

GCSE 2004

June Series



Mark Scheme

Geography C (Short Course) *(3038/H)*

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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Dr Michael Cresswell Director General

GCSE Geography (Short Course)

Higher Tier

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.

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.

Question 1

- (a) (i) **Level 1 (1-2 Marks)**
Basic descriptive points which identifies a range of changes.
Not always balanced between housing and environment.

Level 2 (3-4 Marks)
Clear range of both housing and environment points with clear appreciation of how changes may have improved the conditions for people.
“Pedestrianising part of the street will reduce noise levels and also air pollution”.

Level 3 (5-6 Marks)
Detailed understanding of how the changes might have improved **both** housing and the environment, with at least two developed examples of each.

Maximum 4 if only housing or environment

6 marks

- (ii) Points mark (2x1)
- Fewer houses
 - Less car parking
 - Children may play on street – noise
 - Cannot keep an eye on cars
 - Carrying things to houses, etc
 - Cost of scheme
 - Damage to cars through speed bumps
 - Vehicle access more difficult
 - Some people moved out of their houses
 - Rear access may increase burglary (crime)
 - Disruption during redevelopment

2 marks

(b) Any chosen method – must be clear/named.

Level 1 (1-2 marks)

Limited advantages or disadvantages – not well developed. Not clear that method fully understood “Pedestrianisation will take cars off the roads so it will be quieter”.

Level 2 (3-4 marks)

Some advantages **and** disadvantages. Clear understanding of idea with both parts, not always well balanced.

“Pedestrianisation may make it safer for people shopping and the area could be improved with landscaping and seating. It might cost a lot of money and take a long time”.

Level 3 (5-6 marks)

Detailed understanding of both advantages and disadvantages with 2/3 of each well expressed.

“Pedestrianisation will make the area safer and there will be less noise and car pollution. It will be a nicer place to shop and cafes could put seating outside. However, it might cause a lot of disruption and make it busier elsewhere. Also it could make it difficult for shops to get deliveries”.

Maximum 4 if only advantages **or** disadvantages.

(6 marks)

(c) **Level 1 (1-2 marks)**

Basic list of developments with limited reference to rural-urban fringe which shows limited understanding of concept. No real reasoning and superficial place depth.

“Lots of new houses and roads have been built on the edge of cities”.

Level 2 (3-4 marks)

Clear understanding of rural-urban fringe with some locational exemplification. Number of developments with some reasoning.

“There are many new housing estates which have been developed on the edge of many towns and also industrial estates. There is plenty of land there and it is cheaper to develop and near main roads”.

Level 3 (5-6 marks)

Detailed understanding of concept and a range of developments with clear reasoning and place detail.

“On the edge of Southampton there is a new shopping centre and a number of housing estates. Many people choose to live there because it is near main roads and quite close to the city. There is plenty of space to build on as well. On the edge of Winchester there are a number of industrial estates. They are developed here because of the cheaper land, large space and communication links”.

6 marks

- (d) (i) 2 x single points or
1 x developed point or use of data.
“All services are better in urban areas” (2).
“Services are better in urban areas” (1). **2 marks**
- (ii) **Level 1 (1-2 marks)**
Basic idea that repeats the idea of differences from the data to explain how living conditions are worse in rural areas. Limited development beyond resource.
“All the information makes it clear that things are worse in rural areas so people would move there.”
- Level 2 (3-4 marks)**
More developed ideas which use the data and also develop the ideas beyond the resource.
“There is a high difference between services in urban and rural areas with fewer opportunities in rural areas. In Pakistan services in rural areas are two or three times poorer and this probably means general living standards are much worse in rural areas. Things like drought and poor farming encourage people to move.” **4 marks**
- (e) (i) **Level 1 (1-2 marks)**
Good use of resource to identify basic points including lack of shelter and general poverty. Limited development into general living standards.
“People have to live on the street in very basic conditions with no real services”.
- Level 2 (3-4 marks)**
Detailed use of resource to identify a range of key points which might include: lack of shelter, poor services, lack of food and warmth, general safety. Some appreciation of the impact that this might have on the quality of life. Goes beyond the resource.
“People live in temporary shelters with no running water or sanitation and live a very poor life. Money is very short and this means that they often go hungry. This must affect the general level of health and many people catch different diseases” **4 marks**
- (ii) **Level 1 (1-3 marks)**
Tends to repeat the idea with limited development. Advantages or disadvantages expressed.
“Putting basic services in would be a real advantage because it would give them water and electricity. It might cost money”.
- Level 2 (4 – 6 marks)**
Develops ideas from the resource and offers both advantages and disadvantages, although not always balanced.
“Putting services in will make cooking food easier and should cut the spread of disease. Demolishing the poorest areas will leave some people homeless and worse off. They may have to live on the streets and have a poorer quality of life”.
- Maximum 4 if only advantages or disadvantages. **6 marks**
- Total 36 marks**

Question 2

- (a) **Level 1 (1-2 marks)**
Basic points about traffic/litter/erosion of footpaths and perhaps sewage etc.
Tends to list points rather than develop.
“Too many people might drop litter or damage the landscape by walking on it”.
- Level 2 (3-4 marks)**
Clear links between people and pressure, with close reference to the resource.
“Increasing recreational use could cause footpath erosion and damage the environment. Too many people on the beach could cause litter pollution or problems of sea pollution. Many people come to these areas by car and this could create congestion or air pollution problems.” **4 marks**
- (b) **One feature** means a single feature (headland/stack)
Credit diagrams BUT not double marking
- Level 1 (1-2 marks)**
Basic description of the feature with limited reference to process.
“A headland can have caves and stacks because it sticks out into the sea”.
- Level 2 (3-4 marks)**
Clear reference to processes which have helped to form the feature. (May not have names)
“Where a headland sticks out into the sea it is attacked by waves and material being thrown against it. This causes it to be eroded away and creates features like caves, arches and stacks”.
- 4 marks**
- (c) **Level 1 (1-2 marks)**
Basic points which consider the range of jobs created by tourism – both directly and indirectly.
“Tourism can create jobs in hotels or the building industry and bring in lots of money”.
- Level 2 (3-4 marks)**
Developed points about the importance of jobs in an area and the money they bring, helping to keep local services and communities going. Importance expressed through the dominance of the industry, and links to other industry (building/house building etc).
“In the Lake District 70% of jobs are linked to tourism. This money helps keep local shops open and without it people would have to move away and communities would die”.
- 4 marks**

Total 12 marks

Question 3

- (a) **Level 1 (1-2 marks)**
 Limited understanding of deforestation and simple use of resource with copied observations with limited development. No real appreciation of global impacts.
 “Cutting down trees can cause pollution and flooding”.
- Level 2 (3-4 marks)**
 Clear understanding of deforestation and good developed use of resource. Some appreciation of both local and global impacts although not balanced.
 “Cutting down trees can leave the land open to heavy rainfall and cause flooding. Burning the trees causes pollution and might add to global warming”.
- Level 3 (5-6 marks)**
 Detailed use of resource to explain local effects – soil erosion/ecosystem impacts and also an understanding of how deforestation affects the carbon cycle by both removal of trees and the burning of trees. **6 marks**
- (b) 1 mark for idea of group and people organised to exert influence.
 2 mark for some explanation/example of ‘environmental’. **2 marks**
- (c) **Level 1 (1-2 marks)**
 Simple ideas which suggest that new technology might be cleaner and cause less pollution. Might bring in ideas about technology being used to filter gases / alternative energy, etc. Mention of appropriate technology but lack of link to reducing pollution. (MAX 1).
- Level 2 (3-4 marks)**
 Clearer links between technology and using less energy or creating less air pollution through modern industrial processes.
 “Modern cars produce less air pollution and are much cleaner which might reduce acid rain”. **4 marks**
- Total 12 marks**