



General Certificate of Secondary Education

Geography 3033 *Specification C*

3033/2F Paper 2 - 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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GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the 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 answers, 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.

N.B. Only Level 1 and Level 2 descriptors will appear on Foundation tier mark schemes.

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' or 'L2' 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 L2, reasonably accurate knowledge or some clear understanding.*
- 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 creditworthy. 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) 2 x 1 Stage 4, Stage 2. (2 marks)
- (a) (ii) 1 x 1 Stage 2. (1 mark)
- (a) (iii) 1 x 1 Stage 4. (1 mark)
- (b) (i) 1 x 1 35% (1 mark)
- (b) (ii) 1 x 1 50% (1 mark)
- (b) (iii) 2 x 1 (or 1 + 1 for developed point) (2 marks)

Country A:

Pressure on health services, care homes, social services, partner's isolation, pressure on relative carers, tax burden on smaller economically active population, ageism, governments unable to pay for pensions, additional housing needs, cost of entertainment / recreation geared towards needs of elderly, labour shortages.

Country B:

Many dependant children, not enough work for young adults, insufficient resources for education, infant / child health care.

- (b) (iv) 3 x 1 or 1 + 1 + 1 for developed points. BR decreasing, fewer births, infant mortality decreasing, therefore less necessity to have large families. Increasing level of economic development means less need to have large families to support in later life. Improved education/education for women and greater understanding/access to contraception/family planning. Strict laws about number of children (1) + e.g. China's one-child policy (1). Accept 'impact of aids'. (3 marks)
- (c) (i) 1 x 1 high density of buildings, no open space, bus station, (lots of churches, places of worship), museums, castle, focus of routes, central location, etc. Railway station, main railway station/principal railway station, town hall, minister, public buildings, information centre. Ring road, inner ring road. (2 marks)
- (c) (ii) 2 x 1 for correctly positioned portion of route. (2 marks)
- (c) (iii) 2 x 1 for correctly positioned X at junction / position inside inner ring road (1) and correct reason for chosen point, e.g. narrow roads in old core, arterial routes meet, bringing traffic from several directions, etc. If route in (c)(i) is wrong, credit correct junction, etc., shown and accept a valid reason. (2 marks)
- (c) (iv) 1 x 1 3km (1 mark)

- (d) **Levels of response** (4 marks)
- L1 (1/2 marks)** simplistic ‘they should’ statements.
E.g. “They should make a park and ride scheme, they should make an inner ring road”. “They should restrict parking in the centre”. “They should introduce congestion charging, etc”.
- L2 (3-4 marks)** a clear description of scheme(s). Some development of ideas, i.e. describes what park and ride schemes, etc., are, or what they involve/works in order to reduce congestion. One way roads (L1) which lead traffic in and out of centre (L2).
- (e) 2 x 1 1st and 4th statements. (2 marks)
- (f) **Levels of response** (6 marks)
- L1 (1-3 marks)** lists simplistic problem(s), e.g. “It will destroy open fields”, “it will increase traffic in the area”, “it will create an eyesore”, etc.
- L2 (4-6 marks)** a clear description of problems, e.g. “it will create an eyesore as the building materials do not fit in with a Greenfield environment”.
(Accept effects on CBD if a shopping centre is chosen).

Question 2

- (a) (i) 1 x 1 Atlantic (1 mark)
- (a) (ii) 1 x 1 West (1 mark)
- (a) (iii) 1 x 1 14th (1 mark)
- (a) (iv) 1 x 1 decreased (1 mark)
- (b) (i) 2 x 1 A, C, B (2 marks)
- (b) (ii) 2 x 1 Eye = C Strongest winds = B. (2 marks)
- (c) (i) 1 x 1 – West (1 mark)
- (c) (ii) 1 x 1 – lessens, decreases, etc. (1 mark)
- (d) 2 x 1 or 1 + 1 (2 marks)
Pacific plate being pushed alongside N American plate (1).
Sudden movement of plate (1). There is friction (1).
(Accept any reference to plates being pushed together/plate moving, on boundary). Straight lifts from Figure 8 = Max 1. Need to go beyond the figure for 2nd mark.

- (e) **Levels of response** (4 marks)
- L1 (1-2 marks)** basic statements; buildings will collapse, fires will start, people will be injured.
- L2 (3-4 marks)** clear statements with some development; gas mains will rupture and fires will start, people will be injured by shattering glass from the windows of buildings, buildings are destroyed as shock waves cause the ground to shake violently.
- (f) (i) 1 x 1 National Railway (Museum). (1 mark)
- (f) (ii) 2 x 1 for correctly positioned features (lake, river, caravan/camp site, hotel, woods, Trans-Pennine Trail, racecourse (Park + Ride - reject)). Ebor Way, Minster Way, (a National Trail), public house, The Palace, church. (2 marks)
- (f) (iii) 2 x 1 Ouse, Foss. (Accept the small becks). Osbaldwick beck, Tang Hall beck, Old Foss beck. (2 marks)
- (f) (iv) 1 x 1 Embankment, no buildings next to river, on flat floodplains, open floodplain, no roads. On a meander. (1 mark)
- (g) (i) 2 x 1 + 1 E.g. "Fewer trees will intercept less rainfall" (1) more water reaches the surface and runs off into river." (1) (4 marks)
- (g) (ii) **Levels of response** (4 marks)
- L1 (1-2 marks)** simplistic "they should" statements. E.g. "They should straighten meanders".
- L2 (3-4 marks)** some development of ideas, e.g., "They should straighten meanders as this will increase speed of river flow and take water away from urban area quicker", i.e. needs some brief explanation.

Question 3

- (a) (i) 1 x 1 for correctly shaded state. (1 mark)
- (a) (ii) 2 x 1 1, 4. (2 marks)
- (b) (i) 1 x 1 45% ± 1 (1 mark)
- (b) (ii) 2 x 1 Training, technology, employment/paid jobs, infrastructure, government raise money from taxes. (2 marks)
- (b) (iii) **Levels of response** (4 marks)
- L1 (1-2 marks)** people get low wages, children exploited, poor working conditions, i.e. no development.
- L2 (3-4 marks)** development of the point, this may be case study, examples of a clear description of the point - people have to work long hours in poor conditions as there are few other jobs available.

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- (c) (i) 2 x 1 Non-renewable energy resources: gas, coal, nuclear. (2 marks)
Renewable energy resources: solar.
- (c) (ii) 2 x 1 (go to 1 + 1 for developed points) e.g. burning releases (2 marks)
CO₂, which is a greenhouse gas, traps heat and leads to global warming.
- (d) (i) 2 x 1 increasing level of development (1) increasing demand from (2 marks)
industrial / domestic use (1) lack of alternative sources / lack of money to invest in alternative sources, etc. (1)
No new reserves being found/fossil fuel.
- (d) (ii) **Levels of response** (4 marks)

L1 (1-2 marks) simplistic “They could” statements.
E.g. “They could introduce energy conservation schemes / develop alternative sources, etc. Using less energy means resources will last longer. Use it sensibly.

L2 (3-4 marks) some development of ideas, i.e. describes what energy conservation schemes / alternative sources, etc., are, or what they involve, or a summative statement e.g. describes energy (alternative) sources and then explains how they will prolong reserves of non-renewable fuels.