



General Certificate of Secondary Education

Geography 3037 Short Course *Specification B*

3037/H Higher Tier

Mark Scheme

2007 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.

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General Certificate of Secondary Education

AQA GEOGRAPHY B Short Course

HIGHER TIER MARKING SCHEME

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 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) Corrie (1 mark)
- 1(a)(ii) **Level 1 – Basic (1–2 marks)**
 Simple statements with indication of process or sequence.
The valley is eroded and filled up with water.
- Level 2 – Clear (3–4 marks)**
 Developed statements with the sequence correct with reference to process but no details.
The valley is eroded by plucking and abrasion as the glacier moves. The terminal moraine traps the water from the lake.
- Level 3 – Detailed (5–6 marks)**
The glacier moves down the valley eroding away less resistant rocks. This is done by the ice plucking the first shattered rocks from the valley floor, and abrasing forming a glacial trough. The eroded material is pushed in front of the glacier and is deposited at the furthest part the glacier reaches, forming the terminal moraine. This traps the water when the ice melts to form a ribbon lake. (6 marks)
- 1(b) They are relatively cheap to build compared to coal fired power stations. (1 mark)
- 1(c) Spinney Hills (1 mark)
- 1(d)(i) **Level 1 – Basic (1–2 marks)**
 Simple statements without any real reference to the Ordnance Survey map extract, Figure 2.
The river is bendy. There are lakes. The valley is flat.
- Level 2 – Clear (3–4 marks)**
 Linked statements using geographical terminology and precise reference to the OS extract.
The river meanders across a wide flood plain. It is joined by two tributaries in squares 5197 and 5198. The gradient of the river is very gentle and so it is likely to be flowing relatively slowly. Humans have altered the river, for example the Culham Cut in square 5094. (4 marks)

1(d)(ii)

Level 1 – Basic (1–2 marks)

Simple statements

Advantages

Increased population/more houses being built/keeps shops and school open.

Disadvantages

More traffic/house prices go up/do not use village shops/loss of community spirit.

Level 2 – Clear (3–4 marks)

Linked or developed statements

Advantages

As people move into the village there are more people who can use the village shop or will have children who can go to the village school. They may get involved in the village and revitalise village life.

Disadvantages

They tend to do their shopping in the town where they work and so do not use the village shop. They tend to be older and do not have primary school children and so do not use the village school. There may be a loss of community spirit because the original inhabitants and the newcomers do not mix. The cost of housing is forced up making them too expensive for people born in the village.

Level 3 – Detailed (5–6 marks)

Must cover both advantages and disadvantages and expect a balance between the two for full marks.

As people move into the village there are more people who can use the village shop or will have children who can go to the village school. They may get involved in the village and revitalise village life. On the other hand they tend to do their shopping in the town where they work and so do not use the village shop. They tend to be older and do not have primary school children and so do not use the village school. There may be a loss of community spirit because the original inhabitants and the newcomers do not mix. The cost of housing is forced up making them too expensive for people born in the village. If the population of a village is on the increase it is more likely to get investment for new projects than if the population was in decline.

(6 marks)

Total Marks for Question 1 = 19

- 2(a)(i) The core is the richest part of the continent with the highest level of development (1) The Periphery lies on the edge of the EU and is the poorest and less developed part (1). (2 marks)
- 2(a)(ii) Core to have S.E. England, Benelux, Paris region, Ruhr area and Northern Italy. (1 mark)
- 2(a)(iii) Core named within the boundary and periphery anywhere outside. (1 mark)
- 2(b)(i) eg. Benidorm (1 mark)
- 2(b)(ii) **Level 1 – Basic (1–2 marks)**
 Simple statements with no climatic statistics and no links to the growth of tourism.
It is hot and dry in the summer. It is warm and wet in the winter.
- Level 2 – Clear (3–4 marks)**
 Linked statements supported with appropriate figures and related to the growth of tourism.
The winters are warm with an average temperature of about 10°C which is warmer than in Northern Europe and so people go for winter breaks. In summer the temperature reaches about 25°C but there is less than 5mm of rain so there is plenty of sun, encouraging people to go for summer holidays. (4 marks)
- 2(b)(iii) (2 x 2)
Difficult farming conditions
 The long summer drought and the thin soils mean that farming was poor, largely producing olives and wheat. Tourism was an alternative source of income and so was encouraged by the Spanish Government.
Growth of package holidays
 Everything was arranged by the holiday companies, so it was more convenient for the tourists and so more were encouraged to travel abroad. Holiday prices were kept low because the holiday companies bought aircraft seats and hotel rooms in bulk and so were much cheaper.
Cheaper transport
 Development of large jet aircraft meant that tourists could travel more easily and cheaper than before. There were economies of scale that could be passed on to the holiday makers. (4 marks)
- 2(c) **Rotterdam/Europoort**
Level 1 – Basic (1–2 marks)
 Simple statements.
It is on the coast and there are many industries, which have developed because of the imports and exports. Rotterdam-Europoort is on the River Rhine and imports oil. The New Waterway has been built.
- Level 2 – Clear (3–4 marks)**
 Linked statements.
Rotterdam has grown because the River Rhine links it to a large hinterland, which includes the Ruhr industrial area. The iron ore is imported which is used to make iron and steel in this part of Germany. It imports large amounts of oil because of the demand of the petrochemical

industry in areas. *The Hook of Holland is an important ferry port with links across the North Sea to the UK.*

The Ruhr Conurbation

Level 1 – Basic (1–2 marks)

Simple statements.

The Ruhr developed because of the exposed and concealed coalfield. This led to the growth of the iron and steel industry. Mining is important near the towns of Duisburg and Dortmund.

Level 2 – Clear (3–4 marks)

Linked statements.

The industrial area developed in the Ruhr because on the coal, which was mined first on the exposed coalfield and later further north on the concealed coalfield. Iron was originally found locally in the Sauerland but is now imported from Sweden via the River Rhine and the port of Duisburg. The limestone used in the blast furnaces is found locally.

The Paris Region

Level 1 – Basic (1–2 marks)

Simple statements.

Paris is a route centre, with the Périphérique around it. It is a financial and administrative centre and has grown because of the industry there which provides jobs. It is in the Paris Basin.

Level 2 – Clear (3–4 marks)

Linked statements.

Paris has grown because the Ile de la Cité is at a crossing point of the River Seine and so it became a route centre. As the capital of France there are important administration industries and it is an important financial centre, providing jobs in the insurance and banking industries. The Sorbonne is an important university so there are many students living there, so it is the most important educational centre in France.

The Milan/Turin/Genoa industrial Triangle

Level 1 – Basic (1–2 marks)

Simple statements.

This area is on the Lombardy Plain and with links through the Alps. It can use HEP for its industry, which includes fashion and petrochemicals. Fiat cars are important here.

Level 2 – Clear (3–4 marks)

Linked statements.

This is the most important industrial area of Italy as it is situated on the Lombardy Plain which is the largest area of lowland in the country. Power comes from the HEP stations in the Alps and goods can be imported and exported through the alpine passes to the rest of Europe. Genoa is a port and has access to the main Mediterranean-shipping lane. Oil is the main import and is sent by pipeline to the main petrochemical industries. Milan is the main financial centre of Italy and it also has an important fashion industry and so has attracted people because of the jobs available.

(4 marks)

Total Marks for Question 2 = 17

- 3(a)(i) 4 x 1 or 2 x 2. Maximum 2 for a list
 Large number of labourers involved/planting rice/by hand/in water/on flat land. NOT “growing rice”. (4 marks)
- 3(a)(ii) **Level 1 – Basic (1–2 marks)**
 Simple statements with no climatic statistics and no links to the growth of rice.
It is hot and wet in the summer. It is warm and dry in the winter.
- Level 2 – Clear (3–4 marks)**
 Linked statements supported with appropriate figures and related to the growth of rice.
The temperature never drops below 27°C, which is needed for the growing of rice. The heavy monsoon rain between June and September brings up 1000 mm of rain and so the growing rice can grow in flooded padi fields. The cool dry season allows the rice to ripen and be harvested. (4 marks)
- 3(b) (5 x 1) One mark for the correct use of each term.
 The **temperatures over central Asia** are cool in winter due to the distance from the sea. This leads to sinking air causing **high pressure**. Winds blow out of Asia, northeastwards over the Ganges Delta. There is a **change of the wind direction** in the summer because the low pressure over central Asia due to the high temperatures draws winds into the continent. These blow from the southwest across the **Bay of Bengal** and when they are forced to rise over the **Himalayas** bring heavy rain. (5 marks)
- 3(c) **Level 1 – Basic (1–2 marks)**
 Simple statements with no specific regional knowledge.
The centre of Japan is mountainous and the coast is flat.
- Level 2 – Clear (3–4 marks)**
 Linked statements showing some regional knowledge.
All four islands have a mountainous interior with coastal lowlands. There are a number of volcanoes running through the centre of the country including Mt Fuji on Honshu. The main lowland areas are around Nagoya, the Kanto Plain and the area around Tokyo and Yokohama. The only other large area of lowland is around Sapporo on Hokkaido. (4 marks)

Total Marks for Question 3 = 17

- 4(a)(i) It does not deal with the immediate problems/there is an opportunity for the benefits of the aid to continue over a period of time (1). It is not aid for a disaster. Maximum 1 for the benefits of having a cow. (2 marks)
- 4(a)(ii) Disadvantages of different types of aid, eg. short term and it does not teach skills and techniques that can be used for a longer period. May not reach the most needy due to corruption. Some countries rely on aid. Inappropriate/not what the country needs. Can be disadvantages for the donor or the recipient. (2 marks)
- 4(a)(iii) **Level 1 – Basic (1–2 marks)**
Simple statements about development in general.
The people can irrigate their crops. The people get educated. They can grow crops.
- Level 2 – Clear (3–4 marks)**
Linked statements with a suggestion that a real scheme or named LEDC is being discussed.
People who are working on the development project learn skills, which they use in other situations and may be able to teach other people. By developing irrigation they are able to get more than one harvest a year, which results in them being better fed.
- Level 3 – Detailed (5–6 marks)**
Detailed information of a case study.
Russian money was used to build the Aswan Dam in Egypt. The River Nile flooded each year but only provided water for the farmers' fields for a short time. By building the dam the water could be stored in Lake Nassar and let out all the year around. This meant that the farmland could be irrigated all year around. This increased the amount of land that could be cultivated, increased the yields and there could be more than one harvest of rice a year. (6 marks)
- 4(b)(i) **Level 1 – Basic (1–2 marks)**
It will cause global warming. It will create greenhouse gases. The ice caps will melt. It is non-renewable. It will run out.
- Level 2 – Clear (3–4 marks)**
The continued use of non-renewable sources of energy will lead to the build-up of greenhouse gases in the atmosphere. This means the temperatures will rise as the result of global warming and the ice caps will melt. This will result in a rise in sea level and flooding of low-lying areas. The use of renewable sources of energy is non-polluting. (4 marks)
- 4(b)(ii) (3 x 1)
Causes global warming/cuts down the amount of oxygen in the atmosphere/less carbon dioxide is taken out of the atmosphere/build-up of greenhouse gasses. Accept reference to increased soil erosion and loss of habitat or indigenous culture and other factors provided the answer shows how this could be a 'multiplier' effect of global warming. (3 marks)

Total Marks for Question 4 = 17