

Version 1.0



**General Certificate of Secondary Education
June 2010**

**Geography B
Full Course**

40353H

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.

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

Copyright © 2010 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.

General Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

UNIT 3 (40353H)

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.

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' 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

1(a)(i)	<p>1 mark: simple idea of big company/ in more than one country. 2nd mark: idea of operating in a number of countries or a global company with operations in different parts of the world. Examples may be useful but by themselves will not move a basic answer to 2 marks. Also accept 2 x 1 simple point answers.</p>	2 marks
1(a)(ii)	<p>General idea of spread across world (1 mark) with specific locations, e.g. clusters of silicon production in US/Europe, assembly in SE Asia, etc (2-3 marks). In less developed countries (1 mark). Reserve 1 mark for general pattern.</p>	3 marks
1(a)(iii)	<p>Level 1 (Basic) 1–2 marks Simple points lacking development and offering basic reasons such as “cheaper labour”, “can easily transport anywhere”, “near markets”, “near computer production centres”, etc. Level 2 (Clear) 3–4 marks More detailed answer with some development to explain reasons behind location, e.g. “cheaper labour in SE Asia so producers can make the chips for less, growing with increasing demand”.</p>	4 marks

<p>1(b)</p>	<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> <p>Level 3 (Detailed) 7–8 marks Description and development of points which show more detailed understanding or use of case study(ies) for a broader locational understanding. A range of benefits is developed, probably with reference to more than one beneficiary group, e.g. “Governments might benefit because of increased tax incomes. This will allow them to provide better services such as schools and health centres. In the long term this will mean that local people will be better educated and able to take more highly skilled jobs which will increase their earning power and their quality of life”. The answer is well structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors, and technical vocabulary is used appropriately. Points can refer to any relevant industry/location.</p>	<p>8 marks</p>
-------------	---	----------------

1(c)(i)	South-east	1 mark
1(c)(ii)	<p>Any two basic points or one well developed point. Flat land, greenfield site, idea of size, space. Accept site not location/situation points.</p>	2 marks
1(c)(iii)	<p>Level 1 (Basic) 1–3 marks Simple points lacking development and offering basic reasons why this is a good site/location, e.g. skilled workforce, pleasant area/ working environment, plenty of space, room for expansion, easy to get to on roads, cheaper land, etc. Points need to be more than simple site description points. Max 2 for transport.</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 More detailed answer with some development of reasons or a single well-developed reason (for low L2) to explain why this is a good location, e.g. “because the site is on the edge of town it is on a large greenfield area which allows plenty of room to build on”, “a pleasant location like this will be an attractive place for people to work in so the company will be able to attract skilled workers easily”.</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. Points can refer to any relevant modern industry.</p>	5 marks

<p>1(d)</p>	<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> <p>Level 3 (Detailed) 5–6 marks Development for a more detailed answer or use of case study(ies) for a broader locational understanding. “The growth in demand for new products such a mobile phones means that new technology needs to be developed. This builds on research so science parks have been developed to take ideas from research and develop them”. The answer is well structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors, and technical vocabulary is used appropriately.</p>	<p>6 marks</p>
-------------	--	----------------

1(e)(i)	Basic idea that in general as one goes up so does the other (1 mark) with sound use of data (+1 mark) or reference to the specific countries not totally fitting this pattern (+1 mark).	3 marks
1(e)(ii)	1 mark for bar, 1 mark for label.	2 marks
1(e)(iii)	<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”. Top L1 attempts to go beyond the table. 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 \$5,840 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
1(f)	<p>Any reasonable problems which can be taken from resource or from own knowledge. These can be four simple points, e.g. “long working hours”, or one or more developed points which may refer to examples, e.g. “long working hours may mean workers are tired and more likely to become ill which might lead to them not being able to work and so reduce their income”.</p> <p>Max 3 each for economic and social problems.</p> <p>Economic, e.g. low wages, economic insecurity, low purchasing power, etc. Social – long working hours, poor living conditions, risk of injury, disease caused by pollution, etc.</p>	4 marks

<p>1(g)</p>	<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 L1 if not clearly industrial development.</p> <p>Level 2 (Clear) 4–5 marks Clear points with some development clearly showing how the scheme is appropriate. 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>	<p>5 marks</p>
-------------	---	----------------

Question 2 – Investigating Global Tourism

2(a)(i)	Simple points: 1 mark, e.g. if “on the coast”, “in the east”, “quite near London”, “Norfolk”. Allow 1 mark for idea of isolation. More complex description usually using distance/direction: 2 marks, e.g. “150km north east of London”. Allow 2 x 1 simple point answers.	2 marks
2(a)(ii)	Four simple points or one or more developed point(s), listing possible reasons for increase, e.g. “more cars”, “more disposable income” or “more paid holidays” or some range of developed points, e.g. “People have more cars which means they can travel more easily to National Parks.” Allow 1 mark for a simple point about marketing/advertising; more interest in fitness; more environmental awareness. Points need to be about change.	4 marks
2(b)	Level 1 (Basic) 1–2 marks Simple points lacking development about possible advantages, which can be implied, e.g. “tourism will bring money to local businesses and jobs to the area”. Level 2 (Clear) 3–4 marks Clear points with some development of the beneficial impacts, linked to local businesses, e.g. “if more local people are employed they will have more money to spend in local businesses such as restaurants and shops”.	4 marks
2(c)(i)	314212 (allow one tenth either way on both northings and eastings).	1 mark
2(c)(ii)	Allow range between 6.0 km and 6.4 km – 1 mark for distance, 2 nd mark for units only if distance is correct.	2 marks
2(c)(iii)	Any one of: Contour lines (contours) Spot heights Triangulation pillars/points (trig points) Accept diagrammatic representation.	1 mark

<p>2(c)(iv)</p>	<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 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> <p>Level 3 (Detailed) 5–6 marks Detailed answer with development of why the area as a whole might be attractive to tourists and making clear use of map evidence, e.g. “The area on the map has a range of tourist attractions. These include indoor attractions such as the Craft Centre north of Hoveton which might be popular during wet weather, as well as outdoor attractions such as the nature reserve at Barton Broad. Barton Broad might also be attractive during the summer for walks or boating activities”. The answer is well structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors, and technical vocabulary is used appropriately.</p>	<p>6 marks</p>
<p>2(d)</p>	<p>Level 1 (Basic) 1–3 marks 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”. 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 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”. 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>5 marks</p>

2(e)(i)	Basic idea that in general as one goes up so does the other (1 mark) with sound use of data (+1 mark) or reference to the specific countries not totally fitting this pattern (+1 mark).	3 marks
2(e)(ii)	1 mark for bar, 1 mark for label.	2 marks
2(e)(iii)	<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”. Top L1 attempts to go beyond the table. 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
2(f)(i)	Simple points (1 mark) “tourism which doesn’t harm the environment”, “tourism which benefits local people”, “small scale tourism”. More complex definition (2 marks), e.g. “tourism which uses the natural environment as an attraction and protects it at the same time”. Credit examples that are used effectively to make the point.	2 marks

<p>2(f)(ii)</p>	<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> <p>Level 3 (Detailed) 7–8 marks Detailed answer with clear description and development of points, or broader locational understanding using case study(ies). A range of benefits are developed, probably with reference to more than one beneficiary group, e.g. “Governments might benefit because of increased tax incomes. This will allow them to provide better services such as schools and health centres. In the long term, this will mean that local people will be better educated and able to take more highly skilled jobs which will increase their earning power and their quality of life”. Reference may be made to located examples to develop arguments. The answer is well structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors, and technical vocabulary is used appropriately.</p>	<p>8 marks</p>
-----------------	--	----------------

<p>2(g)</p>	<p>Level 1 (Basic) 1–3 marks Simple points lacking development with a basic but attempted explanation 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”. List, max 1. 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 More detailed points about ‘how’ with some development linking to obvious impacts, e.g. “more international travel means more air travel which can help cause global warming. This may cause sea levels to rise and coastal areas to flood”. There is some structure with appropriate use of sentences. There are some spelling and punctuation errors, and some appropriate use of technical vocabulary. Points must relate to global/large scale environments (i.e. not localised habitat destruction) but only one impact needs to be covered in the answer to achieve full marks.</p>	<p>5 marks</p>
-------------	--	----------------