

GCSE 2004
June Series



Mark Scheme

Geography B – Short Course *(3037/F)*

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 from:

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General Certificate of Secondary Education
AQA GEOGRAPHY B (Short Course)
FOUNDATION TIER MARKING SCHEME
WRITTEN PAPER

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 ‘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) 7097 (1 mark)

(b)

GRID SQUARE	DESCRIPTION
7391	A flat coastal area covered by houses and a chemical works.
7603	A steep sided hill reaching 418 metres, much of which is covered by coniferous forest.
7892	A built up area on the side of a steep sided river valley.
7095	An area of soil storage tanks on a gently sloping area next to an area of marsh.

(3 marks)

Total Marks for Question 1 = 4**Question 2**

(a)

	GLACIAL FEATURE	EXAMPLE
A	Ribbon lake	Haweswater
B	Lake in a corrie	Blea Water
C	Glacial trough	
D	Arête	Riggindale Crag

(5 marks)

(b)

Level 1 Basic: 1-2 marks

Basic statements – the ice eroded a depression in the side of the mountain – likely to be incomplete and lacking in sequence.

Level 2 Clear: 3-4 marks

Candidate has a clearer idea of the sequence of events and the reference to processes such as abrasion, plucking is only by name. The snow accumulates in a depression. Under pressure turns to ice and under gravity moves out of the depression and down the mountain-side. The movement of the ice turns the depression into a corrie by the process of abrasion.

(4 marks)

Total Marks for Question 2 = 9

Question 3**Marks**

(a)

Inputs	Processes	Outputs
salt limestone	Cooling	Chemicals
Energy: electricity	Burning	Plastics
Human: money labour	Washing	Waste
Raw Materials	Refining	Industrial gases Products

(2 marks)

- (b) Materials extracted from the ground which are turned into other goods, or similar. *(1 mark)*
- (c) The activities that take place inside the factory to transform the raw materials into finished products. *(2 marks)*
- (d) Reference to problem of pollution associated with the waste and industrial gases. Cost of eliminating waste. *(1 mark)*

Total Marks for Question 3 = 6**Question 4**

- (a) Islands A – Balearics.
Costa B – Costa Blanca.
Costa C – Costa del Sol. *(3 marks)*
- (b) (2 x 1) Summer temperatures average of 27° C /
Winter temperatures 15° C / over 10 hours of sunshine
each day from May to August/ Less than 5 mm of rain
in July and August. *(2 marks)*
- (c) (2 x 1) Growth of package holidays. Growth in
affluence in Northern European countries / Paid
holidays / Cheap air fares / Unemployment in Spain
especially the difficulty of farming in Mediterranean
areas such with long period of summer drought. *(2 marks)*

- Marks**
- (d) **Level 1 Basic: 1-2 marks**
Simple references to pollution, litter, visual pollution limited use of the photograph in **Figure 5**. Accept reference to vandalism, drunkenness only if it is related to the environment.
- Level 2 Clear: 3-4 marks**
Must have clear reference to the photograph – comments on the growth of high rise hotels destroying the native Spanish cultural environment / the dense population on the beach should be related to litter etc. Credit reference to the increasing shortage of water especially in the summer months. (4 marks)
- (e) Appreciation shown of the importance of the tourist industry to the Spanish economy.
- (2 x 1) Unemployment increasing due to less jobs in hotels etc / 15% increase in unemployment in Mediterranean areas / multiplier effect meaning that there is less money in the area to spend on other branches of the economy / decline in building trades as less hotels are built etc. (2 marks)

Total Marks for Question 4 = 13

Question 5

Level 1 Basic: 1-2 marks

Simple statement about planning issues in general without any specific reference to a particular conurbation. Roads and infrastructure have been improved / trees have been planted / New Towns have been built / renovation and redevelopments have taken place. Accept reference to problems causing planning issues as well as the solutions.

Level 2 Clear: 3-4 marks

Must refer to specific conurbations, however the depth of detail required is not that of a Level 3 answer. Examples will be largely merely given as names or location e.g. the centre of Paris has a problem of many run-down houses and there were high rates of unemployment and traffic congestion. At La Défense new offices and shops have been built to provide jobs. There are new underground lines and ring roads have been built like Boulevard Périphérique to keep traffic out of the centre of Paris. New Towns have been built around Paris e.g. Evry. (4 marks)

Total Marks for Question 5 = 4

Question 6		Marks
(a)	Correct bar.	<i>(1 mark)</i>
(b)	20° C (no marks if no units).	<i>(1 mark)</i>
(c)	A = cool and dry. B = hot and dry. C = hot and wet.	<i>(3 marks)</i>
(d)	Arrow(s) from Northeast to Southwest in January. Arrow(s) from Southwest to Northeast in July.	<i>(2 marks)</i>
(e)	(v) (2 x 2) of (4x1) for developed points. Area of low pressure over Central Asia in summer winds drawn in to the continent / Earth's rotation deflects winds to south west and so the winds blow across Arabian Sea of Bengal picking up moisture.	<i>(4 marks)</i>

Total Marks for Question 6 = 11

Question 7

(a)	Number of babies born (1) per 1000 people (1).	<i>(2 marks)</i>
(b)	2 x 2 for developed points, e.g. Better healthcare: this reduces the infant mortality rate. People therefore are more certain that less children die, and so they do not keep trying for children as insurance to ensure some survive to look after them in old age. Family planning: contraceptives are more available and therefore there is less unprotected sex and so less children are born. Careers for women: as more careers become available for women they put off having children until they are older and so there are less opportunities to have large families. Better education: people who are better educated get better jobs and careers and so do not want to be burdened with large families. Better educated women are more likely to understand how to use contraceptives effectively.	<i>(4 marks)</i>

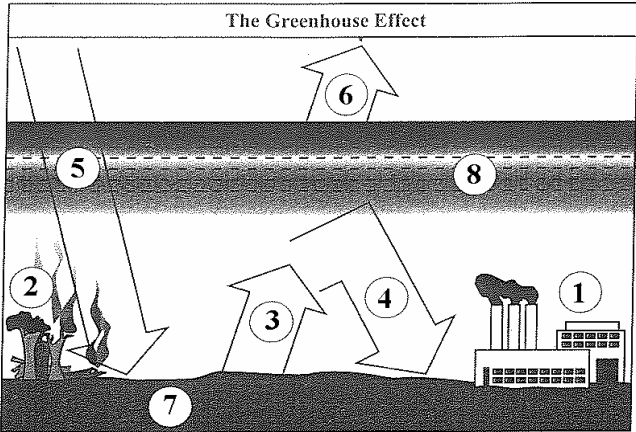
Total Marks for Question 7 = 6

Question 8 **Marks**

- (a) Aid given by the government of one country to another country / money raised by taxes to use as aid. (1 mark)
- (b) 4. (1 mark)
- (c) **Level 1 Basic: 1-2 marks**
Simple statements about general development projects, with nothing specific. No credit for short-term aid. Money was given to build a dam so that farmers could get water for the fields and so crops could be grown all the year round.
- Level 2 Clear: 3-4 marks**
Needs to be some reference to a specific development project, however the depth of detail required is not that of a Level 3 answer. Examples will be largely merely given as names or location.
The Aswan Dam was built on the River Nile. Water from the reservoir is let out into the fields by canals so that the Egyptian farmers can grow crops all the year round. (4 marks)

Total Marks for Question 8 = 6

Question 9

- (a)  (7 marks)
- (b) (i) Greenhouse gases lead to global warming which leads to a rise in sea level due to ice caps melting and so low lying areas like the Ganges delta are flooded / ground water becomes more saline so rice does not grow as well, leading to poorer harvests / increase in the number and severity of typhoons leading to greater danger (2x1). (2 marks)
- (ii) Cuts down the amount of fossil fuels so less CO₂ given out (1). Renewable energy is not polluting (1). (2 marks)

Total Marks for Question 9 = 11