



## General Certificate of Secondary Education

# Geography 3033 *Specification C*

*3033/1F Foundation 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.

## **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.

### 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 e.g. *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 mark 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 creditworthy. 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**

(a) (i) Peak District (Accept Peak)  
Pembrokeshire Coast (Accept Pembrokeshire) (2 x 1) **2 marks**

(ii) Correct answers:  
Scotland  
Plymouth (2 x 1) **2 marks**

(b) 1 mark for each correct point or if line goes through correct point (3 x 1) **3 marks**

(c) **Level 1 (1-2 marks)**  
General points from resource largely copied and not well developed. Resource not fully used. **Increased** is the important idea.  
“More people own cars so it is easier to get to places and lot of people enjoy the countryside today”.  
Max L1 if only resource or individual ideas.

**Level 2 (3-4 marks)**  
Clear appreciation of **increased**. Uses resource thoroughly – more cars, better transport, people have more time, greater awareness of countryside and individual ideas.

“More people own cars today so there is greater access. Also more motorways have been built. People have more money today to spend on leisure and also more time”. **4 marks**

**Question 2**

- 2 (a) **Level 1 (1-2 marks)**  
Some appreciation of land **OR** water based activities.  
“Some people may go to this area for fishing or water sports such as water skiing/boating”.
- Level 2 (3-4 marks)**  
Examples of both land and water based activities appropriate to the area (hiking/mountain biking).  
“People may visit the area in order to fish or use boats or simply to look at the scenery. The hills are ideal for hiking holidays or even climbing”.
- 4 marks**
- (b) **Level 1 (1-2 marks)**  
Limited understanding of conflict beyond superficial ideas, or simple description of issues.  
“People wanting to fish might get fed up with people in boats”.
- Level 2 (3-4 marks)**  
Broader reasoning which clearly identifies specific user groups and gives specific reasons why they might be in conflict.  
“People who go to these areas to fish need peace and quiet and the water not to be disturbed. Boat users want access to the lakes and will often make a lot of noise and disturb the fish, making fishing impossible”.
- 4 marks**

### Question 3

- (a) 3 correct = 3 marks  
2 correct = 2 marks  
1 correct = 1 mark

EROSION

HOLIDAY HOME

CONSERVATION

**3 marks**

- (b) (i) 30% (Accept 30) **3 marks**  
(ii) 1 mark for simple idea/straight copy from resource  
- shopkeepers  
- - working on buses.  
2<sup>nd</sup> mark for clear reference to growth leading to opportunities.  
“Extra trade brought in by tourists will mean more jobs in shops”. (2 x 2) **4 marks**

- (c) Key point – ‘disadvantages to local communities’.  
Max Level 1 if only environmental points.

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

Tends to repeat points from the resource without explaining why they might be a disadvantage/links to community might be tentative/single idea not well developed.

“More souvenir shops and cafes are a disadvantage because locals do not need them”.


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

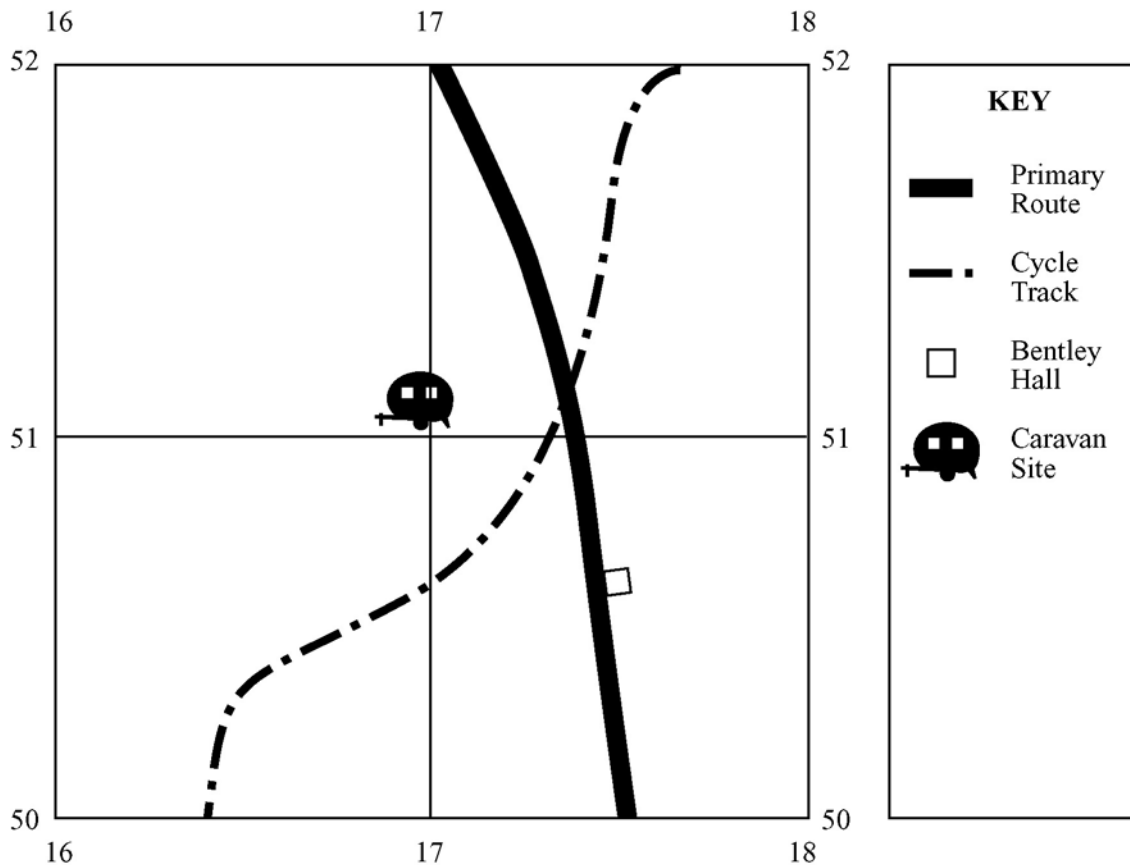
Developed ideas which clearly identify why they disadvantage local communities.

“If the shops in the area change to cafes and souvenir shops there will be fewer shops for local people and they will have to travel further to get their shopping.

**4 marks**

**Question 4**

- (a) (i) (3 x 1)  
 Grid reference and evidence must be correct for each mark. Any reasonable points.  
 Include all 'selected places of tourist interest'.  
 Include National Trust/Cycle track/Parking/Youth hostels **3 marks**
- (ii)  
 5 2  
 1 7 6 5 2 3  
 7 4 **1 mark**
- (iii) Contour line  
 Spot height/ spot or point with number  
 Triangulation point /Pillar  
 Accept diagrams  **2 marks**
- (iv) 5 km **1 mark**
- (v) North-east (Accept ENE)
- (vi) 1 mark for each location + 1 mark for key (Bentley Hall can be labelled on the map)  
 Cycle track – 2mm each way  
 Caravan Site – must cross line 17/touch symbol (Caravan symbol)  
 Bentley Hall – must be next to road.



**4 marks**

- (b) (i) More than 30 million **1 mark**  
(ii) Sunday **1 mark**  
(iii) 38 000 **1 mark**  
(iv) **Level 1 (1-2 marks)**  
Basic list which identifies simple points from the resource and tends to list them without explaining how they effect the area.  
“There is a lot of erosion and use of mountain bikes makes it worse. Visitors create lots of pollution by dropping litter. Traffic also affects the environment.
- Level 2 (3-4 marks)**  
Sound understanding which clearly links visitor pressure to specific environmental problems.  
“Traffic creates problems by parking on verges which damages the grass. Visitors drop litter and this could harm wild animals. The use of mountain bikes damages footpaths until there is no grass left and they turn to mud; when it rains this causes further erosion”.
- 4 marks**



**Question 5**

- (a) **Level 1 (1-2 marks)**  
 Makes a choice and offers tentative reasoning in relation to the points within the approach. Limited understanding about how the choice fits in with the general aims.  
 “Approach A would take cars away from the town centre and make it less crowded, especially if visitors’ cars are banned in the summer”.
- Level 2 (3 – 4 marks)**  
 Makes a choice and offers clear reasoning which supports the choice or considers both options to make a case. Some clear observations in relation to the general aims.  
 “Approach A will take cars away from the town centre but will not put people off because there is a park and ride. It will also help to make the town less crowded in the summer, without upsetting locals who are not banned from parking. The park and ride may damage the environment but is the best overall option”.
- Level 3 (5-6 marks)**  
 Makes a choice and offers detailed reasoning by supporting a balanced view of one option or comparing positively with the other. General aims considered effectively.  
 “Approach A will help to maintain the character of the town since new town centre car parks are not required. It might encourage visitors and will not upset the locals who can still park in the town. It does not involve extra costs to visitors so they will not be discouraged. The only problem is that edge of town car parks are required and this might harm the environment. However, it appears to satisfy most of the aims of the town council.
- 6 marks**
- (b) **Level 1 (1-2 marks)**  
 General observations about residents living there and therefore, needing special treatment. Limited reasoning – development.  
 “Local people will get fed up if they are treated like visitors because they are there all the time”.
- Level 2 (3-4 marks)**  
 Specific reasons why local residents may need to be treated in a different way beyond the simple idea that they are not visitors.  
 “Residents may need to go into the town every day to work or shop not just once a year. They need to be able to park quickly and cheaply to carry out their everyday functions. Also some people may live in the town centre and need to be able to park their car”.
- 4 marks**

