



General Certificate of Secondary Education

Geography 3033 *Specification C*

3033/2H 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.

3033/2H

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.

Question 1

1(a)		<p>2 × 1 LEDCs increase is rapid, whereas MEDCs increase is slow/remain static. Must be comparative; higher much more larger (not nos. people in LEDC cities). LEDCs increase by as much as 15m, e.g. Lagos. In MEDCs they only increase up to 2 million, e.g. New York.</p>	<p>1 1</p>
(b)	(i)	1 × 1 SE (SSE)	1
	(ii)	<p>No double marking jobs/no jobs 4 × 1 or 2 x 1 + 1 People move from rural-urban areas due to push factors operating in rural areas. E.g. increase in job opportunities (1). Cheap places to live needs a development, i.e. say why. Accept natural hazards as push factors. Needs definite sense of advantages, can be bullets.</p>	<p>1 1 1 1</p>
(c)		<p>Level 1 (1 – 2 marks) A basic description of scheme(s). Describes simplistically or names scheme, e.g. they can set up a self-help/urban greening/eviction/rural enterprise scheme. Not 'people' are building new houses or electricity is brought in, more services. General references to NGLs giving short term aid, e.g. food and clothes – reject.</p> <p>Level 2 (3 – 4 marks) A clear description of scheme(s). Some development of ideas, i.e. describes what self-help schemes etc. are, or what they involve. E.g. housing made better.</p> <p>Level 3 (5 – 6 marks) A thorough, detailed description of scheme(s). Continued development of ideas. This may be through use of case study example(s). Shows a clear understanding of how the scheme operates.</p>	6
(d)	(i)	<p>2 × 1 An area of mainly open land, surrounding the city, upon which development is severely restricted (1) To limit the growth of the city (1) or to provide access for recreation (1)</p>	<p>1 1</p>
	(ii)	<p>3 × 1 People living longer, therefore fewer homes become available. More one-parent families. More people owning second homes. In-migration. Accept replacement of old stock. Accept population is increasing. Not birth rate increase, not larger families.</p>	<p>1 1 1</p>
(e)	(i)	3 × 1 Open space, greenfield, vegetation, recreational (once only) farmland, grazing (once only) wooded areas, no houses, non-urban/rural etc. Footpath, minor road.	3

	(ii)	<p>Level 1 (1 – 3 marks) Disadvantages; existing buildings may have to be demolished, land may be contaminated etc. 'Building on Greenfield land provides a nicer environment', (brown or green only or advantages/disadvantages only = max 2). Do not double mark reversals.</p> <p>Level 2 (4 – 6 marks) Develops the advantages and disadvantages, e.g 'Building on greenfield land provides a pleasant, green, modern environment for business or house sellers' (brown or green only or advantages/disadvantages only = max 5)</p> <p>Level 3 (7 – 9 marks) A thorough detailed comparison of advantages and disadvantages of brown/greenfield sites, through continued and sustained development of ideas this may be through the use of case study examples. Must discuss b + g advantages and disadvantages to access Level 3.</p>	9
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Question 2

(a)	<p>Relationship = 1 Figures = 1 E.g.s = 1 3×1 In the areas with rainfall 800mm+ pa, there are no populations without access to regular food supply. Where rainfall <800mm p.a., the number of populations without access to regular food supply increases. The largest area of populations without access to regular food supply are in Mali and Niger, much of which receive rainfall of <200mm p.a.</p>	3
(b)	<p>Level 1 (1 –2 marks) Simplistic statements without development. ‘Soil erosion will take place.’ ‘Trees/grass have been removed.’ ‘Too many cattle/sheep/goats are kept.’ ‘Over-populated’. ‘Drought’.</p> <p>Level 2 (3 – 4 marks) Develops the effects of the statements to give a sense of process and how places become deserts. ‘Overgrazing 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)</p> <p>Level 3 (5 – 6 marks) Continued development of ideas. This may be through use of case study examples. A thorough, detailed description of processes, with widespread use of geographical vocabulary.</p>	6
(c)	<p>3×1 Flows N to S. One flow travels (west) WSW, reaches Lake Kivu, skirts edge of Goma. One flow goes right into Goma. 1+1 for developed descriptions. 9km in length.</p>	3
(d)	<p>2×1 Lava weathers down into fertile soil, so the area is good for agriculture. Access to cheap, hydrothermal power. Reluctant to leave their homes, lived there for generations. Can’t afford to move. Tourist attractions therefore, make money, selling souvenirs etc. They don’t think it will ever happen, they trust the predictive technology, pleasant scenery, mineral wealth.</p>	1 1

(e)	<p>Level 1 (1 – 2 marks) General, simple statements about schemes, e.g. they could monitor activity. They could evacuate the area etc., they could draw upon emergency plan, etc. No development. No credit for saying this could save lives.</p> <p>Level 2 (3 – 4 marks) A clear description of schemes, e.g. they could monitor using satellites to detect any bulges in the mountain.</p> <p>Level 3 (5 – 6 marks) Continues to develop explanation to achieve a detailed account of scheme, with widespread use of geographical exemplars and/or continued, detailed development.</p>	6
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Question 3

(a)		<p>2 × 1 Mostly above Topic of Cancer. Mainly Europe/North America (once only). Accept ‘mostly in MEDCs, not all in MEDCs.</p> <p>Except for Chile/Argentina in South America and Australia/New Zealand in Southern hemisphere. (Not ‘in the Northern hemisphere/above the equator)</p>	<p>1</p> <p>1</p>
(b)		<p>4 × 1 or 2 × 1 + 1 Some are wealthier/MEDCs, quality of life, standard of living, all need explanation. (1)</p> <p>Have access to advanced health services/doctors/hospitals/health care/nursing homes (once only) (1)</p> <p>Fewer epidemic diseases (1)</p> <p>Have access to regular food and or water supply (1)</p> <p>Little malnutrition/starvation. (1)</p> <p>Have access to high tech, labour saving devices. (1)</p> <p>Few people involved in back-breaking subsistence agriculture etc. (1) Accept war, AIDS.</p> <p>No double marking of opposites.</p>	4
(c)	(i)	1 × 1 40%	1
	(ii)	<p>2 × 1 UK small primary sector, whereas Niger much bigger, or cites figures.</p> <p>UK larger percentage of people employed in secondary industry.</p> <p>Niger much smaller percentage of people employed in tertiary industry.</p> <p>Tertiary needs a higher level of education – needs to be specified.</p>	<p>1</p> <p>1</p>
	(iii)	<p>4 × 1 or 2 × 1 + 1</p> <p>LEDCs have many people who depend on subsistence agriculture. (1)</p> <p>MEDCs agriculture is more mechanised/more food imported. (1)</p> <p>MEDCs have a longer history of industrialisation/economy (1) geared up to sale of manufactured/high value goods. (1)</p> <p>MEDCs have well developed service sector to support business and community needs. (1)</p>	4

(d)	(i)	<p>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.</p> <p>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.)</p> <p>Level 3 (5 – 6 marks) Continues to develop advantages of scheme. Must contain case study examples of actual schemes/countries. > 1 chosen, mark both, enter that with highest mark) MEDC = max L2.</p>	6
	(ii)	1 + 1 Culture of dependency, (1) indebted/held to ransom by terms of aid. (Accept ‘debt’) (1)	2

(e)	(i)	<p>Level 1 (1 – 3 marks) Effect or management only = max. 2. General, simple statements without development, e.g. ‘We should use less aerosols which contain CFCs.’ ‘Ice caps melt causing flooding of lowland areas.’ No mention of international agreements.</p> <p>Level 2 (4 – 6 marks) Effect/management only = max. 5. Clear explanation of effect/management, e.g. ‘We should use less aerosols which contain CFCs and use those with alternative propellants.’ ‘Ice caps melt causing flooding of lowland areas, causing massive shifts of population and overcrowding in inland cities. Simplistic management idea. ‘International agreements help countries work together’ - to access top of Level.</p> <p>Level 3 (7 – 9 marks) Includes both effect and management. A thorough, detailed explanation of effect/management. Continues to develop the point and/or uses case study, e.g. of actual schemes/problems/agreements and develops idea of why countries need to work together. Clear idea of problems transcending national boundaries or a clear e.g. of an international agreement e.g. global ban on CFCs, or a clear description of a named agreement, e.g. Kyoto.</p>	9
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