



General Certificate of Secondary Education

Geography 3033

Specification C

Paper 2 Foundation Tier 3033/2F

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.

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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 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 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.

1 (a) (i)	1 x 1 100,000	(1 mark)
1 (a) (ii)	1 x 1 males aged 25-44 years	(1 mark)
1 (a) (iii) (A)	1 x 1 more than	(1 mark)
1 (a) (iii) (B)	1 x 1 15 to 44	(1 mark)
1 (a) (iii) (C)	1 x 1 employment	(1 mark)
1 (a) (iii) (D)	1 x 1 refugees	(1 mark)
1 (b) (i)	1 x 1 India	(1 mark)
1 (b) (ii)	1 x 1 slower rate of population growth in the USA or faster rate of population growth in India. The difference can be through use of figures.	(1 mark)
1 (b) (iii)	<p>Levels of response</p> <p>L1 (1-2 marks) Lists simplistic solutions, e.g. educational campaigns, family planning, one-child policy, encourage out-migration, big families no longer needed, limit immigration, reduce/slow down birth-rate.</p> <p>L2 (3-4 marks) A clear description of solutions, e.g. educational campaigns aimed at women are set up with the help of NGOs, family planning is provided in local clinics set up by governments, China offered benefits to those families who only had one child.</p>	(4 marks)
1 (c)	<p>Levels of response</p> <p>L1 (1-2 marks) Lists simplistic features ('there is' statements) e.g. dirty water in the streets, poorly paid jobs, many houses without amenities, temporary shacks/made out of any available materials, overcrowding, no refuse collection, disease, built on steep hillsides, built on contaminated land/marshland.</p> <p>L2 (3-4 marks) A clear description of problems, the nature of the problem is developed, e.g. dirty water in the streets leads to diseases spreading, temporary shacks made out of any available materials such as wood means they are vulnerable to fire, built on steep hillsides, therefore at risk from landslides.</p>	(4 marks)

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- 1 (d) Levels of response (4 marks)**
- L1 (1-2 marks)**
 A basic, simple description of solution(s). No development of ideas e.g., they can set up a self-help/urban greening/eviction, 'build new homes', 'dispose of rubbish', 'put in clean water'. Authorities provide/create jobs.
- L2 (3-4 marks)**
 A clear description of solution(s). Some development of ideas, i.e. describes what a self-help, etc., or what scheme involves, e.g. how housing improved.
- 1 (e) 1+1 improves opportunities in rural areas (1) therefore fewer people migrate to urban areas (1). (2 marks)**
- 1 (f) (i) 1 x 1 The Channel (1 mark)**
- 1 (f) (ii) 1 x 1 The Bowl (1 mark)**
- 1 (f) (iii) 2 x 1 Ice rink, library, business units, office buildings, new shops, health centre, nursery, sports park, cinema, conference centre, care home, museum, bars; restaurants, study centre, work units, galleries, schools, gardens. If more than 1 response, take the first answer on each line. Reject 'family homes' unless construction clearly specified. General statement: 'lots of new commercial opportunities', 'lots of new things which will need staff' = Max 1 (2 marks)**
- 1 (f) (iv) Levels of response (4 marks)**
- L1 (1-2 marks)**
 Identifies environmental improvement(s) from the resource e.g. more gardens/greenery, more open space, river (Beck) flows through area, pools, wetlands, woods.
- L2 (3-4 marks)**
 Identifies environmental improvement and develops to show its impact e.g. woodland will encourage wildlife into the central area.
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- 2 (a) (i) 1 x 1 Earthquake, volcanic eruption. (1 mark)
- 2 (a) (ii) 1 x 1 Tropic of Cancer-Capricorn, (20N to 25N-20S to 25S). Between Equator and Tropic of Capricorn/Cancer or Tropics (1 mark)
- 2 (a) (iii) 1 x1 Northern Africa. (1 mark)
- 2 (b) **Levels of response** (4 marks)
- L1 (1-2 marks)**
Lists simplistic effects without elaboration e.g. ‘people will die’, ‘homes will be destroyed’, ‘crops won’t grow’, ‘no food to eat’.
- L2 (3-4 marks)**
A clear description of effects. Some development of ideas, e.g. ‘a lack of water means that farmers find it difficult to grow crops and rear animals. This decline in food production leads to famine’, e.g., ‘banana crop lost which leads to a loss of exports’.
- 2 (c) If **NOT** weather hazard – max 2 for general hazard damage. (4 marks)
- Levels of response**
- L1 (1-2 marks)**
Lists simplistic problems without elaboration, e.g. ‘unreliable rainfall’, ‘lack of rain’, ‘high temperatures’, ‘desertification taken place’, ‘soil erosion occurred’. Accept ‘increasing population’, ‘war’, ‘hunger stops production’ without elaboration.
- L2 (3-4 marks)**
A clear description of problems. Some development of ideas, e.g. ‘an increase in population has led to over cultivation of the land which makes it hard to grow food’. Climate change means unreliable rainfall and increased drought, the dry soils are easily eroded by the wind’. (Accept answers that deal with why some places are hot deserts.)
- 2 (d) (i) 1 x 1 1995 (1 mark)
- 2 (d) (ii) 2 x 1 Cost of natural disasters in the 1950s was lower (1) or has increased (1) cites figures (1), identifies peaks (1), it has fluctuated + e.g. (1) (2 marks)
- 2 (e) **Levels of response** (6 marks)
- L1 (1-3 marks)**
Simplistic ‘they should’ statements without development of ideas, e.g. ‘they should monitor volcanoes carefully’, ‘they should track hurricanes’, ‘they should raise riverbanks’.
- L2 (4-6 marks)**
Develops statement clearly to show it may help reduce damage, e.g. ‘They should track hurricanes in order to be able to issue warnings to residents so that they can prepare their property’. Development may be case study examples.
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- 3 (a) (i)** 1 x 1 B **(1 mark)**
- 3 (a) (ii)** 1 + 1 or 2 x 1 Personal computers (per 1000 population) - the higher the number (1) the greater the level of development (1). Access to clean water supply, (percentage of total population) - the higher the number (1) the greater the level of development (1). Infant mortality rate (per 1000 births) - the higher the number (1) the lower the level of development (1) or the lower the number (1) the higher the level of development. Chose C – access to clean water (1) – max. **(2 marks)**
- 3 (b) Levels of response** **(4 marks)**
- L1 (1-2 marks)**
- Lists simplistic reasons without elaboration, e.g. ‘fewer energy resources’, ‘fewer manufacturing/service industries’, ‘harsh climate’, ‘less technology’, ‘more natural hazards/soil erosion’, ‘poor agricultural methods’, ‘war’, ‘lack of money’, ‘debt’, ‘corruption’, ‘over-population’, only basic skills/low literacy.
- L2 (3-4 marks)**
- Some development of how reasons affect level of economic development e.g. ‘fewer manufacturing industries, means that the country relies on selling primary products, which have a lower value than manufactured goods’, ‘low productivity on farms means that people have low incomes and put little money into the economy’.
- 3 (c) (i)** 1 x 1 55% **(1 mark)**
- 3 (c) (ii)** 1 x 1 metal ore **(1 mark)**
- 3 (c) (iii)** (A) 4 x 1 damage, exports, rise, lower **(4 marks)**
- 3 (d) (i)** 3 x 1 False, True, True **(3 marks)**
- 3 (d) (ii)** 2 x 1 logging, agriculture, HEP, mineral extraction, settlement/roads **(2 marks)**
- 3 (e) (i)** 2 x 1 Use renewable sources of energy, use appropriate technology **(2 marks)**
- 3 (e) (ii)** Recycling e.g. (1) re-use of resources (1), or slows down rate of use (1) or examples of recyclable materials (1). **(2 marks)**
- 3 (f) (i)** 1 x 1 Germany, Poland, Czech Rep, Slovakia **(1 mark)**
- 3 (f) (ii)** 1 x 1 Blows acidic clouds across national boundaries **(1 mark)**
- 3 (f) (iii)** 1 + 1 e.g. sea ice melting/thermal expansion raises SL (1) floods low lying cities (1) e.g. periods of very hot weather causes drought (1) crops fail (1) e.g. earlier spring arrival alters ecosystem/plant, etc., (1) species extinction/change of range (1) e.g. higher insurance building restriction on flood plain (1). Flooding should be qualified e.g. floods low lying land. **(2 marks)**
- 3 (f) (iv)** 2 x 1 1 chemicals are released into the air
2 chemicals combine with water vapour
3 rainfall turns acidic
3 = 2 marks, 1 or 2 correct = 1 mark. **(2 marks)**
- 3 (f) (v)** 1+1 e.g. lakes turn acidic (1) fish die (1)
Reject erosion/worn away. **(2 marks)**