



General Certificate of Secondary Education

Geography 3038 (Short Course)

Specification C

Foundation Tier 3038/F

Post-standardisation

Mark Scheme

2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

3038/F

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.

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 'box' 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.

1	(a)	(i)	Basic idea of movement from rural to urban areas (country to city).	(1 mark)
1	(a)	(ii)	Use Figure 1 to identify: <ul style="list-style-type: none"> Any reasonable points Be aware some could be push or pull (don't credit twice) Accept points expressed in different way to resource, if appropriate. PUSH (2 x 1) – Drought Loss of land Poverty Lack of food PULL (2 x 1) – Education Jobs Healthcare Or quality of life for (1 mark max)	(4 marks)
1	(b)	(i)	1 correct – 1 mark 2 correct – 2 marks 3 correct – 3 marks 4 correct – 4 marks <ul style="list-style-type: none"> 25 shanty 10 electricity 	(4 marks)
1	(b)	(ii)	Level 1 (1-2) Basic description of living conditions with only tentative appreciation of links to health/access to healthcare. Level 2 (3-4) Consider living conditions in relation to health issues (2 clear ideas). E.g. Lack of clean water → disease Pollution → breathing problems Poor housing → accidents Vermin → disease Overcrowding → infection	(4 marks)
1	(b)	(iii)	Must be urban schemes. Level 1 (1-2) Basic description of scheme(s) or improvements with limited range of ideas or links to 'improving living conditions'. 'Build better houses, etc.' Level 2 (3-4) Clear understanding which describes what a scheme(s) actually does and links it to improvements in living conditions or gives clear locational detail of a scheme with some development.	(4 marks)

1	(c)	(i)	<p>Level 1 (1-2) Basic points from resource 'people working in offices', 'people working in restaurants, theatre, hotel', etc.</p> <p>Level 2 (3-4) Must use own knowledge/develop ideas. Some idea of linked/multiplier jobs – building, management, transport, organisation.</p>	(4 marks)
1	(c)	(ii)	<p>Level 1 (1-2) Basic points from resource which might include the built environment or general environmental factors or vague ideas, 'it will be tidier or cleaner'.</p> <p>Level 2 (3-4) Must develop ideas. Clear understanding of both improvements to the built environment (new, improved, repaired buildings) and general environmental factors (Trees/landscaping/cleaner canals/less air pollution because of traffic free areas).</p>	(4 marks)
1	(d)	(i)	1 mark for each accurate point (x 3)	(3 marks)
1	(d)	(ii)	<p>1 correct – 1 mark 2 correct – 2 marks 3-4 correct – 3 marks</p> <p>BROWNFIELD SITE CENTRAL BUSINESS DISTRICT GREENFIELD SITE GREENBELT</p>	(3 marks)
1	(d)	(iii)	<p>'Edge of urban area/outskirts of town/city.' 'Between urban/rural area'</p>	(1 mark)
1	(d)	(iv)	<p>Level 1 (1-2) Basic descriptive points about damaging countryside/using up land. General, vague references to 'pollution' – max. 1 mark.</p> <p>Level 2 (3-4) Clearer understanding of 'damage' to flora/fauna/water courses etc. May refer to examples</p>	(4 marks)
Total marks for Question 1				36 marks

2	(a)	<p>Any two reasonable points (2 x 1) Must have idea of 'increased.'</p> <ul style="list-style-type: none"> • more money • more time • more roads • there are motorways/easier access • more cars • greater awareness • more parks/facilities 	(2 marks)
2	(b)	<p>Level 1 (1-2) Basic understanding of erosion/wearing away of landscape with limited development. Just 'causes erosion.' (1 mark)</p> <p>Level 2 (3-4) Broader understanding of increase/range of different user types (hikers/cyclists) etc and their impact. Describes eroded footpaths, may be other problems such as litter, dogs, conflicts with farmers, etc., or points about cost of repair/management.</p>	(4 marks)
2	(c)	<p>1 correct – 1 mark 2-3 correct – 2 marks</p> <p>HOLIDAY HOME CONSERVATION HONEYPOT SITE</p>	(2 marks)
2	(d)	<p>Level 1 (1-2) Basic understanding with a limited number of points largely copied from resource in support of decision.</p> <p>Level 2 (3-4) Clear argument built up with careful selection of points from resource, or well developed individual ideas. Either supports decision or offers balanced points/debate.</p>	(4 marks)
Total marks for Question 2			12 marks

3	(a)		<p>1 correct- 1 mark 2-3 marks correct – 2 marks</p> <ul style="list-style-type: none"> • Heat from sun • Less heat escapes back into space • More heat trapped. 	(2 marks)
3	(b)	(i)	<p>Transport 1 mark simple description (goes up/down) 2nd mark for rates of change/use of data/anomalies.</p>	(2 marks)
3	(b)	(ii)	<p>Industry 1 mark simple description (goes up/down) 2nd mark for rates of change/use of data/anomalies.</p>	(2 marks)
3	(c)		<p>Any two reasonable points (2 x 1)</p> <ul style="list-style-type: none"> • Flooding/drought • Damage to crops/less food • Health problems • Changes to work patterns • Extreme weather • Water shortages 	(2 marks)
3	(d)		<p>Level 1 (1-2) Basic description of ideas with tentative links to reducing pollution.</p> <p>Level 2 (3-4) Clear understanding of what is meant by international agreements OR technology and how they might reduce pollution levels.</p>	(4 marks)
Total marks for question 3:				12 marks