



General Certificate of Secondary Education

Geography 3033 *Specification C*

3033/1F Paper 1 Foundation Tier

Mark Scheme

2007 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.

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3033/1F

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.

1	(a)	(i)	INDIA USA 2 x 1	(2 marks)
1	(a)	(ii)	TRUE TRUE FALSE 3 x 1	(3 marks)
1	(b)	(i)	MEDC LEDC LEDC 3 x 1	(3 marks)
1	(b)	(ii)	<p>Level 1 (1-2) Basic idea that Japan has highest/lowest data in specific indicators. (1) Data quoted for 2 marks OR some explanation without data “high GNP suggests that it is a wealthy country”.</p> <p>Level 2 (3-4) Clear use of data to suggest that Japan is an MEDC OR detailed links expressed without specific use of data. “Japan must be a wealthy country because it can afford a lot of doctors and must put a lot of money into education because literacy rates are high”.</p>	(4 marks)
1	(c)		Accept ANY two reasonable ideas that are not in Figure 1. Could be: social, economic, environmental, demographic.	(2 marks)
2	(a)		FARMING, RAW MATERIALS, PRODUCTS, SERVICES, HEALTHCARE 1 correct - 1 mark, 2 correct - 2 marks, 3 correct - 3 marks 4/5 correct - 4 marks	(4 marks)
2	(b)		3 x 1 for each bar + 1 mark for key	(4 marks)
2	(c)		<p>Level 1 (1-2) General development points about India (LEDCs)/Japan (MEDCs), which might include:</p> <ul style="list-style-type: none"> • levels of education/technology • most workers in farming/primary OR manufacturing/services • levels of mechanisation/number of factories <p>OR General comparisons between India/Japan</p> <p>Level 2 - (3-4) Clear links to economic development levels</p> <ul style="list-style-type: none"> • education links to different opportunities • LEDCs produce primary products to sell to MEDCs • development often means more resources, mechanisation and technology leading to a wider range of jobs. • more money linked to a wider range of jobs and services. 	(4 marks)

3 (a) Tourism, Technology, Fair Trade, Aid
1 correct - 1 mark, 2 correct - 2 marks, 3/4 correct - 3 marks (3 marks)

3 (b) If Tourism chosen - no marks.

Level 1 (1-2) Tends to repeat resource with only tentative development. "If a country got a better price for its products it would make more money (1) and they could afford to buy more food" (2).

Level 2 (3-4) Uses the resource to develop the idea **OR** uses appropriate examples and makes clear links to quality of life indicators/factors. "If a country got a better price for its products it would have more money to spend on machines that could make production more efficient. Also, people working in factories or on the land could be paid more. They could then afford better housing and clean water, and other things that might improve their quality of life". (4 marks)

4 Response could be negative **OR** positive

Level 1 (1-2) Largely descriptive use of resource **OR** own knowledge to identify changes. Tentative and general understanding of environmental pressures. Generalised ideas about pollution/cutting down trees, etc. "When hotels are built, trees might be cut down and the landscape damaged."

Level 2 (3-4) Goes beyond resource. Clear understanding of environmental factors **linked to** tourism. Might include ideas about specific pollution/more traffic/land-use change/damage to habitats/change to water courses/use of water, etc. Could include positive points. "Tourist development means more building of things like hotels, roads and airports. These mean cutting down trees and damaging habitats. Tourists demand facilities like golf courses which further damages landscapes. Land can be drained or rivers diverted causing changes to landscapes. More people also means more air pollution and litter." (4 marks)

5 (a) (i) 7000 km (must have km) (1 mark)

5 (a) (ii) APRIL (1 mark)

5 (a) (iii) Tenth / $\frac{1}{10}$ / 10% / 0.1 / 10th (1 mark)

5 (b) (i) 1 part correct - 1 mark, 2 parts correct - 2 marks, 3-4 parts correct - 3 marks, +1 mark for key
Chart not completed but key completed - **NO MARKS.** (4 marks)

5 (b) (ii) Simple idea – "It is near/close" **OR** attraction (qualified) - **OR** bigger population/richer e.g. "visiting rainforest because Argentina does not have that environment".
Developed idea – "It is near so will not take long – could go for a day trip" – 2nd mark. (If candidates suggest two reasonable reasons without a clear link – allow 2 marks). (2 marks)

- 5 (c) The key aspects are: physical features (coast/waterfalls/rivers/hills), flora/fauna, climate.

- Accept names (Bahia coastline/Sugarloaf mountain).

NO MARKS FOR HUMAN FEATURES

Level 1 (1-2)

Generalised points which could be anywhere. Tends to describe features without linking them to the idea of 'attracts'. Simple points about beach/weather, etc. "Lots of people like to go to places with nice weather."

Level 2 (3-4)

Points specific to Brazil from resource or own knowledge. Flora/fauna → interest in animals. Spectacular scenery → different to what is usually seen. "Hot, sunny, tropical weather and sandy beaches will attract families for holidays who want to sunbathe or enjoy water-sports. Some people might be attracted by the fantastic scenery of the Iguacu waterfalls. The range of plant and animal life found only in tropical rainforests will be a major attraction."

4th mark - range of environments and development of ideas beyond the resource.

(4 marks)

- 6 (a) **Level 1 (1-3)** Tends to accept or reject the idea and offers basic ideas, largely copied from the resource. The focus tends to be jobs/money if accepted or environmental negatives if rejected. "It is a good idea because Brazil is a poor country and it will bring in lots of jobs."

Level 2 (4-6) Clear reasons for acceptance or rejection **OR** a balanced appreciation of the advantages/disadvantages, which justifies the decision. "It is a good idea because it will bring in lots of jobs in tourism in what is a poor area. Lots of other opportunities will be created, for example in farming or building. There are disadvantages, but if the environment can be managed it will be a worthwhile project."

(6 marks)

- 6 (b) **Level 1 (1-2)** General points about environmental socio-cultural management which are appropriate but could essentially be based anywhere, i.e. "If trees are removed, more should be planted."

Level 2 (3-4) More specific ideas which are clearly focussed on the challenges of the specific area. These are largely people/environment/socio-cultural. "The area has a very specific environment with little building at present. If local people are involved in the project and buildings are developed in a similar style it will help.

"If trees are removed a similar number and type should be planted."

"Develop new opportunities for the local community that are

sustainable." "Building future roads away from sensitive environments."

(4 marks)