

General Certificate of Secondary Education

Geography - Full Course

Specification B

Unit 3 Investigating the Shrinking World

Foundation Tier

Mark Scheme

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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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.

Where an answer fails to achieve Level 1, zero marks should be given.

Level 1: Basic

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2: Clear

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

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.*

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 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.

SECTION A – Investigating the Globalisation of Industry

- 1(a)(i) 6,546
electronics **or** IT **or** chemicals **or** machinery **2 marks**
- 1(a)(ii) China / south-east / Hong Kong / 1500 **4 marks**
- 1(a)(iii) 1 mark for simple idea of wealth or income. Second mark for idea of average or per person per year. **2 marks**
- 1(a)(iv) Any sensible indicator – avoiding repetition, e.g. life expectancy, HDI, adult literacy, % employed in primary industry, birth rate etc. **2 marks**
- 1(a)(v) Electronics is an important industry in Xiamen.
There are lots of foreign companies in Xiamen. **2 marks**
- 1(b)(i) Accept reasonable points which can be linked to chemical industry in the correct row. Can be either positive or negative.
- Economic – related to jobs, money, wealth of country, taxation.
 - Social – related to quality of life.
 - Environmental – related to environmental impacts. Do not allow “pollution” by itself – requires qualification.
- Expect points from the resource to be used: jobs and money (econ); chemical spill (env); fumes causing health problems (soc); improved standard of living (soc). **4 marks**
- 1(b)(ii) No marks for making decision.

Level 1 (Basic) 1–4 marks

Tends to accept or reject the proposal offering basic ideas, perhaps lifted from the resource with little development. Likely to have a limited focus and be one-sided, e.g. *“the new plant could pollute the environment if there is a chemical spill and be bad for the health of children.”*

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2 (Clear) 5-6 marks

More detailed reasons for acceptance or rejection **or** a balanced appreciation which justifies the choice. Some development of points, e.g. *“Although a chemical spill could pollute the environment and kill fish or other sea creatures the jobs the area would gain would bring in lots of money and help improve people’s quality of life. This would help to improve their life expectancy and give them a more comfortable life.”*

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

NB: One developed point = L2 - 3 marks

6 marks

- 1(c)(i) North-west **1 mark**
- 1(c)(ii) 95km **1 mark**
- 1(d)(i) 1 mark per line – no clear gap between point and line.
1 mark for key. **3 marks**
- 1(d)(ii) 18% / decreased / tertiary **3 marks**
- 1(d)(iii) 2 correct = 1 mark
3 correct = 2 marks

Type of Industry	Definition
Primary	Concerned with the collection of raw materials.
Tertiary	Providing services.
Secondary	The processing of raw materials to make products.

2 marks

- 1(e)(i) Vietnam **1 mark**

1(e)(ii) **Level 1 (Basic) 1-3 marks**

Simple points likely to list locations and activities from Figure 5 or be simply overviews e.g. *“The t-shirt was made in Vietnam. The cotton was grown in Egypt. The dye was made in Tunisia. The shirt was sold in Leeds. They are spread all over the world.”*

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2 (Clear) 4-5 marks

Some development of points with an attempt to develop an overview of the pattern of activities and countries e.g. *“Most of the countries are in the poor south”, “Most of the things done in the south are primary or secondary industries”, “The activities done in the rich north are tertiary industries” etc.*

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

NB: one developed point = L2 - 4 marks

5 marks

- 1(f)(i) Two reasonable points – can be either positive or negative. Expect points such as less money, businesses lose money, less traffic, less noise, increased unemployment, increase in crime etc.
Pollution points need to be qualified. **2 marks**

- 1(f)(ii) **Level 1 (Basic) 1–2 marks**
 Simple points suggested with little explanation, e.g. *cheaper wages, sell products there, easy to transport, close to raw materials etc.*
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
- Level 2 (Clear) 3–4 marks**
 Some development of points showing some understanding of reasons, possibly linking to examples of places or businesses, e.g. *“cheap wages mean companies can make more money by paying people less”, “there are lots of people to sell to so companies can sell more products and make more money”, “better transport means it is easier to make things in poorer countries and transport them to richer countries.”*
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
 NB: One developed point = L2 - 3 marks **4 marks**
- 1(f)(iii) Any reasonable suggestion e.g. *“provide sites”, “advertise/market the area”, “give grants or loans”, “provide training or support” etc.* **1 mark**
- 1(f)(iv) **Level 1 (Basic) 1–3 marks**
 Simple points suggested with little explanation, e.g. *can communicate quicker, use web ordering, websites to sell products, quicker transport, larger ships/planes.*
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
- Level 2 (Clear) 4–5 marks**
 Some development of points showing some clear understanding of reasons why technological developments have made global organisation easier, possibly linking to examples of places or businesses, e.g. *“the internet means companies can sell products through websites to people all over the world very easily”, “larger ships or planes make it easier to transport products such as cars around the world”, “e-mail allows companies to communicate very quickly all over the world so they can organise production and marketing from one place.”*
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
 NB: One developed point = L2 - 3 marks **5 marks**

Total Marks for Question 1: 50

SECTION B – Investigating Global Tourism

2(a)(i) North-west **1 mark**

2(a)(ii) Any evidence of tourist activity/facilities linked to valid 4 figure grid reference, e.g. golf course (5076), Parking (4776, 4673, 4874, 4974, 5074, 5075, 5176), Tourist Info (5076), Museum (5076, 5075, 5074) etc.

Do not allow footpaths, pubs, churches etc. **2 marks**

2(a)(iii) 6km **1 mark**

2(a)(iv) on the coast / narrow beach / golf course / A1095 **4 marks**

2(b)(i) 2 correct = 1 mark
3 correct = 2 marks

Conflict	When groups of people don't agree on something.
Short break	A holiday lasting only a few days.
Honeypot site	A very popular tourist site.

2 marks

2(b)(ii) **Level 1 (Basic) 1–2 marks**

Simple points suggested with little development. May be direct lift from resource, e.g. *bring jobs and money, provide facilities/things to do, bus services run, more shops, area kept clean and tidy.*

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2 (Clear) 3–4 marks

Some development of points showing clear understanding and link to **opportunity**, possibly linking to examples of places. Requires development from the resource, e.g. *“local people without cars can get to other places more easily because there are more buses”, “more jobs available means people earn more money and improve their quality of life”, “because of tourists the area is kept clean and the beach cleared of litter which improves the area for local people.”*

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

NB: One developed point = L2 - 3 marks

4 marks

2(c)(i) Any reasonable problems which can be linked to tourism, e.g. litter, noise, gates left open letting animals escape, congestion, seasonal employment, high house prices, pick pocketing/car crime etc.

Pollution points need qualification.

2 marks

2(c)(ii) Points do not need to link to problems identified in previous question.

Level 1 (Basic) 1–3 marks

Simple points relevant to problems created by tourism suggested with little development, e.g. *litter bins, park and ride, more buses, council housing/cheap rents, signage and information, more police/traffic wardens, more car parks etc.*

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2 (Clear) 4-5 marks

Some development of points showing clear understanding of management. A place needs to be named for L2, although this might not be linked to specific management points, e.g. *“park and ride systems will keep vehicles out of narrow streets and reduce congestion problems and problems with tourists parking in the way of local people”, “in Blackpool the beach is cleaned every morning during the summer to make sure that there is no litter on it to put off visitors. Dogs are also banned from the beach.”*

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

NB: One developed point = L2 - 3 marks

5 marks

2(d)(i) India

1 mark

2(d)(ii)

	True	False
The life expectancy is the percentage of people who can read and write.		✓
GNI per person measures how rich people are on average.	✓	
Countries with a high GNI per person usually have a high life expectancy.	✓	

3 marks

2(d)(iii) 3 bars accurately drawn. No need for shading.

3 marks

- 2(d)(iv) Choice of country likely to be India, although Brazil, India and/or Egypt are justifiable.

Level 1 (Basic) 1–3 marks

Simple points lacking development to link to quality of life, probably using data in a simple way from table, e.g. *“India has the lowest life expectancy (65), GNI (\$820) and Literacy (61%)”, “India is the lowest in all 3 indicators”, “India is the poorest.”*

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2 (Clear) 4-5 marks

More detailed answer with some development of quality of life points. May bring in additional indicators/ideas to develop the quality of life idea, e.g. *“India is the poorest country which means that there isn’t the money to build schools and hospitals so people have less well paid jobs and are more likely to die from diseases or injuries”, “India has the lowest life expectancy. This may be because water borne diseases such as cholera are common due to a lack of money to build proper sanitation systems.”*

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

NB: One developed point = L2 - 4 marks

5 marks

- 2(e)(i) north-east / Natal / 27°C **3 marks**
- 2(e)(ii) Some idea of long distance and/or long travel time or need to travel a long distance. **1 mark**
- 2(e)(iii) Any three relevant reasons which could explain the increase, e.g. *advertising, more knowledge of world through TV/internet, increased affluence, more leisure time, new airports, bigger/quicker/more reliable planes, cheaper flights etc.* **3 marks**
- 2(e)(iv) 1 mark for reason
2 marks for explanation
Reason must relate to Brazil as a country, e.g. *increased tax, raised profile, less unemployment, more wealth etc.*
- Explanation needs to show how Brazil might benefit from this.
- Development needed for second explanation mark, e.g. *“more visitors means more tax income (reason). This means the government has more money to spend (explanation) so it can build schools and hospitals to improve people’s quality of life (explanation developed).”* **3 marks**
- 2(f)(i) Any reasonable activity such as sunbathing, swimming, bird watching, watersports etc. **1 mark**
- 2(f)(ii) **Level 1 (Basic) 1–4 marks**

Simple impacts identified, *e.g. litter, habitats destroyed, water pollution, air pollution, eyesore etc.*

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

NB: Pollution points need qualification.

Level 2 (Clear) 5-6 marks

Some development of labelled points showing understanding of environmental impacts, *e.g. "buildings may destroy habitats making animals move away", "sewage from hotels might pollute the water", "new hotels may destroy the natural view" etc.*

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

NB: points could be all related to one aspect – *e.g. water pollution*. One developed point = L2 - 3 marks

6 marks

Total marks for Question 2: 50