

GCSE
GEOGRAPHY

PAPER 3 GEOGRAPHICAL APPLICATIONS

Mark scheme

Additional Specimen

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation, each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor.

The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 2 with a small amount of Level 3 material it would be placed in Level 2 but be awarded a mark near the top of the level because of the Level 3 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment of spelling, punctuation and grammar (SPaG)

Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated questions. In each of these questions, 3 marks are allocated for SPaG as follows:

- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

Q	Part	Marking guidance	Total marks
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Section A Issue evaluation

01	1	<p>1 mark – any indication of a fluctuating pattern.</p> <p>2nd mark – identification of any period of increase or decline or use of data.</p> <p>AO4 = 2 marks</p>	2
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		<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • More efficient use of energy (in homes/business/transport). • Energy saving appliances. • Conservation measures. • Less energy use in vehicles. • Electric vehicles. • Increasing use of public transport. • More expensive energy. • Less manufacturing industry. <p>AO2 = 2 marks, AO3 = 2 marks, AO4 = 2 marks</p>	
01	3	<p>1 mark for identified point 2nd. mark for some extension of the point or some appropriate development.</p> <p>Students can refer to the general increase in consumption from 1970 - 2005 or the recent decline in energy consumption.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Increases in personal wealth. • Increase in use of technology. • Increase number of cars. • Decline in manufacturing. • Improvements in energy efficiency. • Insulation and energy conservation. • Economic slow down. <p>AO3 = 2 marks</p>	2
01	4	<p>Any two reasonable points (2 x 1 marks)</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Increasing demand for electricity. • Fossil fuel resources running out. • Lack of government investment. • Relative cost. <p>AO2 = 2 marks</p>	2
02	1	<p>4 sq km</p> <p>AO4 = 1 mark</p>	1

02	2	6
Level	Marks	Description
3 (Detailed)	5–6	<p>AO3 Demonstrates detailed application of knowledge and understanding in a reasoned way to make judgements about the physical environment providing opportunities for economic activities.</p> <p>AO3 Makes full analysis of the resource, using evidence to support the response.</p>
2 (Clear)	3–4	<p>AO3 Demonstrates clear application of knowledge and understanding in analysing the geographical information to determine the opportunities for economic activities.</p> <p>AO4 Makes some use of Figure 2 in investigating the question</p>
1 (Basic)	1–2	<p>AO3 Demonstrates limited application of knowledge and understanding in analysing geographical information to determine the opportunities for economic activities.</p> <p>AO4 Limited use of Figure 2 in investigating the question</p>
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<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Some understanding that the physical environment is a resource in terms of economic activities. • Responses should show some understanding or implied understanding of the potential of the physical environment to provide economic activities using examples from the resource to support this understanding. • A number of economic activities are identified in the resource which can be used to express an understanding of the key idea. • A relative judgement in relation to the range of activities provided. • At the higher levels there is a clear expectation of some degree of judgement. <p>AO3 = 4 marks, AO4 = 2 marks</p>		

03	1	Level			Marks			Description			6
		3 (Detailed)			5–6			<p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to make an evaluative judgement about why the development identified on Figure 3 might be considered an example of an 'economic/environmental conflict'.</p> <p>AO3 Makes full analysis of the resource, using evidence to support the response.</p>			
		2 (Clear)			3–4			<p>AO2 Shows some geographical understanding of why the development identified on Figure 3 is an example of an 'economic/environmental conflict'.</p> <p>AO4 Makes some use of Figure 3 in investigating the question.</p>			
		1 (Basic)			1–2			<p>AO2 Shows limited geographical understanding of why the development identified on Figure 3 is an example of an 'economic/environmental conflict'.</p> <p>AO4 Limited use of Figure 3 in investigating the question.</p>			
					0			No relevant content.			

	<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Understanding of the economic benefits of the proposed development. This can include primary and secondary (multiplier) employment, skill based training opportunities, development of infrastructure, investment in community facilities, demographic stability or the attraction of population which would further stimulate the economy. • Understanding of the environmental pressures that the proposed development might create. This can include disturbance to wildlife, damage to habitats, potential issues relating to groundwater, air, water, visual and noise pollution and potential issues of waste management. In addition there are secondary environmental impacts such as increasing traffic and the need for a significant area of storage. • Students may also identify negative economic factors (recreation and tourism industry) and positive environmental gains (the development of additional protected environments). • Students are expected to go beyond simply describing impacts and problems and consider how these generate conflicts where specific differing opinions are considered. <p>AO2 = 2 marks, AO3 = 2 marks, AO4 = 2 marks</p>	
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<p>1 (Basic)</p>	<p>1–3</p>	<p>AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a limited range of supporting evidence, making basic links between different areas of the course of study.</p> <p>AO4 Selects information and uses it to make some links to judgement.</p>
	<p>0</p>	<p>No relevant content.</p>

Indicative content

- Students should make a decision and use the full range of resources and their own knowledge to justify their decision.
- The approach taken can be detailed analysis which supports the decision or a consideration of the advantages and disadvantages with a resulting decision. In either case there is an expectation that at the higher levels students will offer some degree of balance.
- There may be a consideration of the ‘national good’ (increasing energy security) in relation to the ‘local bad’ (impact on local people).
- There are a wide range of ideas and opinions throughout the resources which can be used to support the chosen decision.
- Students may use a decision making technique in order to assess the impact of the proposed development. Examples of this might include, Cost-Benefit Analysis, Environmental Impact Assessment, SWOT analysis.

AO3 = 6 marks, AO4 = 3 marks

Section B Fieldwork

04	1	<p>1 mark for each part shaded in correctly. (2 x 1 marks)</p> <p>AO4 = 2 marks</p>	2
04	2	<p>Any reasonable point for each statement. (2 x 1 marks)</p> <p>'Where did you come from?'</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Indication of sphere of influence. • Indication of local use. • Indication of the type of environment people are from (largely urban). • Accept that it might give an indication of length of stay or mode of travel. <p>'Why are you visiting Windermere?'</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Range of reasons which might include family links, specific activities, attractiveness of the physical landscape. • Indication of the pressures on the area. • Indication of the facilities that might be/are required. • Indication of seasonality. <p>AO3 = 2 marks</p>	1
04	3	<p>Car ownership in the town – B (line graph)</p> <p>How people travelled to the town centre – A (pie graph) (2 x 1 marks)</p> <p>AO3 = 2 marks</p>	2

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<p><u>Indicative content</u></p> <p>Accept any valid point</p> <ul style="list-style-type: none"> • Answer must relate to both Wednesday and Saturday. • General relationship between number and day of the week. • Time of day. • Day of the week linked to type of activity work/shopping. • Weekend event in town – football. • For Level 2 expect some use of data (% full and distance from town centre/main shopping area). <p>AO3 = 2 marks, AO4 = 2 marks</p>																	
04	5	1 mark for correct answer (two lines need to be drawn one at 30% and the other at 100% and both sections need to be labelled)	1														
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04	6	Any reasonable suggestion. Possibilities might include; pie graph, triangular graph, bar graph.	1														
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04	7	Median – 5 Mode – 4 (2 x 1 marks)	2														
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04	8	<p>Any two reasonable suggestions. (2 x 1 marks)</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Be aware of weather (rainfall). • Be aware of river levels and flow. • Have appropriate clothing/footwear. • Be aware of unstable riverbanks. • Use ropes to make sure people are secure. • Have a first aid kit in case of accidents. • Have mobile communications in case of an emergency. <p>AO3 = 2 marks</p>	2
05	1	<p>Two identified reasons or one developed reason. (1 x 2 marks or 2 x 1 marks)</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Clearly geographical. • Low/manageable risk. • Appropriate scale. • Data available. • Manageable in terms of time. <p>AO3 = 2 marks</p>	4
05	2	<p>Candidates need to identify the primary data collection method. Marks will be allocated according to the level of justification. One method with detailed justification = 3 marks. Some justification in relation to aims of investigation = 2 marks. Statement(s) with an element or implied element of justification = 1 mark.</p> <p>AO4 = 3 marks</p>	3

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		<p><u>Indicative content</u></p> <p>The levels will reflect the extent to which the strength of the link between the original aims of the enquiry and the data collection programme are expressed.</p> <p>Level 3 – Detailed links between the aims of the enquiry and the data expressed with evaluative observations.</p> <p>Level 2 – Some links between the aims of the enquiry and the data expressed with elements of evaluative comment.</p> <p>Level 1 – Limited links between the aims of the enquiry and the data expressed with simple evaluative observations.</p> <p>AO3 = 6 marks</p>																

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