



General Certificate of Secondary Education

Geography 3033 (Full Course) *Specification C*

3033/2F Paper 2 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 '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 credit worthy. The degree of the 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.

Question 1

- (a) (i) 1 x 1 3.5 million.
(ii) 3 x 1 0-39, increase, female.
- (b) 4 x 1 pressure on health services, care homes, social services, isolation after the death of a partner, pressure on relative carers, tax burden on smaller economically active population, ageism, governments unable to pay for pensions, additional housing needs, entertainment/recreation geared towards needs of elderly. 1+1 for developed points. Reject 'over populated'. Pure list with no development/description = max 2
- (c) (i) 1 x 1 0080
(ii) 085803 = TV mast – accept mast
135845 = Viewpoint – accept footpath, bridleway, contour
122854 = Station – accept railway, public house (ph), building.
- (d) (i) 3 x 1 correctly positioned feature.
(ii) 1 x 1 bypasses towns, through traffic does not need to pass through towns. Accept "like a ring road". Reject "It is a dual-carriageway/wider road".
(iii) **Levels of Response**

Level 1 (1-2 marks) there is/are statements. E.g. there is a main road 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 main road nearby so deliveries can easily access the site.' Or uses map/evidence.

Question 2

- (a) (i) 1 x 1 increased.
 (ii) 1 x 1 MEDCs above world rate, LEDCs below world rate.
 More/higher/greater in MEDCS less in LEDCS
- (b) 3 x 1 malnutrition, starvation, people will have to pay more for food inability to work, increased chance of disease etc. Reject people will die/become ill/poor health, needs a development as does 'disease' on its own.

(c) Level 1 (1-2 marks)

Simplistic statements without development. E.g. food can be grown even when river levels are low. Crop seeds could be scientifically developed to take on selected characteristics.

Level 2 (3-4 marks)

Develops the effects of the statements, e.g., crop seeds could be scientifically developed to take on selected characteristics, such as tolerance to periods of low rainfall, coupled with a characteristic of growing low to the ground so it is not destroyed by strong winds, e.g. food can be grown even when river levels are low, if water can be lifted out of the river and sent into the fields via irrigation canals, due to this, two or three crops a year could be grown.

- (d) (i) 1 x 1 Conwy, Dee, Clwyd.
 (ii) 1 x 1 Llanrwst, Corwen, Conwy, Rhyl
- (e) 2 x 1 + 1, e.g. heavy rainfall (1) saturates ground water cannot infiltrate (1) and quickly reaches river as surface run-off. E.g. several days precipitation is stored as lying snow (1) or, when temperatures rise, this melts (1) and flows over frozen ground. (development – 1 mark).
- (f) (i) 3 x 1 hills, woods, cliffs, caves, waterfalls, rivers etc. Accept named feature.
 (ii) 1 x 1 hills for rambling, woods for picnics, cliffs for climbing, caves to visit, waterfalls for sightseeing, rivers for bathing, etc.

(g) Levels of Response

Level 1 (1-2 marks) general, simple statements about surface processes, without clear reference to a correct sequence and limited use of geographical vocabulary, e.g. the rock has been worn away by fast flowing water.

Level 2 (3-4 marks) Relates specifically to chosen feature. A clear explanation, correctly sequenced processes, use of geographical vocabulary. E.g. use of terms such as attrition, solution, hydraulic action, abrasion, corrosion, etc.

- (h) (i) 1 x 1 for an area which attracts lots of tourists.
(ii) 2 x 1 **A:** parking on verge, 3 correct = 2 marks
B: traffic congestion, 2 correct = 1 mark
C: footpath erosion. 1 correct = 0 marks
(iii) **Levels of Response**

Level 1 (1-2 marks) simple statement of scheme, e.g. traffic congestion: use park and ride i.e. without development of how scheme operates.

Level 2 (3-4 marks) develops statement to show how scheme operates, e.g. use 'park and ride', where people leave their car in a car park outside National Park and catch a free bus into the Park.

Question 3

- (a) (i) 2 x 1 arrivals will increase in total. Use of figures.
 (ii) 1 x 1 Europe
 (iii) 4 x 1 increased affluence, paid holidays, longer holidays, improved transport, new resorts in LEDCs, rise of package holidays, internet deals, no frills etc. (1+1 for developed points). Accept increase in population.
 (iv) 4 x 1 1, 4, 5, 6.

(v) Levels of Response

Level 1 (1-2 marks) simplistic disadvantages. Litter, noise, visual pollution water pollution/shortage etc.

Level 2 (3-4 marks) develops upon problems to give more detail, or describes the longer-term implications e.g. tourist numbers means that extra sewage is discharged untreated or semi-treated into the sea, killing sea life.

- (b) (i) 1 x 1 10.
 (ii) 1 x 1 Saudi Arabia.
- (c) 2 x 1 they are fossil fuels (1), or reference to geological time scale (1)
 they will run out (1)once used they cannot be replaced (1)
 Can't be reused/once gone they are gone = same idea.
- (d) 3 x 1 2, 3, 6.
- (e) 2 x 1 primary, exported.
- (f) 2 x 1 air pollution, increased asthma, blackening of buildings, global warming, acid rain, etc. – reject 'oil will run out'.

(g) Levels of Response

Level 1 (1-2 marks) simple description of scheme(s). Use less energy by switching lights off at night, use solar power instead, develop non-petrol cars, re-cycle paper and glass, substitute wooden furniture for other materials, etc.

Level 2 (3-4 marks) a more detailed description of scheme(s). Some development of ideas, i.e. describes what scheme involves or how it works, e.g. by developing cars which run on alcohol instead of petrol and which also do more km per litre.