



## **General Certificate of Secondary Education**

# **Geography 3033**

## *Specification C*

**Paper 1 Higher Tier 3033/1H**

# **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)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **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 '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)	Cumbria	1 mark
1(a)(ii)	M6	1 mark
1(b)(i)	1 mark for each grouping (3 x 1)	3 marks
1(b)(ii)	<p><b>Level 1 (1-2 marks)</b>  Identifies basic relationship of lower % with greater distance with basic use of information. Limited understanding of 'pattern'.  MAX 1 mark if simply copied data with no developments.  <i>"Lots of people visit the Lake District from nearby although the south-east attracts the second largest numbers at 18%."</i></p> <p><b>Level 2 (3-4 marks)</b>  Identifies basic relationship of number/distance <b>AND</b> anomalies, a broader understanding of 'pattern' or well developed points using the data.  <i>"The districts around the Lake District appear to attract the highest %, with the N.E., Humberside and the North West attracting 44% of visitors. The South-East, although further away, attracts the second largest % which is 18%. Only 9% of visitors come from outside England."</i></p>	4 marks

<p><b>1(c)</b></p>	<p>1 mark – 1 section correct                  2 marks – 2 sections correct                  3 marks – 3-4 sections correct                  + 1 mark for key</p>	<p><b>4 marks</b></p>
<p><b>1(d)(i)</b></p>	<p>1 mark – copy of data with no development – 0 marks – general rate of increase – start/end numbers/doubled                  2<sup>nd</sup> mark - some idea of differences in the rate across time</p>	<p><b>2 marks</b></p>
<p><b>1(d)(ii)</b></p>	<p>The key is 'increased' (implied)  <b>Points on resource:</b>                  - improved transport so reached easily                  - roads on map                  - increased number of hotels</p> <p><b>Accept: as resource or individual</b>                  - car ownership                  - access (two hour drive)</p> <p><b>Level 1 (1-2 marks)</b>                  Identifies points from the insert <b>OR</b>                  Individual ideas with some reasoning.  <i>"There are lots more places to stay today and with improved transport networks it is easier to get to National Parks."</i></p> <p><b>Level 2 (3-4 marks)</b>                  Identifies points from the insert <b>AND</b> individual ideas with clear reasoning.  <i>"People have more money and holiday time today so are able to get to National Parks more frequently. Also, there is greater awareness of environmental factors and more people want to do outdoor activities. With more places to stay and improved access it is easier to visit National Parks."</i></p>	<p><b>4 marks</b></p>

<p><b>2(a)</b></p>	<p><b>Level 1 (1-2 marks)</b>                  Uses insert to identify a limited number of basic physical <b>or</b> human features that might attract visitors.  <i>“People might be attracted by the lakes and the mill because they are very pretty and great places to walk around.”</i></p> <p><b>Level 2 (3-4 marks)</b>                  Uses insert to identify a number of physical and human features that might attract visitors <b>or</b> detailed observations about physical <b>or</b> human features that might attract visitors.  <i>“People might be attracted by the scenery to take photographs and do bird-watching. They might also use the lake for water based activities such as fishing or water skiing or the hills for hiking and climbing. The pretty villages are also an attraction.”</i></p> <p><b>Level 3 (5-6 marks)</b>                  Clear appreciation of a wide range of attractions based on the physical landscape and an understanding of how the human landscape (pretty villages/tearooms, etc) might attract visitors.  <i>“Many people are attracted by the pretty villages, any local pubs and gift shops. Also there are activity centres. The physical geography attracts people – the hills for walking or climbing and the lakes for water based activities, including fishing, water skiing and boating. Also passive activities such as photography or looking at the wildlife.”</i></p>	<p><b>6 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>“With lots of people visiting the footpaths, there is likely to be lots of erosion. All the people might create a lot of litter, especially if they have picnics near the footpaths.”</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 cost money</li> <li>- may create conflict between different users/local people</li> <li>- increasing pressure for land-use change</li> </ul> <p><i>“The footpaths may be worn away and this may damage the vegetation and animal habitats alongside. It will cost the National Parks Authorities a lot of money to repair footpaths and make sure litter is cleared up so that animals don’t eat it.”</i></p>	<p><b>4 marks</b></p>

3(a)(i)	<p style="text-align: center;">             3                  6              4    1    4    9    8    7                       5                  8           </p>	<b>1 mark</b>
3(a)(ii)	<p>84 sq km (No marks if not 84)            1 mark for 84            2<sup>nd</sup> mark for 'sq km'</p>	<b>2 marks</b>
3(a)(iii)	6km	<b>1 mark</b>
3(b)(i)	<p>1 mark for each point (3 x 1)            1 mark for key</p>	<b>4 marks</b>
3(b)(ii)	<p><b>Level 1 (1-2 marks)</b>            Basic description of physical features (river/steep slopes/hilly <b>OR</b>            clearer description of water <b>or</b> land based features.  <i>“There are a number of small streams in the area and also a major river running through it.”</i></p> <p><b>Level 2 (3-4 marks)</b>            Description of both water and land based features with some development.  <i>“There are steep slopes running down to a river so it is quite a steep valley. The eastern side, with the contours very close together looks very steep. There are also a number of smaller streams in the area.”</i></p>	<b>4 marks</b>



4(a)	Area that attracts people – 1 mark 2 <sup>nd</sup> mark – reason for attraction	<b>2 marks</b>
4(b)	<p><b>Level 1 (1-2 marks)</b> Basic ideas of advantages or disadvantages from the resource <b>or</b> own ideas. <i>“Tourism can be great for the local community. It makes property prices higher and creates lots of jobs. It also means that lots of money is spent in local shops and on local services.”</i></p> <p><b>Level 2 (3-4 marks)</b> Uses resource and/or individual ideas to express both advantages and disadvantages – although not always balanced. <i>“Tourism creates lots of jobs in the area and brings in lots of money. It can also push house prices up which can be an advantage if you want to sell your home but makes it more difficult if you want to buy a house. Tourists spend money in local shops and keeps them going.”</i></p> <p><b>Level 3 (5-6 marks)</b> Detailed use of resource and own ideas to express both advantages and disadvantages with some development. <i>“Tourism brings lots of advantages. It brings in lots of money and creates many jobs, although they are often seasonal and low paid. Money brought in during the summer keeps local services going in the winter. With lots of people buying holiday homes it pushes prices up and creates work for builders. However, rising house prices might mean young people cannot afford to buy a house and have to leave the area, damaging the community.”</i></p>	<b>6 marks</b>

<p><b>5(a)</b></p>	<p>1 mark for any reasonable point (2 x 1)</p> <ul style="list-style-type: none"> <li>- slower near towns/jetties</li> <li>- slower near some wildlife areas</li> <li>- slower near islands</li> <li>- slower near some protected shorelines</li> <li>- slower where there are a variety of users</li> </ul> <p>Or developed point (2 marks)</p> <p><i>“Slower near wildlife area so that wildlife is not disturbed.”</i></p> <p><i>“Slower where there are different users to avoid accidents.”</i></p>	<p><b>2 marks</b></p>
<p><b>5(b)</b></p>	<p><b>Level 1 (1-3 marks)</b></p> <p>Makes a decision and uses largely copied points from the resource to support it with only tentative development.</p> <p><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></p> <p>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.</p> <p><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> <p><b>Level 3 (7-9 marks)</b></p> <p>Makes a decision and uses information from the resource to develop the ideas in some detail in order to support the decision or to offer a balanced discussion to support the decision.</p> <p><i>“The decision will benefit the local area because it will improve the environment and reduce conflicts between different users and local people. It will return the area to the peaceful state enjoyed previously and may attract back to the areas people who have been put off by the noise of the speedboats. There is no doubt that in the short run business may be lost because speed boat owners spend lots of money but already the number of sailors and rowers is increasing and possibly hikers and other user group numbers will go up. Once people realise that the area is peaceful and offers a relaxing holiday, the numbers of visitors may increase. In the long run it may make the area economically stronger.”</i></p>	<p><b>9 marks</b></p>