



General Certificate of Secondary Education

Geography 3038 Short Course *Specification C*

3038/H Higher 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/H

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

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 answer, 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', '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.

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 credit worthy. The degree of the 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.

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- 1 (a) (i) 1 mark for **each** correctly shaded (3 x 1). (3 marks)
- (ii) **Level 1 (1-2)**
 Basic understanding of factors causing migration, some use of resources. No real appreciation of particular 'push' and 'pull' ideas and limited development.
- Level 2 (3-4)**
 Clear appreciation of 'push' and 'pull' ideas. Detailed use of resource **AND / OR** clear individual ideas, or tentative use of resource and some individual points.
 "In rural areas farming can be hard and there is extreme poverty. In cities, there are better job opportunities and better housing. Also, facilities like schools exist in cities."
- Level 5-6)**
 Detailed appreciation of 'push' and 'pull' ideas. Thorough use of resource or detailed use of own knowledge with some use of resource or detailed use of own knowledge with some use of resource to identify key ideas and individual ideas.
 "In rural areas farming is hard and there may be natural disasters like droughts. This means that people are forced or pushed away from the countryside. The city offers a range of opportunities including better education and healthcare. There may also be more access to facilities like clean water." (6 marks)
- (iii) **Level 1 (1-2)**
 Basic appreciation of 'living conditions' with quite a narrow idea. Vague references which lack any real detail.
 E.g. new houses built, clean water **OR** general points about getting work leading to improving conditions.
- Level 2 (3-4)**
 Clear appreciation of an idea which would clearly improve living conditions. Some understanding of a 'scheme', e.g. self-help/government schemes.
 "Self-help schemes build better housing with clean water and electricity. This would be much healthier for people."
- Level 3 (5-6)**
 Detailed description of a scheme(s) with specific examples of changes. Uses examples to express a clear link to living conditions, i.e. "Clean water systems will mean less disease and better living standards. People will be healthier and be able to work harder and earn better incomes." (6 marks)
- (b) (i) 3-4 correct and key - 3 marks
 2 correct and key - 2 marks
 1-2 correct / no key - 1 mark
 No key completed - max 1 mark (3 marks)
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- (iii) **Level 1 (1-2)**
Identifies problems from resource and makes basic general points about attracting people or points which could be appropriate to business. "Traffic problems will make it difficult to get into the city, or hard to get to work."
- Level 2 (3-4)**
Uses problems from resource to explain clear points which are related to the problem of attracting business. "Traffic problems could make delivering of goods difficult. It will be more expensive and add to business costs."
"Attracting customers to this area would be difficult and this might put business off." (4 marks)

- (iii) **Level 1 (1-2)**
Basic description of a scheme with vague locational detail. Tentative understanding of 'regeneration', and limited evaluative ideas.
"New shops have been built in Birmingham. It has created new jobs."
NO PLACE OR REGENERATION EXAMPLE – MAX L1.
- Level 2 (3-4)**
Clear description of a scheme with some locational detail and clear understanding of 'regeneration' **OR** general description of a scheme and offers some evaluative ideas.
"New shopping and leisure areas have been built in Birmingham city centre. It has brought in lots of money and created a lot of work."
- Level 3 (5-6)**
Detailed description of a scheme which shows a good understanding about the idea of regeneration and offers some evaluative ideas. "A new shopping centre and leisure facilities have been built in Birmingham city centre. This has created lots of jobs and brought in a lot more business. Also, the environment has been improved and lots of restaurants/clubs built, improving the general atmosphere/reputation of the city." (6 marks)

- (c) (i) **Level 1 (1-2)**
General points which tend to list ideas or types of development, e.g. houses, shopping centres, industrial estates, OR has general infrastructural ideas (roads, etc).
- Level 2 (3-4)**
Broad range of points, which consider both individual / business **and** infrastructural ideas (housing/industry/roads) seen more as a holistic approach rather than a number of individual points/OR uses specific examples to develop points. (4 marks)
- (ii) **Level 1 (1-2)**
Basic points, which are largely descriptive - tends to consider things like cutting down trees / pollution, etc., with limited detail.
"Building means removing trees and often causes pollution."

Level 2 (3-4)

Clear understanding that the damage is related to the rural-urban fringe and not simply and general environmental factors. Clear appreciation of damage beyond the simple descriptive, i.e. impact on habitats / watercourses / rare species, etc.

“When large housing estates are built on the edge of cities, large areas of countryside are cleared. This damages both plant life and animal habitats. Streams and rivers may be changed or polluted, further damaging the environment.”

(4 marks)

2 (a) (i)

Level (1-2)

Basic understanding about what is meant by a honeypot and tends to focus on the attractions of the place **OR** how well known it is. Limited locational exemplification. “Honeypots are areas that attract lots of people, often because they are pretty villages with ‘nice buildings’, and things to do.”

Level 2 (3-4)

Clear understanding of locational exemplification to show honeypot - brings in ideas about the attractions of the place and begins to link to broader considerations, such as access. “Bowness on Windermere in the Lake District has development as a honeypot because it is on a main road and near the lakeside which is very attractive.” **OR** – idea of area being publicised for economic development/business.

(4 marks)

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

Vague reference to economic benefits or environmental problems. Largely resource based with only tentative development. Limited locational exemplification. “Lots of visitors drop litter and this can harm wildlife.”

Level 2 (3-4)

Clear reference to economic benefits or environmental problems. Clear development and individual ideas **OR** locational exemplification beyond the resource. “Visitors create a lot of pollution and litter. This can damage buildings, wildlife, and cost a lot to clean up. Footpath erosion can damage habitats and cause erosion when it rains heavily.”

(4 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. Accept weathering ideas if appropriate/in context.

(4 marks)

3 (a)

Level 1 (1-2)

Generalised statements, which identify changes such a 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)

(b) (i) Any **two** reasonable ideas, (2 x 1) e.g.

leaflets, protest meeting (demonstration), websites, newspaper adverts, radio broadcast, television broadcast, campaign, etc.

(2 marks)

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

Decision made with a small number of simple points largely copied from the resource with limited development. "The area relies on tourism so this is not a good thing."

Level 2 (3-4)

Decision made with clear reasoning and some development of ideas beyond the resource. "The area relies on tourism and this may put some people off. This could mean less tourist related jobs such as hotel workers, etc." May begin to have a national perspective.

Level 3 (5-6)

Decision made with clear reasoning and thorough use of the resource, also ideas beyond the resource. Some clear points from both local and national perspectives. "Although wind farms create clean energy for the country, they can have negative effects in local areas. They are often in rural areas which rely on visitors for their incomes. If this puts visitors off, there will be less money in the area and less jobs. This could have serious effects on the community and people may be forced to move away."

(6 marks)