



General Certificate of Secondary Education

Geography 3033 (Full Course) *Specification C*

3033/1H Paper 1 Higher 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.

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', '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) 1 correct = 1 mark
2 correct = 2 marks
3/4 correct = 3 marks **(3 marks)**
- (ii) (2 x 1) Any reasonable points, such as:
- Mainly in Asia (in east) - Spread out
- Mainly between the tropics - Most are in LEDC's
- Mostly coastal
- Most north of equator/few south of the equator.
Or developed point:
- Mainly coastal, except Mexico City
- Mainly in South-East Asia – 6 out of 10 **(2 marks)**
- (b) **Level 1 (1-2 marks)**
Basic idea about LEDC rapidly growing/MEDC slowly/static/quotes data
Maximum Level 1 if comparison between MEDC's or LEDC's
- Level 2 (3-4 marks)**
Uses data to express change. Credit similarities and differences. **(4 marks)**
- (c) (2 x 1) Any reasonable points/or one developed point.
• Poor census data
• Because of rapid change (migration)
• People avoid being counted
• Natural increase high
• Not all births/deaths registered.
• Difficult to measure
• Levels of literacy
• Based on past data (which could be unreliable)
• Because of unexpected incidents **(2 marks)**

Question 2**(a) (i) Level 1 (1-2 marks)**

'Push/Pull' ideas important. Do not need to use 'Push/Pull' as words.

Identification of push and/or pull ideas from data.

Max Level 1 if copied from resource with no development.

Level 2 (3-4 marks)

Understanding of 'push and pull' ideas from data with some explanation of each / or detailed explanation of one.

Max Level 2 if no use of the resource.

Level 3 (5-6 marks)

Must go beyond the resource. Detailed understanding of both 'push and pull' ideas and explanation. Brings in original ideas which could be additional factors or locational exemplification.

(6 marks)

- (ii) 1 mark for idea of high birth rate, growth rates, natural increase, limited birth control, culture. 1 mark for link to youthful population in cities, or developed point for 2 marks.

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

Basic understanding of question – some simple idea about conditions still being poor/not what was expected.

Level 2 ((3-4 marks)

Clear understanding of perception and idea of expectation of improvement from a poor situation, but the reality being a different set of poor circumstances,

“People leave rural areas because of very harsh agricultural conditions and move to the city for a better life. The reality is that they often end up living in awful conditions in a shanty town so have swapped one set of poor conditions for another. So they do not always get what they think they will”.

(4 marks)**(c) 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 only tentative links the 'quality of life' ideas.

Level 2 (3-4 marks)

Clear link between conditions and factors such as disease-health/mortality rates/illness etc.

"The conditions are very poor with no proper drainage and very high rates of population density. This means that diseases can spread easily and general levels of health will be poor, so people cannot work and have little money."

No use if resource – max Level 2.

Level 3 (5-6) marks

Must include additional links beyond the resource.

Quality of life considered in broad terms to include pollution, health and other factors such as housing quality, potential crime, economic possibilities.

"General housing quality is very poor with temporary buildings made of makeshift materials. There is probably no proper sanitation and this means that the street may be the toilet. This will cause health problems and disease. This may make it hard for people to work and earn a living. Rates of crime may also be high in these areas as people struggle to make ends meet".

(6 marks)

Question 4**(a) Level 1 (1-2 marks)**

Identifies either environment or socio-economic factors from resource.
Max Level 1 for simple list of problems.

Level 2 (3-4 marks)

Identifies a broader range of environmental and socio/economic factors by using data effectively.
No use of resource – Max Level 2

Level 3 (5-6 marks)

Goes beyond the resource or develops a point by explaining.
Identifies a range of environmental and socio/economic factors and brings in additional ideas/locational exemplification. Examples might include specific pollution problems/traffic problems/types of crime/economic problems/social problems.
Be careful that the question is about wealthy areas not wealthy people. **(6 marks)**

(b) Level 1 (1-2 marks)

General points which suggest that cities have a range of areas with differing conditions. Might mention variations in housing quality etc.
Might identify Indiranger as a weather area.

Level 2 (3-4 marks)

Goes beyond the resource, clearly appreciating ‘wealthy areas’.
Uses resource to identify areas with different conditions, might identify Indiranger as an area with better conditions. Brings in additional ideas or locational exemplification.
“Even in developing cities there are rich and poor areas. The resource shows that in Bangalore there are great differences throughout the city – with Yelanka having very poor facilities and being a slum area while Indiranger has most of the facilities we would associate with a wealthy country. This can also be seen in Rio de Janeiro where shanty towns exist away from the city centre while wealthy people live in large villas on the edge of the city”.

(4 marks)

Question 5

- (a) **Level 1 (1-2 marks)**
Basic ideas which suggest that if many children die it must show poor living standards/healthcare etc.
- 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)**
- (b) **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.
- Level 2 (4-6 marks)**
Uses information to make clear links between project and improvements and has clear reference to the identified problems.
- Level 3 (7-9 marks)**
Detailed understanding of how the change will improve living conditions and impact on all three of the identified problems. Brings in understanding from whole resource. **(9 marks)**
- (c) **Level 1 (1-2)**
General points identifying disadvantages with limited development.
- Level 2 (3-4 marks)**
Disadvantages clearly identified with justification/reasoning. **(4 marks)**