

Version 1.0



**General Certificate of Secondary Education
June 2010**

Geography B

Full Course

40353F

Investigating the shrinking world

Unit 3

Mark Scheme

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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General Certificate of Secondary Education

AQA Geography B

HIGHER TIER MARKING SCHEME

UNIT 3 (40353F)

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 2 descriptors will appear on Foundation marking schemes (front covers).

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 '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 marking 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 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 – Investigating the Globalisation of Industry

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|-----------|---|---------|
| 1(a)(i) | A company with factories in many countries. | 1 mark |
| 1(a)(ii) | List of places (1 mark). Idea of cluster in South East Asia (1 mark) with Costa Rica as a different location (2 marks). In less developed countries (1 mark). | 2 marks |
| 1(a)(iii) | USA | 1 mark |
| 1(a)(iv) | 2 x 1 mark The factories need a highly skilled workforce. They are near to research centres. | 2 marks |
| 1(b)(i) | 2 x 1 mark Ideas such as cheap labour supply, growing market, government trying to attract new businesses, lenient environmental laws, close to where computers often made, etc. | 2 marks |
| 1(b)(ii) | <p>Level 1 (Basic) 1–4 marks Simple points lacking development and offering basic benefits, e.g. more jobs, money for government, raises profile, idea of infrastructure developments, improvement in quality of life, low polluting industry, etc. Jobs and money max 2. Attempted but unclear development of benefit. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary.</p> <p>Level 2 (Clear) 5–6 marks Clear answer with some development of benefits to expand the basic points, e.g. “more jobs lead to a multiplier effect as people are wealthier so spend money in local shops which means they expand and employ more people”. There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> | 6 marks |
| 1(c)(i) | 3 km | 1 mark |
| 1(c)(ii) | 3 x 1 mark Struer north-west Viborg | 3 marks |
| 1(c)(iii) | 2 x 1 mark Two simple points like new offices, lots of grass/greenery/landscaped, low rise building, idea of size, etc. | 2 marks |
| 1(c)(iv) | Can be basic points or developed reason(s). Look for points such as pleasant area/working environment, plenty of space/room for expansion, easy to get to on roads, cheaper land, etc. | 3 marks |

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| 1(d)(i) | 2 x 1 mark Examples such as computing, pharmaceuticals, scientific equipment, electronics, etc. | 2 marks |
| 1(d)(ii) | <p>Level 1 (Basic) 1–2 marks Simple points lacking development. For example, growing demand for products, high skilled labour supply, close to research facilities, universities, money to develop parks, etc. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary.</p> <p>Level 2 (Clear) 3–4 marks Clear answer with some development, for example, “universities in developed countries have set up science parks close to their sites so that they can develop products”, “a large number of highly skilled workers are available from universities”, “there is a growing demand for high tech products which need to be developed somewhere close to where they are being researched”. There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> | 4 marks |
| 1(e)(i) | 2 x 1 mark 470 100 | 2 marks |
| 1(e)(ii) | The richer countries have a higher life expectancy than the poorer countries. | 1 mark |
| 1(e)(iii) | 1 mark for bar, 1 for label. | 2 marks |
| 1(e)(iv) | <p>Level 1 (Basic) 1–3 marks Simple points lacking development, likely to use simple points from the data, e.g. “It shows it very well because Bangladesh is the poorest country with a GNI of \$470”. NB: simply quoting data = max 1 mark There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary.</p> <p>Level 2 (Clear) 4–5 marks Clear points with some development to answer question using both data and some evidence of own knowledge. This might involve a discussion of the difficulty of using simple indicators and/or the specific data provided – e.g. “Although Botswana is richer than Bangladesh with \$5840 GNI it has the lowest life expectancy which means that people’s quality of life is lower. This is only one indicator though. A better way of measuring the development might be to use a composite indicator such as the HDI.” There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> | 5 marks |

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| 1(f)(i) | £7 | 1 mark |
| 1(f)(ii) | <p>Problems need to be for individuals. Points can come from resource or from own knowledge (or both). 2 marks per point –1 for a simple point, 1 for development. Max 3 for each of economic and social problems.</p> <p>Economic – e.g. low wages, below poverty line/in poverty, can't afford to buy things. Social – long working hours, poor living conditions, risk of injury, disease caused by pollution, etc.</p> | 4 marks |
| 1(g)(i) | Meeting the needs of people with as little damage as possible to the environment. | 1 mark |
| 1(g)(ii) | <p>Level 1 (Basic) 1–3 marks Simple points lacking development with only a limited appreciation of why the scheme might be “appropriate”. For example, “The Universal Nut Sheller is cheap to make and makes work easier for people in Mali”. This makes their life easier. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors and little appropriate use of technical vocabulary. Max Level 1 if not clearly industrial development.</p> <p>Level 2 (Clear) 4–5 marks Clear points with some development clearly showing <u>how the scheme is appropriate</u>. For example, “The Universal Nut Sheller is cheap to make and can be produced for \$50. This means people in villages in countries like Mali can afford to make one. It can be made using local skills and so is sustainable as local people can keep it going over time”. There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> <p>If no scheme is mentioned, the answer is likely to be limited to Level 1.</p> | 5 marks |

Question 2 – Investigating Global Tourism

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| 2(a)(i) | 2 x 1 mark The Broads are in the east of the United Kingdom. Most of the National Parks are more than 200km from London. | 2 marks |
| 2(a)(ii) | 2 x 1 mark More advertising means that people know about National Parks. Higher wages mean that people have more money. | 2 marks |
| 2(a)(iii) | Basic point about closeness/accessibility (1 mark) and/or road network (1 mark) and/or development of point to suggest why in more detail (+1 mark). Can use points such as railway network in addition to Figure 6. | 2 marks |
| 2(b)(i) | 2 x 1 mark Any reasonable activity which could be inferred from Figure 7, e.g. boating, sailing, canoeing, fishing, walking, bird watching, etc. | 2 marks |
| 2(b)(ii) | Basic point about bringing jobs and/or money into area (1 mark). Development to suggest why this might be good for businesses “more profit”, “stay open”, “more trade”, etc. (+1 mark) | 2 marks |
| 2(c)(i) | 3522 | 1 mark |
| 2(c)(ii) | 6 | 1 mark |
| 2(c)(iii) | South-east | 1 mark |
| 2(c)(iv) | <p>Level 1 (Basic) 1–2 marks Simple points lacking development with basic tourist attractions being put forward, e.g. “There is a museum near How Hill”, “People might go sailing”. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary. Good use of map referencing creditable to top of level.</p> <p>Level 2 (Clear) 3–4 marks Clear answer which shows some development of why the area might be attractive to tourists using a range of attractions from either the map or the photos, e.g. “Nature reserves like at Barton Broad might attract bird watchers”. Some map evidence required for Level 2 marks. There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> | 4 marks |

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| 2(d)(i) | <p>2 x 2 marks</p> <p>Any reasonable conflicts with groups of local people with a basic description of the conflict, e.g. tourists conflict with farmers by leaving gates open; noisy tourists disturb local residents (1+1 mark for each conflict).</p> | 4 marks |
| 2(d)(ii) | <p>Level 1 (Basic) 1–3 marks</p> <p>Simple identification of issues/conflicts up to max 2. 3rd mark for attempt to describe management strategy. An area may not be named (no marks for naming area), e.g. “bigger car parks”, “more litter bins”.</p> <p>There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary.</p> <p>Level 2 (Clear) 4–5 marks</p> <p>Clear description with some development of management ideas, clearly linking management to conflicts. A single well-described conflict management can access L2. It is clear that management strategies are described, e.g. “signposts could be used to make sure tourists keep off farmers’ fields so reducing the trampling of crops”.</p> <p>There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> | 5 marks |
| 2(e)(i) | <p>2 x 1 mark</p> <p>5840</p> <p>100</p> | 2 marks |
| 2(e)(ii) | <p>The richer countries have a higher life expectancy than the poorer countries.</p> | 1 mark |
| 2(e)(iii) | <p>1 mark for bar, 1 for label.</p> | 2 marks |
| 2(e)(iv) | <p>Level 1 (Basic) 1–3 marks</p> <p>Simple points lacking development, likely to use simple points from the data, e.g. “It shows it very well because Bangladesh is the poorest country with a GNI of \$470”.</p> <p>Top L1 attempts to go beyond the table.</p> <p>There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary.</p> <p>Level 2 (Clear) 4–5 marks</p> <p>Clear points with some development to answer question using both data and some evidence of own knowledge. This might involve a discussion of the difficulty of using simple indicators and/or the specific data provided, e.g. “Although Botswana is richer than Bangladesh with \$5840 GNI it has the lowest life expectancy which means that people’s quality of life is lower. This is only one indicator though. A better way of measuring the development might be to use a composite indicator such as the HDI.”</p> | 5 marks |

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| | There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary. | |
| 2(f)(i) | Tourism which meets the needs of people with as little damage as possible to the environment. | 1 mark |
| 2(f)(ii) | <p>Problems can be for individuals or community. Points can come from resource or from own knowledge (or both). 2 marks per point – one for a simple point, 1 mark for development.</p> <p>Environmental, e.g. soil erosion causing problems for agriculture, pollution of water supplies, use of water supplies, etc. Social – loss of traditional way of life, noise caused by tourism, increased influence of problems like alcohol etc</p> | 4 marks |
| 2(g) | <p>Simple points giving a basic description of possible global environmental impacts such as global warming, ozone depletion, acid rain etc. Pollution points require an obvious link to global/large scale environments and probably some qualification, e.g. “more air travel means more global warming”.</p> <p>Could be one well developed point or a range of simple points.</p> | 3 marks |
| 2(h) | <p>Level 1 (Basic) 1–4 marks Simple points lacking development and offering basic advantages, e.g. more jobs, money for government, raises profile, idea of infrastructure developments, improvement in quality of life, low polluting industry helps develop countries, etc. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors, and little appropriate use of technical vocabulary.</p> <p>Level 2 (Clear) 5–6 marks Clear answer with some development of advantages clearly to less developed countries to expand the basic points, e.g. “more jobs lead to a multiplier effect as people are wealthier so spend money in local shops which means they expand and employ more people”. “Money helps to stimulate development of the wider economy.” There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary.</p> | 6 marks |