



## General Certificate of Secondary Education

# Geography 3037 *Specification B (Short Course)*

*3037/H Higher Tier*

## Mark Scheme

*2005 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.

## **3037/H Higher Tier**

### **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' 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) Lake District *(1 mark)*

(b) Must be named (1) and correctly labelled (1) e.g. Didcot. *(2 marks)*

**Total Marks for Question 1 = 3**

**Question 2**

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

No reference to a particular farm.

The emphasis on change but no real appreciation of the idea of diversification.

Introduced pony trekking, camping and caravanning (max 1 on leisure pursuits).

Created more improved grazing/planted woodland.

Reduction of dependence on agriculture. Minimum Level 1 for list.

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

Clear reference to an actual farm although may only be a name at a local scale in the Lake District. Reduction of dependence on agriculture by the introduction of non-agricultural pursuits such as pony trekking, camping and caravanning. More grazing has been improved so that animals other than sheep can be kept. Woodland providing another source of income. For 4 marks must include elaboration of tourism and resort changes or of natural changes.

*(4 marks)*

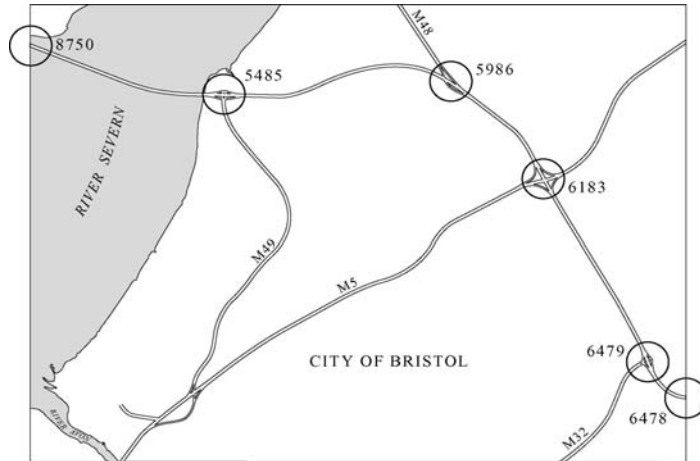
**Total Marks for Question 2 = 4**

**Question 3**

(a) (i) 6 metres above sea level (spot height) *(1 mark)*

(ii) The (M4 and M5) motorways.  
Filton Airfield / marshland / industry / coast / port.  
Drainage channels/streams / ridge of high land / farmland. *(2 marks)*

- (iii) See accompanying sketch for tolerance. **Marks**  
 1 mark for 3 correct circled points.  
 2<sup>nd</sup> mark for 4-6 correct circled points.



(2 marks)

- (b) Growth of urban sprawl – modern developments such as Patchway. (1 mark)

- (c) **Level 1 Basic (1-2 marks)**  
 Standard textbook materials on locational requirements of high-tech industry. No evidence of the use of OS map. Near motorway, greenfield site near university/ research centre/near market.

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

Near to the motorway. Close to Bristol for market and workers. Close to countryside so less pollution and pleasant area for workers to live. Accept evidence from OS map.

**Level 3 Detailed (5-6 marks)**

Must show evidence of OS map plus additional information. Bristol is a university city therefore research can take place at the university and also the university will train the skilled people to work in the high-tech industry. The closeness of the M4 and M5 gives good access to London Heathrow as many of the high-tech industries have their headquarters overseas. The answers do not have to be specific to Aztec West but can refer to the whole of the M4 corridor.

(6 marks)

**Total Marks for Question 3 = 12**

**Question 4**

**Marks**

(a) The richest part of the continent. (1 mark)

- (b) Rotterdam-Europoort eg.
- It is situated at the mouth of the River Rhine.
  - Its hinterland stretches as far as Switzerland
  - Large areas, such as Maasvlakte has been reclaimed
  - It includes a ferry port with links to the UK.
- The Ruhr Conurbation eg.
- It has a series of towns originally based on the iron and steel industry
  - It developed on a coalfield along the tributaries of the River Rhine
  - Iron ore was once found locally but now is imported from Sweden
  - The few coalfields left are all in the north of the concealed coalfield.
- The Paris Region eg.
- It is a focus of routes from all parts of the country
  - It is the capital of the country
  - It is at a crossing point of the River Seine
  - The heart of the conurbation is an island.
- The Milan/Turin/Genoa Industrial Triangle eg.
- Car manufacturing is very important in one of the cities that make up the conurbation
  - It can trade easily with the rest of Europe as there are good communications across the Alps
  - Its industry developed on HEP from the Alps
  - One of the settlements making up the conurbation is the second largest in the country.

(4 marks)

- (c) **Level 1 Basic (1-2 marks)**  
General problem without any reference to the chosen conurbation.  
E.g. decline of inner city. Lots of old houses.  
No modern facilities. Densely populated.

**Level 2 Clear (3-4 marks)**  
In Paris: many tenements / there is a decline of manufacturing industry leading to high unemployment / the houses have deteriorated and lack modern facilities.

(4 marks)

**Total Marks for Question 4 = 9**

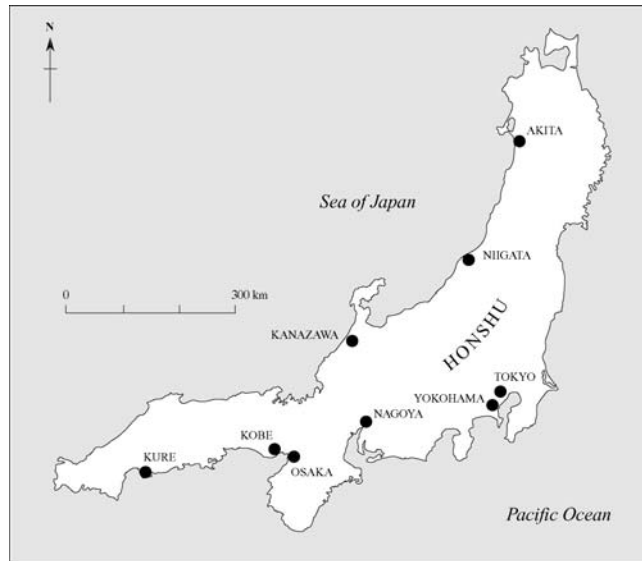
**Question 5****Marks**

- (a) The edge of the continent, which is less economically prosperous. (1 mark)
- (b) Greater number of tourists and so building of facilities such as hotels, swimming pools which use water/increasing use of irrigation for farming. Not enough rain. (1 mark)
- (c) **Level 1 Basic (1-2 marks)**  
Straight lifts from Figure 4 without any development or elaboration. Will destroy the habitats of the lynx and imperial eagle / destroys home for over 80 species of birds / British migratory birds could lose their feeding grounds.
- Level 2 Clear (3-4 marks)**  
The continued level of tourism leads to more hotels being built which means the natural environment is destroyed. Golf courses and other tourist developments. Lead to habitats being destroyed.
- Level 3 Detailed (5-6 marks)**  
Tourism is Spain's biggest source of income and gradually the whole of the Mediterranean coast is being developed. The demand for food to feed the tourists has led to a great increase in the amount of irrigated and other improved farmland. This has led to the unimproved areas like marshland being destroyed and hence the loss of the habitats of many animals and plants. (6 marks)

**Total Marks for Question 5 = 8**

**Question 6****Marks**

(a) 4 x 1.



Accept Setovchi for Kure  
 Accept Hanshin for Osaka

*(4 marks)*

(b) 3x1. 2 for correct plot + 1 for line joining the plots.

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

They are all near the coast of the island. They are all on the south of the island.

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

They are all located in ports on the southern coast of Honshu where they can import raw materials from abroad.

**Level 3 Detailed (5-6 marks)**

Must show evidence that **both** maps have been considered. They are found along the southern coast of Honshu. They are located in ports where they can receive raw materials such as iron ore from Brazil to make the steel and also oil which is the main source of energy. The oil is imported from the Middle East. The southern coast has the largest area of flat land in the country and so makes the building of factories easier. This is where the densest population is found, as the interior is remote and mountainous. The dense population provides a good market for the cars and provides a large pool of labour.

Accept reference to the link between the numbers of each type of factory.

*(6 marks)***Total Marks for Question 6 = 13**



**Question 7****Marks****Level 1 Basic (1-2 marks)**

The seedbed is prepared just before the rain comes. The rice is transplanted in August when it is very wet. The rice is harvested at the start of the dry season.

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

The preparation of the seedbed is just before the rains come so that the seeds can germinate. The harvesting takes place after a few weeks of dry weather, which will ripen the crop.

*(4 marks)***Total Marks for Question 7 = 4****Question 8**

- (a) 3x1 Latin America loses the largest amount of rain forest per year. In Latin America cattle ranching and banana plantations are a cause of deforestation but these are not found in Africa or Asia. The most common forms of rain forest destruction are logging, mining and farming. A total of 16 million hectares are lost each year. Coffee plantations are a cause of deforestation in Africa.

*(3 marks)*

- (b) 2x2 Burning after cutting down trees leads to an increase in carbon dioxide – a greenhouse gas. With fewer trees less carbon dioxide is taken in through photosynthesis.

*(4 marks)*

- (c) 3x1. There must be a reduction in the use of fossil fuels (1) and increased use of renewable energy (1) such as hydro-electric power, wind etc (1).

*(3 marks)***Total Marks for Question 8 = 10**

<b>Question 9</b>		<b>Marks</b>
(a)	Oxfam / Cafod /NGO.	<i>(1 mark)</i>
(b)	2x1 Destroys less woodland. Uses traditional skills and local materials. Not dependent on high level of technological knowledge.	<i>(2 marks)</i>
(c)	<b>Level 1 Basic (1-2 marks)</b> They get education that goes on for longer with long-term aid whereas once they have used the blankets and food etc. Sent as short-term aid after a natural disaster it is all gone.	
	<b>Level 2 Clear (3-4 marks)</b> Long-term aid in the LEDC helps the people help themselves. They will learn skills that will go on being useful for a long time. Short-term aid is useful to solve an immediate problem like a natural disaster only.	<i>(4 marks)</i>

**Total Marks for Question 9 = 7**