



## **General Certificate of Secondary Education**

# **Geography 3033**

## *Specification C*

**Paper 1 Foundation Tier      3033/1F**

# **Post standardisation**

# **Mark Scheme**

*2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## **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.

### **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 'box' 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)	North-West	1 mark
1(a)(ii)	M6	1 mark
1(b)	1 mark for each correct bar/label. (3 x 1) - Majority of bar in contact with line. - Outdoor activities – 10 - Peace/quiet – 8 Visiting friends/relatives – 4 (accept visiting)	3 marks
1(c)(i)	West Midlands - 12 (% not required) South-West - 6 (% not required) <b>Both</b> correct for 1 mark	1 mark
1(c)(ii)	1 mark - relationship expressed, i.e. increased distance - less people + 1 mark for any use of data/information	2 marks
1(c)(iii)	2 simple points <b>or</b> 1 reasonable developed point. Because it is across the sea (1) not just a simple car journey which makes it expensive (1) might take longer (1) inconvenient (1) cannot go for a day (1) (Not longer distance)	2 marks
1(d)	The key is 'increased' (implied) <u>Points on resource</u> - improved transport so reached easily - roads on the map - increased number of hotels. <u>Accept as resource based or individual</u> - car ownership - access (two hour drive)  <b>Level 1 (1-2 marks)</b> Basic points from resource/individual ideas – largely listed/copied (appropriate) points. <i>“There are lots more places to stay today and with improved transport networks it is easier to get to National Parks.”</i>  <b>Level 2 (3-4 marks)</b> Clear reasoned developed of ideas. <i>“People have more money and holiday time today so are able to get to National Parks more frequently. Also there is a great awareness of environmental factors and more people want to do outdoor activities. With more hotels and improved access it is easier to visit National Parks.”</i>  For 4 marks, must have use of resource and individual ideas.	4 marks

<p><b>2(a)</b></p>	<p><b>Level 1 (1-2 marks)</b>            Basic link between landscape and recreational activity / largely descriptive with limited development or list of activities.  <i>“There is a large lake which will mean that people can fish, canoe or swim. People can walk in the hills.”</i></p> <p><b>Level 2 (3-4 marks)</b>            Clearly expressed links between the landscape and recreational activities or broader appreciation of opportunities offered by the countryside.  <i>“There are lots of footpaths in the hills – ideal for hill-walking or climbing on the steeper slopes. The scenery will be ideal for photographer or people who want to paint. The large lake provides the opportunity for a range of water based activities including fishing, swimming or boating.”</i></p>	<p><b>4 marks</b></p>
<p><b>2(b)</b></p>	<p><b>Level 1 (1-2 marks)</b>            Basic understanding of erosion/wearing away of landscape or issues related to visitor use (litter / leaving gates open, etc)  <i>“When lots of people use footpaths it can cause erosion and also lots of visitors might mean more litter.”</i></p> <p><b>Level 2 (3-4 marks)</b>            Clear description of problems e.g.</p> <ul style="list-style-type: none"> <li>- erosion damages the landscape / animal habitats</li> <li>- litter creates problems for animals / makes area look untidy</li> <li>- managing footpath damage / litter problems costs money</li> <li>- may create conflict between different users / local people</li> <li>- increasing pressure for land-use change</li> </ul> <p><i>“Lots of people using footpaths causes erosion and damage to the landscape. This may mean that animal habitats are disturbed and lots of money has to be spent repairing damaged footpaths.”</i></p>	<p><b>4 marks</b></p>

<b>3(a)(i)</b>	3704	<b>1 mark</b>
<b>3(a)(ii)</b>	3 6 414987 5 8	<b>1 mark</b>
<b>3(b)</b>	Golf Course or links Viewpoint (2 x 1)	<b>2 marks</b>
<b>3(c)</b>	Spot Height (or ● with height) Contour Line (or drawing of contour map) Triangulation Point/Pillar (2 x1)	<b>2 marks</b>
<b>3(d)</b>	7 km	<b>1 mark</b>
<b>3(e)</b>	1 mark for each point (3 x 1) Ferry Route 380-383 (N) 386-389 (S) 1 mark for key (Complete with sketch/label) Church – NW quarter Road (3801) enter line 02	<b>4 marks</b>
<b>3(f)</b>	1 mark for each tourist facility (not places of worship) Accept <ul style="list-style-type: none"> <li>- any point within tourist information section</li> <li>- <b>one</b> mention of national trust facilities</li> <li>- parks</li> <li>- hotels / pubs / toilets</li> <li>- trails / cycle networks</li> <li>- ferries</li> </ul>	<b>4 marks</b>

4(a)	C - Conservation (2 x 1) A - Honeypot site	<b>2 marks</b>
4(b)	<p><b>Level 1 (1-2 marks)</b> Descriptive points about money/jobs with basic exemplification. (extra money for local shops/services/money can be spent on conservation projects). <i>“Money brought in creates jobs for local people and can help to keep services going.”</i></p> <p><b>Level 2 (3-4 marks)</b> Brings in own knowledge and some appreciation of broader benefits in terms of multiplier ideas (building opportunities/facilities/transport, etc). <i>“Tourism brings in a lot of money and creates a wide range of jobs in the area. Holiday home ownership may generate a lot of work for local builders and with rising house prices, if local people sell their house they will make a lot of money. Also tourism money helps to keep local services going.”</i></p>	<b>4 marks</b>
4(c)	<p>CANDIDATES MAY USE BOTH TRAFFIC AND HOUSING. ACCEPT HIGHEST LEVEL OBSERVATION</p> <p><b>Level 1 (1-2 marks)</b> Tentative points about problems without any real development.</p> <p>Traffic - Increased traffic makes it difficult/takes time for locals to park/creates pollution. Housing - People buying second homes makes it more difficult for local people to buy houses.</p> <p><b>Level 2 (3-4 marks)</b> Clear points about problems with specific ideas explained.</p> <p>Traffic - Difficult for local people getting to work/doing day-to-day shopping/increased noise/illegal parking/seasonal congestion and environmental problems. Housing - Makes housing more expensive or limited and younger people cannot buy a house/get a home so they have to move away. Environmental issues associated with land use change/change to local community.</p>	<b>4 marks</b>



5(a)(i)	10 nautical mph (accept mph) – <u>must</u> have measurement. (Accept 10 knots)	<b>1 mark</b>
5(a)(ii)	<p><b>Level 1 (1-2 marks)</b> Tentative ideas largely copied from insert which identifies: - that the area is built up/has lots of different uses which might get in each others way. - that there is wildlife nearby - potential of accidents <i>“The area is very busy with wildlife nearby and lots of different things going on. If boats are moving fast, it could cause problems.”</i></p> <p><b>Level 2 (3-4 marks)</b> Clear ideas about either the need to have lower speed limits because of danger due to specific range of uses/public using jetties/wash on protected shore/threats to wildlife. <i>“There are lots of people around getting on and off boats. This could be dangerous if other boats are going too fast. The wash from fast moving boats could also damage the protected shore and also frighten wildlife in the wildlife sanctuary.”</i></p>	<b>4 marks</b>
5(b)(i)	Any activity that is reasonable (angling/birdwatching/walking). Accept terms such as ‘canoe/wildlife refuge’, etc.	<b>1 mark</b>
5(b)(ii)	Accept any reasonable conflict even if part (b)(i) incorrect. Simple reason, e.g. ‘noise might scare birds’.	<b>1 mark</b>
5(c)	<p><b>Level 1 (1-3 marks)</b> Makes a decision and uses largely copied points from the resource to support it with only tentative development. <i>“The decision will benefit the local area because speedboats make a lot of noise and create a lot of pollution. It will be much better for the wildlife and there is a lot less pollution. Since the speed limit, the number of sailors and canoe users has increased and this will bring in quite a lot of money.”</i></p>	
	<p><b>Level 2 (4-6 marks)</b> Makes a decision and uses information from the resources to develop some of the ideas either in support of the decision or to offer a discussion to support the decision. <i>“The decision will benefit the local area because the speedboats cause a lot of noise and pollution and can damage the environment and harm the wildlife. Speedboat owners do spend a lot of money in the area and some businesses may suffer but the speed limit may mean larger numbers of other visitors may be attracted and this will make up for this. Once people realise that the area is cleaner and quieter it will attract more people who enjoy the scenery and wildlife.”</i></p>	<b>6 marks</b>