



General Certificate of Secondary Education

Geography 3033

Specification C

3033/2H Paper 2 - Higher 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.

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' 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) 3 x 1 BR – Stage 2 high, Stage 4 low (1) DR – Stage 2 falling, Stage 4 low (1) Total population – Stage 2 low, Stage 4 high (1) or starting to rise/explosion in Stage 2, levelling out/declining slightly – Stage 4 (1). Both elements/stages = 1 mark (3 marks)

(b) (i) 4 x1 or 1+1 for developed points. **Country A:** (4 marks)

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

(ii) 3 x 1 or 1 + 1 + 1 for developed points. BR decreasing, 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. Laws on number of children (1) e.g. China’s one child policy = 1+1. Accept impacts of Aids. (3 marks)

(c) (i) 1 x 1 3km. (1 mark)

(ii) 2 x 1 for correctly positioned portion of route. (2 marks)

(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. Accept a valid reason if the X is not located correctly, e.g. function. (2 marks)

(d) **Level 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, etc.”

L2 (3-4 marks) a clear description of scheme(s). Some development of ideas, i.e. describes what park and ride scheme(s) etc., are or what they involve / works in order to reduce congestion. 1-way roads (L1) which lead in and out of city centre (L2).

- (e) (i) 1 + 1 one reason, plus map evidence on open / greenfield land, in pleasant environment, good road access (1) + evidence from map (1) - distance, direction, use of key, main roads/dual carriageway or number, e.g. A64. (2 marks)

- (ii) **Levels of response** (9 marks)

L1 (1-3 marks) lists simplistic problems, 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 and e.g. "It will create an eyesore as the building materials do not fit in with a greenfield environment.

L3 (7-9 marks) a thorough, detailed description of problems. Continued development of ideas. This will be through use of case study examples. Must address both elements to access L3, i.e. people and environment.

Question 2

- (a) 4 x 1 September 4th tracking westwards (1) tropical storm / weak / low (1). September 10th tracks north westerly (WNW) (1) category 4 hurricane / high / strong (1). (2 marks)

- (b) **Levels of response** (4 marks)

L1 (1-2 marks) basic statements, e.g. the air rises and forms heavy rain. They form over the sea. The air spins round.

L2 (3-4 marks) clear statements, e.g. the air picks up moisture over the sea which is warm. The air spirals round the calm eye. The air rises and cools and heavy rain falls. Clear statement of process.

- (c) **Levels of response** (4 marks)

L1 (1-2 marks) basic statements, plates are moving/pushing against each other. There is friction.

L2 (3-4 marks) clear development of effects of plate movement i.e. clear reference to process, e.g. the North American Plate moves more slowly and at a slight angle to the Pacific Plate. They don't slide evenly past each other, they tend to stick. When sufficient pressure builds up an earthquake occurs as one plate jerks forward sending out shockwaves.

- (d) **Levels of response** (6 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.
- L3 (5-6 marks)** reaches L2 and adds case study examples.
- (e) (i) 1 x 1 National Railway Museum / museum. (1 mark)
- (ii) 2 x 1 for correctly positioned features (lake, river, caravan/campsite, hotel, wood, Trans-Pennine Trail, racecourse). (A National Trail) public house, The Palace, church, (Reject Park & Ride). (2 marks)
- (iii) 1 x 1 embankment, no buildings next to river, on flat floodplains, open floodplain, no roads on a meander. (1 mark)
- (f) (i) 2 x 1 + 1 e.g. "Fewer trees will intercept less rainfall" (1) more reaches the surface and runs off into river." (1) (4 marks)
- (ii) **Levels of response** (4 marks)
- L1 (1-2 marks)** simplistic "they should" statements. E.g. "They should straighten meanders."
- L2 (3-4 marks)** a clear description of scheme(s). Some development of ideas, i.e. describes how schemes operate. E.g. "They should straighten meanders as this will increase speed of river flow and take water away from urban area quicker."

Question 3

- (a) 2 x 1 In north of country, or N.E. of country (accept east) two have borders with other countries, (mountainous/remote regions - accept). Away from the coast. If the key is interpreted incorrectly = 0 marks. (2 marks)
- (b) (i) 1 x 1 15% (1 mark)
- (ii) **Levels of response** (6 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 or links together points, e.g. people exploited, badly treated as paid low wages. Accept – can lead to increased rural-urban migration.

L3 (5-6 marks) fully develops both elements, i.e. people and government - may use case study example.

- (c) (i) 1 x 1 in Himalayas/highland areas, next to major rivers, west coast (accept). (1 mark)
- (ii) 4 x 1 (go to 1 + 1 + 1 for developed points) e.g. burning releases CO₂, which is a greenhouse gas, traps heat and leads to global warming, causing global sea levels to rise. (4 marks)
- (d) **Levels of response** (6 marks)

L1 (1-2 marks) simplistic “They could” statements.
E.g. “They could introduce energy conservation schemes / develop alternative sources, etc.” Solar, HEP, etc.

L2 (3-4 marks) a clear description of scheme(s). Some development of ideas, i.e. describes what energy conservation schemes / alternative sources, etc., are, or what they involve. Develops ideas on how.

L3 (5-6 marks) a thorough, detailed description of ideas. Continued development of ideas. This may be through use of case study examples. Shows a clear understanding of how it enables resources to be available in the future.