



General Certificate of Secondary Education

Geography 3033 *Specification C*

3033/1H Paper 1 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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3033/1H

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.

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- 1 (a) (i) 4 x 1 mark for each bar and label. (Majority of line on graph line) (4 marks)
- 1 (a) (ii) How long you are expected to live - 1 mark.
At (from) time of birth/or idea of average - 1 mark. (2 marks)
- 1 (a) (iii) **Level 1 (1-2)**
Describes relationship – ‘as one declines so does the other’ (1) with tentative reasons (1) **OR** use of data (1).
“Less doctors means more people die”.
Does not describe the relationship but offers reasons (Max L1)
- Level 2 (3-4)**
Describes relationship. Offers clear explanation, e.g. “Fewer doctors usually means less healthcare and hospitals. This will mean that infant deaths will be higher because it is more difficult to get healthcare”.
One developed point **OR** a range of points for (4) (4 marks)
- 1 (b) (i) Most will go for India, although a case for Egypt might be made. No place mentioned - 0 marks.
- Level 1 (1-2)**
Tends to repeat data - ‘India has highest/lowest’ etc., with limited reasoning. “People earn less so they will not be able to buy as many things.”
For 2 marks expect use of more than one data set.
Max L1 if Fig 1 not used.
- Level 2 (3-4)**
Uses data effectively and makes clear points linked to quality of life factors. Brings in additional linked ideas. “India has a very low average income so housing quality might be poor. High infant mortality suggests poor healthcare or a lack of clean water or food. This may lead to problems of disease or malnutrition”. (4 marks)
- 1 (b) (ii) **Level 1 (1-2)**
Basic points about it being only a crude division, which tends to lump countries together. Tentative reasoning. “It divides the world up simply, although there may be great differences between countries in each area, for example Brazil and India are both in the south but Brazil is much richer.” “There may be differences within countries.”
- Level 2 (3-4)**
Clearer appreciation of why it is too simple an idea. “The north-south line puts both Brazil and India in the south, and yet the data shows they are very different with incomes in Brazil nearly six times higher. Even within countries, there will be differences. Brazil has rich people and shanty town dwellers’ and parts of South Africa are very rich.”
Use of data **OR** own knowledge acceptable. (4 marks)
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- 2 (a) 2 x 1 marks
Secondary – making/manufacturing/producing/processing
Tertiary – service/people based/providing a service. (2 marks)
- 2 (b) 2 marks - 2/3 sections correct
 1 mark - 1 section correct
 + 1 mark for key. (3 marks)
- 2 (c) **Level 1 (1-2)**
 Describes differences between India and Japan **OR** offers tentative reasoning about development. “Rich countries like Japan have more services.”
- Level 2 - (3-4)**
 Describes differences between India and Japan with some use of data and offers clear explanations about some of the differences.
 E.g. India has more people working in the primary sector because many of its people are farmers and they don’t have many machines. In Japan most farming is done by machine
- Level 3 (5-6)**
 Detailed description of differences and offers developed explanation about each of the sectors. E.g. India has more people in the primary sector than Japan because it has less technology and primary industry is often based on labour. Japan is far more developed so has a lot more manufacturing industry, although it is increasingly carried out by machines. Japan also has far more service industries because they are people-based and often linked to wealth and it is a very wealthy country. (6 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 have more to spend on machines and things like oil, which would make more money for people and they could afford to have a better quality of life.”
- Level 2 (3-4)**
 Uses the resource to develop the idea further **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)
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- 4 (a) Any reasonable point about nearness/similarity/demographic factors/physical characteristics.
 "It is next to Brazil." "It would not take long to get there." "People may have relatives in Argentina." "They may have a similar culture." (1 mark)
- 4 (b) **Level 1 (1-2)**
 Tends to copy ideas from resource with limited development/only environmental **OR** cultural.
 "The scenery and climate attracts lots of people for beach holidays."
 Generic observations with no real reference to Brazil (Max L1).
 "Cultural factors such as buildings or general way of life might appeal to people."
- Level 2 (3-4)**
 Some appreciation of how **both** environmental and cultural factors attract visitors to Brazil (not always balanced or fully developed).
 "The physical environment such as the beaches and rainforest will attract lots of people who are interested in plants."
 "Cultural factors such as touring shanty towns or visiting Brazilian churches might appeal to people."
- Level 3 (5-6)**
 Detailed appreciation of how cultural and environmental factors attract visitors. Environmental should include a range including landscape/climate/ecosystem ideas. Culture should include people/architecture/historical factors. "People might be attracted by the climate or fantastic beaches, especially if they want a beach or water sports holiday. The plant life and animal life, especially in the rainforest, will appeal to many people because it is so different from their own. Cultural factors such as historic buildings, dance, dress, and customs also interest a lot of people." (6 marks)
- 4 (c) **Level 1 (1-2)**
 General appreciation that the shanty town area is very different as a holiday experience and not usually part of a visitor attraction. "Usually Brazil is seen as a glamorous place with beautiful beaches, etc. This shows that there are also poor areas which are very run down."
- Level 2 (3-4)**
 Clear appreciation of the socio/economic differences that exist within a country like Brazil, and the fact that the brochure considers both the rich areas with expensive hotels, houses, and shops as well as the very poor areas. Some understanding about the spectrum of development that exists. Clear contrast between the general description of country from a tourist perspective with day-to-day experience for many Brazilians. "Usually when you see a holiday brochure you see fantastic beaches, lovely hotels, and great luxury. Because Brazil is a developing country it has another side where lots of people are poor and live in shanty towns with very few facilities." (4 marks)
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5 (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)

Detailed 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."

Level 3 (7-9)

Detailed appreciation and careful selection of resources to make a clear case **OR** a well balanced argument. Brings in clear development points which shows a detailed appreciation of the LEDC context, and links back to the basic ideas of quality of life. Some notion of short term/long term goals – idea of sustainability. "The development of the area will bring in lots of money and create much needed work for the people in this area, which is one of the poorest parts of Brazil. Jobs created will be both direct - hotels, etc., and indirect - building, shops, transport. It could create a bigger demand for local farmers. This economic boost could improve living conditions for local people who might be able to afford better housing or clean water. Brazil is a developing part of the world and cannot easily say no to this type of development. There are environmental problems, but with careful building and management, the positives should outweigh the negatives, as long as a fair proportion of the income stays in the local area."

(9 marks)

5 (b) Level 1 (1-2)

General points about environmental/social/cultural/management which are appropriate but could essentially be based anywhere, i.e. "If trees are removed, a similar number and type 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 based. "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. Also, if environmental damage is kept to a minimum and animals moved to different areas, the effect will be reduced."

(4 marks)