



## General Certificate of Secondary Education

# Geography 3038 (Short Course) *Specification C*

*3038/H Paper 1 Higher Tier*

## Mark Scheme

*2006 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.

## **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, even 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 '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) **Level 1 (1-2)**  
Basic understanding, which picks out ideas about car use and industrial development, creating pollution, with only tentative ideas about environmental problems.
- Level 2 (3-4)**  
Clear understanding of links between industrial growth/car use and environmental problems using both resource and own ideas **or** locational examples. Might include tentative ideas about greenhouse effect/acid rain. **(4 marks)**
- (ii) **Level 1 (1-2)**  
Chosen method with some advantages **or** disadvantages.
- Level 2 (3-4)**  
Chosen method with advantages and disadvantages; not always balanced.
- Level 3 (5-6)**  
Chosen method and a range of both advantages and disadvantages. **(6 marks)**
- (b) (i) **Level 1 (1-2)**  
Narrow range of ideas (one or two) which might include nearness to work or shops, etc.
- Level 2 (3-4)**  
Clear appreciation of advantages which includes work/leisure and ease of transport/new residential redevelopment available. Idea of increased opportunities/better living conditions, etc. **(4 marks)**
- (ii) Idea of separation of people designated for people/not designated for vehicles. **(1 mark)**
- (c) (i) Edge of urban area/between urban, rural areas/outskirts of urban area/where countryside meets the city. **(1 mark)**
- (ii) **Level 1 (1-2)**  
Basic points **from resource** include nearness to town, good access, near shopping centre, countryside, etc.
- Level 2 (3-4)**  
**Goes beyond resource** and shows clear appreciation that it gives good opportunity of town and country facilities and is suitable for particular groups of people. **(4 marks)**

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- (iii) **Level 1 (1-2)**  
Basic understanding of how new developments might add to pollution, damage the countryside, etc.
- Level 2 (3-4)**  
Clear understanding of how new developments might bring land-use change/habitat loss/knock-on effects of new roads/traffic pollution, etc. **(4 marks)**
- (d) Push/Pull factors do not need to be named.
- Level 1 (1-2)**  
Understanding of either push or pull ideas from data with some explanation.
- Level 2 (3-4)**  
Range of ideas which include push/pull examples. Goes beyond resource with tentative additional examples (type or place).  
**MAX 4 MARKS IF IDEAS SIMPLY REVERSED BETWEEN PUSH/PULL FACTORS.**
- Level 3 (5-6)**  
Detailed understanding of both push and pull factors with clear explanation. Brings in detailed original ideas which could be additional factors or locational exemplification. **(6 marks)**
- (e) **Level 1 (1-2)**  
Basic repeat of appropriate data to make a case about general improvement with vague links to the problems. No real understanding about the relative impact on each problem.
- Level 2 (3-4)**  
Uses information to make clear links between project and the identified problems. Some ideas about the parts of the problems most adequately tackled.
- Level 3 (5-6)**  
Detailed appreciation of the problems that would be tackled by the selected option and some appreciate of the problems that would be less well or not really dealt with. **(6 marks)**

**Total for question 1 = 36 marks**

**Question 2**

(a) (i) Any two National Parks (can be anywhere in the World). **(2 marks)**

(ii) **Level 1 (1-2)**

Basic description of ideas **from resource** which might include building, caravans, litter, footpath erosion, etc.

**Level 2 (3-4)**

Clear understanding which **goes beyond resource** by including more detail/wider range of ideas or locational examples.

**4 marks**

(b) **Level 1 (1-2)**

Identifies strategy.

Basic ideas which identify advantages **or** disadvantages.

**Level 2 (3-4)**

Clear identification of a strategy and identification of both advantages and disadvantages; not always balanced.

**Level 3 (5-6)**

Detailed appreciation of a strategy and clear understanding of both advantages and disadvantages of selected strategy.

**(6 marks)**

**Total for question 2 = 12 marks**

**Question 3**

- (a) 1 mark for each heading

Temperature Increase	Rainfall Decrease	Sea Level Rise
G. B.	E.F.	C.D.

**(3 marks)**

- (b)
- Level 1 (1-2)**

Basic appreciation of gases given off by power station/cars or simple processes associated with atmospheric conditions.

**Level 2 (3-4)**

Clear understanding of both inputs to acid rain (cars/industry/power stations) and processes associated with atmospheric conditions (movement by the wind/condensation).

**(4 marks)**

- (c) Group that puts pressure on decision makers OR uses an example such as 'Friends of the Earth'/makes people aware of environmental issues.

**(1 mark)**

- (d)
- Level 1 (1-2)**

Basic idea of cleaner energy or more efficient vehicles with limited understanding about how these might actually reduce pollution levels. Tentative points about different types of energy/transport, etc. General points about new technology reducing specific types of pollution (carbon dioxide, etc).

**Level 2 (3-4)**

Clear link between new technology and reducing pollution. Examples might include cleaner engines, using different fuels, cleaner burning fuel, alternative energy, etc.

Specific points about new technology creating less gases such as carbon dioxide/sulphur dioxide and, therefore, creating less pollution.

**(4 marks)****Total for question 3= 12 marks**