



**General Certificate of Education**

**Geography 3038 (Short Course)**  
*Specification C*

**Higher Tier 3038/H**

**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.

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Set and published by the Assessment and Qualifications Alliance.

## **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 '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)		<p>(2 x 2 marks)                  Can be rural-urban or any locational movement.                  1 mark to show understanding of concept of push or pull factors.                  2<sup>nd</sup> mark, developed idea/example from resource.                  Reversal of ideas (no healthcare → healthcare) max 3</p>	<b>(4 marks)</b>
1	(b)	(i)	<p><b>Level 1 (1-2 marks)</b>                  Some understanding of economic <b>or</b> environmental problems with only general use of resource.</p> <p><b>Level 2 (3-4 marks)</b>                  Some understanding of both economic and environmental problems with good use of resource, and tentative development/knowledge (might be locational).</p> <p><b>Level 3 (5-6 marks)</b>                  Clear understanding of both economic and environmental problems with detailed use of resource, and individual/development knowledge (might be locational).</p>	<b>(6 marks)</b>
1	(b)	(ii)	<p><b>Level 1 (1-2 marks)</b>                  Basic description of living conditions with only tentative appreciation of links to health/access to healthcare.</p> <p><b>Level 2 (3-4 marks)</b>                  Considers living conditions in relation to health (2 clear ideas).                  E.g. Lack of clean water → disease.                  Vermin → disease                  Overcrowding → infection                  Pollution → breathing problems                  Poor housing → accidents</p>	<b>(4 marks)</b>
1	(b)	(iii)	<p><b>Level 1 (1-2 marks)</b>                  Must be urban schemes.                  Basic description of scheme(s) or improvements with limited range of ideas or links to 'improving living conditions.'                  'Build better houses', etc.</p> <p><b>Level 2 (3-4 marks)</b>                  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.</p>	<b>(4 marks)</b>

1	(c)	(i)	<p><b>Level 1 (1-2 marks)</b> Basic observations about improvements to economy <b>or</b> environment.</p> <p><b>Level 2 (3-4 marks)</b> Clear observations about improvements to economy (money/jobs, etc) and environment (less traffic pollution, etc) – not always balanced/general ideas of ‘improved’. Some examples of both economic and environmental. General living/working environment points.</p> <p><b>Level 3 (5-6 marks)</b> Detailed observations about both economy and environment (living/working environment) and clear understanding of improved (relative to previous conditions) with a range of examples. (Different types of economic opportunity, traffic free, quiet, landscaping, etc). Separating people/traffic can be seen as traffic management.</p>	<b>(6 marks)</b>
1	(c)	(ii)	<p><b>Level 1 (1-2 marks)</b> Basic points which offer simple description of either public transport/traffic management with vague references to reducing traffic problems. Lists methods – no real explanation.</p> <p><b>Level 2 (3-4 marks)</b> Clear appreciation of a scheme or location with specific ideas about how it will reduce traffic problems. Methods listed with some explanation of how they might work/reduce congestion.</p> <p><b>Level 3 (4-6 marks)</b> Uses example(s) to both describe a scheme(s) and explain in detail how it/they, has/have reduced traffic problems.</p>	<b>(6 marks)</b>

1	(d)	(i)	<p>Any two reasonable ideas. (2 x 1) Could include:</p> <ul style="list-style-type: none"> <li>- industrial estates/commercial estates (offices)/warehouses</li> <li>- shopping centres</li> <li>- hotels/fitness centres</li> <li>- leisure centres/parks/theme parks</li> <li>- roads/motorways</li> <li>- airports</li> <li>- hospitals</li> <li>- car parks.</li> </ul>	<p><b>(2 marks)</b></p>
1	(d)	(ii)	<p><b>Level (1-2)</b>            Basic descriptive points about removal of countryside, damage to flora and fauna/habitat loss, etc., no locational detail.            Basic references to 'pollution'. <b>MAX 1 mark.</b>            Reasonable points <b>BUT</b> inappropriate example – <b>MAX Level 1.</b></p> <p><b>Level 2 (3-4)</b>            Uses example(s) to express clear environmental damage due to building which might include habitat loss, change to watercourses, etc.</p>	<p><b>(4 marks)</b></p>

2	(a)	<p>Must have idea of 'increased'.</p> <p><b>Level 1 (1-2 marks)</b> Basic list of potential points, examples might include:</p> <p>more time, more money, more holidays, etc.</p> <p><b>Level 2 (3-4 marks)</b> Clear understanding with developed ideas which link points together to offer some explanation/development. 'Increased wealth means more people have cars'. 'People have more paid leave so can have more holidays'.</p>	<b>(4 marks)</b>
2	(b)	<p><b>One</b> problem clearly identified (1) with some explanation about why it is a problem (1). Example – 'Makes houses more expensive for local people' (1), so they cannot afford them (1) or have to move away (1). May increase house building (1) which damages the environment. (1)</p>	<b>(2 marks)</b>
2	(c)	<p><b>Level 1 (1-2 marks)</b> Basic understanding with a limited number of points largely copied from the resource in support of decision.</p> <p><b>Level 2 (3-4 marks)</b> Begins to develop argument with careful selection of points from resource or effectively developed individual ideas. Either supports decision or offers balanced points/debate.</p> <p><b>Level 3 (5-6 marks)</b> Clear argument, with a range of detailed points from the resource selected and effectively used to justify a decision / or a range of individual ideas used to make an evaluative decision.</p>	<b>(6 marks)</b>



3	(a)	<p><b>Level 1 (1-2 marks)</b> Simple description with limited reasons, "It goes up because there are more cars". <b>MAX 1 mark if no explanation.</b></p> <p><b>Level 2 (3-4 marks)</b> Clear description which uses data/takes in idea of rate. Offers clear explanation linked to wealth/car ownership/economic development/more cars/lorries being used. Might reflect on more level pattern since 1990 – cleaner cars.</p>	<b>(4 marks)</b>
3	(b)	<p><b>Level 1 (1-2 marks)</b> Basic idea of factors involved with limited appreciation of process. Single factor = 1 mark (more cars equal more pollution).</p> <p><b>Level 2 (3-4 marks)</b> Clear understanding of the process of build up of gases and how it leads to global warming.</p>	<b>(4 marks)</b>
3	(c)	<p><b>Level 1 (1-2 marks)</b> Basic description of ideas with tentative links to reducing pollution.</p> <p><b>Level 2 (3-4 marks)</b> Clear understanding of what is meant by international agreements OR technology and <b>how</b> they might reduce pollution levels.</p>	<b>(4 marks)</b>