

# GCSE 2004

## *June Series*



# Mark Scheme

## Geography B

### *(3032/2H)*

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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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Dr Michael Cresswell, Director General

**General Certificate of Secondary Education**

**AQA GEOGRAPHY B**

**HIGHER TIER MARKING SCHEME**

**PAPER 2H**

**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’, ‘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, eg *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 ‘egg’ 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 Co-ordination 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.

<b>Question 1</b>	<b>Marks</b>	
(a)	(i) Island <b>A</b> – Hokkaido Island <b>B</b> – Honshu	<i>(2 marks)</i>
	(ii) No credit for the advantages of Area Y. <b>Level 1 Basic (1-2 marks)</b> Too mountainous, steep, harsh climate, rainfall, snow, active volcanoes, lack of infrastructure, <b>not</b> far away from coast.  <b>Level 2 Clear (3-4 marks)</b> Developed points or linked statements. The poor infrastructure means there is little industry and so few jobs. The height of the land means that the climate is extreme with high rainfall and snow in winter Farming is difficult because it is too steep.	<i>(4 marks)</i>
	(iii) Available flat land, industries, jobs, import/export/trade, sheltered harbours, access to fishing grounds.	<i>(1 mark)</i>
(b)	Reversal of winds, high, low, onshore.	<i>(4 marks)</i>
(c)	(i) Correct width of arrow allow a tolerance of 1 mm.	<i>(1 mark)</i>
	(ii) United Kingdom.	<i>(1 mark)</i>
(d)	Manaus, Atlantic, Brazil.	<i>(3 marks)</i>
(e)	Only credit one way – development needed for second marks. Can only be land reform, break up of latifundia and so the farmers own land, /unified plots so saves time moving between fields.	<i>(2 marks)</i>
(f)	<b>A</b> has a high birth rate/lots of children/young people, high death rate/few old people, low life expectancy. <b>B</b> has low birth rate/few children/low death rate/few old people. Must be 2 statements of differences – ‘A has ..... but B has .....’. There must be differences <b>between</b> A and B, not differences <b>within</b> A and B. Accept differences in the shape of the pyramids.	<i>(2 marks)</i>
(g)	(i) Can only be any push reasons. Accept words or list.  Push – lack of food, housing lacks amenities, disease, lack of well paid jobs, ruthless landlords, natural disasters / famine, war, religious persecution.	<i>(2 marks)</i>
(h)	Correct plots, 1 mark each for lines, 1 mark for shading.	<i>(5 marks)</i>
(i)	Any correct example. E.g. shoe shining.	<i>(1 mark)</i>

- (j) Short term – for a limited period after a disaster etc.  
Voluntary – money raised in MEDCs by the public  
and given to projects in LEDCs.  
Accept money from people in MEDCs/NGOs etc. (2 marks)

**Total Marks for Question 1 = 30**

**Question 2**

- (a) **Level 1 Basic (1-2 marks)**  
Single facts without any appreciation of overall pattern. In Norway it is more than 25 000 US\$. Ireland is less than 14 000 US\$.
- Level 2 Clear (3-4 marks)**  
Must have evidence from Figure 6. Switzerland has a higher GNP than the countries around it. Needs to be some indication of a pattern. Simple recognition of the core and the periphery. It is generally higher in the western part of the continent. Apart from Switzerland the highest are in Scandinavia. The outer areas like eastern Europe, Ireland and Portugal are the lowest areas in terms of GNP. (4 marks)
- (b) (i) Mark features on the sketch map that show situation or labels that indicate situation. Look for 4 locating features.
- Paris** – Situation – central location within Paris basin, valleys of Seine, Oise and Marne, Channel ports, Orly airport.
- Milan/Turin/Genoa** – Situation – Mediterranean shipping routes, links to France, S. Italy and Switzerland, alpine routes/tunnels.
- Rotterdam** – Situation – reference to hinterland areas of N. Germany, Belgium, France, UK.
- Ruhr** – Situation – Rhine, N. Germany, N. Sea. (4 marks)
- (ii) Any 3 correct functions.
- Paris** – capital, financial, commercial, industrial, education, research, cultural, tourism.
- Rotterdam/Europoort** – port, shipbuilding, ship repair, container port, general cargo port, petroleum refining, petrochemicals, RO/RO, transit port, break of bulk.
- Ruhr** – industrial area, any correct named industry – coal, steel, engineering, chemicals, petrochemicals, textiles, electronics, brewing.
- Milan/Turin/Genoa** – likely to be treated individually.  
Milan – food processing, textiles, engineering.  
Turin – cars.  
Genoa – port, tourism, agricultural products. (3 marks)

- (iii) **Level 1 Basic (1-2 marks)**  
 General explanation of how the growth of a function has influenced the growth of the conurbation but no specific reference to the chosen conurbation **or** reasons for the growth of a particular function, even if not specific to the conurbation **or** explanation **not** related to 2(b)(ii).

**Level 2 Clear (3-4 marks)**

**Paris** – capital, policy of centralisation, political/administrative centre, growth of banking and insurance, universities, industrial development, cultural centre, tourist centre.

**Rotterdam/Europoort** – position at mouth of Rhine, entrepot, break of bulk, deep water, flat land, the new waterway, road/rail links to rest of Europe, advanced technology, Dutch business acumen.

**Ruhr** – central position, coal, iron ore deposits, river transport.

**Milan/Turin/Genoa** – probably done separately.

Milan – focus of road/rail routes, HEP from Alps, farming led to food processing, textile, chemical, engineering industry, financial and commercial centre.  
 Turin – route centre, HEP, named firms such as Fiat, Lancia, Olivetti.

Genoa – route links, major port, steel works.

(4 marks)

- (iv) **Level 1 Basic (1-2 marks)**  
 Accept problems and/or solutions.  
 Simple statements with no specific reference to the named conurbation. They have built new roads. They have built new towns. They have modernised the housing.

**Level 2 Clear (3-4 marks)**

Must have specific detail relevant to chosen conurbation. Possible issues –  
 Rotterdam/Europoort – port expansion v environmental concerns.

Ruhr – Legacy of industrial development & environment – The Ruhr Plan.

Paris – decline of urban core and attempts to redress this.

Milan/Turin/Genoa – the North-South issue.

But be flexible – accept any possible issue – some of these may well be centre specific.

(4 marks)

- (c) (i) Correct shading.

(1 mark)

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

Simple statements and any detail is straight lift from Figure 7A may not be specific to any reasons

The SW – sandy beaches, nightlife, close to airport.

The NE – sandy beaches, shallow sea, mountainous scenery, motorway link.

Area X – historic town, market town, pearl industry, main road link.

Mountains – can be positive or negative – the scenery, specified sports, OR nothing to do, no beaches, clubs.

The NW – difficult access, no beaches.

**Level 2 Clear (4-6 marks)**

Needs to refer to more than one of the different areas.

There should be evidence of the use of the information rather than straight lifts without any development or elaboration. Fewer people go to the NW because it is

more remote and there is less in the way of entertainment. The SW is closest to the airport and so

is easily accessible and attracts lots of young people because of the beaches and the bars.

(6 marks)

(d) **Level 1 Basic (1-3 marks)**

Answers will be single words such as jobs, specified jobs, pollution.

**Level 2 Clear (4-6 marks)**

Explanation of the benefits or problems such as making money, use of facilities, improved standards of living, improved infrastructure, the sources of pollution.

**Level 3 Detailed (7-9 marks)**

Will require both benefits and problems and detailed explanation and must have some indication that the candidates are referring to the impact on the people of Mediterranean Spain and not any non specific tourist area.

In Benidorm many hotels have been built along the sea front. These provide many unskilled jobs during the season. These are an alternative source of employment in an area where farming is difficult because of the long summer drought. The resort attracts many youngsters who may cause trouble because of the cheap cost of alcohol and this may cause conflict with the inhabitants who may be strict Roman Catholics.

(9 marks)

**Total Marks for Question 2 = 35**

<b>Question 3</b>	<b>Marks</b>
(a)	<p>(i) 5 °C. 0 for no units. <span style="float: right;"><i>(1 mark)</i></span></p> <p>(ii) <b>Level 1 Basic (1-2 marks)</b> Simple statements such as hot or wet.</p> <p><b>Level 2 Clear (3-4 marks)</b> Can reach top of the level through either description or explanation of the temperature or rainfall Reference to humidity, the drier/wetter part of the year, slight drop in temperatures mid year/wetter part of year. Explanation of the high temperatures due to Equatorial location, high angle of sun or of rainfall – the convection process.</p> <p><b>Level 3 Detailed (5-6 marks)</b> Must have description plus explanation of both rainfall and temperatures – mark with T and R in margin. <span style="float: right;"><i>(6 marks)</i></span></p>
(b)	<p>3 x 2. Name plus an explanatory point or 2 explanatory points. Must be annotation so looking for linked statements about the vegetation – buttress roots for support, drip tips for water run off .... Max 3 for just names. <span style="float: right;"><i>(6 marks)</i></span></p>
(c)	<p><b>Level 1 Basic (1-3 marks)</b> Simple statements with no development and no real sequence.</p> <p><b>Level 2 Clear (4-6 marks)</b> Forest cleared/burnt, about 1 ha/small, ashes used as fertiliser, crops planted, named crops, harvested, soil becomes infertile, exposed to rain/sun, move on after 4-5 years, return after 20/30 years, ‘slash and burn’, subsistence. No credit for explanation. <span style="float: right;"><i>(6 marks)</i></span></p>
(d)	<p>(i) Mining/quarrying/opencast. <span style="float: right;"><i>(1 mark)</i></span></p> <p>(ii) <b>Level 1 Basic (1-2 marks)</b> Simple statements Trees destroyed animals lose habitat. Loss of farmland.</p> <p><b>Level 2 Clear (3-4 marks)</b> Look for the <b>local</b> effects of developments in Amazonia –Indians lose homes, catch diseases from people from outside due to lack of immunity. Look for elaboration / development resulting in linked statements. No credit for global warming/acid rain effects. <span style="float: right;"><i>(4 marks)</i></span></p>

(e)

**Level 1 Basic (1-2 marks)**

Simple statements or lifts from the advert.

**Level 2 Clear (3-4 marks)**

How the environment is protected – by tree walks, building on stilts, the lack of pressure on resources – recycling, solar energy.

**Level 3 Detailed (5-6 marks)**

Evidence that the candidate has gone beyond just using Figure 11. There must be evidence that the answer shows evidence of the idea of sustainability in that it will not destroy the environment and leaves it in good shape for future generations.

Definition of ecotourism.

*(6 marks)***Total Marks for Question 3 = 30**

**Question 4****Marks**

- (a) **Level 1 Basic (1-3 marks)**  
 Level 1 Basic will be simple statements – a lot in the north (not all – check the accuracy of all statements)  
 There may be isolated countries ---- has a high/low amount. No indication of any kind of pattern.
- Level 2 Clear (4-6 marks)**  
 Indication that the candidate is able to take an overview and recognise some kind of pattern.  
 MEDCs have high rates LEDCs have low rates, mainly high in north, S America exception, Australia exception, many Asian have low rates, many African have low rates. *(6 marks)*
- (b) 3x1 must be more than a list.  
 Melting ice/more water in the sea/ heating causes water to expand/sea level rises.  
 No credit for explanation of global warming.  
 Accept explanation of a sea level fall. *(3 marks)*
- (c) (i) Dhaka/Dacca. *(1 mark)*
- (ii) **Level 1 Basic (1-2 marks)**  
 Simple statements – destroyed homes, deaths, starvation.
- Level 2 Clear (3-4 marks)**  
 Linked statements which must show effect on people.  
 Floods destroy crops, so starvation. Disease spreads because of polluted water, loss of homes, death by drowning, forced migration to cities, cities under water so sewage escapes. The rice crops would be destroyed so that there would be less food available.
- Level 3 Detailed (5-6 marks)**  
 There must be evidence of specific locational factual information.  
 People forced to move to cities such as Dhaka and Calcutta. This leads to the growth of bustees in these large metropolitan areas. Cholera would become more common because of the destruction of the sewage infrastructure leading to the contamination of the water. *(6 marks)*

- (d) **Indicate with (R) for reduction of global warming and (M) for management of consequences**

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

Simple statements will tend to concentrate on reducing the danger of global warming.

Use less fossil fuels. Increase use of renewable energy.

**Level 2 Clear (4-6 marks)**

Can reach top by concentrating entirely on either reduction or management. Look for some detail about how the use of fossil fuels will be reduced and how renewable energy is to be used.

**Level 3 Detailed (7-9 marks)**

Must have both reduction and management to reach Level 3. There must be a balance of both parts of the questions with the appropriate detail to reach full marks.

There must be a reduction in the amount of fossil fuel used to make energy. This would lead to a decrease in the amount of greenhouse gases in the atmosphere and therefore a reduction in global warming. The high temperatures associated with global warming will lead to a rise in sea level due to the polar ice caps melting. This will increase the danger of flooding in low-lying coastal areas. Sea defences will therefore have to be built. The types of sea defences are concrete sea walls, groynes, rip-rap and stone blocks. These aim to protect these areas from coastal flooding.

*(9 marks)*

**Total Marks for Question 4 = 25**