



General Certificate of Secondary Education

Geography 3037 Short Course *Specification B*

3037/H Higher 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

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.
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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) An increase in the size of towns and cities
- Urbanisation An increase in the number of people who live in towns and cities
- An increase in the proportion of the population living in towns and cities (1 mark)
- 1(a)(ii) The use of land for activities in addition to farming
- Diversification (1 mark)
- 1(a)(iii) Urban site often derelict which may be used for new buildings
- Brownfield (site) (1 mark)
- 1(b)(i) **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) Triangulation pillar/track (1 mark)
- 1(c)(ii) 2.8-3 (kilometres) (1 mark)
- 1(c)(iii) 2807 – corrie
 3006 – glacial trough/glaciated valley/U shaped valley
 3702 – ribbon lake
 2504 – arête (4 marks)

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

Simple statements with incorrect sequence or no reference to process.

Widens and deepens the valley. Changes the shape from a V shape to a U shape.

Level 2 (Clear) 3-4 marks

Linked statements with a correct sequence and reference to process.

The glacier moves down the V shaped river valley and makes it wider and deeper and changes its shape to a U shape. It does this by plucking and abrasion.

Level 3 (Detailed) 5-6 marks

Correct sequence with full details of the glacial processes involved.

As the temperature falls the water in cracks in the rock freezes and changes to ice, weakening and breaking the rock by frost shattering. When the glacier forms it moves down the valley plucking the shattered rock, which becomes embedded into the ice. The ice acts as a gigantic file and deepens and straightens the valley by abrasion. The interlocking spurs are replaced by truncated spurs and the cross section of the valley changes from a V shape to a U shape.

(6 marks)

Total for Question 1: 19 marks

- 2(a) 2 x 1
Declining agriculture/out migration/declining population/low GNP/little industrialisation/location/physical disadvantages (2 marks)
- 2(b)(i) **Level 1 (Basic) 1-2 marks**
Simple statements or entirely based on the photograph with no extra knowledge shown or no use of the photograph.
Poor infrastructure. Difficult farming conditions. Summer drought. Poor soils. Steep slopes.
- Level 2 (Clear) 3-4 marks**
Linked statements with some evidence of use of the photograph and the candidate's own knowledge.
Farming will be difficult because of the steep slopes and the poor soils. The summer drought makes farming conditions difficult. The area appears to be remote so it would be difficult to get goods to market, especially as the road looks only to be a rough track. Mass tourism would not develop because it is not a sandy beach. (4 marks)
- 2(b)(ii) **Level 1 (Basic) 1-2 marks**
Simple statements with little attempt to emphasise change
More jobs. Richer. More money.
- Level 2 (Clear) 3-4 marks**
Linked statements with evidence of the appreciation of change
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.
- Level 3 (Detailed) 5-6 marks**
Development of points made with possible use of case study evidence or at least a consideration of the changes in detail.
The farmers would find a market supplying food to the tourists. The fishermen may also be able to take tourists out on fishing trips to supplement their earnings from fishing. The shops in the village would have a larger number of people to supply with the influx of tourists. The building trade would benefit from the improvements made to the infrastructure and the development of holiday accommodation in hotels and apartments. (6 marks)
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- 2(c)(i) e.g.
Rotterdam-Europoort
- Creating a deep water channel
 - Threats to the ecosystem of the Rhine delta
- The Ruhr conurbation
- Attracting new industry
 - Improving the environment in the area
- The Paris region
- Decline of central Paris
 - Improvements to the transport system
- The Milan/Turin/Genoa industrial triangle
- Increase in migration from the south
 - Decline of the traditional manufacturing industry in one or all of the three cities.
- (1 mark)

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

Simple statements

e.g. In Rotterdam the ships have got bigger. There are many old properties in central Paris.

Level 2 (Clear) 3-4 marks

Linked statements showing some elaboration

In Rotterdam the ships have got larger and so they are unable to use the facilities unless the channel was made deeper. This would lead to a fall off in trade. In central Paris there are many old buildings which have no facilities. This has led to a decline and often racial tension as immigrants are the only people prepared to live in these conditions.

(4 marks)

Total for Question 2: 17 marks

- 3(a) **Level 1 (Basic) 1-2 marks**
 Simple statements with no indication of changes.
*Winds blow from high to low pressure. It is the rainy season in summer.
 The winds blow from the south west.*
- Level 2 (Clear) 3-4 marks**
 Linked statements showing appreciation of change.
In summer high temperatures cause low pressure over the land. The sea is relatively cold and so the pressure is higher. The winds blow from high to low pressure so their direction is south west bringing rain. In winter the land is colder than the sea and so the pressure is higher. The winds therefore change direction and blow from the north east. (4 marks)
- 3(b)(i) Technological changes to farming in LEDCs (1 mark)
- 3(b)(ii) **Level 1 (Basic) 1-2 marks**
 Simple statements with no elaboration to show the effects of the changes brought by the Green Revolution.
They grow HYVs. They use more fertiliser. There is more mechanisation.
- Level 2 (Clear) 3-4 marks**
 Linked statements showing the appreciation of change.
They grow HYVs which increases the output of rice and mean that more people could be fed. The farmers made a profit because they had a surplus of food to sell. (4 marks)
- 3(b)(iii) 2 x 1
 The increased use of fertiliser. The high costs of HYVs. The HYVs are sterile so new seeds have to be purchased each year. Not resistant to local pests so increased need for pesticides. (2 marks)
- 3(c) **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.
- Level 3 (Detailed) 5-6 marks**
 Precise details of named places/regions in Japan.
The lowland areas along the coast are densely populated. These are the areas where intensive rice cultivation is the main type of farming. Rice is high yielding and so can support a dense population. The densest population are in the industrial zones especially in the Tokyo, Nagoya and Osaka areas. There are plenty of jobs in the iron and steel, car manufacturing and electronics industries in these areas. The mountainous areas in the interior are sparsely populated because of the thin soils, steep relief and harsh winters making farming difficult. (6 marks)

Total for Question 3: 17 marks

- 4(a)(i) **Level 1 (Basic) 1-2 marks**
Individual points taken off the graph with no attempt to take an overview.
North America has 19 tonnes per person. Western Europe 8.6 tonnes per person.
- Level 2 (Clear) 3-4 marks**
Linked statements with the recognition of an overall pattern.
North America has the highest rate and the lowest is in Asia/Pacific. The emissions are higher in the more developed regions of the world. (4 marks)
- 4(a)(ii) **Level 1 (Basic) 1-2 marks**
Simple statements listing possible ways of reducing emissions without any development.
Stop burning fossil fuels. Use more renewable energy.
- Level 2 (Clear) 3-4 marks**
Linked statements showing how the suggested solutions can reduce the amount of emissions.
Reduce the amount of fossil fuel used to generate electricity as carbon dioxide is produced when coal, oil or gas is burnt. Renewable energy such as wind power does not produce any greenhouse gases such as carbon dioxide. (4 marks)
- 4(a)(iii) Carbon dioxide, methane etc. (1 mark)
- 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**
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) **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)

Total for Question 4: 17 marks
