers being unable to afford seeds, etc, whereas richer farmers become richer, also mechanisation led to rural unemployment and rural to urban migration. (6 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 continents.
 Europe/N.America – low growth, Oceania – low growth
- Level 2 Clear (3-4 marks)**
 Indication that candidate is able to take an overview and recognise some kind of pattern from the data and different time scales.
 MEDCs low growth – Europe/N.America, lowest Oceania – but highly urbanised already.
 Accurate %s needed for max. marks (4 marks)

- (b) Answers may include factors of migration (push or pull) or reference to birth/death rates but push/pull factors must be clear (not opposites), Push factors: poverty, malnutrition, lack of jobs/water/education, poor health care.
Pull factors: jobs/employment, entertainment, bright lights, better education/health care.

Level 1 Basic (1-2 marks)

Simple statements which concentrate just on push/pull factors in LEDCs

Level 2 Clear (3-4 marks)

Candidates should appreciate that LEDCs have high rural–urban migration or that reduced death rate in urban areas (medical reasons) with high birth rates leads to high growth rates

Both are needed for 4 max.

(4 marks)

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

Simple statements – vague comments, probably restricted to jobs in the informal sector without explaining why they develop e.g. – shoe shiner, bar owner, mechanic, bicycle repairer, street/stall seller, cleaner

Level 2 Clear (3-4 marks)

Candidates should explain the development of the informal sector, as well as the jobs available, e.g. difficulties of gaining jobs in the formal sector, lack of skill/education, large distances of squatter settlement from centre/CBD, many people living in favelas – large number of customers, many possess skills from rural areas – crafts, so can become street sellers, so children can work.

(4 marks)

- (c)(ii) 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 – vague comments with possible 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.*

Level 3 Detailed (7-9 marks)

Reference to named cities and specific attempts in named cities to improve conditions (e.g. *in Calcutta (Kolkata) they have paved the alleys and installed street lighting under CMDA scheme.*)

(9 marks)

(d) 1 x 3
Atmosphere allows incoming (short-wave) radiation
Traps outgoing/long-wave radiation, warms atmosphere (3 marks)

(e) **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 in UK, 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 (esp. 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