AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Geography 3033
Specification C

3033/2F 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.

3033/2F

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.

N.B. Only Level 1 and Level 2 descriptors will appear on Foundation tier mark schemes.

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)	1 × 1 Lagos, >1=0, reject Nigeria	1
	(ii)	1 × 1 Statement Number 2	1
(b)	(i)	1 × 1 South-East	1
	(ii)	1 × 1 A, accept 'poor quality housing'	1
(c)	(i)	2 × 1 Push factors operating in rural areas (1) or examples (1) There are few jobs/poorly paid jobs (1). Farming is unproductive (1). (Accept natural hazards e.g. Earthquakes, hurricanes as push factors). Cheap places to live needs a development, no double marking 'jobs/no jobs' or pull factors – 'better health care – needs a definite sense of advantage. 'quality of life', 'standard of living', e.g. 'they expect or perceive' (i.e. credit perceived advantage).	1 1

	(ii)	**Level 1 (1 – 2 marks)**
		       A basic description of scheme(s) or attempts to reduce problems. Describes simplistically or names scheme, e.g. they can set up a self-help/urban greening/eviction/demolition/rural enterprise scheme. Must be an idea of a scheme. Not 'build new homes, dispose of rubbish, put in clean water', but accept basic services with an example once only. (Reject general references to NGOs giving short term aid e.g. food/clothes)
		Level 2 (3 – 4 marks)
		       A clear description of scheme(s) or attempts to reduce problems. (Some development of ideas), i.e. describes what self-help scheme, etc., is *or* what it involves.
			4

(d)	(i)	2 x 1 To limit the growth of the city or to provide access for recreation, building is restricted.	2
	(ii)	2 × 1 People living longer, therefore fewer homes become available. Population increase. Accept replacement of old stock. More one-parent families, one person households. More people owning second homes. Immigration / in-migration. Not – larger families, more people having children, increase in birth rate.	1 1
(e)	(i)	1 × 1 B	1
	(ii)	2 × 1 (Open space/Recreational/Green fields/Vegetation) (Agricultural/Grazing/Farming once only) Footpaths, minor road, woodland (no houses / non-urban / rural once only). Accept walking/walkers.	1 1

	(iii)	**Level 1** (1 – 2 marks) 'There is/are' statements, e.g. 'There is a motorway nearby.' 'There is lots of open space.' **Level 2** (3 – 4 marks) Some clear development of statements to show the nature of the advantage, e.g. 'There is a good network of main roads nearby so residents can commute easily into Stevenage.' 'There is lots of open space, so housing can be built at low density and therefore people can have larger gardens'.	4
	(iv)	**Level 1** (1 – 2 marks) 'It will….' statement e.g. 'It will relieve pressure at the edge of the city', 'it will improve the appearance of the inner area'. 'It will use up derelict land'. 'Government has said this has to be done'. **Level 2** (3 – 4 marks) A clear development of ideas, i.e. development of statements to show the nature of the advantage e.g. 'It will relieve pressure at the edge of the city and will reduce environmental loss in Greenfield areas'. 'It will gentrify/modernise/regenerate the inner areas, as derelict land can be cleaned up and put to good use'. 'The government has said that 60% of all new houses needed up to 2020 should be built on brownfield sites.'	4
(f)	(i)	1 × 1 Diverts traffic that does not need to pass through central area, around the town.	1
	(ii)	**Level 1** (1 - 2 marks) Not reasons why people would go out of town centre. 　　　　States, 　　　　Loss of customers, 　　　　Shops lose money, 　　　　Staff laid off, 　　　　Shops close, 　　　　Change of land-use in central area, without development 　　　　Accept less traffic congestion **Level 2** (3 – 4 marks) Gives an idea of a vicious circle of decline by developing in a correct sequence. 3 or more in sequence e.g. loss of custom = less profit = shops close in correct sequence. Or loss of high order status e.g. important shops / Big dept stores will relocate = L2	4

Question 2

(a)	(i)	1 × 1 Mali, Mauritania, Burkina, Niger, Chad, Sudan > 1 country = credit if all correct	1
	(ii)	1 × 1 800mm	1
	(iii)	1 × 1 Decreases	1
(b)		2 × 1 Malnutrition/Starvation, increased susceptibility to disease, unable to work, etc. Death/illness must be specified, not population will decrease	2
(c)		**Level 1 (1 –2 marks)** Simplistic statements without development. 'Soil erosion will take place.' 'Trees/grass have/has been removed.' 'Too many cattle/sheep/goats are kept.' 'over-populated', 'caused by drought. (Lack of water needs development.) **Level 2 (3 – 4 marks)** Develops the effects of the statements to give a sense of process and how places become deserts. Over-grazing means that animals strip the protective vegetation cover, leaving the soil open to the elements. Strong wind/heavy rain blow/wash the soil away and no more plants can grow. (Correctly sequenced)	4
(d)	(i)	1 × 1 Erupts often	1
	(ii)	1 × 1 6 km	1
	(iii)	1 × 1 Statement number 3.	1
	(iv)	4 x 1 or 2 × 1 + 1 Increased acidity of water, fish and other aquatic life dies, loss of livelihood/source of food. Destruction of houses, leading to mass homelessness. List of things that could be damaged max 1.	4
(e)		**Level 1 (1 –2 marks)** General, simple statements about methods, e.g. they could monitor activity. They could evacuate the area; they could draw up an **Level 2** emergency plan etc. No development. **(3 – 4 marks)** A clear description of methods, e.g. they could monitor using satellites to detect any bulges in the mountain.	4

Question 3

(a)	(i)	1×1 C	1
	(ii)	2×1 1st, 4th	2
(b)		**Level 1 (1-2 marks)** Some are wealthier / are MEDCs Have access to advanced health services Fewer epidemic diseases Have access to regular food supply Little malnutrition/starvation Have access to high tech, labour saving devices Few people involved in back-breaking subsistence agriculture, etc. Quality of life, standard of living need qualification. No double marking. **Level 2 (3–4 marks)** A clear development (s) of how this increases life expectancy.	4
(c)	(i)	1×1 40%	1
	(ii)	4×1 Higher Tertiary LEDC Farming	1 1 1 1
	(iii)	2×1 MEDCs have well-developed service sector to support business and community needs. Tertiarisation followed de-industrialisation. MEDC wealthier, more disposable income, therefore more leisure. Accept UK retailing/tourism is important. Reject more shops Better paid (linked to examples) More money on own.	1 1
(d)	(i)	1×1 0.7%	1
	(ii)	1 x 1 3 (or write 3 correct names)	1

	(iii)	**Level 1** **(1 – 2 marks)**
		   Lists ways without development, e.g. fewer schools, less food, clean water, etc. 'lack of money' has to be followed by an effect
		Level 2 **(3 – 4 marks)**
		   Gives a problem and then develops to show its effect on quality of life. E.g. less clean water = higher DR or causes increased rate of disease.
		   Luxuries / taking for granted.
			4

(e)		**Level 1**	**(1 – 2 marks)** General, simple statements without development, e.g. 'Tourism will bring money into the country.' 'TNCs will create jobs for people.' 'Fair trade will help farmers earn money.' 'Appropriate technology will allow people to grow more food', i.e. no reference to how.	4
		Level 2	**(3 – 4 marks)** Development to show how schemes would develop the economy, e.g. 'Tourism will bring money into the country by creating jobs and paid employment, this money will be spent in the shops, etc.' (Some sort of multiplier/spin-off effect) Re-investment of money. Need reference to 'economy'	
(f)	(i)	**Level 1**	**(1 – 2 marks)** General, simple statements without development, e.g. ('Ice caps melt) (flooding of lowland areas.')	4
		Level 2	**(3 – 4 marks)** Clear explanation of effect/management, (e.g. 'Ice caps melt causing flooding of lowland areas,) L2 (causing massive shifts of population and overcrowding in inland cities.')L2	
	(ii)	1 + 1	'We should use fewer aerosols which contain CFCs and use those with alternative propellants.'	1 1