



## General Certificate of Secondary Education

# Geography 3038 *Specification C (Short Course)*

*3038/H Higher Tier*

## Mark Scheme

*2005 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.

## **3038/F**

### **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.

N.B. Only Level 1 and Level 2 descriptors will appear on Foundation tier mark schemes.

**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 '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 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.

**Question 1**

- (a) (i) 1960 **1 mark**
- (ii) 100 million **1 mark**
- (iii) 2 x 2 marks  
1 mark for any point  
2<sup>nd</sup> mark for second point/use of data.  
1 mark – Urban population has gone up  
2 marks – Urban populations have gone up from 20 million in 1950 to 160 million in 2000. **2 marks**
- (b) (i) 2 x 2 marks  
1 mark for explanation  
1 mark for example  
PUSH - Things that encourage people to move away.  
Drought/lack of jobs/war, etc.  
PULL - Things that attract people to a place  
Better lifestyle/jobs/services etc. **4 marks**
- (ii) **Level 1 (1-2 marks)**  
Limited understanding of living conditions which describes simple ideas of better jobs, houses, more money etc. May include description of shanty towns and general points.
- Level 2 (3-4 marks)**  
Broader understanding of living conditions which includes ideas about individual conditions (jobs/money/housing) as well as general points such as education/healthcare/services. Some idea of how this affects life-health etc.  
'Many people in developing cities live in shanty towns where the houses are made of bits of wood, etc. They have no running water or sanitation and this can lead to disease. In these areas there is a lot of crime and basic services like healthcare are limited. The people do not earn much so cannot buy much food or other things.' **4 marks**
- (iii) **Level 1 (1-2 marks)**  
Basic ideas about improving quality of life which could be appropriate anywhere in rural areas.  
'They could build new houses and give people facilities like schools and hospitals.'
- Level 2 (3-4 marks)**  
Clearer ideas about improving areas with some notion of specific rural factors, which might include improved farming, water supply, infrastructure, etc.  
'If in poor farming areas water supply was improved people could grow more food. They would then be able to sell some and buy things. In remote areas things like better roads and services would help people'. **4 marks**

---

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

Uses photograph to identify key points but limited detail outside, or make broader observations.

‘The area has run-down shops, some are closed down. The buildings are old and in a poor state of repair’.

**Level 2 (3-4 marks)**

Uses photograph and extends ideas by interpretation.

‘The area looks run down and shops are damaged or closed. Few people seem to use the area or want to set up a business here – the sign ‘low rent’ implies that they cannot get people. The area looks poor and there will be few jobs or people wanting to live in the area’.

**4 marks**

(ii) 2 x 1 Any reasonable point.

- Business closing down
- People moving out
- High rates of crime etc.

**2 marks**

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

Basic ideas which have simple advantages which are not fully developed.

**Level 2 (3-4 marks)**

Clear appreciation of both advantages – although not always balanced.

‘Pedestrianisation would make areas safer and improve the environment. Trees could be planted and seating put in place. It might encourage more people into the area. However, it might cause traffic problems elsewhere’.

**4 marks**

- (d) (i) 1 mark – on edge/between urban/rural  
2<sup>nd</sup> mark – where areas merge/change idea. **2 marks**
- (ii) Any two reasonable ideas (2 x 1)
- Industry
  - Shopping centres
  - New roads
  - Leisure centres
  - Hotels
  - Golf courses, etc. **2 marks**
- (iii) **Level 1 (1-2 marks)**  
Basic points focus on the specific area **or** identify why people might prefer urban-rural fringe areas to urban areas.  
‘There is lots of open space and it is cleaner and less polluted. Facilities are good and it is near the countryside for leisure’.
- Level 2 (3-4 marks)**  
Clear appreciation of comparative idea.  
‘There is less crime and traffic than in the city and bigger houses with gardens. You can get to the countryside easier and general quality of life is higher’.
- 4 marks**

**Question 2**

- (a) (i) Quotes “over 30% of jobs are related to tourism” OR a point related to tourism (shops/cafes/souvenir shops/bus services/property, etc). **1 mark**

- (ii) 1 correct = 1 mark  
2 correct = 2 marks  
3/4 correct = 3 marks

**CORRECT ORDER**

EROSION  
HONEYPOT  
HOLIDAY HOME  
CONSERVATION

**3 marks**

- (iii) **Level 1 (1-2 marks)**  
Basic ideas from resource which identify potential jobs.  
Little development or ideas about the multiplier.  
‘Tourism creates jobs in shops, cafes and things like buses and transportation’.

**Level 2 (3-4 marks)**  
Developed ideas which identify key points from the resource and also develop some linked ideas and offers some understanding about the multiplier.  
‘Tourism creates lots of employment in shops, hotels and cafes as well as on buses etc. Also there are a lot of jobs linked to tourism supplying hotels and shops and in transport. Also a lot of people work for National Parks looking after the area.’

**4 marks**

- (b) **Level 1 (1-2 marks)**  
Makes a choice and offers tentative reasoning in relation to the general aims of town councils.  
‘Approach A would take cars away from the town centre and make it less crowded, especially if visitors’ cars are banned in the summer’.

**Level 2 (3-4 marks)**  
Makes a choice and offers clear reasoning which supports the choice or considers both options to make a case. Some clear observations in relation to the general aims.  
‘Approach A will take cars away from the town centre but will not put people off because there is a park and ride. It will also help to make the town less crowded in the summer, without upsetting locals who are not banned from parking. The park and ride may damage the environment but is the best overall option’.

**4 marks**

**Question 3**

- (a) 2 x 1  
Power stations  
Factories  
Cars  
Animals/farming etc. **2 marks**
- (b) (2 x 1)  
More industry  
More cars  
Use more energy  
Have more money etc. **2 marks**
- (c) 1 mark for each correct answer.  
CORRECT ORDER  
  
DEFORESTATION  
ECOSYSTEM  
SUSTAINABLE DEVELOPMENT  
ACID RAIN **4 marks**
- (d) **Level 1 (1-2 marks)**  
Basic points about rising sea levels and general change in temperature with limited people impacts.
- Level 2 (3-4 marks)**  
Some clear links to people which might include flooding/development of sea defences/changes to agriculture/changes to tourism. **4 marks**