



General Certificate of Secondary Education

Geography 3037 Short Course *Specification B*

3037/F Foundation 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 - SHORT COURSE

FOUNDATION 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; 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 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)

Thermal Power	Energy made by burning fuel (gas coal or oil) to produce heat	
Urbanisation	The use of land for other activities in addition to farming	
Diversification	Increase in the proportion of people living in towns and cities	
Twilight Zone	Run-down area of the town with mixed land uses	

(2 marks)

1(a)(ii)

Distributary	Rivers which take water away from the main river	(1 mark)
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1(a)(iii)

Footloose/Hi Tech	Industry with a wide choice of possible locations	(1 mark)
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1(b)(i) (Crossing point of) the river (1 mark)

1(b)(ii) **Level 1 Basic (1-2 marks)**
 Simple statements with no evidence of a named example.
It grew because it is an industrial centre/tourist centre/shopping centre.

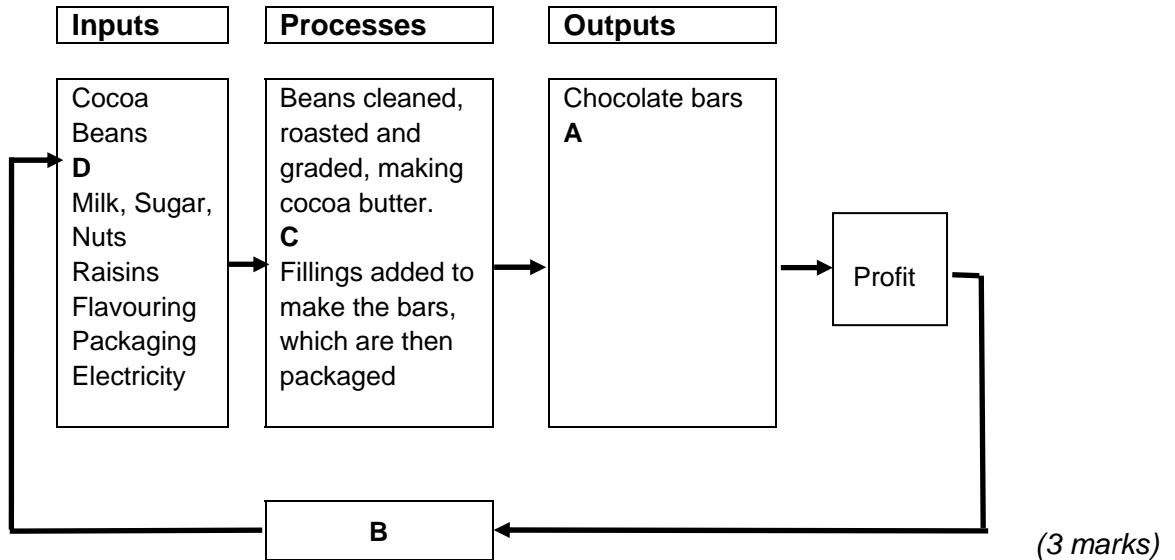
Level 2 Clear (3-4 marks)
 Linked statements with at least a named example and the reasons are relevant to the chosen example.
Liverpool grew because it was a port. Manchester grew because it was the financial centre for the cotton industry. Newcastle grew because it was a route centre on a bridging point on the Tyne.

(4 marks)

1(c)(i) B

(1 mark)

1(c)(ii)



1(d)(i) Triangulation pillar/track

(1 mark)

1(d)(ii) 2.8 - 3 km

(1 mark)

1(d)(iii) South East/SE/135°

(1 mark)

1(d)(iv) glacial trough 3006
ribbon lake 3702
corrie 2807

(3 marks)

Total for Question 1: 19 marks

- 2(a)(i) The area of the European Community (EU) known as the core, includes many of the major cities of Europe. It has the highest **GNP per capita** and is the focus of the main transport routes. The population is **increasing**. Areas on the periphery have a **declining** agriculture and these areas generally are experiencing **out** migration. (4 marks)
- 2(a)(ii) South east England/Paris Basin/Ruhr/Low countries/Northern Italy. Accept 'hot banana' if some indication of where it is. (1 mark)
- 2(b) Reading from left to right: **C E A D B** (3 marks)
- 2(c)(i) Sunny / high summer temperatures / warm winters / representative figures (1 mark)
- 2(c)(ii) **Level 1 (Basic) 1-2 marks**
Simple statements
More jobs. Richer. More money.
- Level 2 (Clear) 3-4 marks**
Linked statements
Limited opportunities for jobs in farming and fishing with poor returns. More jobs available in hotel. Multiplier effect with more money in the economy. Improved infrastructure so more opportunities for investment and wealth creation. (4 marks)
- 2(d)(i) 1 x 2 or 2 x 1
e.g. *Creating a deep water channel.*
Coping with increasing number of ships. Need for a deep water channel.
Decline of central Paris.
(No damage in WW2) and so many very old properties that need updating. (2 marks)
- 2(d)(ii) 1 x 2 or 2 x 1
e.g. putting in locks and enlarging size of the New Waterway.
Updating properties and moving people out of central Paris to New Towns around the city e.g. Evry. (2 marks)

Total for Question 2: 17 marks

- 3(a) 3 x 1 for each correctly underlined mistake.
3 x 1 for each correct alternative.

Summer

The tropical monsoon climate has a wet season in the winter months. Average temperatures are about 42°C in the hottest month and the humidity is very high. This is when the winds blow from the northeast and so have crossed the Himalayas before they reach the Ganges Delta.

Bay of Bengal
30 - 34° C
south west

(6 marks)

- 3(b)(i) X = low
Y = high (2 marks)
- 3(b)(ii) Arrow from north-east (1 mark)
- 3(b)(iii) The area of central Asia is cold so the pressure is high because of sinking air. The area over the Arabian Sea is warm so rising air causes low pressure. Winds blow from high to low pressure. Accept reference to effect of earth's rotation. (2 marks)
- 3(c)(i) Honshu (1 mark)
- 3(c)(ii) Tokyo (1 mark)
- 3(c)(iii) **Level 1 (Basic) 1-2 marks**
Largely descriptive or limited attempt to explain.
Densely populated along the coast. Sparsely populated inland.
- Level 2 (Clear) 3-4 marks**
Linked statements with some attempt to explain.
Densely populated along the coast because the land is flat. The interior of Japan is mountainous and therefore few people live there. (4 marks)

Total for Question 3: 17 marks

4(a)(i) Correctly plotted bar. (1 mark)

4(a)(ii) Increase in global warming/increase in **air** pollution. (1 mark)

4(a)(iii)

Reason for greenhouse effect	True	False
Increased use of renewable energy		✓
The polar ice caps are melting		✓
The burning of fossil fuels	✓	
The destruction of the rain forest	✓	
The sea level is rising		✓

(5 marks)

4(a)(iv) **Level 1 (Basic) 1-2 marks**
 Simple statements and/or no named example.
Houses flooded. Crops ruined. Economy suffers.

Level 2 (Clear) 3-4 marks
 Needs at least name of an example.
In the Ganges Delta the rice crop will be ruined. People will lose their homes. In East Anglia insurance premiums will go up. (4 marks)

4(b)(i) 2 x 1
 The effects last longer because the people can be taught skills, which will allow them to help themselves. (2 marks)

4(b)(ii) **Level 1 (Basic) 1-2 marks**
 Simple statements with no idea of sustainability.
Support/monitor aid programmes. Give money to voluntary environmental organisation. Support education programmes. Invest in renewable energy. Plant trees/afforestation.

Level 2 (Clear) 3-4 marks
 Linked statements which show some understanding of the concept of sustainability.
Give money to plant trees, which will reduce soil erosion and improve the yield of crops. Improve educational facilities so children get a better education and so are more skilled. (4 marks)