



General Certificate of Education

Geography 3033 (Full Course) *Specification C*

3033/1F Paper 1 Foundation Tier

Mark Scheme

2006 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

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 answer, 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.

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', 'L2' or 'L3' 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 L3, detail and balance here.*
- 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 'box' 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 marking 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 credit-worthy. 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) Mumbai (or Bombay) **(1 mark)**
- (ii) Lagos **(1 mark)**
- (iii) New York **(1 mark)**
- (b) (i) 1 correct = 1 mark
2 correct = 2 marks
3/4 correct = 3 marks **(3 marks)**
- (ii) Asia **(1 mark)**
- (c) (3 x 1)
One mark for each correct line
The projected line has to be correct at both 2000 and 2015. Line touches the correct point. **(3 marks)**
- (d) **Level 1 (1-2 marks)**
Basic idea about growth (1). Limited use of data (1) OR reference to rate of growth (1).
- Level 2 (3-4 marks)**
Clear idea about rapid growth with more detailed use of data OR identifies different rates of growth (not all growing at the same rate). **(4 marks)**

Question 2

- (a) 2 x 2 for each of Mozambique/Pakistan + 1 mark for key (accept words city/countryside in key).
Horizontal line must touch graph line. Max 2 bars if accurate but not shaded. **(5 marks)**
- (b) 1 mark for understanding of push/pull factor (not just that it is 'better')
1 mark for development or example. (Do not accept opposites) **(4 marks)**
- (c) 1 correct = 1 mark
2 correct = 2 marks
3/4 correct = 3 marks (only 3 ticks)
QUALITY OF LIFE
SHANTY TOWN
URBANISATION
RURAL DE POPULATION **(3 marks)**
- (d) **Level 1 (1-2 marks)**
Basic understanding which lists any positive ideas such as increasing incomes, providing food or jobs. General understanding about improving economic conditions.
- Level 2 (3-4 marks)**
Clear understanding of how economic opportunities can be developed and links to general security. "Improvements in farming means farmers can produce more crops and earn more money. They can then have better housing and afford a better lifestyle, which might include access to healthcare and education". **(4 marks)**

Question 3

Level 1 (1-2 marks)

Largely descriptive account of conditions with tentative links to the health of people. Ideas about the area being dirty and disease likely etc.

Level 2 (3-4 marks)

Clear link which describes conditions and makes clear links between the conditions and health problems

i.e. Lack of sanitation → dysentery etc.

Over crowdedness → spread of infections

Poor, damp housing → chest problems.

(4 marks)

Question 4

- (a) (i) One Million (1 mark)
- (ii) Phnom Penh (1 mark)
- (b) **Level 1 (1-2 marks)**
Basic list of social and environmental problems OR more detailed appreciation of either. Limited development of the resource.
- Level 2 (3-4 marks)**
Broader range of both social and environmental factors with some development of data / or understanding the debate. “Housing is not the only problem” (4 marks)
- (c) (i) 7 (1 mark)
- (ii) 1 mark for Indiranger
+ 2 marks for reasons which could include
- Wider range of services
 - Better water supply
 - Proper sewers
 - Proper roads
 - Good water supply (3 marks)
 - Good electricity supply

Question 5

- (a) (i) **EASTERN: TOILETS: WATER**
3 correct = 2 marks
½ correct = 1 mark **(2 marks)**
- (ii) Sewage
Industrial Pollution (accept any type of pollution linked to industry. (2 x 1) **(2 marks)**
- (b) **Level 1 (1-2 marks)**
Basic ideas which suggest that if many children die it must show poor living standards/healthcare etc or if more survive it might show better levels of economic development.
- Level 2 (3-4 marks)**
Clear links to other factors which might include links to education/diet/clean water/housing quality. Clear understanding that economic development can increase spending on social conditions. **(4 marks)**
- (c) (i) **Level 1 (1-3 marks)**
Basic repeat of appropriate data to make a case. No real development and only tentative links to the identified problems. Max Level 1 largely copied from resource.
- Level 2 (4-6 marks)**
Uses information to make clear links between project and improvements and has clear reference to the identified problems. **(6 marks)**
- (ii) 1 mark – disadvantage identified.
2nd mark for development/clear explanation of why it is a disadvantage. **(2 marks)**