



General Certificate of Secondary Education

Geography 3033

Specification C

Paper 2 Higher Tier 3033/2H

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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3033/2H

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, event 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 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 Correctly completed bar at 75 000 Need not be shaded.	(1 mark)
1	(a)	(ii)	1 x 1 Into UK, 'into' is acceptable. Accept 'immigrants', not emigrants.	(1 mark)
	(a)	(iii)	1 x 1 B	(1 mark)
1	(b)		2 x 1 Voluntary migration: moving to find work/higher wages/tax evasion. To be closer to family or friends. Good climate. Pioneering new area. Trade and economic expansion. Territorial expansion. Retirement. Accept: reasons for improvement of quality of life; better job, higher wages, better health care, better education [higher standard living/opportunities/quality of life – once only]. Retire to the seaside. Reject: natural disasters, wars, i.e. 'push' factors.	(2 marks)
1	(c)	(i)	1 x 1 500 million (must include million)	(1 mark)
1	(c)	(ii)	2 x 1 Slower rate of population growth in the USA or faster rate of population growth in India (1). After 2040, USA population levels out, India continues to increase (1) (Accept references to differences in total population) Use of figures (1)	(2 marks)
1	(c)	(iii)	<u>Levels of response</u> L1 (1-2 marks) Lists simplistic solutions e.g. educational campaigns, family planning, one-child policy, big families no longer needed. 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 by in local clinics set up by governments, China offers benefits to those families who only have one-child. Accept - limit migration.	(4 marks)

1	(d) (i)	2 x 1 Temporary shacks/made out of any available materials/vulnerable to fire, overcrowding, no refuse collection, disease, built on steep hillsides potential landslides, built on contaminated land/marshland, etc. Could be problems other than shanty towns, e.g. traffic congestion, industrial pollution, crime, etc. Listing: e.g. lack (not enough) of services/electricity/food/transport, etc = 1 mark.	(2 marks)
1	(d) (ii)	<p><u>Levels of response</u></p> <p>L1 (1-2 marks) Describes simplistically or names scheme(s). No development of ideas, e.g. 'They can set up a self-help/urban greening/eviction/rural enterprise scheme' and simple either advantages or disadvantages 'build new homes', 'dispose of rubbish', 'put in clean water', 'costs a lot of money', 'traffic congestion', 'industrial pollution', etc.</p> <p>L2 (3-4 marks) A clear description of advantages and disadvantages. (Max 3 if only advantages/disadvantages.) Some development of ideas i.e. describes the advantages of self built housing: creates a sense of purpose/take pride in their houses/develops a community spirit, or gives general benefits of new houses over shacks. Disadvantages also have some development of ideas: 'costs a lot of money, so local authorities cannot fund many of the schemes'. Development may be case study examples.</p> <p>L3 (5-6 marks) A thorough, detailed, balanced description of a range of advantages and disadvantages. Continued development of ideas. Use of case study examples evident.</p>	(6 marks)
1	(e) (i)	1 x 1 The Bowl. Accept 01.	(1 mark)
1	(e) (ii)	1 x1 Ice rink, library, business units, larger office buildings, new shops, health centre, nursery, sports park, cinema, conference centre, care home, museum, bars/restaurants, study centre, work units, galleries, schools.	(1 mark)
1	(e) (iii)	2 x 1 or 1+1. Improves the shopping environment/range of shops/entertainments in the central area / attracts more customers (1) therefore, more profits (1) fewer people use out of town centres (1) increases resident population in central area (1).	(2 marks)

<p>1 (f)</p>	<p><u>Levels of response</u> 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.</p> <p>L2 (3-4 marks) Identifies environmental improvements and develops to show its impact, e.g. woodland which will encourage wildlife into the central area.</p> <p>L3 (5-6 marks) Continues the development of the impact, e.g. woodland, brings habitat for birds and animals, which will encourage wildlife into the area.</p>	<p>(6 marks)</p>
	<p>Total</p>	<p>30 marks</p>

2	(a)	(i)	1 x 1 Earthquake, volcanic eruption.	(1 mark)
2	(a)	(ii)	2 x 1 Between Tropic of Cancer-Capricorn/20N-20S/in the tropics (1) Most in N Hemisphere (1) or gives one location (1)	(2 marks)
2	(b)		<p><u>Levels of response</u></p> <p>L1 (1-2 marks) Lists simplistic problems without elaboration, e.g. 'increasing population, 'lack of rain,' 'high temperatures', 'desertification taken place', 'soil erosion occurred'.</p> <p>L2 (3-4 marks) A clear description of problems. Some development of ideas, e.g. 'an increase in population has lead 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'.</p> <p>L3 (5-6 marks) A thorough, detailed description of problems. Continued development of ideas, this may be case study examples, e.g. 'climate change means unreliable rainfall and increased drought, pasture becomes scarce and areas are overgrazed by animals, meaning the loss of protective vegetation cover. The soil dries out and is easily eroded by the wind'. (Accept answers that deal with why some places are hot deserts)</p>	(6 marks)
2	(c)		1 + 1 or 2 x 1 Much lower in the 1950s (1) cites figures (1) identifies peaks (1) increased (1). It has fluctuated + e.g. = (1).	(2 marks)
2	(d)		<p><u>Levels of response</u></p> <p>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'. Not earthquake prediction/evacuation – accept seismometers/monitoring.</p> <p>L2 (4-6 marks) Develops statement clearly, to show how 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.</p> <p>L3 (7-9 marks) Continues development of the point to give a clear, detailed explanation and uses specific case study knowledge to further illustrate the effect of the scheme, e.g. 'the National hurricane centre in Florida monitors the movement of hurricanes in order that when it is about to hit land, constant warnings can be broadcast. People can prepare their homes by boarding up windows and moving into a cellar, or smallest room in the house, to avoid debris falling on them'.</p>	(9 marks)
Total				20 marks

<p>3 (a)</p>	<p>3 x 1 A – Lower number of personal computers (per 1000 population) & access to clean water supply, (percentage of total population), higher Infant mortality rate (per 1000 births).</p> <p>B – Higher number of personal computers (per 1000 population) & access to clean water supply, (percentage of total population), lower Infant mortality rate (per 1000 births).</p> <p>C – number of personal computers (per 1000 population) & access to clean water supply, (percentage of total population) is higher than A but lower than B.</p> <p>B = highly developed/MEDC + A = LEDC = 1</p>	<p>(3 marks)</p>
<p>3 (b)</p>	<p><u>Levels of response</u></p> <p>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, basic skills/literacy.</p> <p>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'.</p> <p>L3 (5-6 marks) Continues development of the point to give a clear, detailed explanation 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 and are subject to fluctuations in the world market. If the price falls, countries stay poor', 'low productivity on farms means that people have low incomes, have little buying power and put little money into the economy as taxes, therefore the government has less to invest in development of modern industries'. Continued development of ideas may be case study examples.</p>	<p>(6 marks)</p>
<p>3 (c) (i)</p>	<p>2 x 1 Segments (1) shading (1)</p>	<p>(2 marks)</p>
<p>3 (c) (ii)</p>	<p>1 x 1 25%</p>	<p>(1 mark)</p>
<p>3 (c) (iii)</p>	<p>1 x 1 metal ore</p>	<p>(1 mark)</p>

<p>3 (d)</p>	<p>1 + 1 + 1 for developed points. Renewable sources of energy: e.g. (1) less fossil fuel needed (1) slows down rate of use (1) when you substitute with tidal, HEP, solar, etc (1). Appropriate technology: e.g. (1) energy efficient (1) slows down rate of use (1) when you use low energy light bulbs (1). Recycling: e.g. (1) re-use of resources (1) slows down rate of use (1) when you take plastic/glass/papers to recycling site (1)</p>	<p>(3 marks)</p>
<p>3 (e) (i)</p>	<p>1 + 1 Spreads acid rain across national boundaries (1) e.g. carries pollution from NE England to Scandinavia (1) carries pollution from Central Europe to Scandinavia (1) or use of direction. Accept ideas about areas such as Scandinavia being at risk from acid rain as they lie in the path of prevailing winds which come from areas of high risk e.g. Poland. Responses are not limited to Europe.</p>	<p>(2 marks)</p>
<p>3 (e) (ii)</p>	<p>Examples need not come from Europe. <u>Levels of response</u> L1 (1-2 marks) States simplistic effect(s) without elaboration, e.g. 'periods of very warm weather can lead to drought', 'Earlier spring arrival alters ecosystem'. L2 (3-4 marks) Some development of the effect of changes. This may be case study examples, e.g. 'periods of very warm weather can lead to drought, which may lead to famine and starvation', 'earlier spring arrival alters ecosystem and animals habitats are lost', 'sea ice melting raises SL and could flood low lying areas such as East Anglia, which is only 3m above SL'. L3 (5-6 marks) Continues development of the point to give a clear, detailed explanation of the effect of changes. This may be case study examples, e.g. 'periods of very warm weather can lead to drought, which may lead to famine and starvation and forces thousands of people to move and settle as refugees elsewhere', 'earlier spring arrival alters ecosystem and animals habitats are lost, this may lead to the extinction of some species', 'sea ice melting raises SL and could flood low lying areas such as parts of East Anglia, which is only 3m above SL, destroying cash and food crops'.</p>	<p>(6 marks)</p>

3	(f)	<p><u>Levels of response</u></p> <p>L1 (1-2 marks) Simplistic 'there is' statements without development of ideas, e.g. 'there is too much pollution in the air', 'too many fossil fuels burnt' and/or a simple diagram showing such.</p> <p>L2 (3-4 marks) Develops statement clearly, to show how it may lead to acid rain, or global warming, e.g. 'too many fossil fuels burnt which increases CO₂ in atmosphere, 'there is too much pollution such as SO₂ in the air causing a fall in Ph value of rain' and/or shown in diagrammatic form.</p> <p>L3 (5-6 marks) Continues development of the point to give a clear, detailed correctly sequenced explanation of the causes, e.g. 'too many fossil fuels burnt which increases CO₂ in atmosphere, which acts as a greenhouse gas keeping heat in', 'trapping of greenhouse gases prevents heat radiating back into space', 'there is too much pollution such as SO₂ in the air causing a fall in Ph value of rain, causing a weak sulphuric acid to form. This reaches the surface as wet or dry deposition'.</p>	(6 marks)
		Total	30 marks