



## General Certificate of Secondary Education

# Geography 3033

## *Specification C*

*3033/1H Higher 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.

## 3033/1H

### 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.

#### 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.

1. (a) (i) (2 x 2) – Any reasonable points from Figure 1  
- Nearer cities/more people within 3 hours drive  
- Access/nearer roads/motorways  
- More central  
- Size (must be qualified i.e. more facilities). (2 marks)
- (ii) Bar and name must be correct.  
**Correct order:**  
North Yorks Moors – 15  
Northumberland – 14  
Brecon Beacons – 12  
Exmoor – 10  
Dartmoor – 9  
Pembrokeshire Coast – 3
- 5/6 correct = 3 marks  
4/5 correct = 2 marks  
1/2 correct = 1 mark
- Max 1 if labels in correct order but no graph.  
Max 2 if graph correct but no names. (2 marks)
- (b) **Level 1 (1-2)**
- 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 a lot of people enjoy countryside today”.
- Level 2 (3-4)**
- Clear appreciation of **increased**. Uses resource thoroughly- more cars, better transport, people have more time, greater awareness of countryside and some use of resource 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)

2. (a)

**Level 1 (1-2)**

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)**

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)**

Limited understanding of conflict with superficial ideas about local people and visitors. Descriptive appreciation of pressures rather than analytical in terms of reason for conflict. General, vague ideas, little development.

“Lots of people visiting might fill the car parks and this will annoy local people.

**Level 2 (3-4)**

Clear understanding of conflict with reasons why conflict may occur. One very well developed idea could score 4 marks.

“Visitors may fill car parks and make the roads congested. Local people may find this annoying because they have to go to work and do everyday things like shopping. It could hold them up or make them late”.

*(4 marks)*

3. (a) (2 x 1)  
1 mark = area that has particular characteristics (physical/human)  
1 mark = attracts a large/disproportionate number of people.  
Accept responses from the point of view of an isolated area. (2 marks)

(b) **Level 1 (1-2)**

Basic ideas about tourism creating jobs with some examples, often direct ideas, largely from resource.

“Tourism creates many jobs in shops and hotels. Without the visitors there would be no need for hotels and there would be fewer jobs in shops”.

**Level 2 (3-4)**

Broader ideas which identify the direct jobs and also consider linked/multiplies ideas to give a wider appreciation of the impact.

“Tourism creates lots of jobs in hotels and leisure areas. Also many shops open directly because of tourism but also day to day shops might stay open more or get more trade. Shops and hotels may use locally produced goods and have to be maintained, meaning even more job opportunities”.

(4 marks)

(c) **Level 1 (1-2)**

Simple ideas from resource which identifies either the advantage(s) or disadvantage(s) or vague ideas of both.

“It is good for the housing market and keeps prices rising. People who own houses would like this”.

**Level 2 (3-4)**

Sound points which identify clear advantage(s) and disadvantage(s).

“It is good for the housing market and will keep prices rising. People who own houses will like this. However, if you are trying to buy a house it may be difficult and young people may have to move away”.

(4 marks)

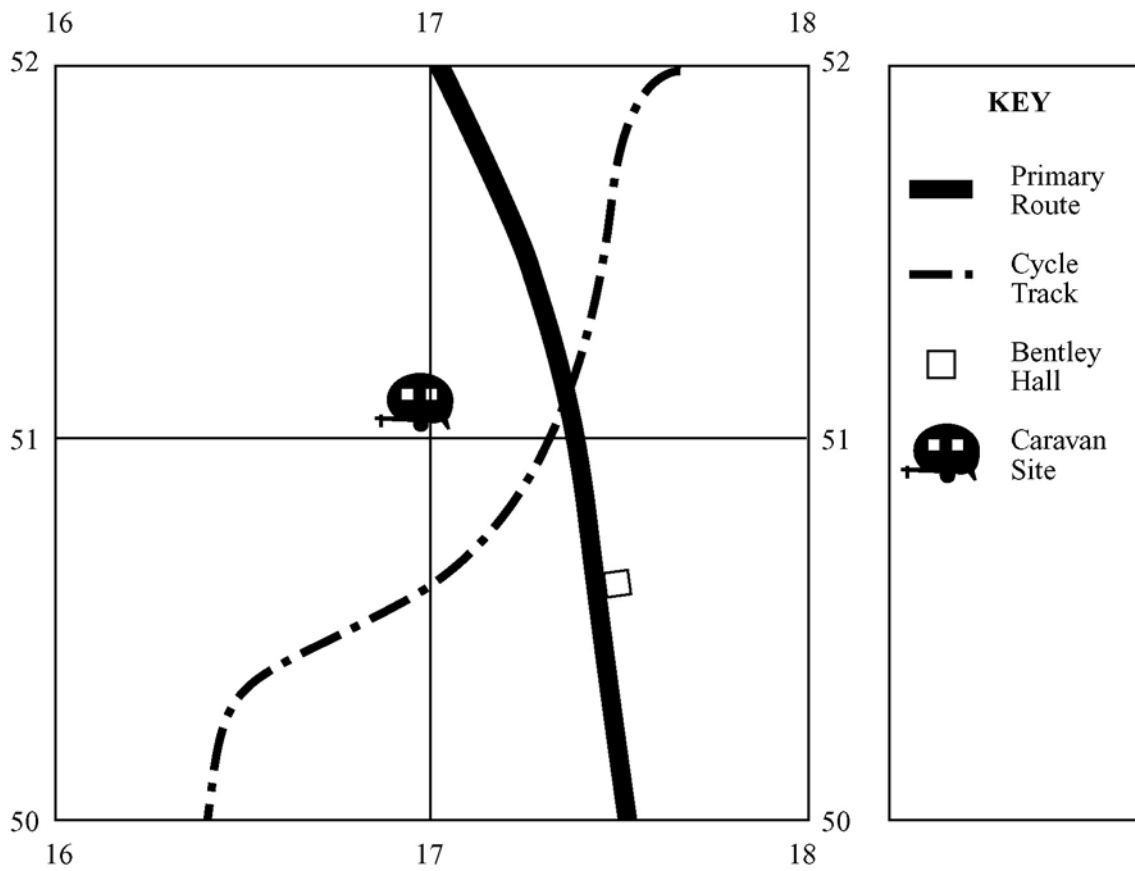
**Level 3 (5-6)**

Detailed observations which bring in advantage(s) and disadvantage(s) and also consider conflicting ideas and the impact on the character of areas. A broader understanding with a number of ideas.

“Rising demand from outside will increase prices. This will be good if you own a house. Also with wealthy people buying homes there will be more demand for builders etc. and this creates work. For young people wanting to buy a house it will be difficult and many may move away. This could affect local shops and services. In some places half the houses are empty for much of the year and this changes the character of the place”.

(6 marks)

4. (a) (i) 5 km (km not required) (1 mark)
- (ii) 36 sq. km  
 1 mark - 36  
 1 mark – sq. km (2 marks)
- (iii) 1 mark for each location + 1 mark for key (Bentley Hall can be labelled on map).  
 Cycle track – 2mm each way  
 Caravan Site – must cross line 17/touch symbol (Caravan symbol)  
 Bentley Hall – must be next to road and touch outline. (4 marks)



- (iv) **Level 1 (1-2)**  
Basic mentions of steep slope/river/cave

**Level 2 (3-4)**

More specific ideas with detailed appreciation of features  
'meandering river'  
'steep slopes on river sides – valley'  
'flatter to the north-east'

*(4 marks)*

- (b) **Level 1 (1-2)**

Basic list of observations from resource with limited development.  
"Visitors cause erosion, drop litter and the traffic can cause pollution and congestion".

*(2 marks)*

**Level 2 (3-4)**

Clear understanding of how visitors create impacts and identifies a range of points. Good use of resource but limited additional detail.  
"Hikers and bikers wear away the grass on footpaths and create problems of erosion. Visitors dropping litter can harm animals and spoil the look of the area. Parking on verges can damage the environment as can the pollution from all the vehicles".

*(4 marks)*

**Level 3 (5-6)**

Detailed use of the resource which identifies both human and physical points (damage to landscape by building and visitor pressure). Individual ideas beyond the resource (can be place or example detail).  
"Visitors create a lot of pollution by vehicle fumes and litter and this can damage plant and animal life. Walkers damage footpaths but mountain bikes can cause massive erosion. In many areas new buildings have been built which spoil the area and change it into a more urban environment. In the Lake District the use of motor-boats can seriously damage the aquatic life as well as polluting the lakes".

*(6 marks)*



5. (a)

**Level 1 (1-2)**

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)**

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)**

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) Be aware of thoughtful ideas which use individual points about the general issue.

**Level 1 (1-2)**

Basic points which identify elements of both options and suggest reasons why they might be more appropriate.

“Taking into account approach A will manage the extra traffic from tourists and building more car parks (Approach B) good for local residents”.

**Level 2 (3-4)**

Developed points which either identify that a combination of both approaches may satisfy the basic aims more successfully and/or develops individual ideas.

“Park and ride will ease congestion but may put visitors off and reduce local incomes. If town centre car parks were built as well, even if parking fees are increased, it might resolve this. Also if this was done the car parks in the centre and for the park and ride could be smaller and fit in with the area better”.

*(4 marks)*

- (c) **Level 1 (1-2)**

General observations about residents living there and therefore needing special treatment. Limited reasoning and development.

“Local people will get fed up if they are treated like visitors because they are there all the time”.

**Level 2 (3-4)**

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)*