

GCSE 2004

June Series



Mark Scheme

Geography B – Short Course *(3037/H)*

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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Dr Michael Cresswell, Director General

General Certificate of Secondary Education**AQA GEOGRAPHY B (Short Course)****HIGHER 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; uses 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, 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 ‘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) Bus or coach station (1 mark)

- (b)

GRID SQUARE	DESCRIPTION
7892	A built up area on the side of a steep sided valley.
7603	A steep sided hill reaching 418 metres, much of which is covered by coniferous forest.
7391	A flat coastal area covered by houses and a chemical works.

(3 marks)

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

- (a)

	GLACIAL FEATURE	EXAMPLE
A	Ribbon lake	Haweswater
B	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.

Level 3 Detailed: 5-6 marks

Detailed and clearly relates to the formation of the corrie – candidate shows both knowledge and understanding of the processes and the sequence e.g. Abrasion – material carried on the ice / scrapes the rocks on the bed and aids/forms rock flour. Plucking – ice freezes to rock pull material away when moves / rocks already shattered. 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 semi-rotational movement of the ice turns the depression into a corrie. (6 marks)

Total Marks for Question 2 = 11

Question 3**Marks**

- (a) One example of an input, a process and an output. Can be general, i.e. raw material or specific to a particular industry. (3 marks)
- (b) The activities that take place inside the factory / to transform the raw materials into finished products adds value / can be sold at a profit. (1 mark)

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

- (a)
- | | |
|------------------------------------|--------|
| Average January temperature | 10° C |
| Average July temperature | 30° C |
| Season with lowest rainfall | Summer |
- (3 marks)
- (b) (2x2 for developed points).
Reserve one for economic factors within Spain and one for economic factors in other parts of Europe. Before the growth of the tourist industry, the Mediterranean Coast was a poor area with little industry and a poorly developed agricultural base due to infertile soils and the long summer drought. The growth of the tourist industries provided a wide range of employment as well as the growth of allied trades and industries.
The growth of paid holidays and greater affluence in Northern Europe led to people to being able to afford to travel to Spain for summer holidays. (4 marks)
- (c) **Level 1 Basic: 1-2 marks**
Simple references to pollution, litter, visual pollution. Accept reference to vandalism, drunkenness only if it is related to the environment.
- Level 2 Clear: 3-4 marks**
Clarity with the use of developed points rather than as mere lists. Comments on the growth of high rise hotels destroying the native Spanish cultural environment / the heavy use of the beaches should be related to litter etc. Credit reference to the increasing shortage of water especially in the summer months. (4 marks)

Total Marks for Question 4 = 11

Question 5**Marks****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 the problems causing the need for planning as well as the solutions.

Level 2 Clear: 3-4 marks

Must refer to specific conurbation, 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.

Level 3 Detailed: 5-6 marks

Detailed description of the chosen planning issue, which is specific to the chosen conurbation. There should be plenty of evidence of place knowledge. There have been many solutions to the urban problems of Paris. La Défense to the west of the city centre has been built to provide employment in the inner city areas. The Metro system has been expanded to the outer suburbs so that people can get into the centre without having to use their cars. Three ring roads including the Boulevard Périphérique have been built to keep through traffic out of the city. Areas of green have been designated to improve the environment of the city. People have been encouraged to move to five New Towns like Evry to stop Paris growing out any further.

(6 marks)

Total Marks for Question 5 = 6

Question 6	Marks
(a) (i) Correct bar.	<i>(1 mark)</i>
(ii) 20°C (0 if no units).	<i>(1 mark)</i>
(iii) Cool and dry October – March. Hot and dry April – May. Hot and wet June – Sept.	<i>(3 marks)</i>
(b) Arrow(s) from Northeast to Southwest in January. Arrow(s) from Southwest to Northeast in July.	<i>(2 marks)</i>
(c) (2 x 2) or (4 x 1) 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 births (1) per 1000 people (1). | <i>(2 marks)</i> |
| (b) | <p>Level 1 Basic: 1-2 marks
Simple list of explanation without any explanation of how they can influence the birth rate. E.g. family planning, better health care, better education, careers for women.</p> <p>Level 2 Clear: 3-4 marks
Explanation of how the factors cited affect the birth rate, 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.</p> | <i>(4 marks)</i> |

Total Marks for Question 7 = 6

Question 8	Marks
<p>(a)</p> <p>Greenhouse gases (1) insolation (1) ground absorbs heat (1) heat radiated to atmosphere (1) some heat lost to space (1) some heat trapped (1) factory/pollution (1) long wave radiation (1) short wave radiation (1). Cutting down forests (1), burning fossil fuels (1). Point mark.</p>	<i>(7 marks)</i>
<p>(b) (i)</p> <p>Greenhouse gases lead to global warming which leads to a rise in sea / 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.</p>	<i>(2 marks)</i>
<p>(ii)</p> <p>Cuts down the amount of fossil fuels used so less CO₂ given out (1). Renewable energy is non polluting (1).</p>	<i>(2 marks)</i>

Total Marks for Question 8 = 11

Question 9

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.

Level 3 Detailed: 5-6 marks

The Aswan High Dam was built on the River Nile with official aid given by Russia. This formed a reservoir called Lake Nasser. Before the dam was built the farmers could only grow crops for a short period following the Nile's annual flood. The reservoir provided irrigation all the year around. It meant that larger areas of the Nile valley could now be farmed and it was possible to get 2-3 harvests of rice per year.

(6 marks)

Total Marks for Question 9 = 6