



General Certificate of Secondary Education

Geography 3038 Short Course *Specification C*

3038/F Foundation Tier

Mark Scheme

2007 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.

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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) 1 mark for **each** area correctly shaded. (3 x 1) (3 marks)

- (ii) (2 x 1)

Two correct answers (**No marks** if more than 2 boxes ticked)

Box 2

Box 3

(2 marks)

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

One or two basic points largely copied from resource indicating improvements to living conditions. E.g. television sets, build a house, go to school etc.

No relative observations between rural/urban (MAX L1)

Level 2 (3-4)

Clearer understanding of 'quality of life' with a range of points identified to express how the quality of the life may have improved, with some development. E.g. better housing, electricity, education, leading to better health/opportunities etc.

MAX 3 marks for range of points with no development.

(4 marks)

- (iv) **Level 1 (1-2)**

Basic appreciation of 'living conditions' with quite a narrow idea. Vague references which lack any real detail but tends to list ideas. E.g. government building, new houses, clean water, more electricity, provide jobs.

Level 2 (3-4)

Clear appreciation of an idea which would clearly improve living conditions. Begins to consider idea of schemes, e.g. self-help/government schemes **OR** uses named examples of places, links ideas to improving living conditions.

"Self-help schemes build better housing with clean water and electricity. This would be much healthier for people."

(4 marks)

- (b) (i) 1 mark for each correct bar (4 x 1) (Does not need to be shaded) (4 marks)

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

Repeats ideas with tentative reasoning (identifies 2/3 points for 2 marks).

"Parking problems might put people off visiting the area."

"People might go to other places where things are better."

Level 2 (3-4)

Clearer ideas about why the conditions might discourage people, use of specific data "56% of people said traffic and parking are a problem. Because most people use cars this would put them off." i.e. "Searching for parking wastes time and is expensive so people may go elsewhere where it is easier".

"Shopping is seen as leisure today and people expect toilets and a nice environment".

(4 marks)

(iii) Four points (4 x 1) – 1 mark for each type

Housing	London Birmingham Glasgow
Transport	Manchester
Leisure	Southampton London Birmingham
Culture	London

(4 marks)

(iv) **Level 1 (1-2)**

Limited understanding of regeneration and tentative ideas about jobs/money/attracting people, etc. Lacks range of ideas beyond the resource.

“Shopping developments might bring more money into the area and look nicer”.

Level 2 (3-4)

Clearer understanding about regeneration with some notion of broader aspects which might include social/environmental/economic improvements. Holistic or multiplies based ideas.

“Shopping developments make the area look better. They bring in lots of people who spend money and create jobs. The workers might then stay in the area after work and create demand for more leisure facilities.”

(4 marks)

- (c) (i) 3/4 correct - 3 marks
2 correct - 2 marks
1 correct - 1 mark

Suburbanised village
Counter-urbanisation
Pressure group
Green belt

(3 marks)

- (ii) Points about edge of urban area/urban-rural fringe etc acceptable.

Level 1 (1-2)

Basic points, which are largely descriptive - tends to consider things like cutting down trees / pollution, etc., with limited specific detail.

Level 2 (3-4)

Clear appreciation of damage beyond the simple descriptive, i.e. impact on habitats / watercourses / rare species, etc.

May bring in the idea of suburban growth increasing commuting traffic/pollution/road building, etc.

(4 marks)

Question 2

- (a) (i) 1 mark – idea of attracting many people/places people want to visit/popular with visitors.
2nd mark – reason for attracting (physical/cultural/historical)
OR – specific example (other than MALHAM) (2 marks)
- (ii) Two points (2 x 2)
- Must pick up the idea of damage.
Effects can be human or environmental.
1 mark for basic point. “Increased traffic will cause pollution”, or simple idea such as ‘footpath erosion’, ‘litter’, etc.
2nd mark for some development. “Increased traffic will cause pollution. This may affect peoples’ health or damage local buildings or environments.”
“Increasing numbers of people to particular areas cause damage to footpaths.” (4 marks)
- (iii) Any two reasonable ideas. (2 x 1)
- Examples might include:
- Creates jobs
 - More can be spent on conservation
 - Money for local people/business
 - Keeps services going
 - Helps to maintain community/brings in money for local authority
 - Increases local house prices. (2 marks)
- (b) Can be an individual feature (stack; meander; stalagmite, etc) or a more general feature (headland, etc).

Level 1 (1-2)

Vague reference to a feature and largely simple description with only a basic understanding of how processes form the feature.

“A headland can be formed by the sea bashing against it with pebbles.”

MAX 1 mark if feature named and no real understanding.

Level 2 (3-4)

Clear reference to a feature and shows understanding of how processes have operated to form the chosen feature.

“Stacks and arches are formed when the sea, carrying lots of material erodes part of a headland away. Once an arch is formed, if the erosion continues, the top of it will collapse, leaving a stack.”

Focus must be a physical feature and **not** footpath erosion. (4 marks)

Question 3

- (a) 1 mark for each correct point

coal burning
vehicles
rainfall
vegetation

(4 marks)

- (b)

Level 1 (1-2)

Generalised statements, which identify changes such as sea-level rise and flooding or tentative links to people, 'losing their homes', 'more illness', etc.

Level 2 (3-4)

Clear links to people, which identify effects, i.e. flooding affecting homes / as a hazard. Temperature change affecting farming / food production. Effects on holiday patterns/ observations about links to health - heat related illness or spread of climate related disease (malaria, etc), need for more flood defences, etc. Explanation may lack clarity.

(4 marks)

- (c)

Level 1 (1-2)

Decision made with simple points largely copied from the resource with limited development.

"The area relies on tourism so this is not a good thing because it will put people off. And they don't create much electricity so it is not really worth it."

Level 2 (3-4)

Decision made with clear reasoning and development of ideas beyond the resource, which might include comparative points about other energy sources.

"The area relies on tourism and this may put some people off. This could mean less tourist related jobs such as hotel workers, etc."

"It might be better to build small dams and hydro plants because it will generate more energy and cause less damage."

(4 marks)