

GCSE

Geography C

3038 (Short Course)

Higher

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HIGHER 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) **Level 1** Tends to copy resource and list factors with limited development. Includes both elements of push and pull factors for 2 marks. **1–2 marks**
- Level 2** Goes beyond resource. Broader understanding of reason and appreciation that reasons may be different in different areas. Factors on resource may be developed. E.g. “In some areas conditions in the countryside are very difficult with droughts and poor harvests. This might encourage people to move to cities where the availability of services like health, education and communications are better. The possibility of a job is often greater and there may be better opportunities for children. Death rates are usually lower in cities suggesting that conditions are better”. **3–4 marks (4 marks)**
- (ii) **Level 1** No specific examples, tends to describe conditions rather than illustrate problems. E.g. poor housing/tin shacks, etc. **1–2 marks**
- Level 2** Some detail and clear links to problems. E.g. “In Sao Paulo (Brazil) many people live in shanty towns where housing is poor and lacking in facilities. This can lead to problems of illness, disease and even death” (link here to problems important). **3–4 marks (4 marks)**
- (iii) Max (4 if only advantages or disadvantages)
- Level 1** Basic ideas about improving structures/costs money with limited development/lack of knowledge. **1–2 marks**
- Level 2** Brings in improving sources (water, electricity etc) beyond basic structures/simple disadvantages. **3–4 marks**
- Level 3** Broad range of structural and service improvements/clear disadvantages which might include time/cost/limited development/lack of planning etc. **5–6 marks (6 marks)**
- (b) (i) **Level 1** Quotes data but draws only superficial conclusions. E.g. “More people used cars to get to work so it will be more crowded”. **1–2 marks**
- Simple description of bus and car change. **1 mark max**
- Level 2** Must include reference to buses and cars for Level 2. Clearer understanding of pressures, e.g. “From 1981 to 1991 the % of people using a car to get to work has risen by 13%. This may mean more congestion and noise, increasing levels of pollution and delays”. Bus use has declined which probably means there are less buses.” **3–4 marks (4 marks)**

- (ii) Any two ideas – must include (how) it works for (second) mark. Not repeat of question: reduce traffic pressures.
- 1 mark simple reference to resource e.g. “more public transport will reduce cars on the road”.
- 2 marks for reference to an actual problem e.g. “more public transport will reduce cars on the roads and therefore reduce pollution”. **4 marks**
- (c) **Level 1** May only consider the eastern area. Tends to be a descriptive list factors from map in the area with only tentative reasons. E.g. “The area has a motorway and industrial estates”. **1-2 marks**
- Level 2** Comment about both east and west required. Clear understanding of ‘why’ which includes reference to both human and physical factors. “The area to the east is already developed with good road and rail links and lots of open space. The area to the west is very steep with poor communications. **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 it could bring in more wealth to the villages.
- Level 3** Detailed consideration of one option or balanced appreciation of both. Good use of resource and has developed points and increasingly good use of the map.
- Ex. Option (b) will improve the existing villages and create a better atmosphere. It may help to keep existing services open and not really change the two characters of the village as long as there is not too much development and it is well planned. **3-4 marks
5-6 marks
(6 marks)**

- (ii) **Level 1** 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”.

2nd mark for second point “Build more roads and improve public transport” or links management with problem. (problem – increased traffic) increased traffic could cause **congestion** (1) which could be managed by **building new roads** (1)

(4 marks)

TOTAL

36 MARKS

- Level 2** More detailed observations which make close reference to the points in the resource and offer clear ideas beyond simple repeat of data. E.g. “If the number of houses in each village was limited and the style reflected what the existing village looks like by using local materials. Keeping cars/traffic away from small roads might help the lack of the space and reduce noise levels.”

Question 2

- (a) **Level 1** Simple ideas about more time/cars/access/better facilities/greater awareness, etc., with limited broader development about opportunities/or lists of opportunities. Expect **two** simple ideas for 2 marks. **1-2 marks**

- Level 2** Brings in ideas about increasing range of opportunities/ better road systems/ bigger demand for recreation / awareness of environmentally positive areas / need for recreation, etc. **3-4 marks (4 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) 2 marks for advantages
2 marks for disadvantages

Key idea here is about **reducing pressure** not repairing damage.

Managing Footpaths – No marks for simply choosing method.

Advantages (2 x 1) or 1 extended point for 2 marks)

- Reduce erosion
- Protect areas
- Protect wildlife/vegetation
- Encourage more sensitive visitors

Disadvantages (2 x 1) or (1 extended point for 2 marks)

- Other areas may be damaged
- Might cost a lot of money.
- Reduce people (local economy)

(4 marks)
TOTAL
12 MARKS

Question 3

- (a) (i) **Level 1** Tends to identify points from resource with limited development. E.g. Power stations, cars give off gases which cause acid rain.” **1-2 marks**

Level 2 More detailed appreciation of process and brings into play idea of weather. E.g. Burning fossil fuels in power station and cars creates sulphur dioxide, nitrogen oxides. This moves into the atmosphere and is blown by the wind eventually coming back to earth with rain as a weak acid (sulphuric/nitric). **3-4 marks**

GOOD USE OF RESOURCE CAN SCORE 4 MARKS. **(4 marks)**

- (b) Definition.

1 mark – single point about not harming the environment or long term future.

2 marks – idea about fitting in with people/environment and capable of longer term stability. **2 marks**

- (c) Ideas in specification include:
 International agreements
 Banning CFC's
 Appropriate/new technologies

Max (4) if only new technology **or** international agreements.

Level 1 Basic idea about cleaner technology/more modern technology being cleaner, often singular ideas. “Modern car engines give off less exhaust gas and are cleaner”. **1-2 marks**

Level 2 Broader range of ideas which might include vehicles and energy generation ideas or international agreements on pollution reduction. “Using alternative energy sources or cleaner fossil fuel technology might reduce pollution and cars are much cleaner today. International agreements on pollution levels could reduce global warming”. **3-4 marks**

Level 3 Clear understanding of global warming as an international problem and links this idea to the question. “Because global warming is an international problem it has to be dealt with internationally. If all countries could agree on pollution levels and the use of fossil fuels it would help. The continued development of alternative energy sources would reduce the burning of fossil fuels as would the development of vehicle technology”. **(5-6 marks)**
(6 marks)

TOTAL
12 MARKS

Criteria for Assessing Coursework Component

Strand	Level 1 Marks 1-2	Level 2 Marks 3-4	Level 3 Marks 5-6
Applied Understanding	The candidate locates the study area in a basic manner and through description, using geographical terms, demonstrates some understanding of ONE idea or concept involved and can apply them in a simple manner to the geographical topic. Uses a limited range of geographical terminology.	The candidate locates the study area and through description and explanation, using a range of geographical terms, demonstrates an understanding of ONE idea or concept involved and can apply them to the geographical topic. Uses a range of geographical terminology.	The candidate locates the study area in detail and through description and explanation, using a wide range of geographical terms, demonstrates a thorough understanding of ONE idea, concept and process involved and can apply them constructively to the geographical topic. Uses a wide range of geographical terminology.
Methodology	The candidate identifies a question or issue and lists the methods used in obtaining the information. Selection observation, collection and recording uses ONE basic technique.	The candidate identifies a question or issue, the sequence of investigation and describes the methods used in obtaining the information. Selection, observation, collection and recording uses TWO of appropriate techniques. The work is organised and planned and shows some evidence of the development of tasks.	The candidate identifies a question or issue explains why that particular question or issue was chosen. The candidate describes the sequence of investigation, the methods used in obtaining the information and explains why the methods selected are relevant to their investigation. Selection, observation, collection and recording uses THREE appropriate techniques. The work is well organised, planned and shows evidence of originality and initiative by the candidate.
Data Presentation	The candidate uses ONE basic technique, which is ICT based, to present the information and express simple ideas with some degree of accuracy.	The candidate uses accurately TWO techniques, ONE of which is ICT based, to present and develop the information; and express ideas with considerable accuracy in the use of English.	The candidate uses accurately THREE more complex techniques ONE of which is ICT based, to present and develop the information appropriate to their investigation; express ideas in a clear, fluent and logical form using precise and accurate English.
Data Interpretation	The candidate gives a brief description of the results and/or suggests basic reasons for the results.	The candidate makes valid statements about the results. Attempts are made to analyse the results. Conclusions are drawn that relate to the original purpose of the enquiry.	The candidate demonstrates links through a detailed analysis of the material. In referring specifically to the data, valid conclusions are drawn that relate to the original purpose of the enquiry.
Evaluation	The candidate briefly describes how the enquiry process can be improved by questioning the reliability of the methods used to collect the data.	The candidate describes how the enquiry process can be improved by questioning the reliability of the methods used to collect the data and/or the accuracy of results.	The candidate describes how the enquiry process can be improved by questioning how the reliability of the methods used to collect the data have affected the accuracy of results and the validity of conclusions.