



General Certificate of Secondary Education

Geography 3033 (Full Course) *Specification C*

3033/2H Paper 2 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 '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 correctly drawn bar. 1mm tolerance; need not be shaded.
- (ii) 2 x 1 0-39 decreases, 55+ increases, etc. Description of individual bars e.g. 0-4 years, 45-49 (except 100+) = Max 1. Not just gender – reject “the number of males will increase”. Accept “older increases”, “younger decreases”. Reject changes to birth rate/death rate.
- (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, smaller economically active population, ageism, governments unable to pay for pensions, additional housing needs, entertainment/recreation geared towards needs of elderly. People working longer before they retire. Go to (1+1) for developed points. Reject “it will become over-populated”. Pure list with no development/description = Max 2.
- (c) (i) 1 x 1 038827 +/-1
(ii) 1 x 1 9km
(iii) 1 x 1 NE (ENE) (Reject NEE)
- (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”.

(iii) **Levels of Response**

L1 (1/2 marks) there is/are statements. E.g. there is a main road nearby. There is lots of open space.

L2 (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 without clear development of statements to show the nature of the advantage.

L3 (5/6 marks) reaches L2 and gives map evidence. E.g. number of main roads, identifies named map features, uses distance/direction, etc., or continued development of the nature of the advantage.

Question 2

- (a) 3 x 1 once only (World / MEDCs / LEDCs all risen), MEDCs below world rate, LEDCs risen above world rate. Gap between LEDCs/MEDCs is shrinking. Max 1 – credit use of figures, e.g. compare two dates or calculate difference.

(b) **Levels of Response**

L1 (1/3 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 or gives simple disadvantage.

L2 (4/6 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. Offers a simple disadvantage for each, e.g. soils become salty. E.g. we don't really know what the effects could be.

Max 6 – no disadvantages/advantages.

L3 (7/9 marks) develops the effects of the statements as in L2 and also develops the disadvantages, e.g. scientists argue that it is morally wrong to tamper with nature and that we don't really know what the effects of the spread of pollen from the crops could be.

(c) **Levels of Response**

L1 (1/2 marks) general, simple statements about hydrological processes, without clear reference to a correct sequence and limited use of geographical vocabulary, e.g. heavy rainfall soaks ground, snow melts and flows over frozen ground.

L2 (3/4 marks) a clear explanation, use of geographical vocabulary, e.g. heavy rainfall saturates ground, water cannot infiltrate and quickly reaches river as surface run-off. E.g. several days' precipitation is stored as lying snow, when temperatures rise this melts and flows over frozen ground.

L3 (5/6 marks) continues to develop explanation to achieve a detailed account of process, with widespread use of geographical vocabulary and a correctly sequenced process. E.g. heavy rainfall saturates ground, water cannot infiltrate and water quickly reaches river as a surface run-off rather than as groundwater flow.

- (d) 2 x 1 or 1 x 1 e.g. footpath erosion: many people can park in Castleton and then walk up to Peveril Castle along the limestone way e.g. traffic congestion: Castleton has road junctions where roads converge, has a car park which traffic will be queuing/turning etc. E.g. parking on grass verges. Car parks nearby may be full and people will park there to visit the attractions (caverns). Accept “a lot of traffic from the tourists” and reference to process e.g. compaction of footpaths.
- (e) 2x (1+1) lists at least two natural features shown on OS extract: hills, cliffs, mountains, caverns, caves, tors, valleys, gorge, rivers, forests, moors, limestone outcrop, spring, swallow hole, etc. Named natural feature, e.g. Lords Seat, Mam Tor, and then states why it attracts tourists i.e. an activity e.g. Lose Hill – people will hike up the hill to admire the panoramic views. Accept “attract”, “looking at ...” once only.

(f) **Levels of Response**

L1 (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.

L2 (3/4 marks) relates specifically to chosen feature. A clear explanation, correctly sequenced processes, use of geographical vocabulary.
E.g. occasional use of terms such as attrition, solution, hydraulic action, corrosion, etc.

L3 (5/6 marks) continues to develop explanation to achieve a detailed account of process, with widespread use of geographical vocabulary. Development may be case study examples. Diagram should add to the explanation.

Question 3

- (a) (i) 3 x 1 arrivals have increased in total in both Europe and all other regions. Use of figures. America / Europe increased most, less developed regions much smaller rate of increase.

(ii) **Levels of Response**

L1 (1/2 marks) simplistic statements without development. ‘There are now ...’ increased affluence, paid holidays, longer holidays, improved transport, new resorts in LEDCs, rise of package holidays, internet deals, no frills, etc.

L2 (3/4 marks) develops the effects of the statements, e.g. the growth of package holidays has made going on holiday easier as tour operators such as Cosmos combine travel and accommodation as a package with one price. This encourages more people to travel.

L3 (5/6 marks) continues to develop explanation to achieve a detailed account of reasons for changes, e.g. improved airports and faster, wide bodied planes, charter flights with online booking of air tickets and hotel rooms bought in bulk by tour operators such as Cosmos has resulted in low prices, convenient package holidays with encourages more people to travel. Development may be case study examples.

- (iii) **L1 (1/2 marks)** simplistic advantages, jobs etc.

L2 (3/4 marks) develops upon advantages to give more detail, or describes the longer-term implications. E.g. Tourist spending has multiplier effect as hotels buy locally produced food from farmers.

L3 (5/6 marks) Continues to develop the point to give a thorough, clear, detailed description. E.g. tourists’ spending provides jobs in tourism (hotels etc.) but also spin-off jobs (farmers providing food for hotels). This increases income and taxes paid to government. This can then go to improving infrastructure, which again benefits locals. Development may be case study examples.

- (b) (i) 1 x 1 10
(ii) 1 x 1 Middle East

(iii) **Levels of Response**

L1 (1/2 marks)

Simplistic problem without development; air pollution, water pollution, visual pollution, global warming.

L2 (3/4 marks)

Develops the problem to describe its effects e.g. Global warming may cause melting of the polar ice caps, leading to large tracts of low-lying land being flooded.

(c) 3 x 1 (1+1) for developed point, over-reliance on a primary product, subject to fluctuations in the market, if demand falls due to recession oil exporters (1) lose out on massive amounts of income (1). It is finite/non-renewable.

(d) **Levels of Response**

L1 (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.

L2 (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.

L3 (5/6 marks) a thorough, detailed description of scheme(s). Continued development of ideas, this may be through use of case study examples. Shows a clear understanding of how scheme operates. E.g. by developing fast growing energy crops, Brazil produces sugar cane from which ethanol can be produced, this is used a bio-diesel and 75% of its cars run on this fuel, reducing the need to use non-renewable resources.