

GCSE 2004

June Series



Mark Scheme

Geography A

(Short Course Foundation Tier – 3036/F)

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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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Dr Michael Cresswell Director General

SECTION A**Question 1 Section A**

- (a) (i) A = False, B = True, C = True **(3 marks)**
- (ii) 1 for the distance – 6-6.7 kms, 3.7-4.2 miles. 1 for kms/miles (if distance correct). Correct figure but no units 1 mark only. **(2 marks)**
- (iii) **Level 1 (1-2 marks)**
 (Basic) Often list like, e.g. housing, woodland, farmland main and minor roads, river, chapel, footpaths, cemetery, school, farm.
- Level 2 (3 marks)**
 (Clear) Clear description e.g. River Tees to South, buildings North of the square/along main road, woodland to the North. Can accept reference to bottom of square etc, plus reference to specified names/GR. Features correct but reference to wrong square maximum of one mark. **(3 marks)**

Totals (8 marks)

Question 2

- (a) (i) Town Hall. **(1 mark)**
- (ii) (St.) Augustine's (Way). (not accepting A68) **(1 mark)**
- (iii) NNE or North East (bearings not accepted) **(1 mark)**
- (b) Presence of bus station on edge, town hall, churches, library, inner ring road surrounding, tall buildings, high density, car parks. (Do not allow church or post office). Maximum 2 for list (2 features required for one mark and 3 for two marks). Credit references to map/photo. No negatives. 4 x 1(or developed points) E.g. It has the Bishops Palace which shows this is the historic core. **(4 marks)**

Totals (7 marks)

Question 3

- (a) (i) 1 mark for 1 correct answer, 2 marks for 2 correct, 3 marks for all correct. Maximum of 2 marks if correct but labels are not clear/absent; or if correct and labelled but in the wrong order. **(3 marks)**
- (ii) Great growth since 1919/ in the 20th Century; over 80% having built since 1919; over half of growth since 1945; largest increase from 1919-44; steady growth after 1961 etc **(2 marks)**

Totals (5 marks)

Section A

Totals 20 marks

SECTION B**Question 4 Tectonic Activity**

- (a) (i) Trees destroyed, flooding of rivers, extra sediment in rivers, avalanche, Spirit Lake filled up, hot rock and ash flows, landslides and mudflows, fish killed, forest fires, ash in the air, log jams etc. (natural environment only)
3 x 1 **(3 marks)**
- (ii) **Level 1 (1 – 2 marks)**
(Basic) Basic effects e.g. jobs lost, can't travel, no tourism, no timber, bridges washed away, camps destroyed, lost homes, people killed/injured, flooding, fertile soils etc.
- Level 2 (3 – 4 marks)**
(Clear) Clear explanation through links e.g. people cannot travel because bridges washed away or destroyed, fisherman lose their jobs because fish hatchery destroyed, homes lost when Baker Camp destroyed etc. Positive impact on soils acceptable if time element acknowledged; as is reference to tourism if a well developed point. **(4 marks)**
- (b) Plate boundaries, deposited, sandstone, together. **(4 marks)**
- (c) Point mark (4 × 1) or developed points. Reserve of one mark for example (not Cascades) e.g. Alps, e.g. In the Alps (1) there are ski resorts (1) and lots of people go on holiday in the winter. In summer they visit the lakes (1) e.g. Lake Como. (1) HEP (1) uses the fast running streams (1). Hay and vines are grown (1) in the valleys in summer and cattle graze the hilltops. (1) Max 2 on tourism. Max 2 for list. **(4 marks)**
- Total (15 marks)**

Question 5 River landscapes

(a) Outside, neck, straight, deposition.
All 3 correct = 4 marks 2 correct = 2 marks 1 correct = 1 mark **(4 marks)**

(b) **Level 1 (1-2 marks)**
(Basic) Basic statement, probably not linked to an example e.g. heavy rain, snow melts, deforestation, urbanisation, levees collapsing, dams failing etc (do not accept reference to climate change).

Level 2 (3-4 marks)
(Clear) Clear statements linked to an example e.g. in York in 2001 very heavy rainfall caused the Ouse to flood. The rivers were already quite high because there had been a lot of rain in the month before.
(Do not accept R Skerne as an example.)

(4 marks)

(c) (i) 3 x 1 flood defences, wetlands created, backwater, meanders, channel lengthened, slight bends. **(3 marks)**

(ii) The embankment will reduce erosion / and stop flooding; putting back meanders will improve the environment / making it look more natural; flooding will stop which is good / because of all the industry and housing around the river; improving wildlife; more tourists – visitors; less fear of flooding; improves the look of the area etc. **(4 marks)**

Total (15 marks)

Question 6 Glacial Landscapes

(a) (i) 1 mark for the basic outline showing the horizon and watersheds, 2nd mark for further detail e.g. indication of lakes, shading to indicate relief changes etc. Annotate ticks with letter S (shape marks) **(2 marks)**

(ii) One for each feature correctly labelled, labels should be arrowed or written precisely on feature. **(3 marks)**

(iii) **Level 1 (1-2 marks)**
(Basic) Basic points e.g. the ice eroded the land hollowing it out to form a corrie. Two glaciers side by side eroded back to back to create the knife shaped ridge.

Level 2 (3-4 marks)
(Clear) Clear reference to sequence and process e.g. the glacier builds up in a hollow and flows downhill. It flows and erodes by plucking and abrasion leaving a hollow called a corrie.

(4 marks)

(b) (i) One mark for idea of path getting wider or deeper or vegetation change, 2nd mark for elaborating by giving measurements, changes etc. **(2 marks)**

(ii) Point mark or developed points. Put down gravel, build new path, stop walkers etc. Credit examples e.g. along the Pennine Way (1) helicopters have air-lifted paving slabs (1) to rebuild the footpath; some footpaths are closed (1) to give the vegetation time to grow back (1) duck-boards are placed on footpaths to stop the erosion from people's boots (1) notices or signposts (1) tarmac (1) kerbs (1) gravel laid down (1) education (1)
NOTE: There must be at least 2 solutions for 4 marks. **(4 marks)**

Total (15 marks)

Question 7 Coastal Landscapes

- (a) (i) 3x1 of rock armour, raised jetties, groynes, seawall, sand (or gravel or shingle) added to beach, rip rap, rubble slope. **(3 marks)**
- (ii) **Level 1 Basic (1-2 marks)**
Basic ideas e.g. will improve beaches, new road and parking, easier to launch boats, cleaner water.
Level 2 Clear (3-4 marks)
Clear explanation by linking ideas or developed points e.g. adding extra sand to the beach will mean more people can sit on the sand, the slipway and boat, hoist will make it easier for visitors to launch and use their boats, building groynes increases the size of the beach, sewage pumping station keeps the water cleaner etc. **(4 marks)**
- (iii) Increased erosion away from the groyne/jetties, more people will mean more cars and litter, groynes, rock armour and seawalls can be ugly, increased costs to locals to pay for the scheme, sand bar reduced in size leads to less beach etc. Do not allow reference to sewage pumping station. **(1 mark)**
- (b) (i) Two marks for clarity of the diagram to show an arch and stack. Two marks for labelling the arch and stack. NOTE: Pupils can draw a sequence of diagrams. Annotate sketch map with symbol S (for shape) **(4 marks)**
- (ii) One mark each for definition of the process and the third mark for a developed point for either process that ties it in to the feature formation. **(3 marks)**
- Total (15 marks)**

SECTION C

Question 8: Settlement

- (a) (i) They are on the edge of the built up areas. **(1 mark)**
- (ii) Unplanned migrant scrap disease **(4 marks)**
- (iii) **Level 1 Basic (1-2 marks)**
Build new homes, put in piped water and put in sewage system, demolish, put in electricity.
- Level 2 Clear (3-4 marks)**
Self-help schemes have been introduced where inhabitants of shantytowns are given building materials to complete the building of houses. Building proper sewage systems in shantytowns have reduced water borne diseases like cholera.
Developing a new town to move population to such as Brasilia. Do not accept improvements made in rural areas to discourage people from moving away. **(4 marks)**
- (b) (i) Ways of reducing pollution in an MEDC city. **(1 mark)**
- (ii) For A, C & D - This will reduce the number of cars on the road (1) leading to less pollution from car exhaust. (1)
For B - Less fossil fuel will be used in local power stations (1) so reduces carbon dioxide in the atmosphere. (1)
If no letter , still accept if it is clear which way is being written about. If 'pollution' it needs to be qualified as to type. **(2 marks)**
- (c) (i) Area around a settlement (1) where development/building is restricted. (1). **(2 marks)**
- (ii) Relatively cheap land / open spaces for outdoor leisure. (2x1) **(2 marks)**
- (iii) **Level 1 Basic (1-2 marks)**
Lists of simple points with no reference to an example.
Terraced houses, rectangular street pattern, low standard of living, high ethnic minority. Answers can refer to any aspect of inner city e.g. population, built environment, environment generally etc. Accept redevelopment.
- Level 2 Clear (3-4 marks)**
Need an example to reach Level 2 – a name of a town or a named inner city area.
In the Tredworth area of Gloucester there are terraced housing with few garages. There is little open space and cars have to parked in the street. **(4 marks)**
There needs to be a more than 1 feature described for the top of Level 2.

Question 9: Agriculture

- (a) (i) The hay crop is produced on the valley floor. **(1 mark)**
- (ii) Physical rough grazing sheep low **(4 marks)**
- (iii) No mark for naming type of farming.
e.g. Hill sheep farming (NB can be any farming system)
Level 1 Basic (1-2 marks)
Developing activities on the farm. Camping, pony trekking, etc. Changes due to EU policy.
Level 2 Clear (3-4 marks)
Needs example to reach Level 2.
On hill sheep farms (in N Wales) as the price of lambs drops and subsidies are reduced farmers starting non- agricultural activities associated with tourism. **(4 marks)**
- (b) (i) Changes to farming in LEDCs **(1 mark)**
- (ii) (2x1) More crops are produced (1) so the farmer gets more money. (1)
For B - Farmers grow enough to sell (1) and so gets an income for his family to spend on non-agricultural products. (1)
For C - More land can be cultivated (1) producing extra crops/income. (1)
For D - More than one harvest a year (1) so more food/income. (1) **(2 marks)**
- (c) (i) (2x1) Subsistence – produces just enough for the farmer’s family.
Extensive farming – low inputs per unit area and low output per unit area. **(2 marks)**
- (ii) Set aside Soil conservation **(2 marks)**
- (iii) **Level 1 Basic (1-2 marks)**
Subsidies, quotas, guaranteed prices, set aside.
Level 2 Clear (3-4 marks)
Subsidies are given to hill sheep farmers to keep them in business. Quotas are how much milk a dairy farmer can produce. Guaranteed prices means that the farmer gets the same income each year. Set aside takes land out of production. **(4 marks)**
- (20 marks)**

Question 10: Managing Resources

- (a) (i) It is near the boundary of the limestone and the river valley **(1 mark)**
- (ii) physical human damage jobs **(4 marks)**
- (b) (i) **Level 1 Basic (1-2 marks)**
Protects environment, involves local people, limits number of tourists.
- Level 2 Clear (3-4 marks)**
Need a named example of area or country to reach Level 2.
In the Galapagos Islands they only allow a few tourists at a time so that the rare animals are not disturbed. In the Peak District, people have to leave their cars and catch a minibus so the damage to the environment is reduced. **(4 marks)**
- (c) (i) How pollution causes global warming. **(1 mark)**
- (ii) 2x1 **(2 marks)**
A Coal and oil are used in power stations
Change to alternative renewable source of energy (1) which does not cause greenhouse gases to be released into the atmosphere (1).
- B Widespread burning of forests*
Reforestation/plant more trees (1) discourage the development of ranching in areas of tropical rainforests (1).
- C Methane released by farm animals*
Keep animals indoors (1) so that the gases are not released into the atmosphere (1). Change from animal farming to crop farming (1).
- D Emissions from car exhausts and aeroplanes*
Development of electric energy for cars (1) Discourage the use of air travel by taxes (1).
- (iii) It can be used over and over again. It can be produced without using coal or oil. **(2 marks)**
- (iv) e.g. Wind farms are found around the coast (1) where there is plenty of wind to turn the turbines (1). Hydroelectric stations are found in mountainous areas (1) where there are steep slopes and high rainfall. (1) **(2 marks)**
- (v) **Level 1 Basic (1-2 marks)**
Noisy, visually unattractive, expensive, inefficient.
- Level 2 Clear (3-4 marks)**
A large number of wind turbines are required to produce as much electricity as a thermal power station. They can be unattractive in mountainous areas of great beauty. They are expensive to set up even if they are cheap to run. **(4 marks)**
- (20 marks)**