

# Mark Scheme (Results)

## Summer 2010

IGCSE

### IGCSE Geography (4370) Paper 03

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Mark Scheme Question 1

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 1(a)(i)         | 1 mark for correct answer.<br><br><ul style="list-style-type: none"> <li>• C there were fewer females than males</li> </ul> | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(a)(ii)        | 1 mark for correct answer.<br><br><ul style="list-style-type: none"> <li>• A 53 000</li> </ul> | (1)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 1(a)(iii)       | 1 mark for correct answer.<br><br><ul style="list-style-type: none"> <li>• Females 0-4 correctly added ( + or - 2mm)</li> </ul> | (1)  |

| Question Number |      | Indicative content   |
|-----------------|------|--|
| 1(a)(iv)        |      |  |
| Level           | Mark | Descriptor   |
| Level 1         | 1-2  | Basic observations on one pyramid such as there are more people overall in 2005.   |
| Level 2         | 3-4  | Comments on both pyramids and probably uses supporting figures.<br><br>Must make clear comparisons ( could be in a table ) to reach maximum. |

| Question Number |      | Indicative content  |
|-----------------|------|---|
| 1(b)            |      |   |
| Level           | Mark | Descriptor  |
| Level 1         | 1-2  | Lifts ideas from the resources with little or no development e.g. the Pearl has been built to give new homes, and to provide 5 star hotels .                                      |
| Level 2         | 3-4  | Development of ideas covering either the economic benefits of tourism or the population pressures of Doha/Qatar.<br>At the top end, clear reference must be made to both aspects. |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 1(c)(i)         | 1 mark for each correct answer. Maximum 2 marks.<br><ul style="list-style-type: none"> <li>• Graph plotted +/- 1mm - 1m</li> <li>• Labels added - 2m</li> </ul> | (2)  |

| Question Number |      | Indicative content   |
|-----------------|------|--|
| 1(c)(ii)        |      |  |
| Level           | Mark | Descriptor   |
| Level 1         | 1-3  | Directly lifts material from the resources with no or little additional comment on the advantages or the disadvantages of the development or gives own ideas without any reference to the resources.                   |
| Level 2         | 4-5  | Comments on the relative importance of the disadvantages and advantages. Uses at least one resource or gives own ideas with some reference to resources.   |
| Level 3         | 6-7  | Considers both advantages and disadvantages in depth with clear reference to at least two resources. May comment on the limitations of questionnaire. Will express a definite and well supported viewpoint at the end. |

(Total 20 marks)

## Mark Scheme Question 2

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(a)            | <p>1 mark for each correct answer (in correct place).<br/>Maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• Conwy</li> <li>• A470</li> <li>• 30</li> <li>• Highest</li> </ul> | (4)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(b)            | <p>3 x 2 marks. Maximum 6 marks.</p> <p><b>Box 1 (2x1 marks)</b></p> <ul style="list-style-type: none"> <li>• Hills/upland/steep slopes near Llanrwst/near source of River Conwy</li> <li>• High surface runoff/rapid surface runoff</li> <li>• High rainfall/ 2000m a year</li> <li>• Increases river discharge to above banks</li> <li>• land cleared for farming/trees cut down</li> <li>• reduction in interception</li> </ul> <p><b>Box 2 (2x1 marks)</b></p> <ul style="list-style-type: none"> <li>• Houses ( high density)/urban area/built up area</li> <li>• Concrete/impermeable surface</li> <li>• Water ( rain) unable to infiltrate</li> <li>• Increases surface runoff</li> <li>• Increases discharge to above banks</li> <li>• Lack of vegetation for interception</li> <li>• houses built on the flood plain</li> </ul> <p><b>Box 4 (2x1 marks)</b></p> <ul style="list-style-type: none"> <li>• Bridge/arches/dam</li> <li>• Blocks river flow/acts as dam</li> <li>• Increases discharge to above banks</li> <li>• prevents/restricts river flow</li> <li>• dam prevents flooding</li> </ul> | (6)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(c)(i)         | <p>Maximum 4 marks for correctly plotted and labelled graph.</p> <ul style="list-style-type: none"> <li>• 2 points plotted to +1mm - 1m</li> <li>• 4 points plotted to ½ 1mm - 2m</li> <li>• Plots joined with curved line -1m</li> <li>• Axis labelled Time or 2004 - 1m</li> </ul> | (4)  |

| Question Number |      | Indicative content  |
|-----------------|------|---|
| 2(c)(ii)        |      |   |
| Level           | Mark | Descriptor  |
| Level 1         | 1-2  | Simple statements about either of the graphs, such as it goes up, it is steep. Both graphs may be mentioned but only in a descriptive way.  |
| Level 2         | 3-4  | More detailed statements about both the graph with supporting figures - the graph rises steeply and is - at its highest point, there is more water in the river over time. Use of supporting data = entry into Level 2. Time to be accepted as data.                                      |
| Level 3         | 5-6  | Both description and explanation covered. Must recognise the link between the rainfall graph and the hydrograph.<br>Will notice the delay (lagtime) between the rainfall event and the rising water levels and/or the link between the relative heights of the two graphs at the top end. |

(Total 20 marks)

### Mark Scheme Question 3

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3(a)            | <p>Maximum 2 marks.</p> <p>Allow one mark for each valid aim that is connected to the title.</p> <p>Allow one mark only for aims that are not related to the title .</p> | (2)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(b)(i)         | <p>Maximum 4 marks.</p> <p>Reserve one mark for each aim.</p> <p>Give a maximum of 2 if the data is not clearly linked to the aims.</p> <p>Point mark - simple statements</p> <ul style="list-style-type: none"> <li>We collected stones to measure bed-load - 1 mark, Photographs to 1 max overall.</li> </ul> <p>Developed statements</p> <ul style="list-style-type: none"> <li>We collected 20 stones at each site and measured the long axis to see how the size of bed load changed downstream - 2 marks</li> </ul> | (4)  |

| Question Number | Indicative content |   |
|-----------------|--------------------|---|
| 3(b)(ii)        |                    |   |
| Level           | Mark               | Descriptor  |
| Level 1         | 1-2                | Basic outline of either or both points referred to in the aims e.g. we made sure that we measured carefully, we recorded our results rather than trying to remember them. |
| Level 2         | 3-4                | More development of one aspect with an outline of the second, or one idea which gives development such large numbers to avoid bias.                                       |
| Level 3         | 5-6                | Detailed comments on both aspects Expect clear evidence sampling to be clearly understood and in context to reach maximum.  |



| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(c)(i)         | <p>Maximum 3 marks. Mark according to quality.</p> <p>Must be an appropriate method for the data.<br/>Give one mark for a named and recognisable method - bar chart .</p> <p>Additional marks for accurate labels, scales and clear link to fieldwork method/aims.</p> <p>Maximum of 2 If not an appropriate method.</p> <p>Max of one if shows a data recording method</p> | (3)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(c)(ii)        | <p>3 x 1 marks. Maximum 3 marks.</p> <p>Point mark such as:</p> <ul style="list-style-type: none"> <li>• Clear/easy to read</li> <li>• Easy to compare</li> <li>• Construction</li> <li>• Allows comparison between sets of data</li> </ul> | (3)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(d)            | <p>Maximum 2 marks.</p> <p>May either be secondary of primary data or both. Must be relevant to the fieldwork.</p> <p>One mark for relevant additional information</p> <p>One mark for an indication of how this might improve the investigation.</p> | (2)  |

(Total 20 marks)

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