

GCSE

Geography C

3038 (Short Course)

Foundation

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FOUNDATION TIER MARK SCHEME

Quality of Written Communication

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 marking 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 acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Principal Examiner as necessary.

Diagrams may be a legitimate response to some questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

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.

Question 1

- | | | | | |
|-----|-------|---|---|--|
| (a) | (i) | <u>Pull Factors</u>
Any two of:

Better education
More wealth/jobs/better quality of life
Better health care
Amenities
Better houses | <u>Push Factors</u>
Any two of:



Not enough land
Crop failure
Natural disasters
Poverty
War/political problems | 4 x 1 marks
(4 marks) |
| | (ii) | Level 1 Basic description of housing with description of materials, quality of housing etc.

Level 2 Description of housing with broader detail of space, facilities, roads, pollution etc. | | 1–2 marks

3–4 marks
(4 marks) |
| | (iii) | Level 1 Basic idea of improvement with detailed depth or detail. Ideas about facilities, water, sewerage facilities etc.

Level 2 Broader understanding of method with appreciation of organisation which involves some detail about self-help and government scheme. | | 1–2 marks

3–4 marks
(4 marks) |
- (b) (i) 26% **1 mark**
- (ii) Increased/used cars more (or variation) -/use of data
NO MARKS FOR SIMPLY COPYING. **1 mark**
- (iii) **Level 1** Tends to repeat data with limited development of one or two points. “Better public transport takes cars off the roads”. Individual points: “Less pollution.” “Quicker.” “Less congestion.” **(1–2 marks)**
- Level 2** Uses data to explain how policy will reduce congestion or pollution or make areas nicer to live in, or make the area cleaner/safer/less stressful/cheaper to move around. “Better public transport will mean less cars so there will be less noise, pollution and it will be quicker to get to work.” ‘Pollution idea developed (Air, Noise, Smell, Sight, etc).’ **(3–4 marks)
(4 marks)**
- (iv) Don’t accept points which imply that they cannot use their own cars.
- 1 mark – simple idea – ‘could take more time to get to work’, ‘less space on road’.
- 2 marks – development (reason) – ‘Giving buses more space may make it more difficult for car drivers’. ‘With less space for cars it might make journeys take longer.’ **(2 marks)**

(c)	(i)	9792		(1 mark)
	(ii)		Place of worship/church – with tower.	
			Bus or coach station.	2 x 1 marks (2 marks)
	(iii)	6 km		(1 mark)
	(iv)	Level 1	Vague reference to map which indicates the location of the motorway with basic points about industrial estates, etc.	1-2 marks
		Level 2	Uses Ordnance Survey map to identify developments (industrial estate, business parks, hotel, etc). Tentative reasons for industrial development. “There are new industrial estates near the motorway. These are located there to make transport faster and cheaper”.	3-4 marks (4 marks)
(d)	(i)	Level 1	Selects an option and tends to repeat data from resource with limited additional ideas. Answer basically considers one option or only marginal reference to others.	
		Level 2	More detailed response which develops idea from data. Considers one option in more detail or makes comparison with other options.	1-2 marks
			Ex - option (b) will spread the houses between a number of places. They will already have the services required and could bring in more wealth to the villages.	3-4 marks (4 marks)
	(ii)	MUST REPEAT TO CHOSEN OPTION. NO MARKS FOR SIMPLY STATING DISADVANTAGE. POINTS MUST BE REALISTIC.		(2 x 2 marks)
			1 mark for simple point “Build more roads.”	1-2 marks
			2 nd mark for second point. “Build more roads and improve public transport” or links management with problem.	
			(Problem – increased traffic) increased traffic could cause congestion which could be managed by building new roads .	1 mark 1 mark (4 marks)
			Total	36 marks

Question 2

- (a) (i) Peak District
Pembrokeshire Coast **2 x 1 marks**
– Accept comparison if starting point is Northumberland or Peak District. **(2 marks)**
- (ii) Any two appropriate ideas which might include:
Fewer roads/motorways/easier to get to/long way from anywhere
Less cities
Less people live in the area
Less attractive/Less to see **2 x 1 marks**
Fewer facilities **(2 marks)**
- (b) **Level 1** Superficial use of photographs which identifies some of the key points with limited development. “The area looks worn away. There are lots of cars and traffic”. “Lots of people will wear the land out and drop litter” or general ‘pollution’ points. **1-2 marks**
- Level 2** More detailed use of resources to both describe factors and explain the causal links.

“The area has been eroded away by the large number of people walking or riding bikes on it. There are lots of cars parked on the grass. This would damage the grass and verges as well as causing pollution. All the people could create problems of overcrowding, litter, etc. ‘Environment’ can include animals/habitats as well as landscape. **3-4 marks**
(4 marks)
- (c) **Level 1** Tends to describe pressures with only limited observations about reducing pressure. “Lots of people visit these areas so it brings in lots of traffic that has to be controlled”. **1-2 marks**
- Level 2** More specific ideas about management of pressures. “These areas have lots of traffic and this could be reduced by increasing parking charges or introducing a park and ride system”. Some detail of at least one idea and the examples are realistic. **3-4 marks**
(4 marks)
- Total**
12 marks

Question 3

- (a) (i) Power stations
Factories
Vehicles (accept - cars/traffic) **2x1 marks
(2 marks)**
- (ii) 1 mark for simple description e.g.:
Damage to vegetation
Damage to animals
Damage to lakes/rivers
Damage to buildings
Damage to peoples health
2nd mark for development “The acid rain could damage trees and affect the look of the environment”. “Acid rain damages water life by polluting it.” **2 x 1 marks
(2 marks)**
- (b) Pressure Group
Sustainable development
Deforestation
Global Warming. **4 x 1 marks
(4 marks)**
- (c) Looking at the specification this could be
- International agreements
- Banning CFCs
- Using appropriate/new technology
- But accept any other reasonable ideas, i.e. traffic management/renewable energy, etc.
- Level 1** Simple description of idea but no real understanding of link to reducing pollution.
- Ex – “Using more modern technology could reduce pollution.”
“Don’t use cars as much.”
“Stop burning fossil fuels.” **1-2 marks**
- Level 2** Clear links to reasons why the method might actually reduce pollution.
- Ex – “Modern technology often uses less energy so creates less pollution. Also waste gases are filtered so less harmful waste is passed into the environment.”

“Renewable energy cuts down the use of burning fossil fuels which cause global warming.” **3-4 marks
(4 marks)**
- Total
12 marks**